

**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)
(2016-2017)**

Assignment 1

(Based on Units 1 and 2, Block I)

1. Write short notes on:

- why do we need two levels of representation
- the feature coronal
- why do we need features
- feeding and bleeding rule relationship

2. Give the distinctive features which uniquely describe the following sounds from English. The distinctive features for each sound should be given separately.

ɪ: N π ζ Σ

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

[tatari]	‘curse’
[tΣikaku]	‘near’
[ita]	‘board’
[ketΣi]	‘stingy’
[satori]	‘realization’
[otoko]	‘man’
[motΣi]	‘rice cake’
[utΣi]	‘house’

4. Examine the following data and state whether the two segments [p] and [b] are in contrastive or complementary, state the rule using formal notations and distinctive features: (Ignore other changes).

ΣραΙβι	‘write’	ρεπστ	‘to read’
ρεβτ	‘read’	ΣαΙπστ	‘to write’
ποβυ	‘weight’	αΙβκ	‘drink’
βριβε	‘sweat’	βριπστ	‘to sweat’
βυβοζ	‘book’	βυπστ	‘to book’
αΙπστ	‘to drink’	παΙβ	‘check’
ποπστ	‘to weigh’	παιπστ	‘to check’

Assignment 2
(Based on Units 3 and 4, Block I)

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

- a. complementary b. consider c. situations
d. data e. symbol

2. What role does sonority hierarchy play in assigning syllable structure? Explain with the help of an example.

3. a. Write the following hypothetical rules using Distinctive Features:

- i. $k \rightarrow s / I \quad \text{_____} \alpha$
ii. $l \rightarrow l^{-} / p \quad \text{_____} \Theta$

b. Collapse the following sequences of rules into one:

- i. $s \rightarrow z / b \quad \text{_____} \#$
ii. $s \rightarrow z / b \quad \text{_____} Y$

c. Expand the following rules into sequences of rules:

- i. $h \rightarrow 2 / \quad \text{_____} (C) \#$

d. Write the following rules using formal notations:

- i. The sound [ʔ] is deleted when it is preceded by [Θ] and followed by the sound [p].
ii. The sound [I] is inserted when it is preceded by [g] and followed by [I].

e. Write the following in English (as is done in D above):

- i. $\left(\begin{array}{l} +\text{cons} \\ +\text{son} \\ +\text{lateral} \end{array} \right) \longrightarrow \left(\begin{array}{l} -\text{lateral} \end{array} \right) / \text{-----} \left(\begin{array}{l} +\text{cons} \\ -\text{son} \\ \text{coronal} \\ +\text{ant} \\ +\text{voice} \\ -\text{continuant} \end{array} \right)$
- ii. $n \rightarrow 2 / m \quad \text{_____} \#$

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. I want you to be happy.
 - b. What did she tell you?
 - c. When did you buy your computer?
 - d. Do you think that she will help you?

2. Show how binding principles can account for the ungrammaticality of the following sentences:
 - a. *John_i hates him_i more than anyone else.
 - b. *Himself is to be blamed.
 - c. *They didn't like the teacher's criticism of themselves.
 - d. *Rahul's sister thinks herself will help Rahul.

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. *Did she tell you what she bought when?
 - b. *Nobody knows whom who helped.

2. Account for the ambiguity of the following sentences:
 - a. Everybody has to read five books.
 - b. Someone is going to help everyone.
