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ST. JOSEPH'S COLLEGE (AUTONOMOUS), BANGALORE- 27
B.A. CPE - III SEMESTER EXAMINATION: OCTOBER 2019
CE 316 - COMMUNICATIVE ENGLISH

TIME: 2 1/2 Hours

Max. marks: 70

INSTRUCTIONS

1. This paper contains **THREE** printed pages and **TWO** sections.
 2. You may use a dictionary.
 3. Answer all the questions.
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SECTION A

1. **Write short notes on any TWO:** (2x5=10)
 - a. Hyponymy
 - b. Homonyms
 - c. Deixis
2. **Do as directed:** (1x5=5)
 - a. Identify the modal verb: He could take care of it.
 - b. Identify the aspect: The boy has been crying all day.
 - c. What is the tense: He has ordered her to do so..
 - d. List out the Noun Phrases: The quick dog in the fifth row has won the race.
 - e. Pick out the homophones: He must weigh his words if he is to make his way to the top.
3. **Explain the idea of Polysemy with suitable examples in about 150 words:** (10 marks)
4. **Read this excerpt from a textbook. Explain the ideas of cohesion and coherence using evidence from the passage.** (10)

The study of the relationship between language and the brain is called neurolinguistics. Although this is a relatively recent term, the field of study dates back to the nineteenth century. Establishing the location of language in the brain was an early challenge, but one event incidentally provided a clue.

In September 1848, near Cavendish, Vermont, a construction foreman called Phineas P. Gage was in charge of a construction crew blasting away rocks to lay a new stretch of railway line. As Mr. Gage pushed an iron tamping rod into the blasting hole in a rock, some gunpowder accidentally exploded and sent the three-and-a-half-foot long tamping rod up through his upper left cheek and out from the top of his forehead. The rod landed about fifty yards away. Mr. Gage

suffered the type of injury from which, it was assumed, no one could recover. However, a month later, he was up and about, with no apparent damage to his senses or his speech.

The medical evidence was clear. A huge metal rod had gone through the front part of Mr. Gage's brain, but his language abilities were unaffected. He was a medical marvel. The point of this rather amazing tale is that, while language may be located in the brain, it clearly is not situated right at the front.

SECTION B

5. Read this article from *The Economist* magazine

Afficionados of "Dune", Frank Herbert's novel about a planet covered by Sahara-like desert, will be familiar with the idea of animals that swim through sand. Giant worms which do just that are a feature of the book. Back on Earth, though, there are sand-swimmers, too. And these ones are real. At least eight groups of lizards have a habit of diving headfirst into sand, if it is available, and making paddling motions with their limbs to carry them below, as if they were submerging themselves in a body of water. The question is, why?

Obvious hypotheses include evading predators and controlling body temperature. However, Ken Toyama of the University of Toronto has a third: that the animals are ridding themselves of skin parasites. And he has data to back his theory up.

Skin-grooming, which is crucial to any vertebrate's health and hygiene, can be a struggle for lizards. The layout of their skeletons means they cannot rotate their heads around far enough to reach certain parts of their bodies, in order to nibble parasites away. Nor, for want of the neural apparatus needed to keep track of favours given and received, can they easily play the mammalian game of "you scratch my back and I'll scratch yours". These facts, plus recent research conducted in the scrublands of Florida, which showed that a sandswimming lizard species local to the area had far fewer skin parasites than other lizards present, led to the idea that swimming around in abrasive sand might help lizards scrub unwanted bugs from their exteriors.

Mr Toyama decided to test this thought by looking at Pacific iguanas. These animals dwell in the forests and on the beaches of north-western South America. They are known to be susceptible to skin parasites, and readily sand-swim when given the chance. And examination shows that forest-dwelling members of the species tend to have more skin parasites than do beach dwellers. He therefore went to Peru and collected, from a local forest, 20 Pacific iguanas that each had more than ten parasites attached to them.

This done, he transferred the animals to one of two laboratory habitats. The first had sand pits to swim in. The second did not. He fed the lizards and then left them to do as they pleased for 48 hours while recording what they got up to. After this he collected them, inspected them for parasites and released them back into the wild.

All the lizards that had had access to sand pits swam in them at least ten times each. And, as Mr Toyama reports this week in the Science of Nature, by the end of the experiment the parasite load of these animals had dropped by 40%. Animals with no access to sand also shed parasites, but at half the rate of the others. Even though the experiment was small, the statistical difference between the groups was such that there is only one chance in 80 of this result having happened at random.

Mr Toyama is not suggesting that hiding from predators and regulating body temperature are not also benefits of sand swimming. But he has shown for sure that this odd behaviour does indeed help keep lizards' parasites under control.

5A. Answer the following in about five sentences each: (4x5=20)

- a. Comment on the way the article begins. What is the author trying to do?
- b. Pick out the longest paragraph in the piece. Why do you think it is longer than the others?
- c. Suggest an appropriate headline for the article. Explain your choice.
- d. What, in your opinion, is a piece like this doing in The Economist?

6. Respond to the prompt given below in about 200-250 words. Your response should contain at least five paragraphs, and must tell at least two stories before offering a resolution: (15 marks)

Navigating through a typical day in college.