

Tempat Duduk: _____

Angka Giliran: _____

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Pertama
Sidang 1994/95

Oktober/November 1994

HEA 101 - Pengantar Pengajian Bahasa Inggeris

(Bahagian 2)

Masa: [2 jam]

INSTRUCTIONS

- There are THREE [3] sections with TEN [10] questions in SEVEN [7] sheets in this paper.
- DO NOT spend more than 45 minutes on Section A and more than 30 minutes on Section B. You should also not spend more than 45 mins on Section C.
- Answer scripts to Section A must be handed in separately from the other sections (Section B and Section C). All writing must be done in the Answer Booklet.

Instructions for Section A - (Reading Skills) [20 Marks]

- Section A contains SEVEN [7] questions.
- Answer ALL questions.

Instructions for Section B - (Grammar) [10 Marks]

- There are TWO [2] questions.
- Answer BOTH questions.

Instructions for Section C - (Writing Skills) [20 Marks]

- Choose either of the questions given in this Section.

SECTION A - [20 Marks] Answer ALL questions

The passage you are going to read is rather long and for this reason the article has been broken up into two parts. Go through each part separately before reading the whole article.

PART ONE

Part ONE serves as an introduction to the main ideas of the article. When you glance at the text, you will notice that some sentences have been highlighted.

1. Read through the sentences that have been highlighted. What would you say is the main function of the sentences that have been highlighted.

- [a] to give examples;
- [b] to make generalisations;
- [c] to give definitions.

[2 marks]

2. Where would you position these subheadings?

- [a] language variation
- [b] response matching
- [c] speech divergence

[2 marks]

3. Summarise the main points discussed by the writer in Part I.

[4 marks]

Part One

An English schoolboy would only ask his friend: 'Wassa time, then?' To his teacher he would be much more likely to speak in a more standardised accent and ask: 'Excuse me, sir, may I have the correct time please?' People are generally aware that the phrases and expressions they use are different from those of earlier generations; but they concede less that their own behaviour also varies according to the situation in which they find themselves. People have characteristic ways of talking, which are relatively stable across varying situations. *Nevertheless, distinct contexts, and different listeners, demand different patterns of speech from one and the same speaker.*

Not only this, but, in many cases, the way someone speaks affects the response of the person to whom he is speaking in such a way that 'modelling' is seen to occur. This is what Michael Argyle has called 'response matching.' Several studies have shown that the more one reveals about oneself in ordinary conversation, and the more intimate these details are, the more personal 'secrets' the other person will divulge.

Response matching has, in fact, been noted between two speakers in a number of ways, including how long someone speaks, the length of pauses, speech rate and voice loudness. The correspondence between the length of reporters' questions

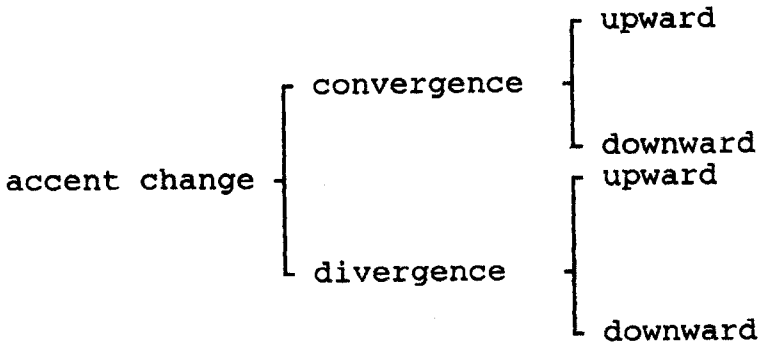
when interviewing President Kennedy, and the length of his replies, has been shown to have increased over the duration of his 1961-63 news conferences. Argyle says this process may be one of 'imitation'. Two American researchers, Jaffe and Feldstein, prefer to think of it as the speaker's need for equilibrium. Neither of these explanations seems particularly convincing. It may be that response matching can be more profitably considered as an unconscious reflection of speakers' needs for social integration with one another.

This process of modelling the other person's speech in a conversation could also be termed speech convergence. It may only be one aspect of a much wider speech change. In other situations, speech divergence may occur when certain factors encourage a person to modify his speech away from the individual he is dealing with. For example, a retired brigadier's wife, renowned for her incessant snobbishness, may return her vehicle to the local garage because of inadequate servicing, voicing her complaint in elaborately phrased, yet mechanically unsophisticated language, with a high soft-pitched voice. These superior airs and graces may simply make the mechanic reply with a flourish of almost incomprehensible technicalities, and in a louder, more deeply-pitched voice than he would have used with a less irritating customer.

PART TWO

4. Part TWO can be divided into two subheadings. What are they? Read the text and indicate where each subheading begins. [2 marks]

5. Use the following framework to explain what the writer is trying to say regarding accent change



[4 marks]

6. Four kinds of accent change are described in the text.
- upward convergence
 - downward convergence
 - upward divergence
 - downward divergence

What kind of accent change would you expect in the following situation? Why?

Elaine comes from Yorkshire and has a strong regional accent. She has come to teach English in Malaysia. The British Council has called her for an interview. Elaine wants to make a good impression with the interview panel, whose members speak RP.

[3 marks]

7. How is Part I related to Part II of the article?

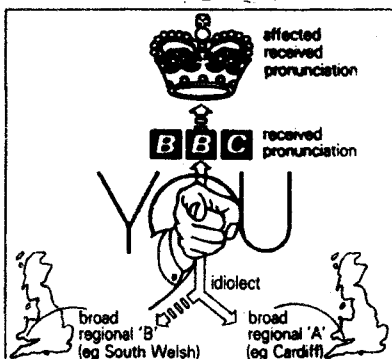
[3 marks]

Part Two

We don't know enough yet about all aspects of speech, but I have been experimenting with response matching in the use of accents, and have attempted to apply the ideas of speech convergence-divergence to cope with the phenomenon of accent change.

To begin with, it is necessary to abstract a speaker's accent repertoire. This is schematically represented in figure 1. Obviously, accent response matching is not of such a power as to occur between people regardless of their regional colourings. We do not order curry (or sausage and chips, for that matter) in an Indian restaurant with a Peter Sellers brogue. Response matching at this level operates with pronunciation patterns in which the speaker has had some extended experience. In its full range, the repertoire comprises a continuum of accent usage—standard variant, to the broadest local regional variant (whatever it may be). This standard accent in Britain has been called 'received pronunciation' (RP) by linguists. It is conventionally envisaged as the accent of a BBC newscaster.

Now, the way most people's accents change are along this single continuum, from BBC to regional—but there are exceptions. It is likely that, if an individual lives in an area with two dialects (such as Cardiff, which has its own accent besides the more common south Wales lilt), then there would be at least one other regional 'branch' (as is shown in figure 1).



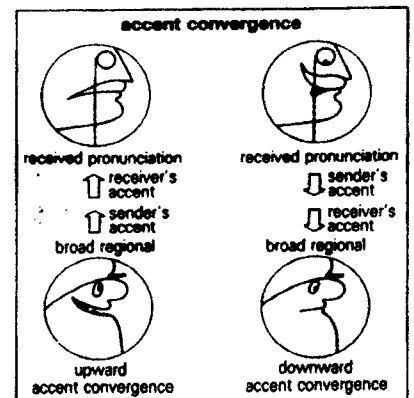
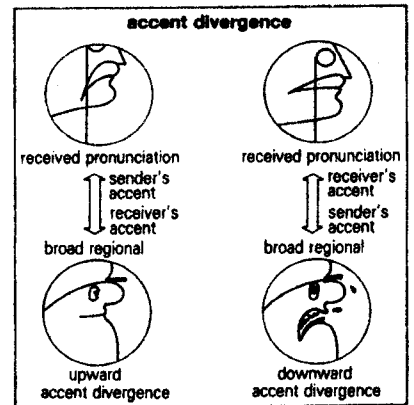
There is also the possibility of another 'branch' in the opposing direction, that is towards affected RP, more popularly thought of as the accent of the upper classes. Though most people can both standardise and broaden their most usual way of speaking (ie, their *idiolect*) at least slightly, it is also true that some people are practically immobile in this respect due to the limitation of their early vocal environments (for example, ghetto children: but, perhaps even more so, public school children).

Accent change in conversation may take either one of two directions, depending on whether the speaker wishes to be accepted by his listener—when his accent will converge—or whether he wishes to emphasise differences—in which case his accent may grow more dissimilar.

Accents can converge in two ways. To appreciate the distinction between the two, it is necessary to assume that the way that pronunciation varies in a speaker's repertoire also reflects prestige. This being the case, 'standard' patterns of pronunciation will have the highest status while the broadest regional varieties will have the lowest. So if a speaker thinks that his listener's way of speaking is higher than his is in terms of accent prestige (ie, it is more 'standard'), then, provided he wants to be accepted by the listener, he will modify his accent and *upward* accent convergence will occur. The only other direction of accent convergence is 'down' and implies that a speaker thinks his listener's pronunciation puts him in a lower prestige bracket—in other words, it's broader.

Since accent prestige often reflects social status, a move like this on the part of the speaker may be adopted so as to reduce embarrassment, due to social differences, and to prepare a common basis for the communication of ideas and feelings. This assumes, of course, that 'downward' convergence is more conscious than 'upward.'

Naturally enough, accent divergence can take on two directions also (see figure 2). Think of a woman who has bought some expensive clothing in an exclusive store which neither changes articles, nor refunds the cash after they have been bought. When the woman returns home she discovers a glaring flaw in the dress and returns it to the shop assistant demanding a replacement. The assistant has her instructions and soon finds a rather persistent customer on her hands. Of course, the floor manager is summoned to a situation he is all too familiar with and he assumes his usual authoritative and unrelenting approach, polishing his accent to a fine gilt edge (*upward* divergence). His aloof manner and his immediate dismissal of the whole affair arouses the woman's indignation and she storms off, voicing disgust in an unrefined manner (*downward* divergence).



SECTION B - [10 Marks] Answer BOTH questions

QUESTION 8 - [5 Marks]

From Part I of the reading passage, write out:

- [a] A sentence containing a noun clause that is object of the verb.
- [b] A prepositional phrase.
- [c] A sentence containing the Subject, Verb and Complement structure.
- [d] A sentence containing a complex finite verb phrase.
- [e] A sentence containing a direct and indirect object.

QUESTION 9 - [5 Marks]

Analyse the following complex sentences into their Main and Subordinate clauses:

- [a] Whenever she heard the question, the old woman who lived in that house, answered that the earth is flat.
- [b] I know the medium who said that this would happen.
- [c] Everyone who knows you, acknowledges, when he considers the case calmly, that you have been wronged.
- [d] I think he destroyed the letter which you sent there.

SECTION C - [20 Marks]

QUESTION 10 - [20 Marks]

Based on the principles and functions of argumentation used by the writer in the passage, write a short essay of between 300 - 500 words on:

EITHER

[a] Malaysian English is sufficient for our survival purposes in the national and international arenas.

OR

[b] Developing Malaysia into a highly industrialised nation by the year 2020 can do more harm than good.

Your essay should have the usual format of an introduction, body and conclusion.

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