

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 (2020-2021)

(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. What are the three different approaches to linguistics? (Write your answer in 250 words)

II. a. Explain the following with examples. (100 words each)

1. specialization – as a feature of human language
2. creativity – as a feature of human language

b. Explain the differences between each of the following in one/two lines.

1. synchronic and diachronic study of languages
2. phonology and morphology
3. applied and comparative linguistics

III. a. 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.

b. State the principle on which your conclusion is based.

- | | |
|--------------|----------|
| 1. [ukarlo] | ‘chair’ |
| 2. [glintu] | ‘broken’ |
| 3. [kemcho] | ‘less’ |
| 4. [grumli] | ‘dance’ |
| 5. [kimchi] | ‘ahead’ |
| 6. [pagtu] | ‘talk’ |
| 7. [ekanuti] | ‘stand’ |
| 8. [kugsu] | ‘ripe’ |

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

1. worked
2. were
3. is
4. feet
5. have
6. wanted
7. went
8. child
9. his
10. books

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

- | | |
|---------------|--------------------|
| 1. [menakti] | ‘she is beautiful’ |
| 2. [metanti] | ‘she is kind’ |
| 3. [perabti] | ‘he is handsome’ |
| 4. [petanta] | ‘he was kind’ |
| 5. [mekan] | ‘she killed’ |
| 6. [pegle] | ‘he liked’ |
| 7. [pekanre] | ‘he killed her’ |
| 8. [segle] | ‘I liked’ |
| 9. [seglera] | ‘I liked him’ |
| 10. [mekanra] | ‘she killed him’ |

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. pitter patter
2. ability
3. CAPTCHA
4. sunflower
5. staycation

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. We have bought a new car.

2. My keys have been stolen.
3. The hotel where we stayed was near the station.

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

1. They are in the library.
2. I think his friends will help him.
3. She is intelligent.

III. 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. I want to help them.
2. She has decided to sell her car.
3. I told you to be careful.

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. Homographs
2. Entailment
3. Entropy

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

1. A speech situation is a smaller unit of description than the speech event.
2. The term register is used to refer to a variety of language distinguished according to region and social class.
3. Both native and non-native varieties have standard and non-standard varieties.

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

1. *Don't pull my legs.
2. *She has a very important work to do.
3. *We don't know why are we taught so many courses.
