

**ADVANCED SUBSIDIARY GCE**  
**ENGLISH LANGUAGE**  
The Dynamics of Speech

**F651**

Candidates answer on the answer booklet.

**OCR supplied materials:**

- 16 page answer booklet  
(sent with general stationery)

**Other materials required:**

None

**Monday 10 January 2011**  
**Morning**

**Duration: 2 hours**



**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the spaces provided on the answer booklet. Please write clearly and in capital letters.
- Use black ink.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Answer **one** question from Section A and **one** question from Section B.
- Do **not** write in the bar codes.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- You will be awarded marks for the quality of written communication in your answers.
- The total number of marks for this paper is **60**.
- A list of phonemic symbols is included on the last page. You may use this if you wish, but it is **not** compulsory to use these symbols in your answer.
- This document consists of **12** pages. Any blank pages are indicated.

**INSTRUCTION TO EXAMS OFFICER/INVIGILATOR**

- Do not send this question paper for marking; it should be retained in the centre or destroyed.

## Section A – Speech and Children

Answer **one** question from this section.

## EITHER

- 1 This is a transcription, from American public radio, of part of *The Money Pit Home Improvement Radio Show*. Here the presenters Tom and Lesley are talking on the telephone to Mark about do-it-yourself projects. Mark's four year old daughter Lexie joins in the telephone conversation.

**How do Lexie and the adults use language here to interact with each other? Support your answer by referring to specific examples from the transcription.** [30]

**Tom:** mark (.) i know that you have a lovely daughter named

//

**Mark:** lexie

**Tom:** lexie (1) and (.) has lexie inspired you to be a better carpenter

**Mark:** she absolutely (.) we have been making projects together (1) shes four years old and weve been making projects together since she was (.) how old lexie (.) two

5

**Lexie:** YES (.) TWO (.) TWO

**Tom:** [laughs] lexies there

**Mark:** yeah (.) shes here (.) shes with me (.) she

//

**Tom:** mark (.) can we talk to lexie

**Mark:** yeah you can (.) /lemi:/ put her on the phone

10

**Tom:** OKAY

**Lexie:** HI

**Tom:** lexie (.) HI LEXIE

**Lexie:** hi you guys

**Tom:** hey lexie (.) are you doing carpenter jobs with your dad around your house

15

**Lexie:** YEP

**Tom:** all RIGHT

//

**Lexie:** and a BUFFALO (.) and (.) daddy are fixing our /bæθ/ room

//

**Lesley:** and what have YOU worked on in the /bæθ/ room

20

**Lexie:** the /bæθ/ (.) the /bæθ/ room doesnt work (.) you guys (.) UPSTAIRS (.) the upstairs /bæθ/ room (.) but our /ɪd/ (.) our guest /bæθ/ room is so small that they /kæn/ even fix it [laughs] i'd rather work on the bigger /bæθ/ room

- Tom:** so (.) your DADDY (.) daddys a good carpenter (.) but he /kænt/ make that /bæθ/  
room grow (.) huh [*laughs*] hey lexie 25
- Lexie:** WHAT
- Tom:** do you have a TOOL belt (.) that you put nails in and and tools
- Lexie:** yep i do
- Lesley:** what colour is your tool belt
- Lexie:** BROWN 30
- Lesley:** me too (.) i like the brown ones
- Lexie:** ME TOO
- Tom:** has daddy helped you build a doll house
- Lexie:** YEAH (.) actually (.) daddy made it (.) theres only three parts (.) and three sides  
and one (.) big (.) TOP (.) because the top was a little bit of of something (.) really 35  
IMPORTANT [*laughs*] but daddy made it
- Tom:** something very important (.) but daddy made it [*laughs*]
- Lexie:** YEAH
- Tom:** LEXIE YOU ARE WONDERFUL
- Lexie:** THANKS 40
- Tom:** can we talk to DADDY now

## TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

UPPER CASE = increased volume

underlining = stressed sound/syllable[*italics*] = paralinguistic features

// = speech overlap

/bæθ/ = phonemic representation of speech sounds

↗ = rising intonation

↘ = falling intonation

OR

- 2 This is a transcription of part of a conversation between two thirteen year old girls who have just attended an anti-smoking day at their school.

**How do the two speakers use language here to explore the topic of smoking? Support your answer by referring to specific examples from the transcription.** [30]

**Anna:** yeah theres a little (.) warning around that about the the health thing

**Baljit:** so why why why they got it like that is maybe because if theyre gonna sell /əm/ (.) theyre gonna sell the ci (.) cigarettes but then theyre saying something thats on cigarette pa (.) packet that says its wrong (.) so whats the (.) why do (.) /ə/ just dont understand

5

**Anna:** so everyones aware of the the threat that it poses like

**Baljit:** yeah

**Anna:** /ə/ /ə/ think most of

**Baljit:** obviously YOU dont smoke

**Anna:** yeah most of our fa (.) of my family all know smokings bad

10

**Baljit:** friends all know that as well

**Anna:** yeah (.) friends all know it as well (1) none of /əm/ none of /əm/ smoke in

**Baljit:** we

**Anna:** in my family

**Baljit:** we dont

15

**Anna:** my family

**Baljit:** we dont know ANYbody (1) well (.) /mə/ DAD smokes (1) we tell /im/ so many times

**Anna:** does /i: / know its bad

**Baljit:** /i: / knows its bad (.) and it can cause lung cancer and (.) everything (.) but /i: / just does it

20

**Anna:** what about the adverts

**Baljit:** /i: / doesnt take any notice of /əm/

**Anna:** doesnt take any notice of /əm/

**Baljit:** no

**Anna:** nicotine ones

25

**Baljit:** ignores /əm/ (1) its (.) um (.) weve told /im/ many times its not right but /i: / just (.) /i: / doesnt listen (1) so what do you say (.) huh

## TRANSCRIPTION KEY:

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## Section B – Speech Varieties and Social Groups

Answer **one** question from this section.

### EITHER

- 3 This is a transcription of part of a radio programme about the re-discovery of ancient knowledge about spices and perfumes. Here the presenter of the programme is asking Avraham, an expert perfume-maker from Israel, about the ingredients used in ancient Hebrew (Israeli) recipes for perfumes.

**How do the two speakers use language here to communicate specialist knowledge to a radio audience? Support your answer by referring to specific examples from the transcription.**

**[30]**

**Presenter:** youve got on the desk in front of you (.) ten tiny vials with (.) presumably these are the the ten ones you know are they (2) give me an idea of the (.) of some of the sorts of oils that youre using

//

**Avraham:** right (.) well (.) here we have (.) i'll give you first the HEBREW names (.) and the CHIEF spice (.) the one in the centre here (.) is 5  
BALsAm (1) this is the most imPORTant and SPECial of ALL the eleven spices (.) and this one was cultivated always in israel (.) in secret gardens by anghedi (.) near the dead sea.

**Presenter:** can you give me a sense of what it smells like when its (.) all together

**Avraham:** heres the galBANum (1) now (1) the galbanum (1) the teaching about it is that 10  
(.) it represents the sinners of israel (.) because its so foul smelling

**Presenter:** lets have a sniff

//

**Avraham:** by itself

**Presenter:** oh GOD

//

**Avraham:** its HORRible 15

**Presenter:** pretty NASTy isnt it

**Avraham:** right (2) and PEOple (.) when theyre really EVILdoers (.) when theyre left alone (.) they can really cause a lot of trouble (2) but as a perfumier (.) whats most aMAZing is (.) if i blend the other ten ingredients together withOUT the galbanum (.) they would make a very beautiful smelling mixture (1) and when I 20  
add the FOUL (.) STINKing galbanum to that mixture (.) it makes it inCREDibly MORE beautiful

**Presenter:** yeah

**Avraham:** when you add a foul smell to a blend (.) in the right proportions (.) it actually makes the whole blend MUCH MORE beautiful and upLIFTS it 25

//

**Presenter:** and this is the FINAL result (.) is it

- Avraham:** right (.) thats the blend of the eleven oils (.) actually (.) thats made according to the proportions as given by MOSES\* (.) but its not corrected yet as far as the fact that each spice gives (.) a different amount of oil (.) to make it more a (.) accurately (.) in exactly (.) accord (.) you know (.) replicate the fragrance of the incense (.) it would be necessary to make these corrections [*coughs*] as far as the amount of oil that each plant gives (.) since we're working with // 30
- Presenter:** // so //
- Avraham:** oils here in this recipe 35
- Presenter:** nearly there but not quite (.) can i //
- Avraham:** i'm curious erm //
- Presenter:** can i have a smell
- Avraham:** yeah why dont you s //
- Presenter:** see what its like 40
- Avraham:** // have a sniff of that blend
- Presenter:** OH (.) its LOVELY (.) isnt it (.) its //
- Avraham:** its quite interesting
- Presenter:** theres ALL SORTS of different smells in there
- Avraham:** well (.) i can tell you ONE thing about the fragrance of the incense 45
- Presenter:** its (2) its (.) OKAY (.) so go on (.) tell me (.) cos i'm very bad at (1) describing taste
- Avraham:** it was said to be the most BEAUtiful POSSible fragrance that could be created (.) and it was said to UPLIFT people (.) just from smelling it (.) to the level of s (.) of [*inaudible*] prophecy (.) and to be a remedy against death 50

*Note: Moses\* = an Ancient Hebrew religious leader and Old Testament prophet*

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OR

- 4 This is a transcription of part of a conversation in which three women friends in their forties are talking about clothes and the impressions they create.

**How do the three women use language here to interact with each other and to express particular attitudes? Support your answer by referring to specific examples from the transcription.** [30]

**Jane:** well i put a pair of those hipster jeans on in the shop

//

**Dana:** i know the sort

//

**Jane:** when i was over in december and you know they were they really were literally here [*points*]

**Lesley:** mm

5

**Jane:** and i was wearing a top and and the girl assistant went (.) /aʊ/ (.) /væ/ looks /reəli:/ NICE (1) and (.) i looked at her (.) and i said

//

**Dana:** yeah

**Jane:** i'm FORTY TWO (.) and i've had three children (1) how can that (.) look really nice

//

**Lesley:** yeah 10

(.) yeah

//

**Dana:** mm

**Jane:** it just doesnt (1) you know that (1) why are you saying that

**Lesley:** yeah

**Jane:** and she said (.) WELL (.) its the LOOK

15

**Lesley:** the look

//

**Dana:** like (.) when your bellys hanging out [*laughs*]

**Jane:** and i just went

//

**Lesley:** how come its the look if it doesnt look nice

//

**Jane:** it just doesnt

20

**Dana:** if twenty two year olds put them on (.) THEY wouldnt look (.) slaggy or (.) slutty

**Jane:** yes (.) i dont like that look at all

**Dana:** but it depends on the whole image

//

**Jane:** the whole thing

**Lesley:** yeah the whole

25



**Jane:** cos you can get you can have you can get a sort of thing about your looks (.) makes you think (.) HMM (.) not only is she dressed shabbily or or (.) whatever (.) but shes actually a (.) a slut

**Dana:** you mean /ʃæbli:/ as in the wine chablis

**Lesley:** no (1) shabbily

30

**Jane:** shabby shes shabby she

**Dana:** oh shabbily (.) shabbily

**Jane:** //  
[laughs] shes dressed in a /ʃæbli:/ way

**Dana:** //  
ah shabby shabby

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## List of Phonemic Symbols and Signs (RP)

### 1. CONSONANTS OF ENGLISH

/f/	—	fat, rough
/v/	—	very, village, love
/θ/	—	theatre, thank, athlete
/ð/	—	this, them, with, either
/s/	—	sing, thinks, losses
/z/	—	zoo, beds, easy
/ʃ/	—	sugar, bush
/ʒ/	—	pleasure, beige
/h/	—	high, hit, behind
/p/	—	pit, top, spit
/t/	—	tip, pot, steep
/k/	—	keep, tick, scare
/b/	—	bad, rub
/d/	—	bad, dim
/g/	—	gun, big
/tʃ/	—	church, lunch
/dʒ/	—	judge, gin, jury
/m/	—	mad, jam, small
/n/	—	man, no, snow
/ŋ/	—	singer, long
/l/	—	loud, kill, play
/j/	—	you, pure
/w/	—	one, when, sweet
/r/	—	rim, bread

### 2. PURE VOWELS OF ENGLISH

/i:/	—	beat, keep
/ɪ/	—	bit, tip, busy
/e/	—	bet, many
/æ/	—	bat
/ʌ/	—	cup, son, blood
/ɑ:/	—	car, heart, calm, aunt
/ɒ/	—	pot, want
/ɔ:/	—	port, saw, talk
/ə/	—	about
/ɜ:/	—	word, bird
/ʊ/	—	book, wood, put
/u:/	—	food, soup, rude

### 3. DIPHTHONGS OF ENGLISH

/eɪ/	—	late, day, great
/aɪ/	—	time, high, die
/ɔɪ/	—	boy, noise
/aʊ/	—	cow, house, town
/əʊ/	—	boat, home, know
/ɪə/	—	ear, here
/eə/	—	air, care, chair
/ʊə/	—	jury, cure