

**Assignment – EEG-02/BEGE-102**  
***The Structure of Modern English***

Assignment Code: EEG-02/BEGE-102/  
TMA/2016-17  
Max. Marks: 100

**Answer all the questions.**

- 1 Distinguish between the following, giving examples: 4x5=20
- i A free morpheme and a bound morpheme
  - ii A prefix and a suffix
  - iii An inflectional suffix and a derivational suffix
  - iv A count noun and a mass noun
  - v A finite verb and a non-finite verb.
- 2a Give a list of English vowel phonemes, both pure vowels and diphthongs, according to British Received Pronunciation. Write the phonetic symbol for each vowel and give an example of a word in which it occurs. 10
- 2b Write the phonetic transcription of the following words (according to British R.P.) and mark the stressed syllables. 10
- i beggar
  - ii occasion
  - iii monsoon
  - iv eliminate
  - v electricity
- 3a State the rules to determine the location of the primary stress in each of the following words: 10
- i generosity
  - ii economical
  - iii application
  - iv millionaire
  - v aloud
- 3b Mark the stressed syllables in the following sentences: 5
- i Can I see you today?
  - ii It's impossible to please everybody.
  - iii The light's wrong for photography.
  - iv My mind went blank and everything blacked out.
  - v Please bring me a chair.
- 3c Write the allomorph of the appropriate morpheme that occurs in the spoken form of the suffix in the following verbs: 5
- i agrees
  - ii coughed
  - iii hated
  - iv calls
  - v hisses

4a What is compounding? How do we identify compound words? Illustrate your answer with examples. 10

4b Divide the following words into morphemes. Indicate the order in which they are added. If you think the word is one morpheme, say that: 10

Examples:   embankment:  
              bank → cmbank → embankment  
              turneric: one morpheme

- |     |          |      |                |
|-----|----------|------|----------------|
| i   | dethrone | ii   | irregularities |
| iii | innings  | iv   | revitalize     |
| v   | lovelier | vi   | disallow       |
| vii | voter    | viii | destabilize    |
| ix  | insanity | x    | unlikely       |

5a Turn the following into negative sentences: 5

- i You should reply to her letter.
- ii Mohan has a chance of winning this match.
- iii It rained heavily last night.
- iv He asked me to go there.
- v I work on Sundays.

5b Make *wh*-questions corresponding to its italicized parts of the following sentences: 5

Example:    She met someone.  
              Who did she meet?

- i Renu is reading *some magazine*.
- ii Rahul is going *somewhere tonight*.
- iii Shelly is drinking *milk*.
- iv She repaired it *somehow*.
- v Neha gave me a *pen*.

5c Identify the adverbials in the following sentences and indicate their function: 5

- i A fire broke out in the early hours of the morning.
- ii Surprising, he arrived in time.
- iii The fire brigade struggled for four hours.
- iv He put all the books aside.
- v We visit Delhi every year.

5d Insert articles in the following sentences whenever required: 5

- i Scientists are now beginning to worry about contamination of entire solar system.
- ii People often say that writer's life is unimportant and all that matters is in books. That is usually exaggeration.
- iii In light of above statement, I would like you to sign the document.

# ASSIGNMENT SOLUTIONS GUIDE (2016-2017)

## B.E.G.E-102

### The Structure of Modern English

**Disclaimer/Special Note:** These are just the sample of the Answers/Solutions to some of the Questions given in the Assignments. These Sample Answers/Solutions are prepared by Private Teachers/Tutors/Authors for the help and guidance of the student to get an idea of how he/she can answer the Questions given the Assignments. We do not claim 100% accuracy of these sample answers as these are based on the knowledge and capability of Private Teacher/Tutor. Sample answers may be seen as the Guide/Help for the reference to prepare the answers of the Questions given in the assignment. As these solutions and answers are prepared by the private teacher/tutor so the chances of error or mistake cannot be denied. Any Omission or Error is highly regretted though every care has been taken while preparing these Sample Answers/Solutions. Please consult your own Teacher/Tutor before you prepare a Particular Answer and for up-to-date and exact information, data and solution. Student should must read and refer the official study material provided by the university.

**Answer all the questions.**

**Q. 1. Distinguish between the following, giving examples:**

**(i) A free morpheme and a bound-morpheme**

**Ans. Free Morphemes and Bound Morphemes**

There are two types of morphemes:

(1) Those occur by themselves as words called free morphemes e.g. *when* and *ever* in *whenever*.

(2) Those which cannot occur independently as words, but must be bound with a free morpheme is called bound morphemes e.g. *-s* in *helps*, *-er* in *younger* etc.

A word made up of a single morpheme (e.g. *time*, *table*, *with* etc.)

A word made up of one free morpheme and one or more bound morphemes is called a complex word. e.g. *unwise*, *impossible*.

A word made up of two or more free morphemes is called compound word e.g. *bathroom*, *homework* etc.

**Affixes, Stems and Roots**

Affixes in English are of two types—prefixes (those attached to the beginning of free morphemes, e.g. *dis-*, *im*) and suffixes (those attached at the end of free morpheme, e.g. *-able*, *-hers* etc) ‘Stem’ is a portion, where affixes are attached. It can consist either a single free morpheme, a free morpheme, and one or more bound morphemes or two or more free morphemes. The stem which consists of a single free morpheme is also called the ‘*root*’, while if it contains two or more free morphemes, it is called a **compound root**.

**(ii) A Prefix and a suffix**

**Ans.** A prefix is a letter or a group of letters that appears at the beginning of a word and changes the word's original meaning. A suffix is a letter or a group of letters that is usually added onto the end of words, to change the way a word fits into a sentence grammatically.

**Prefixes** and **suffixes** are sets of letters that are added to the beginning or end of another word. They are not words in their own right and cannot stand on their own in a sentence: if they are printed on their own they have a hyphen before or after them.

**Prefixes**

Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. For example:

<i>word</i>	<i>prefix</i>	<i>new word</i>
happy	un-	unhappy
cultural	multi-	multicultural
work	over-	overwork
space	cyber-	cyberspace
market	super-	supermarket

## Suffixes

Suffixes are added to the end of an existing word. For example:

<i>word</i>	<i>suffix</i>	<i>new word</i>
child	-ish	childish
work	-er	worker
taste	-less	tasteless
idol	-ize/-ise	idolize/idolise
like	-able	likeable

The addition of a suffix often changes a word from one word class to another. In the table above, the verb *like* becomes the adjective *likeable*, the noun *idol* becomes the verb *idolize*, and the noun *child* becomes the *adjective childish*.

### (iii) An inflectional suffix and a derivational suffix

**Ans. Inflectional suffixes:** Inflectional suffixes do not change the meaning of the original word. So in “Every day I walk to school” and “Yesterday I walked to school”, the words walk and walked have the same basic meaning. In “I have one car” and “I have two cars”, the basic meaning of the words car and cars is exactly the same. In these cases, the suffix is added simply for grammatical “correctness”. Look at these examples:

<i>Suffix</i>	<i>Grammatical change</i>	<i>example</i>	
		<i>Original word</i>	<i>Suffixed Word</i>
-s	plural	dog	dogs
-en	plural (irregular)	ox	oxen
-s	3rd person singular present	like	he likes
-ed	past tense past participle	work	he worked
			he has worked
-en	past participle (irregular)	eat	he has eaten
-ing	continuous/progressive	sleep	he is sleeping
-er	comparative	big	bigger
-est	superlative	big	the biggest

### Derivational suffixes

With derivational suffixes, the new word has a new meaning, and is usually a different part of speech. But the new meaning is related to the old meaning - it is "derived" from the old meaning.

We can add more than one suffix, as in this example:

derive (verb) + *ation* → derivation (noun) + *al* → derivational (*adjective*)

There are several hundred derivational suffixes. Here are some of the more common ones:

<b>Suffix</b>	<b>Making</b>	<b>Example</b>	
		<b>Original Word</b>	<b>Suffixed Word</b>
-ation	nouns	explore	exploration
-sion		hesitate	hesitation
-er		persuade	persuasion
-cian		divide	division
-ess		teach	teacher
-ness		music	musician
-al		god	goddess
	sad	sadness	
	arrive	arrival	

-ary -ment -y		diction treat jealous victor	dictionary treatment jealousy victory
-al	Adjectives	accident	accidental
-ary -able -ly -y -ful		imagine tax brother ease sorrow forget	imaginary taxable brotherly easy sorrowful forgetful
-ly	Adverbs	helpful	helpfully
-ize	Verbs	terror private	terrorize privatize
-ate		hyphen	hyphenate

**(iv) A count noun and a mass noun**

**Ans.** Count nouns are nouns that can be quantified or counted with a number.

A few examples:

**Names of persons, animals, plants, insects, and their parts:** a boy, a kitten, a rose, an ear, three boys, seven kittens, twelve roses, two ears

**Objects with a definite shape:** a building, a balloon, a house, an octopus, four buildings, six balloons, four houses, two octopi

**Units of measurement and words of classification:** a gram, a pound, a piece, a lump, an item, a bit, a family, a state, a language, a phrase, a word

**Some abstract words:** a hindrance, a scheme, an idea, a plan, a taboo, a rest

**Tests for Count Nouns:**

Count nouns can be quantified by a number.

They have singular and plural forms.

They can use *a*, *an*, or *one* as a modifier.

They can use “many” as a modifier.

**Mass Nouns**

Mass nouns are uncountable by a number. Mass nouns are quantified by a word that signifies amount.

A few examples:

**Materials, food, metals, and natural qualities:** bread, cotton, wood, lightness, adolescence

**Names of liquids, gases, and substances made of many small particles:** cappuccino, oil, smoke, oxygen, rice, sugar, salt, cement, gravel

**Names of languages:** English, Spanish, French, Latin, Sanskrit, Chinese

**Most gerunds:** looking, listening, swimming, running, anticipating

Remember that a number can not be used to quantify a mass noun. Incorrect: four woods, one rice, three courages.

To measure or classify mass nouns, use "of" after a measurement: a foot of wood, a pound of rice, an ounce of courage, a bar of chocolate, a piece of music, a bag of money

**Tests for Mass Nouns:**

Mass nouns are quantified by an amount rather than a number.

They have only one form (singular).

They cannot have “a,” “an,” or “one” before them as modifiers.

They can use “much” as a modifier.

**(v) A finite verb and a non-finite verb.**

**Ans.** The verb is the most important element of a sentence, upon which the structure of the whole sentence depends. It is marked and distinguished due to its lexical difference, i.e. the two words have different meanings representing different activities in the real world. The two elements of the verbal groups can be distinguished into the auxiliary and the lexical verb. Combinations, where the verbal meaning is given by a combination of more than one element, are called phrasal verbs.

**Finite and non-finite:** Finite forms are those which make ‘prediction’, i.e. statement about a subject., e.g. wait here / time waits for none.

However, the forms which cannot, in themselves, make prediction are called non-finite forms. These are the infinitive (to wait), the present participle (waiting) and the past participle (waited)

Finite form of the verb can make prediction because it contains tense—either present or past, but non-finite forms do not contain these.

Finite form shows ‘agreement’ with the subject. It always comes first in the verbal group, while the rest of them are all non-finites.

**Q. 2a. Give a list of English vowel phonemes, both pure vowels and diphthongs, according to British Received Pronunciation. Write the phonetic symbol for each vowel and give an example of a word in which it occurs.**

**Ans. Vowels in British Received Pronunciation:** According to the British Received Pronunciation, English operates on a system of 20 distinctive units or phonemes, which can broadly be divided into:

(a) **Pure vowels**—Which do not change in quality even when they are made long.

(b) **Diphthongs**—Where there is a glide from one quality to another within the same syllable in its production.

A list of these 20 vowel phonemes is being given below—(Source—Longman Dictionary of Contemporary English & Oxford Dictionary by A.S. Hornby)

Pure Vowels

S.No.	Symbol	Keyword	Keyword in Phonetic Transcription
1.	/ i : /	seat	/ si : t /
2.	/ ɪ /	sit	/ sɪt /
3.	/ e /	set	/ set /
4.	/ æ /	sat	/ sæt /
5.	/ ɑ : /	cart	/ k ɑ : t /
6.	/ ɒ /	cot	/ k ɒ t /
7.	/ ɔ : /	caught, court	/ k ɔ : t /
8.	/ ʊ /	full	/ f ʊ l /
9.	/ u : /	fool	/ fu : l /
10.	/ ʌ /	cup	/ k ʌ p /
11.	/ ɜ : /	bird	/ bɜ : d /
12.	/ ə /	ago	/ ə'gəʊ /
13.	/ eɪ /	play	/ pleɪ /
14.	/ əʊ /	go	/ gəʊ /
15.	/ aɪ /	buy	/ baɪ /
16.	/ aʊ /	cow	/ kaʊ /
17.	/ ɔɪ /	boy	/ bɔɪ /
18.	/ hɪə /	here	/ hɪə /
19.	/ eə /	care	/ keə /
20.	/ ʊə /	poor	/ pʊə /

**Pure Vowels**

Pure vowels can be divided into three groups—front vowels, back vowels and central vowels.

**The Front Vowels**

According to R.P. the four front vowels in English are:

/ i : / as in *seat*

/ ɪ / as in *sit*

/ e / as in *set*

/ æ / as in *sat*

/ i : / as in *seat*

It is a close vowel that is produced with spread lips. It can occur at the beginning of a word in the middle, and at the end.

Examples:

eat	/ i:t /	Word-initial / i: /
each	/ i:tʃ /	
seed	/ si:d /	Word-medial / i: /
seat	/ si:t /	
bee	/ bi: /	Word-final / i: /
tea	/ ti: /	

Various spellings are used to represent vowels in English.

**Examples:** Complete, green, beat, chief, seize, machine, key and people.

/ɪ/ as in sit

It lies between close and half-close and can occur initially and medially but can occur only in an unstressed syllable in the final position.

**Examples:**

inn	/ In /	Word-initial / ɪ /
if	/ If /	
bid	/ bɪd /	Word-medial / ɪ /
bit	/ bɪt /	
pity	/ pɪtɪ /	Word-final / ɪ /
city	/ sɪtɪ /	:

In British R.P. it is a very common vowel in unstressed syllables.

**Examples:**

**Stressed:** rich, system, busy, build, begin, city, village, parties.

**Unstressed:** minute, coffee, money, captain, useless, wanted, foreign.

/e/ as in set

This vowel occurs between half-close and half-open and not in the final position.

**Examples:**

egg	/ eg /	Word-initial / e /
any	/ enɪ /	
men	/ men /	Word-medial / e /
ten	/ ten /	

Through various spellings this vowel can be represented:

e.g. set, head, any, bury, friend, leisure, said.

/æ/ as in sat

Lying between open and half-open, this vowel does not occur in the final position.

**Examples:**

ant	/ ænt /	Word-initial / æ /
ass	/ æs /	
cat	/ kæt /	Word-medial / æ /
bat	/ bæt /	

In the above mentioned vowels / i: / it is relatively long compared to / ɪ: /. However, if / i: / can be replaced by / ɪ: /, while keeping the other sounds same, the meaning of the word will change completely. Similarly, if / ɪ: / is replaced by / e / or / e / by / æ / in certain words, the meaning of the word will change completely.

**Examples:**

beat / bi:t / and bit / bɪt /  
bean / bi:n / and bin / bɪn /  
deed / di:d / and did / dɪd /  
ease / i:z / and is / ɪz /

the replacement of / i: / by  
/ ɪ / changes the meaning of the  
words.

bid / bɪd / and bet / bet /

the replacement of / ɪ / by / e / bid / bɪd / and bed / bed / changes the meaning of the  
sit / sɪt / and set / set / word.

bed / bed / and bad / bæd /  
pen / pen / and pan / pæn /  
changes the meanings of the

the replacement of / e / by / æ / ten / ten / and tan / tæn /  
said / sed / and sad / sæd / words.

In the above mentioned examples, the word deed, has been replaced by the short vowel / ɪ / while the other sounds the same, thus a new word 'did' has been got, similarly, when / ɪ / in the same word is replaced by / e /, a new words 'dead' is got.

Likewise, replacing / e / by / æ / gives us a yet another new word *dad*. A few more examples of a set of such words are given below:

Words contrasting the four front vowels

/ i: /, / ɪ /, / e /, and / æ /

S.No.

1.	bit	bit	bet	bæt
2.	bead	bid	bed	bad
	/ bi:d /	/ bɪd /	/ bed /	/ bæd /
3.	neat	knit	net	gnat
	/ ni:t /	/ nɪt /	/ net /	/ næt /

### The Back Vowels

/ a: /, / ɒ /, / ɔ: /, / ʊ /, and / u: / are the back vowels in English.

#### /a:/as in cart:

It is a large back vowel produced with the mouth wide open in English (R.P.)

#### Examples:

ask	/ a:sk /	} Word-initial / a: /
aunt	/ a :nt /	
past	/ p a:st /	} Word-medial / a: /
fast	/ f a:st /	
car	/ k a: /	} Word-final / a: /
bar	/ b a: /	

In R.P. / r / does not occur in the final position except when a word beginning with a vowel follows immediately. This vowel can be represented by various spellings like *hard*, *ask*, *calm*, *laugh*, *heart*.

#### /ɒ/as in cot:

This vowel does not occur in the final position is almost open and is produced with the lips and lightly rounded.

#### Examples:

odd	/ ɒ d /	} Word-initial / ɒ /
on	/ ɒ n /	
not	/ n ɒ t /	} Word-medial / ɒ /
cot	/ k ɒ t /	

This vowel can be represented by various spellings like *dog*, *cough* etc.

#### /ɔ:/as in caught, horse court:

This is a back half-open vowel where the lips are rounded.

#### Examples:

ought	/ ɔ:t /	} Word-initial / ɔ:/
order	/ ɔ:də /	
caught	/ kɔ:t /	} Word-medial / ɔ:/
taught	/ tɔ:t /	
saw	/ sɔ:/	} Word-final / ɔ:/
law	/ lɔ:/	

Various spellings can represent this vowel like *horse*, *court*, *door*, *bought*, *law*, *talk*, *warm*, *caught*.

#### /ʊ/as in full:

This is a back vowel lying between half-close and close and is produced with the rounded lips. It does not occur in the initial position and occurs in the final position only in the weak form of to.

#### Examples:

put	/ p ʊ t /	} Word-medial / ʊ /
book	/ b ʊ k /	

Various spellings like *good*, *woman*, *bush*, etc. can represent this vowel.

#### /u:/as in fool:

This is a large back close vowel which is produced with the rounded lips.

#### Examples:

ooze	/ u:z /	} Word-initial / u:/
boon	/ bu : n /	
		Word-medial / u:/



soon /su:n/  
two /tu:/  
shoe /ʃu:/

} Word-final /u:/

Various spellings can represent this vowel, e.g. *rude, food, move, fruit, shoe, two.*

Following is the list of the words contrasting the vowels /a:/, /ɒ/ and /ɔ:/ and the vowels /ʊ/ and /u:/

words contrasting the back vowels /a:/, /ɒ/ and /ɔ:/

**Table 1**  
**Words contrasting the back vowels**  
/a:/, /ɒ/ and /ɔ:/

S.No.	/a:/	/ɒ/	/ɔ:/
1.	cart /k a: t/	cot /k ɒ t/	court/caught /k ɔ: t/
2.	card /k a:d/	cod /k ɒ d/	cord /k ɔ: d/
3.	part /pa:t/	pot /p ɒ t/	port /p ɔ: t/

**Table 2**  
**Words contrasting the back vowels**  
/ʊ/ and /u:/

S.No.	/ʊ/	/u:/
1.	pull/p ʊ l/	pool / pu:l /
2.	full/f ʊ l/	fool / fu:l /
3.	hood/h ʊ d/	who'd / hu:d /

**The Central Vowels**

/ʌ/, /ɜ:/ and /ə/ are the central vowels in English (R.P.).

**/ʌ/ as in cup:**

Being the central vowel /ʌ/ doesn't occur in the final position and lies somewhere between open and half-open.

**Examples:**

up /ʌ p/ } Word-initial /ʌ/  
uncle /ʌ ŋ kl/ }  
cut /k ʌ t/ } Word-medial /ʌ/  
cup /k ʌ p/ }

Various spellings like *cup, come, blood, does* etc. can represent this vowel.

**/ɜ:/ as in bird:**

Being a central vowel, this lies between half-close and half-open and occurs only in stressed syllables.

**Examples:**

earn /ɜ:n/ } Word-initial /ɜ:/  
early /ɜ:li/ }  
learn /lɜ:n/ } Word-medial /ɜ:/  
bird /bɜ:d/ }  
fur /fɜ:/ } Word-final /ɜ:/  
cur /kɜ:/ }

Various spellings like *serve, bird, burn, 'early, 'journey* etc. can represent this vowel.

**/ə/ as in first syllable of the word ago**

Being a central vowel, this never occurs in a stressed syllable and rather lies between half-close and half-open. This vowel most frequently occurs in unstressed syllables.

**Examples:**

ago /ə'gəʊ/	}	Word-initial /ə/
above /ə'baʊv/		
purpose /p'ɜ:pəs/	}	Word-medial /ə/
command /'kɒ'ma:nd/		
father/ 'fa:ðə/	}	Word-final /ə/
clever/ 'klevə/		

Various spellings can represent this vowel e.g. *liberty, effort, surprise, nature, centre.*

**Acceptable Indian Variants**

Since the vowels /ɔ:/ and /ɜ:/ do not exist in Indian English and /ʌ/ and /ɔ/ are kept distinct:

(i) to maintain distinction between words like *cot* /k ɒ t/ and *caught* /k ɔ: t/, a longer variety of ɒ is used.

R.P.	Indian Variants
cot /k ɒ t/	/k ɒ t/
caught /k ɔ: t/	/k ɒ: t/

(ii) to maintain distinction between words like *shot* /s ɒ t/ and *short* /sɔ:t/, /ɒ/ is used in both while retaining the /r/ sound as and when required.

R.P.	Indian Variants
shot /s ɒ t/	/s ɒ t/
short /sɔ:t/	/s ɒ r t/

(iii) In words like *court* and *force* where R.P. has /ɔ:/ the vowel /o:/ is used with /r/ after it.

R.P.	Indian Variants
court /kɔ:t/	/ko:rt/
force /fɔ:s/	/fo:rs/

(iv) for /ʌ/ and /ə/, same vowel is used.

(v) to maintain distinction between words like *shut* /ʃ ʌ t/ and *shirt* /ʃ ɜ:t/ by using /ə/ in both and retaining /r/ sound.

R.P.	Indian Variants
shut /ʃ ʌ t/	/ʃ ə t/
shirt /ʃ ɜ:t/	/ʃ ə r t/

**The English Diphthongs:** Out of the 8 British diphthongs in British R.P. i.e. /eɪ/, /əʊ/, /aɪ/, /əʊ/, /ɔɪ/, /ɪə/, /ee/, /Uə/, the first five are called closing diphthongs (because the glide is towards a closer vowel) and the last three are called centring diphthongs (because glide in them is towards a central vowel).

**Closing Diphthongs**

**/eɪ/ as in play**

**Examples:**

aim /eɪm/	}	Word-initial /eɪ/
eight /eɪt/		
played /pleɪd/	}	Word-medial /eɪ/
plate /pleɪt/		
say /seɪ/	}	Word-final /eɪ/
way /weɪ/		

Various spellings like *age, day, pain, they, break* etc. can represent this diphthong.

In India, the pure vowel /a/ is used in place of the diphthong /eɪ/. This is also acceptable so long /e:/ is made long enough and is clearly distinguished from /e/ as in *get*.

**/e/ as in get and /eɪ/ as in gate**

**Examples:**

/e/	/eɪ/
<i>bell</i>	bail, bale
<i>cell, sell</i>	sale
<i>debt</i>	date
<i>fell</i>	fail

men main

**/əʊ/ as in go**

**Examples:**

<i>oats</i> /əʊts/	}	Word-initial /əʊ/
<i>own</i> /əʊn/		
<i>boat</i> /bəʊt/	}	Word-medial /əʊ/
<i>foam</i> /fəʊm/		
<i>go</i> /gəʊ/	}	Word-final /əʊ/
<i>so</i> /səʊ/		

Various spellings like home, blow, boat, though can represent this diphthong.

In India a long pure vowel /o:/instead of diphthong /əʊ/ is used which is quite acceptable.

**/aɪ/ as in bite**

**Examples:**

<i>ice</i> /aɪs/	}	Word-initial /aɪ/
<i>eyes</i> /aɪz/		
<i>bite</i> /baɪt/	}	Word-medial /aɪ/
<i>side</i> /saɪd/		
<i>buy</i> /baɪ/	}	Word-final /aɪ/
<i>cry</i> /kraɪ/		

Various spellings like bite, type, die, high etc. can represent this diphthong.

**/aʊ/ as in cow**

**Examples:**

<i>owl</i> /aʊl/	}	Word-initial /aʊ/
<i>out</i> /aʊt/		
<i>crowd</i> /kraʊd/	}	Word-medial /aʊ/
<i>noun</i> /naʊn/		
<i>cow</i> /kaʊ/	}	Word-final /aʊ/
<i>now</i> /naʊ/		

Various spellings like *ou* (as in house) and *ow* (as in cow) can represent this diphthong.

**/ɔɪ/ as in boy**

**Examples:**

<i>oil</i> /ɔɪl/	}	Word-initial /ɔɪ/
<i>ointment</i> /ɔɪntment/		
<i>boil</i> /bɔɪl/	}	Word-medial /ɔɪ/
<i>soil</i> /sɔɪl/		
<i>boy</i> /bɔɪ/	}	Word-final /ɔɪ/
<i>joy</i> /dʒɔɪ/		

Various spellings like *oi* (as in boil) and *oy* (as in boy) can represent this diphthong.

**Centring Diphthongs**

**/ɪə/ as in here**

**Examples:**

<i>ear</i> /ɪə/	}	Word-initial /ɪə/
<i>erie</i> /ɪəri/		
(causing fear because strange)		
<i>fierce</i> /fɪəs/	}	Word-medial /ɪə/
<i>merely</i> /mɪəri/		
<i>dear/deer</i> /dɪə/	}	Word-final /ɪə/
<i>near</i> /nɪə/		

Various spellings like *dear*, *dear*, *here*, *fierce* etc. can represent this diphthong. Besides several words like period, serious etc. /ɪə/ has in the first syllable, but /ɪə/ is used by most Indian speakers instead. This is acceptable too.

**e ə /as in care**

**Examples:**

<i>aerial</i> /ɛəriəl/	}	Word-initial /eə/
<i>air</i> /eə/		
<i>careful</i> /kɛəfʊl/	}	Word-medial /eə/
<i>daring</i> /dɛəriŋ/		
<i>care</i> /keə/	}	Word-final /eə/
<i>dare</i> /deə/		

Various spellings like *air, care, bear, their* etc. can represent this diphthong.

Various spellings like '*aerial, area, parents* etc. has the diphthong / eə / in the first syllable, but instead of this / e: / is used by most Indian speakers which is acceptable too.

/ Uə / as in **poor**

**Examples:**

<i>during</i>	/ ˈdʒUəɪɪŋ /	}	Word-medial / Uə /
<i>tourist</i>	/ ˈtʊəɪst /		
<i>poor</i>	/ pUə /	}	Word-final / Uə /
<i>tour</i>	/ tʊə /		

Various spellings like *poor, sure, tour* etc. can represent this diphthong. This diphthong / Uə / also does not occur in the word-initial position. Besides the pure vowel / U : / instead of the diphthong / Uə / is used by the most Indian speakers, which is quite acceptable so long as / r / is pronounced after it.

**Write down the phonetic symbol of the diphthong represented by underline letters.**

- (i) employ .....
- (ii) fierce .....
- (iii) a'go .....
- (iv) 'ancient .....
- (v) beard .....
- (vi) 'daring .....
- (vii) 'calculate .....
- (viii) 'elongate .....
- (ix) 'furious .....
- (x) 'serious .....
- (xi) tour .....
- (xii) fight .....
- (xiii) en'joy .....
- (xiv) ci'tation .....
- (xv) 'noble .....
- (xvi) 'mobile .....
- (xvii) fowl .....
- (xviii) foal .....
- (xix) pre'pare .....
- (xx) real .....

(i) / ɔɪ /, (ii) / ɪə /, (iii) / əʊ /, (iv) / eɪ /, (v) / ɪə /, (vi) / eə /, (vii) / eɪ /, (viii) / eɪ /, (ix) / Uə /, / ɪə /, (x) / ɪə /, / ɪə /, (xi) / Uə /, (xii) / aɪ /, (xiii) / ɔɪ /, (xiv) / aɪ /, / eɪ /, (xv) / əʊ /, (xvi) / əʊ /, / aɪ /, (xvii) / au /, (xviii) / əʊ /, (xix) / eə /, (xx) / ɪə /

**Q 2b. Write the phonetic transcription of the following words (according to British R.P.) and mark the stressed syllables.**

- (i) **Beggar**      (ii) **Occasion**      (iii) **monsoon**      (iv) **eliminate**      (v) **electricity**
- Ans. (i) Bel'ggar'      (ii) oc'|c|sion      (iii) M'on'soon      (iv) e|limi|nate      (v) electri'city

**Q. 3a. State the rules to determine the location of the primary stress in each of the following words:**

- (i) **generosity**      (ii) **economical**      (iii) **Application**      (iv) **millionaire**
- (v) **aloud**

Ans. (i) Rule-1 ge/ ne/ rasiy (ii) eno/no/mical Rule 5 (iii)Rule 3 Application (iv) Rule 3 milli/o/naire (v) Rule 2 a| lau/d

**Q. 3b. Mark the stressed syllables in the following sentences:**

- (i) **Can I see you today?**  
Ans. Jani see U today?
- (ii) **It's impossible to please everybody.**  
Ans. It's impossible to please everybody.
- (iii) **The lights wrong for photography.**  
Ans. The light wrong for photogaphy.

(iv) My mind went blank and everything blacked out.

Ans. My mind went blank and everything blacked out.

(v) Please bring me a chair.

Ans. Please bring me chair.

**Q. 3c. Write the allomorph of the appropriate morpheme that occurs in the spoken form of the suffix in the following verbs:**

(i) agrees (ii) coughed (iii) hated (iv) calls (v) hisses

Ans. (i) la:gress (ii) |kau'fd| (iii) h'g+d' (iv) |ka'Is'I (v) hisses

**Q. 4a. What is compounding? How do we identify compound words? Illustrate your answer with examples.**

Ans. Compounding, composition or nominal composition is the process of word formation that creates compound lexemes. That is, in familiar terms, compounding occurs when two or more words are joined to make one longer word. The meaning of the compound may be similar to or different from the meanings of its components in isolation. The component stems of a compound may be of the same part of speech-as in the case of the English word footpath, composed of the two nouns foot and path-or they may belong to different parts of speech, as in the case of the English word blackbird, composed of the adjective black and the noun bird. With very few exceptions, English compound words are stressed on their first component stem.

A compound word is formed when two or more words join to form a new word that has its own meaning. Although compound words are often written as single words (such as teapot), sometimes they are not. That's why it is important to understand that there are three types of compound words: closed compounds, hyphenated compounds, and open compounds. Let's take a look at each of them:

**Closed Compounds definition:** Compounds written as single words (*newspaper, goldfish, highway*)

**Hyphenated Compounds definition:** Compounds that are hyphenated (*mother-in-law, second-rate, court-martial*)

**Open Compounds definition:** Compounds written as separate words (*end zone, high school, health care*)

Sometimes knowing when to write compounds as single words, hyphenated words, or separate words is difficult. That's because some compound words change their type based on their function in a particular sentence.

For example, when used as a noun, *backup* is written as one word: *The police officer called for backup.* However, when the same compound word is used as a verb, it is written as two words (*back up*): *Did you back up your computer files?* When used as an adjective, *backup* is one word: *What is your backup plan for tomorrow evening?*

Thus, the first tip for understanding how to write a compound word is knowing the word's function in the sentence. Let's take a look at a few more examples of this:

1. **handout:** *As Jill was walking down the street, a man gave her a handout advertising a free concert in the park.* (Here, *handout* is a noun.)

2. **hand out:** *John handed out the flyers.* (Here, *handed out* is a verb.)

3. **upside down:** *The cake landed upside down.* (Here, *upside down* is an adverb telling how the cake landed.)

4. **upside-down:** *The upside-down poster announced a free concert in the park.* (Here, *upside-down* is an adjective describing poster.)

**Q. 4b. Divide the following words into morphemes. Indicate the order in which they are added. If you think the word is one morpheme, say that:**

**Examples:** embankment:

bank → embank → embankment

turmeric: one morpheme

- |               |                     |
|---------------|---------------------|
| (i) dethrone  | (ii) Irregularities |
| (iii) Innings | (iv) revitalize     |
| (v) lovelier  | (vi) disallow       |
| (vii) voter   | (viii) destabilize  |
| (ix) insanity | (x) unlikely        |

**Ans.**

- |                            |                                  |
|----------------------------|----------------------------------|
| (i) de-throne no morepheme | (ii) ir-regu-lurities-2 morphems |
| (iii) Innings-nomorpheme   | (iv) re → vitalize-1 morepheme   |

- (v) loverier-nomorphme (vi) dis→allow-1 more phome  
 (vii) Voter-nomorpheme (viii) de→stablize 1 morpheme  
 (ix) in-sanity, one morpheme (x) un→liked 1 morepheme

**Q. 5a. Turn the following into negative sentences:**

(i) **You should reply to her letter.**

**Ans.** Non should not reply to her letter

(ii) **Mohan has a chance of winning this match.**

**Ans.** Mohan has no chance of winings this match.

(iii) **It rained heavily last night.**

**Ans.** I have't rained heavily last night.

(iv) **He asked me to go there.**

**Ans.** He havn't asked me to for there.

(v) **I work on Sundays.**

**Ans.** I don't work on sunday.

**Q. 5b. Make wh-questions corresponding to its italicized parts of the following sentences:**

**Example:** She met someone.

**Who did she meet?**

**turmeric: one morphene**

(i) **Ranu is Reading *same magzine.***

**Ans.** What is Renu reading?

(ii) **Rahul is going *somewhere tonight.***

**Ans.** Where is Rahul going tonight.

(iii) **Shelly is drinking *milk.***

**Ans.** What is shelly drinking?

(iv) **She repaired it *somehow.***

**Ans.** How she repaired it?

(v) **Neha gave me a *pen.***

**Ans.** What did Neha gave you?

**Q. 5c. Identify the adverbials in the following sentences and indicate their function:**

(i) **A fire broke out *in the early hours of the morning.***

(ii) **Surprising, he arrieved *in time.***

(iii) **The fire brigade struggled *for four hours.***

(iv) **He put all the books *aside.***

(v) **We visit Delhi *every year.***

**Ans.** (i) Adverbials of time (ii) adverbials of Undertainty (iii) adverbials of time (iv) adverbials of place (v) adverbials of probability.

**Q. 5d. Insert articles in the following sentences whenever required:**

(i) **Scientists are now begining to worry about the contmination of centire solar system.**

(ii) **People often say that the writer's life is unimportant and all that matters is in the books.  
That is usually an exaggeration.**

(iii) **In light of the above statement, I would like you to sign the document.**

**Ans.** (i) The Scientists are now begining to worry about the contmination of the centire solar system.

(ii) People often say that the writer's life is an unimportant and all that matters is in the books.  
That is usually an exaggeration.

(ii) In light of the above statement, I would like you to sign the document.