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## Test:

Respond to each task in the form of a coherent written text and by properly providing the sources used.

1. Explain phonological conditioning in allomorphs. Based on the examples below, illustrate the influence of certain phonetic features within the free morpheme on phonetic features of the bound morpheme. Use the appropriate terminology and the correct representational symbols for phonemes, phones, morphemes, morphs, etc.(250-300 words).

**(he/she/it) talks –sings –praises**

2. Discuss the difference between metonyms and metaphors. Also address what they have in common with respect to conversational maxims. Explain whether and why the word "bottle" is used metonymically or metaphorically in the two examples below(250-300 words).

**A. The athlete drank the bottle**

**B. "I am an empty bottle", said the exhausted athlete**

3. Paraphrase each of the following sentences in two ways to show that you understand the ambiguity involved. Use the appropriate terminology and provide another example of your own choice, and analyse it accordingly(200words).

**(1) I cannot recommend her too highly.**

**(2) No smoking seats available.**

**(3) The minister's appointment was shocking.**

**(4) Mary can't bear children.**

4. Analyse the following text with respect to the use of anaphoric and cataphoric reference, and the use of discourse deixis, if applicable. Provide definitions of the relevant concepts and use the appropriate terminology(200 words).

*Many speakers of English share the view that the language of academic writing is peculiar, not only different from everyday speech, but also different from most registers of English. These perceived differences are not neutral. Rather, a common stereotype of academic prose is that it is deliberately complex, and more concerned with impressing readers than communicating ideas –all making it needlessly difficult to understand. These attitudes are reflected in the label academesse, which is usually defined with negative connotations.(...)Our goals in the present book are not to enter into a debate about 'good' or 'bad' academic writing, or the motivations for the 'academesse' found in many academic texts. But we are [original emphasis] interested in the linguistic characteristics of academic writings, including the differences between humanities writing and science writing. (...)In the following chapters, we show that ....*

(Biber & Gray 2016: 1-4)

Biber, Douglas and Gray, Bethany. 2016 Grammatical Complexity in Academic English.  
Cambridge: Cambridge University Press