

Your Name: _____ Lab Section: _____

Sample Homework: Your writing system is a bag of lies - Spring 20XX, Will Styler

Be sure to include your name and lab section (e.g. "9am") at the top of the homework sheet.

Solution: This homework is out of 78 points, as always, give the student's grade as a percentage. And if the little sleazeballs cheat, come talk to me.

1. Your writing system is lying to you. I've been hoping to convince you of that all semester, but this should be the last straw, as well as being excellent transcription practice before our test. This text, titled "Why foreigners have trouble with English" and written by Pat Brentani of the Boston BBS, highlights the fact that spelling gives us little information about pronunciation.

I have placed a recording of this text being spoken aloud on CULearn. Your assignment is to transcribe lines a-e broadly, and lines f-h narrowly, capturing the allophonic details we've discussed in class. Remember, IPA transcriptions (especially narrow ones) are specific to the person speaking and the recording, not to the word. **Your assignment is to transcribe the text exactly as spoken in the recording, not based on your own speech.** My dialect and pronunciations may differ from yours, and you will be graded on how well you captured the detail present in the recording. (20 points each)

Why Foreigners Have Trouble With English

Adapted from Pat Brentani of the Boston BBS

Transcribe the following broadly based on the recording

- (a) The bandage was wound around the wound.

Solution: /ðə 'bændɪdʒ wəz wawnd ə'ɪawnd ðə wund/

- (b) The farm was used to produce produce.

Solution: / ðə faɪm wəz juzd tə pɪə'dus 'pɪəʊdus/

Transcribe the following narrowly based on the recording

- (c) When shot at, the dove dove into the bushes.

Solution: wɛn ʃat æt ðə dʌv dɔvɪn ɪn tə ðə 'bʊʃɪz (Also accept "ʃaræt", please.)

- (d) They were too close to the door to close it.

Solution: [ðej wə tʰu kʰlɔws tə ðə dɔ tʰə kʰlɔwz ɪt]

(Please pay extra attention to the varying vowel realizations of "to" here)

2. NPR's Car Talk has a long standing tradition of ending the show with a series of bad puns where they introduce fake members of the production staff whose names are suggestive of their duties (e.g. "The

Law Firm of Dewey, Cheatem and Howe”, a pun on ”Do we cheat’em, and how?”). I’ve included an example in the homework folder for anybody interested in hearing this in action, but amazingly, they’ve compiled all of these puns onto one page (<http://www.cartalk.com/content/staff-credits>), which we can now use for a phonetics assignment.

Please pick two of the staff members listed there (or in the recording) and give broad IPA transcriptions for both the fake name and the phrase it’s based on. Try reading them aloud if the pun doesn’t make sense, remember, this is a radio show and the writing system is used here to intentionally confuse the listener at first. Refer to the example below. (16 points)

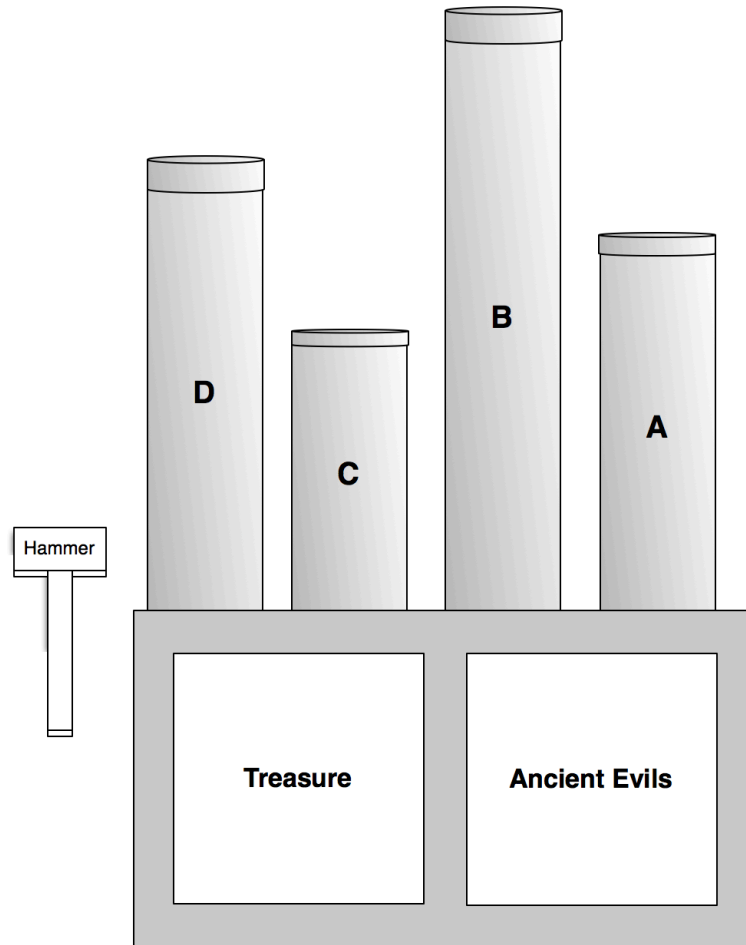
Example: Assistant Director of Moral Support - Hugo Gurll

Hugo Gurll - /'hjugow gɜl/

”You go, girl” - /'jugow gɜl/

Solution: Again, I really don’t care as much about the grading of their transcriptions, but as long as their transcriptions aren’t utter garbage, don’t hesitate to give full credit. 4 points per transcription chunk (name, phrase, name, phrase)

3. Your roommate calls you in a panic. He's just started his internship as an archaeologist at an Ancient Castle down the street, and upon opening a vault that even time has long since forgotten, he found the following apparatus, composed of four hollow tubes (of identical diameter), a hammer, and a little bench that they're all sitting on.



Below the apparatus (which is drawn to scale) is the following inscription:

Foolish traveler, beware. To access the treasure, you must whack each tube with the hammer to produce a note (much like a xylophone or marimba). But you must be careful to hit the tubes in the order of lowest pitched note to highest pitch note, or instead of getting treasure, you'll release ancient, vowel-hating evils into the world that will destroy communication all through the world. So, be careful, and remember: Lowest pitch to highest pitch.

- (a) Knowing what you now know about resonances in tubes, which order would you want to hit the tubes in in order to go from lowest frequency of resonance to highest frequency of resonance, thus giving you the treasure and avoiding the ancient evils? (5 points)

Solution: BDAC. **Sleaze Watch!** Before Fall 2012 when I relabeled the pipes, it was CADB. Given that that's the answer they'd give if they mixed up long/low vs. short/high, it's not evidence of cheating in and of itself, but it could show a pattern.

- (b) As you pick up the hammer about to sound the notes and release the treasure, your roommate grabs your hand. "Wait! I know you've taken LING 3100, so you're awesome with acoustics, but how do you know that you've got the right order? You don't want to unleash ancient evils, do you?"

Explain to your roommate why you think that you should hit the tubes in the order you determined in 5a, making sure to discuss the interaction between tube length, wavelength, and resonant frequency. (10 points)

Solution: If they mention something about different wavelengths "fitting" into different tube lengths or resonating in them, and some discussion of how lower frequency sounds have longer wavelengths, then they're OK.

4. Explain what the following articulators are doing while producing /f/: (10 points)

- | | |
|-------------------------|-------------------------------------|
| (a) Lips | (a) <u>Bottom lip between teeth</u> |
| (b) Front of the Tongue | (b) <u>Resting</u> |
| (c) Back of the Tongue | (c) <u>Resting</u> |
| (d) Velum | (d) <u>Raised</u> |
| (e) Glottis | (e) <u>Voiceless</u> |

5. Give the IPA symbols for the following sounds (10 points)

- | | |
|--------------------------------------|--------------|
| (a) Voiced labiodental fricative | (a) <u>v</u> |
| (b) High front tense unrounded vowel | (b) <u>i</u> |
| (c) Voiced Labial Flap | (c) <u>ɸ</u> |

6. Choose the best answer (12 points total, 3 points per part)

- (a) Formants are peaks on a spectrum or spectrogram which are caused by...
☒ **Resonances in the mouth** ☐ Increased F0 (Pitch) ☐ Frication
- (b) As a tube or cavity grows larger or longer, its resonant frequencies will grow...
☒ **Lower** ☐ They'll stay the same ☐ Higher
- (c) As a sound's frequency gets higher, its wavelength will become...
☒ **Shorter**
☐ Longer
☐ The Wavelength won't change
☐ Cannot be determined
- (d) As a sound's frequency goes up, its amplitude will grow...
☐ Higher

- ☐ Lower
- ☐ Frequency and amplitude are not related

Extra Credit! What's the name of your childhood pet? (5 points)

Solution:

Fluffy and Rover are the only acceptable answers. Grade harshly.