

Thursday, 4 June 2020
ALL EXAMS (with notes)

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' |

INSTRUCTOR NOTES:

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: yes

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [skweɪ]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: shows contrast because movement and location are same

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: doesn't apply

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [i...u], [u...i]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: yes (all back rounded vowels)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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.	[spuːl]	‘spool’	s.	[əspɑɪə]	‘aspire’
f.	[p ^h ɪtʃ]	‘peach’	t.	[k ^h ʌzən]	‘cousin’
g.	[t ^h uːl]	‘tool’	u.	[p ^h uːl]	‘pool’
h.	[ɛkspaɪə]	‘expire’	v.	[spaɪk]	‘spark’
i.	[t ^h .ɪənts]	‘trance’	w.	[skeɪl]	‘scare’
j.	[k ^h ɪk]	‘kick’	x.	[stuːl]	‘stool’
k.	[p ^h .ɪnts]	‘prince’	y.	[spɔɪl]	‘spoil’
l.	[speɪs]	‘space’	z.	[ɛkspænd]	‘expand’
m.	[spɛʃl]	‘special’	aa.	[skuːl]	‘school’
n.	[k ^h uːl]	‘cool’			

INSTRUCTOR NOTES: Plain and aspirated voiceless stops are in complementary distribution in English. Plain stops occur always and only after [s], as in [speɪs] ‘space,’ while aspirated stops never occur in this context. Meanwhile, aspirated stops occur word-initially (e.g., [p^hɪtʃ] ‘peach’) and between vowels (e.g., [əp^hɑːt] ‘apart’). Because the two are in complementary distribution, we can always predict which one occurs in any given environment, and so we conclude that they are allophonic, i.e., allophones of the same phoneme category.

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [dʒus]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: yes

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [i...u], [u...i]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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'

INSTRUCTOR NOTES: contrastive; [asyʀ] 'assure' vs. [azyʀ] 'azure'

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: no

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [tɔɪ]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [u...i...a]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: Plain and aspirated voiceless stops are in complementary distribution in English. Plain stops occur always and only after [s], as in [speɪs] ‘space,’ while aspirated stops never occur in this context. Meanwhile, aspirated stops occur word-initially (e.g., [p^hɪtʃ] ‘peach’) and between vowels (e.g., [əp^hɑːt] ‘apart’). Because the two are in complementary distribution, we can always predict which one occurs in any given environment, and so we conclude that they are allophonic, i.e., allophones of the same phoneme category.

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: no; lots of other voiced consonants

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [bɪd]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [segment]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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' |

INSTRUCTOR NOTES:

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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	[drūm]	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]		

INSTRUCTOR NOTES: The pairs of sounds [i] and [ī], and [u] and [ū], are each allophonic and therefore allophones of the same phoneme in English (though the two pairs represent two contrastive phonemes in English). The sounds [i] and [ī] are in complementary distribution in English, with [ī] occurring before the sounds [m] and [n], (e.g., [glīm] ‘gleam’ and [klīn] ‘clean’) and [i] occurring elsewhere (e.g., [lip] ‘leap’). Similarly, the sounds [u] and [ū] are also in complementary distribution, with exactly the same conditioning environments: [ū] occurs before [m] and [n] (e.g., [dūm] ‘doom’ and [dūn] ‘dune’), and [u] occurs elsewhere (e.g. [but] ‘boot’). Thus, within each pair, we treat the vowels as allophonic.

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [bɪɹd]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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’

INSTRUCTOR NOTES: ([niliwataka])

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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.

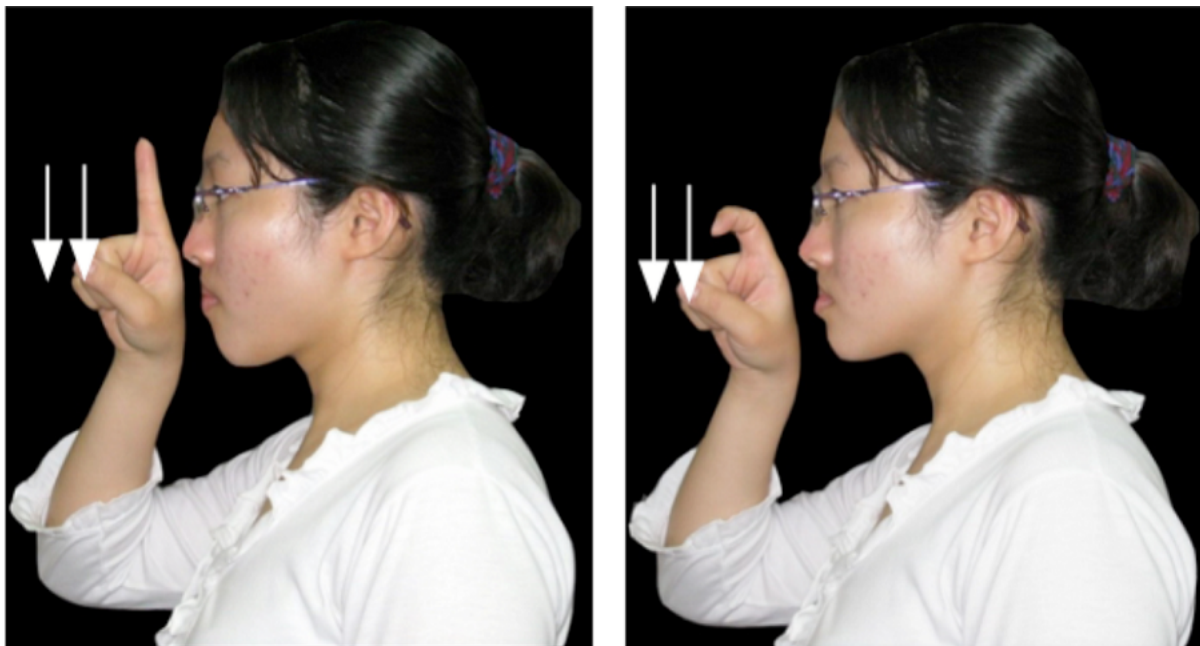


Figure 3: JEALOUS

INSTRUCTOR NOTES: no; handshape and movement are wrong

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: (the palatal sounds occur with the high vowel, while the alveolar sounds occur with the low vowel)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [fɪŋgɹ]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 3

Source: Quiz 2, Question 6

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

<sonorant>

INSTRUCTOR NOTES: [sɒnɒrənt] – sonorants: [ɒnɒrən] and obstruents: [st]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [tɔɪ]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: shows contrast because movement and location are same

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: (the palatal sounds occur with the high vowel, while the alveolar sounds occur with the low vowel)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [tɔɪ]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: no

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: shows contrast because movement and location are same

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: yes

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: (the palatal sounds occur with the high vowel, while the alveolar sounds occur with the low vowel)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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?

INSTRUCTOR NOTES:

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [naɪs]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 4

Source: Quiz 2, Question 6

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

<minimal>

INSTRUCTOR NOTES: [mɪnɪməl] – sonorants: (all of them)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [i...u], [u...i]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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 >

INSTRUCTOR NOTES: [gout]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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’

INSTRUCTOR NOTES: ([ninakupenda])

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 5

Source: Quiz 2, Question 6

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

<obstruent>

INSTRUCTOR NOTES: [əbstɹuənt] – sonorants: [ɹuən] and obstruents: [bstt]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [i...u], [u...i]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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	[drūm]	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]		

INSTRUCTOR NOTES: The pairs of sounds [i] and [ī], and [u] and [ū], are each allophonic and therefore allophones of the same phoneme in English (though the two pairs represent two contrastive phonemes in English). The sounds [i] and [ī] are in complementary distribution in English, with [ī] occurring before the sounds [m] and [n], (e.g., [glīm] ‘gleam’ and [klīn] ‘clean’) and [i] occurring elsewhere (e.g., [lip] ‘leap’). Similarly, the sounds [u] and [ū] are also in complementary distribution, with exactly the same conditioning environments: [ū] occurs before [m] and [n] (e.g., [dūm] ‘doom’ and [dūn] ‘dune’), and [u] occurs elsewhere (e.g. [but] ‘boot’). Thus, within each pair, we treat the vowels as allophonic.

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: no (voiced alveolar nasal)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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 >

INSTRUCTOR NOTES: [gout]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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 >

INSTRUCTOR NOTES: [lɪr]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [i...u], [u...i]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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 >

INSTRUCTOR NOTES: [vækjum]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: shows contrast because movement and location are same

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: no (voiceless palatal fricative)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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'

INSTRUCTOR NOTES: contrastive; [do] 'donation' vs. [no] 'no'

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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' |

INSTRUCTOR NOTES:

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 2

Source: Day 2 Handout

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

<mouse>: [mɔɪs]

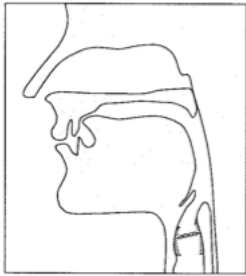
INSTRUCTOR NOTES: no, [aʊ]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 3

Source: Day 2 Handout, Part II, Question 9

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



INSTRUCTOR NOTES: [z] (check voicing, place, manner, and velum)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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 >

INSTRUCTOR NOTES:

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [i...u], [u...i]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [skweɪ]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: nothing, because both handshape and movement are different

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: no; voiceless fricatives include [θ], [h]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 5

Source: Quiz 2, Question 6

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

<fricative>

INSTRUCTOR NOTES: [fɪkətɪv] – sonorants: [ɪəɪ] and obstruents: [fktv]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [i...u], [u...i]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [naɪs]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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’
[juqɣvamvo]	‘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’
[juqɣdaq]	‘on the planet’
[puqmo]	‘because of the child’
[puqxejvetɬ]	‘that apparent child’

INSTRUCTOR NOTES: ‘in/on (the) room’

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: yes

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: shows contrast because movement and location are same

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [i...u], [u...i]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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’

INSTRUCTOR NOTES: no; the sounds are in free variation, because they can be variants of the same word, even though the example given doesn’t show this

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: nothing, because both handshape and movement are different

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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 >

INSTRUCTOR NOTES: [lɪr]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: yes (voiced labiodental fricative)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: (the palatal sounds occur with the high vowel, while the alveolar sounds occur with the low vowel)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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 >

INSTRUCTOR NOTES: [wɛlθ]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: no (voiceless palatal fricative)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: no (voiceless interdental fricative)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: nothing, because both handshape and movement are different

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

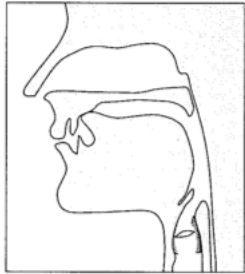
INSTRUCTOR NOTES: [i...u], [u...i]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 2

Source: Day 2 Handout, Part II, Question 9

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



INSTRUCTOR NOTES: [t] (check voicing, place, manner, and velum)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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’
[juqɣvamvo]	‘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’
[juqɣdaq]	‘on the planet’
[puqmo]	‘because of the child’
[puqxejvetɬ]	‘that apparent child’

INSTRUCTOR NOTES: ‘this so-called warrior’

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [bɪɹd]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: [u...i...a]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]

INSTRUCTOR NOTES: no; lots of other voiced consonants

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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>

INSTRUCTOR NOTES: [tɔɪ]

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: nothing, because both handshape and movement are different

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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’
[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’

INSTRUCTOR NOTES: ‘in/on (the) room’

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: (the palatal sounds occur with the high vowel, while the alveolar sounds occur with the low vowel)

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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 >

INSTRUCTOR NOTES:

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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’ | |

INSTRUCTOR NOTES: contrastive; minimal pair

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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]



INSTRUCTOR NOTES: no; space

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

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

INSTRUCTOR NOTES: shows contrast because movement and location are same

Excellent (3) Good (2.2) Fair (1.7) Poor (0)

END OF EXAM