

# 20210609 Wednesday

## ALL EXAMS

START OF EXAM

Student ID: 44715

4:00

## Question 1

Topic: Transcription

Source: Day 2 Handout

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

< choose > : [tʃuz]

## Question 2

Topic: Phonological Relationships and Analysis

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]. If the rule doesn't apply, explain why it doesn't.

/emɛs/

[non-low vowel] → [lax] / \_ C<sub>0</sub> [lax vowel]

END OF EXAM

START OF EXAM

Student ID: 34548

4:10

## Question 1

Topic: Skewed Distributions

Source: Day 4 Handout, Question 5

Explain why looking for patterns with consonants and vowels is a more reasonable approach to pattern finding in this dataset than looking for patterns with respect to all of the individual sounds in Ukrainian.

### Ukrainian

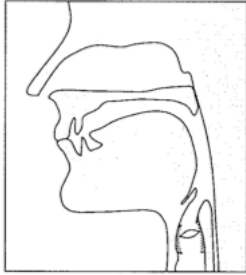
- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| a. [lɪs] 'fox'          | h. [posadu] 'job'            | o. [ʃapka] 'hat'      |
| b. [mɪska] 'bowl'       | i. [lɪsʲ] 'sheen'            | 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

Topic: Articulatory Phonetics

Source: Day 2 Handout, Part II, Question 9

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





END OF EXAM

START OF EXAM

Student ID: 78380

4:20

## Question 1

Topic: Other (pre-midterm)

Source: Day 3 Handout, Question 2(iii)

Explain how you would figure out the meaning of this Swahili word. (To be clear: you do NOT necessarily need to give me the meaning itself – just explain the process of figuring it out.)

[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'

## Question 2

Topic: Transcription

Source: Day 2 Handout

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

<paid>: [peid]

END OF EXAM

START OF EXAM

Student ID: 68382

4:30

## Question 1

Topic: Articulatory Phonetics

Source: Day 2 Handout, Part II, Question 3

Explain why the additional vowel below either does or does not belong in the phonetic natural class defined by the original set of SNAE vowels.

Original set: [u], [ʊ], [ou], [ɔ]

Addition: [ɔɪ]

## Question 2

Topic: Phonological Relationships and Analysis

Source: Quiz 5, Question 2

State what kind of phonological relationship is shown between the sounds [o] and [a] and explain how you know.

i . . a	i . . o
u . . a	u . . o
ə . . a	ə . . ə
a . . a	a . . o



END OF EXAM

START OF EXAM

Student ID: 89289

4:40

## Question 1

Topic: Articulatory Phonetics

Source: Day 2 Discussion

Describe what the tongue would do / where it would move during each of the vowels in this word.

< bookmark >

## Question 2

Topic: Other (pre-midterm)

Source: Day 4 & 6 Handouts

Explain how you could analyze this dataset in terms of sequential patterns vs. paradigmatic patterns.

### 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'  |

END OF EXAM

START OF EXAM

Student ID: 99594

4:50

## Question 1

Topic: Articulatory Phonetics

Source: Day 2 Handout, Part II, Question 3

Explain why the additional vowel below either does or does not belong in the phonetic natural class defined by the original set of SNAE vowels.

Original set: [u], [ʊ], [ou], [ɔ]

Addition: [ɔɪ]

## Question 2

Topic: Phonological Relationships and Analysis

Source: Day 7 Handout, Question 7

Explain how you would choose the underlying representation of the phoneme with allophones [z] and [dʒ].

In the following data from Japanese, the voiceless fricatives [s] and [ʃ] are both allophones of the same phoneme, and [z] and [dʒ] are both allophones of the same phoneme, but a different phoneme from [s] and [ʃ].

a.	[ʃiawase]	'happiness'	g.	[sate]	'well'
b.	[sup:ai]	'sour'	h.	[oɕisan]	'grandfather'
c.	[soŋkei]	'respect'	i.	[zuɯzuɯʃi]	'forward'
d.	[onaɕi]	'same'	j.	[sensei]	'teacher'
e.	[zaʃi]	'magazine'	k.	[zenzen]	'absolutely'
f.	[ɕit:o]	'straight'	g.	[zo:]	'elephant'



END OF EXAM

START OF EXAM

Student ID: 62089

4:00

## Question 1

Topic: Phonological Relationships and Analysis

Source: Day 6 Handout, Question 5

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

[p<sup>h</sup>] and [p̴]

English

- a. [kæp<sup>h</sup>] ‘cap’
- b. [kæf] ‘calf’
- c. [lif] ‘leaf’
- d. [tʃip̴] ‘cheap’

- e. [tʃap<sup>h</sup>] ‘chop’
- f. [lip<sup>h</sup>] ‘leap’
- g. [kæp̴] ‘cap’
- h. [kætʃ] ‘catch’

- i. [tʃap̴] ‘chop’
- j. [pil] ‘peel’
- k. [lip̴] ‘leap’

## Question 2

Topic: Other (pre-midterm)

Source: Day 4 & 6 Handouts

Explain how you could analyze this dataset in terms of sequential patterns vs. paradigmatic patterns.

### 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'  |

END OF EXAM

START OF EXAM

Student ID: 51967

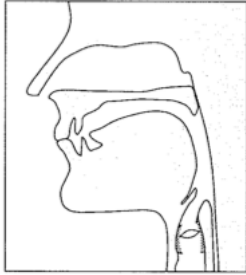
4:10

## Question 1

Topic: Articulatory Phonetics

Source: Day 2 Handout, Part II, Question 9

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



## Question 2

Topic: Phonological Relationships and Analysis

Source: Day 6 Handout, Question 1

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

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

a.	[p <sup>h</sup> ɔɪzən]	'poison'	o.	[ɛkstend]	'extend'
b.	[skɪn]	'skin'	p.	[spɪtʃ]	'speech'
c.	[t <sup>h</sup> ɪtʃ]	'teach'	q.	[spɪn]	'spin'
d.	[p <sup>h</sup> ɪk]	'pick'	r.	[striɛndʒ]	'strange'
e.	[spuːl]	'spool'	s.	[əspɑɪə]	'aspire'
f.	[p <sup>h</sup> ɪtʃ]	'peach'	t.	[k <sup>h</sup> ʌzən]	'cousin'
g.	[t <sup>h</sup> uːl]	'tool'	u.	[p <sup>h</sup> uːl]	'pool'
h.	[ɛkspaɪə]	'expire'	v.	[spaɪk]	'spark'
i.	[t <sup>h</sup> ɹænts]	'trance'	w.	[skeɪɹ]	'scare'
j.	[k <sup>h</sup> ɪk]	'kick'	x.	[stuːl]	'stool'
k.	[p <sup>h</sup> ɪnts]	'prince'	y.	[spɔɪl]	'spoil'
l.	[speɪs]	'space'	z.	[ɛkspænd]	'expand'
m.	[speʃl]	'special'	aa.	[skuːl]	'school'
n.	[k <sup>h</sup> uːl]	'cool'			



END OF EXAM

START OF EXAM

Student ID: 55084

4:20

## Question 1

Topic: Other (pre-midterm)

Source: Day 4 & 6 Handouts

Explain how you could analyze this dataset in terms of sequential patterns vs. paradigmatic patterns.

### 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

Topic: Transcription

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

Explain how you chose the symbol you used for the vowel sound in this word.

<square>

END OF EXAM

START OF EXAM

Student ID: 60467

4:30

## Question 1

Topic: Other (pre-midterm)

Source: Day 3 Handout, Question 3

Explain how you would figure out what the Luiseño form is for the morpheme whose meaning is given below. (To be clear: you do NOT necessarily need to give me the form itself – just explain the process of figuring it out.)

‘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 2

Topic: Transcription

Source: Day 2 Handout

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

< choose > : [tʃuz]



END OF EXAM

START OF EXAM

Student ID: 74654

4:40

## Question 1

Topic: Transcription

Source: Day 2 Handout

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

< wimp >: [wimp]

## Question 2

Topic: Other (pre-midterm)

Source: Day 3 Handout, Question 2(iii)

Explain how you would figure out the meaning of this Swahili word. (To be clear: you do NOT necessarily need to give me the meaning itself – just explain the process of figuring it out.)

[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: 43672

4:50

## Question 1

Topic: Phonological Relationships and Analysis

Source: Day 6 Handout, Question 1

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

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

a.	[p <sup>h</sup> ɔɪzən]	'poison'	o.	[ɛkstend]	'extend'
b.	[skɪn]	'skin'	p.	[spɪtʃ]	'speech'
c.	[t <sup>h</sup> ɪtʃ]	'teach'	q.	[spɪn]	'spin'
d.	[p <sup>h</sup> ɪk]	'pick'	r.	[striɛndʒ]	'strange'
e.	[spuːl]	'spool'	s.	[əspɑɪə]	'aspire'
f.	[p <sup>h</sup> ɪtʃ]	'peach'	t.	[k <sup>h</sup> ʌzən]	'cousin'
g.	[t <sup>h</sup> uːl]	'tool'	u.	[p <sup>h</sup> uːl]	'pool'
h.	[ɛkspaɪə]	'expire'	v.	[spaɪk]	'spark'
i.	[t <sup>h</sup> ɹænts]	'trance'	w.	[skeɪɹ]	'scare'
j.	[k <sup>h</sup> ɪk]	'kick'	x.	[stuːl]	'stool'
k.	[p <sup>h</sup> ɪnts]	'prince'	y.	[spɔɪl]	'spoil'
l.	[speɪs]	'space'	z.	[ɛkspænd]	'expand'
m.	[speʃl]	'special'	aa.	[skuːl]	'school'
n.	[k <sup>h</sup> uːl]	'cool'			

## Question 2

Topic: Articulatory Phonetics

Source: Day 2 Handout, Part II, Question 13

Explain why this image does or does not match the description.

- A two-handed sign.
- Location: In front of signer's chin.
- Handshape: Starts with an "L" shape; index finger and thumb come together during the sign.
- Movement: Hands start crossed and then move away from each other horizontally.

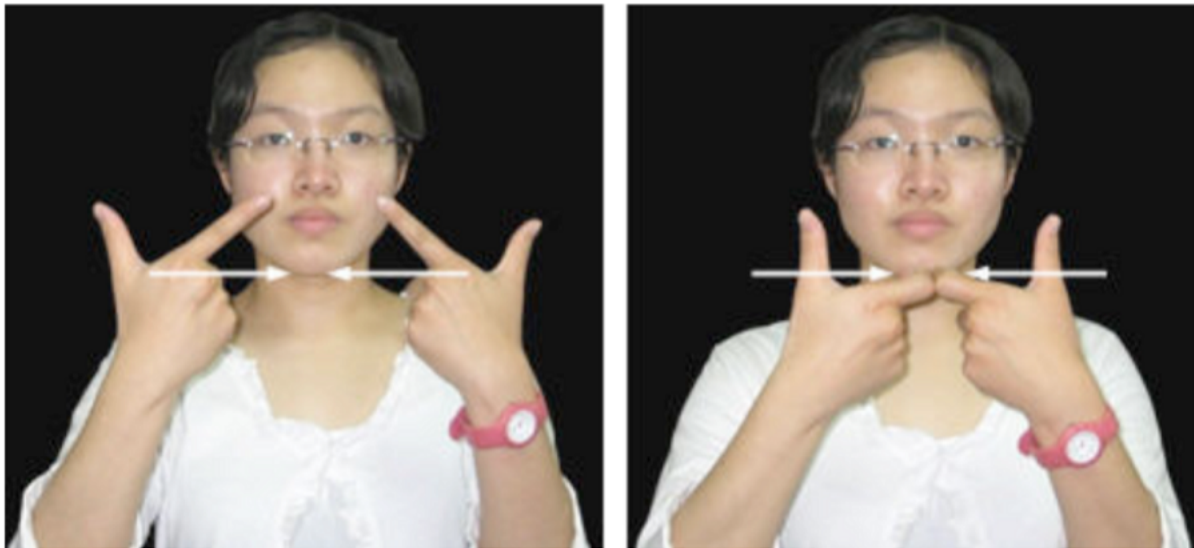


Figure 1: FIT



END OF EXAM