



DEPARTMENT OF  
EDUCATION

HIGHER SCHOOL  
CERTIFICATE  
EXAMINATIONS

**LANGUAGE  
&  
LITERATURE  
PAPER 1**

Friday  
22 October 2010

Time allowed: 2 hours  
(1100 – 1300 hrs)

NO EXTRA TIME  
(NO OTHER TIME)

Candidates are advised to  
fully utilise the allocated  
time

**L&L**

**INSTRUCTIONS TO CANDIDATES:**

*(To be read out by the external invigilator before the  
start of the examination)*

1. Check that there are 17 printed pages in this paper.
2. Remove the **Answer Sheet** from the middle of this paper.
3. Enter your **name, number** and **school name** in the spaces provided on the **Answer Sheet**.
4. Some questions are of the multiple-choice type; for others you are required to write your own answers.  
**THE SPELLING OF ANSWERS MUST BE CORRECT.**
5. Questions 6, 22 and 48 are worth 5 marks each. For these questions, write a paragraph, in your own words, in the space provided on the **Answer Sheet**. All other questions are worth 1 mark each. Choose the best answer for each question and indicate your choice by writing the appropriate letter or words in the box beside the question number on the **Answer Sheet**.  
  
Total: 70 marks
6. If you decide to change an answer, make it absolutely clear to the marker what your final answer is.

**DO NOT WRITE ON THE QUESTION PAPER.**

ANSWERS WRITTEN ON THE QUESTION PAPER WILL NOT BE MARKED. WRITE ANSWERS NEATLY IN SPACES AS ALLOCATED ON THE ANSWER SHEET.

**DO NOT TURN OVER THE PAGE AND DO NOT WRITE UNTIL YOU ARE TOLD TO START.**

Write the answers to your questions in the answer sheet by writing the correct alternative, A, B, C or D only. Answers marked on this question paper will not be marked.

For questions 1 to 5, choose the following passage.

## Susan Boyle for ‘Britain’s got talent’

After the public vote in the first semi-final of Britain’s Got Talent, winner Susan Boyle jumped up and down like a maiden aunt after one too many sherries then jiggled her ample hips yellow ‘this is for you, Persy’ at judge Piers Morgan.

This is a woman totally untutored in stagecraft but the studio audience cheered her to the rafters. At home we did the same. It’s not just a new parliamentary system the British people want. It’s a new king of celebrity – and Susan fits the bill.

By some inexplicable and strange quirk of fate an unassuming, dowdy 48-year-old Scottish spinster is the right person, at the right time in the right place for a public searching for someone to trust.

In years to come we’ll remember the moment Susan appeared on our television screens and chastise ourselves for making assumptions about this small, frumpy woman before she opened her mouth.

Hearing that pure, soaring voice was a cathartic moment and a collective recognition that we’ve all been so suckered in by celebrity we’re more likely to give mediocrity a chance if it’s sparkling and glitzy than talent in a shapeless frock

Susan seemed genuinely puzzled when, on Sunday, Ant

and Dec asked how she coped with the pressure of expectation after her first audition won 100 million hits on YouTube.

She replied. “What pressure? It was really good tonight. I’ve enjoyed every second. And I’d do it again.”

There was no hysteria, no schmaltz, no false modesty or pretension.

This woman doesn’t waste words or emote unnecessarily.

Leaving the analysis to others she says: “I just want to prove I’m a worthwhile person.”

Coming from anyone else that could sound cynically manipulative.

But when you’ve been labelled “Simple Susan” and lived in fear of small town bullies with their inbuilt prejudices it’s easy to see why wanting to prove yourself worthy is the ultimate motivation.

It’s also honest, which is a quality we don’t often see these days in public life and when we do it touches us.

Acres of column inches and well-meant words have been wasted on fears that Susan’s naivety may make her easy meat for men in sharp suits bearing dodgy contracts or worries she’ll be transformed into a Mariah Carey style prima donna.

Somehow I can’t see Susan’s cat Pebbles having its own chauffeur-driven Mercedes and she’s far too sensibly Scottish to need a chorus of yes men at her side.

I rushed to phone in my vote on Sunday after she performed Memory from the musical Cats because ad Demi Moore so famously twittered, that voice somewhere between Ella Fitzgerald and a choir of angels makes me feel “teary”.

This is a woman whose face doesn’t fit. Whose body is never going to be squeezed into a Valentino evening gown.

There’s a childlike awkwardness about Susan on stage that makes you slightly nervous on her behalf.

But then the lady from West Lothian, who says she’s never been kissed, takes you by surprise to sing like a worldly woman who has been romanced, had her heart broken and endured a lifetime of pain.

She carries the eternal torch of hope for everyone who has been lonely, bullied and convinced dreams don’t ever come true.

For every reason I predict, in a week of election talk, Susan will win BGT by a landslide.

And like us, I think Her Maj will love her.

**QUESTION 1**

Which of the following statements is not true according to the passage?

- A. Susan won the first semi-finals.
- B. Susan had one too many sherries.
- C. Susan danced before Judge Morgan.
- D. Susan yelled at Judge Morgan.

**QUESTION 2**

The term ‘untutored’ in paragraph two (2) means not being able to

- A. have enough practice.
- B. have time to rehearse.
- C. have any practice.
- D. be allowed to practise.

**QUESTION 3**

According to the passage, Susan Boyle is

- A. not married.
- B. lately engaged.
- C. not loved.
- D. recently divorced.

**QUESTION 4**

The main message in her song is to inform people that simple

- A. people can become famous.
- B. people must not be bullied.
- C. leaders must be treated well.
- D. leaders must not be trusted.

**QUESTION 5**

From the passage, it can be deduced that Susan is

- A. slim.
- B. fat.
- C. tall.
- D. short.

**QUESTION 6**

**Write a paragraph in the space provided on the Answer Sheet.**

Papua New Guinea schools should provide avenues to encourage young people to show their talents in music.

Do you agree or disagree and justify your reasons.

**For questions 7 to 16, refer to the following article.**

**The job of Teaching English by Russell Soaba**

Source: The National, 9<sup>th</sup> April

ONE out of every 10 sentences you read in this column is grammatically correct. The remaining nine are subject to the classification of not “correct English” but rather “good usage” of the English language itself. That means that every time we think what we say in English is correct, we do so because everyone else around us thinks so. But the true nature of what we are actually saying is not for us to determine save the experts who in turn will tell us if what we are saying is indeed “correct” or “good”. So what’s the difference? Who are the experts in this case? Let us ask the literature and English communication department of the University of PNG. The department has a new book out, the first of its kind, called Papua New Guinea Journal of English Studies (Times Printing Ltd, 2009, 93 pages. (K50.00 or \$US60.00). This is an important book, handy for teachers of English in schools throughout the country.

Several case studies are represented in this publication. The first two papers are by those in the literature segment of the department, namely Steven Winduo and Regis Stella. These are heavily researched academic studies centred on cultural and historical themes, and do not directly teach the reader how to write correct or good sentences in the English language. They do, however, provide insights to the phenomenon of cultural representation through writing, whether one is writing in English or an alternative language. Both writers reflect on the need for Pacific islanders, whether Papua New Guinean or other, to write about this region of the world preferably without being self-conscious of the influence of their respective colonial experiences.

Steven Winduo, in the vein of a modern day historian, has written “History in Pacific Writing”, In that article he discusses works of Celestine Hitiura Vaite, a French-speaking Tahitian writing in English; and Sia Figiel, a Samoan writing about her Samoa, preferably without that Western consciousness of “coming of age in Samoa.” How can one write a “free” novel without being conscious of one’s colonial past, albeit without intending to be political, seems to be the question Winduo is asking here. Nonetheless, Pacific writers, he maintains, “continuously return to the cultural metaphors, mythology, collective memory and history of their societies in order to construct their narratives as representative voices of the past, the present, and the future”. Regis Stella, in his article “Alternative Ways of Knowing: The Place of Traditional Communication Arts in Education”, offers suggestions on how best to develop a reasonable looking curriculum for schools in the Autonomous Region of Bougainville.

While it has now become common knowledge “that the PNG education system to a larger extent alienates Papua New Guinean ways, producing young people who find themselves strangers to their own communities”, Stella offers that a positive solution to this problem is to deconstruct the curriculum itself in a manner that it “acknowledges indigenous epistemologies and pedagogies, and encourages young people to embrace their cultural ways and traditions as worthwhile.”

These two articles pose an eye-openers for committed teachers in English. Teaching English in Papua New Guinea is quite an experience for many. But allowing the learner to live the beat and pulse of his/her own cultural setting through the vein of the borrowed language is the gist in the job of teaching English.

Johnson Kalu, who edited this publication, investigates the writing needs of science students. Titled “Writing Needs of Science Undergraduates”, his article is based on a questionnaire distributed to both lecturers and students of science at the University of Botswana where it was discovered that the main areas of students’ needs lay in lexis and syntax, discourse functions, coherent organisation of writing

and critical thinking. This particular need recognised as such and translated into the Papua New Guinean setting of the academic environs will certainly benefit our students in all areas of the sciences. The outcome of learning after that experience will demonstrate an instance of excellence, one dares to say.

Lucy Mawuli, another contributor to this journal, observes the same sort of discoveries when the English section branches out to other schools such as the law faculty. But in her article titled “Teaching Communication Skills to Law Students: A Collaborative Approach”, Mawuli calls for close collaboration between the law school and the school of humanities and social sciences in teaching the student the proper way to write documents. We are in this together, she seems to be saying, as equal stake-holders in the whole enterprise of getting it right in English. Advocates of inter-disciplinary academic preoccupations should find this useful.

Then we have Olga Temple commenting on the rationale of language mechanism in her article titled “The Rationale Language Mechanism: Key to Understanding Syntax”. This is a heavily philosophical as much as philological treatise and deserves careful scrutiny. Olga said. “I argue that since human thought generates all human languages, the rationale language mechanism should be as much a focus of linguistic research as are the diverse linguistic forms and structures.”

The other article, perhaps the key article of this publication, is one by Eugenie Duque titled: “Wrong English Usage: The Case of ignorant and sighted.” This short paper points out some of the common mistakes we make with certain words such as “ignorant” and “sighted”, and goes on to suggest that with the former we could be meaning to say “You are ignoring your duties” instead of “You are ignorant.” It is the same with the word “sighted”. How can one “sight” a document, if that paper lacks vision or does not wear spectacles, argues the writer. In all, the conclusion reached here is that there is such a thing as a “correct” usage and a “good” usage of the English language. We regard as “correct” that which everyone agrees to, not what standard English judges it to be. The writer suggests that we should opt for the latter.

Finally, in this publication what do we have? Someone or something missing here? You guessed it. Good old PNG literature. From pages 82 and 87 of this very publication!

This is an important publication, the first of its kind in the discipline of English alone, and put out by the literature and English communication department of the University of PNG. Previous publications were those of literature alone. It is good to see the English section participating in the department’s publications programme. For the moment all contributions come from within the department, but the editors hope that more papers will be received from here as well as from other countries.

#### QUESTION 7

According to paragraph one, what is the percentage of grammatically correct sentences?

- |        |           |
|--------|-----------|
| A. one | B. nine   |
| C. ten | D. ninety |

#### QUESTION 8

Paragraph one suggests that “good English usage” is

- |                |               |
|----------------|---------------|
| A. positive.   | B. negative.  |
| C. subjective. | D. objective. |

**QUESTION 9**

Stella suggests that the PNG education system is

- A. encouraging.
- B. improving.
- C. alienating.
- D. understanding.

**QUESTION 10**

What do Winduo and Stella both observe as inevitable in written work?

- A. cultural bias
- B. grammatical errors
- C. colonial influence
- D. self-consciousness

**QUESTION 11**

Winduo suggests that writers are

- A. politicians.
- B. political.
- C. grammatical.
- D. grammarians.

**QUESTION 12**

The phrase “representative voices” refers to

- A. our past experiences.
- B. our current experiences.
- C. our future experiences.
- D. our entire experience.

**QUESTION 13**

The journal of Papua New Guinea English contains information on

- A. how to improve writing skills.
- B. how to write good English.
- C. the importance of correct English grammar.
- D. the importance of ones own experience in their writing.

**QUESTION 14**

The text generally suggests that English teaching should consider the learner’s

- A. age.
- B. language.
- C. environment.
- D. culture.

**QUESTION 15**

The editor of the “PNG Journal of English Studies” is

- |                  |                   |
|------------------|-------------------|
| A. Regis Stella. | B. Steven Winduo. |
| C. Johnson Kalu. | D. Russel Soaba.  |

**QUESTION 16**

To collaborate means to

- |                   |                       |
|-------------------|-----------------------|
| A. collect data.  | B. explain something. |
| C. work together. | D. write sentences.   |

For questions 17 to 22, refer to the following article.

## Duke, Sports/Debate

Throughout my life, I have tried to be a well-balanced person. Growing up in the South, I had a hard time fighting the stereotypical image of a Chinese person. I was expected to be a math and science genius and nothing more. As it turned out, I defied my detractors by excelling in English and history along with math and science. And over the years, I have continued to maintain my academic standards.

Nevertheless, I have also made sure that I am more than an academic person. I am an active one as well. In middle school, the most popular game during lunch was a basketball game called Salt and Pepper (white vs black). The first day of school, I stepped onto the basketball courts and was greeted by cries of consternation. “Who is he? Is he salt or pepper?” But after the game, I had made a name for myself. From then onward, I would be known as Spice, and the game we played became Salt, Pepper and Spice.

When I moved to California, things were no different. I continued to play an active part both academically and socially. My involvement with cross-country, Speech and Debate, Ultimate Frisbee and numerous clubs guaranteed that I would not be only known as an Honors student.

Like myself, Duke is much more than an academic institution; it is living institution. I feel that I will be given the opportunity to excel both academically and socially. Duke is a university known for its rich history and strong academic program. And, at the same time, it is also known for its innovation and progressiveness. These are qualities which draw me to the college.

In addition, Duke and I have a lot in common. The two most important extracurricular activities I have are a major part of Duke University. Duke’s Speech team is known for its strong Extemp squad. I remember the time when my speech coach asked me what schools I was applying to. When I had listed my top five choices, he frowned at me and said, “Out of all those schools, I will only respect you if you either join us at Berkeley or go to Duke and extemp.” I hope I will be given the opportunity to contribute my part in the Duke Speech team.

Equally important, the Duke University has a well-known Ultimate Frisbee team. I look forward expectantly to becoming a part of the team. Strange as it seems. Ultimate Frisbee is one of my top criteria for choosing my future college. It delights me that Duke places such great emphasis on the two extracurricular activities that mean most to me.

My first year at Duke should be a great one. Majoring in economics at Duke should allow me to both pursue my major studies and allow me time for personal interests in Chinese and the Humanities. Moreover, in my spare time, I plan to join the Speech team and the Ultimate Frisbee team. Hopefully with my previous experience, I will have an early start in both Speech and Ultimate. Yet, I will never forget why I’m in college in the first place. As long as I give organic chemistry a wide berth, I should be able to continue my level of academic excellence. Overall, my first year at Duke promises to be exciting, if a bit hectic.

### QUESTION 17

The passage is an example of

- A. an autobiography.
- B. a biography.
- C. a reflection.
- D. a prediction.

**QUESTION 18**

In California, the writer was involved in activities such as

- (i) cross-country and speech only
- (ii) cross-country and debate only
- (iii) Frisbee, debate, cross-country and speech

Which of the following is true about the activities that the writer was involved in as stated above?

- A. (i) only
- B. (ii) and (iii) only
- C. (iii) only
- D. (i) and (iii) only

**QUESTION 19**

Duke University is referred to as a living institution.

From the context the term 'living' means

- A. alive.
- B. lively.
- C. lived.
- D. existing.

**QUESTION 20**

What are the two (2) extracurricular activities the writer is referring to?

- A. basketball and Frisbee
- B. basketball and speech
- C. Frisbee and speech
- D. debate and speech

**QUESTION 21**

The writer states that the first year at Duke should be a great one.

The writer is being

- A. optimistic.
- B. pessimistic.
- C. realistic.
- D. sarcastic.

**QUESTION 22**

**Write a paragraph in the space provided on the Answer Sheet.**

The passage gives a strong message that in order to succeed at university level, one must be good both academically and socially.

Do you agree or disagree with the statement and justify your reasons.

For Questions 23 to 32, refer to the following article. Read the text and answer the questions.

## Managing water to be healthy

(The National – Wednesday March 24, 2010)

In many remote locations of Papua New Guinea, fresh water exists in great abundance but is not always easily accessible.

Many live on hills and mountain tops and must descend periodically to fetch water. People grow weary and often dig holes or trap water in other ways which gather bacteria and other undesirable microbes that are often harmful to health.

Coupled with ignorance of the basic health standards, far too many Papua New Guineans die each year from easily preventable waterborne diseases.

Papua New Guinea has one of the highest rainfalls on earth. The mainland and islands are crisscrossed by rivers and fresh waterways. Yet, in a land where water is so abundant, the majority of Papua New Guineans in rural settings lack access to clean water. As a result, its youthful population is decimated by death as a result of waterborne diseases.

Reliable national statistics are unavailable presently but diarrhoea, typhoid, dysentery and just recently, cholera take many lives unnecessarily each year.

This tragedy is preventable and it need not take multi-million-kina interventions.

Sharing knowledge and locally designed means of accessing clean water can halve the fatalities from waterborne diseases. This is the challenge facing decision makers at all levels in PNG and throughout the developing world.

More than one in six people worldwide – 894 million in all – do not have access to safe fresh water. They live on less than the 20-50 litres of safe fresh water a day per person to ensure their basic needs for drinking, cooking and cleaning.

Statistics from around the world suggests that diarrhoea is the leading cause of illness and death and 88% of deaths by diarrhoea are due to a lack of access to sanitation facilities, together with inadequate availability of water for hygiene and unsafe drinking water.

Today 2.5 billion people, including almost one billion children, live without even basic sanitation. Every 20 seconds, a child dies as a result of poor sanitation. That's 1.5 million preventable deaths each year.

As suggested earlier, a very simple knowledge such as washing of hands with soap can reduce the risk of diarrhoeal diseases by up to 47%.

The UN summit of 2000 sets the Millennium Development Goals for 2015 and mentioned access to water as an important third point. By 2014, world leaders wanted half the proportion of people to have access to safe drinking water. Whatever the state of affairs in other parts of the world, PNG lags far behind in the fulfilment of this goal.

The UN recognised that this and the other seven goals, which focus on poverty, education and health, cannot be achieved without adequate and equitable access to resources, and the most fundamental of these are water and energy.

The Hague ministerial declaration of March 2000 adopted seven challenges as the basis for future action in this regard. These are:

- Meeting basic needs – for safe and sufficient water and sanitation;
- Securing food supply through the more effective use of water;
- Protecting ecosystems via sustainable water resource management,
- Sharing water resources,
- Managing risks – to provide security from a range of water-related hazards;
- Valuing water, and
- Governing water wisely involving the public and the interests of all stakeholders.

It is important for PNG to seriously consider its water resources, management of them and, especially, in how it can give its citizens clean and safe drinking water.

**QUESTION 23**

What is the main idea in this passage?

- A. deaths due to poor sanitation
- B. lack of accessibility to water
- C. management of water for better health
- D. fatalities from water-borne diseases

**QUESTION 24**

Why do many people die from waterborne diseases?

- A. because of ignorance of basic health standards and accessibility to clean water
- B. because water does not exist in abundance and is hard to access
- C. because of the lack of health services and provision
- D. because they share very little water resources and sanitation

**QUESTION 25**

What does the phrase 'decimated by death' mean?

- A. influenced
- B. affected
- C. suppressed
- D. reduced

**QUESTION 26**

How can 1.5 million deaths be prevented every year?

- A. share knowledge and sanitation
- B. challenge the government and decision-makers in Papua New Guinea
- C. get rid of waterborne diseases
- D. improve sanitation and accessibility to clean water

**QUESTION 27**

Which population has died from waterborne diseases?

- A. PNG population
- B. youthful population
- C. World population
- D. adult population

**QUESTION 28**

What challenge is facing decision makers at all levels in PNG?

- A. sharing knowledge and local methods at all levels
- B. providing safe drinking water for all the people
- C. planning for poverty and accessibility to resources
- D. sharing knowledge of basic sanitation

**QUESTION 29**

What tragedy is preventable?

- A. Papua New Guineans lacking access to clean water and getting waterborne diseases.
- B. Inadequate availability of water creating waterborne diseases.
- C. People suffering from poverty and waterborne diseases.
- D. People dying from waterborne diseases such as diarrhoea, typhoid, dysentery and cholera.

**QUESTION 30**

In \_\_\_\_\_ years time, half the proportion of people should have access to safe drinking water.

- A. two
- B. three
- C. four
- D. five

**QUESTION 31**

How many children die due to poor sanitation within the count of 10 minutes?

- A. 3
- B. 13
- C. 30
- D. 33

**QUESTION 32**

What is the third challenge that the PNG Government should fulfil for its people in the near future?

- A. governing water wisely involving the public
- B. decreasing waterborne diseases by boiling water
- C. improving sanitation creating improved facilities
- D. protecting ecosystems via sustainable water resource management

For Questions 33 to 42, refer to the poem.

## Mystery Lady

By Robert Baraka

She was not a mystery woman, but a movie star.  
Hired in Lae for movie shootings in Port Moresby,  
Tasked as the character to free jailed bank robbers.  
All the scenes were meticulously scripted for her.  
She was not a nameless woman, but a human rights lawyer.  
Her beauty had castrated the jail guards.  
The smell of her perfume poisoned jail protocols.  
Her language was a well-oiled gun that drew awe,  
and sent shock waves from Bomana to Waigani.

She is not only mysterious, but a sophisticated lady,  
Hired on merit over all male applicants.  
Her CV says it all.  
She is equal or better than men in the business of crime  
What a man can do, she can raise the bar even higher.  
She needs no law degree to be filthy rich,  
but can borrow a lawyer's title for a day.  
And receive a fat cheque from a Black Bank.  
Yes, a bank owned by people with **black** souls.

Call her Hell or Helen, but watch her moves.  
Watch closely as more scenes unfold  
All her moves are artistically deceptive.  
She can jump into bed with any man,  
and send him to jail.  
A policeman is her first victim,  
Handcuffed and will be castrated for rape.  
An allegation she scripted in a police cell.  
So who will she bring in as the next villain?  
Watch the next episode on the floor of Parliament.

### QUESTION 33

The title of the poem suggest that it is about

- A. a woman an facing identity crisis at a particular time.
- B. some women an facing identity crisis at a particular time.
- C. a woman whose identity was unknown at a particular time.
- D. a man whose identity was unknown at a particular time.

**QUESTION 34**

In line 6 of stanza 1, 'Her beauty had castrated the jail guards,' implies that the 'mystery lady'

- A. used her gender to deceive the jail guards.
- B. used her gender to deceive and castrated the guards.
- C. was a pretty and powerful movie star.
- D. was a senior and powerful jail guard.

**QUESTION 35**

What figurative language is found in line 3 of stanza 2?

- A. alliteration
- B. metaphor
- C. personification
- D. onomatopoeia

**QUESTION 36**

In line 7 of stanza 2, the expression 'but can borrow a lawyer's title for a day' is used to describe an act of

- A. borrowing a lawyer's gown.
- B. seeking legal advice from a lawyer.
- C. pretending to be a lawyer.
- D. seeking compensation through the courts.

**QUESTION 37**

In line 8 of stanza 2 is the expression 'fat cheque and black bank'. This expression can be interpreted as lots of money from

- A. an illegitimate bank.
- B. a legitimate bank.
- C. a new commercial bank.
- D. the Bank of South Pacific.

**QUESTION 38**

Which of these expressions is a good example of personification?

- A. tasked as a character to free jailed bank robbers
- B. her language was a well-oiled gun
- C. watch closely as more scenes unfold
- D. watch the next episode on the floor of Parliament

**QUESTION 39**

The expression 'The smell of perfume poisoned jail protocols' is an imagery that appeals to which two senses?

- A. touch and taste
- B. sight and hearing
- C. touch and sight
- D. smell and taste

**QUESTION 40**

The second stanza of this poem implies that generally

- A. all women in PNG are involved in business activities.
- B. all women in PNG are involved in criminal activities.
- C. some women in PNG are involved in criminal activities as a way of life.
- D. some women in PNG have male genes and act like men.

**QUESTION 41**

In line 9, stanza 2 the phrase 'black souls' could describe the poet's feelings of

- A. curiosity and anxiety.
- B. celebration and joy.
- C. confusion and shock.
- D. frustration and anger.

**QUESTION 42**

Lines 9 and 10 of stanza 3 implies that certain parliamentarians

- A. would employ Helen as their advisor.
- B. would become government minister.
- C. would be implicated in high profile crime.
- D. support more women representatives in Parliament.

**For Questions 43 to 48, refer to the following information.**

## **CULTURE SHOCK AND INTERCULTURAL ADAPTATION**

**Chen, G and Starosta, W.J. 1998**

*Intercultural adaptation* refers broadly to the process of increasing our level of fitness to meet the demands of a new cultural environment (Kim, 1988). It deals with how sojourners or new immigrants experience the distress caused by mismatches or incompatibility between the host culture and the culture of birth. In other words, intercultural adaptation is a process of dealing with mal-adjustment within a host culture.

Entrance into a new culture is generally accompanied by culture shock. We are unlikely to experience it suddenly, from a single event. More likely we will feel it gradually, from our day-in, day-out experience of navigating a different symbolic environment. Differences accumulate bit by bit (Kohls, 1984) and may most disorient us when we anticipate no difference to be present. According to Furnham and Bochner (1982), culture shock occurs “in the social encounters, social situations, social episodes, or social transactions between sojourners and host national,” and it is the “the reaction of sojourners to problems encountered in the dealings with the host members” (p. 172). In other words, we experience culture shock when many familiar cultural cues and patterns are severed, when living or working in an ambiguous environment for extended period of time, when our values and beliefs are questioned in a new environment, and when we are continually expected to perform with appropriate skills and speed before we are able to understand clearly the rules of performance (Kohls, 1984).

Culture shock results from the processing of stressful situations, especially attempts to establish and maintain a relationship with those of the host culture. In order to reduce our problem of culture shock, we must learn to fit within the new symbolic environment. We must develop the ability to cope with the social and work demands of the host culture. Such adaptive difficulties involve six dimensions (Furnham and Bochner, 1982). First, the *formal relationship* dimension deals with our understanding of the rules and customs of the host culture, especially when we are the focus of attention in the social interaction. Second, the relationship management dimension involves our ability to manage or initiate friendships and to understand host nations. Third, the *public rituals* dimension refers to our ability to adapt to the public facilities of the host culture. Fourth, the *initiating contact* dimension concerns our initiating and maintaining of contacts and involves self-disclosure and self-presentation during our interaction with host nationals. Fifth, the *public decision-making* dimension involves our making choices regarding various public issues. Finally, the *assertiveness* dimension deals with our ability to deal with what, seems to us, cases of hostility or rudeness.

Among these dimensions Furnham and Bochner further extracted the ten most difficult things we face in the process of intercultural adjustment: (1) making host friends of our own age; (2) dealing with somebody who is cross and aggressive; (3) approaching others or starting up a friendship; (4) appearing in front of an audience for the purpose of acting or speaking; (5) getting to know host nationals in depth; (6) understanding jokes, humour, and sarcasm; (7) dealing with host nationals who stare at us; (8) taking the initiative in keeping the conversation going; (9) spending time with host nationals we don't know very well; and (10) complaining in public or dealing with unsatisfactory service in the host culture.

Hammer, Gudykunst, and Wiseman (1978) also noted that to deal with culture shock or psychological stress in a host culture, we must effectively deal with eight potential problems we may encounter therein: (1) frustration, (2) stress, (3) anxiety, (4) different political systems, (5) pressure to conform, (6) social alienation, (7) financial difficulties, and (8) interpersonal conflict.

**QUESTION 43**

What does 'inter-cultural adaptation' refer to?

- A. Our level of mental fitness in a new cultural environment.
- B. How new immigrants experience the distress in a new cultural environment.
- C. A process of how strangers deal with fitting into a new cultural environment.
- D. A process of maladjustment in a new cultural environment.

**QUESTION 44**

According to Funham and Bochner (1982), culture shock occurs "in the social encounters, social situations, social episodes, or social transactions between sojourners and host nationals," and it is "the reaction of sojourners to problems encountered in dealing with the host members."

Which of the following best describes the above quotation more correctly? It identifies the

- A. contexts for the occurrence of culture shock.
- B. both the contexts and reactions of sojourners and host members toward culture shock.
- C. contexts and reactions of sojourners towards culture shock.
- D. host members reactions only towards sojourners and culture shock.
- E.

**QUESTION 45**

We experience culture shock when living and working in an ambiguous environment for an extended period of time..." refers to our adaptation

- A. to an unfamiliar cultural environment over a long period of time.
- B. of sojourners in an unfamiliar cultural environment in a period of time.
- C. as host members in an unfamiliar cultural environment in a period of time.
- D. in a familiar cultural environment in a period of time.

**QUESTION 46**

"In order to reduce our problem of culture shock, we must learn to fit within the new symbolic environment." According to the reading passage, what does this mean?

- A. We must develop the ability to cope with the social demands of the host culture.
- B. We must develop the ability to cope with work demands of the host culture.
- C. We must develop the ability to cope with people in the host culture.
- D. We must develop the ability to cope with social and work demands of the host culture.

**QUESTION 47**

Which of the following is TRUE about the six (6) dimensions of ‘adaptive’ difficulties?

The six dimensions are

- A. not ranked in order to priority.
- B. ranked in order to difficulty.
- C. not ranked in any order of difficulty.
- D. ranked in order of our abilities.

**QUESTION 48**

Write a well-organised paragraph in the space provided on the answer sheet.

Study Furnham and Bochner’s (1982) ten (10) most difficult things we face in the process of intercultural adjustment. Concentrate on number six (6). Explain in your paragraph how jokes, humour, and sarcasm can be a contributing factor to cultural shock.

**For Questions 49 to 58, refer to the verbs in brackets in the passage. Write the most suitable form of the verb next to the question number on the Answer Sheet.**

Example: The passage begins.

It was the first week of August 2006. My family and I (e.g.) [**wake**] up unusually early.

The answer is: woke. The correct answer is written on the Answer Sheet as an example.

### Observing a scene

It was the first week of August 2006. My family and I woke up unusually early. I remember getting the kids out of bed. “Kids get up, it is time to get ready, so we can go.”

The kids groaned and yawned out of bed and sat round the table for breakfast. As they sat at the table eating their cereal, all I heard was: “Dad, Tyler (49) [**quit**] smacking”. “Dad, Alyssa better quits kicking me.” “Dad, Jordan keeps making fun of us.”

Wow, we (50) [**leave**] the house and the sister and brotherly love started. Finally, everyone was ready to leave.

We all climbed into our large, red four-door dodge truck and off we went. The trip to Niagara Falls (51) [**be**] a little over four hours long. The sun was coming up; as the rays came through the window they beat us in the face. The whole inside of the truck (52) [**light**] up and it started to get hot from the sunshine. I remember looking at my wife as the sun lit up her eyes, it took my breath away. The back seat was still. I turned to look, all three were sleeping, and I wondered how long it would continue. The bridge to Canada (53) [**come**] into view, at about the same time the kids woke up. “Mom where are we at?” Alyssa asked.

Jill told her that it was the bridge to Canada, a whole different country than ours. Are we going over that bridge? “Yes, that is where the falls are.” The magnificent bridge seemed to get smaller and smaller as we drove over it until I (54) [**can**] no longer see it in my rear view mirror.

Then the bickering started “Dad I’m hungry.” “Dad, I have to use the bathroom.” “Dad I’m sick of being in the back with these two.” For the next two hours all we heard was “Mom, he won’t stop this. Dad, so – and – so is doing that.”

“Hey kids, look we (55) [**be**] finally here!” The town was a lot bigger than I expected. The streets had hundreds of people walking on them. It was difficult to get through town. It (56) [**seems**] as though the crowds were swelling off the sidewalks and into the streets. It felt as though we were moving at a turtle’s pace through town, hoping to find a spot to park. There were neon lights around every window, and the smell of food “in the wind” made everyone hungry. Every store had employees standing out front (57) [**yell**] in an attempt to get us to come there and purchase their products.

Finally, there it was; what we had gone to see. Niagara Falls! The sound was so intense that I could not put it into words. As we drove closer, there appeared to be steam coming off the falls, then drops of water began hitting our windshield even though it was not raining that day. By this time everyone just wanted to get out of the vehicle, and it seemed like we would never get a spot to park. Then my wife saw a man (58) [**hold**] a sign that said “Parking \$20.00.” We did not think twice we pulled in and parked.

**END OF EXAMINATION**