

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 (2018-2019)

(This set of assignments contains 3 printed pages.)

**Assignment I**

*(This assignment is based on Blocks I and II. Questions I and II are based on Block I, and questions III, IV, V and VI are based on Block II.)*

- I. Identify two crucial differences each between the traditional, structural and the cognitive approaches to linguistics.**
- II. a. Give examples of the following from your mother tongue. (Please write the examples using English alphabet or transcribe them, if you can.):**
- a. creativity – as a features of human language
  - b. arbitrariness – as a feature of human language
  - c. duality of structure – as a feature of human language
- b. Explain the differences between each of the following in one/two lines.**
- a. descriptive linguistics and sociolinguistics
  - b. syntax and morphology
  - c. theoretical and applied linguistics
- III. Consider the sounds [k] and [g] 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 on which your conclusion is based.**

- |            |          |
|------------|----------|
| 1. [kamlo] | 'brain'  |
| 2. [gutu]  | 'free'   |
| 3. [ke]    | 'drain'  |
| 4. [guli]  | 'look'   |
| 5. [kif]   | 'blower' |
| 6. [pagu]  | 'table'  |
| 7. [kakan] | 'talk'   |
| 8. [sugu]  | 'rope'   |

**IV. Look at the data given below and identify the number of morphemes there are in each word.**

- a. man
- b. manly
- c. man handled
- d. managed
- e. mandate
- f. manmade
- g. manage
- h. mane
- i. men

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

1. [darabu]	'he hit him'
2. [darabi]	'he hit her'
3. [darabna]	'he hit us'
4. [darabkun]	'he hit you (plural)'
5. [darab]	'he hit'
6. [maradi]	'I saw her'
7. [marad]	'I saw'
8. [maradu]	'I saw him'
9. [marab]	'I hit''
10. [darad]	'he saw'

**VI. 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. bye-bye
2. memberships
3. IQ
4. workaholic
5. Sunflower

— x — x — x —

## Assignment II

*(This assignment is based on Blocks III, IV and V. Questions I, II and III are based on Block III, question IV on Block IV and questions V and VI on Block V.)*

**Ia. Draw tree diagrams for the following sentences. (You must keep on dividing every constituent until you reach the word level. You must keep on dividing the VP until you reach the tense level. You must not use any triangles.):**

1. Goods are delivered on receipt of payment.
2. New houses are being built opposite the park.
3. He likes stories that have unhappy endings.

**Ib. Formulate a set of phrase structure rules for the three sentences given above, i.e. sentences 1 – 3 in question Ia. (You must formulate only one set of rules for all the three sentences taken together, not one set of rules for each sentence.)**

**II. 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 always try to help their friends and colleagues.
2. Can you remind me to phone my doctor?
3. He loves to meet people.

**III. Give the D-structure and the S-structure representation of the following sentences:**

1. She seems to be angry with him.
2. The house was painted last month.
3. He is likely to be late home this evening.

**IV. 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 Block.**

1. Tautology
2. Performatives
3. Presuppositions

**V. Say whether the following statements are true or false. Correct the statements that are false:**

1. A pidgin can never become a creole.
2. A speech situation is a smaller unit of description than a speech event.
3. A register is a variety of language distinguished according to region and social class.

**VI. Can the errors in the following sentences be explained in terms of intralingual interference? If so, how?**

1. \*She is always finding faults with me.
2. \* He is one of the most interesting person I have ever met.
3. \* I don't know what did she tell her sister about me.

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