The English and Foreign Languages University
Hyderabad – 500605, INDIA

Entrance Test 2014: Model Question Paper
PhD: Linguistics and Phonetics

Max. Marks: 70 **Time allotted: 3 hours**

This question paper has FIFTEEN (15) printed pages

Notes and instructions:

a. The question paper has **<u>five</u>** sections: **A**, **B**, **C**, **D** and E.
b. Each section carries **<u>20</u>** marks.
c. Answer any **SEVEN** questions. **It is compulsory to answer ALL the questions from your area of research interest.**
d. Read the instructions given for each section carefully**.**
e. Answer each section in ***<u>separate</u>*** answer books. Please remember to answer questions pertaining to one section in the same answer book.
f. Please hand in the question paper along with the answer books after you complete your test.

SECTION A [20 marks]: SYNTAX AND SEMANTICS

Instructions:
  a. **There are two questions in this section.**

  b. **Answer both the questions if you wish to specialize in the area of syntax or semantics.**

  c. **Both the questions carry equal marks.**

Question I.   **<10 marks>**

Answer both a. and b.

  a. Give an account of the passive construction, as per Chomsky 1981/Chomsky 1995.
     Look at the following sentences
     i)   John gave a book to Mary
     ii)   A book was given to Mary
     iii)   Mary was given a book
     iv)   * A book was given Mary

How does 'a book' in (iii) get case?

Why is (iv) starred? That is, why does the same mechanism which assigns/checks case to 'a book' in (iii) not do the same for 'Mary' in (iv)?

  b. Consider these sentences.

     a. Malati **is** being crazy
     b. Malathi **is** crazy

     iWhat are the differences and similarities between *is* in (a) and *is* in (b)?
     ii. Show where each of them originate in the underlying structure of these
        sentences.

Question II.   **<10 marks>**

Answer both a. and b.

  a. What do you understand by the term 'negative polarity item'? Give an example.
     Consider the following set of sentences.
     i)   He did not see anybody in the room.

ii)   *He saw anybody in the room.
iii)   Can you see anyone on the terrace?
iv)   *You can see anyone on the terrace.
Explain the ungrammaticality of (ii) and (iv). Is there something in common that rules out these two sentences?
v)   Anyone can solve this problem.
vi)   Anyone *(who fails to solve this problem) is stupid.

Does your explanation for (i-iv) cover(v) and (vi) as well? If not, how do you modify your answer?

b. If a proposition P is true, the negation of P (i.e. *It is not the case P*) is bound to be false, as per truth conditional semantics. If so, explain why both (i) and (ii) below are simultaneously TRUE.

i)	Some men are bald	TRUE
ii)	Some men are not bald	TRUE

Now consider (iii) and (iv).

iii)	Most men are bald	TRUE
iv)	Most men are not bald	?

Given that (iii) is TRUE, what is the truth value of (iv)? Justify your answer.

Instructions:
a. This section has **two** questions.
b. Answer both the questions if you wish to specialize in phonology or morphology.

Question I.

Examine the data from Sudanese Arabic given below: **<10 marks>**

Set A:

i a. sirib	'he drank'	i b. hamal	'he carried'
ii a. siribta	'I drank'	ii b. hamalta	'I carried'
iii a. siribti	'you fem. drank'	iii b. hamalti	'you fem. carried'
iv a. siribtu	'you pl. drank'	iv b. hamaltu	'you pl. carried'
v a. siribna	'we drank'	v b. hamalna	'we carried'

a. *Identify the past form of the verb stems in Set A and isolate the 3rd sg.mas., 1st sg, 2nd fem, 2 pl and 1st pl markers in the data above.*

Set B

i a. sirbat	'she drank'	ii b. hamalat	'she carried'
ii a. sirbu	'they drank'	ii b. hamalu	'they carried'

b. *Isolate the 3rd fem.sg. and 3rd pl. markers.*
c. *Account for the alternations in the stem meaning 'drank', contrasting it with the lack of alternation in the stem meaning 'carried'.*

Set C

i a. hamalti	'you fem.carried'	i b. hamaltii 'you fem carried him'
i c. hamaltiina	'you fem.carried us'	i d. hamaltiiha 'you fem.carried her'
i e. hamaltiihum	'you fem.carried them'	

d. *Isolate the object markers and specify the order of attachment of the subject and object markers.*
   e. *Predict the words for 'we carried him' and 'you pl carried her'?*

Question II. <10 marks>

Examine the English data below:

Set A

i. relation ~ relational

ii. sensation ~ sensational

iii. composition ~ compositional

iv. transformation ~ transformational

   a. *Identify the word formation process specifying the base and the affix giving their grammatical categories.*
   b. *Are the bases themselves simple or complex? Strip one level of affixation in the base and identify the resultant base in each one of the words on the left of the pair of words above.*

Set B

i. nation ~ national

ii. parent ~ parental

iii. dialect ~ dialectal

iv. face ~ facial

   c. *Identify the sound changes once the base undergoes affixation (segments and stress placement) in the words in Set B.*

Set C

i. dental

ii. fraternal

iii. marital

iv. post-prandial

   d. *Identify the base in the words in Set C. Discuss the problems with the isolated bases.*

Instructions:
a. **There are two questions in this section.**
b. **Answer both the questions if you wish to specialize in the area of phonetics.**

Question I. <10 marks>

Answer both a. and b.

   a. **Fill in the blanks with the appropriate words.**

   1. / ʌ/ is _____ in all positions in American English.

   2. _____ and _____ of vowels is the characteristic

      feature of most of the vowels in Australian English.

   3. The labio-velar semivowel and labio-dental fricative are substituted by

      _____ in Indian English.

   4. / ˋEnglish ˎteacher / means a _____

      ('A teacher who is English' / 'A teacher who teaches English').

   5. A foot usually begins with a _____ syllable.

   6. The allophonic variant of the vowel in the first syllable of **patrol** is [   ] .

   7. /_____/ are the non-sibilant fricatives in English.

   8. [mjuⁿ:t←] is an example of _____ assimilation.

   9. In the word **hepvoice**, the allophonic variant of / p / is [   ].

   10. The physiological stage of the listener in a speech chain is also called the
       _____stage.

   b. **Study the two sentences (a & b), which are marked for intonation. Select the appropriate meaning for each sentence and jot it down in the blank space.**

1. *('How can they expect you to finish the work!'*, **or** *'Don't be hard on yourself!)*

    a. // ˄ **You're** ∀ **not** ⌈ **well !//**

    _____

    b. // ˄ **You're** ∀ **not** < **well. //**

    _____

2. *('Is that what you are saying?'* **or** *'I wasn't the only one...'*)

    a. // ⌈ **Hundreds of % people % saw it //**

    _____

    b. // ⌈ **Hundreds of % people % saw it //**

    _____

3. (*'... Sheila might want it.'*, **or** *'...why are you forcing it on to her?'*)

    a. // Jane ∀ **doesn't** ⌈ **need it! //**

    _____

    b. // ⌊ **Jane % doesn't need it //**

    _____

4. (*Tell me?,* **or** *Tell me!*)

    a. // ∀ **Are you** ⌊ **happy now? //**

    _____

    b. // ∀ **Are you happy now? //**

    _____

5. *('You better get into bed now'*, **or** *'don't you think you should be getting into bed now*?'*)*

    a. // ˄ **It's** ∀ **time you** ∀ **went to** ⌊ **bed //**

    _____

    b. // ˄ **It's** ⌊ **time you % went to bed //**

    _____

Question II. <10 marks>

Answer both a. and b.

   a. Read the passage given below and answer the questions.

Help Age India, is a (charitable) organization that reaches out to poor, elderly persons across the country. It provides shelter and medical care to thousands of destitute old people. It also provides livelihood support through income generation schemes, whereby old people are **helped** to start a small business and made self-reliant. During 2005-2006 Help Age India was involved in (implementing) relief and (rehabilitation) work in direct response to three emergencies – the Kashmir earthquake, Tsunami tidal wave and completing the post Gujarat earthquake rehabilitation work.

Seventy year Old Palabhai Amra Kakarava Village, Gujarat, is a (beneficiary) of Help Age India. After the earthquake in Gujarat he was helped by the organization to make a new beginning. He was **provided** with a cobbler's cabin, polish and brushes, apart from a few slippers to sell. Palabhai is happy that he is no longer a burden on his son. He says that he has found a sense of purpose in life.

    i)   In the underlined words, give the realization of the past tense marker -ed. ___

    ii) Write the circled words below and give the primary accent.
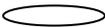
    iii) Give the –ng – realisation in the words in the rectangle.

   b. Transcribe the following conversation phonemically, and mark for intonation: stress, tone group boundaries, tonic syllables, and tones.

John :   What are you doing?

Tim :   I'm making a list of food and supplies.

John :   What for?

Tim :   What for? For the party. Of course.

John :   Party? What party?

Tim :   Did you forget that we're having a reunion party?

John :   Oh. I did forget. Who's invited?

Tim :   We've invited all our friends from the sophomore class.

John :   Can I help you with the preparations?

Tim :   Well; here's a list of some of the food you could buy.

John :   Ok, leave it to me. I'll take care of it.

Tim :   Fine! That'll be a big help.

SECTION D [20 marks]: APPLIED LINGUISTICS

Instructions:
   a. This has two sub-sections A and B. Section A is Psycholinguistics and Language Acquisition and Section B is Sociolinguistics.
   b. Each sub-section carries 10 marks.
   c. It is compulsory to attempt **both questions** if you wish to specialize in the area of applied linguistics.

A. Psycholinguistics and Language Acquisition (10 marks)

I. Examine the data from Trevor, a child learning American English and answer the questions in the space provided. The child's pronunciations, the adult versions, and Trevor's age has been given.

Set A				Set B		
a.	[gog]	*dog*	1;5.1	h. [bep]	*bed*	1;6.17
b.	[kok]	*coat*	1;5.18	i. [bʌbə]	*butter*	1;7.20
c.	[kæg]	*cat*	1;3.4	j. [pop]	*top*	1;6.8
d.	[gi:gu]	*tickle*	1;7.26			
e.	[gʌg]	*bug*	1;5.18			
f.	[kʌk]	*cup*	1;5.13			
g.	[gigu]	*pickle*	1;9.2			

1. How would you characterize the way Trevor's pronunciations differ from the adult versions? [2 marks]
2. What is the difference between changes in Set A and Set B? [1 mark]
3. On the position of change (first or second element), regroup the utterances into two sets. [2 marks]

II. Read the summary of the experiment, and answer the questions that follow.

The breakdown of functional categories in Greek aphasia

N. Valeonti, A. Economou, M. Kakavoulia, A. Protopapas, S. Varlokosta

Background: Verbal inflectional errors are among the most prominent characteristics of aphasic

non-fluent speech. Subject-verb agreement is relatively intact while tense is severely impaired. Some researchers view the deficit as structural and attribute errors to a breakdown of functional categories and their projections. Agrammatic individuals produce trees that are intact up to the Tense node and 'pruned' from this node up (cf. the tree pruning hypothesis). Other researchers suggest that difficulties are due to processing limitations. Within such accounts, grammatical representations are intact but access to them is impaired. The asymmetry in production vs. grammaticality judgment tasks has been taken as further evidence for such approaches.

Objectives: The purpose of the present study was to investigate functional categories in Greek aphasia across different tasks. In order to contrast structural and processing theoretical approaches to morphological impairments in aphasia, we investigated (a) the relative sensitivity of functional categories to brain damage and the systematicity thereof; and (b) the relation between production and comprehension performance.

Greek is a null-subject language with relatively free word order. The likely clause structure is:
CP > ... >AgrP> TP >VoiceP>AspectP> VP

Method: Participants were 8 individuals (1 woman) aged 42– 81, diagnosed with aphasia, who had suffered a left- hemisphere CVA at least 3 months before testing. Materials were constructed to assess three functional categories: (a) subject-verb agreement (32 items); (b) tense (16 items); and (c) aspect (32 items). Eight verbs were used, balancing estimated frequency of use and regularity of aspectual conjugation.

Testing of each participant targeted comprehension, in a grammaticality judgment task, and production, in a sentence completion task. The same set of sentences was used in the two tasks, in different sessions, to ensure comparability of comprehension and production measurements.

Patient	Grammaticality Judgment			Sentence Completion			Result (percent errors)
	Agreement	Tense	Aspect	Agreement	Tense	Aspect	
1	3.1	0.0	17.2	15.6	12.5	43.8	
2	43.8	62.5	43.8	40.6	93.8	81.3	
3	17.2	56.3	46.9	28.1	81.3	56.3	
4	1.6	50.0	48.4	56.3	68.8	68	
5	0.0	3.1	1.6	0.0	0.0	0.0	
6	23.4	56.3	48.4	--	---	--	
7	3.1	0.0	10.9	9.4	0.0	12.5	
8	0.0	28.1	32.8	15.6	12.5	37.5	
All	11.5	32.0	31.3	23.7	38.4	42.9	

Discussion:

Performance on subject-verb agreement tends to be least impaired. Tense errorsmake up a small

proportion of the total individual errors of the least impaired participants (defined on the basis of total number of errors; pat. 5, 7, 1, & 8) but a large proportion, even more than aspect errors, for the most impaired participants (pat. 4, 3, 6, & 2).□ In the syntactic clause in Greek, agreement is thought to be located higher than tense and aspect, and aspect is located lower than tense. The tree pruning hypothesis would predict that aspect would be least impaired while subject-verb agreement would be more (if not most) impaired, a pattern opposite from the one observed. Therefore, the findings do not support this hypothesis. Taking into account that we found a higher proportion of production than comprehension errors in almost every case, our results are compatible with processing accounts.

1. What does the tree pruning hypothesis state?   [1 mark]
2. *Access* in the second paragraph refers to   [1 mark]
    (a) how grammatical structures are represented
    (b) how grammatical structures are activated
    (c) how grammatical structures are stored
3. Asymmetry in production and comprehension is taken as an evidence of the   [1 mark]   ………………….……….. approach.
4. Which of these have contributed to more errors in less impaired aphasics?   [1 mark]
    (a) Agreement errors
    (b) Tense errors
    (c) Aspect errors
5. What would the tree pruning hypothesis predict for Greek aphasics?   [1 mark]
    (a) More Aspect errors than Tense errors.
    (b) More Agreement errors than Tense errors.
    (c) More Tense errors than Agreement errors.

B. Sociolinguistics (10 marks)

Circle the correct answer from the choices given below:

1. Language in relation to society and its different issues such as caste, class, gender, occupation etc is studied in:

    a) Sociology and pragmatics
    b) Sociology of Language
    c) Sociolinguistics
    d) Applied Linguistics and social register

2. Which of the following matches is not correct?
    a) M.L.Apte   'Taboo words'
    b) J. Austin 'How to do things with words'
    c) R.Brown and A.Gillman 'The Pronouns of Power and Solidarity'
    d) Basil Bernstein 'Sociology of Education'

3. Language and dialect can be placed in a continuum. There is a possibility that today's dialect can be the language of tomorrow and today's standard language can degenerate in to a dialect in the course of time owing to socio economic and political reasons:

   a) True
   b) False
   c) Partially true and Partially false
   d) None of the above

4. Who among the following sociolinguists is associated with the notion of elaborate code and restricted code

   a) Basil Bernstein
   b) Emile Durkheim
   c) Robert King Merton
   d) Bloomfield

5. Conversational code switching refers to

   a) Code mixing
   b) Code switching
   c) Code switching and code mixing
   d) None of the above

6. Co ordinate bilinguals, according to Bell's classification have

   a) One semantic base in the brain
   b) Two semantic bases in the brain
   c) Three semantic bases in the brain
   d) Multi numbered semantic bases in the brain

7. 'Ye dil mange (Hindi) more (English)' is an instance of

   a) Code mixing
   b) Code switching
   c) Cultural mixing
   d) Norms mixing

8. Who among the following sociolinguists conducted a survey on the sociolinguistic variable 'r' in New York English?

   a) Labov

b) Bernstein
c) Gumperz
d) Labov and Sapir

9. Language determines one's thoughts and perceptions as well as cultural traits. Which among the following hypotheses upholds this dictum?

a) Linguistic relativity
b) Linguistic determinism
c) Cutural determinism
d) Cultural relativity

10. Which of the following characteristics is not incorporated in the Gricean Maxims?

a) Quality
b) Quantity
c) Relevance
d) Utility

Instructions: 1) There are two questions in this section. You are supposed to answer both the questions, if you intend to do work in the area of Computational Linguistics. 2) Each question carries 10 marks.

I. Fill in the minimum edit distance table with backtrace (use the Damerau-Levenshtein distance (DLD) version of distance) for the conversion: **<10 marks>**

CIEFL → EFLU

II. What are Mel Frequency Cepstral Coefficients (MFCC)? How are MFCCs used in building Gaussian acoustic models that are needed for Automatic Speech Recognition (ASR)?

<10 marks>