

All the questions are to be answered in English on the answer sheets provided.

1. why do you think that, all other things being equal, women use more standard variants of stable sociolinguistic variables than men? (20 points)
2. look at the sentence: 'colorless green ideas sleep furiously'. Explain why the sentence is semantically odd even though it is syntactically well formed. (25 points)
3. what, in your view, makes a text, rather than a series of unconnected utterances? What are the implications of your answer for second language teaching? (30 points)
4. It has been noted that first language (L1) acquisition is completely successful, but second language (L2) learning is usually not. As Towell & Hawkins(1994:p.14) observe, 'very few learners appear to be fully successful in the way that native speakers are'. How do you account for this difference in ultimate attainment between L1 and L2 acquisition. (25 points)
5. analyse the following speech errors, by commenting on how they might have arisen:(20 points)
 - a. he rode his bike to school tomorrow. (β yesterday)
 - b. gone mild (β wild/ mad)
 - c. he misfumbled the ball.(β mishandled/ fumbled)
 - d. that's terrible. (β terrible /horrible)
6. research has found that two-year-old English children produce negative sentences such as a) to d), but not e):
 - a) he doesn't like cabbage.
 - b)Doesn't like cabbage.
 - c)Him no like cabbage.
 - d)No like cabbage.
 - e)* him doesn't like cabbage.

How can you account for this? (30 points)