

Friday, 5 June 2020
ALL EXAMS

START OF EXAM

Student ID: 6745

11:30 - 11:45 AM

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 4 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below.

‘walk’

Luiseño

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

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?

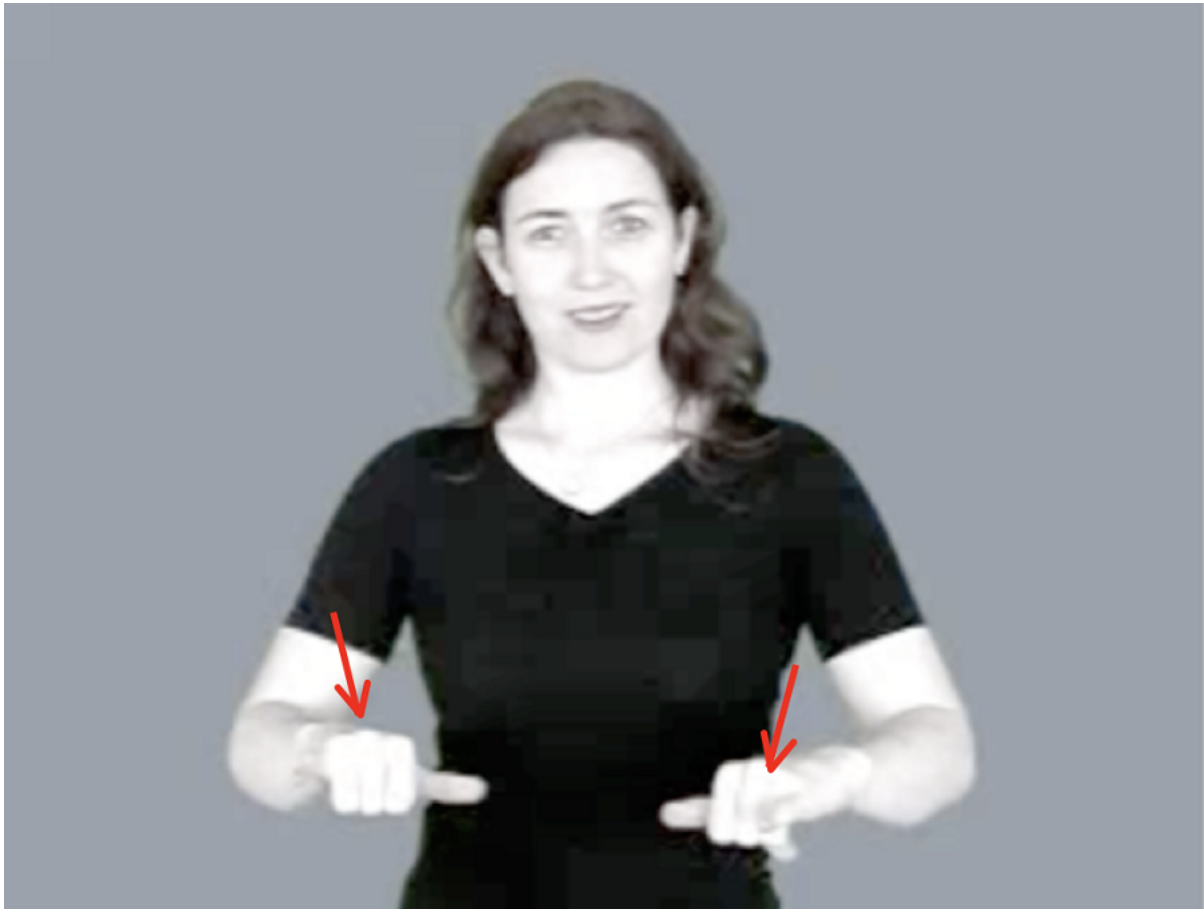


Figure 1: STAY



Figure 2: 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.

[i], [u], [eɪ]

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]?

< goat >

END OF EXAM

START OF EXAM

Student ID: 9303

11:45 AM - 12:00 noon

Question 1

Source: Quiz 3, Question 2

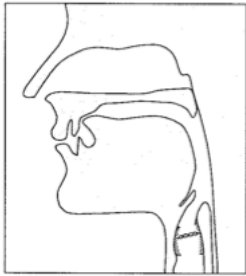
L_X has tri-syllabic roots. If L_X does not allow non-identical high vowels to co-occur, which one of the following tri-syllabic vocalic sequences do you predict to be unattested in L_X ? Explain why.

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

Question 2

Source: Day 2 Handout, Part II, Question 9

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



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 3: APPLE



Figure 4: CANDY

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]?

<square>

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: 8079

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: 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: Homework 1, Question 3(b)

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

[j], [w]

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?

[i]

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: 1794
12:15 PM - 12:30 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: 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>

Question 3

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]		

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]?

<nice>

Question 5

Source: Homework 1, Question 3(b)

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

[j], [w]

END OF EXAM

START OF EXAM

Student ID: 2357

12:30 - 12:45 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 4 Handout, Question 2(iii)

Explain how you would figure out the meaning of this Swahili word.

[umefika]

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 3

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

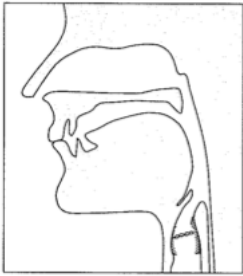
Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

< goat >

Question 4

Source: Day 2 Handout, Part II, Question 9

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



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 5: STAY



Figure 6: AWKWARD

END OF EXAM

START OF EXAM

Student ID: 3773

12:45 - 1:00 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 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 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 7: APPLE



Figure 8: CANDY

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]?

< vacuum >

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].

/emus/

[high vowel] → [unround, front] / [front vowel] C₀ _

END OF EXAM

START OF EXAM

Student ID: 8951

1:00 - 1:15 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 6 Handout, Question 11

What do the two signs below tell you about the phonological status of handshape in ASL, and why?



Figure 9: APPLE



Figure 10: NOW

Question 3

Source: Day 4 Discussion

Explain what we mean by saying that linguistic patterns are productive.

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], [θ], [z], [h]

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: 7336

1:15 - 1:30 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: 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 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 4

Source: Quiz 1, Question 7

Is this sentence prescriptive or descriptive? Explain why.

In casual styles of speaking, English speakers frequently end sentences with prepositions, but ending sentences with prepositions is avoided in formal styles.

Question 5

Source: Day 2 Handout

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

<health>: [hɛlð]

END OF EXAM

START OF EXAM

Student ID: 1715

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 1, Question 3(b)

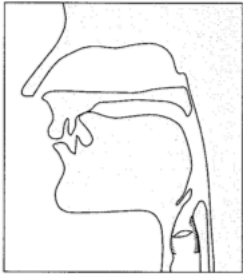
Explain why this is or is not a complete natural class in standard North American English.

[f], [θ], [z], [h]

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 6 Handout, Question 11

What do the two signs below tell you about the phonological status of handshape in ASL, and why?



Figure 11: APPLE



Figure 12: NOW

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]?

< cough >

END OF EXAM

START OF EXAM

Student ID: 3288

1:45 - 2:00 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 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

Question 3

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 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]?

<finger>

END OF EXAM

START OF EXAM

Student ID: 4656

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 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]?

< cough >

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?

[v]

- 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 13: APPLE



Figure 14: CANDY

END OF EXAM

START OF EXAM

Student ID: 3419

2:15 - 2:30 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: 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 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 4

Source: Day 6 Handout, Question 7

Explain how you would determine the phonological relationship between these two sounds (given below) in this dataset.

[k] and [g]

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 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?

[ʃ]

- 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: 6801

2:30 - 2:45 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 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 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 15: APPLE



Figure 16: CANDY

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 4 Handout, Question 2(iii)

Explain how you would figure out the meaning of this Swahili word.

[watanipiga]

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'

END OF EXAM

START OF EXAM

Student ID: 5581

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, Part I, Question 11

How would this word be transcribed?

Follow-up question: Why did you use symbol [X] instead of symbol [Y]?

< cough >

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 17: STAY



Figure 18: AWKWARD

Question 4

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].

/eməs/

[high vowel] → [unround, front] / [front vowel] C₀ _

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?

[n]

- 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: 3420

3:00 - 3:15 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, 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?

[tʃ]

- voiceless palatal affricate
- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

Question 3

Source: Day 2 Handout

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

<philosophy>: [fəlasəfi]

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 19: STAY



Figure 20: AWKWARD

Question 5

Source: Day 2 Handout, Part I, Question 3

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

<rice>

END OF EXAM

START OF EXAM

Student ID: 6427

3:15 - 3:30 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], [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]?

<bird>

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]?

< wealth >

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?

[v]

- 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 21: STAY



Figure 22: AWKWARD

END OF EXAM

START OF EXAM

Student ID: 1956

3:30 - 3:45 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 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?

[ɔ]

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]?

< wealth >

Question 4

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 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?

[i]

END OF EXAM

START OF EXAM

Student ID: 5540

3:45 - 4:00 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, 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 3

Source: Quiz 4, Question 5

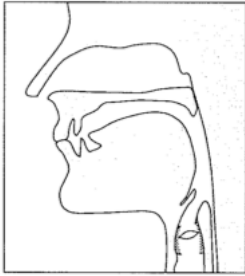
What phonological relationships does this example show among the sounds [m], [n], and [ŋ], and why?

m̥p	mt	mk
mb	md	mg
np	nt̥	nk
nb	nd	ng
ŋp	ŋt	ŋk
ŋb	ŋd	ŋg

Question 4

Source: Day 2 Handout, Part II, Question 9

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



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 23: STAY



Figure 24: AWKWARD

END OF EXAM

START OF EXAM

Student ID: 4066

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: Quiz 2, Question 11

Does the morpheme 'eye' occur in this word? Why or why not?

<eyeglasses>

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]?

<finger>

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 25: APPLE



Figure 26: NOW

END OF EXAM

START OF EXAM

Student ID: 9450

4:15 - 4:30 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 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?

[tʃ]

- voiceless palatal affricate
- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

Question 3

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 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]?

< frog >

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 27: STAY



Figure 28: AWKWARD

END OF EXAM

START OF EXAM

Student ID: 9918

4:30 - 4:45 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: Homework 1, Question 3(b)

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

[ɑ], [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]?

< frog >

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 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

END OF EXAM

START OF EXAM

Student ID: 6948

4:45 - 5:00 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 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: 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]?

< frog >

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 29: APPLE



Figure 30: NOW

Question 5

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]

END OF EXAM

START OF EXAM

Student ID: 3347

5:00 - 5:15 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: Homework 2, Question 1

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

[paq^hoq^hvetɬvo]

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’
[paqvetɬ]	‘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 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 31: APPLE



Figure 32: CANDY

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]?

<finger>

Question 5

Source: Homework 1, Question 3(b)

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

[ɑ], [u]

END OF EXAM

START OF EXAM

Student ID: 1887

5:15 - 5:30 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: 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.

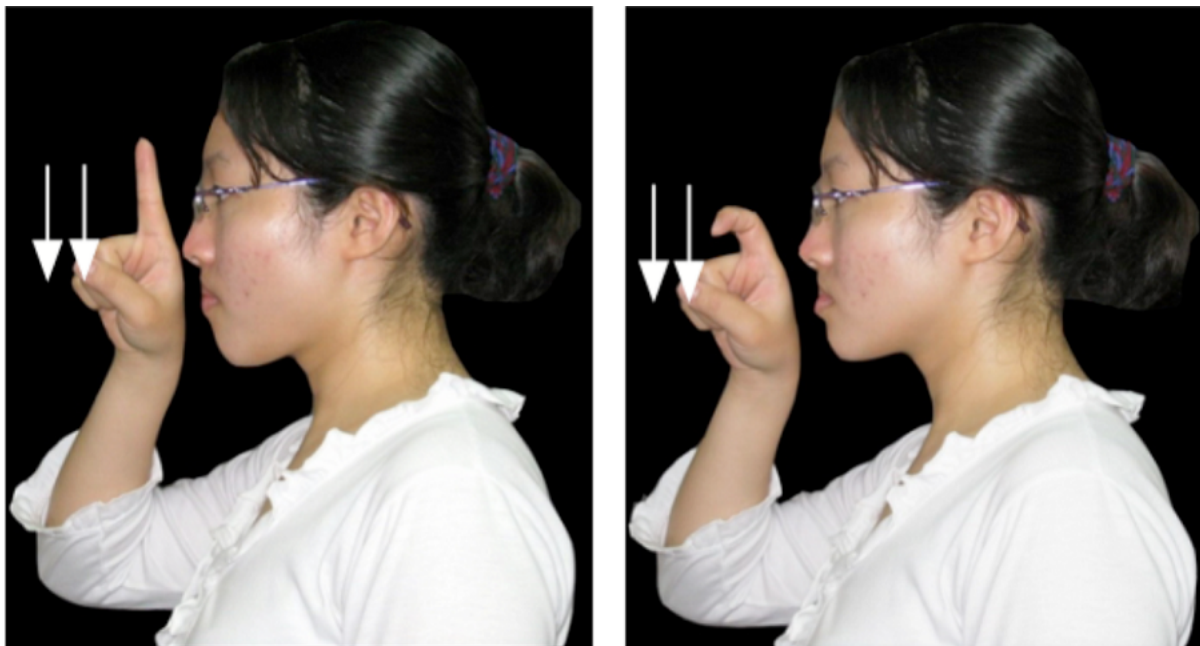


Figure 33: JEALOUS

Question 3

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 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]?

< frog >

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