



**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD-500 007**

**MA (Linguistics) Entrance Test
Model Paper – 2014**

SECTION I	20 MARKS
SECTION II	10 MARKS
SECTION III	20 MARKS
SECTION IV	20 MARKS
SECTION V	30 MARKS
TOTAL	100 MARKS

SECTION I

20 MARKS

Read the following passage and answer the questions given below:

When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language. We should also note that two speakers who are bilingual, that is, who have access to two codes, and who for one reason or another shift back and forth between the two languages as they converse by code-switching are actually using a third code, one which draws on those two languages. The system (or the *grammar*, to use a well-known technical term) is something that each speaker 'knows', but two very important issues for linguists are just what that knowledge is knowledge of and how it may best be characterized.

In practice, linguists do not find it at all easy to write grammars because the knowledge that people have of the languages they speak is extremely hard to describe. It is certainly something different from, and is much more considerable than, the kinds of knowledge we see described in most of the grammars we find on library shelves, no matter how good those grammars may be. Anyone who knows a language knows much more about that language than is contained in any grammar book that attempts to describe the language. What is also interesting is that this knowledge is both something which every individual who speaks the language possesses (since we must assume that each individual knows the grammar of his or her language by the simple reason that he or she readily uses that language) and also some kind of shared knowledge, that is, knowledge possessed by all those who speak the language. It is also possible to talk about 'dead' languages, e.g., Latin or Sanskrit. However, in such cases we should note that it is the speakers who are dead, not the languages themselves, for these may still exist, at least in part. We may even be tempted to claim an existence for English, French, or Swahili independent of the existence of those who speak these languages.

Today, most linguists agree that the knowledge speakers have of the language or languages they speak is knowledge of something quite abstract. It is a knowledge of rules and principles and of the ways of saying and doing things with sounds, words, and sentences, rather than just knowledge of specific sounds, words, and sentences. It is knowing what is *in* the language and what is not; it is knowing the possibilities the language offers and what is impossible. This knowledge explains how it is we can understand sentences we have not heard before and reject others as being *ungrammatical*, in the sense of not being possible in the language. Communication among people who speak the same language is possible because they share such knowledge, although how it is shared – or even how it is acquired – is not well understood. Certainly, psychological and social factors are important, and genetic ones too. Language is a communal possession, although admittedly an abstract one. Individuals have access to it and constantly show that they do so by using it properly. As we will see, a wide range of skills and activities is subsumed under this concept of ‘proper use’.

Confronted with the task of trying to describe the grammar of a language like English, many linguists follow the approach which is associated with Chomsky, undoubtedly the most influential figure in late twentieth-century linguistics. Chomsky has argued on many occasions that, in order to make meaningful discoveries about language, linguists must try to distinguish between what is important and what is unimportant about language and linguistic behavior. The important matters, sometimes referred to as *language universals*, concern the learnability of all languages, the characteristics they share, and the rules and principles that speakers apparently follow in constructing and interpreting sentences; the less important matters have to do with how individual speakers use specific utterances in a variety of ways as they find themselves in this situation or that.

Chomsky has also distinguished between what he has called *competence* and *performance*. He claims that it is the linguist’s task to characterize what speakers know about their language, i.e., their competence, not what they do with their language, i.e., their performance. The best-known characterization of this distinction comes from Chomsky himself (1965, pp. 3–4) in words which have been extensively quoted:

Linguistic theory is concerned primarily with an ideal speaker–listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. This seems to me to have been the position of the founders of modern general linguistics, and no cogent reason for modifying it has been offered. To study actual linguistic performance, we must consider the interaction of a variety of factors, of which the underlying competence of the speaker–hearer is only one. In this respect, study of language is no different from empirical investigation of other complex phenomena.

From time to time we will return to this distinction between competence and performance. However, the knowledge we will seek to explain involves more than knowledge of the grammar of the language for it will become apparent that speakers know, or are in agreement about, more than that. Moreover, in their performance they behave systematically: their actions are not random; there is order. Knowing a language also means knowing how to use that language since speakers know not only how to form sentences but also how to use them appropriately. There is therefore another kind of competence, sometimes called *communicative competence*, and the social aspects of that competence will be our concern here.

(Source: Ronald Wardhaugh’s *An Introduction to Sociolinguistics*)

- (1) If Code A is English and Code B is Hindi, code-switching gives you (2)
(a) Code A (b) Code B
(c) a mixture of Code A and B (d) None of the above
- (2) Linguists find it hard to write grammars because (2)
(a) They are not sure about how languages work
(b) Knowledge of language is hard to describe/abstract
(c) They don't know how to go about the description
(d) None of the above
- (3) Language is (2)
(a) No one's possession
(b) An Individual's possession
(c) A group's possession
(d) Both (b) and (c)
- (4) Knowing a language means (2)
(a) Knowing how to use the language
(b) Knowing the rules and principles of the language
(c) Both (a) and (b)
(d) None of the above
- (5) Language universals are (2)
(a) Necessary
(b) Important
(c) Not very important
(d) None of the above
- (6) According to Chomsky, Linguists must focus on (2)
(a) Competence
(b) Performance
(c) Communicative competence
(d) All the above
- (7) Knowledge of language is (2)
(a) An abstract concept
(b) A concrete concept
(c) Both abstract and concrete
(d) None of the above
- (8) Dead language refers to (2)
(a) A language which is dead
(b) A language whose speakers are dead
(c) Both the language and speakers are dead
(d) None of the above
- (9) Chomsky's notion of an "ideal speaker-hearer in a completely homogenous speech community" is (2)
(a) A reality which is seen around us

- (b) A situation that does not exist
 - (c) A truth about language
 - (d) None of the above
- (10) We know that the sentence '*I is no good*' is ungrammatical in English because (2)
- (a) We know what is possible in English
 - (b) We know what is not possible in English
 - (c) Both (a) and (b)
 - (d) None of the above

SECTION II

10 MARKS

Write an Essay on any **one** of the following in approximately 250 words. (10)

- (a) The Autobiography of a language
- (b) Preservation of your mother tongue
- (c) World is known through language

SECTION III

20 MARKS

1. Explain the difference in the meaning between the following pairs of sentences. (2x5= 10)
- i. a) Romi called her friend in the morning.
b) Romi called on her friend in the morning.
 - ii. a) He complemented himself for the business deal.
b) He complemented him for the business deal.
 - iii. a) She can guide her research scholars.
b) She will guide her research scholars.
 - iv. a) Her sister who is a singer is a linguist.
b) Her sister, who is a singer, is a linguist.
 - v. a) She played piano in her college days.
b) She played piano in her college gathering.
2. Identify the errors in the following sentences and rewrite the correct sentences. (1x10=10)
- i) I know her for three years.
 - ii) Can you tell me why aren't you accepting the offer?
 - iii) The world inhabited largely by talkative people.
 - iv) They are discussing about the latest film.
 - v) The books are expensive. A book grant must be sanctioned.
 - vi) They have a beautiful house, isn't it?
 - vii) She is living in Shillong since 2006.
 - viii) We are having a terrible weather.
 - ix) Nira started to write until she was nine years old.
 - x) The warden spoke to the afraid child.

SECTION IV

20 MARKS

1. The study of the origin of words is called (1)
(a) Entomology (b) Etymology
(c) Anthology (d) lexicology

2. Which one is not an ACRONYM (1)
(a) RADAR (b) PIN
(c) ZIP (D) XEROX

3. Choose the odd one out (1x5=5)
(i) (a) sunburn (b) sculpture (c) bookcase (d) fastfood
(ii) (a) impossible (b) important (c) insult (d) injury
(iii) (a) wanted (b) driver (c) crying (d) access
(iv) (a) ate (b) posted (c) laughed (d) dried
(v) (a) happy (b) tall (c) short (d) sad

4. In language X, ON THE TABLE is encoded as NM SGD SZAKD. How will IN MY HOUSE be encoded? (1)

Ans:

5. If in a code language, ZERO is encoded as 64, How will FIVE be encoded as? (1)
Ans:

6. If in a code language, SHILL is encoded as 8-19-18-15-15, how will MEGH be encoded as? (1)

ANS:

7. Which of the following options is the closest in meaning to the word below: (1)
EPHEMERAL
(a) effeminate
(b) ghostlike
(c) soft
(d) short-lived

8. Which of the following options is the closest in meaning to the word below: (1)
EXHORT
(a) urge
(b) condemn
(c) restrain
(d) scold

9. Arrange the words given below in a meaningful sequence. (1)

1. Word 2. Paragraph 3. Sentence
4. Letters 5. Phrase

- (a) 4, 1, 5, 2, 3
(b) 4, 1, 3, 5, 2
(c) 4, 2, 5, 1, 3
(d) 4, 1, 5, 3, 2

10. Flow : River : : Stagnant : ? (1)

- (a) rain
(b) stream
(c) pool
(d) canal

11. Conference : Chairman : : Newspaper : ? (1)

- (a) Reporter
(b) Distributor
(c) Printer
(d) Editor

12. What comes next in the sequence 1, 2, 6, 24, ? (1)

- (a) 111
(b) 151
(c) 120
(d) 125

13. Find the statement that must be true according to the given information. (1x2=2)

(i) Maya is ten years old. For three years, she has been asking her parents for a dog. Her parents have told her that they believe a dog would not be happy in an apartment, but they have given her permission to have a bird. Maya has not yet decided what kind of bird she would like to have.

- (a) Maya's parents like birds better than dogs.
(b) Maya does not like birds
(c) Maya and her parents live in an apartment.
(d) Maya and her parents would like to move.

(ii) When they heard news of the tsunami, Ann and Raymond decided to change their vacation plans. Instead of travelling to the island beach, they booked a room at a fancy new resort in the mountains. Their plans were a bit more expensive, but they'd heard wonderful things about the resort and they were relieved to find availability on such short notice.

- (a) Ann and Raymond take beach vacations every year.
(b) The resort is overpriced.
(c) It is usually necessary to book in advance at the resort.
(d) Ann and Raymond decided to change their vacation plans because of the tsunami.

14. In each question below are given two statements followed by two conclusions numbered I and II. You have to take the given two statements to be true even if they seem to be at variance from commonly known facts. Read the conclusion and then decide which of the given conclusions logically follows from the two given statements. (1x2=2)

- (i) **Statement:** Some kings are queens. All queens are beautiful.
Conclusions: (I) All kings are beautiful.
 (II) All queens are kings
- (a) Only conclusion I follow
 (b) Only conclusion II follows
 (c) Either I or II follows
 (d) Neither I nor II follows
 (e) Both I and II follow
- (ii) **Statement:** Every minister is a student. Every student is inexperienced.
Conclusions: (I) Every minister is inexperienced.
 (II) Some inexperienced are students.
- (a) Only conclusion I follow.
 (b) Only conclusion II follows.
 (c) Either I or II follows.
 (d) Neither I nor II follows.
 (e) Both I and II follow

SECTION V

30 MARKS

1. The question below consists of data from an Aztec dialect of Veracruz:

1. ničoka	'I cry'
2. ničoka?	'I cried'
3. nimayana	'I am hungry'
4. nimayana?	'I was hungry'
5. nimayanaya	'I was hungry (and may still be)'
6. timayana	'you (sg.) are hungry'
7. nimayanas	'I will be hungry'
8. tičoka	'you (sg.) cry'
9. ničokaya	'I was crying (and may still be)'
10. ničokas	'I will cry'
11. ankwake	'you (pl.) ate'
12. nitehkawi	'I climb'
13. titehkawi?	'you (sg.) climbed'
14. nitehkawiya	'I was climbing (and may still be)'
15. nitehkawis	'I will climb'
16. nikwake	'we ate'

(i) Give the Aztec equivalent for the following words: (2x3=6)

I you (sg) ate

(ii) How does Aztec form the past tense and the future tense? (2x2=4)

2. The words below are from Tagalog, spoken in the Phillipines.

basa 'read'
 basag 'break'
 bumasa 'read!'

hanap 'look for'
babasa 'will read'
tawag 'call'
susulat 'will write'
sinulat 'was written'
tinatawag 'is being called'
bili 'buy'
tatawag 'will call'
sulat 'write'
sumulat 'write!'
tumatawag 'is calling'
kain 'eat'
sumusulat 'is writing'
tumawag 'call!'
sinusulat 'is being written'

From the above data, give the Tagalog equivalents for the following: (2x5=10)

- (i) eat!
- (ii) was broken
- (iii) is looking for
- (iv) will break
- (v) is being bought

3. Read the following Chinese data and the corresponding English translation. Identify the auxiliaries, modals, pronoun, past and present tense in the given data. (2x5=10)

hei sik yu	He eats a fish.
hei sik choa yu	He ate a fish.
hei yau sik yu	He did eat a fish.
hei hohnang sik choa yu	He might eat a fish.
hei wooi sik yu	He will eat a fish.