20200622
ALL EXAMS

START OF EXAM
Student ID: empty
2:00 - 2:20 PM

START OF EXAM
Student ID: 4066
2:20 - 2:40 PM

Question 1

Source: Day 9 Handout, Question 1

Explain why the concept of an alternation either is or is not useful for understanding this dataset.

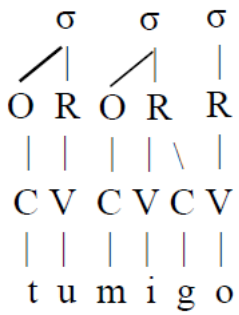
Korean
a. [mul] ‘water’
b. [mulkama] ‘place for water’
c. [muɾe] ‘at the water’
d. [mal] ‘horse’
e. [malkama] ‘place for horse’
f. [maɾe] ‘at the horse’
g. [pul] ‘fire’
h. [puɾe] ‘at the fire’

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

Question 2

Source: Day 11 Handout, Question 6

Explain why this structure either is or is not a correct application of the rule-based approach to syllabification, assuming that both the onset rule and the coda rule apply in this language, and the onset rule comes before the coda rule.



Peng's Rule-Based Approach:

(17) Rule-based approach

These two apply simultaneously and are universal.

a. Project a σ from each V.
   Note 1: This involves also projecting a rime.
   Note 2: This is about vowels, not V slots.

b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
   Note: This time, it's about C slots.

These two apply sequentially (in either order) and are langauge-specific.

c. (Onset Rule) Adjoin a consonant to the left of an onset to this onset.

d. (Coda Rule) Adjoin a consonant to the right of a rime to this rime.
   Note: Again, (17c) and (17d) are about C slots.

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

Question 3

Source: Final Exam Dataset

Explain what the underlying representation of these morphemes would be and why.

'dig', 'future'

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

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

Question 4

Source: Day 10 Discussion

Explain why the given feature's value varies across this set of sounds.

[voice]
glottalized obstruents

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

Question 5

Source: Day 8 Handout, Question 7

Explain why each numbered, underlined statement is true or false. If it is false, explain one way that you could correct it.

Sound is an invisible phenomenon. Sound can travel through any substance, [1]such as a liquid, solid, or a gas. [2]It involves the transfer of the matter in that substance from one place to another.

Sound is a particular kind of wave known as [3]a compression wave. [4]When the molecules are really close together, we say they are "rarefied" and when they are really far apart, we say they are "compressed."

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

Question 6

Source: Day 12 Handout, Question 7

Explain how you would figure out the underlying representations of the root morphemes in this dataset.

Southern Manyika dialect of Shona

Set 1:

a. [téŋg-á]	'buy'
b. [téŋg-és-á]	'sell'
c. [téŋg-és-ér-á]	'sell to'
d. [téŋg-és-ér-án-á]	'sell to each other'

Note: literally, 'sell' consists of two morphemes that combine to mean 'make buy.'

Set 2:

a. [èrèŋg-à]	'read'
b. [èrèŋg-ès-à]	'make read'
c. [èrèŋg-èr-à]	'read to'
d. [fùŋg-ìdz-ìr-àn-à]	'suspect each other'

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

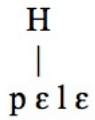
END OF EXAM

START OF EXAM
Student ID: 9246
2:40 - 3:00 PM

Question 1

Source: Quiz 10, Question 1

Section 4.2 of chapter 13 in the Peng textbook presented an autosegmental analysis of Mende tone distribution. Explain why the form shown below should NOT be the UR for any morpheme in Mende.

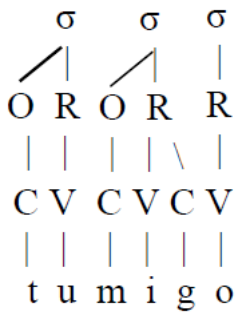


Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 2

Source: Day 11 Handout, Question 6

Explain why this structure either is or is not a correct application of the rule-based approach to syllabification, assuming that both the onset rule and the coda rule apply in this language, and the onset rule comes before the coda rule.



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These two apply simultaneously and are universal.

a. Project a σ from each V.
   Note 1: This involves also projecting a rime.
   Note 2: This is about vowels, not V slots.

b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
   Note: This time, it's about C slots.

These two apply sequentially (in either order) and are langauge-specific.

c. (Onset Rule) Adjoin a consonant to the left of an onset to this onset.

d. (Coda Rule) Adjoin a consonant to the right of a rime to this rime.
   Note: Again, (17c) and (17d) are about C slots.

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

Question 3

Source: Final Exam Dataset

Explain what rule or rules would apply in this dataset and how you know.

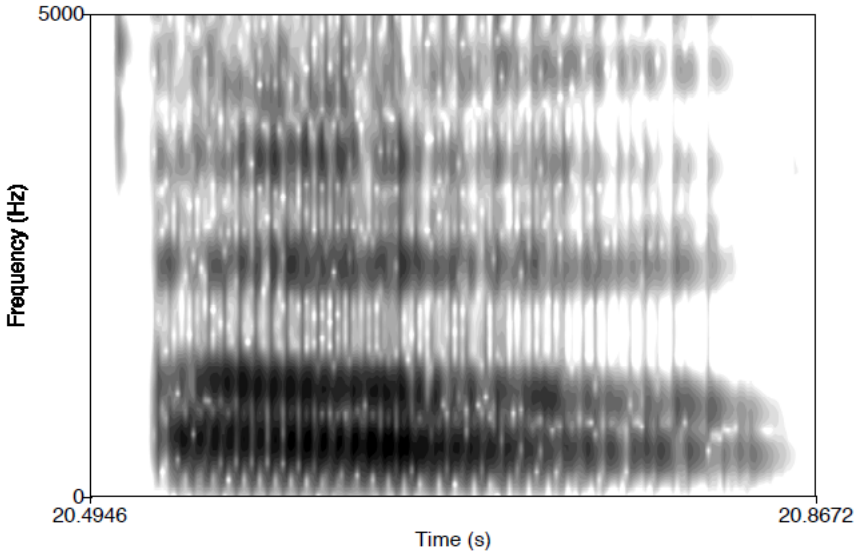
Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

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

Question 4

Source: Day 8 Handout, Question 3

Explain what you see in the spectrogram that tells you about the properties of the sounds in the pictured word.



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

Question 5

Source: Quiz 8, Question 6

Explain why this is an incorrect statement.

Nasal consonants are [+ continuant] because they lack a central occlusion in the vocal tract.

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

Question 6

Source: Quiz 7, Question 8

Based on this data from Lamba, explain why the pair given below either does or does not show that the consonants preceding the morpheme for 'with' are NOT responsible for the variation between [-il] and [-el].

čet-el-a & čit-il-a

(6) data from Lamba

čit-a	'do'	čit-il-a	'do with'
tul-a	'dig'	tul-il-a	'dig with'
čet-a	'spy'	čet-el-a	'spy with'
soŋk-a	'pay taxes'	soŋk-el-a	'pay taxes with'
pat-a	'scold'	pat-il-a	'scold with'

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

END OF EXAM

START OF EXAM
Student ID: 4090
3:00 - 3:20 PM

Question 1

Source: Day 11 Handout, Question 12

Explain why what you're analyzing in the following dataset either is or is not an alternation.

Yawelmani

	UR	**SR**	**Gloss**
a.	/pok'-hin/	[pok'hin]	'found'
b.	/xat^{h}-hin/	[xat^{h}hin]	'ate'
c.	/lihm-hin/	[lihimhin]	'ran'
d.	/hogn-hin/	[hoginhin]	'floated'
e.	/ʔugn-hin/	[ʔuginhin]	'drank'
f.	/p^{h}aʔt'-hin/	[p^{h}aʔit'hin]	'fought'
g.	/liʔ-hatn-hin/	[liʔhatinhin]	'wanted to sink'
h.	/dos-hotn-hin/	[doshotinhin]	'was trying to tell'
i.	/hud-hatn-xoo-ʔ/	[hudhatinxoʔ]	'wanted to know about'
j.	/ʔa:ml-hin/	[ʔa:milhin]	'helped'

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

Question 2

Source: Final Exam Dataset

Explain what the underlying representation of these morphemes would be and why.

'dig', 'future'

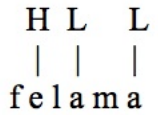
Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

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

Question 3

Source: Quiz 10, Question 3

Section 4.2 of chapter 13 in the Peng textbook presented an autosegmental analysis of Mende tone distribution. Explain why the form shown below should NOT be the UR for any morpheme in Mende.



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

Question 4

Source: Day 10 Discussion

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

[LABIAL]
interdentals

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

Question 5

Source: Quiz 9, Question 12

Explain the key differences between the templatic and the rule-based approaches to syllabification.

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

Question 6

Source: Day 8 Handout, Question 7

Explain why each numbered, underlined statement is true or false. If it is false, explain one way that you could correct it.

In speech, air is set in vibrating motion by the lungs, so the lungs are the source of most speech sounds. [14]The basic rate of vibration is called the fundamental frequency; [15]the fundamental frequency is also known as the timbre of the voice. In addition to the source, we can also talk about a filter: [16]the vocal folds act as a filter to shape the air from the lungs into the sounds we hear as different. [17]The mouth and nose act as resonance chambers, and these also affect the qualities of the sounds.

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

END OF EXAM

START OF EXAM
Student ID: 1956
3:20 - 3:40 PM

Question 1

Source: Quiz 10, Question 3

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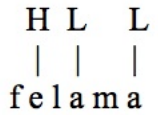


Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 2

Source: Final Exam Dataset

Explain what the basic phonological analysis of this dataset is, and what the key pieces of evidence are.

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

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

Question 3

Source: Quiz 7, Question 8

Based on this data from Lamba, explain why the pair given below either does or does not show that the consonants preceding the morpheme for 'with' are NOT responsible for the variation between [-il] and [-el].

čet-el-a & čit-il-a

(6) data from Lamba

čit-a	'do'	čit-il-a	'do with'
tul-a	'dig'	tul-il-a	'dig with'
čet-a	'spy'	čet-el-a	'spy with'
soŋk-a	'pay taxes'	soŋk-el-a	'pay taxes with'
pat-a	'scold'	pat-il-a	'scold with'

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

Question 4

Source: Day 10 Discussion

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

[continuant]
glottals

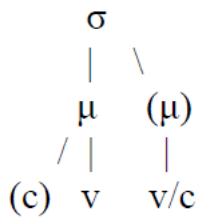
Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 5

Source: Day 11 Handout, Question 5

Explain why this template either does or does not allow syllables of this type to occur.

VV

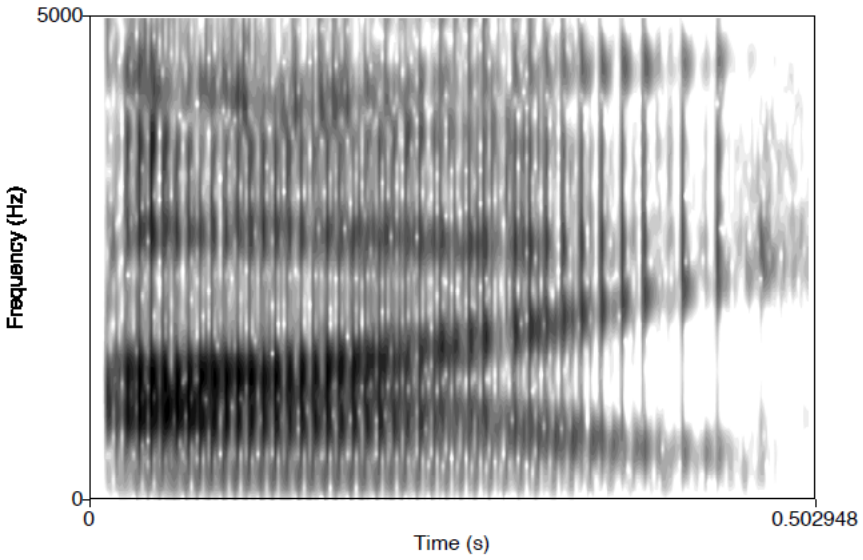


Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 6

Source: Day 8 Handout, Question 3

Explain what you see in the spectrogram that tells you about the properties of the sounds in the pictured word.



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

END OF EXAM

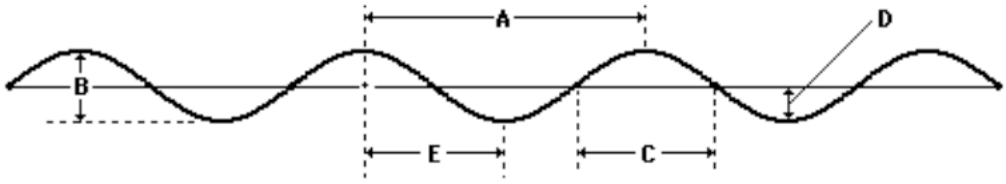
START OF EXAM
Student ID: 3737
3:40 - 4:00 PM

Question 1

Source: Day 8 Handout, Question 1

Explain what (if anything) the letter below represents on this waveform.

E



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

Question 2

Source: Final Exam Dataset

Explain how you would go about figuring out what to analyse in this dataset.

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
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[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

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

Question 3

Source: Day 12 Handout, Question 5

Explain which of the three rules will apply to the form given below, and whether each of those rules would have an effect or not.

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.
2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.
3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H L H

/apute/

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

Question 4

Source: Quiz 7, Question 8

Based on this data from Lamba, explain why the pair given below either does or does not show that the consonants preceding the morpheme for 'with' are NOT responsible for the variation between [-il] and [-el].

čit-a & čit-il-a

(6) data from Lamba

čit-a	'do'	čit-il-a	'do with'
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pat-a	'scold'	pat-il-a	'scold with'

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

Question 5

Source: Homework 5, Question 2

Explain why the insertion analysis is better than the deletion analysis for this dataset.

Fula

	Plain Word	**Suffixed Word**	**Word Gloss**	**Suffix Gloss**
a.	[war-a]	[war-d-a]	'come'	ASSOCIATIVE
b.	[nast-a]	[nasd-id-a]	'enter'	ASSOCIATIVE
c.	[jar-a]	[jar-d-a]	'drink'	COMPREHENSIVE
d.	[win^{n}d-a]	[win^{n}d-id-a]	'write'	COMPREHENSIVE
e.	[war-a]	[war-t-o]	'kill'	REFLEXIVE
f.	[jim-a]	[jim-t-o]	'sing'	REFLEXIVE
g.	[taʔj-a]	[taʔj-it-o]	'cut'	REFLEXIVE
h.	[fiɓ-a]	[fiɓ-t-a]	'tie'	REVERSIVE
i.	[hufn-o]	[hufn-it-o]	'put on a cap'	REVERSIVE
j.	[bark-a]	[bark-iɗ-a]	'blessing'	DENOMINATIVE
k.	[sem^{m}b-e]	[sem^{m}b-iɗ-a]	'strength'	DENOMINATIVE

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

Question 6

Source: Quiz 8, Question 6

Explain why this is an incorrect statement.

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

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

END OF EXAM

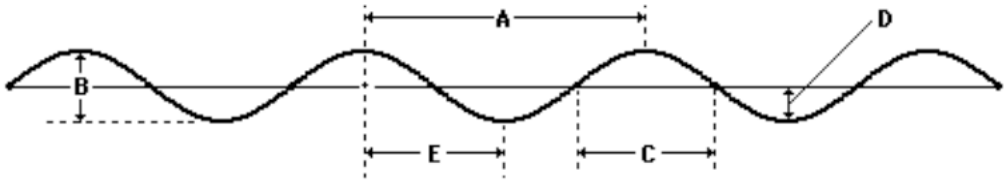
START OF EXAM
Student ID: 4465
4:00 - 4:20 PM

Question 1

Source: Day 8 Handout, Question 1

Explain what (if anything) the letter below represents on this waveform.

E



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

Question 2

Source: Final Exam Dataset

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[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

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

Question 3

Source: Day 12 Handout, Question 7

What would be a good description of the alternation in this dataset?

Southern Manyika dialect of Shona

Set 1:

a. [téŋg-á]	‘buy’
b. [téŋg-és-á]	‘sell’
c. [téŋg-és-ér-á]	‘sell to’
d. [téŋg-és-ér-án-á]	‘sell to each other’

Note: literally, ‘sell’ consists of two morphemes that combine to mean ‘make buy.’

Set 2:

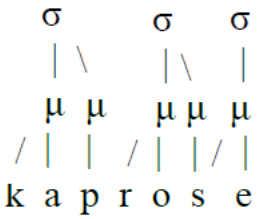
a. [èrèŋg-à]	‘read’
b. [èrèŋg-ès-à]	‘make read’
c. [èrèŋg-èr-à]	‘read to’
d. [fùŋg-ìdz-ìr-àn-à]	‘suspect each other’

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

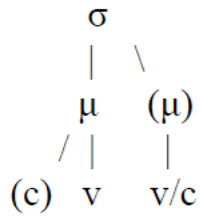
Question 4

Source: Day 11 Handout, Question 10

Explain why this structure either is or is not a correct application of the templatic-based approach to syllabification, using the provided template and assuming that syllabification proceeds from left to right.



Peng's Templatic Approach:



(30) Moraification
- a. Project a mora from each vowel.
- b. Associate a consonant to the immediate left of a mora to that mora.
- c. Project a mora from any remaining consonant.
- *Note: This last step is language-specific.*

(34) Extrasyllabicity

Mark the last mora dominating a consonant as extrasyllabic.

Note 1: This step is not used in all languages.

Note 2: The wording on this is a bit odd. What he means is "if the last segment in a word is a moraic consonant, mark it as extrasyllabic."

(35) Syllabification

Note: This proceeds either left-to-right or right-to-left, depending on the language!
- a. Project a syllable from [the first available] mora.
- b. Associate the moraic materials to the syllable.

(36) Conditions on association to a template
- a. Template Satisfaction: Satisfaction of templatic constraints is obligatory and is determined by the principles of prosody, both universal and language-specific.
- b. Maximization of Association: Associate as many phonological elements as possible.

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

Question 5

Source: Day 10 Handout, Question 5

Explain why you either should or should not use phonological features in the INPUT of the given rule.

Vowel laxing: /i/ → [ɪ] / {[ɛ], [ɔ]} C_0__

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

Question 6

Source: Quiz 7, Question 8

Based on this data from Lamba, explain why the pair given below either does or does not show that the consonants preceding the morpheme for 'with' are NOT responsible for the variation between [-il] and [-el].

čet-el-a & čit-il-a

(6) data from Lamba

čit-a	'do'	čit-il-a	'do with'
tul-a	'dig'	tul-il-a	'dig with'
čet-a	'spy'	čet-el-a	'spy with'
soŋk-a	'pay taxes'	soŋk-el-a	'pay taxes with'
pat-a	'scold'	pat-il-a	'scold with'

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

END OF EXAM

START OF EXAM
Student ID: 9376
4:20 - 4:40 PM

Question 1

Source: Day 9 Handout, Question 2

Explain why the concept of an alternation either is or is not useful for understanding this dataset.

Osage

a.	[dábri]	'three'	f.	[áðikhã ʒã]	'he lay down'
b.	[daʧpé]	'to eat'	g.	[ʧʔéðe]	'he killed it'
c.	[dakʔé]	'to dig'	h.	[ðéze]	'tongue'
d.	[dáli]	'good'	i.	[ðíe]	'you'
e.	[daʃtú]	'to bite'	j.	[ðíʃki]	'to wash'

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

Question 2

Source: Homework 5, Question 1

Explain which sound should be removed to make this a natural class, and what the minimum set of features would be to describe the resulting natural class.

[i], [ɪ], [ɛ], [u], [ʊ]

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

Question 3

Source: Final Exam Dataset

Explain what the basic phonological analysis of this dataset is, and what the key pieces of evidence are.

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

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

Question 4

Source: Day 12 Handout, Question 6

Explain how you would figure out the underlying representations of stems in this dataset.

Kukuya

One-μ Stems:	**Gloss:**	**Two-μ Stems:**	**Gloss:**	**Three-μ Stems:**	**Gloss:**
[kì-bà]	'grasshopper-killer'	[kì-bàlà]	'to build'	[kì-bàlàgà]	'to change route'
[mà-bá]	'oil palms'	[mà-bágá]	'to show knives'	[lì-bálágá]	'fence'
[mɔ̀-să]	'weaving knot'	[mɔ̀-sàmí]	'conversation'	[m^{w}-àrəgí]	'younger brother'
[kì-kâ]	'to pick'	[kì-kárà]	'paralytic'	[kì-kárágà]*	'to be entangled'
[ndɛ́-bvĭ] (that's \/\ on the last V)	'he falls'	[ndɛ́-pălì]*	'he goes out'	[ndɛ́-kàlágì]	'he turns around'

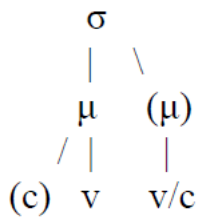
Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 5

Source: Day 11 Handout, Question 5

Explain why this template either does or does not allow syllables of this type to occur.

CVVC

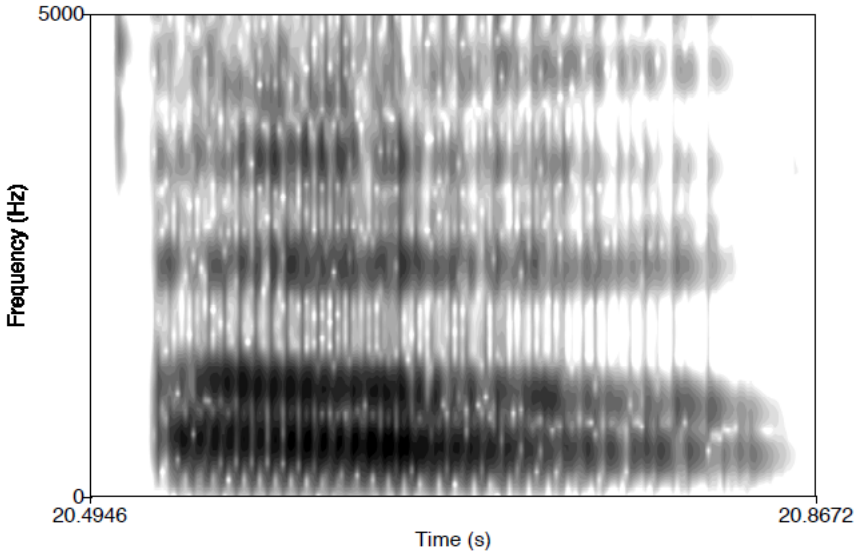


Excellent (3) Good (2.2) Fair (1.7) Poor (0)

Question 6

Source: Day 8 Handout, Question 3

Explain what you see in the spectrogram that tells you about the properties of the sounds in the pictured word.



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

END OF EXAM

START OF EXAM
Student ID: empty
4:40 - 5:00 PM

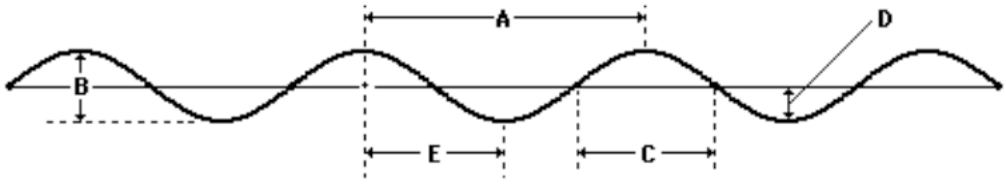
START OF EXAM
Student ID: 3347
5:00 - 5:20 PM

Question 1

Source: Day 8 Handout, Question 1

Explain what (if anything) the letter below represents on this waveform.

D



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

Question 2

Source: Day 10 Discussion

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

[strident]
glides

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

Question 3

Source: Final Exam Dataset

Explain what rule or rules would apply in this dataset and how you know.

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

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

Question 4

Source: Homework 5, Question 2

Explain why the insertion analysis is better than the deletion analysis for this dataset.

Fula

	Plain Word	**Suffixed Word**	**Word Gloss**	**Suffix Gloss**
a.	[war-a]	[war-d-a]	'come'	ASSOCIATIVE
b.	[nast-a]	[nasd-id-a]	'enter'	ASSOCIATIVE
c.	[jar-a]	[jar-d-a]	'drink'	COMPREHENSIVE
d.	[win^{n}d-a]	[win^{n}d-id-a]	'write'	COMPREHENSIVE
e.	[war-a]	[war-t-o]	'kill'	REFLEXIVE
f.	[jim-a]	[jim-t-o]	'sing'	REFLEXIVE
g.	[taʔj-a]	[taʔj-it-o]	'cut'	REFLEXIVE
h.	[fiɓ-a]	[fiɓ-t-a]	'tie'	REVERSIVE
i.	[hufn-o]	[hufn-it-o]	'put on a cap'	REVERSIVE
j.	[bark-a]	[bark-iɗ-a]	'blessing'	DENOMINATIVE
k.	[sem^{m}b-e]	[sem^{m}b-iɗ-a]	'strength'	DENOMINATIVE

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

Question 5

Source: Day 9 Handout, Question 5

Explain which morpheme(s) in this dataset alternate and how that helps you do a phonological analysis.

English

a. [tæk]	'tack'	j. [hɪɾɚ]	'hitter'
b. [tɹu]	'true'	k. [lɑɪɾɪŋ]	'lighting'
c. [tɑɪm]	'time'	l. [bæɾɚ]	'batter'
d. [tiɹ]	'tear'	m. [miɾɚ]	'meter'
e. [bæt]	'bat'	n. [lɑɪɾɚ]	'lighter'
f. [weɪt]	'wait'	o. [bæɾl̩]	'battle'
g. [hɪt]	'hit'	p. [kæɾɚpɪlɚ]	'caterpillar'
h. [lɑɪt]	'light'	q. [weɪɾɪŋ]	'waiting'
i. [bɔt]	'bought'		

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

Question 6

Source: Day 12 Handout, Question 6

Explain how you would figure out the underlying representations of stems in this dataset.

Kukuya

One-μ Stems:	**Gloss:**	**Two-μ Stems:**	**Gloss:**	**Three-μ Stems:**	**Gloss:**
[kì-bà]	'grasshopper-killer'	[kì-bàlà]	'to build'	[kì-bàlàgà]	'to change route'
[mà-bá]	'oil palms'	[mà-bágá]	'to show knives'	[lì-bálágá]	'fence'
[mɔ̀-să]	'weaving knot'	[mɔ̀-sàmí]	'conversation'	[m^{w}-àrəgí]	'younger brother'
[kì-kâ]	'to pick'	[kì-kárà]	'paralytic'	[kì-kárágà]*	'to be entangled'
[ndɛ́-bvĭ] (that's \/\ on the last V)	'he falls'	[ndɛ́-pălì]*	'he goes out'	[ndɛ́-kàlágì]	'he turns around'

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

END OF EXAM

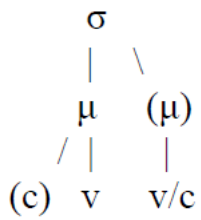
START OF EXAM
Student ID: 3420
5:20 - 5:40 PM

Question 1

Source: Day 11 Handout, Question 5

Explain why this template either does or does not allow syllables of this type to occur.

CVC



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

Question 2

Source: Day 9 Handout, Question 4

Explain which morpheme(s) in this dataset alternate and how that helps you do a phonological analysis.

Japanese. **(- marks a morpheme boundary)**

'to put out'

Form	*Pronunciation*
present	[das-ɯ]
provisional	[das-eba]
causative	[das-aɾeɾɯ]
tentative	[das-oo]
past	[daʃ-ita]
participial	[daʃ-ite]
conditional	[daʃ-itaɾa]

'to lend'

Form	*Pronunciation*
present	[kas-ɯ]
negative	[kas-anai]
volitional	[kaʃ-itai]
past	[kaʃ-ita]
inchoative	[kas-oo]

'to erase'

Form	*Pronunciation*
present	[kes-ɯ]
negative	[kes-anai]
past	[keʃ-ita]
conditional	[keʃ-itaɾa]
potential	[kes-eɾɯ]

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

Question 3

Source: Final Exam Dataset

Explain what the underlying representation of these morphemes would be and why.

'invent', 'progressive'

Present	*Past*	*Future*	*Progressive*	*Gloss*
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɤgɯdfɯd]	[jɤgɯdmɯ]	[jɤgɯder]	[jɤgɯdse]	'swallow'
[mikɤvfid]	[mikɤvmi]	[mikɤvɤr]	[mikɤvsɤ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɤʔfid]	[kɤʔmi]	[kɤʔɤr]	[kɤʔsɤ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

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

Question 4

Source: Quiz 8, Question 3

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

[+consonantal], [-sonorant]

[f]

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

Question 5

Source: Day 12 Handout, Question 7

What would be a good description of the alternation in this dataset?

Southern Manyika dialect of Shona

Set 1:

a. [téŋg-á]	'buy'
b. [téŋg-és-á]	'sell'
c. [téŋg-és-ér-á]	'sell to'
d. [téŋg-és-ér-án-á]	'sell to each other'

Note: literally, 'sell' consists of two morphemes that combine to mean 'make buy.'

Set 2:

a. [èrèŋg-à]	'read'
b. [èrèŋg-ès-à]	'make read'
c. [èrèŋg-èr-à]	'read to'
d. [fùŋg-ìdz-ìr-àn-à]	'suspect each other'

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

Question 6

Source: Day 8 Handout, Question 7

Explain why each numbered, underlined statement is true or false. If it is false, explain one way that you could correct it.

We can visualize speech through the use of spectra and spectrograms. [18]A spectrogram shows frequency on the horizontal axis and amplitude on the vertical axis. [19]A spectrum, on the other hand, shows frequency on the vertical axis and time along the horizontal axis.

[20]On a spectrogram, the dark bars are called formants. [21]The formants correspond to the amplitude peaks on a spectrum.

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

END OF EXAM