

20201002 Friday

ALL EXAMS

START OF EXAM

Student ID: 34785

4:00

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.

< little >

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: [u], [ʊ], [ou], [ɔ]

Addition: [ɔɪ]

END OF EXAM

START OF EXAM

Student ID: 90811

4:10

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.

<square>

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: [ɑɪ]

END OF EXAM

START OF EXAM

Student ID: 94675

4:20

Question 1

Source: Quiz 2, Question 7

Why might more than one of the descriptions given truthfully apply to the sound represented by the underlined letter, and why is one of them actually better than the other?

< away >

- prevocalic obstruent
- prevocalic sonorant
- postvocalic obstruent
- postvocalic sonorant
- intervocalic obstruent
- intervocalic sonorant

Question 2

Source: Week 2 Handout, Part II

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

<climb>: [klaɪm]

END OF EXAM

START OF EXAM

Student ID: 38415

4:30

Question 1

Source: Week 2 Handout, Part I, Question 11

Is this question about phonetics or phonology, and why? (To be clear: you do NOT need to answer the question itself – just tell me whether it’s a question about phonetics or phonology.)

In a word like “syllable” there is a main stress on the first syllable of the word. Where do you think the main stress would go in each of the following words? What are the possible choices? How does the pronunciation of the words change with different stress patterns?

- Pataskala (a town in Ohio)
- Menomini (an Algonquin language spoken by the Menomini people of northern Wisconsin)
- allophony
- Chickasha (a town in Wisconsin)

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: [ɑɪ]

END OF EXAM

START OF EXAM

Student ID: 72428

4:40

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.

<juice>

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: [ɛ], [ɪ], [ʊ], [ɔ]

Addition: [ɑ]

END OF EXAM

START OF EXAM

Student ID: 54125

4:50

Question 1

Source: Week 2 Handout, Part I, Question 11

Is this question about phonetics or phonology, and why? (To be clear: you do NOT need to answer the question itself – just tell me whether it’s a question about phonetics or phonology.)

In a word like “syllable” there is a main stress on the first syllable of the word. Where do you think the main stress would go in each of the following words? What are the possible choices? How does the pronunciation of the words change with different stress patterns?

- Pataskala (a town in Ohio)
- Menomini (an Algonquin language spoken by the Menomini people of northern Wisconsin)
- allophony
- Chickasha (a town in Wisconsin)

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: [ɛ], [ɪ], [ʊ], [ɔ]

Addition: [ɑ]

END OF EXAM