

PAPER ONE

1. Dialects are rule governed and systematic (true)
2. Stages of language learning indicate and establish the supremacy of human mind in the learning of language. (true)
3. Children do not learn "a language". (true)
4. A lingua franca is a major language used in an area where speakers of more than one language live and thus permits communication and commerce among them. (true)
5. Nobody speaks just "one" language (true)
6. The use of retroflex sound is a phonological feature of Indian English (true)
7. Language is special purpose cognition (true)
8. Most of the languages spoken in India are verb initial languages (false)
9. The outer circle of Kachru's model encompasses those countries where English plays no historical or government role. (false)
10. It is difficult to count languages. (true)

II. Fill in the blanks

	-asp -voice	+asp -voice	-asp +voice	+asp +voice	Nasal sounds
Velar	1.-----	kh	g	gh	2.-----
Palatal	c	3.-----	4.-----	jh	ny
Retroflex	T	Th	D	5.-----	6.-----
Dental	t	7.-----	d	dh	n
Labial	8.-----	ph	9.-----	bh	10.-----

- 1.----- (ans:g)
- 2.----- (ans:ng)
- 3.----- (ans:ch)
- 4.----- (ans:j)
- 5.----- (ans:Dh)
- 6.----- (ans:N)
- 7.----- (ans:th)
- 8.----- (ans: p)
- 9.----- (ans: b)
- 10.----- (ans:m)

Syllable	Emeneau	Sociology of language	Halliday	Euphemism	Body language
Sapir Whorf hypothesis	Tabula Rasa	Pidgin	Kol	England	CPH
Principle	Fluidity	Ray Jackendoff	Bernstein	Phi features	Native language
Mentalism	Rhetoric	Arabic	Culture	Hindi	Retroflex sound
Jab we met	Creoles	Second language	Konkani	Neologism	China

1. Cooing, babbling, one word stage, two word stage, grammar (Ray Jackendoff)
2. ----- is the official language of India. (Hindi)
3. ----- consists on onset, coda and rhyme. (Syllable)
4. Person, number and gender. (Phi features)
5. Rejected stimulus response theory. (Mentalism)
6. ----- focusses on how society and language interact at a strictly social level. (Sociology of language)
7. Blank slate (Tabula Rasa)
8. ----- is the intuitive knowledge of underlying structures and rules present in language that native speakers know but do not know what they know (Kol)
9. -----explains internal variations in language. (Fluidity)
10. Sound produced from alveolar ridge. (Retroflex sound)
11. Language mixing (Jab we met)
12. Mix of Marathi and Tulu (Konkani)
13. No one's language. (Pidgin)
14. Regularisation of pidgins (Creoles)
15. Relationship between language and education (Halliday)
16. Elaborated code (Bernstein)
17. All sentences must have a subject or verb. (Principle)
18. Language learnt with the first language in place (Second language)
19. Verb initial language (Arabic)
20. Way of life (Culture)
21. Less explicit and more polite (Euphemism)
22. Inner circle (England)
23. Language determines thought. (Sapir Whorf hypothesis)
24. Repeated usage (Rhetoric)
25. India as a linguistic area (Emeneau)
26. A loan word or a newly coined term (either morphological or semantic) (Neologism)
27. Non-verbal communication (Body language)
28. Ability to acquire/learn languages is biologically linked to languages. (CPH)
29. Expanding circle (China)
30. Language spoken where the speaker is born. (Native language)

Part- II
Short answer types
Answer any ten questions

1. Have you ever come across terms like Hinglish (Hindi+ English), Tanglish (Tamil/Telugu +English), Manglish (Malayalam+ English)? What do these terms tell you about English in particular and language(s) in general?
2. “English in India should be considered English of India” (Singh 20--). Do you agree with this statement? Give reasons to defend your argument.
3. Explain your linguistic background in terms of your mother tongue, native language, first language, second language and foreign language (if any). Give reasons as to why you consider them to be so.
4. Joining a new school/university is a time when you develop new networks and communities, even new identities, and there are presumably linguistic consequences. This is particularly true for those who move to a different place. Often on their “first trip” back home, students are told by their local family members and friends that their speech has changed. Why does this happen? Elucidate on your argument using the theories/concepts you have learnt in this course.
(Keywords: language, culture, identity, class, standard and non-standard languages)
5. Do people expect you to speak particular languages, because of your name or appearance? How do you deal with that? Draw insights from the theories and concepts that you have learnt in this course to explain and defend your argument.
6. Explain the concept of language continuum with reference to your state.
(Keywords: convergence, mixing etc.)
7. It is difficult to demarcate the boundaries between languages. Elaborate on this through examples drawn from your neighbourhood/locality or even your state.
(Keywords: Fluidity, flexibility, language continuum etc.)
8. Has “a language” ever been imposed on you by your school? Do you think “a language” is a viable concept for education? Defend your argument drawing insights from the course.
(Examples from your experiences will be appreciated).
9. Talk about yourself as a bi/multilingual.

(Hints: Are you glad to be a multilingual? Do you continue to use all/both of the languages you know? Describe how and when you use them? Do you use them in separate domains or in a multilingual context? Have you ever been ashamed of speaking more than one language

or of being a speaker of a particular language? Do you have emotional attachments to different language? Are there situations where it is good to be multilingual and others where it is less good? What are these situations?

10. If you had children, would you raise them multilingually? Why or why not?

11. From all that you have learnt about language and society, how do you define language?

12. Discuss the principles of any of the two language teaching methods.