

20201013 Tuesday  
ALL EXAMS

START OF EXAM

Student ID: empty

9:00

START OF EXAM

Student ID: 48772

9:10

## Question 1

Source: Week 5 Handout, Question 5

How would you look for co-occurrence restrictions between [s] and the vowels that come after it in this dataset?

### Ukrainian

- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| a. [lɪs] 'fox'          | h. [posadu] 'job'            | o. [ʃapka] 'hat'      |
| b. [mɪska] 'bowl'       | i. [lɪsʲ] 'sheen'            | p. [ʃɪla] 'she sewed' |
| c. [sapka] 'little hoe' | j. [sʲudɪ] 'hither'          | q. [ʃum] 'rustling'   |
| d. [sɪla] 'strength'    | k. [sʲomɪj] 'seventh'        | r. [ʃostɪj] 'sixth'   |
| e. [sum] 'sadness'      | l. [posʲadu] 'I will occupy' | s. [mɪʃʲi] 'mice'     |
| f. [sudɪ] 'trials'      | m. [lɪʃ] 'lest'              | t. [ʃʲɪstʲ] 'six'     |
| g. [sosna] 'pine'       | n. [mɪʃka] 'little mouse'    | u. [koʃʲi] 'baskets'  |

## Question 2

Source: Week 2 Handout, Part II

Is this a reasonable transcription of this word? Explain why.

<paid>: [peid]

END OF EXAM

START OF EXAM

Student ID: empty

9:20

START OF EXAM

Student ID: empty

9:30



START OF EXAM

Student ID: 83639

9:40

## Question 1

Source: Week 4 Discussion

Explain why phonological features are used instead of phonetic characteristics in analyzing datasets.

## Question 2

Source: Week 2 Handout, Part II, Question 11

How would this word be transcribed?

Kathleen will likely ask a follow-up question about why you used a particular symbol.

< little >

END OF EXAM

START OF EXAM

Student ID: 74431

9:50

## Question 1

Source: Week 4 Handout, Part II, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below. (To be clear: you do NOT need to give me the form itself – just explain the process of figuring it out.)

‘make / cause’

Luiseño

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| a. [nóo wukálaq]                | ‘I walk’                             |
| b. [nóo páaʔiq]                 | ‘I drink’                            |
| c. [temét tʃáami páaʔivitʃunin] | ‘the sun will make us want to drink’ |
| d. [nóo pój wukálavitʃuniq]     | ‘I make him want to walk’            |
| e. [nóo páaʔin]                 | ‘I will drink’                       |
| f. [nóo páaʔivitʃuq]            | ‘I want to drink’                    |
| g. [temét pój wukálavitʃuniq]   | ‘the sun makes him want to walk’     |

## Question 2

Source: Week 5 Handout, Question 6

If I gave you a new word in Malto, [di\_u], would it be possible to predict whether it's [d] or [d̥] that goes in the blank? Explain why or why not.

END OF EXAM



START OF EXAM

Student ID: 68935

4:00

## Question 1

Source: Week 4 Discussion

Explain what the given feature's value is for this class of sounds, and why.

[continuant]

glottals

## Question 2

Source: Week 3 Handout, Question 3

Explain why the additional vowel below either does or does not belong in the phonetic natural class defined by the original set of SNAE vowels.

Original set: [æ], [ɑ]

Addition: [ɑʊ]

END OF EXAM

START OF EXAM

Student ID: 92054

4:10

## Question 1

Source: Quiz 3, Question 12

Explain how you figure out which feature is involved in the process of umlaut.

**A number of nouns in the Dutch dialect of Wehl form their plurals by changing the last full vowel of the stem, a process known as UMLAUT (Haan 1996).**

| <i>Singular</i> | <i>Plural</i> |            |
|-----------------|---------------|------------|
| zɔk             | zæk           | 'sock'     |
| ȳrɔ:t           | ȳræ:t         | 'fishbone' |
| vʊs             | vʏs           | 'fox'      |
| hɔ:p            | hø:p          | 'heap'     |

## Question 2

Source: Week 2 Handout, Part II, Question 11

How would this word be transcribed?

Kathleen will likely ask a follow-up question about why you used a particular symbol.

< vacuum >

END OF EXAM



START OF EXAM

Student ID: 68058

4:20

## Question 1

Source: Week 2 Handout, Part II, Question 11

How would this word be transcribed?

Kathleen will likely ask a follow-up question about why you used a particular symbol.

< vacuum >

## Question 2

Source: Quiz 3, Question 12

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