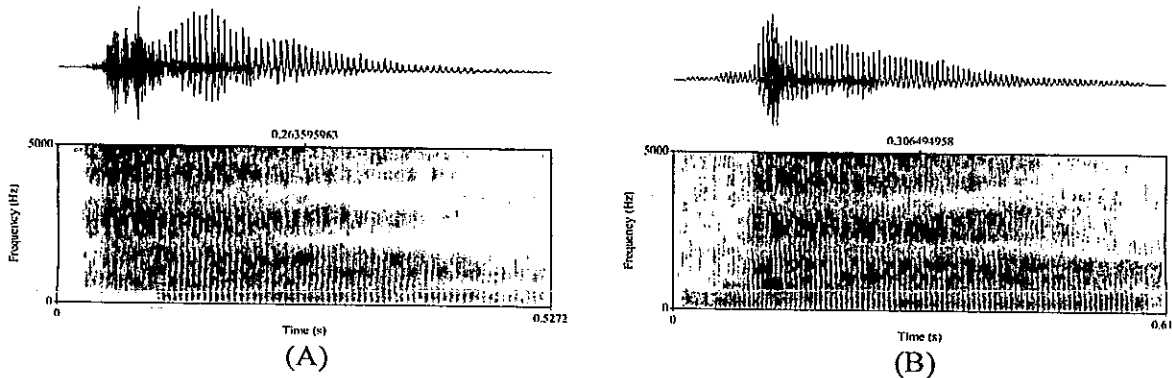


Please answer all questions in English.

For the following questions, you will be graded on the clarity of your writing, in terms of the structure, grammar, as well as the appropriateness, correctness and relevance of the particular examples and facts that you use to illustrate or to support your viewpoints.

I. [ba] vs. [pa] in English (10%)

- The following two figures are waveforms and spectrograms for English [ba] and [pa]. Identify which figure should be the waveform and spectrogram for [ba] and which is for [pa] AND explain why.



- Since the 1950s (Liberman et al., 1957, *Journal of Experimental Psychology*), researchers have learned that when hearing people listen to sounds that vary along the voicing continuum, they can only identify two distinct categories, but nothing in between. For example, when listening to a continuum between [ba] and [pa], people would only identify the sounds as either [ba] or [pa], but not something both [ba] and [pa]. This is termed *categorical perception*. Now, say you are a graduate student and want to replicate the categorical perception experiment. To create a continuum between [ba] and [pa], what factors can you manipulate? Give your reasons.

II. Explain the following terms. Give examples, if necessary. (10%)

- Harmonics vs. formants
- Allophone vs. allomorph

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III. Tagalog is one of the Austronesian languages widely spoken in the Philippines (as either the first or the second language). Study the data provided below and answer the following questions.

Stem	Gloss	Affix	Affixed form	Affixed meaning
marká	<i>mark</i>	paŋ-	paŋ-marká	<i>military</i>
poʔók	<i>district</i>	paŋ-	pam-poʔók	<i>local</i>
tabój	<i>driving forward</i>	paŋ-	pan-tabój	<i>to goad</i>
negósjo	<i>business</i>	paŋ-	paŋ-negósjo	<i>for business</i>
jamót	<i>annoyance</i>	maŋ-	maŋ-jamót	<i>to annoy</i>
wisik-án	<i>to sprinkle on</i>	paŋ-	paŋ-wisik	<i>sprinkler</i>
súlat	<i>writing</i>	paŋ-	pan-súlat	<i>writing instrument</i>
ʔulól	<i>silly</i>	maŋ-	maŋ-ʔulól	<i>to fool someone</i>

1. When turning a stem into the affixed form, what kind of phonological process is involved? Justify your answer with examples. (5%)
2. According to the data provided, only some of the sounds trigger this phonological alternation. What do these sounds have in common? (5%)
3. Please give the appropriate affixed forms in the following table (4%) AND justify your answers (6%).

Stem	Gloss	Affix	Affixed form	Affixed meaning
diníg	<i>audible</i>	paŋ-		<i>sense of hearing</i>
hukbó	<i>army</i>	paŋ-		<i>military</i>

4. In Tagalog, the affixation may also involve some degrees of reduplication (RED). Now, consider the data below. In these affixed forms, what has been reduplicated? (3%) Does the phonological alternation you concluded in Question 2 still apply? Justify your answer. (4%)

Stem	Gloss	Affix	Affixed form	Affixed meaning
ŋálit	<i>grinding of teeth</i>	paŋ-RED-	paŋ-ŋa-ŋálit	<i>grinding of teeth</i>
kúlam	<i>sorcery</i>	maŋ-RED-	maŋ-ku-kúlam	<i>witch</i>
bigkás	<i>pronouncing</i>	maŋ-RED-	mam-bi-bigkás	<i>reciter</i>

5. Please give the appropriate affixed forms in the following table (3%).

Stem	Gloss	Affix	Affixed form	Affixed meaning
gáwaj	witchcraft	maŋ-RED-		witch

IV. Pohnpeian is one of the Austronesian languages spoken in the State of Pohnpei, one of the four states in the Federated States of Micronesia. Study the data provided below and answer the following questions. (Note: ABS=absolutive case; ERG=ergative case; LOC=locative case; INST=instrumental case)

(1) lii o koola poonpe i
 woman ABS went Ponape LOC

'The woman went to Ponape.'

(2) lii o ipək ool ti
 woman ABS hit man LOC

'The woman hit a/the man.'

(3) lii e pək ool o
 woman ERG hit man ABS

'The woman hit the man.'

(4) o pwain pwər o tɔɔn uut kii
 he cover hole ABS leaf banana INST

'He covered the hole with banana leaves.'

(5) i ɔsɔ lii kuutaŋ o

'I know the big woman.'

(6) i ɔsɔ lii mə koola poonpe i o

'I know the woman that went to Ponape.'

(7) i kiləŋ ool mə lii e pək o

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'I saw the man the woman hit.'

(8) i kiləŋ lii mə ipək ool ti o

'I saw the woman that hit the man.'

(9) *i kiləŋ lii mə pək ool o

(10) ool mə lii e pək e pwain pwəər o

'The man the woman hit covered the hole.'

(11) ə pwainkii təən uut o pwəər ti

'He covered banana leaves on a/the hole.'(he used banana leaves to cover a/the hole)

(12) i kiləŋ pwəər mə ə pwain təən uut kii o

(13) i kiləŋ təən uut mə ə pwainkii pwəər ti o

(14) * i kiləŋ təən uut mə ə pwain pwəər o kii

(15) * i kiləŋ pwəər mə ə pwainkii təən uut o (o)

a. What is *mə*? Describe and explain the relative-clause formation in this language as detail as possible. (15%)

b. What is the function of the verb suffix *-kii* in examples of 11 and 13? Give your evidence and explain. (6%)

c. Why are 9, 14 and 15 ungrammatical? (5%)

d. What would be the possible English translations for examples of 12 and 13? (4%)

V. The traditional typology of causative constructions is based crucially on the parameter of formal fusion between the predicate of cause and that of effect as captured in the following scheme. Discuss this continuum of fusion and give concrete examples to elaborate your point. (20%)

