

20200604
ALL EXAMS (with notes)

START OF EXAM

Student ID: 1222

11:30 - 11:45 AM

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:

ARE YOU RECORDING?

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 1, Question 3(b)

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

[ɑ], [u]

INSTRUCTOR NOTES: no; several back vowels / back monophthongs missing

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

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	[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 5

Source: Day 4 Handout, Question 2(iv)

Explain how you would figure out the Swahili word for this English gloss.

‘You (sg.) are annoying me.’

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: ([unanisumbua])

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

END OF EXAM

START OF EXAM

Student ID: 4220

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]

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

ARE YOU RECORDING?

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

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?



(a) STAY



(b) AWKWARD

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

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]?

< wealth >

INSTRUCTOR NOTES: [wɛlθ]

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?

[z]



INSTRUCTOR NOTES: yes

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

Question 5

Source: Quiz 5, Question 10

Explain why the statement below either is or is not a good analysis of the data.

We should posit /r/ as the underlying form, and have a rule that devoices it when it occurs after voiceless segments. This analysis is best because it requires only one rule with a single environment to account for all the occurrences of both [r] and [ɹ]; the plain [r] sounds result from non-application of the rule.

The liquid *r* in English may be pronounced sometimes as voiced – [r] – and sometimes devoiced [ɹ]. The data below illustrate the distribution of [r] and [ɹ].

ʃɹed	‘shred’	reɪz	‘raise’	pɹepəreɪʃən	‘preparation’
drɒp	‘drop’	θɹiː	‘three’	θiætrɪkəl	‘theatrical’
skɹiːm	‘scream’	bræg	‘brag’	riælɪti	‘reality’
raɪt	‘right’	spɹɪŋ	‘spring’	gæɹɑːʒ	‘garage’
strɒŋ	‘strong’	grɑːs	‘grass’	fɹaɪtn	‘frighten’
kɹieɪtv	‘creative’	kɹeɪzi	‘crazy’	terɪbl	‘terrible’

INSTRUCTOR NOTES: a good analysis

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: 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:

ARE YOU RECORDING?

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: 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 >

INSTRUCTOR NOTES: [fɪɑg]

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.

[j], [w]

INSTRUCTOR NOTES: yes for voiced glides; [w̥] missing for glides

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?

[æ]

INSTRUCTOR NOTES: no

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: 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:

ARE YOU RECORDING?

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 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]

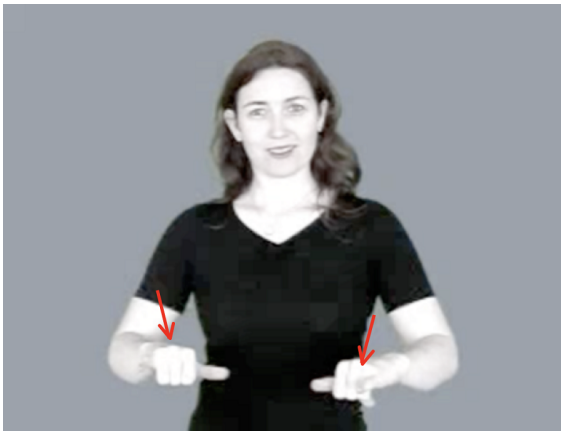
INSTRUCTOR NOTES: yes

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

Question 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?



(a) STAY



(b) 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 1, Question 3(b)

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

[f], [θ], [z], [h]

INSTRUCTOR NOTES: no; several fricatives missing

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 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]

ARE YOU RECORDING?

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]?

< cough >

INSTRUCTOR NOTES: [kaf]

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?

<obstruent>

INSTRUCTOR NOTES: [əbstɹʊənt] – sonorants: [ɹʊə] and obstruents: [bstt]

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

Question 4

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.

‘want’

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’ |

INSTRUCTOR NOTES: ([vitʃu])

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?



(a) APPLE



(b) NOW

INSTRUCTOR NOTES: nothing, because handshape and location and movement are all also different

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: 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]

ARE YOU RECORDING?

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

Question 2

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; distal joints of index fingers fold in during the sign.
- Movement: Hands start apart and then move straight toward each other horizontally.

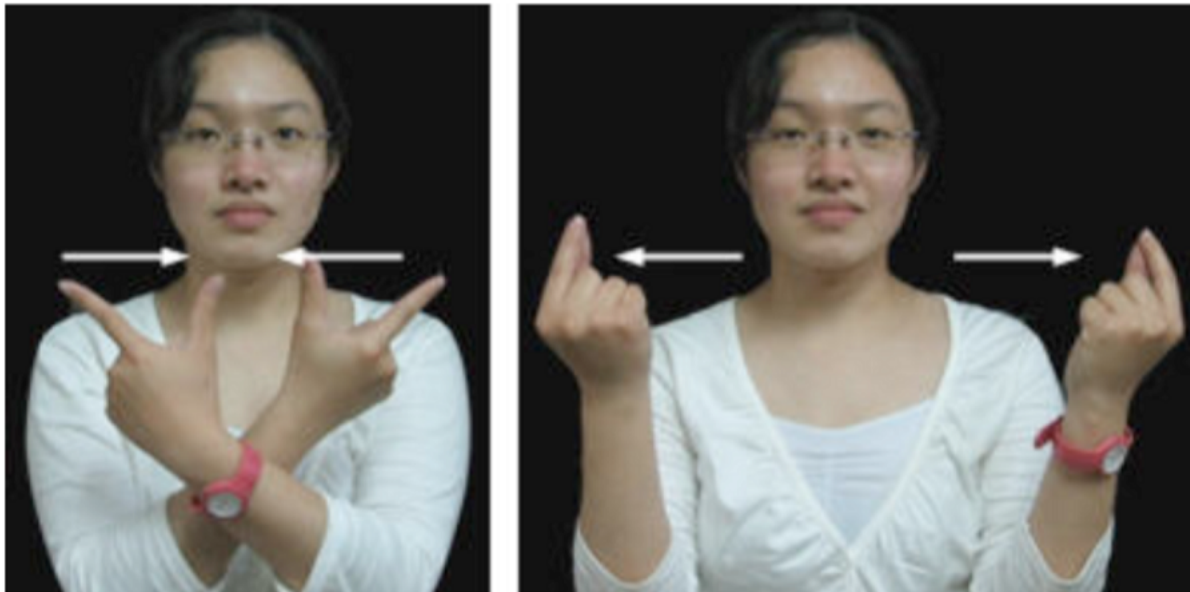


Figure 4: CONSISTENT

INSTRUCTOR NOTES: no; hands don't start apart, and handshape change is wrong

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

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'

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 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?

[ʒ]

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

INSTRUCTOR NOTES: yes (voiced palatal fricative)

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: 5824

1:00 - 1:15 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]

ARE YOU RECORDING?

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.

[p], [b]

INSTRUCTOR NOTES: yes for bilabial plosives; (no) for bilabial stops (nasal?)

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]?

< wealth >

INSTRUCTOR NOTES: [wɛlθ]

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?



(a) APPLE



(b) 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 4 Handout, Question 2(iv)

Explain how you would figure out the Swahili word for this English gloss.

‘They will pay him.’

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: ([watamlipa])

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: 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]

ARE YOU RECORDING?

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]?

< cough >

INSTRUCTOR NOTES: [kaf]

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

Question 4

Source: Quiz 2, Question 7

Why might two of the descriptions given truthfully apply to the sound represented by the underlined letter, and why is one of them actually better than the other?

< away >

- prevocalic obstruent
- prevocalic sonorant
- postvocalic obstruent
- postvocalic sonorant
- intervocalic obstruent
- intervocalic sonorant

INSTRUCTOR NOTES: prevocalic and *intervocalic* sonorant

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

Question 5

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.

‘want’

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’ |

INSTRUCTOR NOTES: ([vitʃu])

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)

ARE YOU RECORDING?

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

Question 2

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].

/imam/

[non-low vowel] → [lax] / _ C₀ [lax vowel]

INSTRUCTOR NOTES: doesn't apply (unless [a] treated as lax)

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]?

< frog >

INSTRUCTOR NOTES: [fɪɑg]

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?



(a) APPLE



(b) NOW

INSTRUCTOR NOTES: nothing, because handshape and location and movement are all also different

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?

[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)

END OF EXAM

START OF EXAM

Student ID: 9657

1:45 - 2:00 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)

ARE YOU RECORDING?

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.

[p], [b]

INSTRUCTOR NOTES: yes for bilabial plosives; (no) for bilabial stops (nasal?)

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 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)

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?



(a) STAY



(b) 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: 9246

2:00 - 2:15 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' |

INSTRUCTOR NOTES:

ARE YOU RECORDING?

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 6 Handout, Question 7

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

[f] and [v]

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; [fo] 'false' vs. [vo] 'calf'

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

Question 4

Source: Quiz 2, Question 7

Why might two of the descriptions given truthfully apply to the sound represented by the underlined letter, and why is one of them actually better than the other?

< away >

- prevocalic obstruent
- prevocalic sonorant
- postvocalic obstruent
- postvocalic sonorant
- intervocalic obstruent
- intervocalic sonorant

INSTRUCTOR NOTES: prevocalic and *intervocalic* sonorant

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?



(a) APPLE



(b) 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: 4465

2:30 - 2:45 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' |

INSTRUCTOR NOTES:

ARE YOU RECORDING?

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

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

< choose > : [tʃuz]

INSTRUCTOR NOTES: yes

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

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	[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 5

Source: Day 7 Handout, Question 1

Explain what the rule below does and suggest a name for it, explaining why that would be a good name.

$[\text{nasal}] \rightarrow [\alpha\text{Place}] / _ [\alpha\text{Place}]$

INSTRUCTOR NOTES:

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: 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]

ARE YOU RECORDING?

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.

[ɑ], [u]

INSTRUCTOR NOTES: no; several back vowels / back monophthongs missing

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]?

< wealth >

INSTRUCTOR NOTES: [wɛlθ]

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?



(a) APPLE



(b) NOW

INSTRUCTOR NOTES: nothing, because handshape and location and movement are all also different

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

Question 5

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.

‘third person masc. object’ (‘him’)

Luiseño

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

INSTRUCTOR NOTES: ([pój])

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 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]

ARE YOU RECORDING?

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

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?



(a) APPLE



(b) NOW

INSTRUCTOR NOTES: nothing, because handshape and location and movement are all also different

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.

‘She will beat us.’

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: ([atatupiga])

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]?

< cough >

INSTRUCTOR NOTES: [kaf]

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?

[tʃ]

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

INSTRUCTOR NOTES: yes (voiceless palatal affricate)

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]

ARE YOU RECORDING?

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

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?



(a) APPLE



(b) CANDY

INSTRUCTOR NOTES: shows contrast because movement and location are same

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

Question 3

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 __

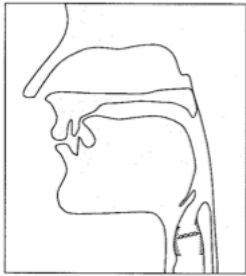
INSTRUCTOR NOTES: applies; [emis]

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

Question 4

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 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: 3514

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' |

INSTRUCTOR NOTES:

ARE YOU RECORDING?

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: Quiz 4, Question 5

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

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

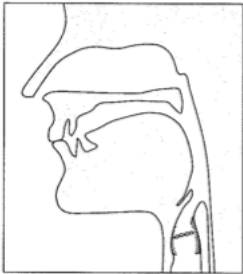
INSTRUCTOR NOTES: allophony

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

Question 4

Source: Day 2 Handout, Part II, Question 9

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



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

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?



(a) APPLE



(b) NOW

INSTRUCTOR NOTES: nothing, because handshape and location and movement are all also different

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)

ARE YOU RECORDING?

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 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 . . . θ
u . . a	u . . . θ
θ . . . a	o . . . o
a . . a	a . . . θ

INSTRUCTOR NOTES: allophony; [o] occurs only next to [o], and [a] occurs next to any other vowel but not [o]

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

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	[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 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: 4090

4:00 - 4:15 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' |

INSTRUCTOR NOTES:

ARE YOU RECORDING?

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

Question 2

Source: Day 4 Handout, Question 2(iv)

Explain how you would figure out the Swahili word for this English gloss.

‘She will beat us.’

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: ([atatupiga])

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?



(a) APPLE



(b) 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 I, Question 11

How would this word be transcribed?

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

<toy>

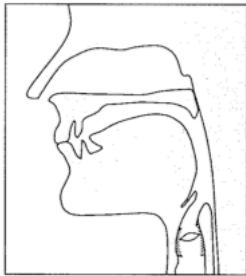
INSTRUCTOR NOTES: [tɔɪ]

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

Question 5

Source: Day 2 Handout, Part II, Question 9

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



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

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: 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)

ARE YOU RECORDING?

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

Question 2

Source: Quiz 2, Question 6

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

<fricative>

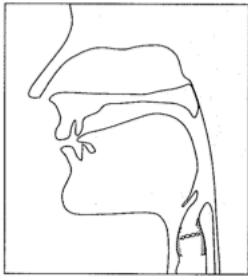
INSTRUCTOR NOTES: [fɪkətɪv] – sonorants: [ɪəɪ] and obstruents: [fktv]

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

Question 3

Source: Day 2 Handout, Part II, Question 9

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



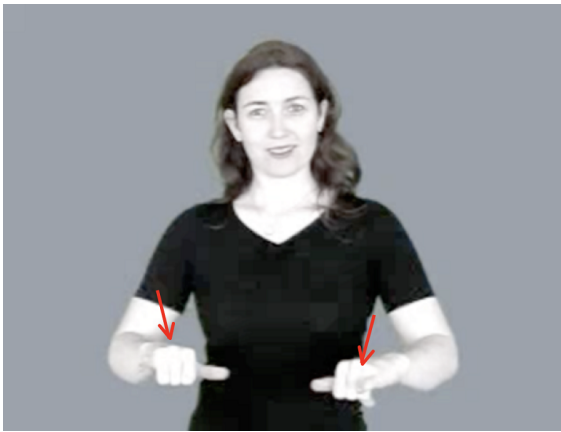
INSTRUCTOR NOTES: [ð] (check voicing, place, manner, and velum)

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?



(a) STAY



(b) AWKWARD

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

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]?

< wealth >

INSTRUCTOR NOTES: [wɛlθ]

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: 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]

ARE YOU RECORDING?

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.

[j], [w]

INSTRUCTOR NOTES: yes for voiced glides; [w̥] missing for glides

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

Question 3

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].

/ɛmɛs/

[non-low vowel] → [lax] / _ C₀ [lax vowel]

INSTRUCTOR NOTES: applies; [ɛmɛs]

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]?

<finger>

INSTRUCTOR NOTES: [fɪŋgɹ]

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?



(a) APPLE



(b) CANDY

INSTRUCTOR NOTES: shows contrast because movement and location are same

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

END OF EXAM