

396/01

ENGLISH LANGUAGE

ELang6: Analysing and Evaluating Language

P.M. WEDNESDAY, 28 June 2006

(2½ Hours)

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer **both** questions.

INFORMATION FOR CANDIDATES

Both questions carry equal marks.

In this unit you will be assessed on your ability to:

- communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression;
- apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken;
- understand, discuss and explore concepts and issues relating to language in use;
- analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.

Remember that marking will take into account the quality of written communication used in your answers.

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Answer both Question 1 and Question 2.

1. The two texts printed on pages 4 and 5 are transcriptions of two speakers of English as a foreign language.

Text A is spoken by an eighteen-year-old French girl, Karine, who has studied English for eight years. While in England on an exchange visit, she was given a list of questions by her English friend, and her spontaneous replies were recorded. The questions were along the lines of ‘Could you describe where you live?’ and ‘How did you spend your summer holidays?’

Text B is spoken by an Italian woman, Anna, who has lived in England for 17 years, having arrived at the age of 18, unable to speak a word of the language. She was asked to speak spontaneously about herself and her background, and her speech was recorded by an English friend.

Both speakers have strong accents, but there is no attempt in the transcriptions to depict their accents.

Using some of the key features of the language frameworks you have studied, explore and analyse the spoken language of the texts.

You should include in your answer some discussion of the following:

- (briefly) features that indicate that these are examples of genuine spontaneous speech;
- comparisons and contrasts in the use of spoken English;
- the tenor (degree of formality or informality);
- the degree of fluency of the speakers;
- how far the speakers accurately use, or depart from, the standard forms of spoken English, especially of lexis and grammar, and of English idiom;
- how far the speakers communicate clearly in their use of spoken English.

KEY TO TRANSCRIPTIONS

(.)	micropause
(.h)	pause with audible intake of breath
(2.0)	pause for time shown in seconds
th.	incomplete word

TEXT A

well my name is Karine Thomas (1.0) I'm French and I mm live er (.h) in Saint Philbert des Champs (.) it's a little village near (.h) Lisieux (2.0) er we are mm (1.0) five hundred in this little village (2.0) I think er in France (1.0) mm (.) the houses are (2.0) bigger than in England and er the garden too (1.0) we've got more animals too

5 during my holiday I in first time (.h) I work in er restaurant (2.0) and er it was very difficult for me (.h) because the mm (1.0) the boss are (.) like tyrants and the mm (2.0) I don't like the job (.) I don't like this job because I em (.h) there are some (.) er difficult clients (.) because they want (.) they to mm (.) to serve (.) er very quickly and er it's difficult because (.h) it was the first time that I er do this job (1.0) and it's difficult

10 er in second time I erm (2.0) I took care of two children (1.0) er Jimmie and er Danny (2.0) they are very nice and erm (1.0) the littlest er 's got erm (2.0) ten month and (.) his brother (.) two two year (2.0) their parents are Parisian and (.h) they (.) they've got a travel agents (2.0) and they told me that (2.0) they had travel in all the world (3.0) they they told me too that erm their nex. next travel (1.0) erm are the United State (.h) and
15 perhaps (.) they mm (2.0) they will need (.) er (1.0) at me (1.0) to mm (.) to will (.) take care (.h) of their children (1.0) I'm very exciting to go to the United State

in London I visited a lot of market (.h) and I bought a lot of thing (1.0) erm I visited to er (.h) the Queen house (1.0) and er Big Ben (1.0) and the (.) Tower Bridge (1.0) it I think er (.) London it's erm (1.0) very nice (.) town (2.0) I took er the Underground everywhere
20 (.h) and er for the first time in my life (.) I took the (.h) London taxi (1.0) it was very nice

this year at school I will take the Baccalaureat (1.0) and erm (1.0) I'm very (1.0) I'm very afraid because (.h) er it's the most important thing in my life

TEXT B

I left (.) in Italy (1.0) I came in England when I was eighteen years old (2.0h) I couldn't wait to be eighteen because (2.0) my dad don't want me to study (.) or don't want me to learn anything (1.0) he just want me to work in a farm yeah (.) and I don't want to do that (2.0) plus my er (1.0) he drinks a lot (.h) and I just couldn't wait to leave the country you know (.) so I came in this countr. (.) I came in England and er (1.0) I found a job (1.0) in Italian restaurant cos I couldn't speak a word of English (4.0) erm (3.0) so that's it I am here now to about it's about eighteen years (1.0) I got married I got two children and er (1.0) I carry on working (3.0) it's OK I like it (.) even so that I can't speak English properly yet (3.0) but now my life (.) I feel it that my life is over here (2.0) em (1.0) I went back to Italy again (.) every couple of years I go back (.) but er (.) it's not the same any more (.) I feel that I belong more here than over there (5.0) some of my friends they always take mick (.) of me because (.h) they say oh (.) I no speak very good you know (1.0h) my intention is for one day (.) as I got to spend (.) many years yet (.) in this country (1.0h) I (.) say to myself one day I will like very much to go college and learn proper (3.0) and I hope that (.) I come in (.) you know I come in soon (1.0h) but at the moment I'm so much into (1.0) with the kids (1.0) you know because they're still quite young (1.0) and I'm always busy and rushing around

2. The three texts printed on pages 7 - 9 are all extracts from newspaper reports or editorials of the deaths of famous or infamous people.

Text A is from an account in *The Weekly Newes* of 31 January 1606, of the executions of eight men found guilty of conspiring in the Gunpowder Plot to blow up Parliament with barrels of gunpowder. The conspirators included Guy Fawkes, whose intended job was to set light to the gunpowder.

Text B is from a report in *The Times* on 7 November 1805, of the death of Admiral Lord Nelson. Nelson had died on 21 October, while leading his fleet to victory in the Battle of Trafalgar.

Text C is from the editorial published in *The Times* on Monday, 1 September 1997, reflecting on the death of Diana, Princess of Wales, who had died in a motoring accident in Paris in the early hours of the previous day.

Analyse the use of language in the three texts.

You should apply relevant frameworks that you have studied, including lexis, grammar, syntax, and semantics.

Your answer should include some consideration of the following:

- comparisons and/or contrasts between the texts;
- uses of language that differ from present day Standard English;
- the different styles of journalism;
- ways in which attitudes, opinions, views, etc. are expressed;
- any other points that you find interesting in the use of language in the extracts.

TEXT A (from *The Weekly Newes*, Monday, 31 January 1606)

THE WEEKLY NEWES

London: Printed for JEFFREY CHORLTON, and are to be Sold at his Shop, at the great North Door of St. Paul's, 1606. - MUNDAY 31ST JANUARY, 1606

A BRIEF DISCOURSE upon the Arraignment and Execution of the eight traytors -

5 Digby, the two Winters, Graunt, Rookewood, Keyes, Bates, and Johnson, alias Guy Fawkes - four of which were executed in St. Paul's Churchyard, in London, upon Thursday the 27th last, the other four in the Old Palace Yard, in Westminster, over against the Parliament House.

10 NOT to aggravate the sorrow of the living, in the shame of the dead, but to dissuade the idolatrously blind from seeking their own destruction, the following account is written of the carrage of the eight papists herein named, of their little show of sorrow, their usage in prison, and their obstinacy to their end. First for their offence - it is so odious in the ears of all human creatures that it could hardly be believed that so many monsters in nature should carry the shapes of men—murder! Oh! it is the crying sin of the world, and such an intended murder as, had it taken effect, would have made a world to cry; and, therefore, the horror thereof must needs be hateful to the whole world to hear of it. My intent is chiefly to make report of the manner of their Execution: for after their apprehension in the country they were brought up to London upon the appearance of their foul treason before his Majesties most honourable Council, they were, by their commandment, committed to his Majesty's Tower of London, where they wanted nothing that, in the mercy of a Christian Prince, was thought fit, and indeed too good for so unchristian offenders.

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[Each execution is described individually, and finally that of Guy Fawkes:]

25 Last of all came the great Devil of all, Guy Fawkes, *alias* Johnson, who should have put fire to the powder. His body being weak with the torture and sickness he was scarce able to go up the ladder, yet, with much ado, by the help of the hangman, went high enough to break his neck by the fall. He made no speech, but with his crosses and idle ceremonies made his end upon the gallows and the block, to the great joy of all beholders that the land was ended of so wicked a villainy.

TEXT B (from *The Times* of Thursday, 7 November 1805)

To the official details, we are enabled to add the following particulars respecting the death of as great an Admiral as ever wielded the naval thunder of Britain. When Lord NELSON found that by his skilful manoeuvres he had placed the enemy in such a situation that they could not avoid an engagement, he displayed the utmost animation, and his usual confidence of victory. He said to Capt. HARDY, and the other Officers who surrounded him on the quarter-deck, "Now they cannot escape us; I think we shall at least make sure of twenty of them. I shall probably lose a leg, but that will be purchasing a victory cheaply." About two hours before the close of the action, his Lordship received a wound in the shoulder from a musket-ball, which was fired from the tops of the *Santissima Trinidad*, with which ship he was closely engaged. The ball penetrated his breast, and he instantly fell; he was immediately carried below, and the Surgeons pronounced the wound *mortal*. His Lordship received the intelligence with all the firmness and pious resignation to the will of Divine Providence, of which he has given such frequent and signal examples during his brilliant course of peril and of glory. He immediately sent an Officer to Admiral COLLINGWOOD, the second in command, with his instructions for continuing the action which he had so gloriously commenced, and the melancholy bequest of his last farewell.

During the short interval between his receiving his wound and his final dissolution, he remained perfectly collected, displaying in his last moments the heroism that had marked every action of his glorious life. In that trying moment, "cut off from nature and from glory's course," all his anxiety, all his thoughts, were directed to his country and her fame.

A few minutes before he expired he sent for Captain HARDY; when the Captain came, he enquired how many of the enemy's ships had struck ? the Captain replied, that, as nearly as he could ascertain, fifteen sail of the line had struck their colours. His Lordship then, with that fervent piety which so strongly marked his character, returned thanks to the Almighty; then turning to Captain HARDY, he said, "I know I am dying. I could have wished to survive to breathe my last upon British ground, but the will of God be done." In a few minutes he expired!!

If ever there was a man who deserved to be "praised, wept, and honoured" by his country, it is Lord NELSON. His three great naval achievements have eclipsed the brilliancy of the most dazzling victories in the annals of English daring. If ever there were a hero who merited the honours of a public funeral, and a public mourning, it is the pious, the modest, and the gallant NELSON; the darling of the British navy, whose death has plunged a whole nation into the deepest grief; and to whose talents and bravery, even the enemy he has conquered will bear testimony.

TEXT C (from *The Times*, Monday, 1 September 1997)

A MODERN MIRROR

A Princess whose hopes and uncertainties captured her age

5 Few are unmoved and none is now
unknowing that Diana, Princess of Wales,
is dead, after a car crash, with two others,
in Paris. But the meaning of her life and
death has hardly begun to be formed. We
can grieve – and do grieve – for her
family, her personal friends and for her
sons most of all. The death of a young
mother is always poignant, as is the
10 deathly corruption of beauty, glamour,
grace and a compassionate heart. But this
column is an open, public place where
only so much grief can properly be
expressed.

15 In the days and months and years
ahead the most famous of the Queen’s
end-of-century subjects will become an
icon for the century to come. Some may
deplore that fact. Others may hope to
20 exploit it – to make the image or to
manage the image-makers. What is
certain is the fact itself. The life which
ended yesterday will be projected well
beyond the sadness of those who loved
her and whom she loved, well beyond the
25 very words that we, and others, have
found to write upon it today.

It is in the nature of royalty that its
entrances and exits demand responses
beyond personal indifference, sadness
30 and joy. Kings and queens, princes and
princesses are mirrors in which we see
ourselves and our times. The death of a
princess is a public death. The death of
this Princess is a very public death.

35 In much of her life she gave a
spontaneous sense of capability. She
preferred practice to theory, individual
action to the collective or abstract. But
she strongly represented some of the
40 important conflicts of our time, the
tensions between self-expression and
opacity, self-absorption and the service of
others, frankness and deference, the
restraints of public responsibility and the
45 claim that everyone has the right to a self.
She was what she was; but she
represented much more than what she
was. For many people in this country she
mapped their history in the past two
50 decades. She made an impact upon the
public mind more than any figure from
politics or the arts. It is not likely that she
will be forgotten.

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