

# 20200604

## ALL EXAMS

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'  |

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>

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]

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	[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]		

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’

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.

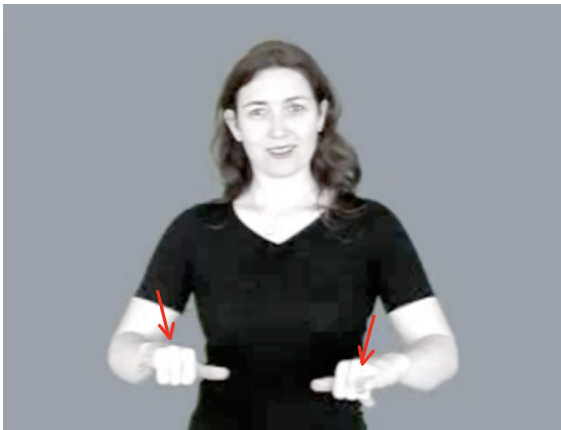
- [u...i...a]
- [a...i...a]
- [u...u...a]
- [a...i...i]

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

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 >

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]



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’
dɹɒp	‘drop’	θɹiː	‘three’	θiæɪtɹɪkəl	‘theatrical’
skɹiːm	‘scream’	bræg	‘brag’	riælɪti	‘reality’
raɪt	‘right’	spɹɪŋ	‘spring’	gæɹɑːʒ	‘garage’
stɹɒŋ	‘strong’	grɑːs	‘grass’	fɹaɪtn	‘frighten’
kɹieɪtɪv	‘creative’	kɹeɪzi	‘crazy’	terɪbl	‘terrible’

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'  |

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 <sup>h</sup> ɔɪzən]	‘poison’	o.	[ɛkstənd]	‘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.	[streɪndʒ]	‘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.	[ɛkspɑɪə]	‘expire’	v.	[spaɪk]	‘spark’
i.	[t <sup>h</sup> .ɪənts]	‘trance’	w.	[skeɪl]	‘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.	[spɛʃl]	‘special’	aa.	[skuːl]	‘school’
n.	[k <sup>h</sup> uːl]	‘cool’			

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 >

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]

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]

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'  |

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>

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?

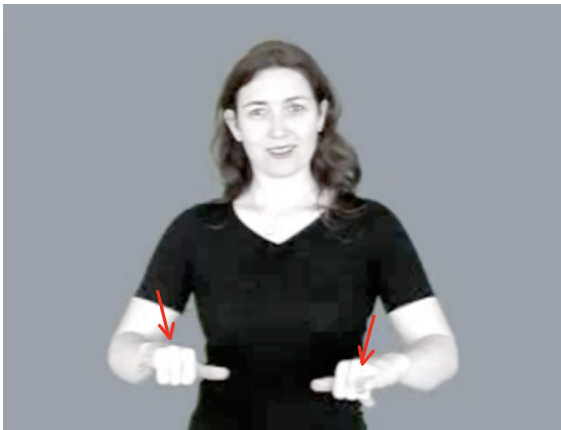
[u]

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

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]

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]

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 >

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>

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’     |

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

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]

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.

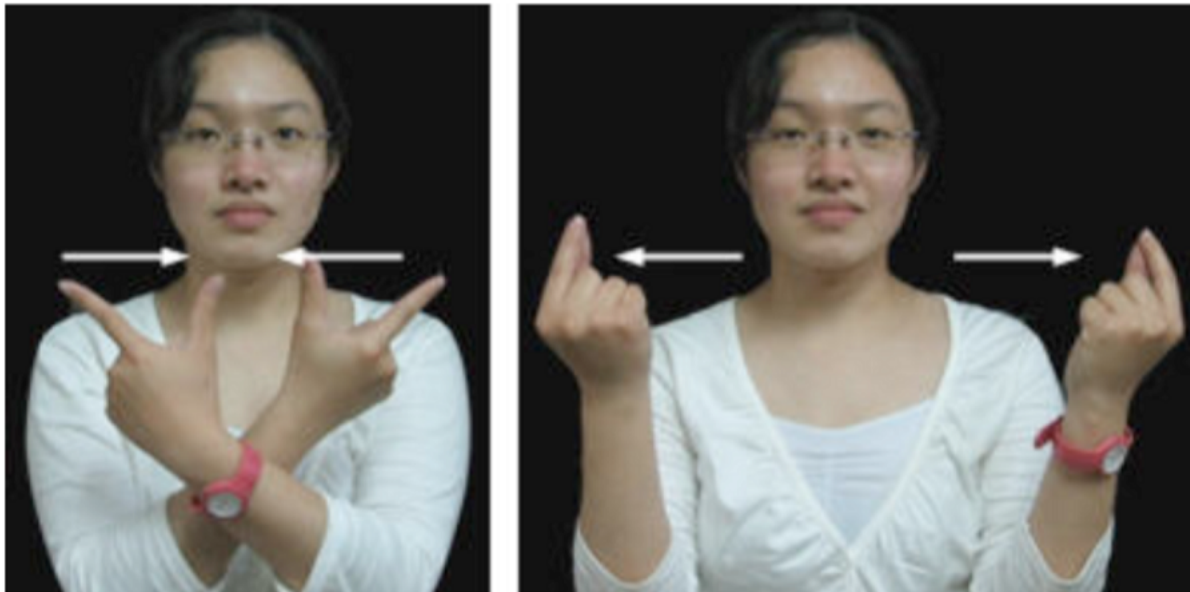


Figure 4: CONSISTENT

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'

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

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 >

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]

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]

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 >

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

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’

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]

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	[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]		

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 >

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

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’     |

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

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] / \_ C<sub>0</sub> [lax vowel]

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 >

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

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

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], [fi], [za], [ʒi], [as], [if], [az], [iʒ]

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]

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 >

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]

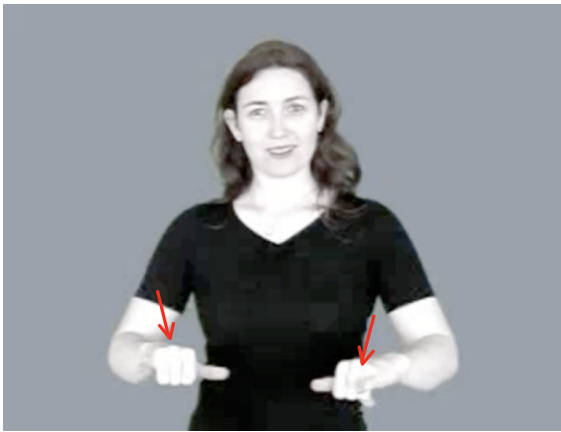
- voiceless palatal affricate
- voiced velar nasal
- voiceless glottal fricative
- voiced labiodental fricative
- voiced interdental fricative
- voiced palatal fricative

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

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'  |

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 >

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'

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

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

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'  |

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]

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]

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]		

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.

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

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]

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]

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 >

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

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’     |

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]

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

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’

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 >

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

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]

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

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/

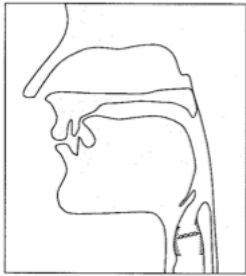
[high vowel] → [unround, front] / [front vowel] C<sub>0</sub> \_\_

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.



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 >

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'  |

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 >

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?

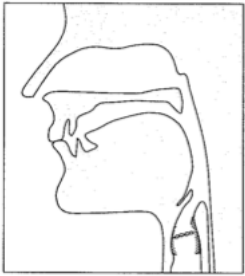
mp	mt	mk
mb	md	mg
np	nt	nk
nb	nd	ng
ŋp	ŋt	ŋk
ŋb	ŋd	ŋg

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.



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

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

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>

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

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	[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]		

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>

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'  |

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’

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

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]?

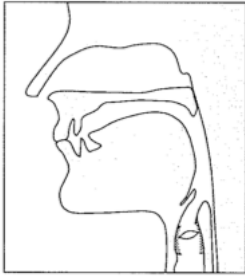
< toy >

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.



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

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?

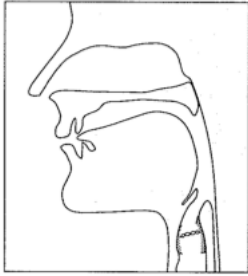
<fricative>

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.

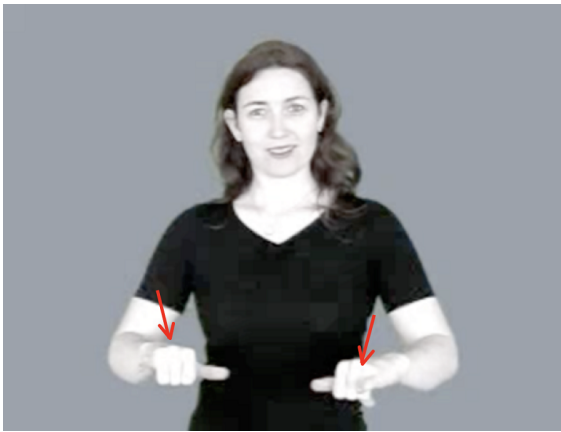


Excellent (3)    Good (2.2)    Fair (1.7)    Poor (0)

## 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

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 >

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]

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]

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].

/emɛs/

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

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>

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

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

END OF EXAM