

Name:

Student Number:

ASSIGNMENT #4*Due on Thursday, March 10th, at the beginning of class*

1. Transcribe these words as you would pronounce them. Observe all possible articulations as indicated in the *Guide to Transcription Practices* handouts. Mark the primary stress.
 - a. sick cat
 - b. approaching
 - c. knitting
 - d. conductor
 - e. dry cleaning

(3 points each =15)

2. Which of the following words would be treated as minimal pairs?

nip, ride, fit, knee, deep, tip, frog, ripe, throat, lit, son, dig, light, threat, frock, bee, tap, cot, knit, sing, flea, leap, sea, weep

(1 point each)

3. Phonological problem:

MALAY

Consider the sounds [t] and [tʃ] and determine whether they are allophones of the same phoneme, or represent two different phonemes. If allophones, state the complementary distribution; if phonemes, state the contrast. Argue for your solution.

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|----|---------|------------------|
| 1. | tarek | <i>pull</i> |
| 2. | katil | <i>a pinch</i> |
| 3. | pitar | <i>disk</i> |
| 4. | lawat | <i>visit</i> |
| 5. | tʃarek | <i>rip</i> |
| 6. | tʃampah | <i>tasteless</i> |
| 7. | katʃil | <i>small</i> |
| 8. | tʃomel | <i>cute</i> |

(3 points)

4. Phonological problem:

KOREAN

Consider the sounds [k] and [g] in Korean and determine whether they are allophones of the same phoneme, or represent two different phonemes. If allophones, state the complementary distribution; if phonemes, state the contrast. Argue for your solution.

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|------------|--------------------|
| 1. jigan | <i>time</i> |
| 2. kudʒida | <i>to solidify</i> |
| 3. kogi | <i>meat</i> |
| 4. su:go | <i>trouble</i> |
| 5. moksa | <i>minister</i> |
| 6. kul | <i>oyster</i> |
| 7. paŋsik | <i>cushion</i> |
| 8. sogum | <i>salt</i> |

(5 points)