

Register Number:

Date:

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

**PG IV SEMESTER EXAMINATIONS: JULY 2022**

**EN 0518 - English Linguistics IV**

**TIME: 2 ½ HOURS MAX. MARKS: 70**

**INSTRUCTIONS**

**Please keep to the suggested word limits**

**You may use a dictionary**

**Please proof-read your work**

1. **Answer ANY ONE of the following in about 200-250 words: (15 marks)**
2. What difference can Stylistics make to the life of a student or teacher of English Literature? Give adequate reasons for your answer.
3. Examine the contention that stylistics should be treated as no more than a branch of sociolinguistics. Which opinion do you find yourself gravitating toward?
4. **Answer ANY TWO of the following: (2x10=20)**
5. What does the term philological circle refer to? What are its limitations?
6. Explain the ideas of foregrounding and deviation with examples
7. What do you understand by the term poetic function (as proposed by Jakobson)?

**III. Attempt a stylistic analysis of the following poem in about 200-250 words (20 marks)**

I had withdrawn in forest, and my song

Was swallowed up in leaves that blew alway;

And to the forest edge you came one day

(This was my dream) and looked and pondered long,

But did not enter, though the wish was strong:

You shook your pensive head as who should say,

'I dare not - too far in his footsteps stray -

He must seek me would he undo the wrong.

Not far, but near, I stood and saw it all

Behind low boughs the trees let down outside;

And the sweet pang it cost me not to call

And tell you that I saw does still abide.

But 'tis not true that thus I dwelt aloof,

For the wood wakes, and you are here for proof.

**IV. Read this opening scene from a novel:**

It was Monday morning. Swaminathan was reluctant to open his eyes.

He considered Monday specially unpleasant in the calendar. After the delicious freedom of Saturday and Sunday, it was difficult to get into the Monday mood of work and discipline. He shuddered at the very thought of school: that dismal yellow building; the fire-eyed Vedanayagam, his classteacher; and the Head Master with his thin long cane. ...

By eight he was at his desk in his 'room', which was only a corner in his father's dressing-room. He had a table on which all his things, his coat, cap, slate, ink-bottle, and books, were thrown in a confused heap. He sat on his stool and shut his eyes to recollect what work he had for the day : first of course there was Arithmetic—those five puzzles in Profit and Loss; then there was English—he had to copy down a page from his Eighth Lesson, and write dictionary meanings of difficult words; and then there was Geography.

And only two hours before him to do all this heap of work and get ready for the school!

Fire-eyed Vedanayagam was presiding over the class with his back to the long window. Through its bars one saw a bit of the drill ground and a corner of the veranda of the Infant Standards. There were huge windows on the left showing vast open grounds bound at the other extreme by the railway embankment. To Swaminathan existence in the classroom was possible only because he could watch the toddlers of the Infant Standards falling over one another, and through the windows on the left see the 12.30 mail gliding over the embankment, booming and rattling while passing over the Sarayu Bridge.

The first hour passed off quietly. The second they had Arithmetic. Vedanayagam went out and returned in a few minutes in the role of an Arithmetic teacher. He droned on monotonously. Swaminathan was teribly bored. His teacher's voice was beginning to get on his nerves. He felt sleepy. The teacher called for home exercises.

Swaminathan left his seat, jumped on the platform, and placed his note-book on the table. While the teacher was scrutinizing the sums, Swaminathan was gazing on his face, which seemed so tame at close quarters. His criticism of the teacher's face was that his eyes were too near each other, that there was more hair on his chin than one saw from the bench, and that he was very very bad-looking. His reverie was disturbed. He felt a terrible pain in the soft flesh above his left elbow. The teacher was pinching him with one hand, and with the other, crossing out all the sums. He wrote 'Very Bad' at the bottom of the page, flung the note-book in Swaminathan's face, and drove him back to his seat.

**IV A. Answer the following questions in about five sentences each: (3x5=15)**

1. What is the role that paragraph organisation has on the reading experience in the above excerpt?
2. What does the writer do with the term fire-eyed?
3. What are the ways in which we are alerted to the fact that this is a child’s perspective?