Homework #2: Squamish and Ewe

Due in class on Tues. 10/6

1. **Squamish (British Columbia)**

[C’] = glottalized consonant  
[Cʷ] = labialized (rounded) consonant  
[ɬ] = voiceless lateral affricate (dental)  
[ɬ] = voiceless palato-alveolar affricate  
[ç] = voiceless liquid or nasal  
[ç] = voiceless uvular fricative  
[æ] is a diphthong

1. [tseʔ] ‘there is’  
2. [k’weŋ] ‘few’  
3. [eː-bot] ‘be morning’  
4. [χeːqʷ] ‘be arrested’  
5. [χepʔ] ‘get touched’  
6. [tseːxʷ] ‘reach’  
7. [tseʔ] ‘feel cold’  
8. [k’weːŋ] ‘wise’  
9. [weːqʷ] ‘ask’  
10. [teː] ‘this’  
11. [ŋaːq’eːʔos] ‘person with magic power’  
12. [xʷafeːʔtŋ] ‘white man’  
13. [leːxʷ] ‘fall’  
14. [fiːʔ] ‘be here’  
15. [ʔeː] ‘become black’  
16. [χeːq] ‘scratch’  
17. [tjɛːtʃ] ‘top’  
18. [q’ɛːɛʔ] ‘become black’  
19. [tmɛːxʷ] ‘earth, ground’  
20. [qleːm] ‘weak’  
21. [sq’ɛːʔ] ‘slices of dried salmon’  
22. [χeːʔ] ‘be lost’  
23. [neʔtʃ] ‘high seas’  
24. [k’weːʔis] ‘rub oil in one’s hair’  
25. [sleːʔ] ‘bunch of blankets’  
26. [χ’weːʔ] ‘come out’  
27. [nq’ɛːʔm] ‘horses’  
28. [meːχətʃ] ‘black bear’

1. Provide phonetic charts in the normal IPA format for consonants and vowels. Where it’s not obvious how to arrange the chart, improvise, using your judgment.

2. The sounds [æː, e, ɛː, ɛː] are in complementary distribution, and form a single phoneme. List the environments in which the sounds occur. State the underlying form of the phoneme, and write rules to derive the other allophones.

Do the standard reader-friendly things with your rules: state them in words as well as features, give them descriptive names, and use those names in referring to them.
This problem set is a classical case of rule ordering. State what the correct order is. Give sample derivations to justify the rule orderings, explaining in words why the orders are necessary. If you get stuck, just describe the environments for each allophone concisely and we will give partial credit.

I recommend that you use the following forms for derivations: \[ ?\text{e}\] \[ ?\text{e}\acute{\text{e}} \] \[ ?\text{e}\acute{\text{e}}\] \[ ?\text{e}\acute{\text{e}} \] \[ ?\text{e}\acute{\text{e}}\] \[ ?\text{e}\acute{\text{e}}\] and \[ ?\text{e}\acute{\text{e}}\].

2. **Ewe (Ghana)**

[ɪ] and [r] are allophones of the same phoneme. Determine the underlying form and the relevant phonological rule. [Kp] and [Gb] are labio-velar stops.

1. [zr5] ‘to be smooth’ 15. [dru] ‘to be bent’
2. [nra] ‘to rage’ 16. [fle] ‘to pluck’
3. [l5] ‘to love’ 17. [glama:] ‘uneven’
4. [kpla] ‘to intertwine’ 18. [lîs] ‘chameleon’
5. [mlago:] ‘thick’ 19. [dzre] ‘to quarrel’
6. [gbla:] ‘wide’ 20. [yla] ‘to hide’
7. [lolo] ‘to be large’ 21. [xlolo:] ‘rough’
8. [wlu] ‘to dig’ 22. [tsro] ‘bark (of tree)’
12. [hle] ‘to spread out’ 26. [njlo] ‘to write’
13. [vlo] ‘to go far away’ 27. [jre] ‘evil’

Account for the Ewe pronunciations of [ɪ] and [r] in the following borrowed words. Relate your answer to the discussion in class and in the text concerning the psychological reality of phonemes:

<table>
<thead>
<tr>
<th>German</th>
<th>Krug</th>
<th>[kruk]</th>
<th>Ewe</th>
<th>[kplu]</th>
<th>‘jug’</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>Paris</td>
<td>[pari]</td>
<td>Ewe</td>
<td>[kpali]</td>
<td>‘Paris’</td>
</tr>
<tr>
<td>Portuguese</td>
<td>claro</td>
<td>[klaru]</td>
<td>Ewe</td>
<td>[klalo]</td>
<td>‘finished’</td>
</tr>
<tr>
<td>Danish</td>
<td>trappe</td>
<td>[trapø]</td>
<td>Ewe</td>
<td>[atrakpoe]</td>
<td>‘step’</td>
</tr>
</tbody>
</table>