20201029 Thursday
ALL EXAMS

START OF EXAM
Student ID: 55466

Question 1

Source: Week 2 Handout, Part II, Question 3

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

< rice >

Question 2

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

[-consonantal], [+sonorant]

[h]

Question 3

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?

[t͡ʃ]

Question 4

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 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	[ɹut]
b.	clean	[klĩn]	p.	lease	[lis]	dd. rune	[ɹũn]
c.	cube	[kjub]	q.	loon	[lũn]	ee. seat	[sit]
d.	cute	[kjut]	r.	loot	[lut]	ff. seek	[sik]
e.	doom	[dũm]	s.	mean	[mĩn]	gg. seen	[sĩn]
f.	dream	[dɹĩm]	t.	meat	[mit]	hh. soon	[sũn]
g.	dune	[dũn]	u.	moon	[mũn]	ii. team	[tĩm]
h.	flute	[flut]	v.	moose	[mus]	jj. teeth	[tiθ]
i.	gleam	[glĩm]	w.	need	[nid]	kk. tube	[tub]
j.	gloom	[glũm]	x.	niece	[nis]	ll. tune	[tũn]
k.	hoop	[hup]	y.	noose	[nus]	mm. weave	[wiv]
l.	keep	[kip]	z.	please	[pliz]	nn. wheel	[wil]
m.	leaf	[lif]	aa.	queen	[kwĩn]		
n.	league	[lig]	bb.	room	[ɹũm]		

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END OF EXAM

START OF EXAM
Student ID: 84480

Question 1

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

< sonorant >

Question 2

Source: Week 2 Handout, Part II, Question 2

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

Question 3

Source: Quiz 3, Question 12

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

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).

Singular	Plural	
zɔk	zœk	'sock'
ɣrɔːt	ɣrœːt	'fishbone'
vʊs	vʏs	'fox'
hoːp	høːp	'heap'

Question 4

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'
b. [mɪska] 'bowl'
c. [sapkɑ] 'little hoe'
d. [sɪla] 'strength'
e. [sum] 'sadness'
f. [sudɪ] 'trials'
g. [sosna] 'pine'

h. [posadu] 'job'
i. [lɪsʲ] 'sheen'
j. [sʲudɪ] 'hither'
k. [sʲomɪj] 'seventh'
l. [posʲadu] 'I will occupy'
m. [lɪʃ] 'lest'
n. [mɪʃka] 'little mouse'

o. [ʃapka] 'hat'
p. [ʃɪla] 'she sewed'
q. [ʃum] 'rustling'
r. [ʃostɪj] 'sixth'
s. [mɪʃʲi] 'mice'
t. [ʃʲistʲ] 'six'
u. [koʃʲi] 'baskets'

Question 5

Source: Week 6 Handout, Question 11

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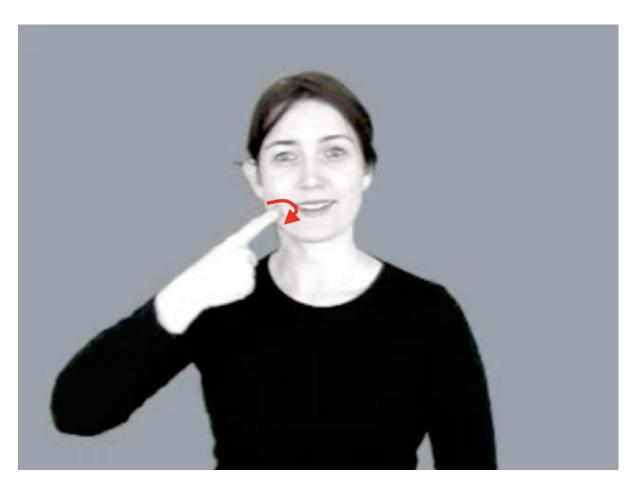

Figure 1: APPLE

Figure 2: CANDY

END OF EXAM

START OF EXAM
Student ID: 85868

Question 1

Source: Week 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]

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 >

Question 3

Source: Quiz 3, Question 6

Explain why this is an incorrect statement.

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

Question 4

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

Question 5

Source:

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 [eː]

a.	[koʈːa]	'basket'	l.	[kiʈːi]	'got'
b.	[apːam]	'bread'	m.	[atːam]	'end'
c.	[keʈːu]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈːi]	'tied'
e.	[keːʈːu]	'heard'	p.	[kaːʈi]	'sour gruel'
f.	[paːla]	'a tree'	q.	[ciri]	'smile'
g.	[koʈːi]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ciːri]	'shrieked'	s.	[wiːʈə]	'house'
i.	[kuːʈi]	'increased'	t.	[koːʈːa]	'castle'
j.	[kaʈːi]	'thickness'	u.	[aːɳə]	'man'
k.	[wenːa]	'butter'	v.	[kuʈːi]	'child'

END OF EXAM

START OF EXAM
Student ID: 99999

Question 1

Source: Week 5 Handout, Question 5

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Ukrainian

a. [lɪs] 'fox'
b. [mɪska] 'bowl'
c. [sapka] 'little hoe'
d. [sɪla] 'strength'
e. [sum] 'sadness'
f. [sudɪ] 'trials'
g. [sosna] 'pine'

h. [posadu] 'job'
i. [lɪsʲ] 'sheen'
j. [sʲudɪ] 'hither'
k. [sʲomɪj] 'seventh'
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p. [ʃɪla] 'she sewed'
q. [ʃum] 'rustling'
r. [ʃostɪj] 'sixth'
s. [mɪʃʲi] 'mice'
t. [ʃʲistʲ] 'six'
u. [koʃʲi] 'baskets'

Question 2

Source: Week 4 Discussion

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

[strident]

glides

Question 3

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

<how>

Question 4

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

Question 5

Source:

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

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a.	boot	[but]	o.	leap	[lip]	cc.	root	[ɹut]
b.	clean	[klĩn]	p.	lease	[lis]	dd.	rune	[ɹũn]
c.	cube	[kjub]	q.	loon	[lũn]	ee.	seat	[sit]
d.	cute	[kjut]	r.	loot	[lut]	ff.	seek	[sik]
e.	doom	[dũm]	s.	mean	[mĩn]	gg.	seen	[sĩn]
f.	dream	[dɹĩm]	t.	meat	[mit]	hh.	soon	[sũn]
g.	dune	[dũn]	u.	moon	[mũn]	ii.	team	[tĩm]
h.	flute	[flut]	v.	moose	[mus]	jj.	teeth	[tiθ]
i.	gleam	[glĩm]	w.	need	[nid]	kk.	tube	[tub]
j.	gloom	[glũm]	x.	niece	[nis]	ll.	tune	[tũn]
k.	hoop	[hup]	y.	noose	[nus]	mm.	weave	[wiv]
l.	keep	[kip]	z.	please	[pliz]	nn.	wheel	[wil]
m.	leaf	[lif]	aa.	queen	[kwĩn]			
n.	league	[lig]	bb.	room	[ɹũm]			

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END OF EXAM