

Name of the Examination	M.A. (Honours)IN ENGLISH & M.A. Hon With Research in English (Choice Base ) SEM-IV
Subject	Paper XVII (C) :Language And Society: Discourse Analysis

1. There is enormous variation in what people say and do in different circumstances (debate, interview, discussion); speaker roles; what is said and how it is said; topic Setting. This is an apt description of -
  - A. coherence
  - B. implicatures
  - C. schema
  - D. speech events
  
2. Do not say that which you believe to be false or for which you lack adequate evidence. (quoting others, rumours, slander, giving advice). This is called-
  - A. the Manner maxim
  - B. turn-taking
  - C. the Quality maxim
  - D. the Relation maxim
  
3. Speakers learn how to participate in conversation. Conversational exchanges can be viewed as \_\_\_ (describes how people normally behave in conversation).
  - A. coherence
  - B. co-operative
  - C. cohesion
  - D. Conversation

4. Which of the below statements is true of discourse?

- A. Discourse is language at a level which is broader than a sentence.
- B. Discourse could be found in interview data.
- C. Discourse is how language operates in real life communicative events.
- D. All of these.

5. Spot the false statement out of the four below.

- A. Discourse Analysis is built on the idea that truth and reality are identifiable through research.
- B. Language is seen as socially situated in Discourse Analysis.
- C. Discourse analysis can be used to analyse anything from newspaper to a clothes catalogue.
- D. Discourse analysis does not treat language as if it were representational.

6. Identify the correct list of the four maxims of co-operative speech as suggested by Grice (1975).

- A. Truthful and sincere contributions, the provision of sufficient information, making the communication in the correct medium, and making contributions relevant.
- B. Truthful and sincere contributions, the provision of sufficient information, making contributions brief, clear and orderly, and making contributions in a friendly manner.
- C. Truthful and sincere contributions, the provision of sufficient information, making contributions brief, clear and orderly, and making contributions relevant.
- D. Meaningful contributions, the provision of sufficient information, making contributions brief, clear and orderly, and making contributions relevant.

7. er, em, you know are examples of
- hedges
  - filled pauses
  - implicatures
  - discourse
8. Which of the below examples demonstrates the concept of register?
- Comparing how the language style changes across activities, e.g. talking to parents versus talking with friends.
  - Comparing how the language style changes across time e.g. style in a morning versus style in an evening.
  - Comparing how the language style changes across different emotions e.g. happy versus excited.
  - Comparing how the language style changes across the topics being discussed e.g. talking about a holiday versus talking about work
9. In This approach to the study of language, you are looking at the meaning produced in the context of speech. You should be looking at why a particular version of reality is being constructed, and what this version accomplishes.
- Stylistic Analysis
  - Speech Analysis
  - Discourse Analysis
  - Linguistic Analysis
10. Make your contribution as informative as is required, but not more, or less, than is required. (foot-in-mouth, know when to shut up so you don't say something you regret)
- the Quantity maxim
  - the Quality maxim
  - the Manner maxim
  - the Relation maxim

11. Milk, Spaghetti, tomatoes, rocket, light bulbs-  
The above list of words makes 'no sense' to you because
- A. the words are spelled wrongly
  - B. these are non-sense words t in English
  - C. the context of choices is missing
  - D. All the above
- 12 Texts must have a certain structure that depends on factors quite different from those required in the structure of a single sentence. This is called \_\_\_. (Ever find yourself reading a book or a paper and go, "What did I just read?"; Look at how certain texts flow newspaper, book, SAT/ACT passages)
- A. coherence
  - B. cohesion
  - C. hedges
  - D. conversation
- 13 If you and your communication partner do not share the same assumptions about \_\_\_, one or both may claim to feel "interrupted."
- A. script
  - B. tautology
  - C. grammar
  - D. turn-taking
- 14 What are the major units of analysis known as in conversation analysis?
- A. Adjacency Duos.
  - B. Adjacency Pairs.
  - C. Adjoining Duos.
  - D. Adjoining Repairs.
- 15 My father bought a car. The car driven by the police was red. That colour doesn't suit her. She consists of three letters. However, a letter isn't as fast as a telephone call. This is an instance of the lack of

- A. cohesion
- B. turn taking
- C. coherence
- D. grammar

16 What is meant by the term "adjacency pair" in Conversation Analysis?

- A. An interviewer and interviewee sitting next to each other
- B. Two linked phases of conversation
- C. Two similar questions asked in rapid succession
- D. A mechanism used to repair an embarrassing mistake

17 In the study of linguistic politeness, the most relevant concept is

- A. etiquette
- B. kindness
- C. power relation
- D. face

18 Read the conversation between X and Y

X- I may be mistaken, but I thought I saw a wedding ring on his finger.

Y- I won't bore you with all the details, but it wasn't a pleasant experience.

Which of the following do these speakers seem to be particularly careful about?

- A. i) Quality, because the speaker indicates that he or she "may be mistaken."  
ii) Quantity, because the speaker is avoiding "all the details."
- B. Clarity
- C. Interpreting (or being interpreted)
- D. Hedges

19 If you use \_\_\_\_\_ to get someone to do something (e.g. Give me that paper! ), you are behaving as if you have more social power than the other person.

- A. a pragmatic marker
- B. a direct speech act
- C. an indirect speech act
- D. a presupposition

20 It is concerned with the study of language in texts and conversation; how we make sense of what we read, how we can recognize well-constructed texts as opposed to those that are jumbled or incoherent, how we understand speakers who communicate more than they say, and how we successfully take part in that complex activity called conversation

- A. Discourse
- B. Dismiss it
- C. Filled pauses
- D. Discourse analysis

21 According to Halliday (1994) we do three things at once when we use language. The following are those functions (A) and what they mean (B).

Function	Meaning
a. Ideational Function	i. Creating, ratifying/ negotiating our relationship with others
b. Interpersonal Function	ii. Joining together of ideas and utterances in a particular way
c. Textual Function	iii. Representing the world

  

- A. a-i, b-ii, c-iii
- B. a-iii, b-i, c-ii
- C. a-i, b-iii, c-ii
- D. a-iii, b-ii- c-i

22 Which of the following is an independence strategy?

- A. Using first names
- B. Claiming a common point of view
- C. Using formal language
- D. Making assumptions

- 23 makes text semantically meaningful; using deictic expressions, presuppositions, and implications; fits under the term
- A. coherence
  - B. hedges
  - C. co-operative
  - D. cohesion
- 24 -----, in the form associated with a question (e.g. Could you pass  
me that paper? ), removes the assumption of social power. You're only asking if it's possible.
- A. Face
  - B. An indirect speech act
  - C. Discourse
  - D. Impoliteness
- 25 an additional conveyed meaning (Are you coming to the party tonight? I've got an exam tomorrow.) is called-----
- A. implicature
  - B. discourse
  - C. implicatures
  - D. grammar