

# Question Bank

## Salahaddin University-College of Languages-English Department- Second Year Classes- Phonology Question Bank

**Q1/ Divide the following sentences up into feet to illustrate their rhythmical structure.**

1. Let's try it and see what happens.
2. Bring me another copy.

**Q2/ Transcribe the weak form words in the given sentences:**

1. She's been invited to an event.
2. There are fears about the country's economy.
3. Wait and see what happens.

**Q3/ Identify instances of assimilation in the provided sentences and indicate which type of**

**assimilation (e.g., place, manner, or voice) is occurring. Transcribe the instances accordingly.**

1. The tired nurse worked tirelessly.
2. This ship carries oil.

**Q4/ Divide the following sentences up into feet to illustrate their rhythmical structure.**

1. Any information would be a great help.
2. Things moved quickly once the contract was signed.

**Q5/ Transcribe the weak form words in the given sentences:**

1. The police should have been informed about this.
2. She fell downstairs and broke her leg.
3. Does he work at college?

**Q6/ Identify instances of assimilation in the provided sentences and indicate which type of**

**assimilation (e.g., place, manner, or voice) is occurring. Transcribe the instances accordingly.**

1. I finished reading a great novel that kept me captivated until the very end.
2. Ali took photographs until before his death.

**Q7/ Divide the following sentences up into feet to illustrate their rhythmical structure.**

1. Raj spent his life caring for others.
2. Two people are in the hospital with serious burns.

**Q8/ Transcribe the weak form words in the given sentences:**

1. Like other people, he values his privacy.
2. The doctor gave her some medicine for her cough.
3. They never discovered who the assailant was.

**Q9/ Identify instances of assimilation in the provided sentences and indicate which type of**

**assimilation (e.g., place, manner, or voice) is occurring. Transcribe the instances accordingly.**

1. Every day, the teacher commends Timmy for being such a good boy in class.
2. We saw the mad zebra roaming near the watering hole.

**Q10/ Divide the following sentences up into feet to illustrate their rhythmical structure.**

1. Poor diet can lead to a whole range of diseases in later life.
2. Thank you for all your help.

**Q11/ Transcribe the weak form words in the given sentences:**

1. The officer kicked and punched her assailants but was overpowered.
2. There is no scientific research to back up the company's claims.

**Q12/ Identify instances of assimilation in the provided sentences and indicate which type of**

**assimilation (e.g., place, manner, or voice) is occurring. Transcribe the instances accordingly.**

1. To finish the assignment on time, she had to read quickly through the dense textbook.
2. The ancient temple was located within the sacred zone.

**Q13/ / Identify examples of elision in the provided sentences. Then, transcribe the examples**

**accordingly.**

3. The ongoing drought led to the depletion of supplies, forcing the community to conserve water.
4. Perhaps it will snow tomorrow.

**Q14/ Identify instances of linking R and intrusive R in the given sentences. Then, transcribe the examples accordingly.**

1. The professor provided a clear idea and example to illustrate the concept.
2. She works for a local radio station.

**Q15/ / Identify examples of elision in the provided sentences. Then, transcribe the examples**

**accordingly.**

1. The efficient utilization of materials is essential for sustainable construction practices.
2. Students today seem to know very little about geography.

**Q16/ Identify instances of linking R and intrusive R in the given sentences. Then, transcribe the examples accordingly.**

1. At the picnic, we enjoyed refreshing soda and apple slices.
2. Price is the most important factor for us - location is a secondary issue.

**Q17/ / Identify examples of elision in the provided sentences. Then, transcribe the examples accordingly.**

1. The government's expenditure of funds on infrastructure projects sparked debate among taxpayers.
2. If my calculations are correct, we are about ten miles from Exeter.

**Q18/ Identify instances of linking R and intrusive R in the given sentences. Then, transcribe the examples accordingly.**

1. At the art class, students learn how to draw and paint with various techniques.
2. People on higher incomes should pay more tax.

**Q19/ / Identify examples of elision in the provided sentences. Then, transcribe the examples accordingly.**

1. It is tragic to witness the squandering of talent among so many young artists due to lack of opportunity.
2. We are meeting him at 9 o'clock tonight.

**Q20/ Identify instances of linking R and intrusive R in the given sentences. Then, transcribe the examples accordingly.**

1. If you would like to receive further information, return the attached form.
2. For lunch, she made a delicious sandwich with tuna and avocado.

**Q21) Analyse the following sentences in terms of their structural elements of tone-units. Identify the pre-head, head, tonic syllable, and tail in each sentence.**

1. I'll ' hold the ' steps in ' case you ↘fall.
2. ' What's your ' uncle's ↗ name?
3. He ' waits for me ↘↗ normally.
4. ' Why ↗ ↘ not?

**Q22) Transcribe the weak form words in the given sentences.**

1. It's a nice car, but it costs more than we want to pay.
2. It takes courage to admit your mistake.

**Q23) Divide the following sentences up into feet to illustrate their rhythmical structure.**

1. These ideas are often difficult to apply in practice.
2. Open the window.
3. Demand for temporary workers continues to rise.

**Q24) Do as required:**

A) Examine the provided sentences for instances of assimilation, indicating the specific type (e.g., place, manner, or voice). Transcribe these instances accordingly.

1. **The athlete executed flawless jumps during the tournament.**

2. **This ship glided gracefully across the bay.**

B) Identify examples of elision in the provided sentences. Then, transcribe the examples accordingly.

1. **Efficient use of time is essential for productivity in the workplace.**

2. **I picked up a tomato so big it sat on the ground.**

3. **Tonight, I plan to watch a movie with friends.**

4. **The actors rehearsed their lines diligently, ensuring they knew their scripts inside and out.**

C) Identify instances of linking R and intrusive R in the given sentences. Then, transcribe the examples accordingly.

1. **It took a few minutes for his eyes to adjust to the dark.**

2. **The city implemented new policies to maintain law and order.**

**Q25) Follow the instructions.**

1. When Speaker B utilizes the rise-fall tone, what message does their speech convey?

**Speaker A: Considering the upcoming promotion, I strongly recommend  
↘ Sarah.**

**Speaker B: Oh, Sarah! She's been with us for years, and her contributions are  
unde↗↘niable.**

2. When Speaker B utilizes the fall tone, what message does their speech convey?

**Speaker A: Where's David ↘gone?**

**Speaker B: I don't ↘know.**

**Q26) Analyze the following sentences in terms of their structural elements of tone-units, specifically identifying the pre-head, head, tonic syllable, and tail:**

1. I'll be 'there by six.
2. 'Can you 'pass the salt?
3. She's 'coming to the party.
4. 'Which one do you prefer?
5. 'Take it or leave it.
6. 'Did you 'see that movie?
7. 'Bring me the 'book on the table.
8. 'How many 'people were there?
9. 'I'll do it later.
10. 'Have you 'finished your homework?
11. 'It was a 'wonderful experience.
12. 'Can you 'help me with this?
13. 'She's going to 'stay for the weekend.
14. 'Do you 'want something?
15. 'That's a 'great idea.
16. 'How 'much does it cost?
17. 'He's 'leaving tomorrow.

18. 'Are you 'sure about  that?

19. 'I'll 'call you to  night.

20. 'What's the 'plan for  today?

**Q27) Transcribe the weak form words in given sentences:**

1. I need to go to the store.
2. He said he would be here by ten.
3. Are you going to the party tonight?
4. We should have called them earlier.
5. It's important to know what you're doing.
6. She wanted to buy some milk and bread.
7. They can come if they want to.
8. He has been working since morning.
9. I would like to have a cup of tea.
10. You should talk to her about it.
11. They could have told us before.
12. We need to finish this by tomorrow.
13. He must be at home now.
14. It's good to see you again.
15. You ought to apologize to him.
16. Can you give me a hand with this?



17. I'd like to have a word with you.

18. It's better to be safe than sorry.

19. Do you want to come with us?

20. He didn't know what to say.

**Q28) Divide sentences into feet to illustrate their rhythmical structure:**

1. The quick brown fox jumps over the lazy dog.

2. She sells sea shells by the sea shore.

3. The cat sat on the mat.

4. A stitch in time saves nine.

5. I saw her at the store yesterday.

6. They went to the park for a picnic.

7. Can you help me with this problem?

8. The children are playing in the garden.

9. I need to finish my homework before dinner.

10. He was late because of the traffic.

11. The sun sets in the west.

12. We will go to the movies tonight.

13. She likes to read books in her free time.

14. He plays the guitar very well.

15. This is a beautiful painting.

16. She brought a gift for her friend.
17. The train arrives at six o'clock.
18. I enjoy listening to music.
19. They are planning a trip to Europe.
20. The weather is getting warmer every day.

**Q29) Examine the following sentences for instances of assimilation, indicating the specific type (e.g., place, manner, or voice) and transcribing these instances accordingly:**

1. That black cat ran across the street.
2. Can you hand me that book over there?
3. I have to go to the bank today.
4. She asked him if he wanted to come.
5. We should buy some more bread.
6. They don't know the answer.
7. The kids are playing in the park.
8. I need to finish this report.
9. He gave her a big smile.
10. You must be very tired.
11. The dog chased the ball.
12. She likes to sing and dance.
13. Do you want to come along?
14. We went to the beach last weekend.

15. He's coming to the meeting.
16. The cat is hiding under the bed.
17. She took the last cookie.
18. The movie starts at eight o'clock.
19. He will call you later.
20. I can't find my keys.

**Q30) Identify examples of elision in the provided sentences and transcribe the examples accordingly:**

1. We should've finished this project by now.
2. I don't know what to do next.
3. Can't you see the problem here?
4. He's been working on this for hours.
5. I'm going to the store later.
6. There's a lot to consider before making a decision.
7. I didn't hear what you said.
8. We'll meet you at the café.
9. I'll see you tomorrow.
10. She'd like to join us for dinner.
11. They've already left for the party.
12. He could've told us earlier.
13. We weren't able to finish the task.

14. I'll call you when I get home.
15. She's been very busy lately.
16. There's nothing left to say.
17. He'd better be careful.
18. I'm not sure about that.
19. You shouldn't worry too much.
20. We've seen this movie before.

**Q31) Identify instances of linking R and intrusive R in the given sentences and transcribe the examples accordingly:**

1. I saw an idea that could work.
2. The car is over there in the garage.
3. Her idea of fun is different from mine.
4. We need to make sure everything is ready.
5. Can you draw a picture of it?
6. He used to work here a few years ago.
7. It was a rare occasion for them.
8. She heard a noise outside the window.
9. They are all waiting for a response.
10. The door is always open for you.
11. They bought a new car and a house.
12. There are many reasons to consider.

13. The bar is known for its great atmosphere.

14. I have an umbrella in my bag.

15. There are plenty of opportunities.

16. The teacher asked for an explanation.

17. I never saw an easier way to do it.

18. We're going to explore a new area.

19. There was an orange on the table.

20. She asked for a cup of water and a cookie.

Q32) Analyze the use of the rise-fall tone by Speaker B and interpret the conveyed message:

1. Speaker A: I think we should invest in new software.

Speaker B: Well, it could im   prove efficiency.

2. Speaker A: Do you think John's proposal is good?

Speaker B: His ideas are al   ways interesting.

3. Speaker A: Should we hire more staff for the project?

Speaker B: More staff could be bene   ficial.

4. Speaker A: Is she really the best candidate for the job?

Speaker B: Her experience is cer   tainly valuable.

5. Speaker A: Are you attending the conference next week?

Speaker B: It's an opportunity I can't miss.

6. Speaker A: Do you agree with the new policy changes?

Speaker B: The changes are inevitable, I suppose.

7. Speaker A: How do you feel about the new manager?

Speaker B: He's quite resourceful.

8. Speaker A: Should we consider outsourcing this task?

Speaker B: It might be cost-effective.

9. Speaker A: What do you think about the latest report?

Speaker B: The findings are surprising.

10. Speaker A: Will you be joining us for dinner tonight?

Speaker B: I'd love to, but I'm exhausted.

11. Speaker A: Did you finish the project on time?

Speaker B: It was chal[ ] [ ]lenging, but yes.

12. Speaker A: Are we going to meet the deadline?

Speaker B: It's going to be ti[ ] [ ]ght, but possible.

13. Speaker A: Do you think this plan will work?

Speaker B: It has a lot of po[ ] [ ]tential.

14. Speaker A: Was the meeting productive?

Speaker B: We made some pro[ ] [ ]gress.

15. Speaker A: Should we implement the new strategy?

Speaker B: It seems lo[ ] [ ]gical.

16. Speaker A: Is that the final decision?

Speaker B: It looks like it's inevi[ ] [ ]table.

17. Speaker A: How do you feel about the merger?

Speaker B: It's a signifi[ ] [ ]cant move.

18. Speaker A: Are you ready for the presentation?

Speaker B: I'm prepared as I'll ever be.

19. Speaker A: Is the team capable of handling this task?

Speaker B: They have the necessary skills.

20. Speaker A: Was the training session useful?

Speaker B: It was informative.

Q33) Analyze the use of the fall tone by Speaker B and interpret the conveyed message:

1. Speaker A: Are you coming to the meeting tomorrow?

Speaker B: I'll be there.

2. Speaker A: How was the concert last night?

Speaker B: It was fantastic.

3. Speaker A: Did you finish your report?

Speaker B: Not yet.

4. Speaker A: Where did you put my keys?



Speaker B: On the  table.

5. Speaker A: What do you think of the new  policy?

Speaker B: It's  necessary.

6. Speaker A: Who's responsible for this  error?

Speaker B: Probably  James.

7. Speaker A: Are we going to reach our  target?

Speaker B: It's  possible.

8. Speaker A: When is the deadline for this  project?

Speaker B: Next  Friday.

9. Speaker A: Do you like your new  job?

Speaker B: It's  great.

10. Speaker A: Will you help me with this  task?

Speaker B: Of  course.

11. Speaker A: Where did you get that book?

Speaker B: At the library.

12. Speaker A: Is the office open on Saturday?

Speaker B: No, it's closed.

13. Speaker A: What time does the movie start?

Speaker B: At eight.

14. Speaker A: Have you seen my phone?

Speaker B: It's on the desk.

15. Speaker A: How do you feel about the decision?

Speaker B: It's fine.

16. Speaker A: Can you come to the party tonight?

Speaker B: I'm busy.

17. Speaker A: Who's the new team leader?

Speaker B: It's  Sara.

18. Speaker A: Are you available for a meeting  later?

Speaker B: I  am.

19. Speaker A: What did you think of the  presentation?

Speaker B: It was  informative.

20. Speaker A: Will we finish this project on  time?

Speaker B: I  hope.

