

**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 (2016-2017)**

(This set of assignments contains 4 printed pages.)

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

- I. Say in about 125 words how the traditional, structural and the cognitive approaches to linguistics differ from each other.**
- II. Write short notes on the following in about 75 words each.**
 - a. Why is linguistic a scientific study of language.
 - b. Interchangeability – as a feature of human language.
 - c. Culturally transmitted – as a feature of human language.
 - d. Diachronic and synchronic linguistics.
- III. Write one or two sentences each on any FIVE of the following and give the example in each case to illustrate your answer.**
 - a. Theoretical linguistics
 - b. Semantics
 - c. Social linguistics
 - d. Descriptive linguistics
 - e. specialisation

**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 [hit] means 'cat' and [hid] means 'dog'. This shows that [t] and [d] in this language are in complementary distribution.
 2. In a hypothetical language [pal] means 'fruit' and [phal] means 'fruit'. In this language [p] and [ph] are in complementary distribution.

3. The following words from a hypothetical language show that [p] and [b] are in free variation.

- | | | |
|----|--------|---------|
| 1. | [pel] | “pen” |
| 2. | [bets] | “walk” |
| 3. | [bel] | “stick” |
| 4. | [pits] | “laugh” |

4. In a hypothetical language [d] occurs only when it is both immediately preceded and followed by a consonant, but [t] occurs in the other positions. Hence, in this language, the two sounds are in contrastive distribution.

- II. Consider the sounds [s] and [z] 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. | [flza] | “hen” |
| 2. | [fYzI] | “potato” |
| 3. | [f↔sa] | “hair” |
| 4. | [fYsI] | “lion” |
| 5. | [feza] | “knife” |
| 6. | [sIsa] | “hand” |
| 7. | [sesa] | “sky” |
| 8. | [sasa] | “water” |

- III. Write short notes on the following in about 150 words each.**

- free morpheme
- derivational suffixes
- allomorphy
- distinction between a root and stem
- portmanteau morph

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

- | | |
|-----------|---------------------------|
| [okult] | “She told” |
| [okilt] | “She scolded” |
| [okiltid] | “She scolded you (masc.)” |
| [okilted] | “She scolded you (fem.)” |
| [okilta] | “She scolded him” |
| [okiltan] | “She scolded her” |
| [okultid] | “She told you (masc.)” |
| [okulted] | “She told you (fem.)” |
| [okulta] | “She told him” |
| [okultan] | “She told her” |

- 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. UGC
2. illegal
3. deer (used both as a singular and as a plural)
4. landlocked
5. edutainment

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. A man was being questioned by the police.
2. I think you are very intelligent.
3. She works for a company that makes computers.
4. I like the dress your sister is wearing.

- b. Formulate a set of phrase structure rules for the sentences given above, i.e. for the sentences 1-4 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. She is not contemplating a change of job.
2. Storm clouds were gathering.
3. I hear he finally clinched the deal.
4. I doubt whether it will work.

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

1. Have you seen him lately?
2. I think you should see Pranab's father.
3. I will introduce you to the director of the institute.
4. Does it concern him that he failed the test?

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. I prefer to drive.
2. We persuaded her to accept the offer.

3. I'd advise you to take more exercise.
4. I meant to phone you last week.

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

1. She is likely to forget it.
2. The building was destroyed.
3. You seem to know more about him than anyone else.
4. An order form can be found on page 2.

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.

- a. Collocative meaning
- b. Polysemy
- c. Syntactic ambiguity and lexical ambiguity
- d. Performatives
- e. Ellipsis

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

- a. Linguistic versus communicative competence
- b. The innateness hypothesis
- c. Significance of learners' errors

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

1. *She wants to buy a scissor.
2. *Tell us how do you account for this kind of curriculum?
3. *Don't pull my legs.
4. *She has a very important work to do.
5. *I thought the movie was disgusting, and so my friend thought.

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