

ALL QUESTIONS BY TOPIC

Other / easy

Question 1 - Source: Quiz 1, Question 7

Is this sentence prescriptive or descriptive? Explain why.

People speaking standard North American English use <doesn't> with the pronoun <he>, as in “He doesn't seem concerned today.”

INSTRUCTOR NOTES:

Question 2 - Source: Quiz 1, Question 7

Is this sentence prescriptive or descriptive? Explain why.

People who say <ain't> may suffer some negative social consequences, because many speakers of English associate <ain't> with a lack of education.

INSTRUCTOR NOTES:

Question 3 - Source: Quiz 1, Question 7

Is this sentence prescriptive or descriptive? Explain why.

In casual styles of speaking, English speakers frequently end sentences with prepositions, but ending sentences with prepositions is avoided in formal styles.

INSTRUCTOR NOTES:

Question 4 - Source: Quiz 1, Question 7

Is this sentence prescriptive or descriptive? Explain why.

Saying “Between you and me” is correct; saying “Between you and I” is ungrammatical.

INSTRUCTOR NOTES:

Question 5 - Source: Quiz 2, Question 11

Does the morpheme ‘eye’ occur in this word? Why or why not?

<Eiffel> (as in Eiffel Tower)

INSTRUCTOR NOTES:

Question 6 - Source: Quiz 2, Question 11

Does the morpheme ‘eye’ occur in this word? Why or why not?

<disobeyed>

INSTRUCTOR NOTES:

Question 7 - Source: Quiz 2, Question 11

Does the morpheme ‘eye’ occur in this word? Why or why not?

<eyeglasses>

INSTRUCTOR NOTES:

Question 8 - Source: Quiz 2, Question 11

Does the morpheme ‘eye’ occur in this word? Why or why not?

<island>

INSTRUCTOR NOTES:

Question 9 - Source: Quiz 2, Question 11

Does the morpheme ‘eye’ occur in this word? Why or why not?

<eyes>

INSTRUCTOR NOTES:

Question 10 - Source: Quiz 2, Question 11

Does the morpheme ‘eye’ occur in this word? Why or why not?

<eyeful>

INSTRUCTOR NOTES:

Question 11 - Source: Quiz 2, Question 11

Does the morpheme ‘eye’ occur in this word? Why or why not?

<spyglass>

INSTRUCTOR NOTES:

Question 12 - Source: Quiz 4, Question 1

Explain why the following statement is false.

A phoneme can be defined as the smallest unit of sound that has a meaning.

INSTRUCTOR NOTES:

Other / medium

Question 1 - Source: Day 4 Handout, Question 2(iii)

Explain how you would figure out the meaning of this Swahili word.

[alikusumbua]

Swahili Verbs

a. [nimeajguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameajguka]	'he/she has fallen down'	q. [niliwalipa]	'I paid them'
c. [umeajguka]	'you (sg.) have fallen down'	r. [alinipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamisumbua]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: (he/she annoyed you (sg.))

Question 2 - Source: Day 4 Handout, Question 2(iii)

Explain how you would figure out the meaning of this Swahili word.

[tunampenda]

Swahili Verbs

a. [nimeanguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameanguka]	'he/she has fallen down'	q. [nilivalipa]	'I paid them'
c. [umeanguka]	'you (sg.) have fallen down'	r. [alimipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamsumbua]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: (we like him/her)

Question 3 - Source: Day 4 Handout, Question 2(iii)

Explain how you would figure out the meaning of this Swahili word.

[umefika]

Swahili Verbs

a. [nimeanguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameanguka]	'he/she has fallen down'	q. [nilivalipa]	'I paid them'
c. [umeanguka]	'you (sg.) have fallen down'	r. [alimipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamsumbua]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: (you (sg.) have arrived)

Question 4 - Source: Day 4 Handout, Question 2(iii)

Explain how you would figure out the meaning of this Swahili word.

[watanipiga]

Swahili Verbs

a. [nimeaŋguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameaŋguka]	'he/she has fallen down'	q. [niliwalipa]	'I paid them'
c. [umeaŋguka]	'you (sg.) have fallen down'	r. [alinipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamisumbua]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: (they will beat me)

Question 5 - Source: Day 4 Handout, Question 2(iv)

Explain how you would figure out the Swahili word for this English gloss.

'I like you (sg.).'

Swahili Verbs

a. [nimeanguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameanguka]	'he/she has fallen down'	q. [niliwalipa]	'I paid them'
c. [umeanguka]	'you (sg.) have fallen down'	r. [alimipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamsumbu]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: ([ninakupenda])

Question 6 - Source: Day 4 Handout, Question 2(iv)

Explain how you would figure out the Swahili word for this English gloss.

'We have fallen down.'

Swahili Verbs

a. [nimeanguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameanguka]	'he/she has fallen down'	q. [niliwalipa]	'I paid them'
c. [umeanguka]	'you (sg.) have fallen down'	r. [alimipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamsumbu]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: ([tumeaŋguka])

Question 7 - Source: Day 4 Handout, Question 2(iv)

Explain how you would figure out the Swahili word for this English gloss.

‘She will beat us.’

Swahili Verbs

a. [nimeaŋguka]	‘I have fallen down’	p. [nitawapenda]	‘I will like them’
b. [ameaŋguka]	‘he/she has fallen down’	q. [nilwalipa]	‘I paid them’
c. [umeaŋguka]	‘you (sg.) have fallen down’	r. [alimipiga]	‘he/she beat me’
d. [umenisumbua]	‘you (sg.) have annoyed me’	s. [anakupiga]	‘he/she is beating you (sg.)’
e. [amenisumbua]	‘he/she has annoyed me’	t. [wametupiga]	‘they have beaten us’
f. [ananisumbua]	‘he/she is annoying me’	u. [tulifika]	‘we arrived’
g. [atanisumbua]	‘he/she will annoy me’	v. [ulitulipa]	‘you (sg.) paid us’
h. [atakusumbua]	‘he/she will annoy you (sg.)’	w. [alinipenda]	‘he/she liked me’
i. [utampenda]	‘you (sg.) will like him/her’	x. [alitutaka]	‘he/she wanted us’
j. [atakupenda]	‘he/she will like you (sg.)’	y. [uliwataka]	‘you (sg.) wanted them’
k. [atafika]	‘he/she will arrive’	z. [watakulipa]	‘they will pay you (sg.)’
l. [wanafika]	‘they are arriving’	aa. [tutakupiga]	‘we will beat you (sg.)’
m. [wanamsumbu]	‘they are annoying him/her’	bb. [wananitaka]	‘they want me’
n. [nimekusumbua]	‘I have annoyed you (sg.)’	cc. [utafika]	‘you (sg.) will arrive’
o. [tutampenda]	‘we will like him’	dd. [ninampenda]	‘I like him/her’

INSTRUCTOR NOTES: ([atatupiga])

Question 8 - Source: Day 4 Handout, Question 2(iv)

Explain how you would figure out the Swahili word for this English gloss.

‘You (sg.) are annoying me.’

Swahili Verbs

a. [nimeanguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameanguka]	'he/she has fallen down'	q. [nilivalipa]	'I paid them'
c. [umeanguka]	'you (sg.) have fallen down'	r. [alinipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamsumbu]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: ([unanisumbua])

Question 9 - Source: Day 4 Handout, Question 2(iv)

Explain how you would figure out the Swahili word for this English gloss.

'They will pay him.'

Swahili Verbs

a. [nimeanguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameanguka]	'he/she has fallen down'	q. [nilivalipa]	'I paid them'
c. [umeanguka]	'you (sg.) have fallen down'	r. [alinipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamsumbu]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: ([watamlipa])

Question 10 - Source: Day 4 Handout, Question 2(iv)

Explain how you would figure out the Swahili word for this English gloss.

‘I wanted them.’

Swahili Verbs

a. [nimeanguka]	‘I have fallen down’	p. [nitawapenda]	‘I will like them’
b. [ameanguka]	‘he/she has fallen down’	q. [nilwalipa]	‘I paid them’
c. [umeanguka]	‘you (sg.) have fallen down’	r. [alimipiga]	‘he/she beat me’
d. [umenisumbua]	‘you (sg.) have annoyed me’	s. [anakupiga]	‘he/she is beating you (sg.)’
e. [amenisumbua]	‘he/she has annoyed me’	t. [wametupiga]	‘they have beaten us’
f. [ananisumbua]	‘he/she is annoying me’	u. [tulifika]	‘we arrived’
g. [atanisumbua]	‘he/she will annoy me’	v. [ulitulipa]	‘you (sg.) paid us’
h. [atakusumbua]	‘he/she will annoy you (sg.)’	w. [alinipenda]	‘he/she liked me’
i. [utampenda]	‘you (sg.) will like him/her’	x. [alitutaka]	‘he/she wanted us’
j. [atakupenda]	‘he/she will like you (sg.)’	y. [uliwataka]	‘you (sg.) wanted them’
k. [atafika]	‘he/she will arrive’	z. [watakulipa]	‘they will pay you (sg.)’
l. [wanafika]	‘they are arriving’	aa. [tutakupiga]	‘we will beat you (sg.)’
m. [wanamisumbua]	‘they are annoying him/her’	bb. [wananitaka]	‘they want me’
n. [nimekusumbua]	‘I have annoyed you (sg.)’	cc. [utafika]	‘you (sg.) will arrive’
o. [tutampenda]	‘we will like him’	dd. [ninampenda]	‘I like him/her’

INSTRUCTOR NOTES: ([niliwataka])

Question 11 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

‘first person singular subject’ (‘I’)

Luiseño

- | | |
|----------------------------------|--------------------------------------|
| a. [nóo wukálaq] | 'I walk' |
| b. [nóo pása?iq] | 'I drink' |
| c. [temét tʃáami pása?ivitsunin] | 'the sun will make us want to drink' |
| d. [nóo pój wukálavitsuniq] | 'I make him want to walk' |
| e. [nóo pása?in] | 'I will drink' |
| f. [nóo pása?ivitsuq] | 'I want to drink' |
| g. [temét pój wukálavitsuniq] | 'the sun makes him want to walk' |

INSTRUCTOR NOTES: ([nóo])

Question 12 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

'first person plural object' ('us')

Luiseño

- | | |
|----------------------------------|--------------------------------------|
| a. [nóo wukálaq] | 'I walk' |
| b. [nóo pása?iq] | 'I drink' |
| c. [temét tʃáami pása?ivitsunin] | 'the sun will make us want to drink' |
| d. [nóo pój wukálavitsuniq] | 'I make him want to walk' |
| e. [nóo pása?in] | 'I will drink' |
| f. [nóo pása?ivitsuq] | 'I want to drink' |
| g. [temét pój wukálavitsuniq] | 'the sun makes him want to walk' |

INSTRUCTOR NOTES: ([tʃáami])

Question 13 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

‘walk’

Luiseño

- | | |
|----------------------------------|--------------------------------------|
| a. [nóo wukálaq] | ‘I walk’ |
| b. [nóo pása?iq] | ‘I drink’ |
| c. [temét tsáami pása?ivitſumin] | ‘the sun will make us want to drink’ |
| d. [nóo pój wukálavitsuniq] | ‘I make him want to walk’ |
| e. [nóo pásain] | ‘I will drink’ |
| f. [nóo pásai?ivitſuq] | ‘I want to drink’ |
| g. [temét pój wukálavitsuniq] | ‘the sun makes him want to walk’ |

INSTRUCTOR NOTES: ([wukála])

Question 14 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

‘want’

Luiseño

- | | |
|-----------------------------------|--------------------------------------|
| a. [nóo wukálaq] | ‘I walk’ |
| b. [nóo pásai?iq] | ‘I drink’ |
| c. [temét tsáami pásai?ivitſumin] | ‘the sun will make us want to drink’ |
| d. [nóo pój wukálavitsuniq] | ‘I make him want to walk’ |
| e. [nóo pásain] | ‘I will drink’ |
| f. [nóo pásai?ivitſuq] | ‘I want to drink’ |
| g. [temét pój wukálavitsuniq] | ‘the sun makes him want to walk’ |

INSTRUCTOR NOTES: ([vitſu])

Question 15 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

‘present tense’

Luiseño

- | | |
|----------------------------------|--------------------------------------|
| a. [nóo wukálaq] | ‘I walk’ |
| b. [nóo pása?iq] | ‘I drink’ |
| c. [temét tsáami pása?ivitsunin] | ‘the sun will make us want to drink’ |
| d. [nóo pój wukálavitsuniq] | ‘I make him want to walk’ |
| e. [nóo pása?in] | ‘I will drink’ |
| f. [nóo pása?ivitsuq] | ‘I want to drink’ |
| g. [temét pój wukálavitsuniq] | ‘the sun makes him want to walk’ |

INSTRUCTOR NOTES: ([q])

Question 16 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

‘third person masc. object’ (‘him’)

Luiseño

- | | |
|----------------------------------|--------------------------------------|
| a. [nóo wukálaq] | 'I walk' |
| b. [nóo pása?iq] | 'I drink' |
| c. [temét tſáami pása?ivitsunin] | 'the sun will make us want to drink' |
| d. [nóo pój wukálavitsuniq] | 'I make him want to walk' |
| e. [nóo pása?in] | 'I will drink' |
| f. [nóo pása?ivitsuq] | 'I want to drink' |
| g. [temét pój wukálavitsuniq] | 'the sun makes him want to walk' |

INSTRUCTOR NOTES: ([pój])

Question 17 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

'sun' (or 'the sun')

Luiseño

- | | |
|----------------------------------|--------------------------------------|
| a. [nóo wukálaq] | 'I walk' |
| b. [nóo pása?iq] | 'I drink' |
| c. [temét tſáami pása?ivitsunin] | 'the sun will make us want to drink' |
| d. [nóo pój wukálavitsuniq] | 'I make him want to walk' |
| e. [nóo pása?in] | 'I will drink' |
| f. [nóo pása?ivitsuq] | 'I want to drink' |
| g. [temét pój wukálavitsuniq] | 'the sun makes him want to walk' |

INSTRUCTOR NOTES: ([temét])

Question 18 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

‘drink’

Luiseño

- | | |
|----------------------------------|--------------------------------------|
| a. [nóo wukálaq] | ‘I walk’ |
| b. [nóo pása?iq] | ‘I drink’ |
| c. [temét tsáami pása?ivitſumin] | ‘the sun will make us want to drink’ |
| d. [nóo pój wukálavitsuniq] | ‘I make him want to walk’ |
| e. [nóo pása?in] | ‘I will drink’ |
| f. [nóo pása?ivitſuq] | ‘I want to drink’ |
| g. [temét pój wukálavitsuniq] | ‘the sun makes him want to walk’ |

INSTRUCTOR NOTES: ([pása?i])

Question 19 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

‘make / cause’

Luiseño

- | | |
|----------------------------------|--------------------------------------|
| a. [nóo wukálaq] | ‘I walk’ |
| b. [nóo pása?iq] | ‘I drink’ |
| c. [temét tsáami pása?ivitſumin] | ‘the sun will make us want to drink’ |
| d. [nóo pój wukálavitsuniq] | ‘I make him want to walk’ |
| e. [nóo pása?in] | ‘I will drink’ |
| f. [nóo pása?ivitſuq] | ‘I want to drink’ |
| g. [temét pój wukálavitsuniq] | ‘the sun makes him want to walk’ |

INSTRUCTOR NOTES: ([ni])

Question 20 - Source: Day 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

‘Future’

Luiseño

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

INSTRUCTOR NOTES: ([n])

Question 21 - Source: Day 4 Discussion

Explain what we mean by saying that linguistic patterns are productive.

INSTRUCTOR NOTES:

Question 22 - Source: Homework 2, Question 1

What would this Klingon phrase below be in English? How do you know?

[padaq]

Klingon

[vadʒq ^h oq ^h]	‘so-called warrior’
[puqvam]	‘this child’
[rodʒvo]	‘from peace’
[juqχvamvo]	‘from this planet’
[ʃodʒdaq]	‘in the food’
[pavam]	‘this room’
[rodʒq ^h oq ^h]	‘so-called peace’
[ʃodʒvetl]	‘that food’
[vadʒvammo]	‘because of this warrior’
[pavo]	‘from the room’
[paqveth]	‘that book’
[ʃodʒq ^h oq ^h vammo]	‘because of this so-called food’
[juqχdaq]	‘on the planet’
[puqmo]	‘because of the child’
[puqxejvetl]	‘that apparent child’

INSTRUCTOR NOTES: ‘in/on (the) room’

Question 23 - Source: Homework 2, Question 1

What would this Klingon phrase below be in English? How do you know?

[vadʒq^hoq^hvam]

Klingon

[vadʒq ^h oq ^h]	‘so-called warrior’
[puqvam]	‘this child’
[rodʒvo]	‘from peace’
[juqχvamvo]	‘from this planet’
[ṣodʒdaq]	‘in the food’
[pavam]	‘this room’
[rodʒq ^h oq ^h]	‘so-called peace’
[ṣodʒvetl]	‘that food’
[vadʒvammo]	‘because of this warrior’
[pavo]	‘from the room’
[paqveth]	‘that book’
[ṣodʒq ^h oq ^h vammo]	‘because of this so-called food’
[juqχdaq]	‘on the planet’
[puqmo]	‘because of the child’
[puqxejvetl]	‘that apparent child’

INSTRUCTOR NOTES: ‘this so-called warrior’

Question 24 - Source: Homework 2, Question 1

What would this Klingon phrase below be in English? How do you know?

[paqq^hoq^hvetlvo]

Klingon

[vadʒq ^h oq ^h]	‘so-called warrior’
[puqvam]	‘this child’
[rodʒvo]	‘from peace’
[juqχvamvo]	‘from this planet’
[ʃodʒdaq]	‘in the food’
[pavam]	‘this room’
[rodʒq ^h oq ^h]	‘so-called peace’
[ʃodʒvetl]	‘that food’
[vadʒvammo]	‘because of this warrior’
[pavo]	‘from the room’
[paqveth]	‘that book’
[ʃodʒq ^h oq ^h vammo]	‘because of this so-called food’
[juqχdaq]	‘on the planet’
[puqmo]	‘because of the child’
[puqxejvetl]	‘that apparent child’

INSTRUCTOR NOTES: ‘from that so-called book’

Articulatory Phonetics / hard

Question 1 - Source: Day 2 Discussion

Explain why it's possible to say that signed languages have articulatory phonetics.

INSTRUCTOR NOTES:

Question 2 - Source: Day 2 Handout, Part II, Question 5

Based on this data, explain how the concept of natural classes helps us be able to make predictions about whether new words in this language would start with [b] or [k].

- [bido]
- [bena]
- [kula]
- [koni]

INSTRUCTOR NOTES:

Question 3 - Source: Day 2 Handout, Part II, Question 6

Based on this data, explain how the concept of natural classes helps us be able to make predictions about whether new words in this language would start with [b] or [k].

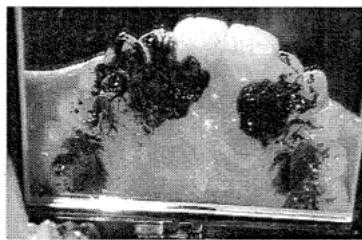
- [budo]
- [bine]
- [kila]
- [kano]

INSTRUCTOR NOTES:

Question 4 - Source: Homework 1, Question 3(a)

Could this image be the result of producing the sound represented by the given IPA symbol? Why or why not?

[d]



INSTRUCTOR NOTES: no; space

Question 5 - Source: Homework 1, Question 3(a)

Could this image be the result of producing the sound represented by the given IPA symbol? Why or why not?

[z]

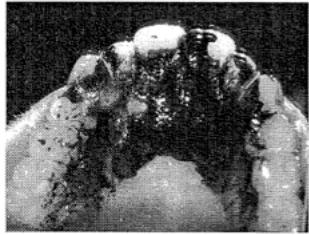


INSTRUCTOR NOTES: yes

Question 6 - Source: Homework 1, Question 3(a)

Could this image be the result of producing the sound represented by the given IPA symbol? Why or why not?

[n]

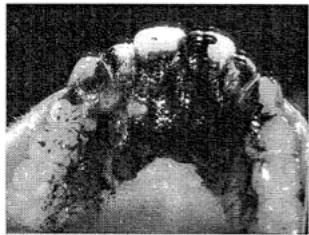


INSTRUCTOR NOTES: yes

Question 7 - Source: Homework 1, Question 3(a)

Could this image be the result of producing the sound represented by the given IPA symbol? Why or why not?

[tʃ]

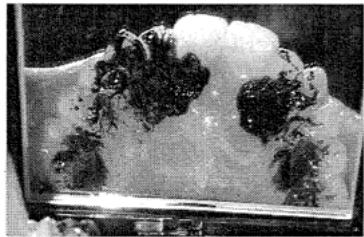


INSTRUCTOR NOTES: yes

Question 8 - Source: Homework 1, Question 3(a)

Could this image be the result of producing the sound represented by the given IPA symbol? Why or why not?

[tʃ]

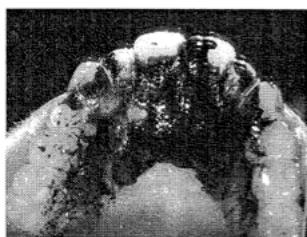


INSTRUCTOR NOTES: no

Question 9 - Source: Homework 1, Question 3(a)

Could this image be the result of producing the sound represented by the given IPA symbol? Why or why not?

[r]



INSTRUCTOR NOTES: yes

Articulatory Phonetics / medium

Question 1 - Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[æ]

INSTRUCTOR NOTES: no

Question 2 - Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[ɑ]

INSTRUCTOR NOTES: no

Question 3 - Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[i]

INSTRUCTOR NOTES: yes

Question 4 - Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[u]

INSTRUCTOR NOTES: yes

Question 5 - Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[ɛ]

INSTRUCTOR NOTES: yes

Question 6 - Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[ɔ]

INSTRUCTOR NOTES: yes

Question 7 - Source: Quiz 2, Question 6

In the pronunciation of this word, which sounds are obstruents and which are sonorants?

<sonorant>

INSTRUCTOR NOTES: [sənɔrənt] – sonorants: [ɔ:nən] and obstruents: [st]

Question 8 - Source: Quiz 2, Question 6

In the pronunciation of this word, which sounds are obstruents and which are sonorants?

<obstruent>

INSTRUCTOR NOTES: [abstruənt] – sonorants: [a:rən] and obstruents: [bst]

Question 9 - Source: Quiz 2, Question 6

In the pronunciation of this word, which sounds are obstruents and which are sonorants?

<minimal>

INSTRUCTOR NOTES: [mɪnɪməl] – sonorants: (all of them)

Question 10 - Source: Quiz 2, Question 6

In the pronunciation of this word, which sounds are obstruents and which are sonorants?

<language>

INSTRUCTOR NOTES: [læŋgwɪdʒ] – sonorants: [læŋwɪ] and obstruents: [gdʒ]

Question 11 - Source: Quiz 2, Question 6

In the pronunciation of this word, which sounds are obstruents and which are sonorants?

<fricative>

INSTRUCTOR NOTES: [fɪkətɪv] – sonorants: [ɪəɪ] and obstruents: [fktv]

Question 12 - Source: Quiz 2, Question 7

Why might two of the descriptions given truthfully apply to the sound represented by the underlined letter, and why is one of them actually better than the other?

<away>

- prevocalic obstruent
- prevocalic sonorant
- postvocalic obstruent
- postvocalic sonorant
- intervocalic obstruent
- intervocalic sonorant

INSTRUCTOR NOTES: prevocalic and *intervocalic* sonorant

Question 13 - Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[n]

- voiceless palatal affricate

- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

INSTRUCTOR NOTES: no (voiced alveolar nasal)

Question 14 - Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[h]

- voiceless palatal affricate
- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

INSTRUCTOR NOTES: yes (voiceless glottal fricative)

Question 15 - Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[v]

- voiceless palatal affricate

- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

INSTRUCTOR NOTES: yes (voiced labiodental fricative)

Question 16 - Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[θ]

- voiceless palatal affricate
- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

INSTRUCTOR NOTES: no (voiceless interdental fricative)

Question 17 - Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[ʃ]

- voiceless palatal affricate

- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

INSTRUCTOR NOTES: no (voiceless palatal fricative)

Question 18 - Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[3]

- voiceless palatal affricate
- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

INSTRUCTOR NOTES: yes (voiced palatal fricative)

Question 19 - Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[tʃ]

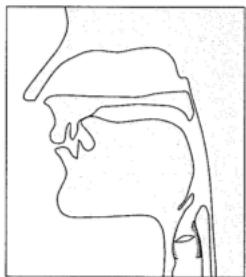
- voiceless palatal affricate

- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

INSTRUCTOR NOTES: yes (voiceless palatal affricate)

Question 20 - Source: Day 2 Handout, Part II, Question 9

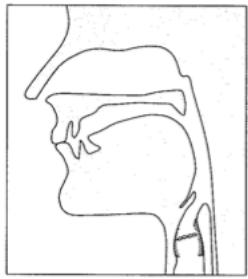
Explain how to figure out what the sound being produced is in this diagram.



INSTRUCTOR NOTES: [t] (check voicing, place, manner, and velum)

Question 21 - Source: Day 2 Handout, Part II, Question 9

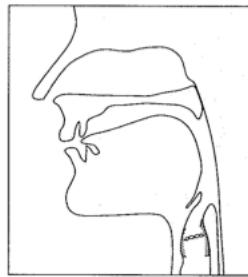
Explain how to figure out what the sound being produced is in this diagram.



INSTRUCTOR NOTES: [m] (check voicing, place, manner, and velum)

Question 22 - Source: Day 2 Handout, Part II, Question 9

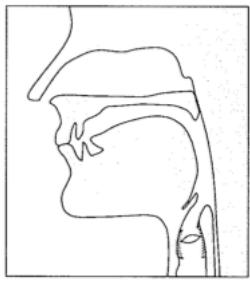
Explain how to figure out what the sound being produced is in this diagram.



INSTRUCTOR NOTES: [ð] (check voicing, place, manner, and velum)

Question 23 - Source: Day 2 Handout, Part II, Question 9

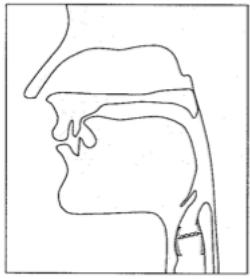
Explain how to figure out what the sound being produced is in this diagram.



INSTRUCTOR NOTES: [p] (check voicing, place, manner, and velum)

Question 24 - Source: Day 2 Handout, Part II, Question 9

Explain how to figure out what the sound being produced is in this diagram.



INSTRUCTOR NOTES: [z] (check voicing, place, manner, and velum)

Question 25 - Source: Day 2 Handout, Part II, Question 13

Explain why this image does or does not match the description.

- A two-handed sign.
- Location: In front of signer's chin.
- Handshape: Starts with an "L" shape; index finger and thumb come together during the sign.

- Movement: Hands start crossed and then move away from each other horizontally.

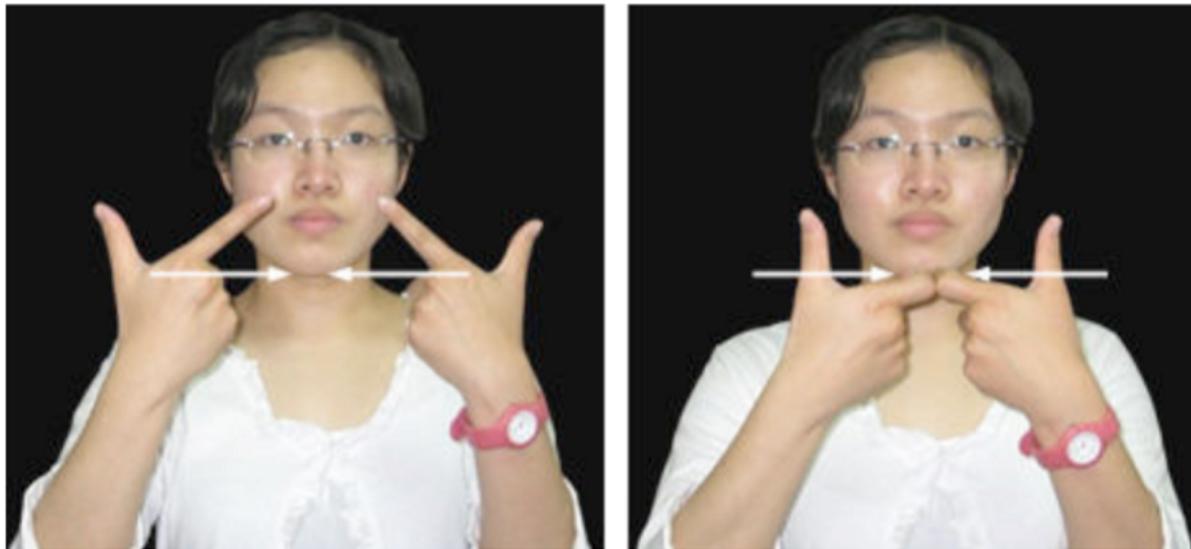


Figure 1: FIT

INSTRUCTOR NOTES: no; hands don't start crossed, and handshape change is wrong

Question 26 - Source: Day 2 Handout, Part II, Question 13

Explain why this image does or does not match the description.

- A two-handed sign.
- Location: In front of signer's chin.
- Handshape: Starts with an "L" shape; distal joints of index fingers fold in during the sign.
- Movement: Hands start apart and then move straight toward each other horizontally.

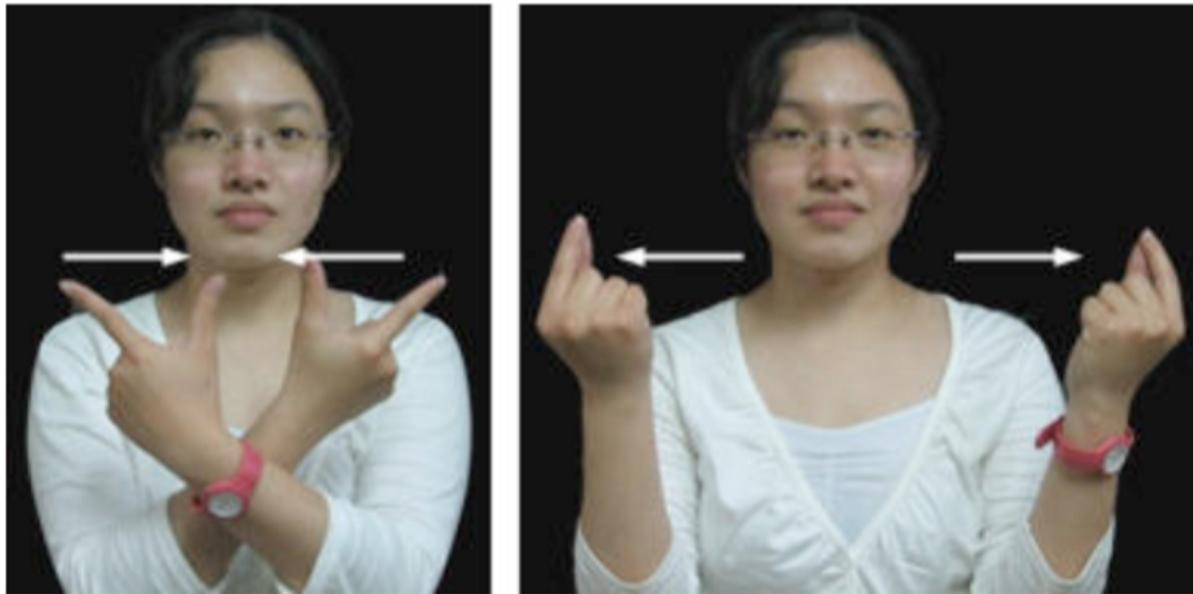


Figure 2: CONSISTENT

INSTRUCTOR NOTES: no; hands don't start apart, and handshape change is wrong

Question 27 - Source: Day 2 Handout, Part II, Question 13

Explain why this image does or does not match the description.

- A one-handed sign.
- Location: At the signer's nose.
- Handshape: Starts with index finger extended; finger folds down into a “hook” shape during the sign; then straightens and repeats the folding.
- Movement: No movement other than the change in handshape.



Figure 3: WRONG

INSTRUCTOR NOTES: no; handshape is wrong

Question 28 - Source: Day 2 Handout, Part II, Question 13

Explain why this image does or does not match the description.

- A one-handed sign.
- Location: In front of signer's chin.
- Handshape: Starts with an "L" shape; proximal joint of index finger folds down during the sign.
- Movement: Hand starts on far side of signer's body and moves horizontally straight across.

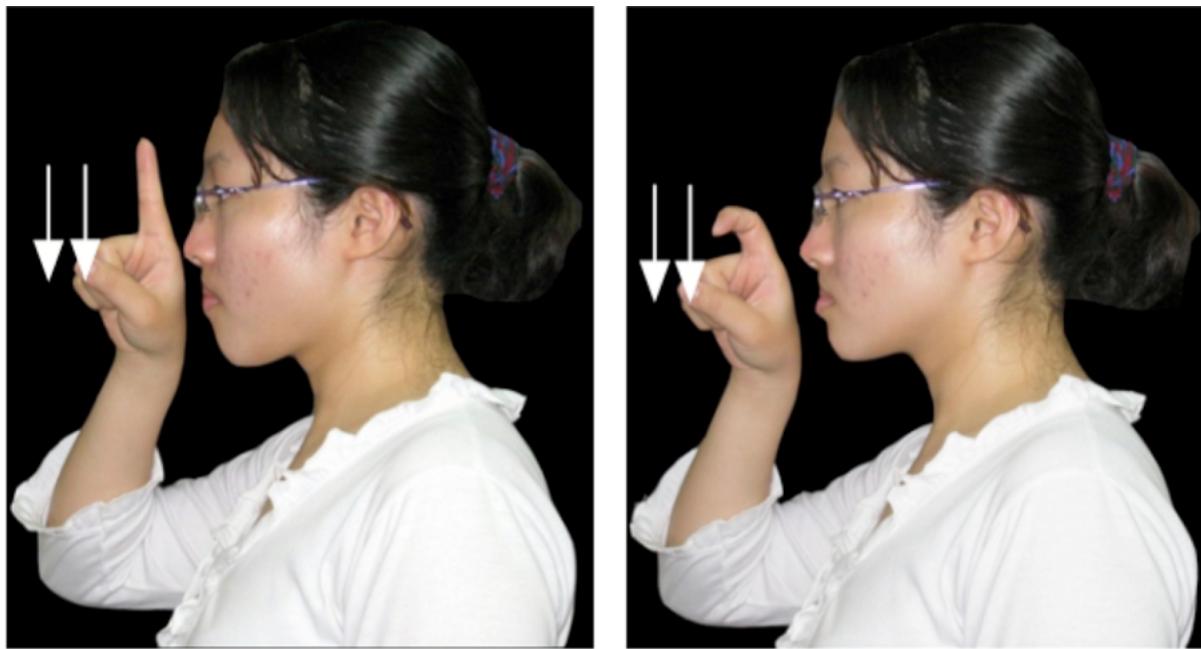


Figure 4: JEALOUS

INSTRUCTOR NOTES: no; handshape and movement are wrong

Question 29 - Source: Day 2 Handout, Part II, Question 13

Explain why this image does or does not match the description.

- A one-handed sign.
- Location: At the signer's nose.
- Handshape: Starts with index and middle finger crossed; the two fingers separate during the sign.
- Movement: No movement other than the change in handshape.

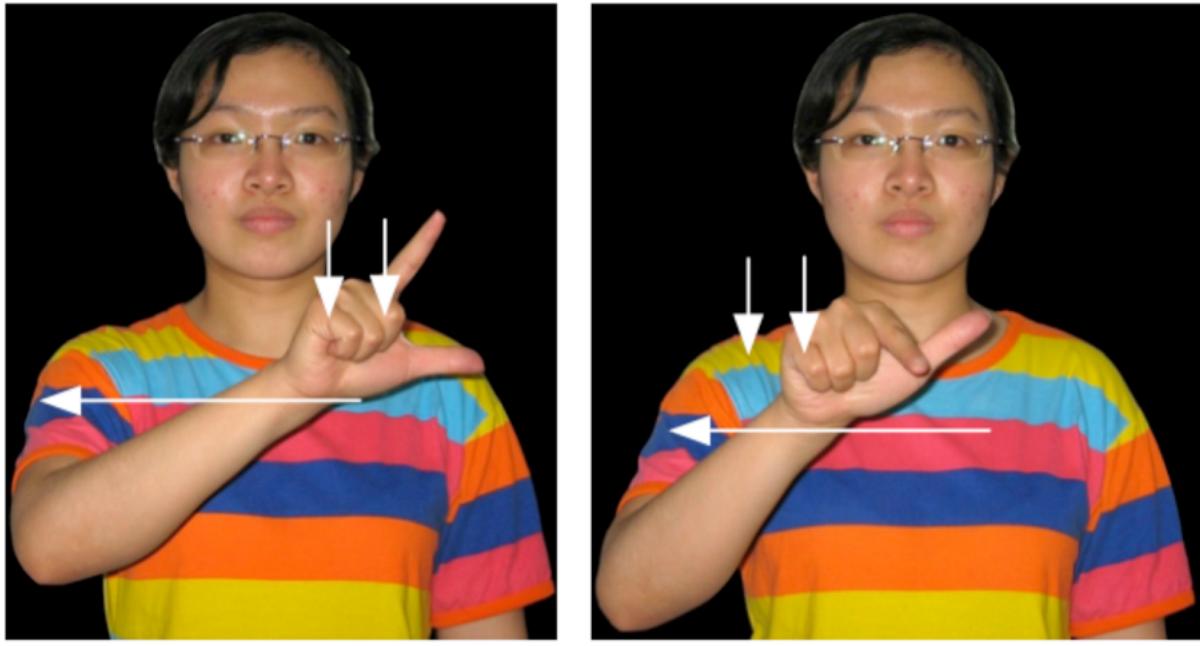


Figure 5: THING

INSTRUCTOR NOTES: no; location, movement, and handshape are all wrong

Question 30 - Source: Homework 1, Question 3(b)

Explain why this is or is not a complete natural class in standard North American English.

[p], [b]

INSTRUCTOR NOTES: yes for bilabial plosives; (no) for bilabial stops (nasal?)

Question 31 - Source: Homework 1, Question 3(b)

Explain why this is or is not a complete natural class in standard North American English.

[f], [s], [ʃ]

INSTRUCTOR NOTES: no; voiceless fricatives include [θ], [h]

Question 32 - Source: Homework 1, Question 3(b)

Explain why this is or is not a complete natural class in standard North American English.

[b], [n], [g], [ʒ], [v]

INSTRUCTOR NOTES: no; lots of other voiced consonants

Question 33 - Source: Homework 1, Question 3(b)

Explain why this is or is not a complete natural class in standard North American English.

[f], [θ], [z], [h]

INSTRUCTOR NOTES: no; several fricatives missing

Question 34 - Source: Homework 1, Question 3(b)

Explain why this is or is not a complete natural class in standard North American English.

[j], [w]

INSTRUCTOR NOTES: yes for voiced glides; [w] missing for glides

Question 35 - Source: Homework 1, Question 3(b)

Explain why this is or is not a complete natural class in standard North American English.

[ɑ], [u]

INSTRUCTOR NOTES: no; several back vowels / back monophthongs missing

Question 36 - Source: Homework 1, Question 3(b)

Explain why this is or is not a complete natural class in standard North American English.

[ɔ], [u], [u], [ou]

INSTRUCTOR NOTES: yes (all back rounded vowels)

Question 37 - Source: Homework 1, Question 3(b)

Explain why this is or is not a complete natural class in standard North American English.

[i], [u], [eɪ]

INSTRUCTOR NOTES: no; [ou] missing for tense vowels

Transcription / easy

Question 1 - Source: Day 2 Handout, Part I, Question 2

Explain why people might legitimately disagree about how many sounds this particular word contains.

<how>

INSTRUCTOR NOTES:

Question 2 - Source: Day 2 Handout, Part I, Question 2

Explain why people might legitimately disagree about how many sounds this particular word contains.

<tiny>

INSTRUCTOR NOTES:

Question 3 - Source: Day 2 Handout, Part I, Question 2

Explain why people might legitimately disagree about how many sounds this particular word contains.

<goat>

INSTRUCTOR NOTES:

Question 4 - Source: Day 2 Handout, Part I, Question 2

Explain why people might legitimately disagree about how many sounds this particular word contains.

<those>

INSTRUCTOR NOTES:

Question 5 - Source: Day 2 Handout, Part I, Question 2

Explain why people might legitimately disagree about how many sounds this particular word contains.

<flowers>

INSTRUCTOR NOTES:

Question 6 - Source: Day 2 Handout, Part I, Question 2

Explain why people might legitimately disagree about how many sounds this particular word contains.

<girls>

INSTRUCTOR NOTES:

Question 7 - Source: Day 2 Handout, Part I, Question 2

Explain why people might legitimately disagree about how many sounds this particular word contains.

<find>

INSTRUCTOR NOTES:

Question 8 - Source: Day 2 Handout, Part I, Question 2

Explain why people might legitimately disagree about how many sounds this particular word contains.

<they>

INSTRUCTOR NOTES:

Question 9 - Source: Day 2 Handout, Part I, Question 3

Explain why people might legitimately disagree about how many sounds this particular word contains.

<soap>

INSTRUCTOR NOTES:

Question 10 - Source: Day 2 Handout, Part I, Question 3

Explain why people might legitimately disagree about how many sounds this particular word contains.

<curtain>

INSTRUCTOR NOTES:

Question 11 - Source: Day 2 Handout, Part I, Question 3

Explain why people might legitimately disagree about how many sounds this particular word contains.

<better>

INSTRUCTOR NOTES:

Question 12 - Source: Day 2 Handout, Part I, Question 3

Explain why people might legitimately disagree about how many sounds this particular word contains.

<worse>

INSTRUCTOR NOTES:

Question 13 - Source: Day 2 Handout, Part I, Question 3

Explain why people might legitimately disagree about how many sounds this particular word contains.

<burger>

INSTRUCTOR NOTES:

Question 14 - Source: Day 2 Handout, Part I, Question 3

Explain why people might legitimately disagree about how many sounds this particular word contains.

<rice>

INSTRUCTOR NOTES:

Transcription / medium

Question 1 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<nice>

INSTRUCTOR NOTES: [naɪs]

Question 2 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<frog>

INSTRUCTOR NOTES: [fɹag]

Question 3 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<cough>

INSTRUCTOR NOTES: [kaf]

Question 4 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<juice>

INSTRUCTOR NOTES: [dʒus]

Question 5 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<wealth>

INSTRUCTOR NOTES: [weɪlθ]

Question 6 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<toy>

INSTRUCTOR NOTES: [tɔɪ]

Question 7 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<finger>

INSTRUCTOR NOTES: [fɪŋgə]

Question 8 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<little>

INSTRUCTOR NOTES: [lɪtl]

Question 9 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<vacuum>

INSTRUCTOR NOTES: [vækjum]

Question 10 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<bird>

INSTRUCTOR NOTES: [bɪd]

Question 11 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<segment>

INSTRUCTOR NOTES: [segmənt]

Question 12 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<square>

INSTRUCTOR NOTES: [skweɪ̯]

Question 13 - Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

<goat>

INSTRUCTOR NOTES: [gəʊ̯t̬]

Transcription / hard

Question 1 - Source: Day 2 Handout

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

<mouse>: [mɔɪs]

INSTRUCTOR NOTES: no, [aʊ]

Question 2 - Source: Day 2 Handout

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

<loud>: [laud]

INSTRUCTOR NOTES: okay, but [aʊ]

Question 3 - Source: Day 2 Handout

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

<philosophy>: [fələsəfi]

INSTRUCTOR NOTES: yes

Question 4 - Source: Day 2 Handout

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

<choose>: [tʃuz]

INSTRUCTOR NOTES: yes

Question 5 - Source: Day 2 Handout

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

<wimp>: [wimp]

INSTRUCTOR NOTES: no, [ɪ]

Question 6 - Source: Day 2 Handout

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

<paid>: [peid]

INSTRUCTOR NOTES: okay, but [eɪ]

Question 7 - Source: Day 2 Handout

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

<climb>: [klaim]

INSTRUCTOR NOTES: yes

Question 8 - Source: Day 2 Handout

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

<shows> : [ʃous]

INSTRUCTOR NOTES: no, [z]

Question 9 - Source: Day 2 Handout

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

<mine> : [maɪn]

INSTRUCTOR NOTES: yes

Question 10 - Source: Day 2 Handout

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

<health> : [hɛlð]

INSTRUCTOR NOTES: no, [θ]

Skewed Distributions / medium

Question 1 - Source: Quiz 3, Question 1

L_X (Language X) has three vowels, [i], [a], and [u]. It has bi-syllabic roots like Kikuyu. It does not allow non-identical high vowels to co-occur. Of the following nine logically possible vocalic sequences, which ones should be unattested in L_X ? Explain why.

- [i...i]
- [i...a]
- [i...u]
- [a...i]
- [a...a]
- [a...u]
- [u...i]
- [u...a]
- [u...u]

INSTRUCTOR NOTES: [i...u], [u...i]

Question 2 - Source: Quiz 3, Question 2

L_X has tri-syllabic roots. If L_X does not allow non-identical high vowels to co-occur, which one of the following tri-syllabic vocalic sequences do you predict to be unattested in L_X ? Explain why.

- [u...i...a]
- [a...i...a]
- [u...u...a]
- [a...i...i]

INSTRUCTOR NOTES: [u...i...a]

Question 3 - Source: Day 5 Handout, Question 3

What evidence is there that there is a pattern in these data, assuming that these are the only CV and VC sequences that occur in some language?

[sa], [ʃi], [za], [ʒi], [as], [iʃ], [az], [iʒ]

INSTRUCTOR NOTES: (the palatal sounds occur with the high vowel, while the alveolar sounds occur with the low vowel)

Question 4 - Source: Day 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. [míska] ‘bowl’ | i. [lɪs̥] ‘sheen’ | p. [ʃila] ‘she sewed’ |
| c. [sapka] ‘little hoe’ | j. [s̥udi] ‘hither’ | q. [ʃum] ‘rustling’ |
| d. [síla] ‘strength’ | k. [s̥omij] ‘seventh’ | r. [ʃostrij] ‘sixth’ |
| e. [sum] ‘sadness’ | l. [pos̥adu] ‘I will occupy’ | s. [míʃi] ‘mice’ |
| f. [sudi] ‘trials’ | m. [lɪʃ] ‘lest’ | t. [ʃist̥j] ‘six’ |
| g. [sosna] ‘pine’ | n. [míʃka] ‘little mouse’ | u. [koʃi] ‘baskets’ |

INSTRUCTOR NOTES:

Phonological Relationships and Analysis / medium

Question 1 - Source: Day 4 Discussion

Explain why we think that languages are not random in terms of their phonology.

INSTRUCTOR NOTES:

Question 2 - Source: Quiz 4, Question 5

What phonological relationships does this example show among the sounds [m], [n], and [ŋ], and why?

mp	mt	mk
mb	md	mg
np	nt	nk
nb	nd	ng
ŋp	ŋt	ŋk
ŋb	ŋd	ŋg

INSTRUCTOR NOTES: contrast

Question 3 - Source: Quiz 4, Question 5

What phonological relationships does this example show among the sounds [m], [n], and [ŋ], and

why?

mp mt mk

mb md mg

np nt nk

nb nd ng

ŋp ŋt ŋk

ŋb ŋd ŋg

INSTRUCTOR NOTES: allophony

Question 4 - Source: Quiz 4, Question 5

What phonological relationships does this example show among the sounds [m], [n], and [ŋ], and why?

mp mt mk

mb md mg

np nt nk

nb nd ng

ŋp ŋt ŋk

ŋb ŋd ŋg

INSTRUCTOR NOTES: contrast for [m] and [ŋ], but [n] doesn't occur

Question 5 - Source: Quiz 4, Question 5

What phonological relationships does this example show among the sounds [m], [n], and [ŋ], and why?

mp	mt	mk
mb	md	mg
np	nt	nk
nb	nd	ng
ŋp	ŋt	ŋk
ŋb	ŋd	ŋg

INSTRUCTOR NOTES: contrast (with a few neutralizations)

Question 6 - Source: Homework 2, Question 2

Why should the following two questions have the same answer?

- Given the vowel system of Jita, how many bi-syllabic root types would you expect to find for nouns in the language?
- Assuming that the vowel inventory is the same in verbs as it is in nouns, how many bisyllabic root types would you expect to find for verbs in the language?

INSTRUCTOR NOTES:

Question 7 - Source: Day 6 Handout, Question 5

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[p^h] and [f]

English

- | | | |
|------------------------------|--------------------------------|-------------------|
| a. [kæp ^h] 'cap' | e. [tʃap ^h] 'chop' | i. [tʃap̩] 'chop' |
| b. [kæf] 'calf' | f. [lip ^h] 'leap' | j. [pil] 'peel' |
| c. [lif] 'leaf' | g. [kæp̩] 'cap' | k. [lip̩] 'leap' |
| d. [tʃip̩] 'cheap' | h. [kætʃ] 'catch' | |

INSTRUCTOR NOTES: contrastive; minimal pair

Question 8 - Source: Day 6 Handout, Question 5

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[p^h] and [p̩]

English

- | | | |
|------------------------------|--------------------------------|-------------------|
| a. [kæp ^h] 'cap' | e. [tʃap ^h] 'chop' | i. [tʃap̩] 'chop' |
| b. [kæf] 'calf' | f. [lip ^h] 'leap' | j. [pil] 'peel' |
| c. [lif] 'leaf' | g. [kæp̩] 'cap' | k. [lip̩] 'leap' |
| d. [tʃip̩] 'cheap' | h. [kætʃ] 'catch' | |

INSTRUCTOR NOTES: free variation; pronunciation variants

Question 9 - Source: Day 6 Handout, Question 6

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[l] and [r]

Korean

- a. [mul] ‘water’
- b. [mulkama] ‘place for water’
- c. [mure] ‘at the water’
- d. [mal] ‘horse’
- e. [malkama] ‘place for horse’
- f. [mare] ‘at the horse’
- g. [pul] ‘fire’
- h. [pure] ‘at the fire’

INSTRUCTOR NOTES: allophonic; complementary distribution

Question 10 - Source: Day 6 Handout, Question 7

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[m] and [n]

Canadian French

<i>orthography</i>	<i>transcription</i>	<i>gloss</i>
mou	[mu]	'soft'
azure	[azyr]	'azure'
non	[nô]	'no'
grue	[gry]	'crane'
nous	[nu]	'we/us'
laine	[len]	'wool'
race	[ras]	'race'
âme	[am]	'soul'
don	[dô]	'donation'
assure	[asyr]	'assure'
évoque	[evɔk]	'evoke'
rase	[raz]	'shave'
faux	[fo]	'false'
âne	[an]	'donkey'
vif	[vif]	'lively'
laide	[led]	'ugly (feminine)'
vogue	[vɔg]	'fashion'
cru	[kry]	'raw'
veau	[vo]	'calf'
rive	[riv]	'bank (of river)'
dos	[do]	'back'

INSTRUCTOR NOTES: contrastive; [mu] 'soft' vs. [nu] 'we'

Question 11 - Source: Day 6 Handout, Question 7

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[f] and [v]

Canadian French

<i>orthography</i>	<i>transcription</i>	<i>gloss</i>
mou	[mu]	'soft'
azure	[azyr]	'azure'
non	[nô]	'no'
grue	[gry]	'crane'
nous	[nu]	'we/us'
laine	[len]	'wool'
race	[ras]	'race'
âme	[am]	'soul'
don	[dô]	'donation'
assure	[asyr]	'assure'
évoque	[evɔk]	'evoke'
rase	[raz]	'shave'
faux	[fo]	'false'
âne	[an]	'donkey'
vif	[vif]	'lively'
laide	[led]	'ugly (feminine)'
vogue	[vɔg]	'fashion'
cru	[kry]	'raw'
veau	[vo]	'calf'
rive	[riv]	'bank (of river)'
dos	[do]	'back'

INSTRUCTOR NOTES: contrastive; [fo] 'false' vs. [vo] 'calf'

Question 12 - Source: Day 6 Handout, Question 7

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[k] and [g]

Canadian French

<i>orthography</i>	<i>transcription</i>	<i>gloss</i>
mou	[mu]	'soft'
azure	[azyr]	'azure'
non	[nô]	'no'
grue	[gry]	'crane'
nous	[nu]	'we/us'
laine	[len]	'wool'
race	[ras]	'race'
âme	[am]	'soul'
don	[dô]	'donation'
assure	[asyr]	'assure'
évoque	[evɔk]	'evoke'
rase	[raz]	'shave'
faux	[fo]	'false'
âne	[an]	'donkey'
vif	[vif]	'lively'
laide	[led]	'ugly (feminine)'
vogue	[vɔg]	'fashion'
cru	[kry]	'raw'
veau	[vo]	'calf'
rive	[riv]	'bank (of river)'
dos	[do]	'back'

INSTRUCTOR NOTES: contrastive; NEAR minimal pair; [evOk] 'évoque' vs. [vOg] 'fashion'

Question 13 - Source: Day 6 Handout, Question 7

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[d] and [n]

Canadian French

<i>orthography</i>	<i>transcription</i>	<i>gloss</i>
mou	[mu]	'soft'
azure	[azyr]	'azure'
non	[nō]	'no'
grue	[gry]	'crane'
nous	[nu]	'we/us'
laine	[len]	'wool'
race	[ras]	'race'
âme	[am]	'soul'
don	[dō]	'donation'
assure	[asyr]	'assure'
évoque	[evɔk]	'evoke'
rase	[raz]	'shave'
faux	[fo]	'false'
âne	[an]	'donkey'
vif	[vif]	'lively'
laide	[led]	'ugly (feminine)'
vogue	[vɔg]	'fashion'
cru	[kry]	'raw'
veau	[vo]	'calf'
rive	[riv]	'bank (of river)'
dos	[do]	'back'

INSTRUCTOR NOTES: contrastive; [do] 'donation' vs. [no] 'no'

Question 14 - Source: Day 6 Handout, Question 7

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[s] and [z]

Canadian French

<i>orthography</i>	<i>transcription</i>	<i>gloss</i>
mou	[mu]	'soft'
azure	[azyr]	'azure'
non	[nō]	'no'
grue	[gry]	'crane'
nous	[nu]	'we/us'
laine	[len]	'wool'
race	[ras]	'race'
âme	[am]	'soul'
don	[dō]	'donation'
assure	[asyr]	'assure'
évoque	[evɔk]	'evoke'
rase	[raz]	'shave'
faux	[fo]	'false'
âne	[an]	'donkey'
vif	[vif]	'lively'
laide	[led]	'ugly (feminine)'
vogue	[vɔg]	'fashion'
cru	[kry]	'raw'
veau	[vo]	'calf'
rive	[riv]	'bank (of river)'
dos	[do]	'back'

INSTRUCTOR NOTES: contrastive; [asyr] 'assure' vs. [azyr] 'azure'

Question 15 - Source: Day 6 Handout, Question 7

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[o] and [õ]

Canadian French

<i>orthography</i>	<i>transcription</i>	<i>gloss</i>
mou	[mu]	'soft'
azure	[azyr]	'azure'
non	[nô]	'no'
grue	[gry]	'crane'
nous	[nu]	'we/us'
laine	[len]	'wool'
race	[ras]	'race'
âme	[am]	'soul'
don	[dô]	'donation'
assure	[asyr]	'assure'
évoque	[evɔk]	'evoke'
rase	[raz]	'shave'
faux	[fo]	'false'
âne	[an]	'donkey'
vif	[vif]	'lively'
laide	[led]	'ugly (feminine)'
vogue	[vɔg]	'fashion'
cru	[kry]	'raw'
veau	[vo]	'calf'
rive	[riv]	'bank (of river)'
dos	[do]	'back'

INSTRUCTOR NOTES: contrastive; [do] 'donation' vs. [do] 'back'

Question 16 - Source: Day 6 Handout, Question 9

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[l] and [t̪]

English

- | | | | |
|-------------|---------|------------|----------|
| a. [lif] | 'leaf' | k. [koułt] | 'colt' |
| b. [fił] | 'feel' | l. [boił] | 'boil' |
| c. [łuk] | 'look' | m. [slim] | 'slim' |
| d. [lart] | 'light' | n. [pæł] | 'pal' |
| e. [weił] | 'whale' | o. [kuł] | 'cool' |
| f. [fuł] | 'full' | p. [slei] | 'slay' |
| g. [lim] | 'limb' | q. [slu] | 'slew' |
| h. [piłz] | 'pills' | r. [teł] | 'tell' |
| i. [la Łik] | 'lark' | s. [kałd] | 'called' |
| j. [slai] | 'sly' | | |

INSTRUCTOR NOTES: [l] and [ł] are allophonic in English. They are in complementary distribution, with [l] occurring before a vowel as in [lif] 'leaf' and [slim] 'slim' (and never after a vowel), and [ł] occurring after a vowel, as in [fił] 'feel' and [kałd] 'called' (and never before a vowel).

Question 17 - Source: Day 6 Handout, Question 5

Is the statement given below a good description of the distribution of sounds in this dataset? Why or why not?

The sounds [p^h] and [f] are in complementary distribution. [p^h] occurs after low vowels, as in [kæp^h] 'cap,' while [f] occurs after high vowels, as in [lif] 'leaf.'

English

- | | | | | | |
|------------------------|---------|-------------------------|---------|------------|--------|
| a. [kæp ^h] | 'cap' | e. [tʃap ^h] | 'chop' | i. [tʃap̪] | 'chop' |
| b. [kæf] | 'calf' | f. [lip ^h] | 'leap' | j. [pil] | 'peel' |
| c. [lif] | 'leaf' | g. [kæp̪] | 'cap' | k. [lip̪] | 'leap' |
| d. [tʃip̪] | 'cheap' | h. [kætʃ] | 'catch' | | |

INSTRUCTOR NOTES: no; the sounds are contrastive because there are minimal pairs, even though the example given isn't one

Question 18 - Source: Day 6 Handout, Question 5

Is the statement given below a good description of the distribution of sounds in this dataset? Why or why not?

The sounds [p^h] and [p̚] are in complementary distribution. [p^h] occurs after front vowels, as in [kæp^h] ‘cap,’ while [p̚] occurs after back vowels, as in [tʃap̚] ‘chop.’

English

- | | | |
|------------------------------|--------------------------------|-------------------|
| a. [kæp ^h] ‘cap’ | e. [tʃap ^h] ‘chop’ | i. [tʃap̚] ‘chop’ |
| b. [kæf] ‘calf’ | f. [lɪp ^h] ‘leap’ | j. [pil] ‘peel’ |
| c. [lɪf] ‘leaf’ | g. [kæp̚] ‘cap’ | k. [lɪp̚] ‘leap’ |
| d. [tʃip̚] ‘cheap’ | h. [kætʃ] ‘catch’ | |

INSTRUCTOR NOTES: no; the sounds are in free variation, because they can be variants of the same word, even though the example given doesn’t show this

Question 19 - Source: Day 6 Handout, Question 6

Is the statement given below a good description of the distribution of sounds in this dataset? Why or why not?

The sounds [l] and [r] are in overlapping distribution. They can both occur after [u], as in [mul] ‘water’ and [mure] ‘at the water.’ Thus, we know that these sounds are contrastive.

Korean

- a. [mul] ‘water’
- b. [mulkama] ‘place for water’
- c. [mure] ‘at the water’
- d. [mal] ‘horse’
- e. [malkama] ‘place for horse’
- f. [mare] ‘at the horse’
- g. [pul] ‘fire’
- h. [pure] ‘at the fire’

INSTRUCTOR NOTES: no; the sounds are allophonic, because the following environment is never the same

Question 20 - Source: Day 6 Handout, Question 6

Is the statement given below a good description of the distribution of sounds in this dataset? Why or why not?

The sounds [l] and [r] are in overlapping distribution, but just occur as pronunciation variants of the same morpheme, as in [mul] ‘water’ and [mure] ‘at the water.’ Thus, we know that these sounds are in free variation.

Korean

- a. [mul] ‘water’
- b. [mulkama] ‘place for water’
- c. [mure] ‘at the water’
- d. [mal] ‘horse’
- e. [malkama] ‘place for horse’
- f. [mare] ‘at the horse’
- g. [pul] ‘fire’
- h. [pure] ‘at the fire’

INSTRUCTOR NOTES: no; the sounds are allophonic, because the words are not actually identical – these have different phonological contexts

Question 21 - Source: Day 6 Handout, Question 9

Is the statement given below a good description of the distribution of sounds in this dataset? Why or why not?

The sounds [l] and [ɫ] are in complementary distribution. [l] occurs in onset position (before a vowel), but it becomes [ɫ] when it occurs in coda position (after a vowel).

English

- | | | | |
|-----------|---------|------------|----------|
| a. [lif] | 'leaf' | k. [koułt] | 'colt' |
| b. [fił] | 'feel' | l. [bɔił] | 'boil' |
| c. [luk] | 'look' | m. [slim] | 'slim' |
| d. [lałt] | 'light' | n. [pael] | 'pal' |
| e. [weił] | 'whale' | o. [kuł] | 'cool' |
| f. [fuł] | 'full' | p. [slei] | 'slay' |
| g. [lim] | 'limb' | q. [slu] | 'slew' |
| h. [piłz] | 'pills' | r. [tel] | 'tell' |
| i. [lałk] | 'lark' | s. [kałd] | 'called' |
| j. [slai] | 'sly' | | |

INSTRUCTOR NOTES: no; "becomes" is analytical, not descriptive

Question 22 - Source: Day 6 Handout, Question 9

Is the statement given below a good description of the distribution of sounds in this dataset? Why or why not?

The sounds [l] and [ɫ] are in complementary distribution. [ɫ] occurs in coda position (after a vowel), but it turns into [l] when it occurs in onset position (before a vowel).

English

- | | | | |
|-----------|---------|------------|----------|
| a. [lif] | 'leaf' | k. [koułt] | 'colt' |
| b. [fił] | 'feel' | l. [boił] | 'boil' |
| c. [luk] | 'look' | m. [slim] | 'slim' |
| d. [lart] | 'light' | n. [pæł] | 'pal' |
| e. [weił] | 'whale' | o. [kuł] | 'cool' |
| f. [fuł] | 'full' | p. [slei] | 'slay' |
| g. [lim] | 'limb' | q. [slu] | 'slew' |
| h. [piłz] | 'pills' | r. [teł] | 'tell' |
| i. [lałk] | 'lark' | s. [kałd] | 'called' |
| j. [slai] | 'sly' | | |

INSTRUCTOR NOTES: no; "turns into" is analytical, not descriptive

Question 23 - Source: Quiz 5, Question 2

State what kind of phonological relationship is shown between the sounds [o] and [a] and explain how you know.

i...a	i...o
u...a	u...o
ø...a	ø...ø
a...a	a...o

INSTRUCTOR NOTES: contrast (both occur after [i], [u], [a], and neither occurs after [o]); some neutralization in that [o] can't occur before [a] or [ø], but [a] can

Question 24 - Source: Quiz 5, Question 2

State what kind of phonological relationship is shown between the sounds [o] and [a] and explain how you know.

- | | |
|-------|-------|
| i...a | i...o |
| u...a | u...o |
| o...a | o...o |
| a...a | a...o |

INSTRUCTOR NOTES: contrast (both occur after [u], [o], [a] and before [o], [a]); neutralized after [i]

Question 25 - Source: Quiz 5, Question 2

State what kind of phonological relationship is shown between the sounds [o] and [a] and explain how you know.

- | | |
|-------|-------|
| i...a | i...ø |
| u...a | u...ø |
| ø...a | o...o |
| a...a | a...ø |

INSTRUCTOR NOTES: allophony; [ø] occurs only next to [o], and [a] occurs next to any other vowel but not [o]

Question 26 - Source: Quiz 5, Question 2

State what kind of phonological relationship is shown between the sounds [o] and [a] and explain how you know.

i...a	i...o
u...a	u...o
o...a	o...o
a...a	a...o

INSTRUCTOR NOTES: contrast (both can occur everywhere – no neutralization)

Question 27 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/isim/

[high vowel] → [unround, front] / [front vowel] C₀ _

INSTRUCTOR NOTES: applies; no effect

Question 28 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/ʊsɔm/

[high vowel] → [unround, front] / [front vowel] C₀ _

INSTRUCTOR NOTES: doesn't apply

Question 29 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/emes/

[high vowel] → [unround, front] / [front vowel] C₀ _

INSTRUCTOR NOTES: doesn't apply

Question 30 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/emus/

[high vowel] → [unround, front] / [front vowel] C₀ _

INSTRUCTOR NOTES: applies; [emis]

Question 31 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/emos/

[high vowel] → [unround, front] / [front vowel] C₀ _

INSTRUCTOR NOTES: doesn't apply

Question 32 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/imam/

[high vowel] → [unround, front] / [front vowel] C₀ _

INSTRUCTOR NOTES: doesn't apply

Question 33 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/isim/

[non-low vowel] → [lax] / _ C₀ [lax vowel]

INSTRUCTOR NOTES: applies; [isim]

Question 34 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/usɔm/

[non-low vowel] → [lax] / _ C₀ [lax vowel]

INSTRUCTOR NOTES: applies; no effect

Question 35 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/eməs/

[non-low vowel] → [lax] / _ C₀ [lax vowel]

INSTRUCTOR NOTES: applies; [eməs]

Question 36 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/eməs/

[non-low vowel] → [lax] / _ C₀ [lax vowel]

INSTRUCTOR NOTES: doesn't apply

Question 37 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/eməs/

[non-low vowel] → [lax] / _ C₀ [lax vowel]

INSTRUCTOR NOTES: doesn't apply

Question 38 - Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [ʊ], [u], [o], [ɔ].

/imam/

[non-low vowel] → [lax] / _ C₀ [lax vowel]

INSTRUCTOR NOTES: doesn't apply (unless [a] treated as lax)

Question 39 - Source: Day 7 Handout, Question 7

Explain how you would choose the underlying representation of the phoneme with allophones [s] and [ʃ].

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.	[sup:ai]	'sour'	h.	[oðisan]	'grandfather'
c.	[soŋkei]	'respect'	i.	[zuzuʃi]	'forward'
d.	[onadʒi]	'same'	j.	[sensei]	'teacher'
e.	[zaʃii]	'magazine'	k.	[zenzen]	'absolutely'
f.	[dʒit:o]	'straight'	g.	[zo:]	'elephant'

INSTRUCTOR NOTES: We would probably pick the alveolar version /s/ to be the underlying representation, because it occurs in a wider set of contexts. That way, we can write a single rule to derive the more limited distribution of the palatal, and not need rules to explain any of alveolar occurrences.

Question 40 - Source: Day 7 Handout, Question 7

Explain how you would choose the underlying representation of the phoneme with allophones [z] and [dʒ].

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. | [sup:ai] | 'sour' | h. | [oðisan] | 'grandfather' |
| c. | [soŋkei] | 'respect' | i. | [zuuzuʃi] | 'forward' |
| d. | [onadʒi] | 'same' | j. | [sensei] | 'teacher' |
| e. | [zaʃi] | 'magazine' | k. | [zenzen] | 'absolutely' |
| f. | [dʒit:o] | 'straight' | g. | [zo:] | 'elephant' |

INSTRUCTOR NOTES: We would probably pick the alveolar version /z/ to be the underlying representation, because it occurs in a wider set of contexts. That way, we can write a single rule to derive the more limited distribution of the palatal, and not need rules to explain any of alveolar occurrences.

Question 41 - Source: Day 7 Handout, Question 8

Explain how you would choose the underlying representation for the phoneme with allophones [u] and [w].

The following data is from Tamil, a Dravidian language spoken in southern India and Sri Lanka. The vowels [ʊ] and [w] are allophones of the same phoneme in Tamil; [w] is a high back unrounded vowel.

- | | | | | | |
|----|-----------|------------------|----|------------|-------------|
| a. | [up:u] | 'salt' | h. | [umi] | 'husk' |
| b. | [murɔ̄] | 'winnowing fair' | i. | [puz̄u] | 'worm' |
| c. | [pa:zui] | 'waste' | j. | [terū] | 'street' |
| d. | [u:rū] | 'village' | k. | [aðui] | 'it' |
| e. | [pu:t̄u] | 'lock' | l. | [to:lū] | 'leather' |
| f. | [to:lū] | 'shoulder' | m. | [ne:t̄:ui] | 'yesterday' |
| g. | [mi:n̄ū] | 'fish' | n. | [neŋðui] | 'heart' |

INSTRUCTOR NOTES: The phoneme category should be /ʊ/, because it occurs in the wider range of situations – especially when there is no preceding vowel that would condition whether it should be rounded or not. That is, it seems to be “default” vowel.

Phonological Relationships and Analysis / very hard

Question 1 - Source: Day 6 Handout, Question 11

What do the two signs below tell you about the phonological status of handshape in ASL, and why?



Figure 6: APPLE



Figure 7: CANDY

INSTRUCTOR NOTES: shows contrast because movement and location are same

Question 2 - Source: Day 6 Handout, Question 11

What do the two signs below tell you about the phonological status of handshape in ASL, and why?

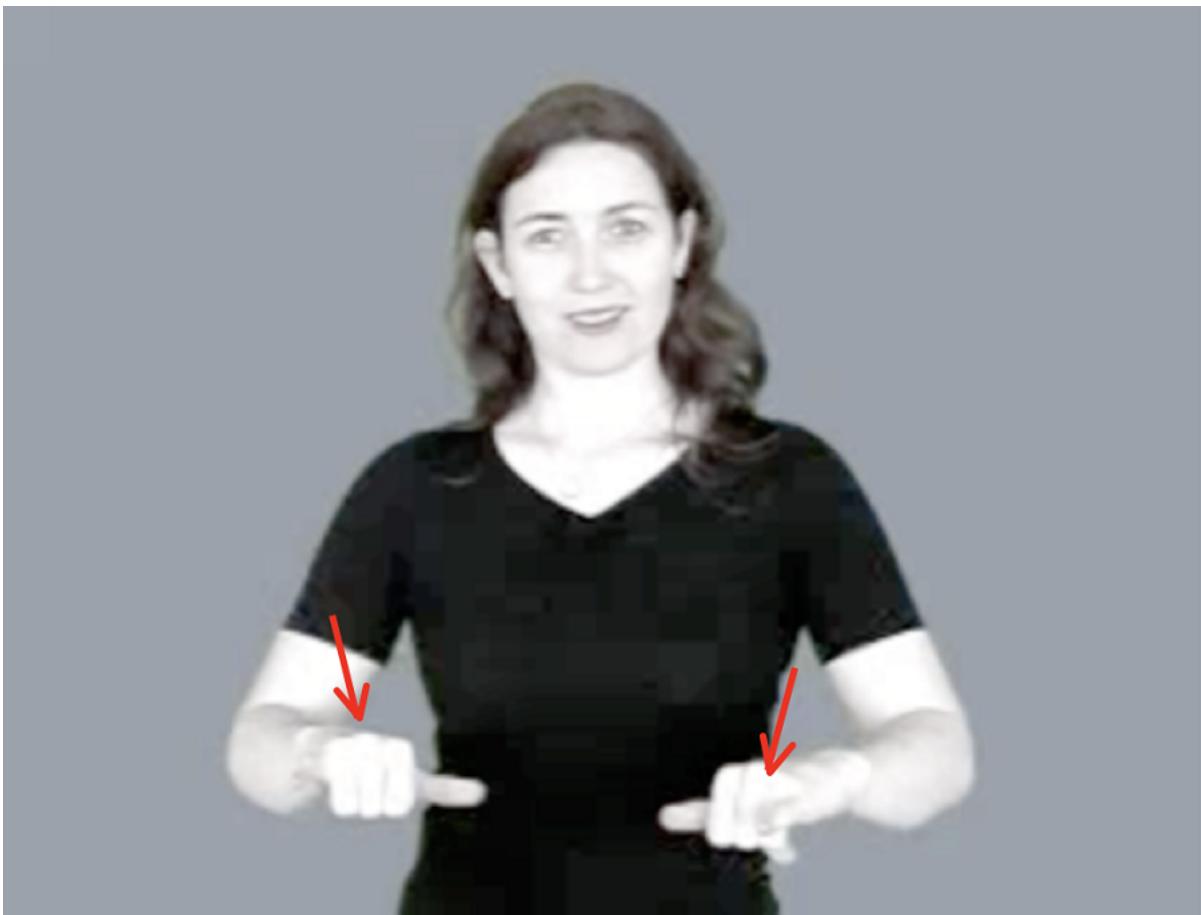


Figure 8: STAY



Figure 9: AWKWARD

INSTRUCTOR NOTES: nothing, because both handshape and movement are different

Question 3 - Source: Day 6 Handout, Question 11

What do the two signs below tell you about the phonological status of handshape in ASL, and why?



Figure 10: APPLE



Figure 11: NOW

INSTRUCTOR NOTES: nothing, because handshape and location and movement are all also different

Question 4 - Source: Day 7 Handout, Question 9

What is the basic analysis of vowel length in this dataset, and what are the key pieces of evidence?

Malayalam

long segments are marked by having two dots after them, as in [e:]

- | | | | |
|-------------|-------------|-------------|--------------|
| a. [ko:t:a] | 'basket' | l. [ki:t:i] | 'got' |
| b. [ap:am] | 'bread' | m. [at:am] | 'end' |
| c. [ket:u] | 'burnt out' | n. [kati] | 'biting' |
| d. [palam] | 'a weight' | o. [ket:i] | 'tied' |
| e. [ke:t:u] | 'heard' | p. [ka:t:i] | 'sour gruel' |
| f. [pa:la] | 'a tree' | q. [ciri] | 'smile' |
| g. [kot:i] | 'drummed' | r. [kut:i] | 'drinking' |
| h. [ci:ri] | 'shrieked' | s. [wi:t:a] | 'house' |
| i. [ku:t:i] | 'increased' | t. [ko:t:a] | 'castle' |
| j. [kat:i] | 'thickness' | u. [a:nθ] | 'man' |
| k. [wen:a] | 'butter' | v. [kut:i] | 'child' |

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [kot:a] 'basket' vs. [ko:t:a] 'castle' or [ket:u] 'burnt out' vs. [ke:t:u] 'heard.'

Question 5 - Source: Day 7 Handout, Question 11

What is the basic analysis of voiceless stops in this dataset, and what are the key pieces of evidence?

English

a.	[pʰɔɪzṇ]	'poison'	o.	[ɛkstend]	'extend'
b.	[skɪn]	'skin'	p.	[spitʃ]	'speech'
c.	[tʰɪtʃ]	'teach'	q.	[spɪn]	'spin'
d.	[pʰɪk]	'pick'	r.	[st्रeɪmdʒ]	'strange'
e.	[spuʃ]	'spool'	s.	[əspaɪə]	'aspire'
f.	[pʰɪtʃ]	'peach'	t.	[kʰʌzn]	'cousin'
g.	[tʰuʃ]	'tool'	u.	[pʰuʃ]	'pool'
h.	[ɛkspaɪə]	'expire'	v.	[spaɪk]	'spark'
i.	[tʰrænts]	'trance'	w.	[skeɪl]	'scare'
j.	[kʰɪk]	'kick'	x.	[stuʃ]	'stool'
k.	[pʰɪnts]	'prince'	y.	[spoɪl]	'spoil'
l.	[speɪs]	'space'	z.	[ɛkspænd]	'expand'
m.	[speʃʃ]	'special'	aa.	[skuʃ]	'school'
n.	[kʰuʃ]	'cool'			

INSTRUCTOR NOTES: Plain and aspirated voiceless stops are in complementary distribution in English. Plain stops occur always and only after [s], as in [speɪs] 'space,' while aspirated stops never occur in this context. Meanwhile, aspirated stops occur word-initially (e.g., [phɪtʃ] 'peach') and between vowels (e.g., [əphaɪt] 'apart'). Because the two are in complementary distribution, we can always predict which one occurs in any given environment, and so we conclude that they are allophonic, i.e., allophones of the same phoneme category.

Question 6 - Source: Day 7 Handout, Question 12

What is the basic analysis of oral and nasal vowels in this dataset, and what are the key pieces of evidence?

English

a. boot	[but]	o. leap	[lip]	cc. root	[r̩ut]
b. clean	[kl̩ɪn]	p. lease	[lis]	dd. rune	[r̩n̩n]
c. cube	[kjub]	q. loon	[l̩ʊn]	ee. seat	[sit]
d. cute	[kjut]	r. loot	[lut]	ff. seek	[sik]
e. doom	[d̩ʊm]	s. mean	[m̩ɪn]	gg. seen	[s̩ɪn]
f. dream	[d̩r̩ɪm]	t. meat	[mit]	hh. soon	[s̩ʊn]
g. dune	[d̩ʊn]	u. moon	[m̩ʊn]	ii. team	[t̩ɪm]
h. flute	[flut]	v. moose	[mus]	jj. teeth	[tiθ]
i. gleam	[gl̩ɪm]	w. need	[nid]	kk. tube	[tub]
j. gloom	[gl̩ʊm]	x. niece	[nis]	ll. tune	[t̩ʊn]
k. hoop	[hup]	y. noose	[nus]	mm. weave	[wiv]
l. keep	[kip]	z. please	[pliz]	nn. wheel	[wil]
m. leaf	[lɪf]	aa. queen	[kwɪn]		
n. league	[lig]	bb. room	[r̩ʊm]		

INSTRUCTOR NOTES: The pairs of sounds [i] and [ɪ], and [u] and [ʊ], are each allophonic and therefore allophones of the same phoneme in English (though the two pairs represent two contrastive phonemes in English). The sounds [i] and [ɪ] are in complementary distribution in English, with [ɪ] occurring before the sounds [m] and [n], (e.g., [gl̩ɪm] ‘gleam’ and [kl̩ɪn] ‘clean’) and [i] occurring elsewhere (e.g., [lip] ‘leap’). Similarly, the sounds [u] and [ʊ] are also in complementary distribution, with exactly the same conditioning environments: [ʊ] occurs before [m] and [n] (e.g., [d̩ʊm] ‘doom’ and [d̩ʊn] ‘dune’), and [u] occurs elsewhere (e.g. [but] ‘boot’). Thus, within each pair, we treat the vowels as allophonic.

Phonological Relationships and Analysis / easy

Question 1 - Source: Quiz 5, Question 10

Explain why the statement below either is or is not a good analysis of the data.

Because [r] and [ɹ] are contrastive in English, we cannot write a rule to account for their distribution.

The liquid *r* in English may be pronounced sometimes as voiced – [r] – and sometimes devoiced [ɹ]. The data below illustrate the distribution of [r] and [ɹ].

fred	'shred'	reɪz	'raise'	prepə'reɪʃən	'preparation'
drop	'drop'	θɹɪ:	'three'	θiætɹɪkəl	'theatrical'
skɹɪ:m	'scream'	bræg	'brag'	rɪəlɪti	'reality'
rait	'right'	sprɪŋ	'spring'	gærɑ:ʒ	'garage'
stɹɔ:n̩	'strong'	gra:s	'grass'	fraɪtn̩	'frighten'
kɹeɪtɪv	'creative'	kɹeɪzi	'crazy'	terɪbɫ	'terrible'

INSTRUCTOR NOTES: not a good analysis because the two sounds are in complementary distribution

Question 2 - Source: Quiz 5, Question 10

Explain why the statement below either is or is not a good analysis of the data.

We should posit /r/ as the underlying form, and have a rule that devoices it when it occurs after voiceless segments. This analysis is best because it requires only one rule with a single environment to account for all the occurrences of both [r] and [ɹ]; the plain [r] sounds result from non-application of the rule.

The liquid *r* in English may be pronounced sometimes as voiced – [r] – and sometimes devoiced [ɹ]. The data below illustrate the distribution of [r] and [ɹ].

ʃred	'shred'	reɪz	'raise'	prepəreɪʃən	'preparation'
drop	'drop'	θri:	'three'	θiæt्रɪkəl	'theatrical'
sk्रim	'scream'	bræg	'brag'	riælti	'reality'
rait	'right'	spriŋ	'spring'	gærɑ:ʒ	'garage'
st्रɔŋ	'strong'	gra:s	'grass'	fraɪtn	'frighten'
krieitiv	'creative'	k्रeizi	'crazy'	teribl	'terrible'

INSTRUCTOR NOTES: a good analysis

Question 3 - Source: Quiz 5, Question 10

Explain why the statement below either is or is not a good analysis of the data.

We should posit /r/ as the underlying form, and have a rule that voices it when it occurs after voiced segments or word-initially. This analysis is best because it puts the more unusual sound, the voiceless [ɹ], into the underlying representation, which has to be memorized anyway.

The liquid *r* in English may be pronounced sometimes as voiced – [r] – and sometimes devoiced [ɹ]. The data below illustrate the distribution of [r] and [ɹ].

ʃred	'shred'	reɪz	'raise'	prepəreɪʃən	'preparation'
drop	'drop'	θri:	'three'	θiæt्रɪkəl	'theatrical'
sk्रim	'scream'	bræg	'brag'	riælti	'reality'
rait	'right'	spriŋ	'spring'	gærɑ:ʒ	'garage'
st्रɔŋ	'strong'	gra:s	'grass'	fraɪtn	'frighten'
krieitiv	'creative'	k्रeizi	'crazy'	teribl	'terrible'

INSTRUCTOR NOTES: not a good analysis, because we want the UR to occur in the MOST environments, not the FEWEST (makes the rule simpler)

Question 4 - Source: Quiz 5, Question 10

Explain why the statement below either is or is not a good analysis of the data.

Because [r] and [ɹ] are in free variation in English, we cannot write a rule to account for their distribution.

The liquid *r* in English may be pronounced sometimes as voiced – [r] – and sometimes devoiced [ɹ]. The data below illustrate the distribution of [r] and [ɹ].

ʃred	'shred'	reɪz	'raise'	prepə'reɪʃən	'preparation'
drɒp	'drop'	θɹi:	'three'	θiætɹikəl	'theatrical'
skɹi:m	'scream'	bræg	'brag'	riæliti	'reality'
raɪt	'right'	sprɪŋ	'spring'	gærɑ:ʒ	'garage'
strɒŋ	'strong'	gra:s	'grass'	f्रaɪtn	'frighten'
kɹeɪtɪv	'creative'	kɹeɪzi	'crazy'	terɪbl	'terrible'

INSTRUCTOR NOTES: not a good analysis, because the sounds are in complementary distribution

Question 5 - Source: Day 7 Handout, Question 1

Explain what the rule below does and suggest a name for it, explaining why that would be a good name.

/n/ → [m] / _ {[p], [b]}

INSTRUCTOR NOTES:

Question 6 - Source: Day 7 Handout, Question 1

Explain what the rule below does and suggest a name for it, explaining why that would be a good name.

/n/ → [ŋ] / _ [velar]

INSTRUCTOR NOTES:

Question 7 - Source: Day 7 Handout, Question 1

Explain what the rule below does and suggest a name for it, explaining why that would be a good name.

[nasal] → [αPlace] / _ [αPlace]

INSTRUCTOR NOTES:

Question 8 - Source: Day 7 Handout, Question 1

Explain what the rule below does and suggest a name for it, explaining why that would be a good name.

[vowel] → [nasal] / [nasal] _

INSTRUCTOR NOTES:

Question 9 - Source: Day 7 Handout, Question 1

Explain what the rule below does and suggest a name for it, explaining why that would be a good name.

[high vowel] → [unround, front] / [front vowel] C₀ _

INSTRUCTOR NOTES:

Question 10 - Source: Day 7 Handout, Question 1

Explain what the rule below does and suggest a name for it, explaining why that would be a good name.

[non-low vowel] → [lax] / _ C₀ [lax vowel]

INSTRUCTOR NOTES: