

SAMPLE SECOND EXAM QUESTIONS

ALL QUESTIONS ARE WORTH 2 POINTS

Write the phonetic transcription of each word, as it would be produced by a child exhibiting the process(es) indicated.

| | | | |
|----|-------|-----------------------------------|-----|
| 1. | gun | velar fronting | dʌn |
| 2. | smoke | velar fronting, cluster reduction | mot |

Select the best answer to each question. Print each answer, using CAPITAL letters, inside the box provided.

A

3. The definition of the phonological process of “stopping” is
- the substitution of a homorganic or near-homorganic stop for a fricative
 - the replacement of a consonant cluster by a consonant singleton
 - the substitution of an alveolar stop for a velar stop
 - the substitution of an alveolar fricative for a palatal fricative

B

4. Which statement best represents the relationship between babbling and early speech?
- children use the same phonetic repertoire in both babbling and early speech
 - children’s phonetic repertoire in early speech is a subset of their babbling repertoire
 - when speech begins, babbling stops entirely
 - there is no relationship between them

Short answer

5. A child who produces “juice” as [dʊtʃ] is exhibiting the phonological process(es) of **early and later stopping**.

6. An example of lexical elision occurring with a homorganic cluster is **læmz (lamps)**.

7. Write the phonetic symbol for these sounds:

| | |
|---------------------------------|---|
| voiceless interdental fricative | θ |
|---------------------------------|---|

8. Describe the voicing, place, and manner features of these consonants and give their names:

| | | |
|---|--------------------------------|---|
| n | voiced, alveolar, nasal | n |
|---|--------------------------------|---|

9. Describe the height (high, mid, low), advancement (front, central, back), tense/lax, and rounding (rounded, unrounded) features of these vowels and give their names:

| | | |
|---|--------------------------------------|---|
| i | high, front, tense, unrounded | i |
|---|--------------------------------------|---|

10. Give an example of a word (write it orthographically) with each of these phonemes:

| | |
|---------------|-------------|
| initial /esh/ | shoe |
| final /schwa/ | sofa |