

Thursday, 4 June 2020
ALL EXAMS

START OF EXAM

Student ID: 4220

11:45 AM - 12:00 noon

Question 1

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. [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: 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]

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]?

<square>

Question 4

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 1: APPLE



Figure 2: CANDY

Question 5

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/

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

END OF EXAM

START OF EXAM

Student ID: 3129

12:00 noon - 12:15 PM

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]

Question 2

Source: Homework 1, Question 3(b)

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

[ɔ], [ʊ], [u], [oʊ]

Question 3

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.	[p ^h ɔɪzən]	‘poison’	o.	[ɛkstənd]	‘extend’
b.	[skɪn]	‘skin’	p.	[spɪtʃ]	‘speech’
c.	[t ^h ɪtʃ]	‘teach’	q.	[spɪn]	‘spin’
d.	[p ^h ɪk]	‘pick’	r.	[streɪndʒ]	‘strange’
e.	[spuː]	‘spool’	s.	[əspɑɪə]	‘aspire’
f.	[p ^h ɪtʃ]	‘peach’	t.	[k ^h ʌzən]	‘cousin’
g.	[t ^h uː]	‘tool’	u.	[p ^h uː]	‘pool’
h.	[ɛkspaɪə]	‘expire’	v.	[spaɪk]	‘spark’
i.	[t ^h .ɪənts]	‘trance’	w.	[skeɪɪ]	‘scare’
j.	[k ^h ɪk]	‘kick’	x.	[stuː]	‘stool’
k.	[p ^h .ɪnts]	‘prince’	y.	[spɔɪɪ]	‘spoil’
l.	[speɪs]	‘space’	z.	[ɛkspænd]	‘expand’
m.	[spɛʃl]	‘special’	aa.	[skuː]	‘school’
n.	[k ^h uː]	‘cool’			

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>

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?

[u]

END OF EXAM

START OF EXAM
Student ID: 7661
12:15 PM - 12:30 PM

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]

Question 2

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.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

Question 3

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	[azyʀ]	'azure'
non	[nɔ̃]	'no'
grue	[gry]	'crane'
nous	[nu]	'we/us'
laine	[lɛn]	'wool'
race	[ras]	'race'
âme	[ɑm]	'soul'
don	[dɔ̃]	'donation'
assure	[asyʀ]	'assure'
évoque	[evɔk]	'evoke'
rase	[raz]	'shave'
faux	[fo]	'false'
âne	[ɑn]	'donkey'
vif	[vif]	'lively'
laide	[lɛd]	'ugly (feminine)'
vogue	[vɔg]	'fashion'
cru	[kry]	'raw'
veau	[vo]	'calf'
rive	[riv]	'bank (of river)'
dos	[do]	'back'

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?

[ɑ]

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]?

<toy>

END OF EXAM

START OF EXAM

Student ID: 3684

12:30 - 12:45 PM

Question 1

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]

Question 2

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.	[p ^h ɔɪzən]	‘poison’	o.	[ɛkstənd]	‘extend’
b.	[skɪn]	‘skin’	p.	[spɪtʃ]	‘speech’
c.	[t ^h ɪtʃ]	‘teach’	q.	[spɪn]	‘spin’
d.	[p ^h ɪk]	‘pick’	r.	[streɪndʒ]	‘strange’
e.	[spuː]	‘spool’	s.	[əspɑɪə]	‘aspire’
f.	[p ^h ɪtʃ]	‘peach’	t.	[k ^h ʌzən]	‘cousin’
g.	[t ^h uː]	‘tool’	u.	[p ^h uː]	‘pool’
h.	[ɛkspaɪə]	‘expire’	v.	[spaɪk]	‘spark’
i.	[t ^h .ɪənts]	‘trance’	w.	[skeɪɪ]	‘scare’
j.	[k ^h ɪk]	‘kick’	x.	[stuː]	‘stool’
k.	[p ^h .ɪnts]	‘prince’	y.	[spɔɪɪ]	‘spoil’
l.	[speɪs]	‘space’	z.	[ɛkspænd]	‘expand’
m.	[spɛʃl]	‘special’	aa.	[skuː]	‘school’
n.	[k ^h uː]	‘cool’			

Question 3

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]

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]?

<bird>

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]?

<segment>

END OF EXAM

START OF EXAM

Student ID: 3737

12:45 - 1:00 PM

Question 1

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. [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: 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	[rut]
b. clean	[klīn]	p. lease	[lis]	dd. rune	[rūn]
c. cube	[kjub]	q. loon	[lūn]	ee. seat	[sit]
d. cute	[kjut]	r. loot	[lut]	ff. seek	[sik]
e. doom	[dūm]	s. mean	[mīn]	gg. seen	[sīn]
f. dream	[drēm]	t. meat	[mit]	hh. soon	[sūn]
g. dune	[dūn]	u. moon	[mūn]	ii. team	[tīm]
h. flute	[flut]	v. moose	[mus]	jj. teeth	[tiθ]
i. gleam	[glīm]	w. need	[nid]	kk. tube	[tub]
j. gloom	[glūm]	x. niece	[nis]	ll. tune	[tūn]
k. hoop	[hup]	y. noose	[nus]	mm. weave	[wiv]
l. keep	[kip]	z. please	[pliz]	nn. wheel	[wil]
m. leaf	[lif]	aa. queen	[kwīn]		
n. league	[lig]	bb. room	[rūm]		

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]?

<bird>

Question 4

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. [niliwalipa]	‘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. [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’

Question 5

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.

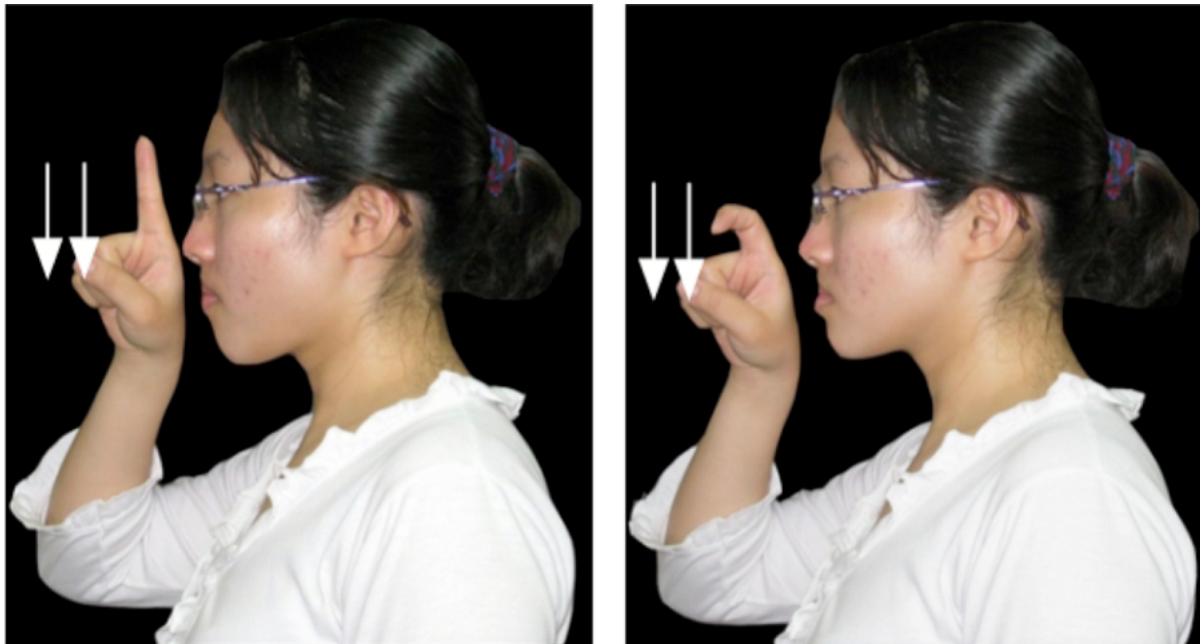


Figure 3: JEALOUS

END OF EXAM

START OF EXAM

Student ID: 5824

1:00 - 1:15 PM

Question 1

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], [fi], [za], [ʒi], [as], [if], [az], [iʒ]

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]?

<finger>

Question 3

Source: Quiz 2, Question 6

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

<sonorant>

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]?

<toy>

Question 5

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 4: APPLE



Figure 5: CANDY

END OF EXAM

START OF EXAM

Student ID: 1743

1:15 - 1:30 PM

Question 1

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], [fi], [za], [ʒi], [as], [if], [az], [iʒ]

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]?

<toy>

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?

[æ]

Question 4

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

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?

[u]

END OF EXAM

START OF EXAM

Student ID: 2014

1:30 - 1:45 PM

Question 1

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], [fi], [za], [ʒi], [as], [iʃ], [az], [iʒ]

Question 2

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?

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]?

<nice>

Question 4

Source: Quiz 2, Question 6

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

<minimal>

Question 5

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.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

END OF EXAM

START OF EXAM

Student ID: 9657

1:45 - 2:00 PM

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]

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]?

< goat >

Question 3

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. [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. [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’

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.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

Question 5

Source: Quiz 2, Question 6

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

<obstruent>

END OF EXAM

START OF EXAM

Student ID: 9246

2:00 - 2:15 PM

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]

Question 2

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]
b. clean [klīn]
c. cube [kjub]
d. cute [kjut]
e. doom [dūm]
f. dream [dñīm]
g. dune [dūn]
h. flute [flut]
i. gleam [glīm]
j. gloom [glūm]
k. hoop [hup]
l. keep [kip]
m. leaf [lif]
n. league [lig]

o. leap [lip]
p. lease [lis]
q. loon [lūn]
r. loot [lut]
s. mean [mīn]
t. meat [mit]
u. moon [mūn]
v. moose [mus]
w. need [nid]
x. niece [nis]
y. noose [nus]
z. please [pliz]
aa. queen [kwīn]
bb. room [rūm]

cc. root [rut]
dd. rune [rūn]
ee. seat [sit]
ff. seek [sik]
gg. seen [sīn]
hh. soon [sūn]
ii. team [tīm]
jj. teeth [tiθ]
kk. tube [tub]
ll. tune [tūn]
mm. weave [wiv]
nn. wheel [wil]

Question 3

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

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]?

< goat >

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]?

< little >

END OF EXAM

START OF EXAM

Student ID: 4465

2:30 - 2:45 PM

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]

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]?

< vacuum >

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 8: APPLE



Figure 9: CANDY

Question 4

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

Question 5

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	[azyʀ]	'azure'
non	[nɔ̃]	'no'
grue	[gry]	'crane'
nous	[nu]	'we/us'
laine	[lɛn]	'wool'
race	[ras]	'race'
âme	[ɑm]	'soul'
don	[dɔ̃]	'donation'
assure	[asyʀ]	'assure'
évoque	[evɔk]	'evoke'
rase	[raz]	'shave'
faux	[fo]	'false'
âne	[ɑn]	'donkey'
vif	[vif]	'lively'
laide	[lɛd]	'ugly (feminine)'
vogue	[vɔg]	'fashion'
cru	[kry]	'raw'
veau	[vo]	'calf'
rive	[riv]	'bank (of river)'
dos	[do]	'back'

END OF EXAM

START OF EXAM

Student ID: 2931

2:45 - 3:00 PM

Question 1

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. [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: Day 2 Handout

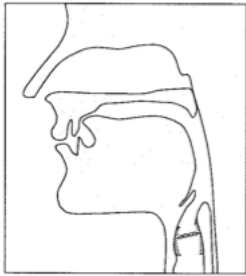
Is this a reasonable transcription of this word? Explain why.

<mouse>: [mɔɪs]

Question 3

Source: Day 2 Handout, Part II, Question 9

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



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.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

Question 5

Source: Day 2 Handout, Part I, Question 2

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

< they >

END OF EXAM

START OF EXAM

Student ID: 8742

3:00 - 3:15 PM

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]

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]?

<square>

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: STAY



Figure 11: AWKWARD

Question 4

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]

Question 5

Source: Quiz 2, Question 6

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

<fricative>

END OF EXAM

START OF EXAM

Student ID: 4199

3:15 - 3:30 PM

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]

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]?

<nice>

Question 3

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’
[ʂodʒdaq]	‘in the food’
[pavam]	‘this room’
[rodʒq ^h oq ^h]	‘so-called peace’
[ʂodʒvetɬ]	‘that food’
[vadʒvammo]	‘because of this warrior’
[pavo]	‘from the room’
[paqvɛɬ]	‘that book’
[ʂodʒq ^h oq ^h vammo]	‘because of this so-called food’
[juqχdaq]	‘on the planet’
[puqmo]	‘because of the child’
[puqxejvetɬ]	‘that apparent child’

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?

[ɛ]

Question 5

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 12: APPLE



Figure 13: CANDY

END OF EXAM

START OF EXAM

Student ID: 3514

3:30 - 3:45 PM

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]

Question 2

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 [tʃɑp̚] ‘chop.’

English

- a. [kæp^h] ‘cap’
- b. [kæf] ‘calf’
- c. [lif] ‘leaf’
- d. [tʃip̚] ‘cheap’

- e. [tʃɑp^h] ‘chop’
- f. [lip^h] ‘leap’
- g. [kæp̚] ‘cap’
- h. [kætʃ] ‘catch’

- i. [tʃɑp̚] ‘chop’
- j. [pil] ‘peel’
- k. [lip̚] ‘leap’

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 14: STAY



Figure 15: AWKWARD

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]?

< little >

Question 5

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

END OF EXAM

START OF EXAM

Student ID: 8350

3:45 - 4:00 PM

Question 1

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], [fi], [za], [ʒi], [as], [iʃ], [az], [iʒ]

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]?

< wealth >

Question 3

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

Question 4

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

Question 5

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 16: STAY



Figure 17: AWKWARD

END OF EXAM

START OF EXAM

Student ID: 4090

4:00 - 4:15 PM

Question 1

Source: Quiz 3, Question 1

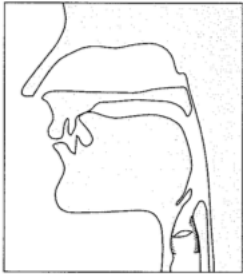
L_X (Language X) has three vowels, [i], [a], and [u]. It has bi-syllabic roots like Kikuyu. It does not allow non-identical high vowels to co-occur. Of the following nine logically possible vocalic sequences, which ones should be unattested in L_X ? Explain why.

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

Question 2

Source: Day 2 Handout, Part II, Question 9

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



Question 3

Source: Homework 2, Question 1

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

[vad3q^hoq^hvam]

Klingon

[vad3q ^h oq ^h]	‘so-called warrior’
[puqvam]	‘this child’
[rod3vo]	‘from peace’
[juqχvamvo]	‘from this planet’
[ʂod3daq]	‘in the food’
[pavam]	‘this room’
[rod3q ^h oq ^h]	‘so-called peace’
[ʂod3vetɬ]	‘that food’
[vad3vammo]	‘because of this warrior’
[pavo]	‘from the room’
[paqvɛɬ]	‘that book’
[ʂod3q ^h oq ^h vammo]	‘because of this so-called food’
[juqχdaq]	‘on the planet’
[puqmo]	‘because of the child’
[puqxejvetɬ]	‘that apparent child’

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.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

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]?

<bird>

END OF EXAM

START OF EXAM

Student ID: 2358

4:15 - 4:30 PM

Question 1

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]

Question 2

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]

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]?

<toy>

Question 4

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 18: STAY



Figure 19: AWKWARD

Question 5

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’
[ʂodʒdaq]	‘in the food’
[pavam]	‘this room’
[rodʒq ^h oq ^h]	‘so-called peace’
[ʂodʒvetɬ]	‘that food’
[vadʒvammo]	‘because of this warrior’
[pavo]	‘from the room’
[paqvɛtɬ]	‘that book’
[ʂodʒq ^h oq ^h vammo]	‘because of this so-called food’
[juqχdaq]	‘on the planet’
[puqmo]	‘because of the child’
[puqxejvetɬ]	‘that apparent child’

END OF EXAM

START OF EXAM

Student ID: 9376

4:30 - 4:45 PM

Question 1

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], [fi], [za], [ʒi], [as], [iʃ], [az], [iʒ]

Question 2

Source: Day 2 Handout, Part I, Question 3

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

< curtain >

Question 3

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. [tʃap̃] ‘chop’ |
| b. [kæf] ‘calf’ | f. [lɪp ^h] ‘leap’ | j. [pɪl] ‘peel’ |
| c. [lɪf] ‘leaf’ | g. [kæp̃] ‘cap’ | k. [lɪp̃] ‘leap’ |
| d. [tʃɪp̃] ‘cheap’ | h. [kætʃ] ‘catch’ | |

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]



Question 5

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 20: APPLE



Figure 21: CANDY

END OF EXAM