



Units 3 and 4 English Language

Practice Exam Solutions

Stop!

Don't look at these solutions until you have attempted the exam.

Any questions?

Check the Engage website for updated solutions, then email practiceexams@ee.org.au.

Section A – Short answer questions

All answers should be in full sentences. Please note that the use of bullet points is not obligatory or advised – they have been used in these answers in order to clearly distinguish the main points necessary to receive marks/to provide different possible responses.

Line numbers must be provided to receive marks.

Marks allocated are indicated by a number in square brackets, for example, [1] indicates that the line is worth one mark.

Alternative answers to the ones below may be acceptable. Ask your teacher or tutor to look over your work if you are unsure.

Question 1

- The speakers have an intimate relationship with a close social distance. [1]
- This is shown by the frequent use of overlapping speech (including minimal responses – as in lines 52-54) which shows the speakers' have a cooperative relationship in which they feel able to speak simultaneous in support of each other. [1]

Question 2

In this text, like is used as:

- A discourse particle, used to seek empathy. For example, 'But like Mum had a part...' (72). [1]
- A quotation device, to indicate the following utterance is quoted (or paraphrased) from a previous conversation. For example 'and I'm just like...' (40), 'He's like...' (41) [1]
- A filler, to give the speaker more thinking time to compose their next utterance. For example, 'but like (.)' (58). [1]

These uses of the lexeme 'like' suggest that the speaker is young person (teenage or young adult), as these slang uses are characteristic of this age group. Moreover, it suggests that both speakers belong to this demographic as these uses of 'like' are mutually understood. [1]

Note that the use of 'like' in line 34 (I like your grandpa) is not used as a discourse particle and instead the denotative meaning is used here (to like - showing agreeability, enjoyment or preference).

Question 3

The dominant speaker in this text is L – who holds the floor throughout as she is telling an extended narrative.

Some of the ways turn-taking is managed include:

- Interrogative sentences: E asks L ‘...did you think it was a good ^theme or?’ (10) to indicate that she wishes to hear more about the current topic, encouraging L to continue holding the floor.
- Rising pitch: L uses rising pitch throughout to seek empathy and affirmation from E, which is usually answered in the form of a minimal response. For example, ‘we’d end up staying for another [hour/]’ (78).
- Coordinating conjunctions: L uses coordinating conjunctions such as ‘and’ throughout her narrative in order to indicate her turn is not finished as she has more to say. This can be seen, for example, in lines 38-40.
- Minimal responses: E uses minimal responses to demonstrate to L that she is listening and understanding her narrative, and that she wishes her to continue holding to floor. For example, ‘[Mmm]’ (3, 52) and ‘[Yeah]’ (8, 17).
- Fast tempo: L often uses fast tempo to skim over less important utterances, allowing her to better hold E’s interest and continue to hold the floor. For example, ‘<A [that] if we didn’t leave when we did A>’ (77).

[2 marks for each example and discussion, dominant speaker must be stated to receive all 4 marks]

Question 4

Prosodic features used to aid meaning include:

- Emphatic stress: L commonly uses stress to indicate which lexemes are the most important for showing the meaning of her narrative. For example, when she says ‘Tom got to meet ^all the extended family...’ (24), she is indicating that this refers to a large number of people. [2]
- Fast tempo: Use of fast tempo allows L to deemphasise parts of her narrative that are less essential to its meaning. For example, discourse particles ‘< A and whatever A>’ and utterances indicating quotation ‘<A and I was like A>’ (31). [2]
- Increased volume: L uses increased volume in line 71 - ‘<F ^yeah I know\ F>’ – to express frustration and exasperation and keep E interested and engaged in her story. [2]
- Sound lengthening: L uses sound lengthening for creating emphasis – as in ‘somethi=ng’ (16) [1]. She also uses this device in imitation of Tom’s speech, indicating his teasing tone – as in ‘o=kay\’ (38). [2]
- Falling pitch: L uses falling pitch to show certainty and conviction in her utterances, for example in the command ‘just ^don’t do it ^today\’ (42). This technique is also mirrored by E in some of her minimal responses – as in ‘[No (.) yeah\]’ (66) - to demonstrate her definite agreement with L. [2]

Section B – Analytical commentary

Answers are not provided for this section, as a range of responses are acceptable. Ask your teacher or tutor to look over your work and suggest improvements.

As a general guide, students should aim to compare and contrast the two texts in Section B – noting the difference in register, purpose, audience and context, and the way these differences are manifested in text's particular use of language.

Section C – Extended expository response

Answers are not provided for this section, as a range of responses are acceptable. Ask your teacher or tutor to look over your work and suggest improvements.