**Comprehensive Learning Activities for Summative Assessment**

**Assessment Overview**

This summative assessment evaluates students' understanding of key linguistic concepts covered in the platform, including **phonetics, phonology, morphology, and word formation processes**. The activities are designed to test both theoretical knowledge and practical application.

**Section 1: Phonetics & Phonology**

**Activity 1: IPA Transcription & Sound Classification**

**Task:**

1. Transcribe the following words into IPA:
   * "think"
   * "jump"
   * "sheep"
2. Classify each sound in "jump" by:
   * Place of articulation (e.g., bilabial)
   * Manner of articulation (e.g., plosive)
   * Voicing (voiced/voiceless)

**Activity 2: Phonological Rules & Minimal Pairs**

**Task:**

1. Analyze the following minimal pairs to identify the phonemic contrast:
   * "bat" vs. "pat"
   * "ship" vs. "sheep"
2. Build a phonological rule for past-tense formation in a fictional language:
   * [mira] ("to dance") → [mirata] ("danced")
   * [tapo] ("to eat") → [tapota] ("ate").

**Section 2: Morphology**

**Activity 3: Morpheme Breakdown & Classification**

**Task:**

1. Break down these words into morphemes and label each as **free, bound, derivational, or inflectional**:
   * "unhappiness"
   * "disagreement"
   * "teachers"
2. Explain how the morpheme "-er" functions differently in "teacher" vs. "faster."

**Activity 4: Word Formation Processes**

**Task:**

1. Identify the word-formation process for each example:
   * "brunch" (breakfast + lunch)
   * "Google" (coinage)
   * "edit" (from "editor," backformation).
2. Create a new word using **compounding** and explain its meaning.

**Section 3: Applied Analysis**

**Activity 5: Case Study – Assimilation & Elision**

**Task:**

1. Listen to (or read) the following phrases and note sound changes:
   * "handbag" → /hæmbæɡ/ (assimilation)
   * "government" → /ɡʌvərmənt/ (elision).
2. Explain why these changes occur using phonetic/phonological terminology.