

# 20201001 Thursday

## ALL EXAMS (with notes)

START OF EXAM

Student ID: 80652

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.

< cough >

INSTRUCTOR NOTES: [kaf]

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: [u], [ʊ], [ou], [ɔ]

Addition: [ɔɪ]

INSTRUCTOR NOTES:

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

END OF EXAM

START OF EXAM

Student ID: 81020

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>

INSTRUCTOR NOTES: [skweɪ]

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: [ɑɪ]

INSTRUCTOR NOTES:

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



END OF EXAM

START OF EXAM

Student ID: 60523

4:20

## Question 1

Source: Week 2 Handout, Part I, Question 7

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.)

How would you describe the difference between the vowel in the word <heat> and the vowel in the word <hat>?

INSTRUCTOR NOTES:

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

## Question 2

Source: Week 2 Discussion

Explain why it's possible to say that signed languages have articulatory phonetics.

INSTRUCTOR NOTES:

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

END OF EXAM

START OF EXAM

Student ID: 11196

4:30

## Question 1

Source: Week 2 Handout, Part I, Question 12

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.)

What’s the difference in sound between the words <but> and <cut> in English? Is that the same difference as between <bit> and <kit>? Why or why not?

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.

<mine>: [maɪn]

INSTRUCTOR NOTES: yes

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



END OF EXAM

START OF EXAM

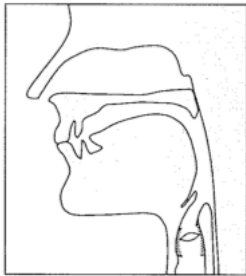
Student ID: 30263

4:40

## Question 1

Source: Week 3 Handout, Question 9

Explain how to figure out what the sound being produced is in this diagram.



INSTRUCTOR NOTES: [p] (check voicing, place, manner, and velum)

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.

< choose > : [tʃuz]

INSTRUCTOR NOTES: yes

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

END OF EXAM

START OF EXAM

Student ID: 39945

4:50

## 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?

[ɛ]

INSTRUCTOR NOTES: yes

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.

<mouse>: [mɔɪs]

INSTRUCTOR NOTES: no, [aʊ]

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



END OF EXAM