

Midterm

Total Points Earned: 60
Total Points Possible: 60

100% Great Job!

Perfect Score!

The Linguistic Sign (7 Points) 17 x 7

Meaning in Music (3 Points). We will listen to clips of music from two of Florida's songs and focus on how he sings *low* and *'round*. After listening to the clips, briefly discuss which of these two words is sung in a more iconic way and which one is sung in a more arbitrary way. Before you start, it may be helpful to draw a representation of these two words on your paper.

1. Of the words *low* and *'round*, which one is sung in a more iconic way and which one is sung in a more arbitrary way? Why do you say this?

"Low" is sung in a more iconic way because the pitch of his voice gets lower as he sings—the way he sings is connected to the meaning of the word. "Round" is more arbitrary because the way he sings it doesn't suggest the meaning of "round."

The International Phonetic Alphabet (4 Points). The president of the International Phonetics Association has noticed an increase in the number of people inquiring to the board about the incorporation of emoji (also known as emoticons) into the IPA chart.

1. According to our classification of linguistic signs, are emoji arbitrary or iconic? How does this compare to the signs of an alphabet?

Emoji are iconic because they resemble the shape of a facial expression (or object). The signs of an alphabet are arbitrary because their shape isn't related to how they're pronounced or used.

2. In addition to the differences mentioned above, what must be an underlying assumption about the IPA held by people who want to see emoji in the IPA chart?

You usually write or type emoji—you don't say it out loud. If you do say it out loud (like "smiley face" or "colon D"), the IPA can already be used to transcribe those sounds. People who want emoji to be part of the IPA probably assume it's a writing system for a language.

3. If you are the president of the International Phonetics Association, should you add emoji to the IPA? Why or why not?

No, because each IPA letter represents a ^{speech} sound, and that's not the case for emoji.

Phonetics (20 Points) ⁺²⁰
^{was to go!}

Transliteration (6 Points). Provide the transliteration (either to Standard English orthography or IPA) for the following. I will say the first two words in English orthography to the class and you will write the IPA that matches my pronunciation.

[ʌðwɔːz]

otherwise

universe

[juːnɪvɜːs]

[saɪkələdʒi]

psychology

mapping

[mæpɪŋ]

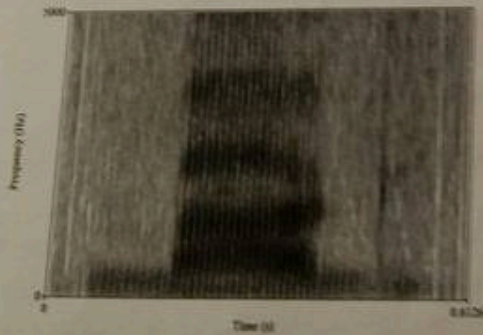
[bɑːl]

bottle

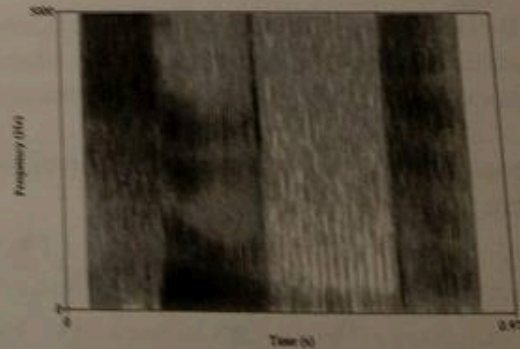
(your first name)

[redacted]

Spectrograms (2 Points). Look at the spectrograms below. Which one is for the word [sɔʊtʰ] and which one is for [bɑːg]?



[bɑːg]



b. [sɔʊtʰ]

Segment Descriptions (5 points). Provide the full segment description for the following segments of English (it is fine if you know the name of the segment, but you can only receive credit for the description).

- | | |
|---|--|
| a. [d] <u>voiced alveolar stop</u> | d. [f] <u>voiceless labiodental fricative</u> |
| b. [ŋ] <u>voiced velar nasal (stop)</u> | e. [ʊ] <u>high back lax round vowel (closed)</u> |
| c. [w] <u>voiced labiovelar glide</u> | f. [ʃ] <u>voiceless post-alveolar affricate</u> |

Anatomy (7 Points). Provide the correct label for the numbers indicated on the following midsagittal section. The first one has been done for you.

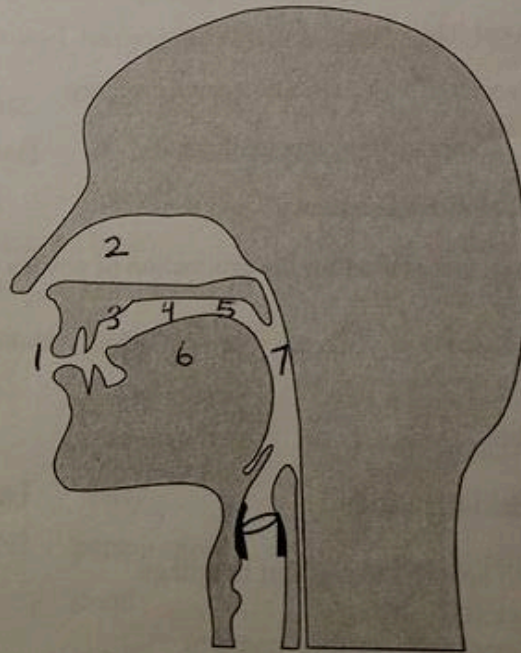


Image 1. Cornelius' Midsagittal Section

1. lips

2. nasal cavity

3. alveolar ridge

4. hard palate

5. velum

6. tongue

7. pharynx

8. Of the parts listed above in 1 - 7, which one's movement is crucial in the production of nasal sounds?

The velum (5)

Great job! Phonology (18 Points) +18

Definitions (5 Points). Match the definitions to the vocabulary words by providing the correct letter next to the definition (do not draw lines). /f has already been done as an example.

Answer Definition

- 1 e The space between the vocal folds.
- 2 k A speech sound that is associated with a specific mental category.
- 3 h When lowered, the _____ allows airflow to enter the nose.
- 4 g The final part of the syllable which is optional.
- 5 j A large muscle in the mouth that is used for the production of vowels and most consonants.
- 6 b A speech sound.
- 7 f Another word for "voice box".
- 8 a A plosive that is released into a fricative.
- 9 c A mental category of sound specific to a given language.
- 10 i A puff of air that is articulated with another segment.
- 11 d A sound that is made by building pressure and then releasing.

Vocabulary

- a affricate
- b ~~phone~~
- c ~~phoneme~~
- d ~~plosive~~
- e ~~glottis~~
- f larynx
- g ~~coda~~
- h ~~velum~~
- i ~~aspiration~~
- j ~~tongue~~
- k ~~allophone~~

great job!
Phonology Puzzle. (3 Points). Read the scenario and provide an answer to the following prompts.

Scenario: My niece, Mara (for short), is aware that her full name is from Cuba. Recently, she started insisting that people use a less English pronunciation of her name. Per her instructions, people should say her name with "a d instead of an r" if they want to say it correctly.

1. Provide a narrow (detailed) phonetic transcription of her nickname *Mara* based on her instructions.

[maɪə]

2. Based on her instructions, what can you tell about the placement of stress in her name? How do you know this?

The first syllable is stressed because a flap usually occurs between a stressed vowel and an unstressed vowel.

3. Are the instructions that she gives for English speakers or for Spanish speakers? How do you know?

Her instructions are for English speakers because, in English, no 'yes' one would pronounce 'r' as [ɹ] - it is not an allophone of /r/ in English. Therefore, English speakers are more likely to pronounce her name wrong.

Phonemic Analysis (10 Points). Analyze the data below and respond to the following question.

Answers:

| | |
|------------------------------------|------------------------|
| a. [didi] 'heavy' | n. [lɔŋ] 'to sing' |
| b. [lémé] 'to become extinguished' | o. [tèw] 'to refuse' |
| c. [tít] 'meat' | p. [itúm] 'distance' |
| d. [mòlóm] 'man' | q. [kilótá] 'wall' |
| e. [ndùm] 'mouth' | r. [disòdí] 'charcoal' |
| f. [málámbí] 'traps' | s. [ɱwèlé] 'banana' |
| g. [ndĩŋ] 'friend' | t. [tébèdì] 'table' |
| h. [tók] 'spoon' | u. [ŋgilà] 'lion' |
| i. [máléw] 'water' | v. [ɲtilèdì] 'teacher' |
| j. [kìdùdù] 'perspiration' | w. [mìndì] 'spirits' |
| k. [tóyó] 'small' | x. [kilólò] 'duck' |
| l. [lám] 'good' | y. [ijàdí] 'leaf' |
| m. [dímis] 'turn off (light)' | z. [mùt] 'person' |

1. List out the environments of [t], [d], and [l].

[t] [C] same as [d] (same phonemes)
[t] [i] same as [d] (same phonemes)
[d] [i] same as [d] (same phonemes)
i, u are high vowels.

| [t] | [d] | [l] |
|-----|-----|-----|
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |
| 10 | 10 | 10 |
| 11 | 11 | 11 |
| 12 | 12 | 12 |
| 13 | 13 | 13 |
| 14 | 14 | 14 |
| 15 | 15 | 15 |
| 16 | 16 | 16 |
| 17 | 17 | 17 |
| 18 | 18 | 18 |
| 19 | 19 | 19 |
| 20 | 20 | 20 |
| 21 | 21 | 21 |
| 22 | 22 | 22 |
| 23 | 23 | 23 |
| 24 | 24 | 24 |
| 25 | 25 | 25 |
| 26 | 26 | 26 |
| 27 | 27 | 27 |
| 28 | 28 | 28 |
| 29 | 29 | 29 |
| 30 | 30 | 30 |
| 31 | 31 | 31 |
| 32 | 32 | 32 |
| 33 | 33 | 33 |
| 34 | 34 | 34 |
| 35 | 35 | 35 |
| 36 | 36 | 36 |
| 37 | 37 | 37 |
| 38 | 38 | 38 |
| 39 | 39 | 39 |
| 40 | 40 | 40 |
| 41 | 41 | 41 |
| 42 | 42 | 42 |
| 43 | 43 | 43 |
| 44 | 44 | 44 |
| 45 | 45 | 45 |
| 46 | 46 | 46 |
| 47 | 47 | 47 |
| 48 | 48 | 48 |
| 49 | 49 | 49 |
| 50 | 50 | 50 |

2. Provide a statement about the number of phonemes (and the members of the categories). Include information about the type of distribution the different segments have with respect to one another. Justify the type of distribution you select by talking about properties of those distributions and by citing words that serve as evidence for that particular type of distribution.

There are two phonemes, /t/ and /l/. The members of /t/ are [t]. The members of /l/ are [d] and [l]. [t] and [d] are in a contrastive distribution because they appear in some of the same environments, such as:

| environment | [t] | [d] |
|-------------|-----------------|----------|
| # _ | [tɪt] [dɪdɪ] | [dɪdɪ] |
| o _ | [tɛrɪdɪ] [ndɪŋ] | [ndɪŋ] |
| i _ u | [tɪɔm] [kɪdɔdɔ] | [kɪdɔdɔ] |

[t] and [l] are in contrastive distribution because they appear in the same environment, # _ e, in the words [tɛbɛdɪ] and [lɛmɛ].

[d] and [l] are in complementary distribution because they don't appear in the same environments. [d] only appears before the high vowels [i] and [u], like in [dɪdɪ] and [ndɪm]. [l] appears elsewhere. *look @ b. 7 m. notice anything?*

3. If there are any segments in complementary distribution, provide a rule.

$$/l/ \rightarrow [d] / _ V_{[high]}$$

Morphology (15 Points) +16

✓ **Maltese** (8 Points). Maltese is an Afro-Asiatic language of the Semitic family, spoken on the island of Malta in the Mediterranean. Examine the data below and respond to the following prompts. Note: [h] represents a voiceless pharyngeal fricative.

Awesome job!

| | | | | | |
|---------------|----------------------|----------------|--------------------------|--|-----|
| a. [fellus] | 'a chicken' | o. [ifellus] | 'the chicken' | | f |
| b. [aria] | 'air' | p. [laria] | 'the air' | | ɜ ← |
| c. [mara] | 'a woman' | q. [ilmara] | 'the woman' | | m |
| d. [omm] | 'a mother' | r. [lomm] | 'the mother' | | o ← |
| e. [kelb] | 'a dog' | s. [ikelb] | 'the dog' | | k |
| f. [ʔattus] | 'a cat' | t. [ilʔattus] | 'the cat' | | ʔ |
| g. [hitan] | 'walls' | u. [jhitan] | 'the walls' | | h |
| h. [abt] | 'an armpit' | v. [labt] | 'the armpit' | | a ← |
| i. [ispaniol] | 'Spanish (language)' | w. [ispaniol] | 'the Spanish (language)' | | ɜ ← |
| j. [iskola] | 'a school' | x. [liskola] | 'the school' | | ɜ ← |
| k. [fi:n] | 'a fig' | y. [ifti:n] | 'the fig' | | f |
| l. [dawl] | 'a light' | z. [iddawl] | 'the light' | | d |
| m. [shab] | 'some clouds' | aa. [isshab] | 'the clouds' | | s |
| n. [natura] | 'nature' | bb. [innatura] | 'the nature' | | n |

Diagram: A bracket groups the vowels f, ɜ, m, o, k, ʔ, h, a, ɜ, f, d, s, n. A label 'vowels' points to the first group. A label 'alveolar' points to the second group.

1. Is the difference between the first column and second column inflectional or derivational? Explain whether or not Maltese uses the same morphological process as found in English to mark these two categories?

The difference is inflectional because "the" is a determiner. It doesn't change the lexical class or change the core meaning of the word. Maltese uses zero affixation to mark "a" and affixation to mark "the". In English, a separate word ("a" or "the") is placed before the noun.

2. List all of the allomorphs of these two categories. Remember to group your allomorphs by the categories that they represent.

a: ∅

the: [i:] [ɪ] [ɪ+] [ɪð] [ɪs] [ɪn]

3. List the environment(s) in which the different allomorphs surface. You may write this in prose instead of rule notation.

[i] becomes [ɪ] before a vowel, [ɪ] becomes [i-] before an alveolar consonant (- changes to match the alveolar consonant). [i] occurs elsewhere.

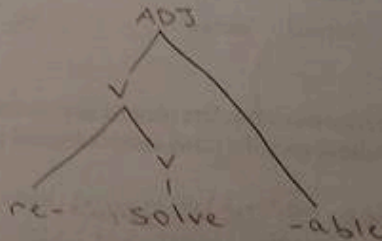
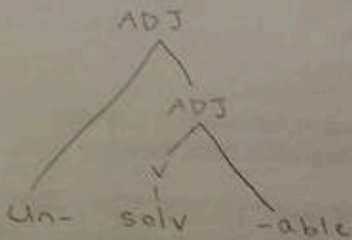
For column 1, the allomorph that represents "a" is always \emptyset .

Word Structure (7 points). The words *unsolvable* and *resolvable* have the same root but different underlying structures.

1. What do the two words mean?

Unsolvable means unable to be solved. Resolvable means able to be resolved.

2. Based on this meaning, draw the tree structures which correspond to each word.



3. Are there any subcategorization restrictions which force the tree to be built this way? If yes, what are they? If no, then why do you reason that the trees must be built this way? (Hint: try producing incorrect examples if you are having difficulty)

Re- must take a verb and turns it into a verb, like in the words redo and retry. Because solvable would be an adjective the stem of re- must be solve.

Un- takes a noun and turns it into another noun (like in unease), turns an adjective into another adjective (like in unwell) or turns a verb into another verb (like in undo). However, it must be solvable because un-verb means to do the opposite of verb, and you can't unsolve something.