

Friday, 5 June 2020  
ALL EXAMS (with notes)

START OF EXAM

Student ID: 6745

11:30 - 11:45 AM

## Question 1

Source: Quiz 3, Question 2

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

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

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

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

## Question 2

Source: Day 4 Handout, Question 3

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

‘walk’

Luiseño

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

INSTRUCTOR NOTES: ([wukála])

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?



Figure 1: STAY



Figure 2: AWKWARD

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

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.

[i], [u], [eɪ]

INSTRUCTOR NOTES: no; [ou] missing for tense vowels

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]?

< goat >

INSTRUCTOR NOTES: [gout]

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



END OF EXAM

START OF EXAM

Student ID: 9303

11:45 AM - 12:00 noon

## Question 1

Source: Quiz 3, Question 2

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

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

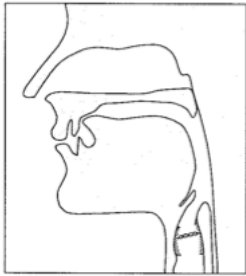
INSTRUCTOR NOTES: [u...i...a]

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

## Question 2

Source: Day 2 Handout, Part II, Question 9

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



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

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

### Question 3

Source: Day 6 Handout, Question 11

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



Figure 3: APPLE



Figure 4: CANDY

INSTRUCTOR NOTES: shows contrast because movement and location are same

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

## Question 4

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

<square>

INSTRUCTOR NOTES: [skweɪ]

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]?

<toy>

INSTRUCTOR NOTES: [tɔɪ]

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



END OF EXAM

START OF EXAM

Student ID: 8079

12:00 noon - 12:15 PM

## Question 1

Source: Quiz 3, Question 1

$L_X$  (Language X) has three vowels, [i], [a], and [u]. It has bi-syllabic roots like Kikuyu. It does not allow non-identical high vowels to co-occur. Of the following nine logically possible vocalic sequences, which ones should be unattested in  $L_X$ ? Explain why.

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

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

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]?

< vacuum >

INSTRUCTOR NOTES: [vækjum]

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.

[j], [w]

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

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

## Question 4

Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[i]

INSTRUCTOR NOTES: yes

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

## Question 5

Source: Day 7 Handout, Question 9

What is the basic analysis of vowel length in this dataset, and what are the key pieces of evidence?

### Malayalam

long segments are marked by having two dots after them, as in [e:]

a.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

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

END OF EXAM



START OF EXAM  
Student ID: 1794  
12:15 PM - 12:30 PM

## Question 1

Source: Quiz 3, Question 2

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

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

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

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]?

<segment>

INSTRUCTOR NOTES: [segment]

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

### Question 3

Source: Day 7 Handout, Question 12

What is the basic analysis of oral and nasal vowels in this dataset, and what are the key pieces of evidence?

#### English

a. boot	[but]	o. leap	[lip]	cc. root	[rut]
b. clean	[klīn]	p. lease	[lis]	dd. rune	[rūn]
c. cube	[kjub]	q. loon	[lūn]	ee. seat	[sit]
d. cute	[kjut]	r. loot	[lut]	ff. seek	[sik]
e. doom	[dūm]	s. mean	[mīn]	gg. seen	[sīn]
f. dream	[drūm]	t. meat	[mit]	hh. soon	[sūn]
g. dune	[dūn]	u. moon	[mūn]	ii. team	[tīm]
h. flute	[flut]	v. moose	[mus]	jj. teeth	[tiθ]
i. gleam	[glīm]	w. need	[nid]	kk. tube	[tub]
j. gloom	[glūm]	x. niece	[nis]	ll. tune	[tūn]
k. hoop	[hup]	y. noose	[nus]	mm. weave	[wiv]
l. keep	[kip]	z. please	[pliz]	nn. wheel	[wil]
m. leaf	[lif]	aa. queen	[kwīn]		
n. league	[lig]	bb. room	[rūm]		

INSTRUCTOR NOTES: The pairs of sounds [i] and [ī], and [u] and [ū], are each allophonic and therefore allophones of the same phoneme in English (though the two pairs represent two contrastive phonemes in English). The sounds [i] and [ī] are in complementary distribution in English, with [ī] occurring before the sounds [m] and [n], (e.g., [glīm] ‘gleam’ and [klīn] ‘clean’) and [i] occurring elsewhere (e.g., [lip] ‘leap’). Similarly, the sounds [u] and [ū] are also in complementary distribution, with exactly the same conditioning environments: [ū] occurs before [m] and [n] (e.g., [dūm] ‘doom’ and [dūn] ‘dune’), and [u] occurs elsewhere (e.g. [but] ‘boot’). Thus, within each pair, we treat the vowels as allophonic.

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

## Question 4

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

<nice>

INSTRUCTOR NOTES: [naɪs]

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.

[j], [w]

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

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

END OF EXAM

START OF EXAM

Student ID: 2357

12:30 - 12:45 PM



## Question 1

Source: Day 5 Handout, Question 5

How would you look for co-occurrence restrictions between [s] and the vowels that come after it in this dataset?

Ukrainian

- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| a. [lɪs] 'fox'          | h. [posadu] 'job'            | o. [ʃapka] 'hat'      |
| b. [mɪska] 'bowl'       | i. [lɪsʲ] 'sheen'            | p. [ʃɪla] 'she sewed' |
| c. [sapka] 'little hoe' | j. [sʲudɪ] 'hither'          | q. [ʃum] 'rustling'   |
| d. [sɪla] 'strength'    | k. [sʲomɪj] 'seventh'        | r. [ʃostɪj] 'sixth'   |
| e. [sum] 'sadness'      | l. [posʲadu] 'I will occupy' | s. [mɪʃʲi] 'mice'     |
| f. [sudɪ] 'trials'      | m. [lɪʃ] 'lest'              | t. [ʃʲɪstʲ] 'six'     |
| g. [sosna] 'pine'       | n. [mɪʃka] 'little mouse'    | u. [koʃʲi] 'baskets'  |

INSTRUCTOR NOTES:

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

## Question 2

Source: Day 4 Handout, Question 2(iii)

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

[umefika]

### Swahili Verbs

a. [nimeanguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameanguka]	'he/she has fallen down'	q. [niliwalipa]	'I paid them'
c. [umeanguka]	'you (sg.) have fallen down'	r. [alinipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamsumbua]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: (you (sg.) have arrived)

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]?

< goat >

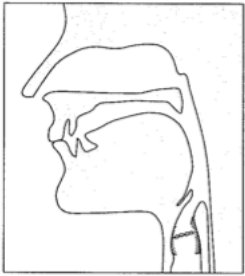
INSTRUCTOR NOTES: [gout]

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

## Question 4

Source: Day 2 Handout, Part II, Question 9

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



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

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

## Question 5

Source: Day 6 Handout, Question 11

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



Figure 5: STAY



Figure 6: AWKWARD

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

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

END OF EXAM

START OF EXAM

Student ID: 3773

12:45 - 1:00 PM



## Question 1

Source: Quiz 3, Question 2

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

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

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

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

## Question 2

Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[θ]

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

INSTRUCTOR NOTES: no (voiceless interdental fricative)

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?



Figure 7: APPLE



Figure 8: CANDY

INSTRUCTOR NOTES: shows contrast because movement and location are same

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

## Question 4

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< vacuum >

INSTRUCTOR NOTES: [vækjum]

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

## Question 5

Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/emus/

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

INSTRUCTOR NOTES: applies; [emis]

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

END OF EXAM

START OF EXAM

Student ID: 8951

1:00 - 1:15 PM



## Question 1

Source: Day 5 Handout, Question 5

How would you look for co-occurrence restrictions between [s] and the vowels that come after it in this dataset?

Ukrainian

- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| a. [lɪs] 'fox'          | h. [posadu] 'job'            | o. [ʃapka] 'hat'      |
| b. [mɪska] 'bowl'       | i. [lɪsʲ] 'sheen'            | p. [ʃɪla] 'she sewed' |
| c. [sapka] 'little hoe' | j. [sʲudɪ] 'hither'          | q. [ʃum] 'rustling'   |
| d. [sɪla] 'strength'    | k. [sʲomɪj] 'seventh'        | r. [ʃostɪj] 'sixth'   |
| e. [sum] 'sadness'      | l. [posʲadu] 'I will occupy' | s. [mɪʃʲi] 'mice'     |
| f. [sudɪ] 'trials'      | m. [lɪʃ] 'lest'              | t. [ʃʲɪstʲ] 'six'     |
| g. [sosna] 'pine'       | n. [mɪʃka] 'little mouse'    | u. [koʃʲi] 'baskets'  |

INSTRUCTOR NOTES:

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?



Figure 9: APPLE



Figure 10: NOW

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

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

### Question 3

Source: Day 4 Discussion

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

INSTRUCTOR NOTES:

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.

[f], [θ], [z], [h]

INSTRUCTOR NOTES: no; several fricatives missing

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

## Question 5

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< little >

INSTRUCTOR NOTES: [lɪr]

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

END OF EXAM

START OF EXAM

Student ID: 7336

1:15 - 1:30 PM



## Question 1

Source: Quiz 3, Question 2

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

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

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

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

## Question 2

Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[u]

INSTRUCTOR NOTES: yes

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

### Question 3

Source: Day 7 Handout, Question 9

What is the basic analysis of vowel length in this dataset, and what are the key pieces of evidence?

#### Malayalam

long segments are marked by having two dots after them, as in [e:]

a.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

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

## Question 4

Source: Quiz 1, Question 7

Is this sentence prescriptive or descriptive? Explain why.

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

INSTRUCTOR NOTES:

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

## Question 5

Source: Day 2 Handout

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

<health>: [hɛlð]

INSTRUCTOR NOTES: no, [θ]

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

END OF EXAM

START OF EXAM

Student ID: 1715

1:30 - 1:45 PM

## Question 1

Source: Day 5 Handout, Question 3

What evidence is there that there is a pattern in these data, assuming that these are the only CV and VC sequences that occur in some language?

[sa], [ʃi], [za], [ʒi], [as], [iʃ], [az], [iʒ]

INSTRUCTOR NOTES: (the palatal sounds occur with the high vowel, while the alveolar sounds occur with the low vowel)

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.

[f], [θ], [z], [h]

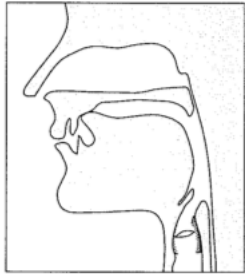
INSTRUCTOR NOTES: no; several fricatives missing

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

### Question 3

Source: Day 2 Handout, Part II, Question 9

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



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

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

## Question 4

Source: Day 6 Handout, Question 11

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



Figure 11: APPLE



Figure 12: NOW

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

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

## Question 5

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< cough >

INSTRUCTOR NOTES: [kaf]

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

END OF EXAM

START OF EXAM

Student ID: 3288

1:45 - 2:00 PM

## Question 1

Source: Quiz 3, Question 2

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

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

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

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



## Question 2

Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[v]

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

INSTRUCTOR NOTES: yes (voiced labiodental fricative)

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

### Question 3

Source: Day 7 Handout, Question 9

What is the basic analysis of vowel length in this dataset, and what are the key pieces of evidence?

#### Malayalam

long segments are marked by having two dots after them, as in [e:]

a.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

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

## Question 4

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< goat >

INSTRUCTOR NOTES: [gout]

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]?

<finger>

INSTRUCTOR NOTES: [fɪŋgɹ]

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

END OF EXAM

START OF EXAM

Student ID: 4656

2:00 - 2:15 PM

## Question 1

Source: Quiz 3, Question 1

$L_X$  (Language X) has three vowels, [i], [a], and [u]. It has bi-syllabic roots like Kikuyu. It does not allow non-identical high vowels to co-occur. Of the following nine logically possible vocalic sequences, which ones should be unattested in  $L_X$ ? Explain why.

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

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

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

## Question 2

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< cough >

INSTRUCTOR NOTES: [kaf]

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



### Question 3

Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[ʃ]

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

INSTRUCTOR NOTES: no (voiceless palatal fricative)

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

## Question 4

Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[v]

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

INSTRUCTOR NOTES: yes (voiced labiodental fricative)

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

## Question 5

Source: Day 6 Handout, Question 11

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



Figure 13: APPLE



Figure 14: CANDY

INSTRUCTOR NOTES: shows contrast because movement and location are same

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

END OF EXAM

START OF EXAM

Student ID: 3419

2:15 - 2:30 PM

## Question 1

Source: Quiz 3, Question 2

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

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

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

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]?

< vacuum >

INSTRUCTOR NOTES: [vækjum]

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



### Question 3

Source: Day 7 Handout, Question 12

What is the basic analysis of oral and nasal vowels in this dataset, and what are the key pieces of evidence?

#### English

a. boot	[but]	o. leap	[lip]	cc. root	[rut]
b. clean	[klīn]	p. lease	[lis]	dd. rune	[rūn]
c. cube	[kjub]	q. loon	[lūn]	ee. seat	[sit]
d. cute	[kjut]	r. loot	[lut]	ff. seek	[sik]
e. doom	[dūm]	s. mean	[mīn]	gg. seen	[sīn]
f. dream	[drūm]	t. meat	[mit]	hh. soon	[sūn]
g. dune	[dūn]	u. moon	[mūn]	ii. team	[tīm]
h. flute	[flut]	v. moose	[mus]	jj. teeth	[tiθ]
i. gleam	[glīm]	w. need	[nid]	kk. tube	[tub]
j. gloom	[glūm]	x. niece	[nis]	ll. tune	[tūn]
k. hoop	[hup]	y. noose	[nus]	mm. weave	[wiv]
l. keep	[kip]	z. please	[pliz]	nn. wheel	[wil]
m. leaf	[lif]	aa. queen	[kwīn]		
n. league	[lig]	bb. room	[rūm]		

INSTRUCTOR NOTES: The pairs of sounds [i] and [ī], and [u] and [ū], are each allophonic and therefore allophones of the same phoneme in English (though the two pairs represent two contrastive phonemes in English). The sounds [i] and [ī] are in complementary distribution in English, with [ī] occurring before the sounds [m] and [n], (e.g., [glīm] ‘gleam’ and [klīn] ‘clean’) and [i] occurring elsewhere (e.g., [lip] ‘leap’). Similarly, the sounds [u] and [ū] are also in complementary distribution, with exactly the same conditioning environments: [ū] occurs before [m] and [n] (e.g., [dūm] ‘doom’ and [dūn] ‘dune’), and [u] occurs elsewhere (e.g. [but] ‘boot’). Thus, within each pair, we treat the vowels as allophonic.

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

## Question 4

Source: Day 6 Handout, Question 7

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

[k] and [g]

### Canadian French

<i>orthography</i>	<i>transcription</i>	<i>gloss</i>
mou	[mu]	'soft'
azure	[azyʀ]	'azure'
non	[nɔ̃]	'no'
grue	[gry]	'crane'
nous	[nu]	'we/us'
laine	[lɛn]	'wool'
race	[ras]	'race'
âme	[ɑm]	'soul'
don	[dɔ̃]	'donation'
assure	[asyʀ]	'assure'
évoque	[evɔk]	'evoke'
raser	[raz]	'shave'
faux	[fo]	'false'
âne	[ɑn]	'donkey'
vif	[vif]	'lively'
laide	[lɛd]	'ugly (feminine)'
vogue	[vɔg]	'fashion'
cru	[kry]	'raw'
veau	[vo]	'calf'
rive	[riv]	'bank (of river)'
dos	[do]	'back'

INSTRUCTOR NOTES: contrastive; NEAR minimal pair; [evɔk] 'evoke' vs. [vɔg] 'fashion'

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

## Question 5

Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[ʃ]

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

INSTRUCTOR NOTES: no (voiceless palatal fricative)

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

END OF EXAM

START OF EXAM

Student ID: 6801

2:30 - 2:45 PM

## Question 1

Source: Day 5 Handout, Question 3

What evidence is there that there is a pattern in these data, assuming that these are the only CV and VC sequences that occur in some language?

[sa], [ʃi], [za], [ʒi], [as], [iʃ], [az], [iʒ]

INSTRUCTOR NOTES: (the palatal sounds occur with the high vowel, while the alveolar sounds occur with the low vowel)

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

## Question 2

Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[ɛ]

INSTRUCTOR NOTES: yes

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?



Figure 15: APPLE





Figure 16: CANDY

INSTRUCTOR NOTES: shows contrast because movement and location are same

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

## Question 4

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< little >

INSTRUCTOR NOTES: [lɪr]

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

## Question 5

Source: Day 4 Handout, Question 2(iii)

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

[watanipiga]

### Swahili Verbs

a. [nimeanguka]	'I have fallen down'	p. [nitawapenda]	'I will like them'
b. [ameanguka]	'he/she has fallen down'	q. [niliwalipa]	'I paid them'
c. [umeanguka]	'you (sg.) have fallen down'	r. [alinipiga]	'he/she beat me'
d. [umenisumbua]	'you (sg.) have annoyed me'	s. [anakupiga]	'he/she is beating you (sg.)'
e. [amenisumbua]	'he/she has annoyed me'	t. [wametupiga]	'they have beaten us'
f. [ananisumbua]	'he/she is annoying me'	u. [tulifika]	'we arrived'
g. [atanisumbua]	'he/she will annoy me'	v. [ulitulipa]	'you (sg.) paid us'
h. [atakusumbua]	'he/she will annoy you (sg.)'	w. [alinipenda]	'he/she liked me'
i. [utampenda]	'you (sg.) will like him/her'	x. [alitutaka]	'he/she wanted us'
j. [atakupenda]	'he/she will like you (sg.)'	y. [uliwataka]	'you (sg.) wanted them'
k. [atafika]	'he/she will arrive'	z. [watakulipa]	'they will pay you (sg.)'
l. [wanafika]	'they are arriving'	aa. [tutakupiga]	'we will beat you (sg.)'
m. [wanamsumbua]	'they are annoying him/her'	bb. [wananitaka]	'they want me'
n. [nimekusumbua]	'I have annoyed you (sg.)'	cc. [utafika]	'you (sg.) will arrive'
o. [tutampenda]	'we will like him'	dd. [ninampenda]	'I like him/her'

INSTRUCTOR NOTES: (they will beat me)

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

END OF EXAM

START OF EXAM

Student ID: 5581

2:45 - 3:00 PM

## Question 1

Source: Day 5 Handout, Question 5

How would you look for co-occurrence restrictions between [s] and the vowels that come after it in this dataset?

Ukrainian

- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| a. [lɪs] 'fox'          | h. [posadu] 'job'            | o. [ʃapka] 'hat'      |
| b. [mɪska] 'bowl'       | i. [lɪsʲ] 'sheen'            | p. [ʃɪla] 'she sewed' |
| c. [sapka] 'little hoe' | j. [sʲudɪ] 'hither'          | q. [ʃum] 'rustling'   |
| d. [sɪla] 'strength'    | k. [sʲomɪj] 'seventh'        | r. [ʃostɪj] 'sixth'   |
| e. [sum] 'sadness'      | l. [posʲadu] 'I will occupy' | s. [mɪʃʲi] 'mice'     |
| f. [sudɪ] 'trials'      | m. [lɪʃ] 'lest'              | t. [ʃʲɪstʲ] 'six'     |
| g. [sosna] 'pine'       | n. [mɪʃka] 'little mouse'    | u. [koʃʲi] 'baskets'  |

INSTRUCTOR NOTES:

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

## Question 2

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< cough >

INSTRUCTOR NOTES: [kaf]

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

### Question 3

Source: Day 6 Handout, Question 11

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

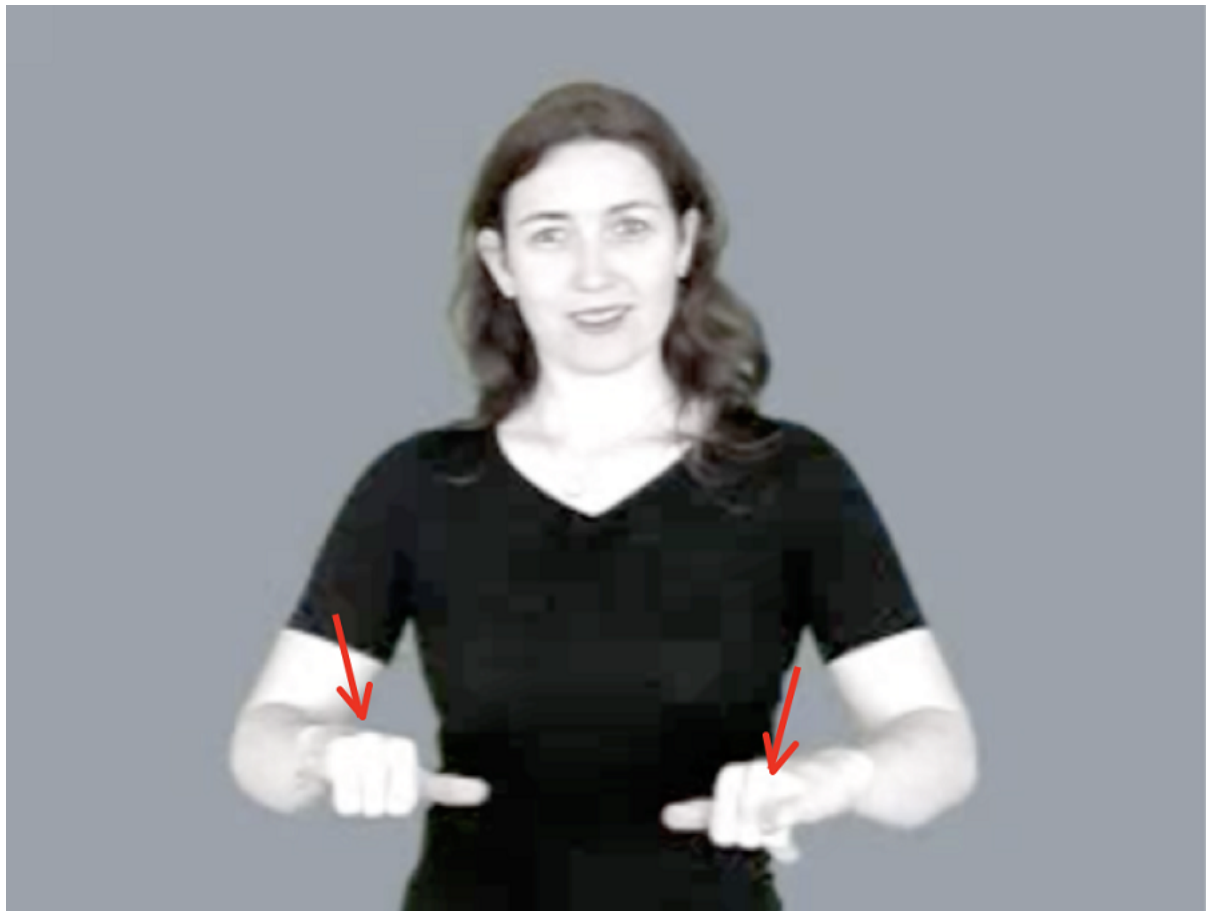


Figure 17: STAY





Figure 18: AWKWARD

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

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

## Question 4

Source: Day 7 Handout, Question 2

Explain whether the rule below would apply to the form shown, and if so, what the effect of the rule would be. Assume the vowel inventory [i], [ɪ], [e], [ɛ], [a], [u], [ʊ], [o], [ɔ].

/eməs/

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

INSTRUCTOR NOTES: doesn't apply

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?

[n]

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

INSTRUCTOR NOTES: no (voiced alveolar nasal)

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

END OF EXAM

START OF EXAM

Student ID: 3420

3:00 - 3:15 PM

## Question 1

Source: Day 5 Handout, Question 5

How would you look for co-occurrence restrictions between [s] and the vowels that come after it in this dataset?

Ukrainian

- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| a. [lɪs] 'fox'          | h. [posadu] 'job'            | o. [ʃapka] 'hat'      |
| b. [mɪska] 'bowl'       | i. [lɪsʲ] 'sheen'            | p. [ʃɪla] 'she sewed' |
| c. [sapka] 'little hoe' | j. [sʲudɪ] 'hither'          | q. [ʃum] 'rustling'   |
| d. [sɪla] 'strength'    | k. [sʲomɪj] 'seventh'        | r. [ʃostɪj] 'sixth'   |
| e. [sum] 'sadness'      | l. [posʲadu] 'I will occupy' | s. [mɪʃʲi] 'mice'     |
| f. [sudɪ] 'trials'      | m. [lɪʃ] 'lest'              | t. [ʃʲɪstʲ] 'six'     |
| g. [sosna] 'pine'       | n. [mɪʃka] 'little mouse'    | u. [koʃʲi] 'baskets'  |

INSTRUCTOR NOTES:

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

## Question 2

Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[tʃ]

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

INSTRUCTOR NOTES: yes (voiceless palatal affricate)

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.

<philosophy> : [fəlasəfi]

INSTRUCTOR NOTES: yes

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



## Question 4

Source: Day 6 Handout, Question 11

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

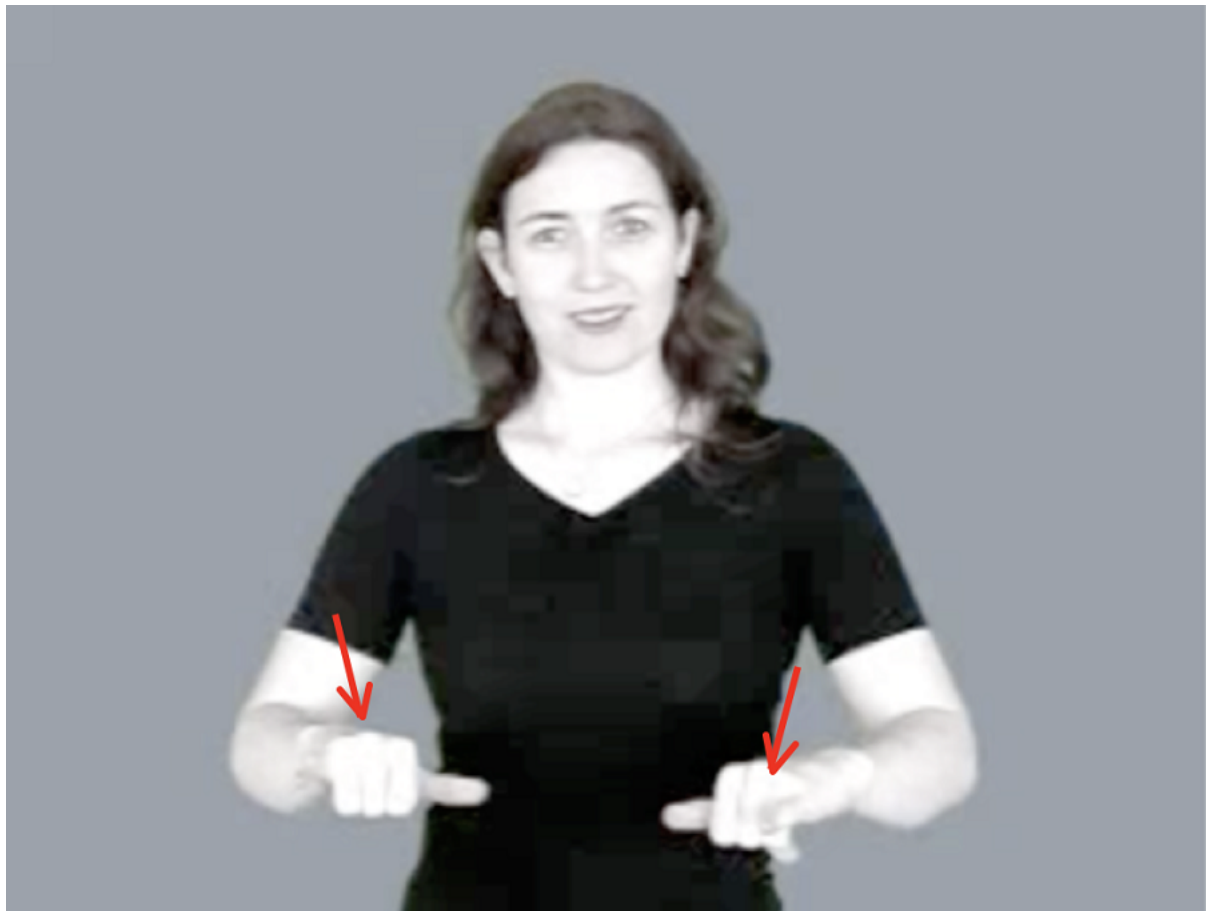


Figure 19: STAY

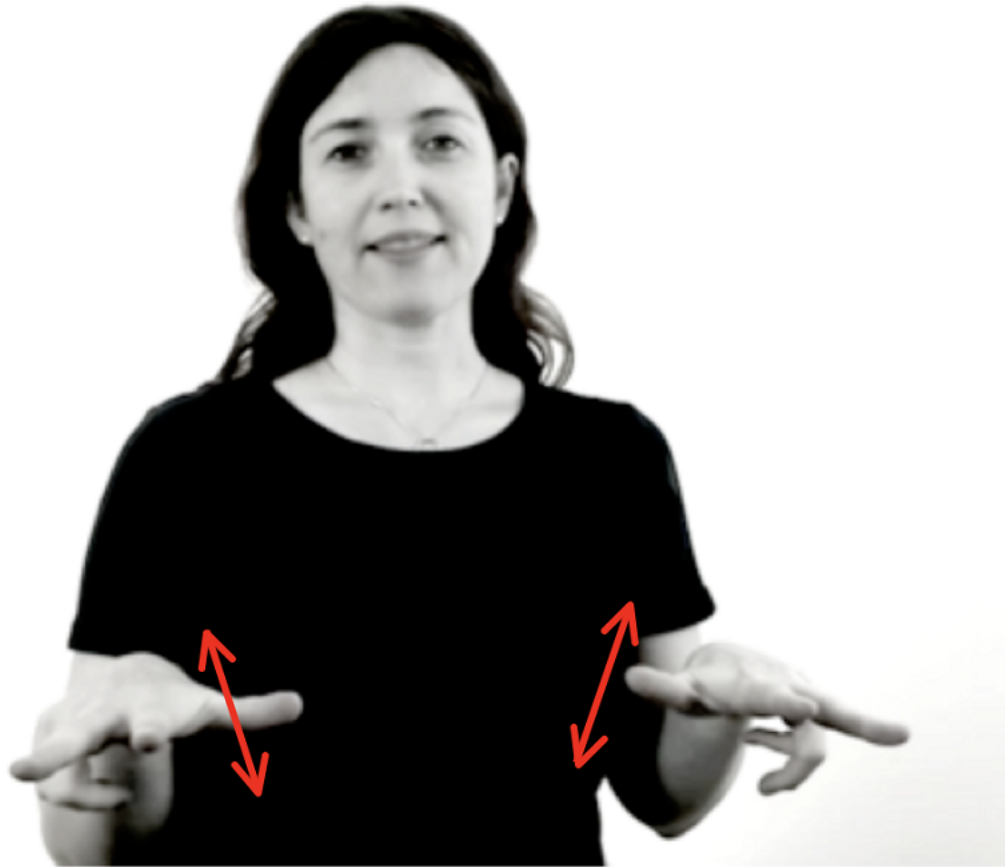


Figure 20: AWKWARD

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

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

## Question 5

Source: Day 2 Handout, Part I, Question 3

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

<rice>

INSTRUCTOR NOTES:

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

END OF EXAM

START OF EXAM

Student ID: 6427

3:15 - 3:30 PM

## Question 1

Source: Day 5 Handout, Question 3

What evidence is there that there is a pattern in these data, assuming that these are the only CV and VC sequences that occur in some language?

[sa], [ʃi], [za], [ʒi], [as], [iʃ], [az], [iʒ]

INSTRUCTOR NOTES: (the palatal sounds occur with the high vowel, while the alveolar sounds occur with the low vowel)

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]?

<bird>

INSTRUCTOR NOTES: [bɪd]

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

### Question 3

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< wealth >

INSTRUCTOR NOTES: [weɪlθ]

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



## Question 4

Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[v]

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

INSTRUCTOR NOTES: yes (voiced labiodental fricative)

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

## Question 5

Source: Day 6 Handout, Question 11

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



Figure 21: STAY



Figure 22: AWKWARD

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

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

END OF EXAM

START OF EXAM

Student ID: 1956

3:30 - 3:45 PM

## Question 1

Source: Day 5 Handout, Question 5

How would you look for co-occurrence restrictions between [s] and the vowels that come after it in this dataset?

Ukrainian

- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| a. [lɪs] 'fox'          | h. [posadu] 'job'            | o. [ʃapka] 'hat'      |
| b. [mɪska] 'bowl'       | i. [lɪsʲ] 'sheen'            | p. [ʃɪla] 'she sewed' |
| c. [sapka] 'little hoe' | j. [sʲudɪ] 'hither'          | q. [ʃum] 'rustling'   |
| d. [sɪla] 'strength'    | k. [sʲomɪj] 'seventh'        | r. [ʃostɪj] 'sixth'   |
| e. [sum] 'sadness'      | l. [posʲadu] 'I will occupy' | s. [mɪʃʲi] 'mice'     |
| f. [sudɪ] 'trials'      | m. [lɪʃ] 'lest'              | t. [ʃʲɪstʲ] 'six'     |
| g. [sosna] 'pine'       | n. [mɪʃka] 'little mouse'    | u. [koʃʲi] 'baskets'  |

INSTRUCTOR NOTES:

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

## Question 2

Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[ɔ]

INSTRUCTOR NOTES: yes

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

### Question 3

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< wealth >

INSTRUCTOR NOTES: [wɛlθ]

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



## Question 4

Source: Day 7 Handout, Question 12

What is the basic analysis of oral and nasal vowels in this dataset, and what are the key pieces of evidence?

### English

a. boot	[but]	o. leap	[lip]	cc. root	[rut]
b. clean	[klīn]	p. lease	[lis]	dd. rune	[rūn]
c. cube	[kjub]	q. loon	[lūn]	ee. seat	[sit]
d. cute	[kjut]	r. loot	[lut]	ff. seek	[sik]
e. doom	[dūm]	s. mean	[mīn]	gg. seen	[sīn]
f. dream	[drūm]	t. meat	[mit]	hh. soon	[sūn]
g. dune	[dūn]	u. moon	[mūn]	ii. team	[tīm]
h. flute	[flut]	v. moose	[mus]	jj. teeth	[tiθ]
i. gleam	[glīm]	w. need	[nid]	kk. tube	[tub]
j. gloom	[glūm]	x. niece	[nis]	ll. tune	[tūn]
k. hoop	[hup]	y. noose	[nus]	mm. weave	[wiv]
l. keep	[kip]	z. please	[pliz]	nn. wheel	[wil]
m. leaf	[lif]	aa. queen	[kwīn]		
n. league	[lig]	bb. room	[rūm]		

INSTRUCTOR NOTES: The pairs of sounds [i] and [ī], and [u] and [ū], are each allophonic and therefore allophones of the same phoneme in English (though the two pairs represent two contrastive phonemes in English). The sounds [i] and [ī] are in complementary distribution in English, with [ī] occurring before the sounds [m] and [n], (e.g., [glīm] ‘gleam’ and [klīn] ‘clean’) and [i] occurring elsewhere (e.g., [lip] ‘leap’). Similarly, the sounds [u] and [ū] are also in complementary distribution, with exactly the same conditioning environments: [ū] occurs before [m] and [n] (e.g., [dūm] ‘doom’ and [dūn] ‘dune’), and [u] occurs elsewhere (e.g. [but] ‘boot’). Thus, within each pair, we treat the vowels as allophonic.

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

## Question 5

Source: Day 2 Discussion

Assuming a Standard North American English inventory, does this vowel need to have tenseness specified if you're giving a prose description? Why or why not?

[i]

INSTRUCTOR NOTES: yes

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

END OF EXAM

START OF EXAM

Student ID: 5540

3:45 - 4:00 PM

## Question 1

Source: Day 5 Handout, Question 5

How would you look for co-occurrence restrictions between [s] and the vowels that come after it in this dataset?

Ukrainian

- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| a. [lɪs] 'fox'          | h. [posadu] 'job'            | o. [ʃapka] 'hat'      |
| b. [mɪska] 'bowl'       | i. [lɪsʲ] 'sheen'            | p. [ʃɪla] 'she sewed' |
| c. [sapka] 'little hoe' | j. [sʲudɪ] 'hither'          | q. [ʃum] 'rustling'   |
| d. [sɪla] 'strength'    | k. [sʲomɪj] 'seventh'        | r. [ʃostɪj] 'sixth'   |
| e. [sum] 'sadness'      | l. [posʲadu] 'I will occupy' | s. [mɪʃʲi] 'mice'     |
| f. [sudɪ] 'trials'      | m. [lɪʃ] 'lest'              | t. [ʃʲɪstʲ] 'six'     |
| g. [sosna] 'pine'       | n. [mɪʃka] 'little mouse'    | u. [koʃʲi] 'baskets'  |

INSTRUCTOR NOTES:

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]?

<bird>

INSTRUCTOR NOTES: [bɪd]

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?

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

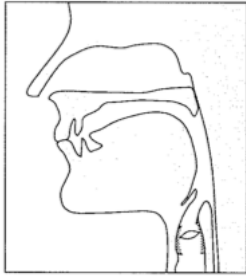
INSTRUCTOR NOTES: contrast (with a few neutralizations)

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

## Question 4

Source: Day 2 Handout, Part II, Question 9

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



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

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



## Question 5

Source: Day 6 Handout, Question 11

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

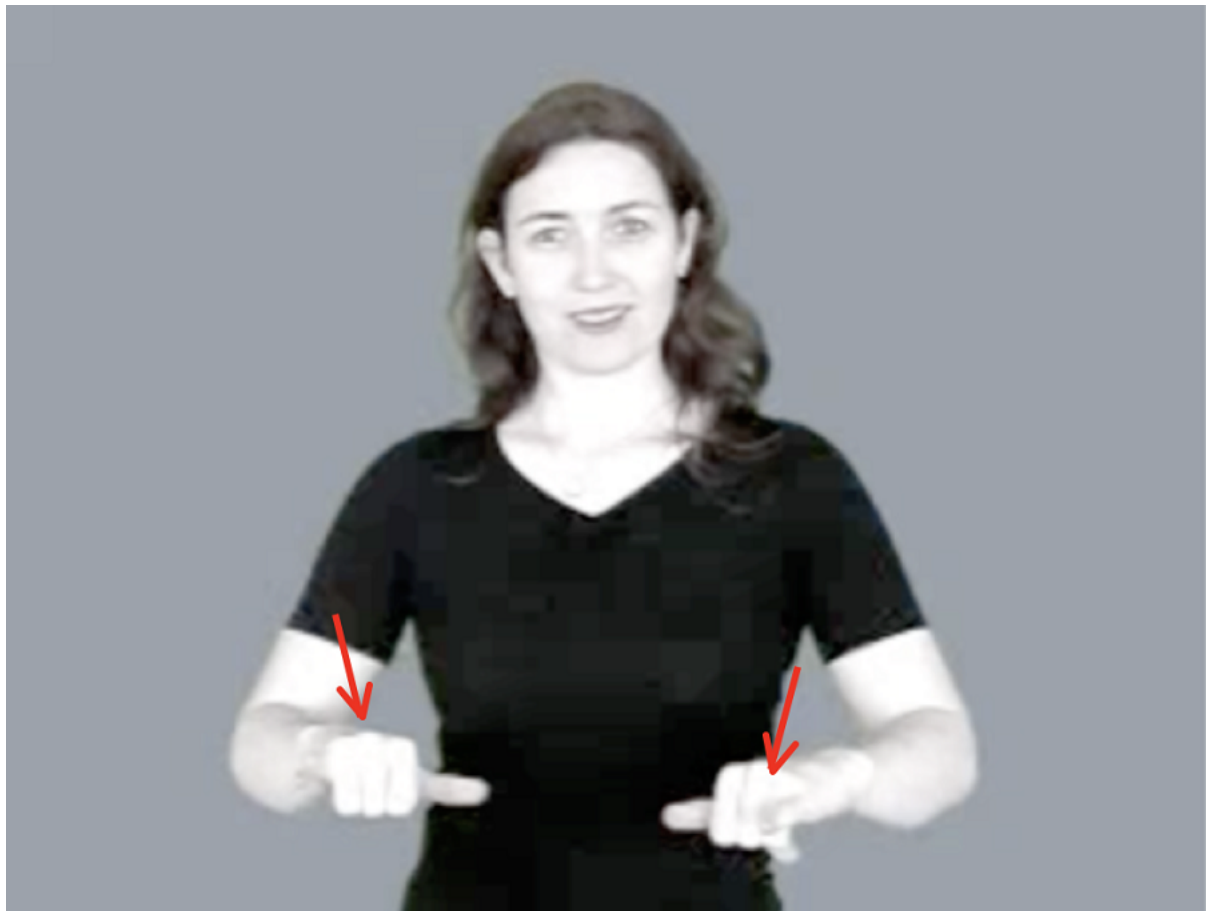


Figure 23: STAY

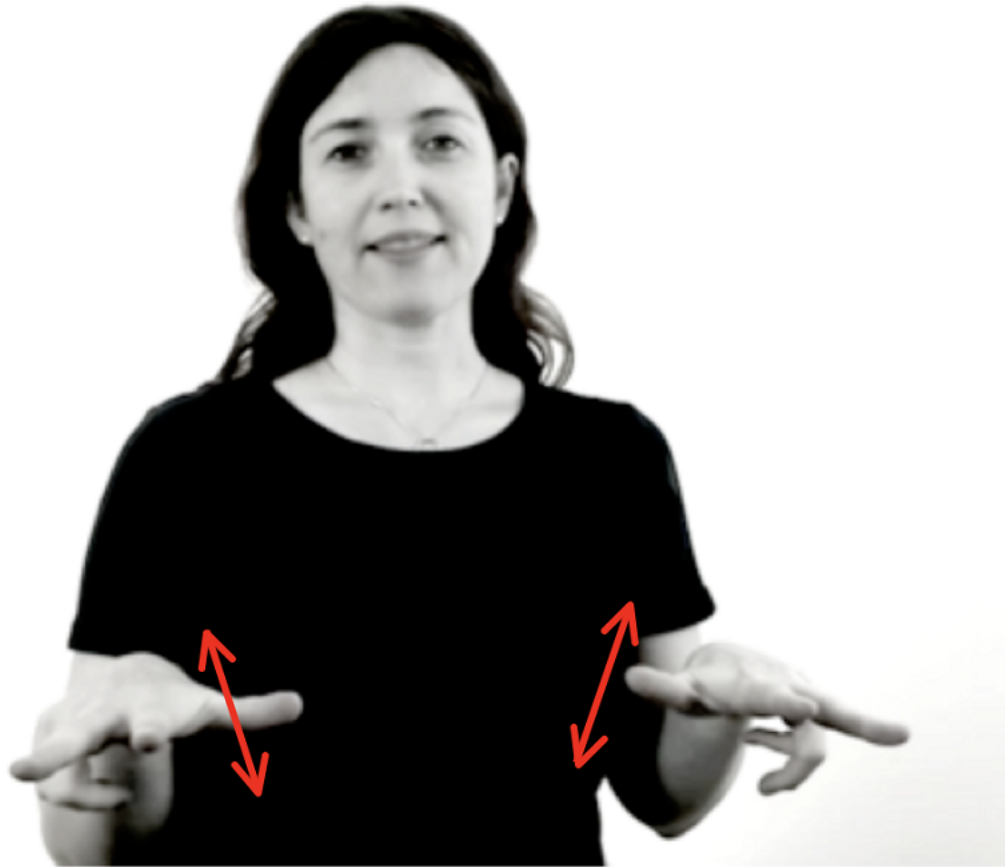


Figure 24: AWKWARD

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

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

END OF EXAM

START OF EXAM

Student ID: 4066

4:00 - 4:15 PM

## Question 1

Source: Quiz 3, Question 1

$L_X$  (Language X) has three vowels, [i], [a], and [u]. It has bi-syllabic roots like Kikuyu. It does not allow non-identical high vowels to co-occur. Of the following nine logically possible vocalic sequences, which ones should be unattested in  $L_X$ ? Explain why.

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

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

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

## Question 2

Source: Quiz 2, Question 11

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

<eyeglasses>

INSTRUCTOR NOTES:

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]?

<finger>

INSTRUCTOR NOTES: [fɪŋgɹ]

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?

[d]



INSTRUCTOR NOTES: no; space

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?



Figure 25: APPLE



Figure 26: NOW

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

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

END OF EXAM

START OF EXAM

Student ID: 9450

4:15 - 4:30 PM

## Question 1

Source: Quiz 3, Question 1

$L_X$  (Language X) has three vowels, [i], [a], and [u]. It has bi-syllabic roots like Kikuyu. It does not allow non-identical high vowels to co-occur. Of the following nine logically possible vocalic sequences, which ones should be unattested in  $L_X$ ? Explain why.

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

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

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

## Question 2

Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[tʃ]

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

INSTRUCTOR NOTES: yes (voiceless palatal affricate)

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.

[ɔ], [ʊ], [u], [oʊ]

INSTRUCTOR NOTES: yes (all back rounded vowels)

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]?

< frog >

INSTRUCTOR NOTES: [fɪɑg]

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?

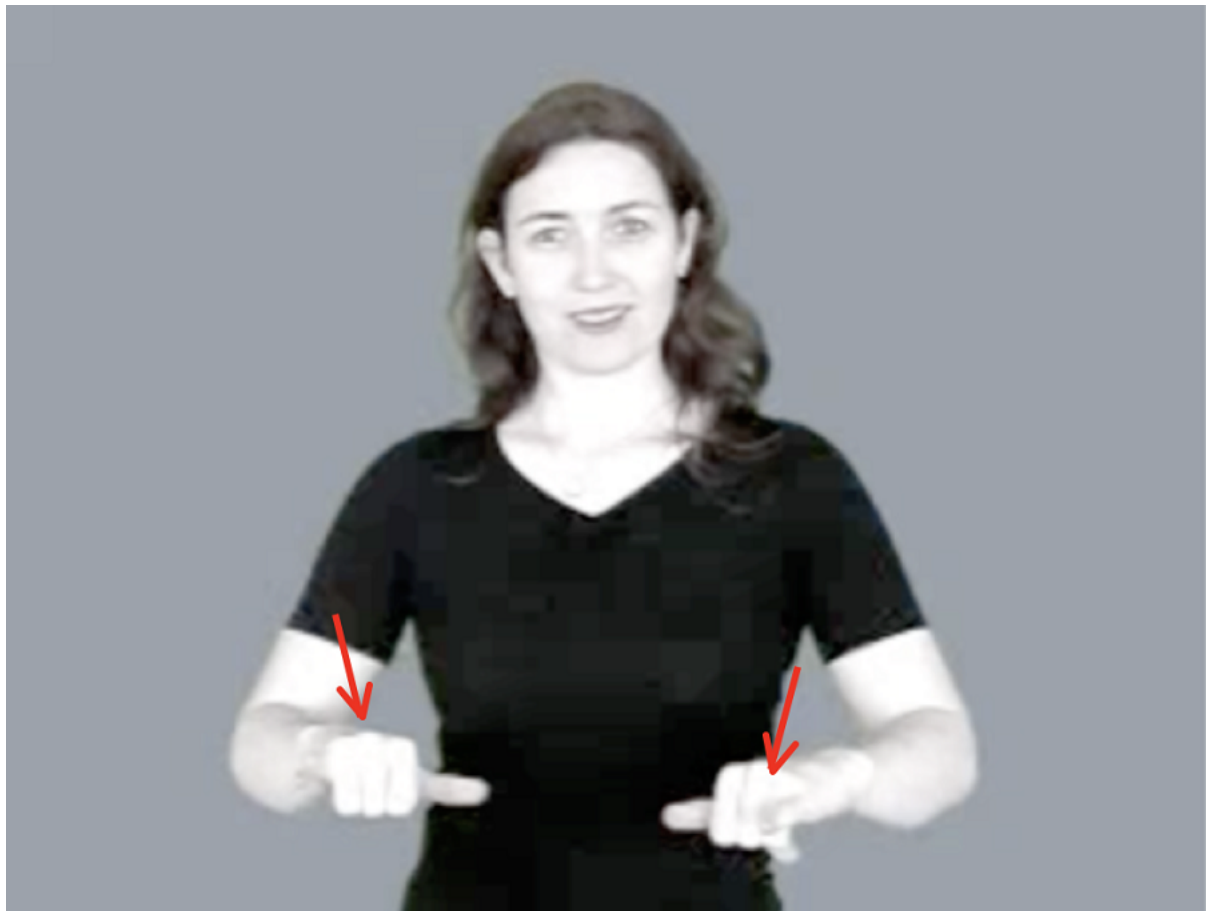


Figure 27: STAY

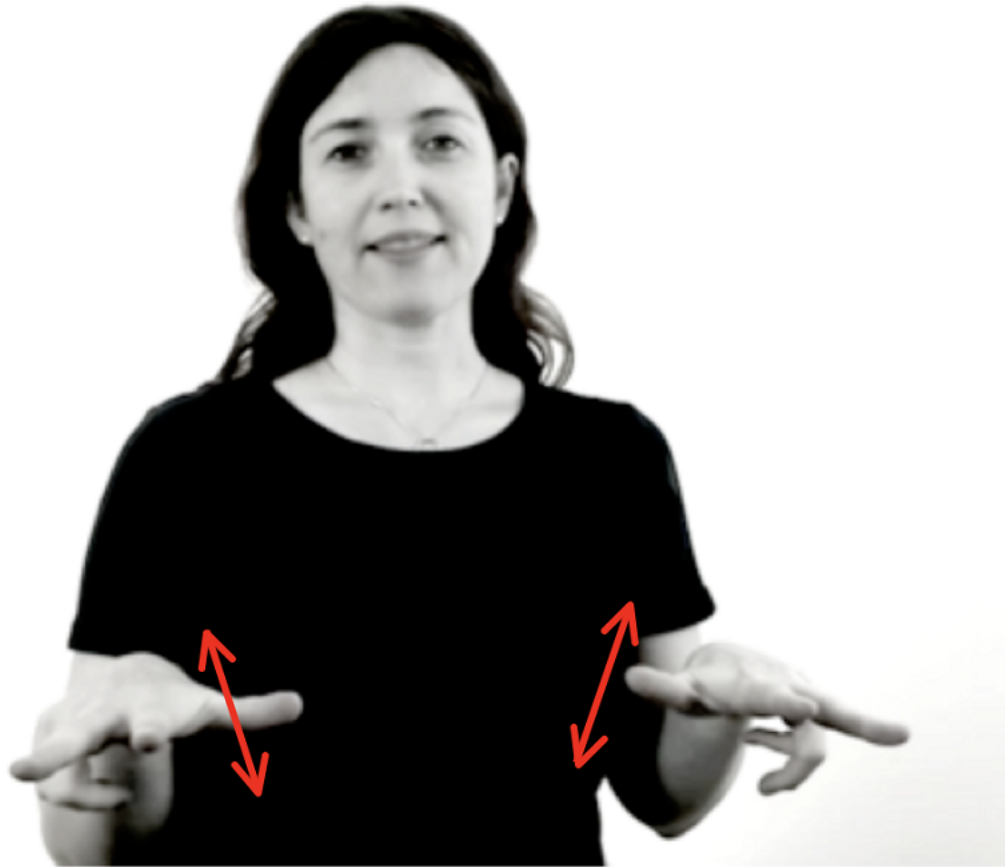


Figure 28: AWKWARD

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

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

END OF EXAM

START OF EXAM

Student ID: 9918

4:30 - 4:45 PM

## Question 1

Source: Quiz 3, Question 2

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

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

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

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

## Question 2

Source: Homework 1, Question 3(b)

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

[ɑ], [u]

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

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

### Question 3

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< frog >

INSTRUCTOR NOTES: [flag]

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

## Question 4

Source: Day 7 Handout, Question 9

What is the basic analysis of vowel length in this dataset, and what are the key pieces of evidence?

### Malayalam

long segments are marked by having two dots after them, as in [e:]

a.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

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



## Question 5

Source: Day 2 Handout, Part II, Question 7

Is the symbol given a reasonable way to transcribe any of the sounds described below? If so, which one? If not, why not?

[ʃ]

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

INSTRUCTOR NOTES: no (voiceless palatal fricative)

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

END OF EXAM

START OF EXAM

Student ID: 6948

4:45 - 5:00 PM

## Question 1

Source: Quiz 3, Question 2

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

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

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

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

## Question 2

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

<finger>

INSTRUCTOR NOTES: [fɪŋgɹ]

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

### Question 3

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< frog >

INSTRUCTOR NOTES: [flag]

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?



Figure 29: APPLE



Figure 30: NOW

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

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



## Question 5

Source: Homework 1, Question 3(b)

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

[ɔ], [ʊ], [u], [oʊ]

INSTRUCTOR NOTES: yes (all back rounded vowels)

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

END OF EXAM

START OF EXAM

Student ID: 3347

5:00 - 5:15 PM

## Question 1

Source: Day 5 Handout, Question 5

How would you look for co-occurrence restrictions between [s] and the vowels that come after it in this dataset?

Ukrainian

- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| a. [lɪs] 'fox'          | h. [posadu] 'job'            | o. [ʃapka] 'hat'      |
| b. [mɪska] 'bowl'       | i. [lɪsʲ] 'sheen'            | p. [ʃɪla] 'she sewed' |
| c. [sapka] 'little hoe' | j. [sʲudɪ] 'hither'          | q. [ʃum] 'rustling'   |
| d. [sɪla] 'strength'    | k. [sʲomɪj] 'seventh'        | r. [ʃostɪj] 'sixth'   |
| e. [sum] 'sadness'      | l. [posʲadu] 'I will occupy' | s. [mɪʃʲi] 'mice'     |
| f. [sudɪ] 'trials'      | m. [lɪʃ] 'lest'              | t. [ʃʲɪstʲ] 'six'     |
| g. [sosna] 'pine'       | n. [mɪʃka] 'little mouse'    | u. [koʃʲi] 'baskets'  |

INSTRUCTOR NOTES:

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

## Question 2

Source: Homework 2, Question 1

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

[paq<sup>h</sup>oq<sup>h</sup>vetɬvo]

### Klingon

[vadʒq <sup>h</sup> oq <sup>h</sup> ]	‘so-called warrior’
[puqvam]	‘this child’
[rodʒvo]	‘from peace’
[juqɣvamvo]	‘from this planet’
[ʂodʒdaq]	‘in the food’
[pavam]	‘this room’
[rodʒq <sup>h</sup> oq <sup>h</sup> ]	‘so-called peace’
[ʂodʒvetɬ]	‘that food’
[vadʒvammo]	‘because of this warrior’
[pavo]	‘from the room’
[paqvɛɬ]	‘that book’
[ʂodʒq <sup>h</sup> oq <sup>h</sup> vammo]	‘because of this so-called food’
[juqɣdaq]	‘on the planet’
[puqmo]	‘because of the child’
[puqxejvetɬ]	‘that apparent child’

INSTRUCTOR NOTES: ‘from that so-called book’

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?



Figure 31: APPLE



Figure 32: CANDY

INSTRUCTOR NOTES: shows contrast because movement and location are same

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

## Question 4

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

<finger>

INSTRUCTOR NOTES: [fɪŋgɹ]

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.

[ɑ], [u]

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

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

END OF EXAM

START OF EXAM

Student ID: 1887

5:15 - 5:30 PM

## Question 1

Source: Quiz 3, Question 2

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

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

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

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 one-handed sign.
- Location: In front of signer's chin.
- Handshape: Starts with an "L" shape; proximal joint of index finger folds down during the sign.
- Movement: Hand starts on far side of signer's body and moves horizontally straight across.

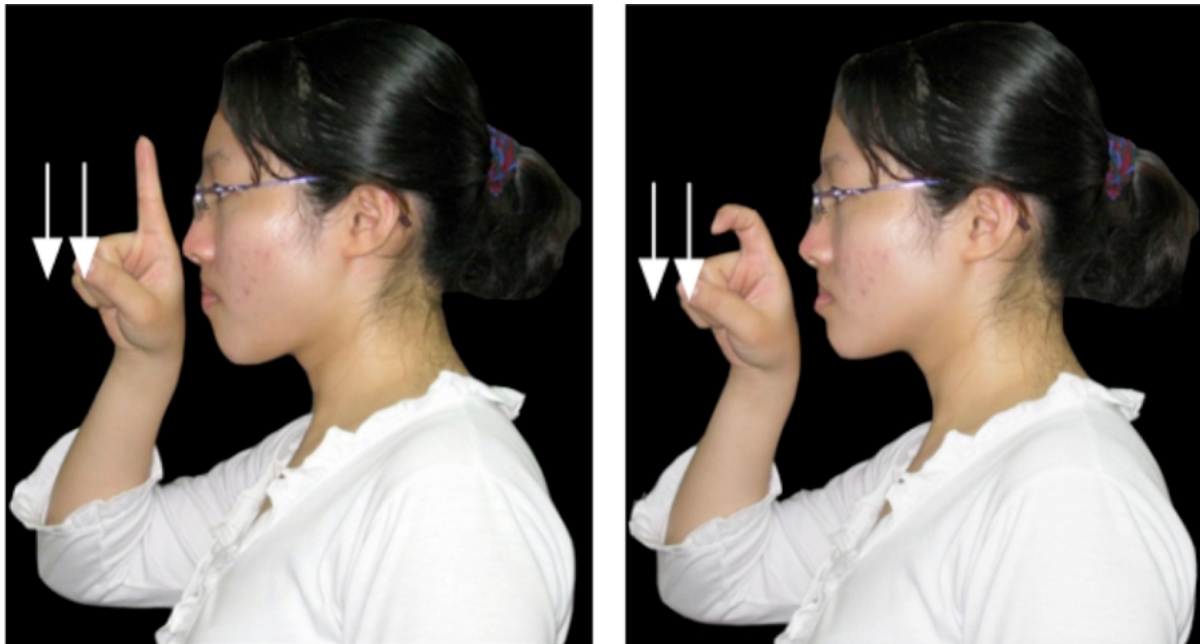


Figure 33: JEALOUS

INSTRUCTOR NOTES: no; handshape and movement are wrong

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

### Question 3

Source: Day 7 Handout, Question 9

What is the basic analysis of vowel length in this dataset, and what are the key pieces of evidence?

#### Malayalam

long segments are marked by having two dots after them, as in [e:]

a.	[koʈ:a]	'basket'	l.	[kiʈ:i]	'got'
b.	[ap:am]	'bread'	m.	[at:am]	'end'
c.	[keʈ:u]	'burnt out'	n.	[kaʈi]	'biting'
d.	[palam]	'a weight'	o.	[keʈ:i]	'tied'
e.	[ke:ʈ:u]	'heard'	p.	[ka:ʈi]	'sour gruel'
f.	[pa:la]	'a tree'	q.	[ciri]	'smile'
g.	[koʈ:i]	'drummed'	r.	[kuʈi]	'drinking'
h.	[ci:ri]	'shrieked'	s.	[wi:ʈə]	'house'
i.	[ku:ʈi]	'increased'	t.	[ko:ʈ:a]	'castle'
j.	[kaʈ:i]	'thickness'	u.	[a:ŋə]	'man'
k.	[wen:a]	'butter'	v.	[kuʈ:i]	'child'

INSTRUCTOR NOTES: Short and long vowels appear to be contrastive (phonemic) in Malayalam, as evidenced by minimal pairs that differ only in terms of their vowel length, such as [koʈ:a] 'basket' vs. [ko:ʈ:a] 'castle' or [keʈ:u] 'burnt out' vs. [ke:ʈ:u] 'heard.'

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

## Question 4

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< frog >

INSTRUCTOR NOTES: [flag]

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

## Question 5

Source: Day 2 Handout, Part I, Question 11

How would this word be transcribed?

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

< little >

INSTRUCTOR NOTES: [lɪr]

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



END OF EXAM