  **Register Number:**

 **Date:**

**ST. JOSEPH’S COLLEGE (AUTONOMOUS), BANGALORE- 27**

**II SEMESTER M.A- END SEMESTER EXAM – JULY/AUG 2022**

**EN 8518: Linguistics - II**

 **TIME: 2 ½ hrs MAX. MARKS: 70**

**This paper contains TWO printed pages**

**INSTRUCTIONS**

You are not allowed to use dictionaries.

1.Draw tree diagrams for the following sentences. (2X3= 6)

1. It's been raining all day
2. Will you come with me to the party?
3. The big boys played hockey in the club.

2.Account for the ambiguity in **ANY TWO** of the following sentences. (2x2=4)

1. Mary hit the women with the umbrella.
2. He wrote his thesis on drugs
3. Senseless workers strike.

3. Write short notes in about 200 words on **ANY TWO** topics. (10 X 2= 20)

1. Semantic roles
2. The co-operative principal
3. Speech acts

4. Define with examples. (2 X 5 = 10)

1. Dexis
2. Converses
3. Prototypes
4. Reference
5. Homonyms

Answer **ANY TWO** following questions in about 200 words each. (2X10= 20)

5. What is a linguistic face? How is positive and negative value attributed to it?

6 . Discuss the communicative/ cognitive functions of dictionaries.

7. Attempt a brief differentiation between Halliday’s and Chomsky's theory of grammar.

8.Account for coherence and cohesion in the following passages: (2X5=10)

a)Throughout most of my school days my eyes failed to focus correctly when reading. Consequently, I saw different symbols every time I read a sentence. As a result, the printed page was a chaotic kaleidoscope of constantly changing letters that made no sense. For example, when reading the last sentence I would see: “A letter made sense,” or “As letter that made no sense,” or“Letters made no sense,” depending on how my eyes focused on a sentence. After my eye problem was corrected, my real problems began because it was assumed that I could now read like everyone else.This was a big mistake that overlooked the psychological effects created by my visual disability. Most importantly, I was left doubting my understanding when reading unfamiliar material while teachers began to give me increasingly complex material to read.

 b)In his 1982 book The Disappearance of Childhood, Neil Postman argues that the concept of childhood is a recent invention of literate society, enabled by the invention of moveable-type printing. Postman says as a result of television, literate adulthood and preliterate childhood are both vanishing. While Postman’s indictment of TV-culture is provocative, he ignores race, class, ideology, and economic circumstance as factors in the experience of both children and adults. Worse, he ignores history, making sweeping generalizations such as the claim that the pre-modern Greeks had no concept of children. These claims are contradicted by the appearance of children in classical Greek literature and in the Christian Gospels, written in Greek, which admonish their readers to “be as children.” A more useful and much more interesting observation might be that the idea of childhood and the experience of young people has changed significantly since ancient times, and continues to change.