

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD 500 007**



SCHOOL OF DISTANCE EDUCATION

POST-GRADUATE CERTIFICATE IN THE TEACHING OF ENGLISH

**INTRODUCTION TO LINGUISTICS
ASSIGNMENTS (2017-2018)**

(This set of assignments contains 4 printed pages.)

**Assignment I
(Based on Block I)**

- I. Say in about 300 words how the structural and the cognitive approaches to linguistics differ from each other.**
- II. Write short notes on the following in about 125 words each.**
 - a. Arbitrariness – as a features of human language
 - b. discreteness – as a feature of human language
 - c. reflexiveness – as a feature of human language
 - d. creativity – as a feature of human language
- III. Write one or two sentences each on the following to show their differences:**
 - a. Applied linguistics and socio linguistics
 - b. Phonetics and phonology
 - c. Comparative and descriptive linguistics
 - d. Neurolinguistics and psycholinguistics
 - e. Synchronic and diachronic linguistics

**Assignment II
(Based on Units 1, 2, 5 and 6, Block II)**

- I. Say whether the following statements are true or false. Correct the statements you consider false.**
 1. In a hypothetical language [lid] means 'hear' and [kid] means 'smell'. This shows that [l] and [k] are in complementary distribution in this language.
 2. In a hypothetical language [kit] means 'book' and [k^hit] means 'book'. This means that the sounds [k] and [k^h] are in contrastive distribution in this language.
 3. The following words from a hypothetical language show that [t] and [d] are in free variation.

1. [ten] “talk”
2. [dent] “improve”
3. [del] “listen”
4. [dint] “walk”

4. In a hypothetical language [s] occurs only when it is immediately preceded by a consonant, and [z] occurs in all other positions. Hence, in this language, the two sounds [s] and [z] are in contrastive distribution.

II. Consider the sounds [t] and [d] in the following data from a hypothetical language and determine whether they are allophones of the same phoneme, or represent two different phonemes. State the principle(s) on which your conclusion is based.

- | | |
|------------|----------|
| 1. [tambo] | “rain” |
| 2. [duku] | “tree” |
| 3. [te] | “chain” |
| 4. [duri] | “book” |
| 5. [to] | “flower” |
| 6. [madu] | “paper” |
| 7. [takai] | “chalk” |
| 8. [kudu] | “drop” |

III. Write short notes on the following in about 50 words each.

- a. bound morpheme
- b. inflectional suffix
- c. reduplication
- d. distinction between a morpheme and an allomorph

IV. Analyse the following data from a hypothetical language into morphemes. What are their meanings?

- | | |
|--------------|----------------------------------|
| 1. [svetər] | ‘sweater (nominative, singular)’ |
| 2. [dizlu] | ‘diesel (genitive, plural)’ |
| 3. [kopər] | ‘fennel (genitive, singular)’ |
| 4. [denɪ] | ‘bottom (nominative, plural)’ |
| 5. [svetəɪ] | ‘sweater (nominative, plural)’ |
| 6. [kopəɪ] | ‘fennel (genitive, plural)’ |
| 7. [kraterɪ] | ‘crater (nominative, plural)’ |
| 8. [den] | ‘bottom(nominative, singular)’ |

(Hint: Identify the morphemes for nominative plural and genitive plural and the root (given as the singular form) form of the word.)

- V. In section 5.5 of Block II some word-building processes have been discussed. Observe the following words and state what type(s) of process was/were used for their formation.

1. COP 20
2. automation
3. mice
4. chortle
5. blackberry

Assignment III
(Based on Units 1 to 5, Block III)

- I. a. Draw tree diagrams for the following sentences. (You must keep on dividing each constituent till you reach the word level. You must keep on dividing the VP till you reach the tense level.)

1. He likes the poems his wife has written.
2. She said that her car had been stolen.
3. The pills might have helped your father.

- b. Formulate a set of phrase structure rules for the sentences given above, i.e. for the sentences 1-3 in Question (I.a).

- II. Give the theta grid of the verbs in the sentences given below. You need not give labels for the theta roles.

1. Can you tell me the way to the station?
2. He scored the winning goal just before the whistle blew.
3. I think I've met you before.
4. Her remarks produced an awkward silence.

- III. Say how the NPs in the sentences given below are assigned Case:

1. The van crashed into the car.
2. It happened very quickly.
3. Was your steak nice?
4. We saw a strange object in the sky.

Assignment IV
(Based on Units 4 and 5, Block III)

I. Insert PRO in the following sentences wherever it is needed to satisfy the theta criterion and co-index it with its controller if there is a controller in the sentence.

1. They asked her to do PhD.
2. Nobody wants to become a syntactician.
3. We try to help everybody.
4. She could not persuade her husband to change his mind.

II. Give the D-structure and the S-structure representation of the following sentences.

1. A lot of money was stolen in the robbery.
2. You are likely to get a good grade.
3. John was released from prison.

Assignment V
(Based on Blocks IV and V)

I. Write one or two sentences on each of the following and give one example in each case to illustrate your answer. Your examples should be different from the ones given in the Units.

1. Syntactic ambiguity
2. Inconsistency
3. Hyponymy
4. Ellipsis
5. Entropy

II. Write short notes (in about 50 words) on each of the following:

- a. The innateness hypothesis
- b. Languages in contact
- c. Contrastive analysis

III. Try to explain the errors in the following sentences in terms of intralingual interference.

1. *They only pay a lip service to Gandhian ideas.
2. *All the new equipments are kept in that room.
3. *The main reason for my leaving the hostel was I was not liking the food.
4. *I thought the movie was disgusting, and so my friend thought.
5. *His behaviour indicates whom does he like more.

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