

i Information page

**ENG2152 - Varieties of English Texts
Written examination
14 December 2018
4 hours**

**You are allowed to use a monolingual English dictionary.
The questions must be answered in English.
Answer ONE question from Part I and ONE question from Part II.**

Part 1 counts 35% of your mark.
Part 2 counts 65% of your mark.

Pass marks are required on both parts.

1 **Part I (35%)**

Choose ONE question:

1. Give a brief account of lexical and grammatical cohesion. Illustrate your account with examples from Texts 1 and/or 2












OR

2. Mention some linguistic features that are typical of relatively formal registers of written English. Use Texts 2 and/or 5 for exemplification and explain how the linguistic features are related to situational features of the register.

OR

3. Give a brief account of ways in which the relationship between speakers/writers and hearers/ readers affects the form of texts. Your account should relate to the course reading and contain examples from one or more of the texts provided.

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  | 

Words: 0

Maximum marks: 0

2 Part II (65%)

Choose ONE question:












EITHER

4. News reporting and fiction often include dialogic passages, quoting interviewees or representing the speech of fictional characters. Outline ways in which speech is rendered in writing and discuss how such speech may differ from conversational speech. Use evidence from Texts 3, 4 and 5 to back up your discussion.

OR

5. Texts 1 and 5 both belong to the general register of news discourse. Based on your reading of the two texts, discuss similarities and differences between the subregisters of news reporting and editorials.

Fill in your answer here

Format ▾ | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  | ABC ▾ | 

Words: 0

Maximum marks: 0

Question 1
Attached



Text 1, Editorial

1 **The kids are all right over call for action on climate**

2 Young people care hugely about political issues, not political parties. The many thousands of
3 school students who took to the streets across the land on Friday to implore our politicians to act
4 on climate change is striking evidence of their engagement.

5 They have been criticised at the highest levels. Prime Minister Scott Morrison was
6 scathing in Parliament as the community became aware of the students' civil disobedience
7 intentions: "We do not support our schools being turned into parliaments ...What we want is
8 more learning in schools and less activism in schools."

9 As it became clear just how many young people were democratically defying the
10 nation's leader, Resources Minister Matt Canavan said he wants children learning how to build
11 mines, do geology and drill for oil and gas. "These are the type of things that excite young
12 children ...The best thing you'll learn about going to a protest is how to join the dole queue."

13 Rather than berate the students, the Coalition would be better to take note of why they
14 are protesting. The growing concern about climate policy is in stark contrast to a national leader
15 renowned for laughingly brandishing a lump of coal on the floor of the House of
16 Representatives. A typical response came from 15-year-old Veronica Hester in an article on our
17 pages earlier this week: "If he and our politicians listened to the climate science we have been
18 taught, and took action like those of us in school, we wouldn't have to resort to strike action."

19 The young people have science and history on their side. Only fringe ideologues
20 continue to reject the reality of existentially dangerous anthropogenic global warming. Civil
21 disobedience has been instrumental in progressive change throughout the ages. The students did
22 not take the action lightly. It follows ongoing government failure that has needlessly crimped
23 investment in renewable energy and has been criticised by industry, investors and consumers.

24 The students' mobilisation comes after a decade of failure by Australian governments on
25 both sides to generate an energy policy, a core element of climate-change mitigation, and as
26 international mining conglomerate Adani announced a reduced version of its controversial coal
27 mine in central Queensland, which clearly will be fought at the community level. For now,
28 Adani has been forced by activism to abandon plans for a 50-year massive mining and rail
29 project because banks eschew Adani's Carmichael project.

30 A key element of that activism was organised by the Australian Youth Climate Coalition,
31 whose 150,000 membership dwarfs the combined total of that of Australia's political parties and
32 which helped the students organise their day of protest and call to action. Adani says it will have
33 to finance the scaled-down operation internally.

34 Young people focus on the future and they vote, or will soon be able to. They are
35 informed, articulate and committed. The future is clearly in fine hands, but it would be wise for
36 today's politicians to pay attention right now.

The Age (Melbourne-based Australian newspaper – Editorial, slightly adapted)

Text 2, Research article abstract

1 Counting Clicks: Quantification and Variation in Web Journalism in the United 2 States and France

3 Angèle Christin
4 Stanford University

5 Sociological studies often emphasize the role of metrics in broader processes of convergence
6 and homogenization. Yet numbers can take on different meanings depending on their contexts.
7 This article focuses on the case of journalism, a field transformed by quantification in the form
8 of “clicks.” Drawing on ethnographic material gathered at two news websites—one in New
9 York, the other in Paris—it documents important differences in the uses and meanings assigned
10 to audience metrics in the United States and France. At the U.S. website, editors make
11 significant decisions based on metrics, but staff journalists are relatively unconcerned by them.
12 At the French website, however, editors are conflicted about metrics, but staff writers fixate on
13 them. To understand these differences, this article analyzes how the trajectories of the U.S. and
14 French journalistic fields affect newsroom dynamics. It shows how cultural differences can be
15 reproduced at a time of technological convergence.

(*American Journal of Sociology*, 123, 5 (2018))

Text 3, Conversation (from BNC2014, Text S2ZU)

Speaker information: A, 20 years, male; B, 76 years, female; C, 22 years, female.

The three speakers are described as close friends/family. Recorded in 2015 on a train from London to Margate, where they chat to pass the time. The symbol (.) marks a short pause.

1 A: mm mm (.) yeah do we need to organise start organising Poland?

2 B: er I thought that at the beginning of August I'll email NAME1 and ask him to send round
3 NAME2 his brother-in-law to advise us about various things

4 C: okay

5 B: cos I and I haven't I do get a bit edgy when I think about it

6 C: well we need to organise train or maybe we don't need to organise train until

7 B: we we have to

8 C: no we have to organise accommodation in if we're going to Krakow and then Warsaw

9 B: yes

10 C: whichever way round we need to organise that

11 B: exactly the but also apparently they don't have the euro and you have to get zlotys

12 C: do they not?

13 B: they are they are in the EU but somebody said they thought that they still have zlotys so

14 C: I didn't spend money when I went so I'm not sure (.) I'm sure they had euro I can I can google it

15 B: yeah

16 C: does Poland (.) use the but what I always do whenever I go away is I just when I get off the
17 plane I take money out in the airport (.) and they convert it and it comes out

18 B: yeah good

19 C: I never like go to a c- currency place cos they always you always end up paying

20 B: yeah well I can go to the post office here and and get it

21 C: oh it does have zlotys yeah you're right

22

Text 4, Fiction

1 They were halfway through their main course when his phone started bleeping and saved him in
2 a peculiarly drastic way, as he thought afterwards, from doing something he might be sorry for.
3 With a quick word to Dora and a rather perfunctory goodbye to the others, he left the restaurant
4 immediately, abandoning his veal Marsala uneaten. Three times he had tried calling Tancred
5 House and each time got the engaged signal. As the car, driven by Donaldson, negotiated the
6 first bend in the narrow woodland road, he tried again and this time it rang and Burden
7 answered.
8 "The receiver was off. It fell on the floor. There are three people dead here, shot dead. You must
9 have passed the ambulance with the girl in it."
10 "How bad is she?"
11 "I don't know. She was conscious, but she's pretty bad."
12 "Did you talk to her?"
13 Burden said, "Of course. I had to. There were two of them got into the house but she only saw
14 one. She said it was eight when it happened, or just after, a minute or two after eight. She
15 couldn't talk any more."
16 Wexford put the phone back in his pocket. The clock on the car's dashboard told him it was
17 twelve minutes past nine. When the message came he had been not so much in a bad temper as
18 disturbed and increasingly unhappy. Already, sitting at that table in La Primavera, he had begun
19 struggling with these feelings of antipathy, of positive revulsion. And then as he checked, for the
20 third or fourth time, the sharp comment which rose to his lips, controlling himself for Sheila's
21 sake, his phone had rung. Now he pushed aside the memory of a painful meeting. There would
22 be no time for dwelling on it; everything must now give place to the killing at Tancred House.

(Excerpt from Ruth Rendell, *Kissing the Gunner's Daughter*)

Text 5, News report

1 **Striking students defy PM to protest at inaction on climate change**

2 Up to 5000 Sydney students have defied the Prime Minister's instruction to stay in the classroom
3 by going on strike to protest against the federal government's climate change policies.

4 Organisers said 15,000 students took part in major nation-wide strike events held in every
5 capital city and in 20 regional towns on Friday. Students packed the Martin Place amphitheatre
6 in Sydney's CBD, waving placards and chanting loudly.

7 "What do we want? Climate action. When do we want it? Now," they sang.

8 "Hey hey, ho ho, ScoMo has got to go," was another chant, referring to Prime Minister
9 Scott Morrison, who, this week, condemned the proposed strike.

10 Nosrat Fareha from Auburn Girls High School was one of the speakers addressing the
11 large crowd.

12 "We have a voice and we will use that voice to demand better from our leaders," she
13 said. "This strike is just an extension of our learning and learning goes beyond school. We will
14 be the change makers in our society. This is my Australian dream."

15 Michelle Walker is a teacher at Kinma school in Terrey Hills, on Sydney's northern
16 beaches. With parental consent, she brought a group of 19 students in years 4-6 to the event.

17 "They felt strongly about it and asked if they could come down today to express how
18 they felt to the government." She said her students were looking at ways to reduce plastic, and
19 were actively involved in making a practical difference.

20 Jean Hinchliffe, 14, is a student at Fort Street High in Petersham. She said she was
21 striking "to tell our politicians to stop all new coal and gas projects, including Adani's mine, and
22 take immediate action to move Australia to 100 per cent renewable energy".

23 "As a generation, we are sick of those in power failing to stop the climate crisis. We've
24 spent our entire lives hearing the dire warnings. Our future is on the line, and sitting around
25 waiting until we can vote and lead the country just isn't enough."

26 Ella, 10, said she aspired to be "someone with a voice that can change things". "I think
27 it's stupid that no one has done anything. We could already have solar energy and yet we're still
28 using coal."

29 Peakhurst resident Gary Volk, who was passing by, expressed scepticism about the
30 students' motives. "Boys and girls, they join to be together, it doesn't matter what. I am against
31 this type of activities," Mr Volk said. He was also doubtful about human ability to repair the
32 damage already done. "We have to accept it. I don't believe we can do something about it."

33 The strike went ahead despite the NSW Education Department threatening public school
34 students with disciplinary action.

35 "Any student not in classes on a school day will be marked absent and may be subject to
36 the school's disciplinary code," a spokesperson said.

37 When the peaceful protest ended after about an hour and 40 minutes, no trace of rubbish
38 was left behind.

Question 2
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