Wednesday, 24 June 2020
ALL EXAMS

START OF EXAM
Student ID: 3684
9:30 - 9:50 AM

Question 1

Source: Day 11 Handout, Question 12

Explain how understanding syllable structure helps understand the motivation for the process(es) seen in this data.

Yawelmani

UR	SR	Gloss
a. /pok'-hin/	[pok'hin]	'found'
b. /xatʰ-hin/	[xatʰhin]	'ate'
c. /lihm-hin/	[lihimhin]	'ran'
d. /hogn-hin/	[hoginhin]	'floated'
e. /ʔugn-hin/	[ʔuginhin]	'drank'
f. /pʰaʔt'-hin/	[pʰaʔit'hin]	'fought'
g. /liʔ-hatn-hin/	[liʔhatinhin]	'wanted to sink'
h. /dos-hotn-hin/	[doshotinhin]	'was trying to tell'
i. /hud-hatn-xoo-ʔ/	[hudhatinxoʔ]	'wanted to know about'
j. /ʔaːml-hin/	[ʔaːmilhin]	'helped'

Question 2

Source: Final Exam Dataset

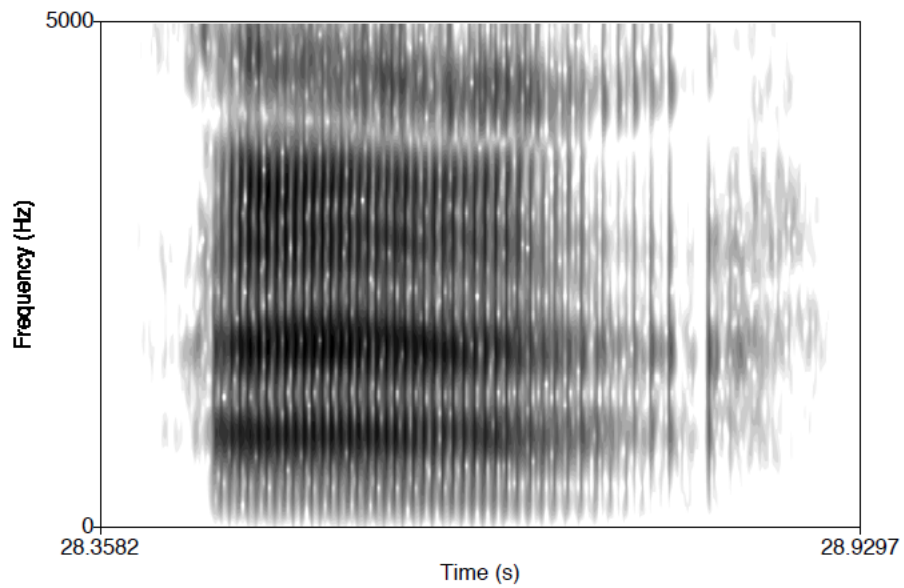Explain what the underlying representation of these morphemes would be and why.

'dig', 'future'

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

Question 3

Source: Day 8 Handout, Question 3

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

Question 4

Explain why this is an incorrect statement.

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

Question 5

Source: Day 12 Handout, Question 5

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

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.

2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.

3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H L H

/apute/

Question 6

Source: Day 9 Handout, Question 3

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

English

a. walked [wɑkt]
b. jogged [dʒɑgd]
c. named [neɪmd]
d. wrapped [ɹæpt]
e. hissed [hɪst]
f. mobbed [mɑbd]

g. leafed [lift]
h. rolled [ɹoʊld]
i. sinned [sɪnd]
j. jazzed [dʒæzd]
k. washed [wɑʃt]
l. judged [dʒʌdʒd]

END OF EXAM

START OF EXAM
Student ID: 7336
9:50 - 10:10 AM

Question 1

Source: Day 11 Handout, Question 12

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

Yawelmani

UR	SR	Gloss
a. /pok'-hin/	[pok'hin]	'found'
b. /xatʰ-hin/	[xatʰhin]	'ate'
c. /lihm-hin/	[lihimhin]	'ran'
d. /hogn-hin/	[hoginhin]	'floated'
e. /ʔugn-hin/	[ʔuginhin]	'drank'
f. /pʰaʔt'-hin/	[pʰaʔit'hin]	'fought'
g. /liʔ-hatn-hin/	[liʔhatinhin]	'wanted to sink'
h. /dos-hotn-hin/	[doshotinhin]	'was trying to tell'
i. /hud-hatn-xoo-ʔ/	[hudhatinxoʔ]	'wanted to know about'
j. /ʔaːml-hin/	[ʔaːmilhin]	'helped'

Question 2

Source: Day 10 Discussion

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

[anterior]

fricatives

Question 3

Source: Final Exam Dataset

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

'dig', 'future'

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

13

Question 4

Explain how each component of the description below gives you information about the sound being described.

This consonant is characterized by having a lot of random noise in the spectrogram, with no clear formant structure at all. It tends to be longer and louder than other similar consonants. There is no voice bar, and the majority of the noise created by this consonant is at relatively high frequencies.

Question 5

Source: Quiz 10, Question 1

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

H   H

pɛlɛ

Question 6

Source: Day 11 Handout, Question 14

How does syllabification play a role in the analysis of the phonological relationship between tense and lax high vowels in Quebec French?

Québec French

orthography	transcription	gloss	orthography	transcription	gloss
vie	[vi]	'life'	fou	[fu]	'crazy'
riz	[ri]	'rice'	trou	[tru]	'hole'
lit	[li]	'bed'	boue	[bu]	'mud'
vitesse	[vitɛs]	'speed'	couper	[kupe]	'to cut'
vider	[vide]	'empty (verb)'	souder	[sude]	'to solder'
richesse	[riʃɛs]	'riches'	toucher	[tuʃe]	'to touch'
déraciné	[derasine]	'uprooted'	pousser	[puse]	'to push'
pipe	[pɪp]	'pipe'	coupe	[kʊp]	'cut'
vite	[vɪt]	'fast'	croûte	[krʊt]	'crust'
chic	[ʃɪk]	'chic'	pousse	[pʊs]	'push'
vide	[vɪd]	'empty (adj.)'	touche	[tuʃ]	'touch'
vice	[vɪs]	'screw'	foule	[fʊl]	'crowd'
riche	[rɪʃ]	'rich'	soûle	[sul]	'drunk (fem.)'
ville	[vɪl]	'city'	boule	[bul]	'ball'

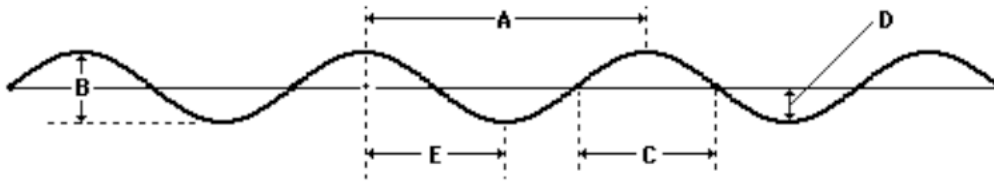# END OF EXAM

START OF EXAM
Student ID: 3514
10:10 - 10:30 AM

Question 1

Source: Day 8 Handout, Question 1

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

E

Question 2

Source: Final Exam Dataset

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

'invent', 'progressive'

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

20

Question 3

Source: Day 11 Handout, Question 16

How does syllabification play a role in the analysis of Tibetan numerals?

Standard Tibetan

(1-10)		(11-19)		(multiples of 10)	
a. [ʒig]	'1'	f. [ʒugʒig]	'11'		
b. [ʃi]	'4'	g. [ʒubʃi]	'14'	j. [ʃibʒu]	'40'
c. [ŋa]	'5'	h. [ʒuŋa]	'15'	k. [ŋabʒu]	'50'
d. [gu]	'9'	i. [ʒurgu]	'19'	l. [gubʒu]	'90'
e. [ʒu]	'10'				

Question 4

Source: Day 12 Handout, Question 5

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

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.

2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.

3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H L H L

/apute/

Question 5

Source: Day 10 Discussion

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

[voice]

glottalized obstruents

Question 6

Source: Day 9 Handout, Question 5

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

English

a. [tæk]   'tack'
b. [tɹu]   'true'
c. [tɑɪm]   'time'
d. [tiɹ]   'tear'
e. [bæt]   'bat'
f. [weɪt]   'wait'
g. [hɪt]   'hit'
h. [lɑɪt]   'light'
i. [bɔt]   'bought'

j. [hɪɾɚ]   'hitter'
k. [lɑɪɾɪŋ]   'lighting'
l. [bæɾɚ]   'batter'
m. [miɾɚ]   'meter'
n. [lɑɪɾɚ]   'lighter'
o. [bæɾl̩]   'battle'
p. [kæɾɚpɪlɚ]   'caterpillar'
q. [weɪɾɪŋ]   'waiting'

END OF EXAM

START OF EXAM
Student ID: 3129
10:30 - 10:50 AM

Question 1

Source: Quiz 10, Question 3

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

```
H L
|  |
felama
```

Question 2

Source: Day 11 Handout, Question 15

Do these two signs have the same syllable structure or different, and why?

Figure 1: MILK

Figure 2: UNDERSTAND

Question 3

Source: Final Exam Dataset

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

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

29

Question 4

Briefly explain source-filter theory.

Question 5

Source: Quiz 8, Question 3

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

[-consonantal], [-sonorant]

[u]

Question 6

Source: Day 9 Handout, Question 4

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

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

'to put out'   'to lend'

Form	Pronunciation	Form	Pronunciation
present	[das-ɯ]	present	[kas-ɯ]
provisional	[das-eba]	negative	[kas-anai]
causative	[das-areɾɯ]	volitional	[kaʃ-itai]
tentative	[das-oo]	past	[kaʃ-ita]
past	[daʃ-ita]	inchoative	[kas-oo]
participial	[daʃ-ite]		
conditional	[daʃ-itaɾa]		

'to erase'

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

END OF EXAM

START OF EXAM
Student ID: 3288
10:50 - 11:10 AM

Question 1

Source: Day 9 Handout, Question 2

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

Osage

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

Question 2

Source: Day 10 Discussion

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

[sonorant]

alveolars

Question 3

Source: Final Exam Dataset

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

'mix', 'past'

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

37

Question 4

Source: Day 12 Handout, Question 5

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

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.

2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.

3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

L H

/apute/

Question 5

Source: Day 11 Handout, Question 5

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

CCV
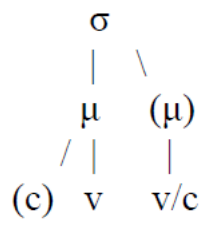
```
        σ
       | \
      μ   (μ)
     /|    |
   (c) v  v/c
```
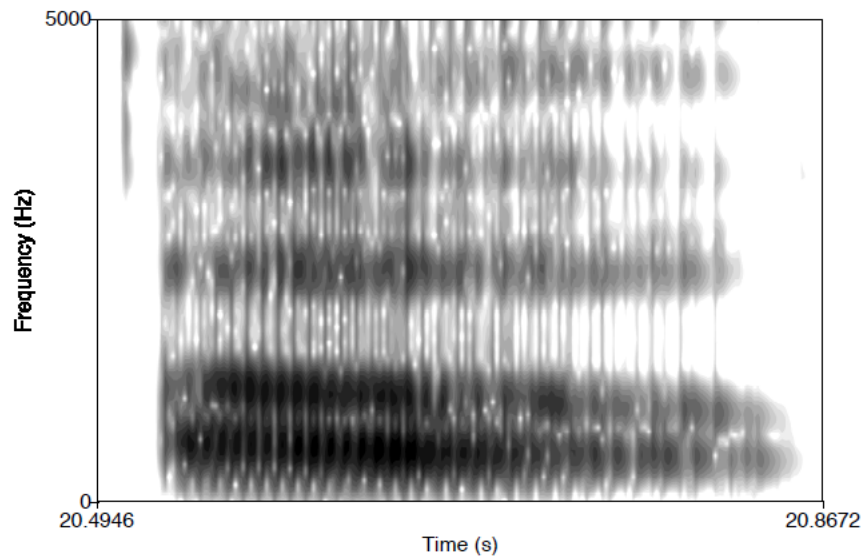
Question 6

Source: Day 8 Handout, Question 3

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

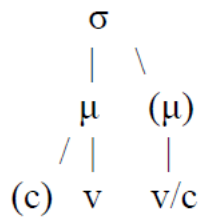# END OF EXAM

START OF EXAM
Student ID: 9450
11:10 - 11:30 AM

Question 1

Source: Day 11 Handout, Question 5

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

VCC

```
        σ
        | \
        μ   (μ)
       / |   |
     (c) v  v/c
```

Question 2

Explain why this is an incorrect statement.

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

Question 3

Source: Final Exam Dataset

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

'dig', 'future'

Present	Past	Future	Progressive	Gloss
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jɣgɯdfɯd]	[jɣgɯdmɯ]	[jɣgɯder]	[jɣgɯdse]	'swallow'
[mikɣvfid]	[mikɣvmi]	[mikɣvɣr]	[mikɣvsɣ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kɣʔfid]	[kɣʔmi]	[kɣʔɣr]	[kɣʔsɣ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

45

Question 4

Source: Quiz 7, Question 8

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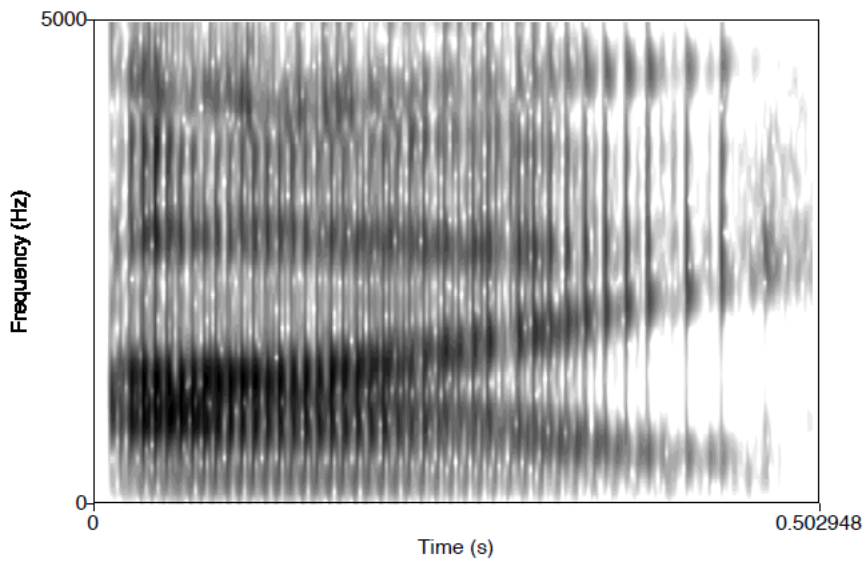
čit-a & čit-il-a

(6) data from Lamba

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

Question 5

Source: Day 8 Handout, Question 3

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

Question 6

Source: Day 12 Handout, Question 5

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

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.

2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.

3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H L H L

/apute/

END OF EXAM

START OF EXAM
Student ID: 2357
11:30 - 11:50 AM

Question 1

Source: Quiz 10, Question 3

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

H L L

felama

Question 2

Source: Final Exam Dataset

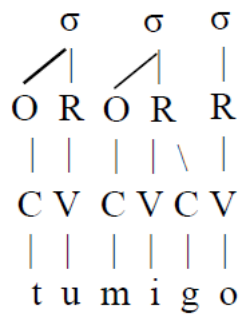Explain what the underlying representation of these morphemes would be and why.

'dig', 'future'

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

52

Question 3

Source: Day 11 Handout, Question 6

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

```
   σ    σ   σ
  ╱|   ╱|   |
  O R  O R  R
  | |  | |\ |
  C V  C V C V
  | |  | | | |
  t u  m i g o
```

Peng's Rule-Based Approach:

(17) Rule-based approach

These two apply simultaneously and are universal.

    a. Project a σ from each V.
        Note 1: This involves also projecting a rime.
        Note 2: This is about vowels, not V slots.
    b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
        Note: This time, it's about C slots.

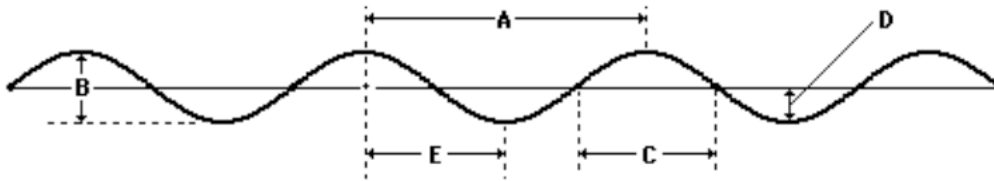*These two apply sequentially (in either order) and are langauge-specific.*

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

Question 4

Source: Day 8 Handout, Question 1

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

D

Question 5

Source: Day 10 Handout, Question 6 (Day 7 Handout, Question 10)

Explain how you should use phonological features in this rule. Which parts of the rule should include features, and what features might they be? You don't have to give an exact set of features, but what kinds of features would be involved?

/ð/ → [d] / _ [a]

Osage

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

Question 6

Source: Quiz 7, Question 8

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

tul-il-a & soŋk-el-a

(6) data from Lamba

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

END OF EXAM

START OF EXAM
Student ID: 1715
11:50 AM - 12:10 PM

Question 1

Source: Day 9 Handout, Question 1

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

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

Question 2

Source: Final Exam Dataset

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

'mix', 'past'

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

60

Question 3

Source: Day 10 Discussion

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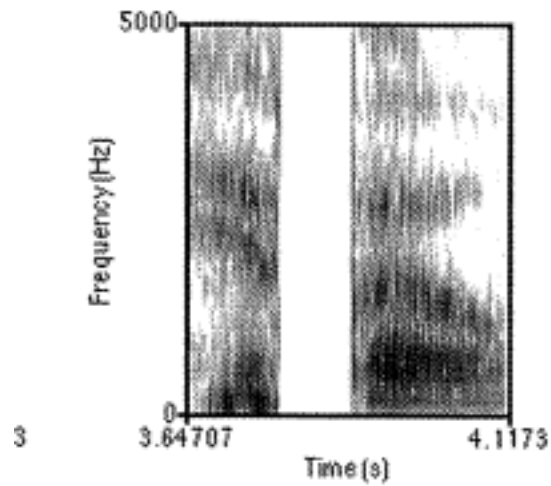
[sonorant]

alveolars

Question 4

Source: Quiz 6, Question 2

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

Question 5

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

```
H H
| |
pɛlɛ
```

Question 6

Source: Day 11 Handout, Question 1

Explain how these examples help support the overall syllable structure of a syllable consisting of an onset and rime, and the rime consisting of a nucleus and coda.

English Poetry

a. Alliteration –
   a. *Definition:* Words that are similar in terms of their initial consonant sounds.
   b. *Example:* "I have **stood still** and **stopped** the sound of feet"[1]
   c. *Example:* "**Peter Piper picked** a **peck** of **pickled peppers**."
b. Assonance –
   a. *Definition:* Words that are similar in terms of their vowel sounds.
   b. *Example:* "Hear the **mellow wedding bells**"[2]
   c. *Example:* "In which I **try** to **decipher** / the story it tells, / this syntax of monuments / flanking the old courthouse: / here a rough **outline** / **like** the torso of a woman / great with **child**"[3]
c. Slant or half rhyme –
   a. *Definition:* Rhymes formed when words end in the same consonants.
   b. *Example:* "Midway on our life's journey, I found **myself** / In dark woods, the right road lost. To tell / About those woods is hard—so tangled and **rough**."[4]
d. Full or perfect rhyme –
   a. *Definition:* Rhymes formed when words end in the same stressed vowel and all following materials.
   b. *Example:* "'Poor darling Goldilocks!' they **say** / 'Thank goodness that she got **away**!' / Myself, I think I'd rather **send** / Young Goldies to a sticky **end**; / 'Oh daddy!' cried the Baby **Bear**, / 'My porridge gone! It isn't **fair**!' / 'Then go upstairs,' the Big Bear **said**, / 'Your porridge is upon the **bed**. / But as it's inside **mademoiselle**, / You'll have to eat her up as **well**.'"[5]

END OF EXAM

START OF EXAM
Student ID: 2014
12:10 - 12:30 PM

Question 1

Source: Quiz 10, Question 3

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

```
H  L   L
|  |   |
f e l a m a
```
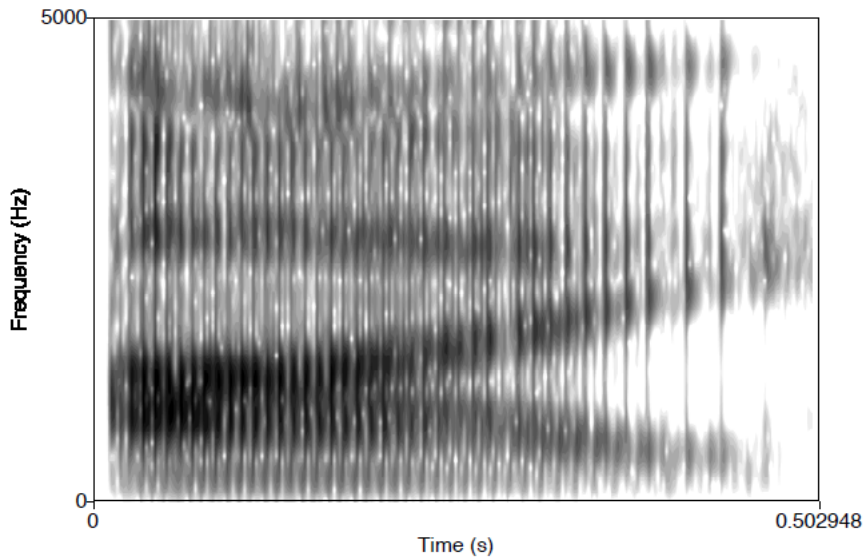
Question 2

Source: Final Exam Dataset

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

Present	Past	Future	Progressive	Gloss
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jʁgɯdfɯd]	[jʁgɯdmɯ]	[jʁgɯder]	[jʁgɯdse]	'swallow'
[mikʁvfid]	[mikʁvmi]	[mikʁvʁr]	[mikʁvsʁ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kʁʔfid]	[kʁʔmi]	[kʁʔʁr]	[kʁʔsʁ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 3

Source: Day 8 Handout, Question 3

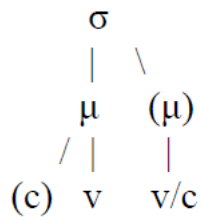Explain what you see in the spectrogram that tells you about the properties of the sounds in the pictured word.

Question 4

Source: Day 11 Handout, Question 5

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

CVVC

```
        σ
        |  \
       μ   (μ)
      / |    |
   (c)  v   v/c
```

Question 5

Source: Quiz 7, Question 8

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

pat-il-a & tul-il-a

(6) data from Lamba

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

Question 6

Source: Homework 5, Question 1

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

[i], [ɪ], [e], [ɛ], [æ], [ɑ], [ɔ], [o], [ʊ], [u], [ʒ], [k], [g], [ŋ], [w]

END OF EXAM

START OF EXAM
Student ID: 4220
12:30 - 12:50 PM

Question 1

Source: Day 11 Handout, Question 12

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

Yawelmani

UR	SR	Gloss
a. /pok'-hin/	[pok'hin]	'found'
b. /xatʰ-hin/	[xatʰhin]	'ate'
c. /lihm-hin/	[lihimhin]	'ran'
d. /hogn-hin/	[hoginhin]	'floated'
e. /ʔugn-hin/	[ʔuginhin]	'drank'
f. /pʰaʔt'-hin/	[pʰaʔit'hin]	'fought'
g. /liʔ-hatn-hin/	[liʔhatinhin]	'wanted to sink'
h. /dos-hotn-hin/	[doshotinhin]	'was trying to tell'
i. /hud-hatn-xoo-ʔ/	[hudhatinxoʔ]	'wanted to know about'
j. /ʔaːml-hin/	[ʔaːmilhin]	'helped'

Question 2

Source: Day 11 Handout, Question 8

Explain how you could modify the rule-based approach to take into account the sonority sequencing principle.

Peng's Rule-Based Approach:

(17) Rule-based approach

These two apply simultaneously and are universal.

    a. Project a σ from each V.
        Note 1: This involves also projecting a rime.
        Note 2: This is about vowels, not V slots.
    b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
        Note: This time, it's about C slots.

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

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

Question 3

Source: Final Exam Dataset

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

'dig', 'future'

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

Question 4

Source: Day 8 Handout, Question 7

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

[10]Frequency is inversely related to pitch: high frequencies correspond to low pitches, and low frequencies correspond to high pitches. Finally, there is the amplitude of the wave. [11]The amplitude tells you how much pressure the molecules are under at any particular time. [12]The auditory correlate of amplitude is intensity; this is a measure of perceived pressure.

[13]In speech, air is set in vibrating motion by the lungs, so the lungs are the source of most speech sounds.

Question 5

Source: Quiz 10, Question 1

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

```
    H
    |
p ɛ l ɛ
```

Question 6

Source: Day 10 Handout, Question 6 (Day 9 Handout, Question 5)

Explain how you should use phonological features in this rule. Which parts of the rule should include features, and what features might they be? You don't have to give an exact set of features, but what kinds of features would be involved?

/t/ → [ɾ] / {[vowel],[syllabic consonant]} _ {[vowel],[syllabic consonant]}

English

a. [tæk]   'tack'
b. [tɹu]   'true'
c. [taɪm]   'time'
d. [tiɹ]   'tear'
e. [bæt]   'bat'
f. [weɪt]   'wait'
g. [hɪt]   'hit'
h. [laɪt]   'light'
i. [bɔt]   'bought'

j. [hɪɾɚ]   'hitter'
k. [laɪɾɪŋ]   'lighting'
l. [bæɾɚ]   'batter'
m. [miɾɚ]   'meter'
n. [laɪɾɚ]   'lighter'
o. [bæɾl̩]   'battle'
p. [kæɾɚpɪlɚ]   'caterpillar'
q. [weɪɾɪŋ]   'waiting'

END OF EXAM
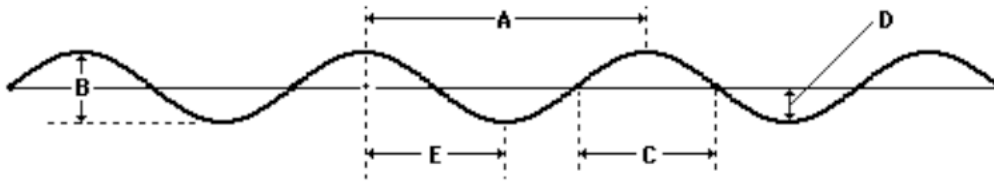
START OF EXAM
Student ID: 7661
12:50 - 1:10 PM

Question 1

Source: Day 8 Handout, Question 1

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

B

Question 2

Source: Final Exam Dataset

Give a good phonological description of the patterns in the dataset that should be analysed.

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

84

Question 3

Source: Day 12 Handout, Question 7

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

Southern Manyika dialect of Shona

Set 1:

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

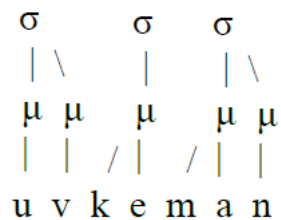*Note: literally, 'sell' consists of two morphemes that combine to mean 'make buy.'*

Set 2:

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

Question 4

Source: Day 11 Handout, Question 10

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

```
σ       σ   σ
| \     |   | \
μ μ     μ   μ μ
| |  / |  / | |
u v k e m a n
```

Peng's Templatic Approach:

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

(34) Extrasyllabicity
 Mark the last mora dominating a consonant as extrasyllabic.
 Note 1: This step is not used in all languages.
 Note 2: The wording on this is a bit odd. What he means is "if the last segment in a word is a moraic consonant, mark it as extrasyllabic."
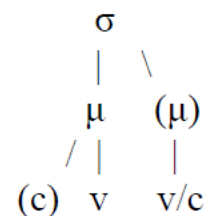
(35) Syllabification
 Note: This proceeds either left-to-right or right-to-left, depending on the language!
 a. Project a syllable from [the first available] mora.
 b. Associate the moraic materials to the syllable.

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

```
σ
| \
μ   (μ)
/ |   |
(c) v  v/c
```

Question 5

Explain why this is an incorrect statement.

Nasal consonants are [-continuant], because they cannot be produced for an extended period of time.

Question 6

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

tul-il-a & soŋk-el-a

(6) data from Lamba

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

END OF EXAM
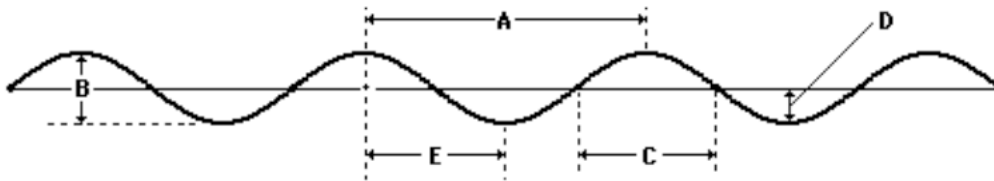
START OF EXAM
Student ID: 8742
2:00 - 2:20 PM

Question 1

Source: Day 8 Handout, Question 1

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

C

Question 2

Source: Final Exam Dataset

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

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

Question 3

Source: Quiz 7, Question 8

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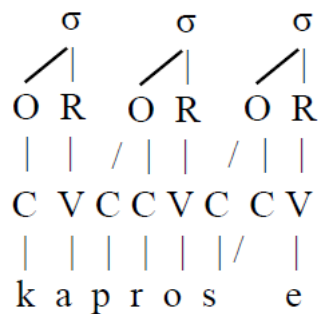
čit-a & čit-il-a

(6)   data from Lamba

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

Question 4

Source: Day 11 Handout, Question 6

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

```
    σ       σ       σ
   ╱|      ╱|      ╱|
  O R     O R     O R
  | | ╱|  | | ╱|  | |
  C V C C V C C V
  | | | | | | |╱  |
  k a p r o s     e
```

Peng's Rule-Based Approach:

(17) Rule-based approach

These two apply simultaneously and are universal. →
  a. Project a σ from each V.
        Note 1: This involves also projecting a rime.
        Note 2: This is about vowels, not V slots.
  b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
        Note: This time, it's about C slots.

These two apply sequentially (in either order) and are langauge-specific. →
  c. (Onset Rule) Adjoin a consonant to the left of an onset to this onset.
  d. (Coda Rule) Adjoin a consonant to the right of a rime to this rime.
        Note: Again, (17c) and (17d) are about C slots.

94

Question 5

Source: Quiz 8, Question 3

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

[-consonantal], [-sonorant]

[u]

Question 6

Source: Day 12 Handout, Question 7

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

Southern Manyika dialect of Shona

Set 1:

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

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

Set 2:

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

END OF EXAM

START OF EXAM
Student ID: 6948
2:20 - 2:40 PM

Question 1

Source: Day 11 Handout, Question 12

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

Yawelmani

UR	SR	Gloss
a. /pok'-hin/	[pok'hin]	'found'
b. /xatʰ-hin/	[xatʰhin]	'ate'
c. /lihm-hin/	[lihimhin]	'ran'
d. /hogn-hin/	[hoginhin]	'floated'
e. /ʔugn-hin/	[ʔuginhin]	'drank'
f. /pʰaʔt'-hin/	[pʰaʔit'hin]	'fought'
g. /liʔ-hatn-hin/	[liʔhatinhin]	'wanted to sink'
h. /dos-hotn-hin/	[doshotinhin]	'was trying to tell'
i. /hud-hatn-xoo-ʔ/	[hudhatinxoʔ]	'wanted to know about'
j. /ʔaːml-hin/	[ʔaːmilhin]	'helped'

Question 2

Source: Final Exam Dataset

Give a good phonological description of the patterns in the dataset that should be analysed.

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

100

Question 3

Source: Day 12 Handout, Question 6

Explain how you would figure out the tone-mapping procedures that apply in this dataset.

Kukuya

One-μ Stems:	Gloss:	Two-μ Stems:	Gloss:	Three-μ Stems:	Gloss:
[kì-bà]	'grasshopper-killer'	[kì-bàlà]	'to build'	[kì-bàlàgà]	'to change route'
[mà-bá]	'oil palms'	[mà-bágá]	'to show knives'	[lì-bálágá]	'fence'
[mò-sǎ]	'weaving knot'	[mò-sàmí]	'conversation'	[mʷ-àrègí]	'younger brother'
[kì-kâ]	'to pick'	[kì-kárà]	'paralytic'	[kì-kárágà]*	'to be entangled'
[ndέ-bvǐ] (that's Ⅴ∖ on the last V)	'he falls'	[ndέ-pǎlì]*	'he goes out'	[ndέ-kàlágì]	'he turns around'

Question 4

Source: Day 11 Discussion

Explain why the sonority sequencing principle would block the syllabification of [n] and [t] of [n.ta] into one syllable in Ponapean.
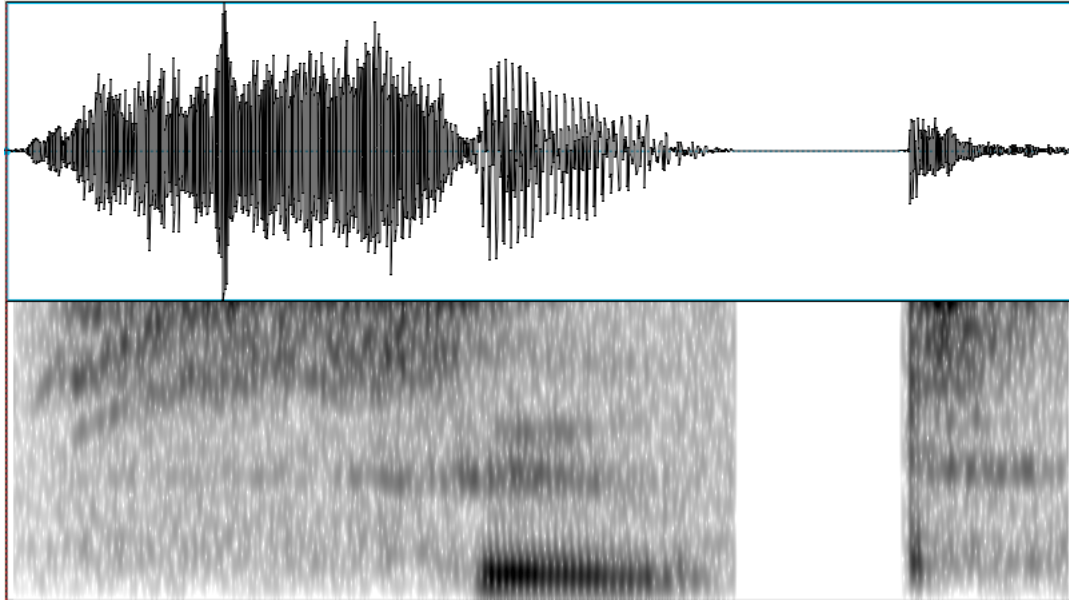
Question 5

Source: Homework 5, Question 1

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

[i], [ɪ], [ɛ], [u], [ʊ]

Question 6

Source: Day 8 Handout, Question 6

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

END OF EXAM

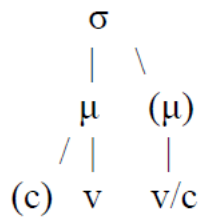# START OF EXAM
Student ID: 2931
2:40 - 3:00 PM

Question 1

Source: Day 11 Handout, Question 5

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

CVVC

```
        σ
        | \
       μ   (μ)
      / |   |
    (c) v   v/c
```

Question 2

Source: Final Exam Dataset

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

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

Question 3

Source: Day 10 Discussion

Explain why phonological features are used instead of phonetic characteristics in analyzing datasets.

Question 4

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

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.

2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.

3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H L H

/apute/

Question 5

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

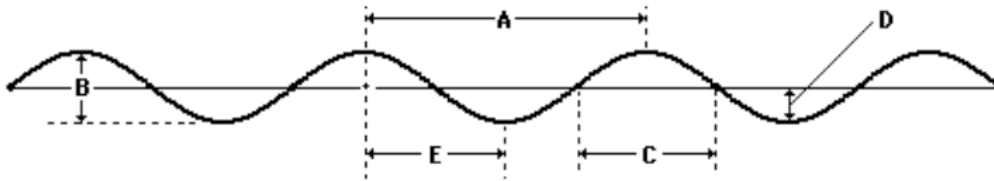čet-el-a & čit-il-a

(6) data from Lamba

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

Question 6

Source: Day 8 Handout, Question 1

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

D

END OF EXAM

START OF EXAM
Student ID: 6801
3:00 - 3:20 PM

Question 1

Source: Quiz 10, Question 1

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

H H

p ε l ε

Question 2

Source: Final Exam Dataset

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

'dig', 'future'

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

Question 3

Source: Quiz 7, Question 8

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

čet-el-a & čit-il-a

(6) data from Lamba

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

Question 4

Source: Day 11 Handout, Question 10

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

```
     σ    σ        σ
     |    | \      |
<µ>  µ    µ µ      µ
 | / |  / |  |   / |
 f l e t  o  l d  u
```

Peng's Templatic Approach:

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

(34) Extrasyllabicity
   Mark the last mora dominating a consonant as extrasyllabic.
   Note 1: This step is not used in all languages.
   Note 2: The wording on this is a bit odd. What he means is "if the last segment in a word is a moraic consonant, mark it as extrasyllabic."
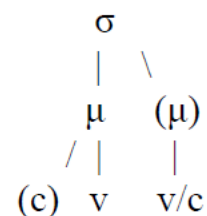
(35) Syllabification
   Note: This proceeds either left-to-right or right-to-left, depending on the language!
   a. Project a syllable from [the first available] mora.
   b. Associate the moraic materials to the syllable.

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

```
        σ
        | \
        µ  (µ)
       / |  |
     (c) v  v/c
```

Question 5

Source: Quiz 8, Question 3

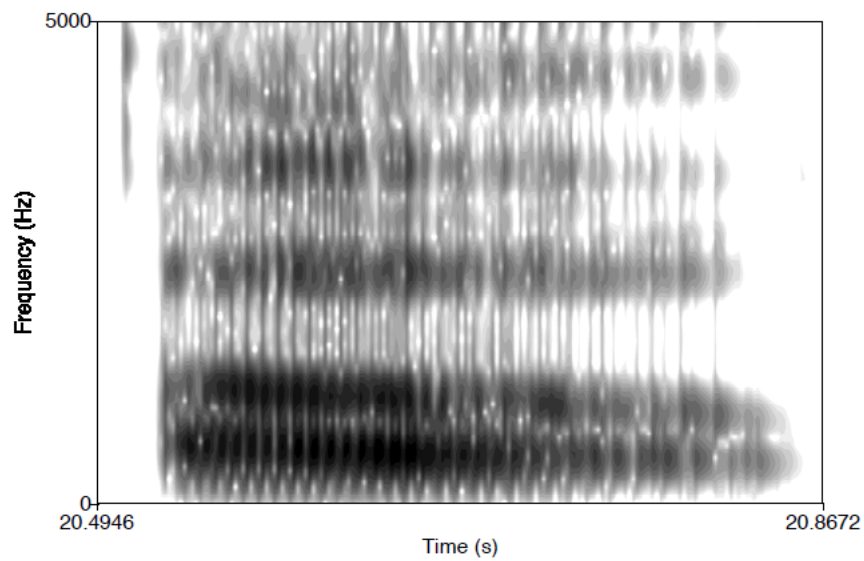Explain why this featural specification either does or does not match the given sound.

[+consonantal], [+sonorant]

[m]

Question 6

Source: Day 8 Handout, Question 3

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

END OF EXAM

START OF EXAM
Student ID: 1743
3:20 - 3:40 PM

Question 1

Source: Day 9 Handout, Question 1

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

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

Question 2

Source: Final Exam Dataset

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

'dig', 'future'

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

Question 3

Explain why this is an incorrect statement.

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

Question 4

Source: Day 12 Handout, Question 5

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

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.

2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.

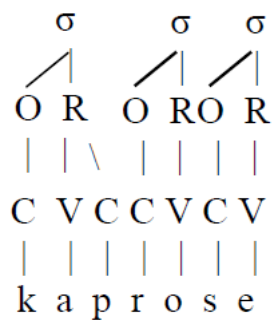3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H

/apute/

Question 5

Source: Day 11 Handout, Question 6

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

```
   σ      σ   σ
  ╱|    ╱|  ╱|
 O R   O RO R
 | |\  | | | |
 C V C C V C V
 | | | | | | |
 k a p r o s e
```

Peng's Rule-Based Approach:

(17) Rule-based approach

These two apply simultaneously and are universal.

    a. Project a σ from each V.
        Note 1: This involves also projecting a rime.
        Note 2: This is about vowels, not V slots.
    b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
        Note: This time, it's about C slots.

These two apply sequentially (in either order) and are langauge-specific.
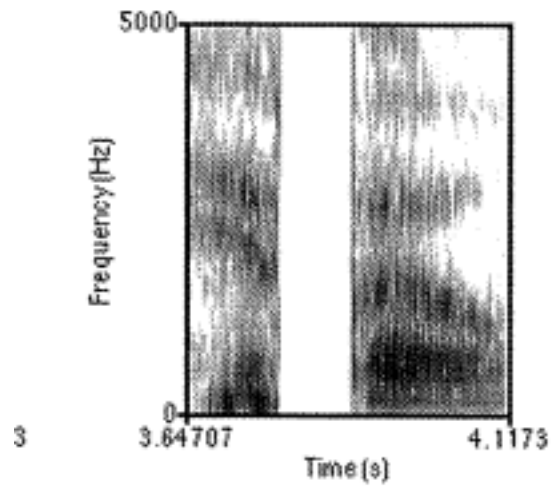
    c. (Onset Rule) Adjoin a consonant to the left of an onset to this onset.
    d. (Coda Rule) Adjoin a consonant to the right of a rime to this rime.
        Note: Again, (17c) and (17d) are about C slots.

Question 6

Source: Quiz 6, Question 2

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

END OF EXAM

START OF EXAM
Student ID: 5581
3:40 - 4:00 PM

Question 1

Source: Quiz 10, Question 1

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

H   H

p ɛ l ɛ

Question 2

Source: Quiz 7, Question 8

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

pat-il-a & tul-il-a

(6) data from Lamba

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

Question 3

Source: Final Exam Dataset

Give a good phonological description of the patterns in the dataset that should be analysed.

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

Question 4

Source: Day 11 Handout, Question 12

Explain how understanding syllable structure helps understand the motivation for the process(es) seen in this data.

Yawelmani

UR	SR	Gloss
a. /pok'-hin/	[pok'hin]	'found'
b. /xatʰ-hin/	[xatʰhin]	'ate'
c. /lihm-hin/	[lihimhin]	'ran'
d. /hogn-hin/	[hoginhin]	'floated'
e. /ʔugn-hin/	[ʔuginhin]	'drank'
f. /pʰaʔt'-hin/	[pʰaʔit'hin]	'fought'
g. /liʔ-hatn-hin/	[liʔhatinhin]	'wanted to sink'
h. /dos-hotn-hin/	[doshotinhin]	'was trying to tell'
i. /hud-hatn-xoo-ʔ/	[hudhatinxoʔ]	'wanted to know about'
j. /ʔaːml-hin/	[ʔaːmilhin]	'helped'

Question 5

Source: Day 8 Handout, Question 4

Explain how each component of the description below gives you information about the sound being described.

This consonant is characterized by having the adjacent second and third formants "pinched" together; that is, F3 moves down and F2 moves up if you go from a vowel into this consonant. There is often a clear voice bar, but there's no evidence of formants in the consonant itself. In fact, there's not much energy during the consonant at all.

Question 6

Source: Day 10 Handout, Question 6 (Day 7 Handout, Question 8)

Explain how you should use phonological features in this rule. Which parts of the rule should include features, and which features should be used?

/ʊ/ → [ɯ] / [unrounded vowel] C_0 __

The following data is from Tamil, a Dravidian language spoken in southern India and Sri Lanka. The vowels [ʊ] and [ɯ] are allophones of the same phoneme in Tamil; [ɯ] is a high back unrounded vowel.

a. [ʊpːʊ] 'salt'
b. [mʊr�õ] 'winnowing fair'
c. [paːʐɯ] 'waste'
d. [uːrʊ] 'village'
e. [puːʈʊ] 'lock'
f. [toːɭʊ] 'shoulder'
g. [miːɳɯ] 'fish'

h. [ʊmi] 'husk'
i. [puʐʊ] 'worm'
j. [terɯ] 'street'
k. [aðɯ] 'it'
l. [toːlʊ] 'leather'
m. [neːʈːɯ] 'yesterday'
n. [nɛɲʤɯ] 'heart'

END OF EXAM

START OF EXAM
Student ID: 2358
4:00 - 4:20 PM

Question 1

Source: Day 9 Handout, Question 2

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

Osage

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

Question 2

Source: Final Exam Dataset

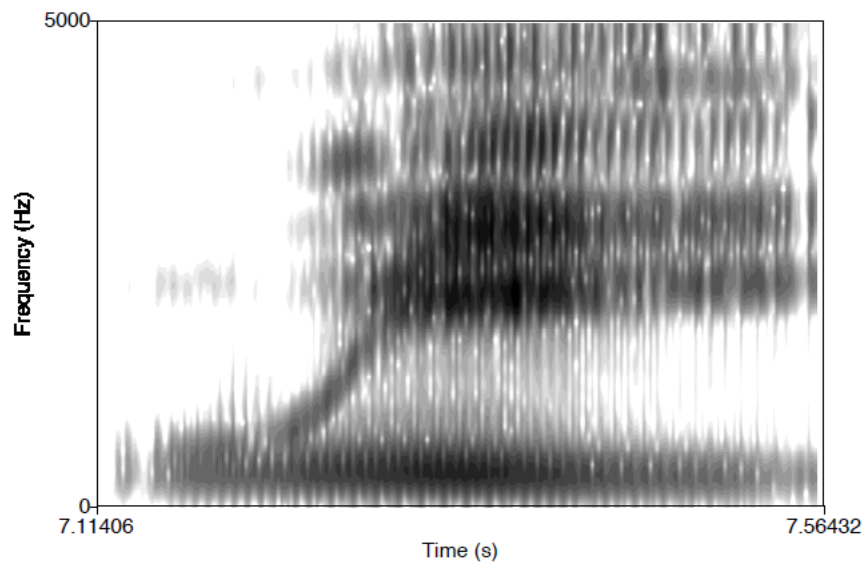Explain what the underlying representation of these morphemes would be and why.

'mix', 'past'

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

Question 3

Source: Day 8 Handout, Question 3

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

Question 4

Source: Day 12 Handout, Question 5

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

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.

2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.

3. Last-Tone Linking: Associate the last tone to any TBU without a tone.

H L H L

/apute/

Question 5

Source: Day 11 Handout, Question 8

Explain how you could modify the rule-based approach to take into account the sonority sequencing principle.

Peng's Rule-Based Approach:

(17) Rule-based approach

These two apply simultaneously and are universal.

    a. Project a σ from each V.
        Note 1: This involves also projecting a rime.
        Note 2: This is about vowels, not V slots.
    b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
        Note: This time, it's about C slots.

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

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

Question 6

Source: Day 10 Handout, Question 5

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

Vowel laxing: $/i/ \rightarrow [\text{ɪ}] / \{[\text{ɛ}], [\text{ɔ}]\} \, C_0\_\_$

END OF EXAM

START OF EXAM
Student ID: 9918
4:20 - 4:40 PM

Question 1

Source: Day 9 Handout, Question 1

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

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

Question 2

Source: Day 12 Handout, Question 7

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

Southern Manyika dialect of Shona

Set 1:

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

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

Set 2:

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

Question 3

Source: Final Exam Dataset
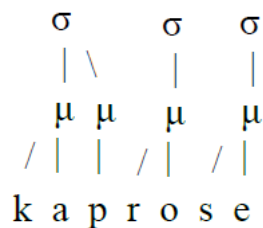
Give a good phonological description of the patterns in the dataset that should be analysed.

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

Question 4

Source: Day 11 Handout, Question 10

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

```
σ       σ    σ
| \     |    |
μ μ     μ    μ
/ | |  / |  / |
k a p r o s e
```

Peng's Templatic Approach:

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

(34) Extrasyllabicity
    Mark the last mora dominating a consonant as extrasyllabic.
    Note 1: This step is not used in all languages.
    Note 2: The wording on this is a bit odd. What he means is "if the last segment in a word
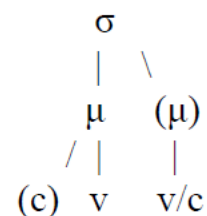   *is a moraic consonant, mark it as extrasyllabic."*

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

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

```
          σ
          | \
          μ  (μ)
         / |  |
    (c)  v  v/c
```
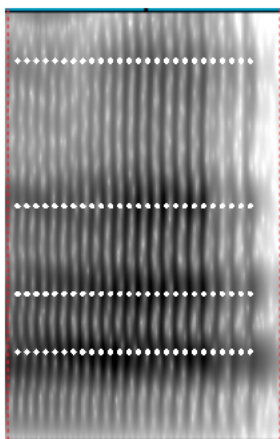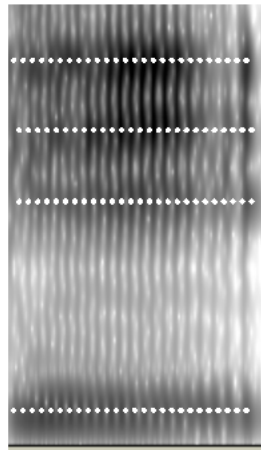
Question 5

Source: Day 8 Handout, Question 7

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

We can look at the vertical location of the formants to determine something about the characteristics of individual speech sounds. For example, in the two spectrograms below, we can see that [22]the first formant is higher in the spectrogram for sound 1 than it is for sound 2. Because [23]$F1$ is directly correlated with vowel height, we know that [24]the vowel pictured in sound 1 is a higher vowel than the one in sound 2. For example, [25]sound 1 might be an [ɑ] while sound 2 might be an [i].

Sound 1   **Sound 2**

Question 6

Source: Day 10 Handout, Question 5

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

Vowel laxing: /i/ → [ɪ] / {[ɛ], [ɔ]} C_0_

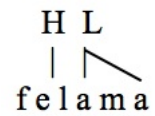# END OF EXAM

START OF EXAM
Student ID: 8951
4:40 - 5:00 PM

Question 1

Source: Quiz 10, Question 3

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

```
H L
|  ╲
f e l a m a
```

Question 2

Source: Quiz 8, Question 3

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

[+consonantal], [-sonorant]

[f]

Question 3

Source: Final Exam Dataset

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

'dig', 'future'

Present	Past	Future	Progressive	Gloss
[satfid]	[satmi]	[sater]	[satse]	'chew'
[jʁɡɯdfɯd]	[jʁɡɯdmɯ]	[jʁɡɯder]	[jʁɡɯdse]	'swallow'
[mikʁvfid]	[mikʁvmi]	[mikʁvʁr]	[mikʁvsʁ]	'search'
[lebfid]	[lebmi]	[leber]	[lebse]	'falsify'
[sirfid]	[sirmi]	[sirer]	[sirse]	'mix'
[kʁʔfid]	[kʁʔmi]	[kʁʔʁr]	[kʁʔsʁ]	'toss'
[dimfid]	[dimmi]	[dimer]	[dimse]	'handle'
[pegedfid]	[pegedmi]	[pegeder]	[pegedse]	'invent'
[zabfid]	[zabmi]	[zaber]	[zabse]	'pretend'
[rekɯlfɯd]	[rekɯlmɯ]	[rekɯler]	[rekɯlse]	'dig'

Question 4

Source: Day 8 Discussion

Briefly explain source-filter theory.

Question 5

Source: Day 9 Handout, Question 3

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

English

a. walked [wɑkt]
b. jogged [dʒɑgd]
c. named [neɪmd]
d. wrapped [ɹæpt]
e. hissed [hɪst]
f. mobbed [mɑbd]

g. leafed [lift]
h. rolled [ɹoʊld]
i. sinned [sɪnd]
j. jazzed [dʒæzd]
k. washed [wɑʃt]
l. judged [dʒʌdʒd]

Question 6

Source: Day 11 Handout, Question 6

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

```
   σ      σ   σ
  ╱|     ╱|  ╱|
  O R   O RO R
  | |\  | | | |
  C V C C V C V
  | | | | | | |
  k a p r o s e
```

Peng's Rule-Based Approach:

(17) Rule-based approach

These two apply simultaneously and are universal.
a. Project a σ from each V.
   Note 1: This involves also projecting a rime.
   Note 2: This is about vowels, not V slots.
b. Adjoin a consonant to the immediate left of the rime as the onset of the following syllable, σ.
   Note: This time, it's about C slots.

These two apply sequentially (in either order) and are langauge-specific.
c. (Onset Rule) Adjoin a consonant to the left of an onset to this onset.
d. (Coda Rule) Adjoin a consonant to the right of a rime to this rime.
   Note: Again, (17c) and (17d) are about C slots.

END OF EXAM

START OF EXAM
Student ID: 8350
5:00 - 5:20 PM

Question 1

Source: Day 9 Handout, Question 1

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

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

Question 2

Source: Day 11 Handout, Question 16

How does syllabification play a role in the analysis of Tibetan numerals?

Standard Tibetan

(1-10)		(11-19)		(multiples of 10)	
a. [ʒig]	'1'	f. [ʒugʒig]	'11'		
b. [ʃi]	'4'	g. [ʒubʃi]	'14'	j. [ʃibʒu]	'40'
c. [ŋa]	'5'	h. [ʒuŋa]	'15'	k. [ŋabʒu]	'50'
d. [gu]	'9'	i. [ʒurgu]	'19'	l. [gubʒu]	'90'
e. [ʒu]	'10'				

Question 3

Source: Final Exam Dataset

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

'mix', 'past'

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

Question 4

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

```
  H
  |
pɛlɛ
```

Question 5

Source: Day 8 Handout, Question 4

Explain how each component of the description below gives you information about the sound being described.

This consonant is characterized by having the adjacent second and third formants "pinched" together; that is, F3 moves down and F2 moves up if you go from a vowel into this consonant. There is often a clear voice bar, but there's no evidence of formants in the consonant itself. In fact, there's not much energy during the consonant at all.

Question 6

Source: Homework 5, Question 1

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

[i], [ɪ], [e], [ɛ], [æ], [ɑ], [ɔ], [o], [ʊ], [u], [ʒ], [k], [g], [ŋ], [w]

END OF EXAM
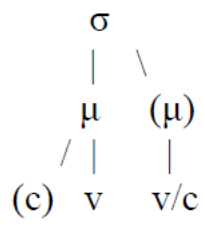
START OF EXAM
Student ID: 3419
5:20 - 5:40 PM

Question 1

Source: Day 11 Handout, Question 5

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

C

```
        σ
        | \
        μ   (μ)
       / |   |
     (c) v   v/c
```

Question 2

Source: Day 10 Discussion

Explain why phonological features are used instead of phonetic characteristics in analyzing datasets.

Question 3

Source: Final Exam Dataset

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

'mix', 'past'

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

Question 4

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

Peng's Tone-Mapping Procedure for Mende:

1. L-to-R association: Associate the first tone to the first TBU, the second tone to the second TBU, and so on, until all tones or all TBUS are exhausted.

2. Last-TBU Linking: Associate any remaining unlinked tones to the last TBU.

3. Last-Tone Linking: Associate the last tone to any TBU without a tone.
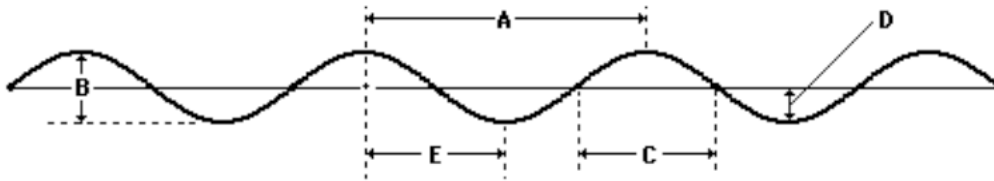
H L H L

/apute/

Question 5

Source: Day 8 Handout, Question 1

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

E

Question 6

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

čet-el-a & čit-il-a

(6) data from Lamba

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

END OF EXAM