

STUDY QUESTIONS FOR THE SECOND MID-TERM EXAM (July 25, 2007)

A. BETWEEN THE SEGMENT AND THE SYLLABLE

1. The Syllable

- a. Argue for the existence of the syllable as a phonological unit. Provide one example to illustrate this point.
- b. Give the metrical representation of the syllable as suggested by (i) Kahn (1976), and (ii) Clements and Keyser (1983). What is the most important difference between the two representations?
- c. What does the CV-tier represent?
- d. What are the two roles of the CV-tier?
- e. Argue for representing duration at a separate level. Illustrate your discussion by referring to the Luganda language game example.
- f. Argue for the Onset-Rhyme Split. Provide one example.
- g. Argue for the Nucleus and Coda Split. Provide one example.
- h. Argue for the elimination of the feature [syllabic].
- i. One of the consequences of the elimination of the feature [syllabic] is the reinterpretation of the contrast between high vowels and glides. Explain and give examples.
- j. Demonstrate and explain the Syllable Template for English by referring to (i) the sonority hierarchy, and (ii) constraints on the sonority hierarchy.
- k. What is *extrametricality*? Provide one example.
- l. How can sequences of three segments, such as /spr/, /kst/ etc., be accommodated in the Syllable Template for English?
- m. What is ambisyllabicity? Provide one example.

2. Stress and Prominence

- a. Stress is a syntagmatic notion: discuss by referring to the problem of the numerical approach.
- b. State the way stress is represented in the metrical tree. Provide an example.
- c. Draw the metrical tree of the utterance: *Many linguists go to Essex.*

Readings: Durand, J. 1990. *Generative and Non-Linear Phonology*. Chapter 6. pp. 198-225.
Textbook: Chapter 10
Lecture notes

B. FEATURE GEOMETRY

1. Distinguish between the two general approaches to phonological features.
2. Evaluate the list of places of articulation in relation to the phonological patterning of [v].
3. Discuss the following statement and provide an example:

The various places of articulation are not phonologically equidistant.

4. Identify the two problems in connection with the describing of the vowels with a system that radically differs from the one employed for consonants.
5. What is Halle's (1983) view concerning features? Discuss and provide an example.
6. Provide two arguments justifying the Articulator Model.
7. Provide the two arguments against the following misconception with regard to the generative model:

The features may freely combine in the construction of a phonemic inventory as well as in defining natural classes of segments in phonological rules and constraints.

8. Examples of feature trees generated from segments are shown on pp. 148 and 149. You will be asked to identify *two* segments presented in a similar way to the ones in these examples.
9. You will be asked to explain the two types of *single-feature assimilation* (feature filling and structure-changing) as presented in figures 6a,b,c and 7a,b,c. These figures will be reproduced for you on the exam sheet.

Readings: Kenstowicz, Michael. 1994. "The phonetic foundations of phonology". *Phonology in generative grammar*. Blackwell Publishers. 136-156.
Textbook: Chapter 11.
Lecture notes.

C. PHONOLOGICAL PROBLEMS: THE SIGNIFICANCE OF ARGUMENTATION

There will be *one* phonological problem in which you must (i) account for the variation present in the data, (ii) refer to the relevant phonological process(es), (iii) formulate maximally general phonological rule(s), and (iv) give derivations. Provide **arguments** for your proposed solution.

D. BONUS QUESTIONS

Please choose *one* of the two questions below:

- a. Formulate a maximally general rule for the Vowel Reduction Process in Chamorro (the data will be provided to you at the exam).
- b. Based on the analysis of the Arabic example argue for the validity of template use of the CV tier.