

Homework Assignment #2

Due **W Sept 9 at 12:00 noon (EDT)** in Sakai “[Assignments](#)” | upload as **.pdf file *only***

CL is your textbook, *Contemporary Linguistics*

Phonology

Part I: Exercise from *CL* (Ch 3, p 112)

- Do exercise (4) — Hindi. (Where the textbook says to use “features,” please substitute “sound properties” as we have done in class.)

Part II: Data set from *Swampy Cree* (an Algonquian language spoken in Canada)

- Use this data set to answer the questions that follow. (Note: The symbol [ː] indicates that the preceding vowel is long.)

[niska]	‘goose’	[nisto]	‘three’
[kodak]	‘another’	[tʃiːgahigan]	‘axe’
[asabaːp]	‘thread’	[adim]	‘dog’
[waskoːw]	‘cloud’	[miːbit]	‘tooth’
[paskwaːw]	‘prairie’	[pimiː]	‘lard’
[niːgi]	‘my house’	[mide]	‘heart’
[koːgoːs]	‘pig’	[oːgik]	‘these’
[tahki]	‘often’	[tʃiːman]	‘canoe’
[namwaːtʃ]	‘not at all’	[waːbos]	‘rabbit’
[ospwaːgan]	‘pipe’	[naːbeːw]	‘man’
[miːdʒihtʃij]	‘hand’	[miːdʒiwin]	‘food’

- (i) Do [p] and [b] belong to separate phonemes, or are they allophones of one phoneme?
 - If you think they belong to **separate phonemes**, list **data** to support your case.
 - If you think they are **allophones of one phoneme**, first **state** the conditioning factors (environment) in words, and then write a **rule** (in $A \rightarrow B / X __ Y$ notation, using sound properties) that accounts for their distribution.
- (ii) Do the same as in part (i) for:
 - [t] and [d]
 - [k] and [g]
 - [tʃ] and [dʒ]

Be aware that [t] and [tʃ] are *different speech sounds*. Do not include a “t” **that is part of a [tʃ]** when you are writing down the environments for [t]; likewise for [d] and [dʒ].
- (iii) Make a general statement about the relationship among all the consonant pairs whose distribution you have examined. In your general statement, try to use **natural classes** and **sound properties** as insightfully as you can.