

General Certificate of Education  
June 2008  
Advanced Subsidiary Examination



**ENGLISH LANGUAGE (SPECIFICATION A)**  
**Unit 3 Interacting through Language**

**ENA3**

Friday 16 May 2008 9.00 am to 10.30 am

**For this paper you must have:**

- a 12-page answer book.

Time allowed: 1 hour 30 minutes

**Instructions**

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is ENA3.
- There are **two** sections:
  - Section A:** Spoken Language Analysis
  - Section B:** Essay Topics.
- Answer Question 1 from Section A and **either** Question 2 **or** Question 3 from Section B.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

**Information**

- The maximum mark for this paper is 70.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

**Advice**

- It is recommended that you spend 20 minutes on the reading and preparation of the data to be analysed in answering Section A.

## SECTION A – Spoken Language Analysis

## Answer Question 1.

1 **Text A** is a transcript of part of a conversation between Derek, a driving instructor, and Paul, a learner driver. Their car is stationary at roadworks throughout this exchange.

- Comment linguistically on the significant features of this interaction.
- Explain how the participants use language to create meanings and express feelings.

In your answer you should consider:

the participants' purposes and roles  
the structure of the interaction  
interactive features of speech  
vocabulary and grammar.

(45 marks)

### Transcription Key:

- (.) pause of less than a second  
(2) longer pause (number of seconds indicated)  
**bold** emphatic stress  
[ ] simultaneous speech  
[italics] selected non-verbal features  
(inaudible) inaudible speech

### Text A

<b>Derek</b>	they're <b>always</b> digging up [roads]	
<b>Paul</b>	[yeah] <b>aren't</b> they (.) yeah	
<b>Derek</b>	ah (.) it's a very botched job here	
<b>Paul</b>	mm (.) I presume they're not going to leave it like that	
<b>Derek</b>	hopefully [not ]	5
<b>Paul</b>	[mmm]	
<b>Derek</b>	I wonder why they'd have to leave it like that initially though	
<b>Paul</b>	yeah (.) I know (.) just a big lump [of]	
<b>Derek</b>	[I ] could level it off a little bit better	
<b>Paul</b>	myself than [that]	10
<b>Derek</b>	[tar] [laughs] yeah I know (.) [yeah]	
<b>Paul</b>	[yeah] (5)	
<b>Derek</b>	out where my parents live they've	
<b>Paul</b>	been er knocking down the (.) or taking away the cherry blossom [trees ]	
<b>Derek</b>	[oh really]	15
<b>Paul</b>	I was	
<b>Derek</b>	wondering have <b>you</b> noticed this around at all (.) no	

<b>Derek</b>	no (.) where's that again	
<b>Paul</b>	well (.) it's in Blanchards	
<b>Derek</b>	[town ]	
<b>Paul</b>	[oh really]	20
<b>Derek</b>	but I noticed it around Donneybrook as well	
<b>Derek</b>	why are they doing <b>that</b> (.) cherry blossoms	
<b>Paul</b>	and they're lovely big mature trees	
<b>Derek</b>	(inaudible)	
<b>Paul</b>	yeah and I was wondering that (.) me mum was saying that er	25
<b>Derek</b>	is that a disease or something	
<b>Paul</b>	no (.) the roots are spreading out underneath the pavement and cracking the	
<b>Derek</b>	pave[ment]	
<b>Paul</b>	[ahaa]	
<b>Derek</b>	<b>and</b> the walls so (1) erm	30
<b>Derek</b>	they're dodgy (.) yeah	
<b>Paul</b>	that's a bit dangerous (.) yeah (.) so (.) anyway they decided to take up the trees but	
<b>Derek</b>	they're planting again other different	
<b>Paul</b>	[trees ]	
<b>Derek</b>	[yeah ]	
<b>Paul</b>	that don't have such a big root system	35
<b>Derek</b>	so (.) cherry blossom spreads a lot	
<b>Paul</b>	apparently (.) yeah (.) I <b>mean</b> you're talking maybe two	
<b>Derek</b>	[metres]	
<b>Paul</b>	[yeah ]	
<b>Derek</b>	anyway from where <b>they</b>	
<b>Paul</b>	[are ]	
<b>Derek</b>	[yeah ]	40
<b>Paul</b>	to that wall (4)	
<b>Derek</b>	we've a few big trees at the back of our garden actually (.) sycamore and a	
<b>Paul</b>	(inaudible) tree	
<b>Derek</b>	oh (.) very nice	
<b>Paul</b>	well (.) they're the kind that spread as well (.) unfortunately	45
<b>Derek</b>	yeah	
<b>Paul</b>	sycamore is a very fast growing tree (.) can't control it	
<b>Derek</b>	mm (.) can't do much with the roots (2) I don't know whether they have a big root	
<b>Paul</b>	system (.) do they	
<b>Derek</b>	eh	50
<b>Paul</b>	do they have a big root system	
<b>Derek</b>	well (.) sycamore's a fair size [they are clear to move off in the car] far side (.) that's	
<b>Paul</b>	right (.) okay (.) we'll turn <b>right</b> at the lights	

Source: *Small Talk*, ed. JUSTINE COUPLAND, (Longman), 2000

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**SECTION B – Essay Topics**

Answer **either** Question 2 **or** Question 3.

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**EITHER**

- 2 What evidence have you found to challenge stereotypes of how women and men interact verbally?  
(25 marks)

**OR**

- 3 Discuss the role of **one or more** of the following features in spoken interactions:

- Openings and closings
- Phatic talk
- Turn-taking
- Discourse markers
- Monitoring and feedback

(25 marks)

**END OF QUESTIONS**

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Question 1 Source: *Small Talk*, ed. JUSTINE COUPLAND, Longman, 2000.

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