<u>Data Set 1: Ewe</u>

Ewe	English
1 - [zrɔ̃]	"to be smooth"
2 - [lɔ̃]	"to love"
3 - [mlagoo]	"thick"
4 - [lolo]	"to be large"
5 - [wlu]	"to dig"
6 - [βla]	"suddenly"
7 - [srɔ̃]	"wife"
8 - [glamaa]	"uneven"
9 - [dzre]	"to quarrel"
10 - [atra]	"mangrove"
11 - [fle]	"to pluck"
12 - [dru]	"to be bent"

Examine the distribution of [l] and [r] in Ewe (a Gbe language spoken primarily in Ghana and Togo) and answer the questions below.

1. State whether you think [l] and [r] are allophones of separate phonemes or allophones of the same phoneme.

2. Are [l] and [r] in contrastive or complementary distribution?

3. If [l] and [r] are allophones of separate phonemes, what evidence did you use to make your decision?

4. If [l] and [r] are allophones of the same phoneme, then: (a) state the distributions of the allophones; (b) state which sound you think is the underlying phoneme and why; (c) write a rule to derive the allophone(s); (d) explain why it makes sense to group the allophones together from an articulatory perspective.

<u>Data Set 2: Malay</u>

Malay	English
1 - [tarek]	"pull"
2 - [kətil]	"pinch"
3 - [pitər]	"disk"
4 - [lawat:]	"visit"
5 - [t͡ʃarek]	"rip"
6 - [ketʲil]	"small"
7 - [tʲaᵐpah]	"tasteless"
8 - [kətʲut]	"shriveled"
9 - [ketʲek]	"pampering"
10 - [batʲa]	"steel"
11 - [kət͡ʃil]	"small"
12 - [t͡ʃomel]	"cute"

Examine the distribution of [t] and [t͡ʃ] in Malay (an Austronesian language spoken primarily in Brunei, Indonesia, Malaysia, and Singapore) and answer the questions below.

1. State whether you think [t] and [t͡ʃ] are allophones of separate phonemes or allophones of the same phoneme.

2. Are [t] and [t͡ʃ] in contrastive or complementary distribution?

3. If [t] and [t͡ʃ] are allophones of separate phonemes, what evidence did you use to make your decision?

4. If [t] and [t͡ʃ] are allophones of the same phoneme, then: (a) state the distributions of the allophones; (b) state which sound you think is the underlying phoneme and why; (c) write a rule to derive the allophone(s); (d) explain why it makes sense to group the allophones together from an articulatory perspective.

Data Set 3: Mokilese

Mokilese	English
1 - [pi̥san]	"my beard"
2 - [dupu̥kda]	"chop it down"
3 - [pu̥ko]	"seed"
4 - [ki̥sa]	"flea"
5 - [su̥pwo]	"hanging"
6 - [kamwɔki̥ti]	"sugar cane"
7 - [pi̥ko]	"warm"
8 - [uduk]	"white"
9 - [apud]	"he is carrying it"
10 - [pil]	"to dress"
11 - [apid]	"he stirred it"
12 - [ludʒ͡u]	"read"

Examine the distribution of [i], [u], [i̥], and [u̥] in Mokilese (an Austronesian language spoken primarily in Micronesia) and answer the questions below.

1. State which sounds are in contrastive distribution, and give examples of minimal pairs which demonstrate this.

2. Next, state which sounds are in complementary distribution and the distributions of the allophones (hint: you may want to consider their articulatory properties!).

3. For each pair of allophones: (a) state which sound you think is the underlying phoneme and why; (b) write a rule to derive the allophone(s).