

**ST JOSEPH’S UNIVERSITY, BENGALURU -27**

**II SEMESTER M.A (ENGLISH)**

**END SEMESTER EXAMINATION: APRIL 2024**

**(Examination conducted in May / June 2024)**

**EN 8518- MA Linguistics**

**(For current batch students only)**

**Time: 2 Hours Max Marks: 50**

**This paper contains THREE printed pages and FOUR parts**

**Instructions:**

1. **This paper is for students of II semester MA ENGLISH (all shifts).**
2. **You will lose marks for exceeding the word limit.**
3. **NO DICTIONARY ALLOWED.**

**PART-A**

**Answer any ONE of the questions given below in about 300 words:
 (1 x 15= 15 marks)**

1. The following sentences illustrate the phenomenon of Deixis:

i. The carnival, supposed to happen at the end of this month, will definitely raise the
 standards.

ii. She refused to let it go. She would fight it out.

iii. Thousands of Siberian cranes migrate there during winter because they are
 cold-blooded and cannot survive in the harsh winters at home.

iv. He is going to be talking about a new book at Blossom’s. That’s reason enough to go.

v. Our family’s annual holidays are taken very seriously.

Identify the deictic expressions in each of these sentences and their type. Why does each deictic expression belong to a certain type of deixis? Give reasons.

2. What is meant by Semantic Relations? Discuss five types of semantic relations that can
 hold between lexical items with adequate examples.

 **PART-B**

**Answer the following questions as instructed below in about 250 words:
 (2 x 10= 20 marks)**

3. Look at this dictionary entry for the word ‘gather’ and answer the questions below:

¹**gath.er** \ˈga-t͟hər\ *vb* 1\*: to bring or come together: COLLECT 2\*: to bring in a crop: PICK, HARVEST 3\*: to pick up little by little 4: to gain or win by gradual increase: ACCUMULATE <~ *speed*> 5: to summon up <~ *courage to dive*> 6: to draw about or close to something 7: to pull (fabric) along a line of stitching into puckers 8\*: to reach a conclusion often intuitively from hints or through inferences: DEDUCE, INFER 9: assemble 10: to swell out and fill with pus 11: GROW, INCREASE—¹gath.er-er *n*

1. Identify the Lexeme, Lemma, and the Word-form(s) related to this entry.
2. What are the types of information that this dictionary entry provides you with? Elaborate.
3. What, according to you, is the purpose of this dictionary?

4. John Austin proposed three levels of the Speech Act. What are these? Explain the
 relationship between them using appropriate examples.

 **PART-C**

**Answer any ONE of the following questions in about 150 words:** **(1 x 5= 5 marks)**

5. *There is a bird in a cage that can talk.*

This sentence is structurally ambiguous. Based on your understanding of the sentence,

1. Draw the tree diagrams for the two readings of the sentence.
2. With your knowledge of phrasal movements, discuss how this ambiguity can be resolved.

 6. It is said that Hyponymy might involve Entailment. Illustrate your understanding of this
 statement with two examples.

 **PART-D**

**Answer the question given below in about 250 words: (1 x 10= 10 marks)**

7. Write a note on Conversational Implicature. Illustrate your understanding of
 conversational implicature through two examples in your native language.

 *(Provide the transliteration and translation for your examples)*