

20201013 Tuesday
ALL EXAMS

START OF EXAM

Student ID: 50775

9:00

Question 1

Source: Week 2 Handout, Part II

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

<health>: [hɛlð]

Question 2

Source: Week 3 Handout, 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.

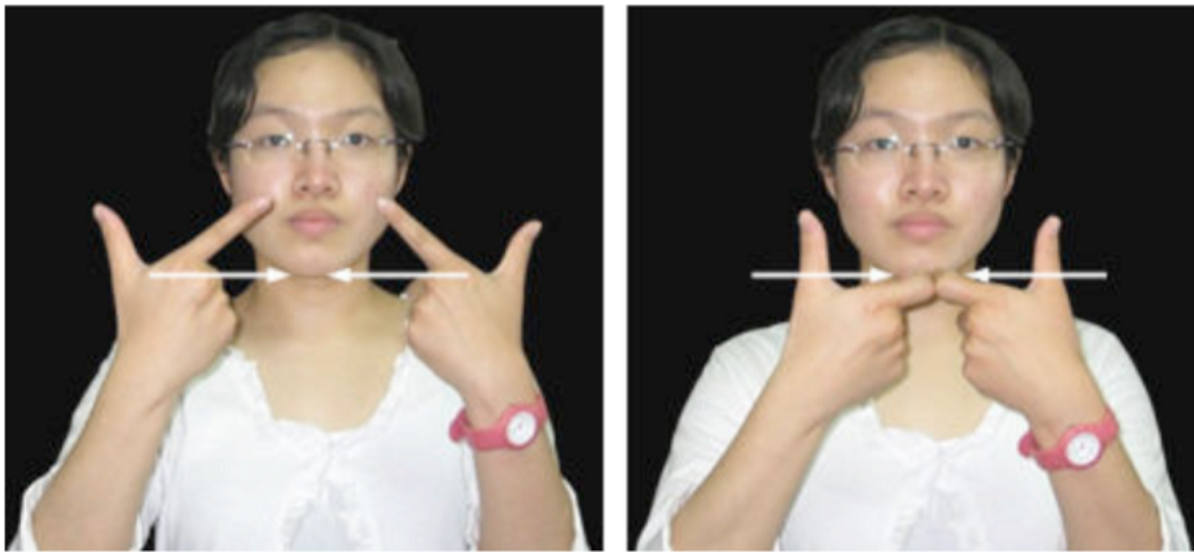


Figure 1: FIT

END OF EXAM

START OF EXAM

Student ID: 48772

9:10

Question 1

Source: Week 5 Handout, Question 5

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

Ukrainian

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

Question 2

Source: Week 2 Handout, Part II

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

<paid>: [peid]

END OF EXAM

START OF EXAM

Student ID: 79667

9:20

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 2: WRONG

Question 2

Source: Week 2 Handout, Part II

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

<climb>: [klaɪm]

END OF EXAM

START OF EXAM

Student ID: 56149

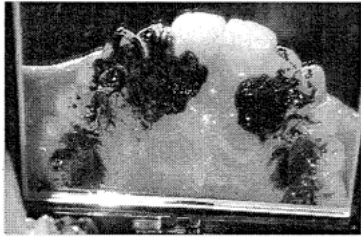
9:30

Question 1

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]



Question 2

Source: Week 4 Handout, Part II, Question 3

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

‘walk’

Luiseño

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

END OF EXAM

START OF EXAM

Student ID: 83639

9:40

Question 1

Source: Week 4 Discussion

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

Question 2

Source: Week 2 Handout, Part II, Question 11

How would this word be transcribed?

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

< little >

END OF EXAM

START OF EXAM

Student ID: 74431

9:50

Question 1

Source: Week 4 Handout, Part II, Question 3

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

‘make / cause’

Luiseño

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

Question 2

Source: Week 5 Handout, Question 6

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

END OF EXAM

START OF EXAM

Student ID: 68935

4:00

Question 1

Source: Week 4 Discussion

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

[continuant]

glottals

Question 2

Source: Week 3 Handout, Question 3

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

Original set: [æ], [ɑ]

Addition: [ɑʊ]

END OF EXAM

START OF EXAM

Student ID: 92054

4:10

Question 1

Source: Quiz 3, Question 12

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

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

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

Question 2

Source: Week 2 Handout, Part II, Question 11

How would this word be transcribed?

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

< vacuum >

END OF EXAM

START OF EXAM

Student ID: 68058

4:20

Question 1

Source: Week 2 Handout, Part II, Question 11

How would this word be transcribed?

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

< vacuum >

Question 2

Source: Quiz 3, Question 12

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

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

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

END OF EXAM

START OF EXAM

Student ID: empty

4:30

START OF EXAM

Student ID: 82231

4:40

Question 1

Source: Week 3 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]

Question 2

Source: Quiz 3, Question 12

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

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

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

END OF EXAM

START OF EXAM

Student ID: empty

4:50