Chapter 2, Exercise 1: Free Morphemes

I. Underline the free morpheme (or root) in each word. The first one has been done for you as an example.

- mindful
- adulthood
- illegal
- returnable
- spacious
- fortunate
- revisit
- portable
- alignment
- penniless
- resourceful
- powerful
- undress
- cleverly
- written
- fulfilling
- substitution
- returnable
- alignment
- penniless
- poems
- sculptor

II. For each word, place each morpheme into the appropriate column. The first one has been done for you as an example.

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix/es</th>
<th>Root</th>
<th>Suffix/es</th>
</tr>
</thead>
<tbody>
<tr>
<td>discredited</td>
<td>dis</td>
<td>credit</td>
<td>ed</td>
</tr>
<tr>
<td>interplanetary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reservations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>illegibly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>factually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>biodegradable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>realignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unspoken</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>overestimated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Chapter 2, Exercise 2: Identifying Inflectional Morphemes

Underline all of the inflectional morphemes in the passage from *Gulliver's Travels* by Jonathan Swift. Include irregular verbs and plurals that may be less obvious. The first few have been done for you as examples.

Having thus answered the only objection that can ever be raised

against me as a traveller, I here take a final leave of all my courteous

readers, and return to enjoy my own speculations in my little garden at

Redriff; to apply those excellent lessons of virtue which I learned among

the Houyhnhnms; to instruct the Yahooos of my own family, is far as I

shall find them docible animals; to behold my figure often in a glass,

and thus, if possible, habituate myself by time to tolerate the sight of

a human creature; to lament the brutality to Houyhnhnms in my own

country, but always treat their persons with respect, for the sake of my

noble master, his family, his friends, and the whole Houyhnhnms race,

whom these of ours have the honour to resemble in all their lineaments,

however their intellectuals came to degenerate.

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Chapter 2, Exercise 3: Morpheme Analysis II (Suffixes)

For each word, list the root and all appropriate suffixes. Indicate whether each suffix is derivational (D) or inflectional (I).

<table>
<thead>
<tr>
<th></th>
<th>Root</th>
<th>Suffix(es)</th>
<th>D/I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>perspiration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>antiintellectualism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>reactionary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>scientists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>verifiable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>exceedingly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>nontransferable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>incapacitated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>wholesome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>disapprovals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>physicalities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>misinformation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>counterclockwise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>reencapsulated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>biogenetically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>inexhaustible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>desensitized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>reenactments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>subcompact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>multifaceted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Chapter 2, Exercise 4: Reverse Word Formation

List a few examples for each word formation technique featured.

<table>
<thead>
<tr>
<th>1. Derivations</th>
<th>2. Compounds</th>
<th>3. Clips</th>
</tr>
</thead>
<tbody>
<tr>
<td>adulthood</td>
<td>pocketbook</td>
<td>fridge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Borrowings</th>
<th>8. Acronyms/Alphabetisms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Chapter 2, Exercise 5: Word Formation Techniques II

Identify the word formation technique(s) for each word. Note: More than one technique may apply.

<table>
<thead>
<tr>
<th>Word</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>childish</td>
<td>derivation</td>
</tr>
<tr>
<td>readability</td>
<td></td>
</tr>
<tr>
<td>sunglasses</td>
<td></td>
</tr>
<tr>
<td>photo</td>
<td></td>
</tr>
<tr>
<td>breathalyzer</td>
<td></td>
</tr>
<tr>
<td>megabyte</td>
<td></td>
</tr>
<tr>
<td>CPR</td>
<td></td>
</tr>
<tr>
<td>doc</td>
<td></td>
</tr>
<tr>
<td>kleenex</td>
<td></td>
</tr>
<tr>
<td>spam</td>
<td></td>
</tr>
<tr>
<td>feminist</td>
<td></td>
</tr>
<tr>
<td>blacklist</td>
<td></td>
</tr>
<tr>
<td>steno</td>
<td></td>
</tr>
<tr>
<td>coffee</td>
<td></td>
</tr>
<tr>
<td>edutainment</td>
<td></td>
</tr>
<tr>
<td>ravioli</td>
<td></td>
</tr>
<tr>
<td>kickstand</td>
<td></td>
</tr>
<tr>
<td>Xerox</td>
<td></td>
</tr>
<tr>
<td>bonsai</td>
<td></td>
</tr>
<tr>
<td>.org</td>
<td></td>
</tr>
</tbody>
</table>
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21. pancake

22. icier

23. sidewalk

24. headache

25. scuba
Chapter 2, Exercise 6: Word Formation Techniques III

Identify the word formation technique(s) in each word. Note: More than one technique may apply.

1. neighborhood  derivation
2. math
3. sailboat
4. PETA
5. swimathon
6. PBS
7. racetrack
8. phys ed
9. football
10. CD
11. suitcase
12. resurrect
13. spork
14. milkshake
15. backflip
16. television
17. fairground
18. exam
19. UFO
20. jello
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21. skateboard ______________________
22. demo ______________________
23. radar ______________________
24. transceiver ______________________
25. pulsar ______________________
Chapter 2, Exercise 7: Homonyms I

The category of *homonym* contains both words that have the same pronunciation but different meanings, origins, and/or spellings (*homophones*) and those with the same spelling but different meanings and/or origins (*homographs*). Provide the English words for each IPA transcription.

1. [æks]
   __________________
   __________________

2. [el]
   __________________
   __________________

3. [er]
   __________________
   __________________

4. [æəl]
   __________________
   __________________

5. [ələud]
   __________________
   __________________

6. [et]
   __________________
   __________________

7. [ər]
   __________________
   __________________

8. [bel]
   __________________
   __________________

9. [bold]
   __________________
   __________________

10. [bænd]
    __________________
    __________________

11. [ber]
    __________________
    __________________

12. [bes]
    __________________
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13. [bəzar]  

14. [bi]  

15. [baɪt]  

16. [bɔrd]  

17. [bau]  

18. [bruːz]  

19. [baɪ]  

20. [kɔt]  

21. [silɪŋ]  

22. [sɛnt]  

23. [tʃest]  

24. [tʃuz]  

25. [kɔrs]  

26. [dɪsɛnt]
27. [dəwəl] 
   ______________
   ______________

28. [ərn] 
   ______________
   ______________

29. [yu] 
   ______________
   ______________

30. [fer] 
   ______________
   ______________

31. [fez] 
   ______________
   ______________

32. [faɪnð] 
   ______________
   ______________

33. [fli] 
   ______________
   ______________

34. [fleks] 
   ______________
   ______________

35. [flauər] 
   ______________
   ______________

36. [fɔːr] 
   ______________
   ______________

37. [fraɪər] 
   ______________
   ______________

38. [dʒinz] 
   ______________
   ______________

39. [greɪt] 
   ______________
   ______________

40. [gres] 
   ______________
   ______________
Chapter 2, Exercise 8: Homonyms II

The category of homonym contains both words that have the same pronunciation but different meanings, origins, and/or spellings (homophones) and those with the same spelling but different meanings and/or origins (homographs). Provide the English words for each IPA transcription.

1. [gron] 7. [holi]

__________________________
__________________________
2. [gest] 8. [him]

__________________________
__________________________
3. [her] 9. [airəl]

__________________________
__________________________
4. [hil] 10. [nid]

__________________________
__________________________
5. [hærd] 11. [noz]

__________________________
__________________________
6. [hərə] 12. [læps]

__________________________
13. [list] __________  

14. [led] __________  

15. [lesn] __________  

16. [larər] __________  

17. [links] __________  

18. [lon] __________  

19. [men] __________  

20. [marʃəl] __________  

21. [mərəl] __________  

22. [mənər] __________  

23. [mus] __________  

24. [mod] __________  

25. [nevəl] __________  

26. [nu] __________
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27. [od] 34. [por]

28. [pækt] 35. [prez]

29. [per] 36. [prɔfıt]

30. [pɔz] 37. [kworts]

31. [pis] 38. [ræpt]

32. [pir] 39. [rait]

33. [pliz] 40. [rut]
Chapter 2, Exercise 9: Homonyms III

The category of *homonym* contains both words that have the same pronunciation but different meanings, origins, and/or spellings (*homophones*) and those with the same spelling but different meanings and/or origins (*homographs*). Provide both an English word and a homonym for each IPA transcription.

<table>
<thead>
<tr>
<th>IPA</th>
<th>English Word</th>
<th>Homonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ɹɑɪ]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[sɔr]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[sin]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[sɪr]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[sɪz]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[saɪd]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[slɛɪ]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[sɔl]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[sʊrɪd]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[stɛr]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[stɔk]</td>
<td>_____________</td>
<td>___________</td>
</tr>
<tr>
<td>[swɪt]</td>
<td>_____________</td>
<td>___________</td>
</tr>
</tbody>
</table>
13. [tæks]  
14. [tɔt]  
15. [tim]  
16. [tiz]  
17. [tir]  
18. [θru]  
19. [tæm]  
20. [taiʔən]  
21. [tod]  
22. [ven]  
23. [vaɪˈəl]  
24. [wer]  
25. [wɔrn]  
26. [wæks]
Chapter 2 for Teachers

27. [wed] 34. [yul]

28. [wɔk] 35. [lærər]

29. [wɪtʃ] 36. [saɪt]

30. [wɔIn] 37. [fɔrθ]

31. [wʊd] 38. [dəɪ]

32. [wʌn] 39. [əʊˈwər]

33. [yor] 40. [ðɛr]

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Chapter 2, Exercise 10: Natural Classes

A natural class is any group of sounds that share some phonetic feature. Therefore, all stops are a natural class, all vowels are another, all voiceless stops, all nasals, all front vowels, etc. In each set of sounds, identify the sound that does NOT belong to the natural class. Mark the odd sound and identify the class to which the others belong. The first one has been done for you as an example.

1. [v] does not belong; stops
2. _________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

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## Chapter 2, Exercise 11: Phonetic Description, Consonants

Provide the phonetic symbol and the full description for the underlined sound in each word.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Place</th>
<th>Voicing</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>open</td>
<td>[p]</td>
<td>bilabial</td>
<td>voiceless stop</td>
</tr>
<tr>
<td>psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>desire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>linger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>counted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>labor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>receipt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>agitate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>creature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stronger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>there</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>treasure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>license</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Understanding Language Structure, Interaction, and Variation, Third Ed.

<table>
<thead>
<tr>
<th>thin</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>gnaw</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>who</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>invite</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tissue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>butcher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>queen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>writer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Chapter 2, Exercise 12: Phonetic Description, Vowels

Provide the phonetic symbol and the full description for the underlined vowel sound in each word.

Note: For diphthongs, you must provide the articulation for both sounds.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Tip of Tongue</th>
<th>Body of Tongue</th>
<th>Tense/Lax</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>reign</td>
<td>[e]</td>
<td>front</td>
<td>mid</td>
<td>tense</td>
</tr>
<tr>
<td>Caesar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>guest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>laugh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>caught</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sewer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>doily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aisle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crooked</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>covert</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bough</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2, Exercise 13: Phonetic Transcription II

Transcribe each word using the phonetic alphabet. Remember your glides and diphthongs!

1. audience \[\text{o}r\text{i}\text{\ae}\text{n}\] 21. whisked ____________
2. years ____________ 22. shorter ____________
3. greatest ____________ 23. fences ____________
4. supplied ____________ 24. logical ____________
5. numerous ____________ 25. eighth ____________
6. retire ____________ 26. stations ____________
7. adult ____________ 27. sketch ____________
8. actual ____________ 28. coverage ____________
9. monster ____________ 29. cereal ____________
10. comfort ____________ 30. promoted ____________
11. walking ____________ 31. quart ____________
12. possible ____________ 32. iced ____________
13. easier ____________ 33. family ____________
14. fashion ____________ 34. university ____________
15. radio ____________ 35. alive ____________
16. reward ____________ 36. receipt ____________
17. doorbell ____________ 37. thirty ____________
18. problem ____________ 38. manage ____________
19. value ____________ 39. lawyer ____________
20. bonus ____________ 40. minute ____________
Chapter 2, Exercise 14: Phonetic Transcription III

Transcribe each word using the phonetic alphabet. Remember your glides and diphthongs!

1. phrase [frez] 21. premium
2. boundary 22. only
3. kettle 23. angels
4. suppose 24. layer
5. thunder 25. career
6. picture 26. route
7. scandal 27. inspire
8. league 28. taste
9. causes 29. adventure
10. usual 30. manner
11. order 31. style
12. simulate 32. insured
13. animal 33. factor
14. tune 34. items
15. correct 35. architect
16. herself 36. material
17. taxed 37. detailed
18. central 38. video
19. salads 39. interview
20. juice 40. thirsty

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# Chapter 2, Exercise 15: Recognizing Consonant Sounds

Read the top word in each column. Circle the words that feature the same sound in any position. To help you, the phonetic symbol is provided for each sound.

<table>
<thead>
<tr>
<th>content</th>
<th>king</th>
<th>balance</th>
<th>serious</th>
<th>endure</th>
</tr>
</thead>
<tbody>
<tr>
<td>missed</td>
<td>know</td>
<td>comb</td>
<td>chasm</td>
<td>voter</td>
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<tr>
<td>castle</td>
<td>could</td>
<td>washable</td>
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<td>ladder</td>
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<tr>
<td>witch</td>
<td>success</td>
<td>subtle</td>
<td>recent</td>
<td>deal</td>
</tr>
<tr>
<td>better</td>
<td>charisma</td>
<td>doubt</td>
<td>pauses</td>
<td>ratify</td>
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<table>
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<th>mimic</th>
<th>reason</th>
<th>winter</th>
<th>perhaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>mnemonic</td>
<td>wrong</td>
<td>through</td>
<td>receipt</td>
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<tr>
<td>furlough</td>
<td>lamp</td>
<td>fear</td>
<td>reward</td>
<td>raspberry</td>
</tr>
<tr>
<td>alpha</td>
<td>dumb</td>
<td>carp</td>
<td>prawn</td>
<td>psychic</td>
</tr>
<tr>
<td>rough</td>
<td>omit</td>
<td>wrestle</td>
<td>wring</td>
<td>trap</td>
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<table>
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<th>lazy</th>
<th>nonsense</th>
<th>review</th>
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<td>garden</td>
<td>tortilla</td>
<td>damn</td>
<td>of</td>
</tr>
<tr>
<td>the</td>
<td>gnome</td>
<td>talk</td>
<td>know</td>
<td>love</td>
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<tr>
<td>either</td>
<td>signal</td>
<td>call</td>
<td>corn</td>
<td>valiant</td>
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<tr>
<td>ether</td>
<td>magic</td>
<td>please</td>
<td>knee</td>
<td>marvel</td>
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<tr>
<td>cheer</td>
<td>jump</td>
<td>yellow</td>
<td>zealous</td>
<td>shine</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>--------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>[tʃ]</td>
<td>[dʒ]</td>
<td>[y]</td>
<td>[z]</td>
<td>[ʃ]</td>
</tr>
<tr>
<td>machine</td>
<td>fudge</td>
<td>cynical</td>
<td>resign</td>
<td>action</td>
</tr>
<tr>
<td>rich</td>
<td>logical</td>
<td>mythology</td>
<td>example</td>
<td>martial</td>
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<tr>
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<td>canyon</td>
<td>raises</td>
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<td>[r]</td>
<td>[ʔ]</td>
<td>[ð]</td>
<td>[h]</td>
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<td>ladle</td>
<td>attain</td>
<td>the</td>
<td>khaki</td>
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<tr>
<td>leisure</td>
<td>kitten</td>
<td>letter</td>
<td>rhythm</td>
<td>ash</td>
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<tr>
<td>pressure</td>
<td>water</td>
<td>uh-oh</td>
<td>sixth</td>
<td>wreath</td>
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<tr>
<td>rouge</td>
<td>actor</td>
<td>matter</td>
<td>another</td>
<td>historical</td>
</tr>
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Chapter 2, Exercise 16: Recognizing Vowel Sounds

Read the top word in each column. Circle those words that feature the same sound in any position. To help you, the phonetic symbol is provided for each sound.

<table>
<thead>
<tr>
<th>brief</th>
<th>pinch</th>
<th>weight</th>
<th>debt</th>
<th>math</th>
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<tbody>
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<td>[i]</td>
<td>[i]</td>
<td>[e]</td>
<td>[ɛ]</td>
<td>[æ]</td>
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<td>vie</td>
<td>likely</td>
<td>grief</td>
<td>redo</td>
<td>lathe</td>
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<tr>
<td>friend</td>
<td>inspire</td>
<td>height</td>
<td>sense</td>
<td>father</td>
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<td>grieve</td>
<td>thing</td>
<td>rain</td>
<td>read</td>
<td>author</td>
</tr>
<tr>
<td>dried</td>
<td>active</td>
<td>seize</td>
<td>delay</td>
<td>rather</td>
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</table>

<table>
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<th>loot</th>
<th>put</th>
<th>donor</th>
<th>cop</th>
<th>pasta</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ʌ]</td>
<td>[u]</td>
<td>[o]</td>
<td>[ɔ]</td>
<td>[o]</td>
<td>[a]</td>
</tr>
<tr>
<td>other</td>
<td>book</td>
<td>lungs</td>
<td>though</td>
<td>taught</td>
<td>erase</td>
</tr>
<tr>
<td>bull</td>
<td>glue</td>
<td>rut</td>
<td>ton</td>
<td>look</td>
<td>past</td>
</tr>
<tr>
<td>rush</td>
<td>lose</td>
<td>push</td>
<td>prone</td>
<td>cope</td>
<td>east</td>
</tr>
<tr>
<td>gum</td>
<td>attitude</td>
<td>crook</td>
<td>crow</td>
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<td>father</td>
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</table>

<table>
<thead>
<tr>
<th>time</th>
<th>frowned</th>
<th>choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>[aɪ]</td>
<td>[au]</td>
<td>[ɔɪ]</td>
</tr>
<tr>
<td>deny</td>
<td>raw</td>
<td>violet</td>
</tr>
<tr>
<td>trim</td>
<td>rough</td>
<td>poignant</td>
</tr>
<tr>
<td>tray</td>
<td>thaw</td>
<td>trio</td>
</tr>
<tr>
<td>science</td>
<td>trousers</td>
<td>oil</td>
</tr>
</tbody>
</table>
Chapter 2, Exercise 17: Reverse Transcription II

Write the English spelling for each phonetically transcribed word.

1. [tʃænəl] ______________ 11. [biznəs] ______________
2. [kənfɑid] ______________ 12. [sɪzn] ______________
5. [merɪdʒ] ______________ 15. [klæsəz] ______________
7. [ʃərə] ______________ 17. [ɛksəs] ______________
8. [sɪnənɪm] ______________ 18. [eəɾ] ______________
10. [tuθek] ______________ 20. [ɛdʒ] ______________
Chapter 2, Exercise 18: Reverse Phonetic Transcription III

Transcribe each phonetically spelled word into its English equivalent.

2. [dɪs] ______________ 22. [təde] ______________
3. [ʃɔk] ______________ 23. [kebəl] ______________
5. [eləverər] ______________ 25. [kəfi] ______________
7. [miθ] ______________ 27. [sərin] ______________
10. [kæləriz] ______________ 30. [bɔːriz] ______________
11. [dəlaɪt] ______________ 31. [əprətʃ] ______________
12. [izi] ______________ 32. [bɪldɪŋ] ______________
13. [mɑːnθ] ______________ 33. [mjən] ______________
14. [fæbrɪk] ______________ 34. [kærənt] ______________
15. [wələt] ______________ 35. [θnɪsəri] ______________
17. [sɪkət] ______________ 37. [nərv] ______________
18. [rɪrər] ______________ 38. [ɔpʃəns] ______________
20. [dʒəb] ______________ 40. [əvərəl] ______________
Chapter 2, Exercise 19: Silent Letters

I. Underline the silent letters in each word. The first one has been done for you as an example.

rendezvous  gnat  honest
two  listen  write
island  knee  faux
subtle  Connecticut  autumn
pneumonia  vegetable  business
sign  psychology  sophomore
asthma  biscuit  half

II. Phonetically transcribe each word.

rendezvous  [rɔndəvə]
two  vegetable  psychology
island  biscuit  honest
subtle  write  faux
pneumonia  autumn  business
sign  sophomore  half
asthma  Connecticut  half

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Chapter 2, Exercise 20: Vowel Sound Identification

Identify the underlined vowel sound in each word in the Word List Box. Then write each word in the appropriate vowel sound box. Pay attention to the way the words sound, not the way they are spelled. Remember, diphthongs count as one sound.

[e] [ε] [i] [ɪ] [æ]

[ɔ] [a] [ʌ] [ʊ] [o]

[ɔ]/[a] [aɪ] [ɔɪ] [au]
Vowel Sound Identification—Word List

<table>
<thead>
<tr>
<th>scene</th>
<th>why</th>
<th>owl</th>
<th>book</th>
<th>guest</th>
<th>tortoise</th>
</tr>
</thead>
<tbody>
<tr>
<td>said</td>
<td>train</td>
<td>feel</td>
<td>head</td>
<td>break</td>
<td>shoulder</td>
</tr>
<tr>
<td>mouse</td>
<td>reach</td>
<td>snow</td>
<td>joy</td>
<td>amoeba</td>
<td>toe</td>
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<tr>
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<td>buy</td>
<td>noise</td>
<td>mayor</td>
<td>matinee</td>
<td>awful</td>
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<td>friend</td>
<td>gift</td>
<td>people</td>
<td>because</td>
<td>niece</td>
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<tr>
<td>walk</td>
<td>would</td>
<td>although</td>
<td>rye</td>
<td>women</td>
<td>pie</td>
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<td>language</td>
<td>uncle</td>
<td>busy</td>
<td>author</td>
<td>thought</td>
<td>sugar</td>
</tr>
<tr>
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<td>coat</td>
<td>sigh</td>
<td>height</td>
<td>option</td>
<td>apple</td>
</tr>
<tr>
<td>freight</td>
<td>bouquet</td>
<td>news</td>
<td>pretty</td>
<td>juice</td>
<td>two</td>
</tr>
<tr>
<td>feud</td>
<td>many</td>
<td>blood</td>
<td>rhythm</td>
<td>leopard</td>
<td>hope</td>
</tr>
<tr>
<td>what</td>
<td>through</td>
<td>broad</td>
<td>shoe</td>
<td>spell</td>
<td>smile</td>
</tr>
<tr>
<td>reign</td>
<td>beauty</td>
<td>mother</td>
<td>English</td>
<td>woman</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2, Exercise 21: Word Stress

Use accent marks to identify the primary stress in each set of words.

1. catas'trophe catastro’phic
2. tranquil tranquility
3. assume assumption
4. character characteristic
5. divine divinity
6. pronounce pronunciation
7. repeat repetitive repetition
8. apply applicable application
9. geometry geometric
10. omen ominous
11. grade gradual
12. derive derivative derivation
13. migrate migratory migration
14. compare comparable
15. complex complexity
16. proverb proverbial
17. reflex reflexive reflexivity
18. perfect perfection
19. photograph photography photographic
20. present presentation

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Chapter 2, Exercise 22: Sentence Diagramming—Particle Hopping

Each sentence has had the particle hopping transformation applied to the kernel sentence. Remove the transformation and diagram the kernel sentence on separate sheets of paper.

1. Mary stood John up after their second date.
2. John took Mary out to an expensive restaurant for her birthday.
3. The lion tamer put the clowns up for the night.
4. The soldiers of the battalion put the camp up before nightfall.
5. Mary firmed her decision up before the day of graduation.
6. Bob squandered his political capital away on a campaign against his opponent.
7. The girl with the pearl earring put the jar up on the table.
8. The father wrapped his child up in a cozy blanket.
9. The lawyer for the government finished the case up with a compelling argument.
10. The judge handed the sentence down to the accused parties.
11. Mary made many interesting stories up for the children in her library group.
12. Jack looked the reference up in the first book from his reading list.
13. The union let the workers down in their first meeting with the administration.
14. Mary called John up about the party at Trevor’s house.
15. Rapunzel let her hair down on the side of the castle for the prince.
16. Jim put the shades down after the gunshot in the backyard of his house.
17. The parents put the child down in the crib for a few minutes during their dinner.
18. Frank put the martinis away with gusto until his collapse into a drunken stupor.
19. Mary called her girlfriends up for a trip to the lake over the long weekend.
20. Steve told Sal off about the late delivery of the manuscript for the book.

21. The administration wound the meeting up for the holiday weekend.

22. The chef at the four-star hotel skims the fat off of the boiling sauce.

23. The old tomcat coughed the hairball up on the new rug after several minutes.

24. The MacArthur Foundation picks the brightest scholars out from many candidates.

25. We sent the children off to camp for the entire summer.
Chapter 2, Exercise 23: Sentence Diagramming—Passive Transformations

Each sentence has had the passive transformation applied to the kernel sentence. Remove the transformation and diagram the kernel sentence on separate sheets of paper.

1. Mary was surprised by his passionate embrace.
2. The new computer was attacked by a virus after a week.
3. The president of the company was fired by the board of directors.
4. The capitalist mode of production is strengthened by periodical outbreaks of violence.
5. The best bicycles are built by artisans in small workshops in Northern Italy.
6. Mary was kissed by all the people at the party for her graduation.
7. No one was surprised by the news of his early retirement.
8. The procedures are evaluated by the government in secret hearings.
9. Children are delighted by the presents for their birthdays.
10. Santa was surprised by the fire in the chimney of the house.
11. The thieves were discovered by a clever detective after a lengthy investigation.
12. Cynthia is preoccupied by the payments for her new car.
13. The judge was convinced by the evidence in the case against the corporate officers.
14. My philosophical beliefs are influenced by neo-positivism.
15. The hopes of the skater were dashed by the verdict of the judges.
16. The paintings were hung on the walls of the museum by the curator.
17. Many fingerprints were left by the burglars in this unusual case.
18. The onlookers were dismayed by the late arrival of the artists.
19. The diners were confused by the many options on the menu of the restaurant.
20. The envelope was mailed by someone in Florida.
21. The manifesto was written by the Ph.D. student on an old typewriter at the cabin in Montana.
22. The Doors’ song was remade by George Thorogood.
23. Our windows were broken by an explosion at the fireworks factory near our home.
24. Mistakes were made by the presidential administration.
25. The shoes were designed by Tom Ford for his last collection at Gucci.
Chapter 2, Exercise 24: Sentence Diagramming—Question Transformations

Each sentence has had the question transformation applied to the kernel sentence. Remove the transformation and diagram the kernel sentence on separate sheets of paper.

1. Is Mary in the house with her friends?
2. Did the police arrest the bank robbers?
3. Were his colleagues happy for the winner of the lottery?
4. Do bears walk in the woods?
5. Was the decision about college difficult?
6. Did your rich uncle build a house in the suburbs for his children?
7. Did the pizza arrive on time for the Super Bowl party?
8. Did your friend lose a lot of weight during the first week of his diet?
9. Did the people at the picnic like the homemade potato salad with chives?
10. Was your sister happy about the gifts from your trip to Europe?
11. Did Mary like the selection of flowers at the nursery?
12. Are all the people in that van with the band?
13. Were the questions on the exam from the first three chapters of the book?
14. Did you get the coupon for a free dinner at the new restaurant in yesterday’s paper?
15. Am I the first applicant for the position of editor at the newspaper?
16. Did you put the cans of vegetables in the pantry?
17. Did the olive tree in the garden survive throughout the winter?
18. Was Bob surprised by the divorce papers from his wife?
19. Did the professor treat her students to pizza at the end of the semester?
20. Were you in the store for the fitting of the bridesmaids’ gowns?
21. Is the new anchor on 60 Minutes from the CBS Evening News?
22. Do you remember the words to the song from your alma mater?
23. Can we agree on the color for the living room walls?
24. Are there many first-time performers on Karaoke Night?
25. Am I the youngest student in the graduate seminar on X-bar theory?

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Chapter 2, Exercise 25: Immediate Constituency

Identify and place in brackets the NP (noun phrase) and VP (verb phrase) in each sentence. The first one has been done for you as an example.

1. [The umbrella] [is in the hall closet with the coats].

2. Jane loves black raspberry ice cream.

3. My neighbor walks with his beagle in the park.

4. The wheel has been used for thousands of years.

5. Goodyear discovered the process of vulcanization.

6. The young woman combing her hair in the window waved to us.

7. Linguistics is a required course for most majors in English.

8. Our little sister plays soccer for her elementary school team.

9. We found several boxes of old LPs in the basement of the new house on Elm Street.

10. The gentleman with the top hat visits the woman on the second floor.
Chapter 2, Exercise 26: Identifying Passives

In this passage from a famous text in English literature, all the verbs appear in bold print. Underline those that are passives.

From: *A Modest Proposal for preventing the children of poor people in Ireland, from being a burden on their parents or country, and for making them beneficial to the publick* by Jonathan Swift (1729).

I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed, is, at a year old, a most delicious nourishing and wholesome food, whether stewed, roasted, baked, or boiled; and I make no doubt that it will equally serve in a fricasie, or a ragout.

I do therefore humbly offer it to publick consideration, that of the hundred and twenty thousand children, already computed, twenty thousand may be reserved for breed, whereof only one fourth part to be males; which is more than we allow to sheep, black cattle, or swine, and my reason is, that these children are seldom the fruits of marriage, a circumstance not much regarded by our savages, therefore, one male will be sufficient to serve four females. That the remaining
hundred thousand may, at a year old, be offered in sale to the persons of quality and fortune, through the kingdom, always advising the mother to let them suck plentifully in the last month, so as to render them plump, and fat for a good table. A child will make two dishes at an entertainment for friends, and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt, will be very good boiled on the fourth day, especially in winter.
Chapter 2, Exercise 27: PSG Grammars

On a separate sheet of paper, write the simplest PSG grammar that can generate each sentence. The first one has been done for you as an example.

1. The boy likes apples.
   \[
   \begin{align*}
   NP & \rightarrow (Art) + N \\
   VP & \rightarrow V + NP \\
   Art & \rightarrow the \\
   N & \rightarrow boy, apples \\
   V & \rightarrow likes
   \end{align*}
   \]

2. Mary went to the store with her friends.

3. The students from Taiwan arrived at the airport.

4. My neighbor has pizza delivered every night.

5. Children eat Pop Tarts for breakfast.
6. The colorful tent covered the members of the wedding party.

7. The boy in Stella’s class led the school anthem.

8. I am an Englishman in New York.

9. The general liked the smell of napalm in the morning.

10. The name of the new baby is a secret.