

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY  
HYDERABAD – 500 007



*SCHOOL OF DISTANCE EDUCATION*  
POST GRADUATE DIPLOMA IN THE TEACHING OF ENGLISH

GENERAL AND ENGLISH LINGUISTICS  
(This assignment has 3 printed pages)  
(2017-2018)

**Assignment 1**

(Based on Units 1 and 2 of Block I)

1. Write short notes on:
  - the feature strident
  - why do we need sonority hierarchy
  - intrinsic and extrinsic rule ordering
2. Give the distinctive features which uniquely describe the following sounds from English. The distinctive features for each sound should be given separately.

e   m   t   u   v

3. Examine the following data and state whether the two segments [t] and [d] are in contrastive or complementary distribution. State the rule using formal notations and distinctive features:

kintam	'stand'	stander	'fall'
dunsta	'like'	padintal	'feet'
funstak	'see'	dumdil	'week'
rumdin	'play'	tanedis	'hate'

4. Examine the following data and state whether the two segments [a] and [i] are in contrastive or complementary distribution. State the rule using formal notations and distinctive features (if applicable):

kaga	'crow'	mana	'agree'
saga	'greens'	sega	'decorate'
mena	'fish'	piga	'drink'
ræna	'night'	kiga	'write'

## Assignment 2

(Based on Units 3 and 4 of Block I)

1. Assign syllable structure using the sub-syllabic constituents (onset, rime, nucleus and coda) to the following words from English:

- a. distribution      b. hello      c. features  
d. bottle            e. hierarchy

2. a. Collapse the following sequences of rules into one:

i.  $l \rightarrow r / l \underline{\hspace{2cm}} i \#$

ii.  $l \rightarrow r / l \underline{\hspace{2cm}} i$

b. Expand the following rules into sequences of rules:

i.  $\emptyset \rightarrow s / \underline{\hspace{2cm}} \left. \begin{array}{l} \# \\ r \end{array} \right\}$

c. Write the following rules using formal notations:

i. The sound [h] is deleted when it is preceded by [s] and followed by sound [r].

ii. The sound [u] is inserted when it is preceded by [l] and followed by [u].

d. Write the following in English (as is done in c above):

i.  $\left( \begin{array}{l} +\text{cons} \\ +\text{obst} \\ +\text{voice} \end{array} \right) \longrightarrow [-\text{voice}] / \text{-----} \left( \begin{array}{l} +\text{Cons} \\ +\text{obst} \\ -\text{voice} \end{array} \right)$

ii.  $k \rightarrow s / \underline{\hspace{2cm}} i$

Roll No. \_\_\_\_\_

PGDTE – GEL Assignments 2017

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ASSIGNMENT 3  
[Based on Block II]

**Important note:**

- This assignment has 4 printed pages.
- The answers are to be written in the space provided.

1. Look at the following English words added to different dictionaries in the last few years. For each word, the meaning(s) and syntactic category, as listed in the dictionaries are also provided. Based on your understanding of the process of forming new words in languages, for each word provide us the following details:

- Name the *final* word formation process in the box indicated.
- Describe (in about 50-100 words) the derivation of the given word in the space provided, so as to justify why you think it is the word formation process you have chosen. Do remember that the final word presented to you here, might have undergone intermediary processes, which you must discuss in the description of the derivation of the word. You may find it helpful to consult multiple dictionaries or online resources.

S. No.	Word	Meaning	Word-formation process
a.	kittenfishing (n.)	the activity of exaggerating your positive qualities in an online profile	
<b>Justification:</b>			
b.	finsta (n.)	a second account on the social media site Instagram, to which a limited number of people have access, a slang term meaning "fake insta."	
<b>Justification:</b>			

S. No.	Word	Meaning	Word-formation process
c.	<b>click farm</b> ( <i>n.</i> )	a place where a team of workers is hired to increase a person or company's social media profile by clicking on content	
<b>Justification:</b>			
d.	<b>honeYTEER</b> ( <i>n.</i> )	a honeymoon spent doing voluntary work, usually abroad	
<b>Justification:</b>			
e.	<b>slow gifting</b> ( <i>n.</i> )	the activity of shopping carefully and thoughtfully for gifts, and buying high-quality, often hand-made items from small shops or individual sellers	
<b>Justification:</b>			
f.	<b>flashpacking</b> ( <i>n.</i> )	a type of backpacking (travelling or camping while carrying everything you need in a backpack) that is more comfortable and luxurious than traditional backpacking	
<b>Justification:</b>			

S. No.	Word	Meaning	Word-formation process
g.	<b>Santa Claus rally</b> ( <i>n.</i> )	a surge in the price of stocks that often occurs in the last week of December through the first two trading days in January, possibly due to tax considerations, happiness around Wall Street, people investing their Christmas bonuses and the fact that the pessimists are usually on vacation this week.	
<b>Justification:</b>			
h.	<b>screen fatigue</b> ( <i>n.</i> )	the situation where people feel they spend too much time reading text on an e-reader, tablet, etc.	
<b>Justification:</b>			
i.	<b>equel</b> ( <i>n.</i> )	a book that features some elements of a previous book, such as characters and places, but tells a separate story that is not connected	
<b>Justification:</b>			
j.	<b>dog breakfast</b> ( <i>n.</i> )	a confused mess	
<b>Justification:</b>			

2. Analyze the following five compounds from some Indian languages, and provide us the following details in the space provided:

- a. Type of the compound word.  
 b. Justification (in about 50-100 words) for the type of compound you have chosen. For this, look at the meaning of the parts and relate it to the meaning of the whole.

S. No.	Compound word	Meaning of parts	Meaning of the compound	Type of compound
a.	<i>kiliccuṇḍan</i>	<i>kili</i> = bird <i>ccuṇḍa</i> = beak	A type of mango whose front curves inside	
<b>Justification:</b>				
b.	<i>gamanagamanam</i>	<i>gamanam</i> = to go <i>agamanam</i> = to come	journey	
<b>Justification:</b>				
c.	<i>kaivaṇḍi</i>	<i>kai</i> = hand <i>vaṇḍi</i> = vehicle	pushcart	
<b>Justification:</b>				
d.	<i>logaṣṭṭi</i>	<i>logam</i> = world <i>ṣṭṭi</i> = designer	God	
<b>Justification:</b>				
e.	<i>vedaṣṭṭram</i>	<i>vedaṃ</i> = the Vedas <i>ṣṭṭram</i> = the Shastras	Any book of laws and principles considered holy by followers of a particular religion	
<b>Justification:</b>				

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**Assignment 4**  
(Based on Units 1 and 2, Block III)

1. Using the X-bar model draw a tree diagram for each of the following sentences. (You should keep on dividing the constituents until you reach the word level.)
  - a. She thinks she will meet the head of the department.
  - b. Do they expect you to help them?
  - c. Where can you find the children?
  - d. Your sister should have met my mother yesterday.
  
2. Show how binding principles can account for the ungrammaticality of the following sentences:
  - a. \*They think themselves are the best players.
  - b. \*The students expect the teacher to guide themselves.
  - c. \*He<sub>i</sub> doesn't know that John<sub>j</sub> has been helping his brother.
  - d. \*I think Mary<sub>i</sub> hates her<sub>j</sub> most.

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**Assignment 5**  
(Based on Units 3 and 4, Block III)

1. Show how the empty category principle can account for the ungrammaticality of the following sentences:
  - a. \*I know what who bought.
  - b. \*Whom did you meet where?
  
2. Account for the ambiguity of the following sentences:
  - a. Someone has read every book in this library.
  - b. Everybody watched three movies.

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