

20201013 Tuesday  
ALL EXAMS (with notes)

START OF EXAM

Student ID: 50775

9:00

## Question 1

Source: Week 2 Handout, Part II

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)

## Question 2

Source: Week 3 Handout, Question 13

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

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

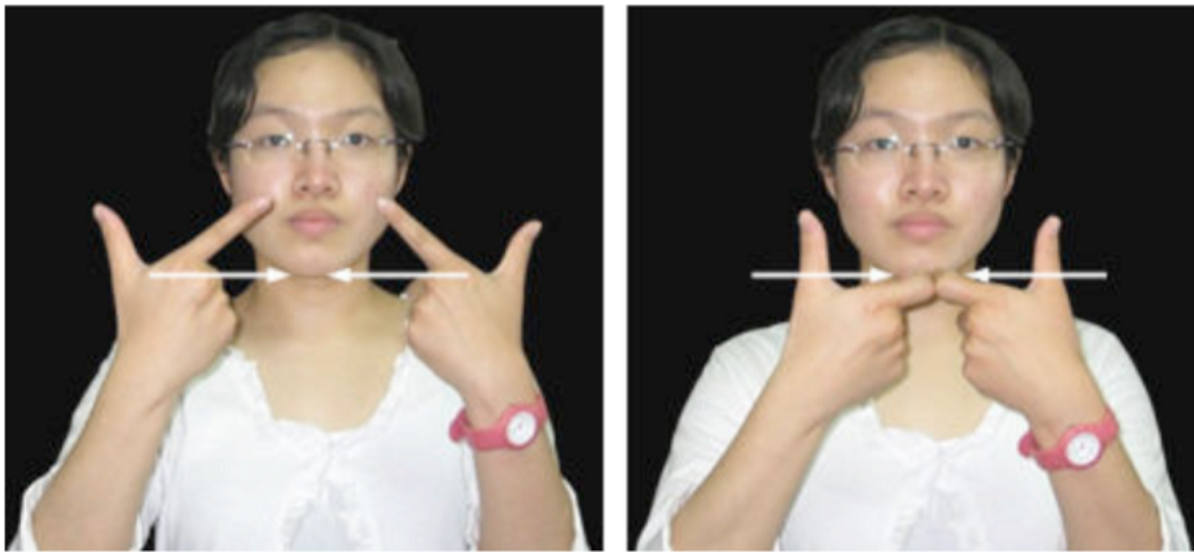


Figure 1: FIT

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

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

END OF EXAM

START OF EXAM

Student ID: 48772

9:10

## Question 1

Source: Week 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: Week 2 Handout, Part II

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

<paid>: [peid]

INSTRUCTOR NOTES: okay, but [eɪ]

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



END OF EXAM

START OF EXAM

Student ID: 79667

9:20

## Question 1

Source: Week 3 Handout, Question 13

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

- A one-handed sign.
- Location: At the signer's nose.
- Handshape: Starts with index finger extended; finger folds down into a “hook” shape during the sign; then straightens and repeats the folding.
- Movement: No movement other than the change in handshape.



Figure 2: WRONG

INSTRUCTOR NOTES: no; handshape is wrong

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

## Question 2

Source: Week 2 Handout, Part II

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

<climb>: [klaɪm]

INSTRUCTOR NOTES: yes

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

END OF EXAM

START OF EXAM

Student ID: 56149

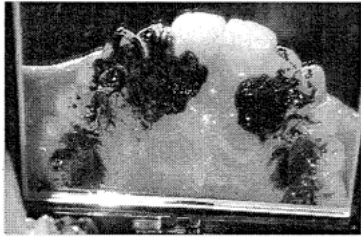
9:30

## Question 1

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?

[tʃ]



INSTRUCTOR NOTES: no

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

## Question 2

Source: Week 4 Handout, Part II, Question 3

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

‘walk’

Luiseño

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

INSTRUCTOR NOTES: ([wukála])

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



END OF EXAM

START OF EXAM

Student ID: 83639

9:40

## Question 1

Source: Week 4 Discussion

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

INSTRUCTOR NOTES: Phonological features help to capture phonological patterns, i.e., they group sounds together based on whether they do things like triggering a change or undergoing a change. Phonological features are sometimes language-specific. Phonetic characteristics are simply descriptions of the physical properties of the sounds; they are language-universal and independent of the patterns (though it turns out that many phonological patterns are based on phonetic characteristic groupings).

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

## Question 2

Source: Week 2 Handout, Part II, Question 11

How would this word be transcribed?

Kathleen will likely ask a follow-up question about why you used a particular symbol.

< little >

INSTRUCTOR NOTES: [lɪr]

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

END OF EXAM

START OF EXAM

Student ID: 74431

9:50

## Question 1

Source: Week 4 Handout, Part II, Question 3

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

‘make / cause’

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: ([ni])

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

## Question 2

Source: Week 5 Handout, Question 6

If I gave you a new word in Malto, [di\_u], would it be possible to predict whether it's [d] or [ɖ] that goes in the blank? Explain why or why not.

INSTRUCTOR NOTES: Yes, it's possible; in Malto, if there are two stops in a word, they must either both be dental or both retroflex. Since the first sound is dental, the second must also be dental (though to be fair, you couldn't actually predict that it's [d] and not [t], but the question restricts it to only the voiced options).

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



END OF EXAM

START OF EXAM

Student ID: 68935

4:00

## Question 1

Source: Week 4 Discussion

Explain what the given feature's value is for this class of sounds, and why.

[continuant]

glottals

INSTRUCTOR NOTES: 0, because there is no constriction in the vocal tract for manner features to apply

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

## Question 2

Source: Week 3 Handout, Question 3

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

Original set: [æ], [ɑ]

Addition: [aʊ]

INSTRUCTOR NOTES: should recognize that there's more than one vowel sound, which makes it somewhat difficult to categorize; best answers will say that the diphthong is crucially a diphthong and so can't also go in this class

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

END OF EXAM

START OF EXAM

Student ID: 92054

4:10

## Question 1

Source: Quiz 3, Question 12

Explain how you figure out which feature is involved in the process of umlaut.

A number of nouns in the Dutch dialect of Wehl form their plurals by changing the last full vowel of the stem, a process known as UMLAUT (Haan 1996).		
<i>Singular</i>	<i>Plural</i>	
zɔk	zæk	'sock'
ȳrɔ:t	ȳræ:t	'fishbone'
vʊs	vʏs	'fox'
hɔ:p	hø:p	'heap'

INSTRUCTOR NOTES: we look to see which vowels are affected, and compare them to see which feature is DIFFERENT (not e.g. what features they share); so since the vowels in the singular and plural are identical except that the singular forms are back and the plural are front, it's the feature [back] that is relevant / changing / involved (not e.g. the feature [round] just because all of the vowels are round)

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

## Question 2

Source: Week 2 Handout, Part II, Question 11

How would this word be transcribed?

Kathleen will likely ask a follow-up question about why you used a particular symbol.

< vacuum >

INSTRUCTOR NOTES: [vækjum]

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



END OF EXAM

START OF EXAM

Student ID: 68058

4:20

## Question 1

Source: Week 2 Handout, Part II, Question 11

How would this word be transcribed?

Kathleen will likely ask a follow-up question about why you used a particular symbol.

< vacuum >

INSTRUCTOR NOTES: [vækjum]

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

## Question 2

Source: Quiz 3, Question 12

Explain how you figure out which feature is involved in the process of umlaut.

A number of nouns in the Dutch dialect of Wehl form their plurals by changing the last full vowel of the stem, a process known as UMLAUT (Haan 1996).		
<i>Singular</i>	<i>Plural</i>	
zɔk	zæk	'sock'
ʎrɔ:t	ʎræ:t	'fishbone'
vʊs	vʏs	'fox'
hɔ:p	hø:p	'heap'

INSTRUCTOR NOTES: we look to see which vowels are affected, and compare them to see which feature is DIFFERENT (not e.g. what features they share); so since the vowels in the singular and plural are identical except that the singular forms are back and the plural are front, it's the feature [back] that is relevant / changing / involved (not e.g. the feature [round] just because all of the vowels are round)

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

END OF EXAM

START OF EXAM

Student ID: empty

4:30

START OF EXAM

Student ID: 82231

4:40

## Question 1

Source: Week 3 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?

[ɑ]

INSTRUCTOR NOTES: no

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



## Question 2

Source: Quiz 3, Question 12

Explain how you figure out which feature is involved in the process of umlaut.

A number of nouns in the Dutch dialect of Wehl form their plurals by changing the last full vowel of the stem, a process known as UMLAUT (Haan 1996).		
<i>Singular</i>	<i>Plural</i>	
zɔk	zæk	'sock'
ȳrɔ:t	ȳræ:t	'fishbone'
vʊs	vʏs	'fox'
hɔ:p	hø:p	'heap'

INSTRUCTOR NOTES: we look to see which vowels are affected, and compare them to see which feature is DIFFERENT (not e.g. what features they share); so since the vowels in the singular and plural are identical except that the singular forms are back and the plural are front, it's the feature [back] that is relevant / changing / involved (not e.g. the feature [round] just because all of the vowels are round)

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

END OF EXAM

START OF EXAM

Student ID: empty

4:50