

General Certificate of Education  
June 2007  
Advanced Subsidiary Examination



**ENGLISH LANGUAGE (SPECIFICATION B)**  
**Unit 1 Introduction to the Study of Language**

**ENB1**

Tuesday 22 May 2007 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 blue or black ink or 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 ENB1.
- Answer **both** questions.
- **At the very start of the examination**, tear along the perforations in order to detach the questions on page 2 from the texts.
- **The texts** are printed on pages 3, 4, 5, 6, 7 and 8 which can be unfolded.
- 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.
- There are 35 marks for each question.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

**Advice**

- You are advised to spend about 10 minutes reading the whole paper before you begin Question 1.

Answer **both** questions.

There are 35 marks for each question.

You may detach this page by tearing along the perforations.

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- 1 Study the texts A–H on the next six pages. These texts illustrate different varieties of language use.

Discuss various ways in which these texts can be grouped, giving reasons for your choices.

- 2 Taking **either** Text A **or** Text B and any **two** of the remaining texts, analyse some of the language features of these texts and explain how these are affected by context.

Use **some** of the following language frameworks **where appropriate**:

- lexis
- grammar
- phonology
- semantics
- discourse
- pragmatics
- graphology.

**END OF QUESTIONS**

## Text A

This text is an extract from a booklet sent through the post.



“ Why have I got so many other people to join? ”

It's simple really, with TalkTalk your savings can grow as TalkTalk grows. After all, the more family and friends I get to join, the more we can all talk to each other for free.



So I've been spreading the word about TalkTalk to all the usual suspects. Mum, Dad, Gran, all the family. I spend a lot of time on the phone to friends, so I told them too.

I've even told the parents of the kid's mates. It makes sense really – I've got two teenagers in the house that think the phone was invented for them, so any way I can rein the cost of their calls in is a big help.

What's the bottom line? Well, we all seem to be on the phone more, but my bills are coming down. What more can I say? ”

Sue Brennan (Derby)

Source: © The Carphone Warehouse Group PLC 2006. “TalkTalk” and the logo “TalkTalk” are trademarks of The Carphone Warehouse.

## Text B

This text is a transcript of a woman talking about her early life in Edinburgh. She is talking to her granddaughter, Cathy. (The word ‘dux’ is Latin for top of the class.)

**Key:** (.) indicates a brief pause.

Words between vertical lines are spoken simultaneously.

- Cathy: you were a bright family weren't you grandma  
 Grandma: oh we we were bright we were all dux of the school except Johnny  
 (.) his spelling let him down  
 Cathy: | which school was this |  
 Grandma: | all the rest of us were | dux and when they came haem with their 5  
 prizes Nellie Dolly Kate (.) had a pile of books like this (.) when it  
 came to my turn (.) there was two prizes the Bible prize and the  
 general knowledge prize well I was getting two (.) I was getting  
 both (.) I was three years in the supplementary and I got my prizes  
 each year (.) dux of the school 10  
 Cathy: and dux meant the top  
 Grandma: we were all dux (.) Nellie Dolly Kate were dux of the school  
 Cathy: which school was this grandma  
 Grandma: Milton House School down the Canongate  
 Cathy: you just had to go out you just had to go out of your door 15  
 Grandma: down the Canongate it's a good wee bitty down a good bit down at  
 the bottom

**Text C**

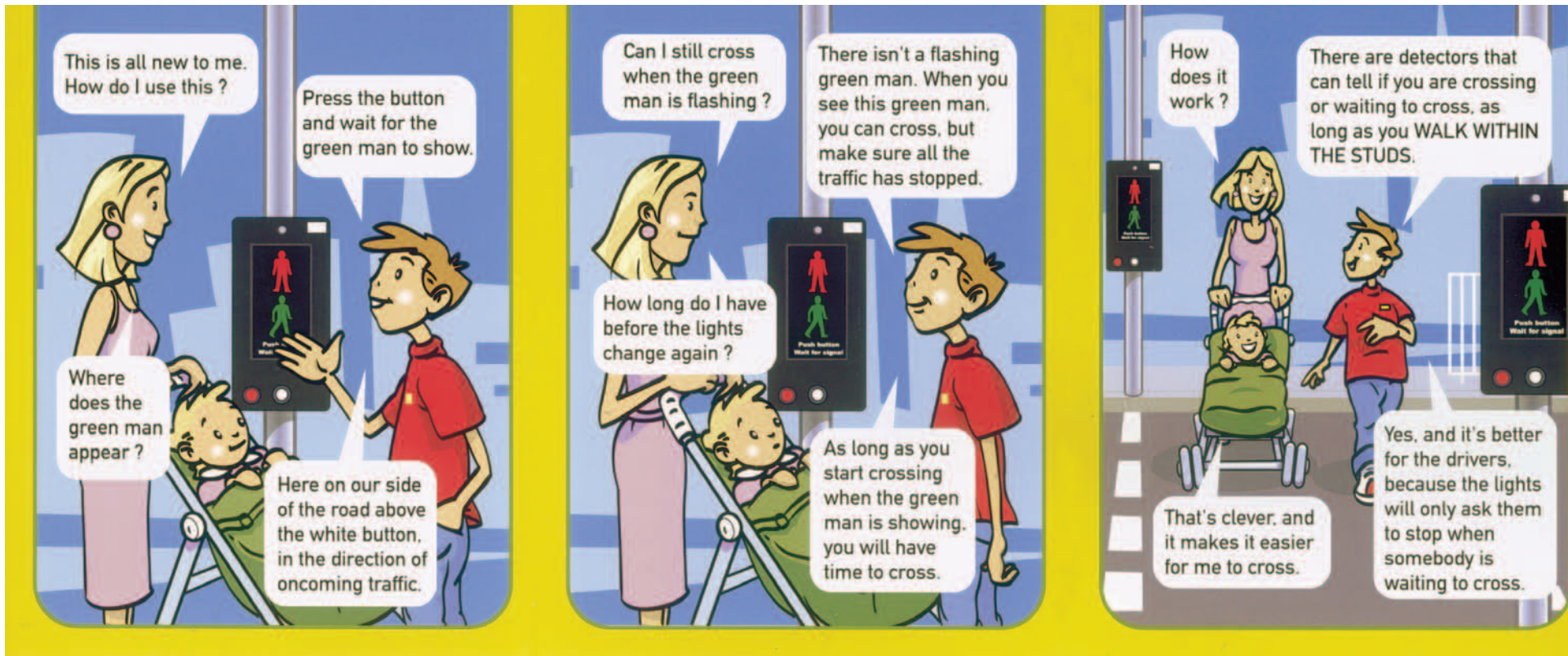
**Text C** is not reproduced here due to third-party copyright constraints.

**Text D**

**Text D** is not reproduced here due to third-party copyright constraints.

### Text E

This text is taken from a road safety leaflet entitled *How to use a Puffin Crossing*.



Source: Extract from Stockport Metropolitan Borough Council – Road Safety document

Text F

This text is an advertisement for soup that appeared in a magazine.



Source: © Seeds of Change

## Text G

This text is taken from a website called TAS – The Accidental Smallholder.

[Home](#) > [Articles](#) > [Poultry](#) > [An Introduction to Poultry](#)


- [About TAS](#)
- [Contact TAS](#)
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**Search TAS:**

Hi contrast | Normal

### Introduction

We once read somewhere that poultry is usually the first livestock enterprise that budding smallholders are likely to undertake. It was certainly ours, and it is easy to understand why many people start on the slippery slope with these feathered marvels. Once you've seen the saffron yellow yolk and tasted the silky, creamy white of one of your own free-range hens' eggs you'll never be content with anything less.

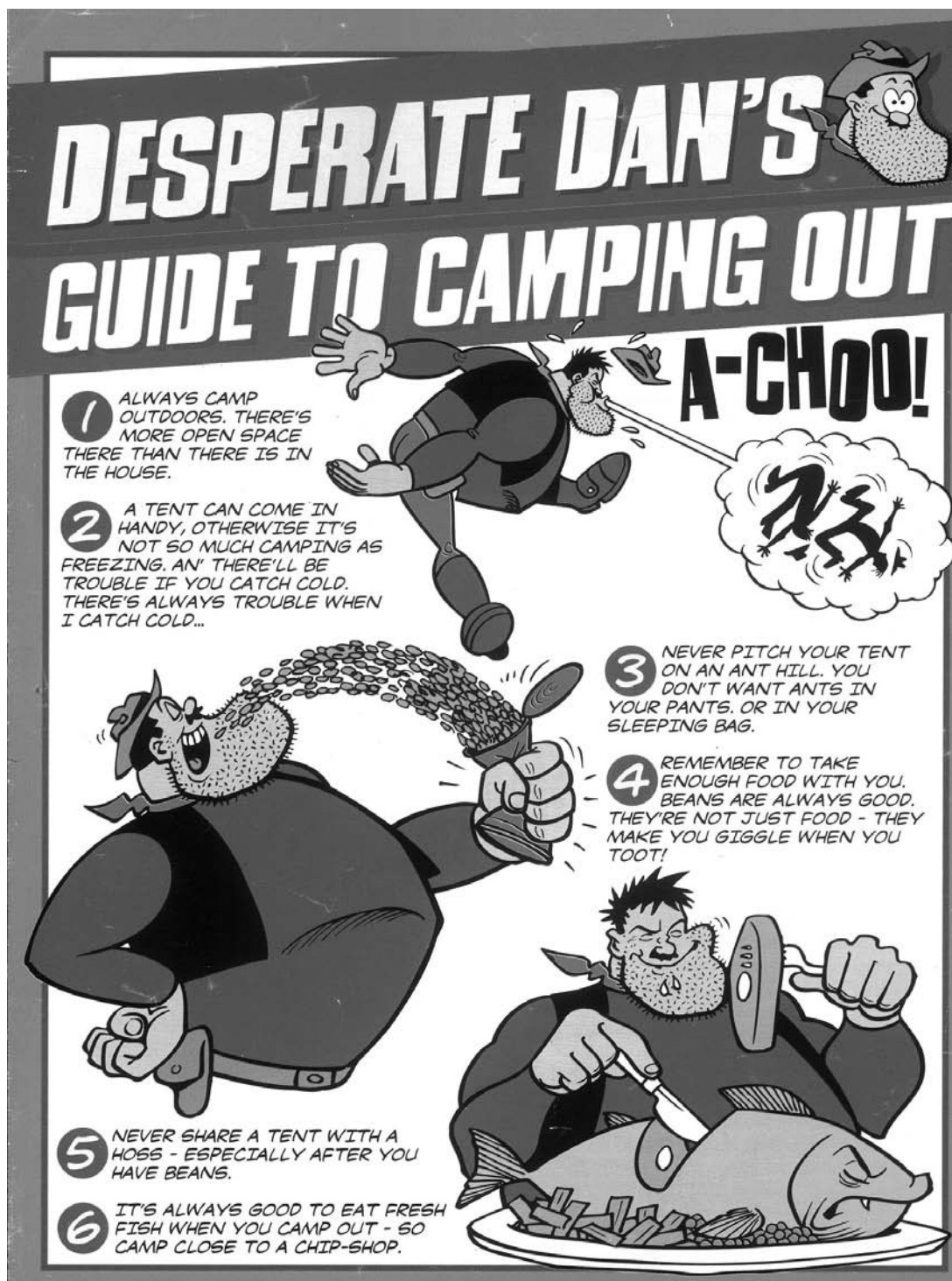


Here we offer some encouragement to those considering keeping hens of their own for egg production. You'll find nothing here at the moment about raising birds for the table - that's an enterprise that we're still considering. We certainly have the room, and organic or free-range chicken is very expensive in the supermarkets. But dispatching our own birds would be a step beyond taking beasts such as pigs to the slaughterhouse, and it's not a step we're ready to take just yet (but the time *will* come).

Source: THE ACCIDENTAL SMALLHOLDER – [www.accidentalsmallholder.net](http://www.accidentalsmallholder.net)

## Text H

This text is from a children's comic.



Source: *The Dandy*, © D.C. Thomson & Co. Ltd

### END OF TEXTS

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