Monday, 22 June 2020
ALL EXAMS

START OF EXAM
Student ID: 4066
2:20 - 2:40 PM

Question 1

Source: Day 9 Handout, Question 1

Explain why the concept of an alternation either is or is not useful for understanding this dataset.

Korean
a. [mul] ‘water’
b. [mulkama] ‘place for water’
c. [muɾe] ‘at the water’
d. [mal] ‘horse’
e. [malkama] ‘place for horse’
f. [maɾe] ‘at the horse’
g. [pul] ‘fire’
h. [puɾe] ‘at the fire’

Question 2

Source: Final Exam Dataset

Explain what the basic phonological analysis of this dataset is, and what the key pieces of evidence are.

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 3

Source: Day 10 Discussion

Explain why the given feature's value varies across this set of sounds.

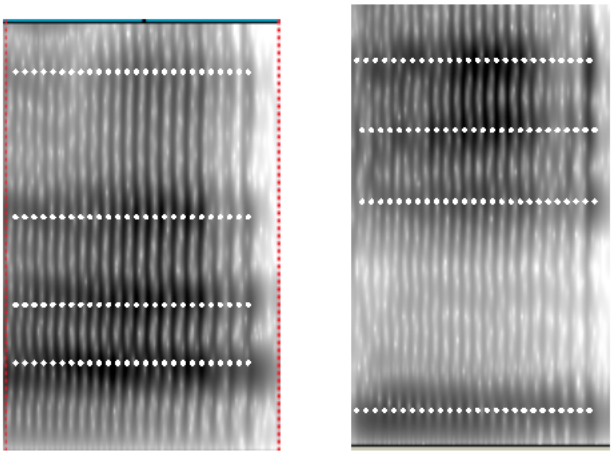
[sonorant]
alveolars

Question 4

Source: Day 8 Handout, Question 7

Explain why each numbered, underlined statement is true or false. If it is false, explain one way that you could correct it.

We can look at the vertical location of the formants to determine something about the characteristics of individual speech sounds. For example, in the two spectrograms below, we can see that [22]the first formant is higher in the spectrogram for sound 1 than it is for sound 2. Because [23]F1 is directly correlated with vowel height, we know that [24]the vowel pictured in sound 1 is a higher vowel than the one in sound 2. For example, [25]sound 1 might be an [ɑ] while sound 2 might be an [i].



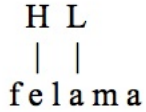
Sound 1

Sound 2

Question 5

Source: Quiz 10, Question 3

Section 4.2 of chapter 13 in the Peng textbook presented an autosegmental analysis of Mende tone distribution. Explain why the form shown below should NOT be the UR for any morpheme in Mende.



Question 6

Source: Homework 5, Question 2

Explain why the insertion analysis is better than the deletion analysis for this dataset.

Fula

	Plain Word	**Suffixed Word**	**Word Gloss**	**Suffix Gloss**
a.	[war-a]	[war-d-a]	'come'	ASSOCIATIVE
b.	[nast-a]	[nasd-id-a]	'enter'	ASSOCIATIVE
c.	[jar-a]	[jar-d-a]	'drink'	COMPREHENSIVE
d.	[win^{n}d-a]	[win^{n}d-id-a]	'write'	COMPREHENSIVE
e.	[war-a]	[war-t-o]	'kill'	REFLEXIVE
f.	[jim-a]	[jim-t-o]	'sing'	REFLEXIVE
g.	[taʔj-a]	[taʔj-it-o]	'cut'	REFLEXIVE
h.	[fiɓ-a]	[fiɓ-t-a]	'tie'	REVERSIVE
i.	[hufn-o]	[hufn-it-o]	'put on a cap'	REVERSIVE
j.	[bark-a]	[bark-iɗ-a]	'blessing'	DENOMINATIVE
k.	[sem^{m}b-e]	[sem^{m}b-iɗ-a]	'strength'	DENOMINATIVE

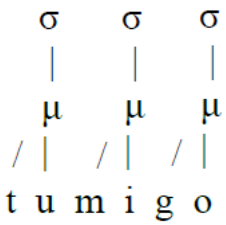
END OF EXAM

START OF EXAM
Student ID: 9246
2:40 - 3:00 PM

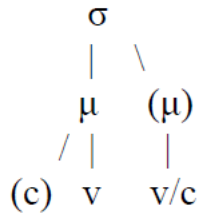
Question 1

Source: Day 11 Handout, Question 10

Explain why this structure either is or is not a correct application of the templatic-based approach to syllabification, using the provided template and assuming that syllabification proceeds from left to right.



Peng's Templatic Approach:



(30) Moraification
- a. Project a mora from each vowel.
- b. Associate a consonant to the immediate left of a mora to that mora.
- c. Project a mora from any remaining consonant.
- *Note: This last step is language-specific.*

(34) Extrasyllabicity

Mark the last mora dominating a consonant as extrasyllabic.

Note 1: This step is not used in all languages.

Note 2: The wording on this is a bit odd. What he means is "if the last segment in a word is a moraic consonant, mark it as extrasyllabic."

(35) Syllabification

Note: This proceeds either left-to-right or right-to-left, depending on the language!
- a. Project a syllable from [the first available] mora.
- b. Associate the moraic materials to the syllable.

(36) Conditions on association to a template
- a. Template Satisfaction: Satisfaction of templatic constraints is obligatory and is determined by the principles of prosody, both universal and language-specific.
- b. Maximization of Association: Associate as many phonological elements as possible.

Question 2

Source: Final Exam Dataset

Give a good phonological description of the patterns in the dataset that should be analysed.

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 3

Source: Day 8 Handout, Question 7

Explain why each numbered, underlined statement is true or false. If it is false, explain one way that you could correct it.

Sound is an invisible phenomenon. Sound can travel through any substance, [1]such as a liquid, solid, or a gas. [2]It involves the transfer of the matter in that substance from one place to another.

Sound is a particular kind of wave known as [3]a compression wave. [4]When the molecules are really close together, we say they are "rarefied" and when they are really far apart, we say they are "compressed."

Question 4

Source: Day 12 Handout, Question 7

What would be a good description of the alternation in this dataset?

Southern Manyika dialect of Shona

Set 1:

a. [téŋg-á]	'buy'
b. [téŋg-és-á]	'sell'
c. [téŋg-és-ér-á]	'sell to'
d. [téŋg-és-ér-án-á]	'sell to each other'

Note: literally, 'sell' consists of two morphemes that combine to mean 'make buy.'

Set 2:

a. [èrèŋg-à]	'read'
b. [èrèŋg-ès-à]	'make read'
c. [èrèŋg-èr-à]	'read to'
d. [fùŋg-ìdz-ìr-àn-à]	'suspect each other'

Question 5

Source: Day 9 Handout, Question 5

Explain which morpheme(s) in this dataset alternate and how that helps you do a phonological analysis.

English

a. [tæk]	'tack'	j. [hɪɾɚ]	'hitter'
b. [tɹu]	'true'	k. [lɑɪɾɪŋ]	'lighting'
c. [tɑɪm]	'time'	l. [bæɾɚ]	'batter'
d. [tiɹ]	'tear'	m. [miɾɚ]	'meter'
e. [bæt]	'bat'	n. [lɑɪɾɚ]	'lighter'
f. [weɪt]	'wait'	o. [bæɾl̩]	'battle'
g. [hɪt]	'hit'	p. [kæɾɚpɪlɚ]	'caterpillar'
h. [lɑɪt]	'light'	q. [weɪɾɪŋ]	'waiting'
i. [bɔt]	'bought'		

Question 6

Source: Quiz 8, Question 6

Explain why this is an incorrect statement.

Nasal consonants are [+continuant], because you can continue to make the sound for a long period of time (until you run out of breath).

END OF EXAM

START OF EXAM
Student ID: 4090
3:00 - 3:20 PM

Question 1

Source: Day 9 Handout, Question 1

Explain why the concept of an alternation either is or is not useful for understanding this dataset.

Korean
a. [mul] ‘water’
b. [mulkama] ‘place for water’
c. [muɾe] ‘at the water’
d. [mal] ‘horse’
e. [malkama] ‘place for horse’
f. [maɾe] ‘at the horse’
g. [pul] ‘fire’
h. [puɾe] ‘at the fire’

Question 2

Source: Final Exam Dataset

Explain what the underlying representation of these morphemes would be and why.

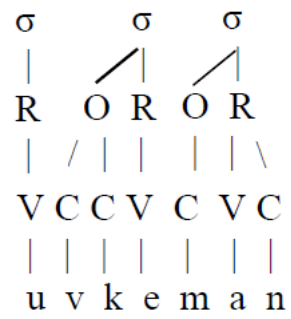
'invent', 'progressive'

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 3

Source: Day 11 Handout, Question 6

Explain why this structure either is or is not a correct application of the rule-based approach to syllabification, assuming that both the onset rule and the coda rule apply in this language, and the onset rule comes before the coda rule.



Peng's Rule-Based Approach:

(17) Rule-based approach

These two apply simultaneously and are universal.

a. Project a σ from each V.
   Note 1: This involves also projecting a rime.
   Note 2: This is about vowels, not V slots.

b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
   Note: This time, it's about C slots.

These two apply sequentially (in either order) and are langauge-specific.

c. (Onset Rule) Adjoin a consonant to the left of an onset to this onset.

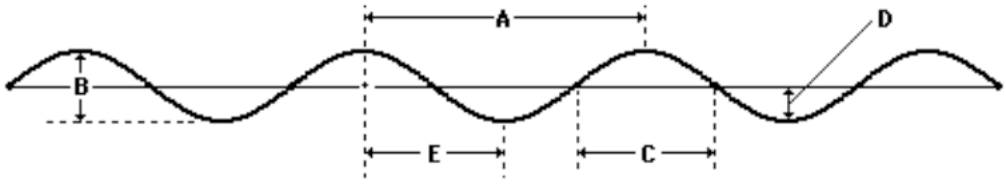
d. (Coda Rule) Adjoin a consonant to the right of a rime to this rime.
   Note: Again, (17c) and (17d) are about C slots.

Question 4

Source: Day 8 Handout, Question 1

Explain what (if anything) the letter below represents on this waveform.

A



Question 5

Source: Day 12 Handout, Question 5

Explain which of the three rules will apply to the form given below, and whether each of those rules would have an effect or not.

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.
2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.
3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H

/apute/

Question 6

Source: Day 10 Handout, Question 6 (Day 7 Handout, Question 7)

Explain how you should use phonological features to combine these rules.

/s/ → [ʃ] / _ [i]
/z/ → [dʒ] / _ [i]

In the following data from Japanese, the voiceless fricatives [s] and [ʃ] are both allophones of the same phoneme, and [z] and [dʒ] are both allophones of the same phoneme, but a different phoneme from [s] and [ʃ].

a.	[ʃiawase]	'happiness'	g.	[sate]	'well'
b.	[sɯɒːai]	'sour'	h.	[oʤisan]	'grandfather'
c.	[soŋkei]	'respect'	i.	[zɯzɯʃi]	'forward'
d.	[onaʤi]	'same'	j.	[sensei]	'teacher'
e.	[zaʃːi]	'magazine'	k.	[zenzen]	'absolutely'
f.	[ʤitːo]	'straight'	g.	[zoː]	'elephant'

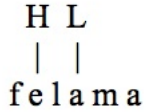
END OF EXAM

START OF EXAM
Student ID: 1956
3:20 - 3:40 PM

Question 1

Source: Quiz 10, Question 3

Section 4.2 of chapter 13 in the Peng textbook presented an autosegmental analysis of Mende tone distribution. Explain why the form shown below should NOT be the UR for any morpheme in Mende.



Question 2

Source: Final Exam Dataset

Explain what the underlying representation of these morphemes would be and why.

'invent', 'progressive'

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
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[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 3

Source: Day 8 Handout, Question 7

Explain why each numbered, underlined statement is true or false. If it is false, explain one way that you could correct it.

[10]Frequency is inversely related to pitch: high frequencies correspond to low pitches, and low frequencies correspond to high pitches. Finally, there is the amplitude of the wave. [11]The amplitude tells you how much pressure the molecules are under at any particular time. [12]The auditory correlate of amplitude is intensity; this is a measure of perceived pressure.

[13]In speech, air is set in vibrating motion by the lungs, so the lungs are the source of most speech sounds.

Question 4

Source: Day 11 Handout, Question 14

How does syllabification play a role in the analysis of the phonological relationship between tense and lax high vowels in Quebec French?

Québec French

orthography	*transcription*	*gloss*	*orthography*	*transcription*	*gloss*
vie	[vi]	'life'	fou	[fu]	'crazy'
riz	[ri]	'rice'	trou	[tru]	'hole'
lit	[li]	'bed'	boue	[bu]	'mud'
vitesse	[vitɛs]	'speed'	couper	[kupe]	'to cut'
vider	[vide]	'empty (verb)'	souder	[sude]	'to solder'
richesse	[riʃɛs]	'riches'	toucher	[tuʃe]	'to touch'
déraciné	[derasine]	'uprooted'	pousser	[puse]	'to push'
pipe	[pɪp]	'pipe'	coupe	[kʊp]	'cut'
vite	[vɪt]	'fast'	croûte	[krʊt]	'crust'
chic	[ʃɪk]	'chic'	pousse	[pʊs]	'push'
vide	[vɪd]	'empty (adj.)'	touche	[tʊʃ]	'touch'
vice	[vɪs]	'screw'	foule	[fʊl]	'crowd'
riche	[rɪʃ]	'rich'	soûle	[sʊl]	'drunk (fem.)'
ville	[vɪl]	'city'	boule	[bʊl]	'ball'

Question 5

Source: Day 9 Handout, Question 5

Explain which morpheme(s) in this dataset alternate and how that helps you do a phonological analysis.

English

a. [tæk]	'tack'	j. [hɪɾɚ]	'hitter'
b. [tɹu]	'true'	k. [lɑɪɾɪŋ]	'lighting'
c. [tɑɪm]	'time'	l. [bæɾɚ]	'batter'
d. [tiɹ]	'tear'	m. [miɾɚ]	'meter'
e. [bæt]	'bat'	n. [lɑɪɾɚ]	'lighter'
f. [weɪt]	'wait'	o. [bæɾl̩]	'battle'
g. [hɪt]	'hit'	p. [kæɾɚpɪlɚ]	'caterpillar'
h. [lɑɪt]	'light'	q. [weɪɾɪŋ]	'waiting'
i. [bɔt]	'bought'		

Question 6

Source: Day 10 Discussion

Explain why the given feature's value varies across this set of sounds.

[voice]
glottalized obstruents

END OF EXAM

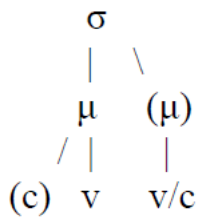
START OF EXAM
Student ID: 3737
3:40 - 4:00 PM

Question 1

Source: Day 11 Handout, Question 5

Explain why this template either does or does not allow syllables of this type to occur.

CCV



Question 2

Source: Final Exam Dataset

Explain what the underlying representation of these morphemes would be and why.

'invent', 'progressive'

Present	*Past*	*Future*	*Progressive*	*Gloss*
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[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 3

Source: Day 12 Handout, Question 5

Explain which of the three rules will apply to the form given below, and whether each of those rules would have an effect or not.

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.
2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.
3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

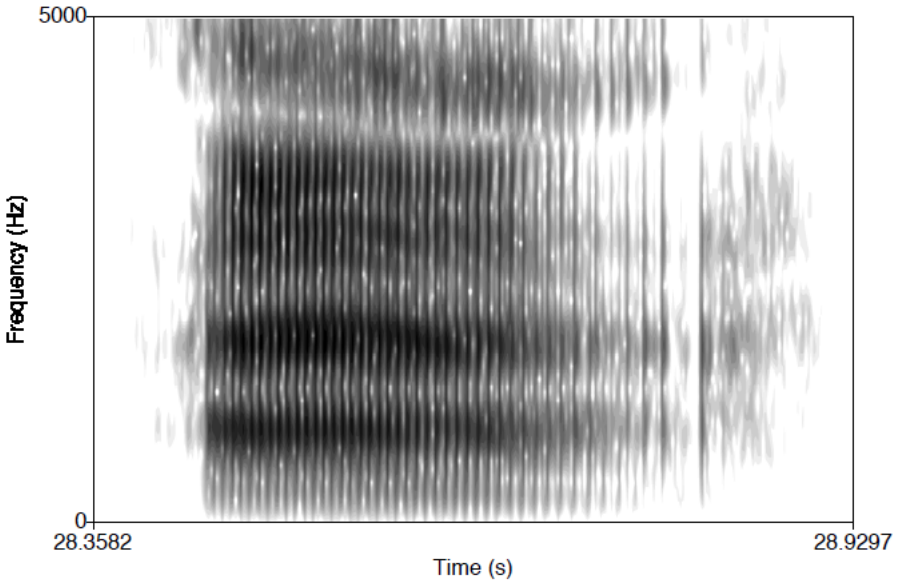
H L H

/apute/

Question 4

Source: Day 8 Handout, Question 3

Explain what you see in the spectrogram that tells you about the properties of the sounds in the pictured word.



Question 5

Source: Day 10 Discussion

Explain why the given feature's value varies across this set of sounds.

[voice]
glottalized obstruents

Question 6

Source: Day 9 Handout, Question 3

Explain which morpheme(s) in this dataset alternate and how that helps you do a phonological analysis.

English

a. walked [wɑkt]
b. jogged [dʒɑgd]
c. named [neɪmd]
d. wrapped [ɹæpt]
e. hissed [hɪst]
f. mobbed [mɑbd]
g. leafed [lift]
h. rolled [ɹoʊld]
i. sinned [sɪnd]
j. jazzed [dʒæzd]
k. washed [wɑʃt]
l. judged [dʒʌdʒd]

END OF EXAM

START OF EXAM
Student ID: 4465
4:00 - 4:20 PM

Question 1

Source: Day 11 Handout, Question 12

Explain why what you're analyzing in the following dataset either is or is not an alternation.

Yawelmani

	UR	**SR**	**Gloss**
a.	/pok'-hin/	[pok'hin]	'found'
b.	/xat^{h}-hin/	[xat^{h}hin]	'ate'
c.	/lihm-hin/	[lihimhin]	'ran'
d.	/hogn-hin/	[hoginhin]	'floated'
e.	/ʔugn-hin/	[ʔuginhin]	'drank'
f.	/p^{h}aʔt'-hin/	[p^{h}aʔit'hin]	'fought'
g.	/liʔ-hatn-hin/	[liʔhatinhin]	'wanted to sink'
h.	/dos-hotn-hin/	[doshotinhin]	'was trying to tell'
i.	/hud-hatn-xoo-ʔ/	[hudhatinxoʔ]	'wanted to know about'
j.	/ʔa:ml-hin/	[ʔa:milhin]	'helped'

Question 2

Source: Final Exam Dataset

Explain what the underlying representation of these morphemes would be and why.

'search', 'present'

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 3

Source: Day 10 Handout, Question 6 (Homework 4, Question 2)

Explain how you should use phonological features in this rule. Which parts of the rule should include features, and what features might they be? You don't have to give an exact set of features, but what kinds of features would be involved?

/n/ → ∅ / [m] _ #

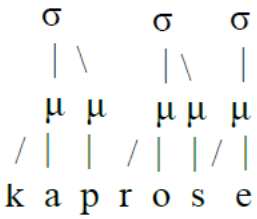
English

Non-suffixed form	*Gloss*	*Suffixed form*	*Gloss*
[dæm]	'damn'	[dæmn-əbl̩]	'damnable'
[kəndɛm]	'condemn'	[kɑndɛmn-eɪʃən]	'condemnation'
[hɪm]	'hymn'	[hɪmn-əl]	'hymnal'
[ɔɾəm]	'autumn'	[ɔt^{h}ʌmn-əl]	'autumnal'
[sɑləm]	'solemn'	[səlɛmn-ɪti]	'solemnity'

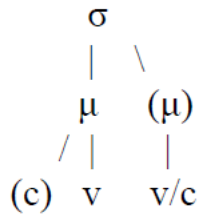
Question 4

Source: Day 11 Handout, Question 10

Explain why this structure either is or is not a correct application of the templatic-based approach to syllabification, using the provided template and assuming that syllabification proceeds from left to right.



Peng's Templatic Approach:



(30) Moraification
- a. Project a mora from each vowel.
- b. Associate a consonant to the immediate left of a mora to that mora.
- c. Project a mora from any remaining consonant.
- *Note: This last step is language-specific.*

(34) Extrasyllabicity

Mark the last mora dominating a consonant as extrasyllabic.

Note 1: This step is not used in all languages.

Note 2: The wording on this is a bit odd. What he means is "if the last segment in a word is a moraic consonant, mark it as extrasyllabic."

(35) Syllabification

Note: This proceeds either left-to-right or right-to-left, depending on the language!
- a. Project a syllable from [the first available] mora.
- b. Associate the moraic materials to the syllable.

(36) Conditions on association to a template
- a. Template Satisfaction: Satisfaction of templatic constraints is obligatory and is determined by the principles of prosody, both universal and language-specific.
- b. Maximization of Association: Associate as many phonological elements as possible.

Question 5

Source: Day 12 Handout, Question 5

Explain which of the three rules will apply to the form given below, and whether each of those rules would have an effect or not.

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.
2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.
3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H L H L

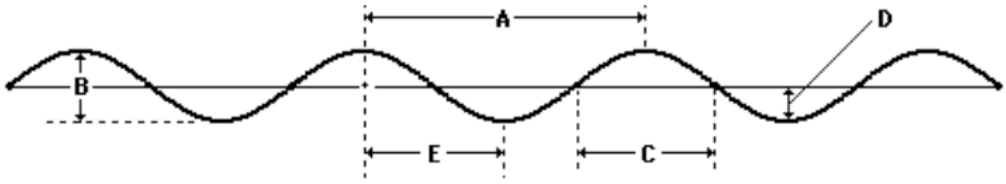
/apute/

Question 6

Source: Day 8 Handout, Question 1

Explain what (if anything) the letter below represents on this waveform.

D



END OF EXAM

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Student ID: 9376
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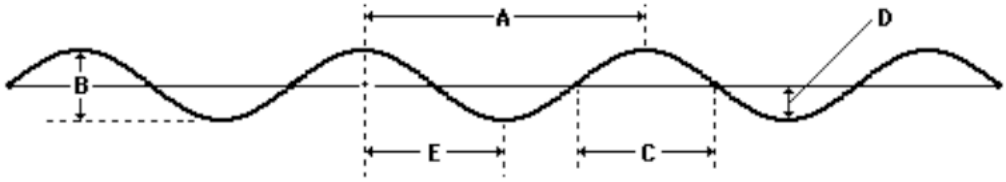
Question 1

Source: Day 8 Handout, Question 1

Explain what (if anything) the letter below represents on this waveform.

C



Question 2

Source: Day 12 Handout, Question 5

Explain which of the three rules will apply to the form given below, and whether each of those rules would have an effect or not.

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.
2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.
3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H

/apute/

Question 3

Source: Final Exam Dataset

Explain what the underlying representation of these morphemes would be and why.

'search', 'present'

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 4

Source: Day 9 Handout, Question 5

Explain which morpheme(s) in this dataset alternate and how that helps you do a phonological analysis.

English

a. [tæk]	'tack'	j. [hɪɾɚ]	'hitter'
b. [tɹu]	'true'	k. [lɑɪɾɪŋ]	'lighting'
c. [tɑɪm]	'time'	l. [bæɾɚ]	'batter'
d. [tiɹ]	'tear'	m. [miɾɚ]	'meter'
e. [bæt]	'bat'	n. [lɑɪɾɚ]	'lighter'
f. [weɪt]	'wait'	o. [bæɾl̩]	'battle'
g. [hɪt]	'hit'	p. [kæɾɚpɪlɚ]	'caterpillar'
h. [lɑɪt]	'light'	q. [weɪɾɪŋ]	'waiting'
i. [bɔt]	'bought'		

Question 5

Source: Day 11 Handout, Question 14

How does syllabification play a role in the analysis of the phonological relationship between tense and lax high vowels in Quebec French?

Québec French

orthography	*transcription*	*gloss*	*orthography*	*transcription*	*gloss*
vie	[vi]	'life'	fou	[fu]	'crazy'
riz	[ri]	'rice'	trou	[tru]	'hole'
lit	[li]	'bed'	boue	[bu]	'mud'
vitesse	[vitɛs]	'speed'	couper	[kupe]	'to cut'
vider	[vide]	'empty (verb)'	souder	[sude]	'to solder'
richesse	[riʃɛs]	'riches'	toucher	[tuʃe]	'to touch'
déraciné	[derasine]	'uprooted'	pousser	[puse]	'to push'
pipe	[pɪp]	'pipe'	coupe	[kʊp]	'cut'
vite	[vɪt]	'fast'	croûte	[krʊt]	'crust'
chic	[ʃɪk]	'chic'	pousse	[pʊs]	'push'
vide	[vɪd]	'empty (adj.)'	touche	[tʊʃ]	'touch'
vice	[vɪs]	'screw'	foule	[fʊl]	'crowd'
riche	[rɪʃ]	'rich'	soûle	[sʊl]	'drunk (fem.)'
ville	[vɪl]	'city'	boule	[bʊl]	'ball'

Question 6

Source: Quiz 8, Question 6

Explain why this is an incorrect statement.

Nasal consonants are [+ continuant] because they lack a central occlusion in the vocal tract.

END OF EXAM

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5:00 - 5:20 PM

Question 1

Source: Quiz 10, Question 3

Section 4.2 of chapter 13 in the Peng textbook presented an autosegmental analysis of Mende tone distribution. Explain why the form shown below should NOT be the UR for any morpheme in Mende.

Question 2

Source: Final Exam Dataset

Explain what the underlying representation of these morphemes would be and why.

'invent', 'progressive'

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 3

Source: Quiz 8, Question 3

Explain why this featural specification either does or does not match the given sound.

[+ consonantal], [+ sonorant]

[m]

Question 4

Source: Day 9 Handout, Question 3

Explain which morpheme(s) in this dataset alternate and how that helps you do a phonological analysis.

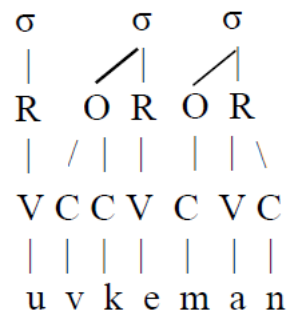
English

a. walked [wɑkt]
b. jogged [dʒɑgd]
c. named [neɪmd]
d. wrapped [ɹæpt]
e. hissed [hɪst]
f. mobbed [mɑbd]
g. leafed [lift]
h. rolled [ɹoʊld]
i. sinned [sɪnd]
j. jazzed [dʒæzd]
k. washed [wɑʃt]
l. judged [dʒʌdʒd]

Question 5

Source: Day 11 Handout, Question 6

Explain why this structure either is or is not a correct application of the rule-based approach to syllabification, assuming that both the onset rule and the coda rule apply in this language, and the onset rule comes before the coda rule.



Peng's Rule-Based Approach:

(17) Rule-based approach

These two apply simultaneously and are universal.

a. Project a σ from each V.
Note 1: This involves also projecting a rime.
Note 2: This is about vowels, not V slots.

b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
Note: This time, it's about C slots.

These two apply sequentially (in either order) and are langauge-specific.

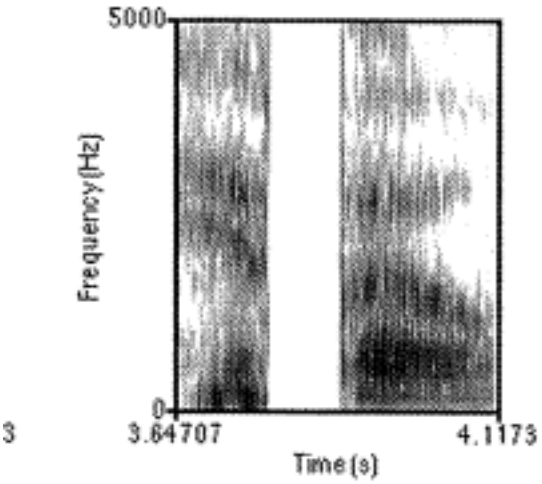
c. (Onset Rule) Adjoin a consonant to the left of an onset to this onset.

d. (Coda Rule) Adjoin a consonant to the right of a rime to this rime.
Note: Again, (17c) and (17d) are about C slots.

Question 6

Source: Quiz 6, Question 2

Explain what you see in the spectrogram that tells you about the properties of the sounds in the pictured word.



END OF EXAM

START OF EXAM
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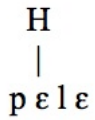
5:20 - 5:40 PM

Question 1

Source: Quiz 10, Question 1

Section 4.2 of chapter 13 in the Peng textbook presented an autosegmental analysis of Mende tone distribution. Explain why the form shown below should NOT be the UR for any morpheme in Mende.



Question 2

Source: Final Exam Dataset

Explain how you would go about figuring out what to analyse in this dataset.

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
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[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 3

Source: Quiz 7, Question 8

Based on this data from Lamba, explain why the pair given below either does or does not show that the consonants preceding the morpheme for 'with' are NOT responsible for the variation between [-il] and [-el].

čit-a & čit-il-a

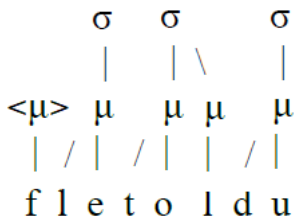
(6) data from Lamba

čit-a	'do'	čit-il-a	'do with'
tul-a	'dig'	tul-il-a	'dig with'
čet-a	'spy'	čet-el-a	'spy with'
soŋk-a	'pay taxes'	soŋk-el-a	'pay taxes with'
pat-a	'scold'	pat-il-a	'scold with'

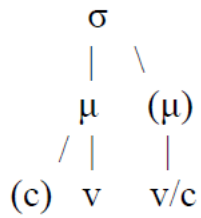
Question 4

Source: Day 11 Handout, Question 10

Explain why this structure either is or is not a correct application of the templatic-based approach to syllabification, using the provided template and assuming that syllabification proceeds from left to right.



Peng's Templatic Approach:



(30) Moraification
- a. Project a mora from each vowel.
- b. Associate a consonant to the immediate left of a mora to that mora.
- c. Project a mora from any remaining consonant.
- *Note: This last step is language-specific.*

(34) Extrasyllabicity
- Mark the last mora dominating a consonant as extrasyllabic.
- *Note 1: This step is not used in all languages.*
- *Note 2: The wording on this is a bit odd. What he means is "if the last segment in a word is a moraic consonant, mark it as extrasyllabic."*

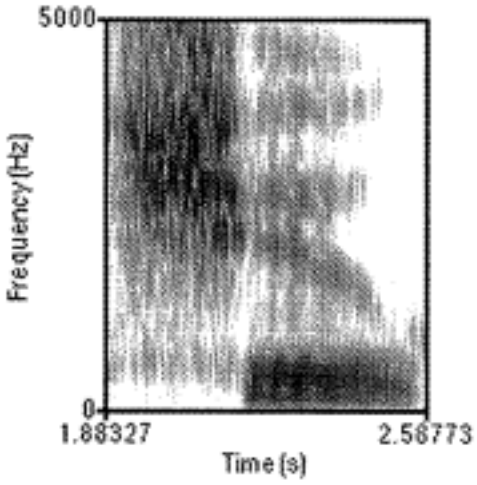
(35) Syllabification
- *Note: This proceeds either left-to-right or right-to-left, depending on the language!*
- a. Project a syllable from [the first available] mora.
- b. Associate the moraic materials to the syllable.

(36) Conditions on association to a template
- a. Template Satisfaction: Satisfaction of templatic constraints is obligatory and is determined by the principles of prosody, both universal and language-specific.
- b. Maximization of Association: Associate as many phonological elements as possible.

Question 5

Source: Quiz 6, Question 1

Explain what you see in the spectrogram that tells you about the properties of the sounds in the pictured word.



Question 6

Source: Quiz 8, Question 3

Explain why this featural specification either does or does not match the given sound.

[+consonantal], [-sonorant]

[f]

END OF EXAM