

Name:

Student Number:

**ASSIGNMENT #3***Due on November 1<sup>st</sup>, at the beginning of class***1. CREE**

Consider the sounds [k] and [g] in Cree and determine whether they are allophones of the same phoneme, or represent different phonemes. If allophones, state the complementary distribution; if phonemes, state the contrast. What phonological process is illustrated here? Argue for your solution.

- |    |             |                 |
|----|-------------|-----------------|
| a. | niska       | <i>goose</i>    |
| b. | kodak       | <i>another</i>  |
| c. | ni:gi       | <i>my house</i> |
| d. | o:gik       | <i>these</i>    |
| e. | tahki       | <i>often</i>    |
| f. | tʃi:gahigan | <i>axe</i>      |

(5 points)

**2. SPANISH**

Examine the following data from Spanish. For the Present Tense verbs, *-mos* is the 1<sup>st</sup> person plural ending, and *-o* is the 1<sup>st</sup> person singular ending. The vowels *-a*, *-e* and *-i* between the root and the ending of the 1<sup>st</sup> person plural are called theme vowels.

Explain the non-occurrence of the theme vowel in the 1<sup>st</sup> person singular forms by identifying the phonological process apparent here. Argue for your solution.

- |    | <i>1<sup>st</sup> Person Plural</i> | <i>1<sup>st</sup> Person Singular</i> |              |
|----|-------------------------------------|---------------------------------------|--------------|
| a. | ablámos                             | áblo                                  | <i>speak</i> |
| b. | komémos                             | kómo                                  | <i>eat</i>   |
| c. | bibímos                             | bíbo                                  | <i>live</i>  |

(5 points)

### 3. KOREAN

Consider the sounds [s] and [ʃ] in Korean and determine whether they are allophones of the same phoneme, or represent different phonemes. If allophones, state the complementary distribution; if phonemes, state the contrast. What phonological process is illustrated here? Argue for your solution.

- |    |        |                  |
|----|--------|------------------|
| a. | son    | <i>hand</i>      |
| b. | som    | <i>sack</i>      |
| c. | sosal  | <i>novel</i>     |
| d. | sək    | <i>colour</i>    |
| e. | us     | <i>upper</i>     |
| f. | fihap  | <i>game</i>      |
| g. | filsu  | <i>mistake</i>   |
| h. | fipsam | <i>thirteen</i>  |
| i. | finfo  | <i>signal</i>    |
| j. | mafi   | <i>delicious</i> |

(5 points)

### 4. FIJIAN

In the following problem, separate the morpheme meaning transitive aspect from the verb stem. Consider the variation in the stem and account for it. What phonological process is illustrated here? Argue for your solution.

<i>Intransitive</i>		<i>Transitive</i>	
a.	lako	lakova	<i>fetch</i>
b.	siŋa	siŋana	<i>dry</i>
c.	ndambe	ndambeða	<i>sit</i>
d.	ða	ðaata	<i>dislike</i>
e.	kila	kilaa	<i>know</i>
f.	lewa	lewaa	<i>decide</i>
g.	tau	taura	<i>take</i>
h.	sol	solia	<i>give</i>
i.	kere	kerea	<i>ask</i>
j.	bili	biliŋa	<i>push</i>
k.	sau	sauma	<i>repay</i>
l.	toro	toroja	<i>shave</i>

(5 points)

## 5. IRAQI ARABIC

In the following problem, separate the possessive morpheme from the noun stem. Consider the variation in the resulting stems and account for it. What phonological process is illustrated here? Argue for your solution.

		<i>my</i>	
a.	binit	binti	<i>daughter</i>
b.	ridzil	ridzli	<i>leg</i>
c.	ʔisim	ʔismi	<i>name</i>
d.	tʃiðib	tʃiðbi	<i>lie</i>
e.	siʕir	siʕri	<i>price</i>
f.	ʔibil	ʔibili	<i>camels</i>
g.	ʔuxut	ʔuxti	<i>sister</i>
h.	ʃuɣul	ʃuɣli	<i>work</i>
i.	xubuz	xubzi	<i>bread</i>
j.	ʕumur	ʕumri	<i>age</i>
k.	kufuk	kufki	<i>cabin</i>
l.	kutub	kutubi	<i>books</i>

(5 points)