20201022 Thursday ALL EXAMS

START OF EXAM Student ID: 55466

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?

[3]

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

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]

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?

 $\label{eq:tpowel} $$ \t \to [r] / {[vowel],[syllabic consonant]} $$ _ {[vowel],[syllabic consonant]} $$$

English

_			
a. [tæk]	'tack'	j. [hɪɾə-]	'hitter'
b. [t.ru]	'true'	k. [laɪrɪŋ]	'lighting'
c. [taɪm]	'time'	l. [bærð-]	'batter'
d. [tix]	'tear'	m. [mirə-]	'meter'
e. [bæt]	'bat'	n. [larrə-]	'lighter'
f. [weit]	'wait'	o. [bæɾḷ]	'battle'
g. [hɪt]	'hit'	p. [kærðpilð]	'caterpillar'
h. [laɪt]	'light'	q. [weɪrɪŋ]	'waiting'
i. [bət]	'bought'		

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>

Source:

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

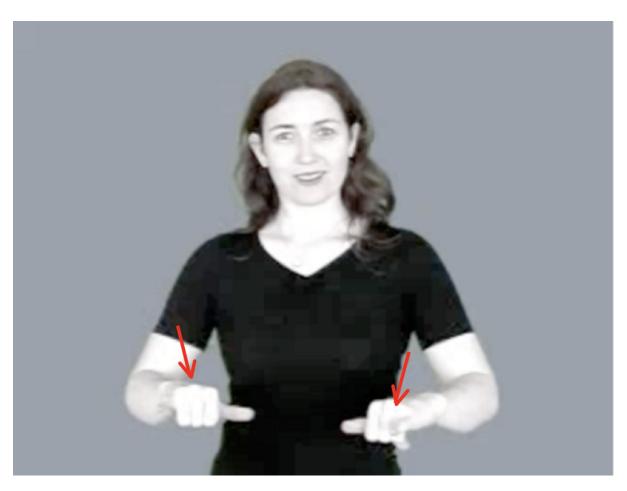


Figure 1: STAY



Figure 2: AWKWARD

END OF EXAM

START OF EXAM Student ID: 84480

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>

Source:

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

$$\begin{array}{l} /p^{h}/\rightarrow [p] / [s] _\\ /t^{h}/\rightarrow [t] / [s] _\\ /k^{h}/\rightarrow [k] / [s] _\\ \end{array}$$

English

a.	[pʰɔɪzṇ]	'poison'
b.	[skm]	'skin'
c.	[t ^h itʃ]	'teach'
d.	[pʰɪk]	'pick'
e.	[spul]	'spool'
f.	[phit]	'peach'
g.	[t ^h ul·]	'tool'
h.	[ɛkspaɪə-]	'expire'
i.	[th.iænts]	'trance'
j.	[k ^h ık]	'kick'
k.	[ph.iints]	'prince'
1.	[speis]	'space'
m.	[spɛʃt̞]	'special'
n.	[k ^h ul]	'cool'

o.	[ɛkstɛnd]	'extend'
p.	[spitʃ]	'speech'
q.	[spm]	'spin'
r.	[stremdʒ]	'strange'
S.	[əspaɪə-]	'aspire'
t.	[kʰʌzṇ]	'cousin'
u.	[pʰul·]	'pool'
v.	[spaik]	'spark'
w.	[skeɪɪ]	'scare'
X.	[stul·]	'stool'
y.	[spoil]	'spoil'
Z.	[ɛkspænd]	'expand'
aa.	[skul·]	'school'

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?

[3]

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

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]

Source:

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



Figure 3: APPLE

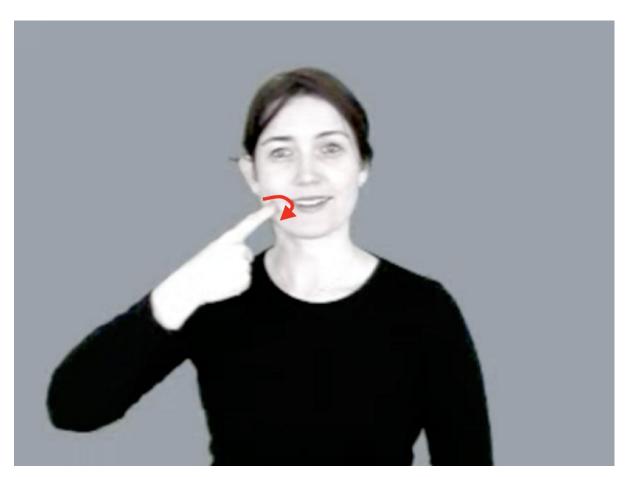


Figure 4: CANDY

END OF EXAM

START OF EXAM Student ID: 85868

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

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. [lɪs ^j] 'sheen'	p. [ʃila] 'she sewed'
c. [sapka] 'little hoe'	j. [s ^j udɪ] 'hither'	q. [ʃum] 'rustling'
d. [sɪla] 'strength'	k. [s ^j omɪj] 'seventh'	r. [ʃostɪj] 'sixth'
e. [sum] 'sadness'	l. [pos ^j adu] 'I will occupy'	s. [mɪʃ ^j i] 'mice'
f. [sudɪ] 'trials'	m. [lɪʃ] 'lest'	t. [ʃ ^j ist ^j] 'six'
g. [sosna] 'pine'	n. [mɪʃka] 'little mouse'	u. [koʃ ^j i] 'baskets'

Source: Quiz 1, Question 10

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

<meticulous>

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.

 $[i], [I], [\epsilon], [u], [\upsilon]$

Source:

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



Figure 6: APPLE

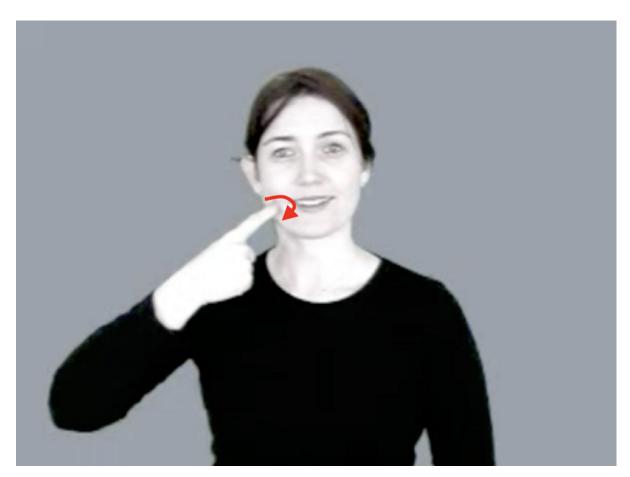


Figure 7: CANDY

END OF EXAM