

REVIEW

Exercise 1: Form minimal pairs by changing the sound of the underlined part in each of the given words. The first has been done for you as an example.

| | | | |
|---------------------|-------------------|-----------------|------------------|
| 0 <u>write</u> ride | pe <u>ek</u> pick | 11 <u>mitt</u> | 16 <u>caught</u> |
| 1 <u>pack</u> | 6 <u>quit</u> | 12 <u>berry</u> | 17 <u>oured</u> |
| 2 <u>peach</u> | 7 <u>light</u> | 13 <u>sew</u> | 18 <u>breath</u> |
| 3 <u>choke</u> | 8 <u>meat</u> | 14 <u>shell</u> | 19 <u>bomb</u> |
| 4 <u>age</u> | 9 <u>white</u> | 15 <u>eel</u> | 20 <u>heart</u> |

Exercise 2: Write complete sentences based on the transcription. The first has been done for you as an example.

0. /t̬wəz 'verɪ leɪt// jet ðə 'lɪtl 'mɜ:meɪd kəd nɒt teɪk ər aɪz frəm ðə sɪp ə: frəmðə 'bju:tɪflprɪns/ *It was very late; yet the little mermaid could not take her eyes from the ship, or from the beautiful prince.*

1/ət 'fɜ:st ðə 'taun wəz ə 'fɪʃɪŋ 'vɪlɪdʒ ən dɪd 'nɒt bɪ'kʌm 'pɒpjələ ʌn'tɪl əbaut eɪ'ti:n 'hʌndred/

2 /ðɪ 'eərɪə əv 'əʊld 'haʊzɪz 'nəun əz ðə 'leɪnз ɪz ə 'veri ə'træktɪv 'ʃɒpɪŋ 'sentə 'weə 'vɪzɪtəz kən 'baɪ su:və'nɪa ən æn'ti:ks/

3 /'brætən ɪz wɪ'ðɪn 'i:zɪ 'ri:tʃ əv 'lʌndən ən həz bɪn ə 'pɒpjələ 'deɪ aʊt fə 'lʌndənəz fə 'meni 'jtaz/

4 /'dʒoərɪŋ ðə nai'ti:nθ 'sentʃəri ɪt wəz 'kʊmən tə 'hɪə 'pi:pl ɪn 'jʊərəp ən ə'merɪkə 'seɪ ðət ðə ri'sɔ:sɪz əv ðə si: ər ʌn'limitɪd /

5 /əsəʊʃɪ'eɪʃn əv 'saʊθi:st 'eɪzə 'neɪʃnз 'ri:dʒən| ə'latəns əv 'ten ɪndɪ'pendənt 'kʌntrɪz ðət prə'məʊts stə'bɪlətɪ ən i:kə'nəmɪk 'grəʊθ ɪn 'saʊθi:st 'eɪzə /

6 /'wen_ər 'wəʊk_əp ər 'dɪdnt'i:vɪn 'ri:ələrz 'wɒt təm_ɪt wəz/

7 /aɪ wəz 'wɜ:kɪŋ 'leɪt bɪ'kəz ðeɪ 'wɒnt_ɪt 'dʌn_əz 'kwɪkli_əz 'ɒsəbɪ/

8 /ðeɪ 'tʊk 'wɒt ðeɪ kəd 'kæri ən 'left ðə 'rest_əv ðeə bɪ'ləjɪŋz bɪ'haɪnd/

9 /ðə 'hed əv ðə pə'lɪs 'fɔ:s 'hu:z ɪz tə rɪ'taɪə nekst jɪə həz 'krɪtɪsɪzɪd ðə 'nju: 'b:/

10 /ə 'ri:snt_ə'pɪnjən 'pəol wɪtʃ wəz kən'dʌktɪd 'z:li:θ ə'ʃɪʃrə nɪ'vi:lð ðət 'erti pə'sent_əv ðə pəpjʊ'lɪʃn_ɪz_ɪntrəstrɪd_ɪn 'sərəns/

Exercise 3: Transcribe the following sentences. The first has been done for you as an example.

0 Nothing gave her so much pleasure as to hear about the world above the sea.

//'nʌθɪŋgeɪv əsəvəmatʃ'plezər əz'təhɪər ə 'baʊtðəwɜ:ld ə 'bʌvðə si://

1 The scenery in North Wales is magnificent and so this area is very famous for tourist attractions.

2 The spirit of the Asian Games has been built up over a long period of time, spreading the messages of unity, warmth, and friendship through competitive sport.

3 An increasing number of people are now going on holiday to Egypt. Last year, for example, about one and a half million tourists visited Egypt.

4 In developing countries, where three fourths of the world's population live, sixty percent of the people who can't read and write are women.

5 Swimming is a valuable activity for physical therapy and exercise.

Exercise 4: Identify the bound morpheme(s) in each of the given words. Complete the table given below.

| | | | | | |
|---|-----------|--|----|-----------|--|
| 1 | speaker | | 6 | delivery | |
| 2 | kingdom | | 7 | intervene | |
| 3 | phonemic | | 8 | revise | |
| 4 | idolize | | 9 | dreamed | |
| 5 | selective | | 10 | undone | |

Exercise 5: Identify the base in each the given words. Complete the table given below.

| | | | | | | | | |
|---|----------|--|----|------------|--|----|-------------|--|
| 1 | womanly | | 6 | lighten | | 11 | unlikely | |
| 2 | endear | | 7 | enlighten | | 12 | prewar | |
| 3 | failure | | 8 | friendship | | 13 | subway | |
| 4 | famous | | 9 | befriend | | 14 | falsify | |
| 5 | infamous | | 10 | Bostonian | | 15 | unenlivened | |

Exercise 6: Add an inflectional suffix to each of these words, which already end in a derivational suffix. Complete the table given below.

| | | |
|----|------------|--|
| 1 | kindness | |
| 2 | beatify | |
| 3 | quarterly | |
| 4 | popularize | |
| 5 | depth | |
| 6 | pressure | |
| 7 | extinguish | |
| 8 | orientate | |
| 9 | friendly | |
| 10 | noisy | |

Exercise 7: Give all the words below in the derivational paradigm. Complete the table.

| | | |
|---|-----------|--|
| 1 | sin | |
| 2 | kind | |
| 3 | live | |
| 4 | transport | |
| 5 | audience | |

Exercise 8: Determine the form (N, V, Adj, or Uninflected Words-UW), position (Nominal, Verbal, Adjectival, adverbial), and syntactic function (S, DO, IO, PrepObj, V, SC, M, Predicator) of the underlined word in each of the following sentences.

Ex: Max was struck by lighting.

Form: N Position: Nominal Function: PrepObj

1 She gave him an encouraging smile.

2 I am too frightened to move.

3 They visited him in the summer.

4 Self-confidence is the key factor in getting yourself a good job.

5 She works in a language center.

Exercise 9: Identify the presupposition(s) in the following sentences:

1 I've been dreaming of having a house of my own.

2 If they hadn't waited until the last minute, they would have passed the exam.

Exercise 10: Read the following sentence carefully and answer the questions.

English is spoken in more parts of the world than in any other language by more people than any other tongue except Chinese.

- 1 Is there any instance of synonym in the above sentence?
- 2 What is the sense relation between the terms English, language, and Chinese.
- 3 Tongue is a polysemous word, which can lead to lexical ambiguity when it is used in a certain utterance. Is the word tongue in the above sentence an instance of ambiguity?

Exercise 11: Identify the speech acts performed in the following underlined utterances.

1 A. Hey, buddy! There's a big hole in front of our classroom!

B: Thanks

2 A. You know what I found on the first day on my new school year?

There's a big hole in front of our classroom.

B: Really?

3 A: Oh, my God! There's a big hole in front of our classroom!

B: It's not unusual around here.

Exercise 12: Explain the structural ambiguity of the phrase and the sentence given below.

1 the motor boat of the man that would not start.

2 Fred said that he would pay me on Thursday.

3 They feed her dog biscuits.

Exercise 13: What is the connotation of a word? Identify three possible (positive or negative) connotations of the word ***titanic***.

Exercise 14: Identify English phoneme

1 Choose the words that begin with a velar consonant:

 knight kite bite site gate hate

2 Choose the words that begin with a bilabial consonant:

 meat neat beat seat heat Peter

3 Choose the words that begin with a labio-dental consonant:

 feel heel seal veal meal deal

4 Choose the words that begin with an alveolar consonant:

zip nip skip dip hip

5 Choose the words that begin with a dental consonant:

guy thigh high pie these cheese

6 Choose the words that end with a lateral approximant:

dull lip hip rip smile

7 Choose the words that end with a fricative:

leave lease lead leaf rough rug rush rose

8 Choose the words that end with a nasal stop:

dumb done dung dull duck

9 Choose the words that end with an affricate:

much muck must badge base

10 Choose the words that end with an oral stop:

rough rub rug hide high height hike

Exercise 15: *Describe the vowel sound in the middle of each of the following words as indicated in the example.*

| | tongue height | tongue part | lip rounding | length | tenseness |
|-----------------|---------------|-------------|-----------------|--------|-----------|
| <u>dead</u> | mid | front | slightly spread | short | lax |
| <u>team</u> | | | | | |
| <u>squawk</u> | | | | | |
| <u>ham</u> | | | | | |
| <u>food</u> | | | | | |
| <u>book</u> | | | | | |
| <u>worthy</u> | | | | | |
| <u>backward</u> | | | | | |
| <u>farm</u> | | | | | |
| <u>son</u> | | | | | |
| <u>pop</u> | | | | | |

Exercise 16: *Give the phonemic transcription and then the phonetic transcription of each of the following words according to Received Pronunciation:*

| | | | | | |
|-------------|---|-----|-----------------|---|-----|
| 1 lose / | / | [] | 2 loose / | / | [] |
| 3 cough / | / | [] | 4 impermeable / | / | [] |
| 5 thing / | / | [] | 6 clapped / | / | [] |
| 7 breathe / | / | [] | 8 breath / | / | [] |
| 9 prays / | / | [] | 10 twentieth / | / | [] |

Exercise 17: *Each of the following examples contains one or more words which often have weak forms. Transcribe the expressions phonemically, showing the stressed and weak (or strong forms of those words):*

1 They came to the door.

/ /

2 What are you surprised at?

/ /

3 Who will meet him at the airport?

/ /

4 She has an uncle and a cousin.

/ /

5 There are two of them. /

6 I shall be angry. /

7 More than I can. /

8 What can I do? /

9 She is as old as the hill. /

10 He was pleased, wasn't he? /

Exercise 18: Give the phonetic transcription of the two following sentences:

Linguistics can be defined as the scientific inquiry into human language

[] into its structures and uses and the relationship between them,

[] as well as into the development and acquisition of language.

[] The science of speech sounds is called phonetics.

[] It aims to provide the set of features or properties

[] that can describe all sounds in human language.

[]

Exercise 19: Give the syllable structure of the following English words. The first one is done as example.

| | |
|-----------|------------|
| 1 key: CV | 6 facts |
| 2 pitch | 7 texts |
| 3 huge | 8 trust |
| 4 splice | 9 squeaked |
| 5 queen | 10 egg |

Exercise 20: Group the following utterances into the phonetic process(es) that affect(s) their pronunciation. Write numbers only.

Bottle (1), bank (2), often (3), send her (4), quite good (5), may I (6), in the (7)

1 Assimilation:

2 Elision:

3 Linking:

4 Syllabic process:

Exercise 21: Group the following utterances into appropriate stress patterns. Write numbers only.

Apologetic (1), Canadian (2), semi-conscious (3), southwest (4), alphabetical (5), phonology (6), aristocracy (7), democrat (8), responsibility (9), vegetable (10)

- 1 The first syllable is primarily stressed:
- 2 The second syllable is primarily stressed:
- 3 The third syllable is primarily stressed:
- 4 The fourth syllable is primarily stressed:

Exercise 22: Give the phonemic transcription of the two following sentences:

1 Look out for that sheep.

2 Stop it licking!

3 What lovely cheeks.

4 Throw out that bean.

5 He's going to leave.

6 Put the axe here.

7 I'm sanding the table.

8 It's a lovely gem.

9 He hasn't done the backup

10 The computer has crashed.

11 There's a hut in the garden.

12 See the tracks on the road.

13 My uncle was injured.

14 He touched his heart.

15 I'll pack the car.

16 Pot the plant in the garden.

17 This isn't really full proof.

18 I wouldn't like worm soup.

19 There's a gull on the beach.

20 She took some comfortable clothes out of the cupboard; she packed a pair of binoculars and her sister's camera.

Exercise 23: Are the following pairs of words binary antonyms?

| | | | |
|------------------|--------|---------------------|--------|
| 1 chalk-cheese | Yes/No | 4 death-alive | Yes/No |
| 2 same-different | Yes/No | 5 married-unmarried | Yes/No |
| 3 copper-tin | Yes/No | 6 love-hate | Yes/No |