

20201022 Thursday

ALL EXAMS

START OF EXAM
Student ID: 55466

Question 1

Source: Week 3 Handout, 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?

[ʒ]

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

Question 2

Source: Quiz 4, Question 2

L_X (Language X) has three vowels, [i], [a], and [u]. 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]

Question 3

Source:

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?

$/t/ \rightarrow [r] / \{[vowel],[syllabic\ consonant]\} _ \{[vowel],[syllabic\ consonant]\}$

English

a. [tæk]	'tack'
b. [tru]	'true'
c. [taɪm]	'time'
d. [tiɹ]	'tear'
e. [bæt]	'bat'
f. [weɪt]	'wait'
g. [hɪt]	'hit'
h. [laɪt]	'light'
i. [bɒt]	'bought'

j. [hɪrð]	'hitter'
k. [laɪtɪŋ]	'lighting'
l. [bærð]	'batter'
m. [mɪrð]	'meter'
n. [laɪrð]	'lighter'
o. [bærl]	'battle'
p. [kærəpɪlə]	'caterpillar'
q. [weɪtɪŋ]	'waiting'

Question 4

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.

< wealth >

Question 5

Source:

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



Figure 1: STAY



Figure 2: AWKWARD

END OF EXAM

START OF EXAM
Student ID: 84480

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.

< toy >

Question 2

Source:

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

/p^h/ → [p] / [s] _

/t^h/ → [t] / [s] _

/k^h/ → [k] / [s] _

English

a.	[p ^h ɔɪzən]	‘poison’
b.	[skɪn]	‘skin’
c.	[t ^h ɪtʃ]	‘teach’
d.	[p ^h ɪk]	‘pick’
e.	[spuːl]	‘spool’
f.	[p ^h ɪtʃ]	‘peach’
g.	[t ^h uːl]	‘tool’
h.	[ɛkspɑɪə]	‘expire’
i.	[t ^h .ɪənts]	‘trance’
j.	[k ^h ɪk]	‘kick’
k.	[p ^h .ɪnts]	‘prince’
l.	[speɪs]	‘space’
m.	[spɛʃl]	‘special’
n.	[k ^h uːl]	‘cool’

o.	[ɛkstend]	‘extend’
p.	[spɪtʃ]	‘speech’
q.	[spɪn]	‘spin’
r.	[striændʒ]	‘strange’
s.	[əspɑɪə]	‘aspire’
t.	[k ^h ʌzən]	‘cousin’
u.	[p ^h uːl]	‘pool’
v.	[spaɪk]	‘spark’
w.	[skeɪɪ]	‘scare’
x.	[stuːl]	‘stool’
y.	[spɔɪl]	‘spoil’
z.	[ɛkspænd]	‘expand’
aa.	[skuːl]	‘school’

Question 3

Source: Week 3 Handout, 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?

[ʒ]

- voiceless palatal affricate
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- voiced interdental fricative
- voiced palatal fricative

Question 4

Source: Quiz 4, 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]

Question 5

Source:

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



Figure 3: APPLE



Figure 4: CANDY

END OF EXAM

START OF EXAM
Student ID: 85868

Question 1

Source: Week 3 Handout, 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 5: WRONG

Question 2

Source: Week 5 Handout, Question 5

Explain why looking for patterns with consonants and vowels is a more reasonable approach to pattern finding in this dataset than looking for patterns with respect to all of the individual sounds in Ukrainian.

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 3

Source: Quiz 1, Question 10

Explain whether this word either does or does not have an [ʃ] sound in it, and why the spelling and pronunciation either do or do not align.

<meticulous>

Question 4

Source:

Explain which sound should be removed to make this a natural class, and what the minimum set of features would be to describe the resulting natural class.

[i], [ɪ], [ɛ], [u], [ʊ]

Question 5

Source:

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



Figure 6: APPLE



Figure 7: CANDY

END OF EXAM