

20201021 Wednesday  
ALL EXAMS

START OF EXAM

Student ID: 62089

4:00

## Question 1

Source: Week 4 Discussion

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

[approximant]

nasals

## Question 2

Source: Week 6 Handout, Question 1

Would you expect [ʔ] to follow the same pattern of occurring as plain or aspirated as is followed by [p] and [t] and [k]? Explain why or why not.

1. Look at the following data from English. Sounds with a superscript [h] after them are aspirated versions of the sounds: there is a small puff of air after the sound when it's pronounced. You can feel this puff of air if you put your hand in front of your mouth when you produce the sound.

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

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

END OF EXAM

START OF EXAM

Student ID: 51967

4:10

## Question 1

Source: Homework 2, Question 3

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 2

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?

[z]





END OF EXAM

START OF EXAM

Student ID: 55084

4:20

## 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 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: 60467

4:30

## Question 1

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 [ɖ] that goes in the blank? Explain why or why not.

6. Consider the following data from Malto, a Dravidian language spoken in northeastern India. The sounds of interest are dental vs. retroflex consonants. The *dental* consonants in this set are [t] and [d]; the *retroflex* consonants are [ʈ] and [ɖ]. Retroflex consonants are produced with the tip of the tongue curling upward.

You can hear audio examples of these sounds, but in Hindi, at

<https://corpus.linguistics.berkeley.edu/acip/course/chapter6/hindi/hindi.html>. The data here are from Arsenault (2012: 108).<sup>1</sup>

Each of the words has two consonants from this set of four ([t], [d], [ʈ], and [ɖ]); some words may have other additional consonants, but you can ignore these.

- a. [tot] 'to hurry'
- b. [ɖebɖe] 'crooked'
- c. [tɛʈu] 'hand'
- d. [tind] 'to feed'
- e. [tu:ɖ] 'tiger'
- f. [ta:to] 'weaver'
- g. [dudo] (name of tree)
- h. [doti] 'men's wear'
- i. [ɖeʈa] 'corn cob'
- j. [ʈund] 'to see'
- k. [dundo] 'owl'
- l. [ɖanda] 'staff'
- m. [ɖaɖe] 'forest'

## 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.)

‘third person masc. object’ (‘him’)

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: 74654

4:40

## Question 1

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: [ɑɪ]

## 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.)

‘drink’

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: 43672

4:50

## 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?

[d]



## Question 2

Source: Week 4 Handout, Part II, Question 4

Explain how you could do morphological analysis on a signed language.



END OF EXAM