

**ADVANCED SUBSIDIARY GCE UNIT
ENGLISH LANGUAGE**

Variation in the Usage of English
THURSDAY 11 JANUARY 2007

2702

Afternoon

Time: 1 hour 45 minutes

Additional materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and Candidate number in the spaces provided on the answer booklet. If you use more than one booklet, fasten them together.
- Answer **two** questions.
- Answer the question in Section A and **one** question in Section B.
- Read the question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks for each question is 30. This is shown in brackets [] at the end of each question.
- The total number of marks for this paper is 60.
- You will be awarded marks for the quality of written communication in your answers.
- A table of phonemic symbols is included on page 8. You may use this if you wish, but it is **not** compulsory to use these symbols in your answer.

This document consists of **7** printed pages and **1** blank page.

Section A

Answer Question 1.

1 Written Language

The following passage is taken from an e-mail. The passage shows some variations from standard written English.

Wotcha where you hangin and wiv WHO! Marco! A dish, yezpliz!-wow whenz the bells for the babewiv the brain! NO...we know it al sux! Frenz last 4ever dontcha think. howz foolish simon from salcombe-still ghostin you... well me old eek heres the REAL nooz...

By close reference to your own studies of English, comment upon and illustrate influences which can lead to lexical and syntactical variations in written texts. You may, if you wish, refer to the passage as part of your answer.

You should ensure that you include detailed references to lexis, syntax and grammar in your responses. [30]

Section B

Choose one question from this section.

EITHER

2 Register and Levels of Formality

The following two passages (a) and (b) are advertisements which appeared in Sunday newspapers.

By careful analysis of the language of each passage, compare and contrast the levels of formality and register.

[30]

(a)

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Details:

An advert from a Sunday newspaper about a service where a natural clairvoyant aims to make 3 of your deepest wishes come true

(b)



OR

3 *Child Language Acquisition*

Thomas, who is five years old, is talking about himself with Sue, a student teacher at his primary school.

By close reference to the transcription comment in detail upon Thomas's language skills, as shown during the course of the conversation. [30]

- S. i know chris johnson is your best friend have you known him long
- T. yes (.) cos his mummy n dad live close to my (.) our house n we goed to nursery togevver n we always played at games ermm (2) then (1)
- S. you are in the higher class than him at school arent you
- T. yes (.) we sit near at (.) ass (.) assembly times (.) n we play footy togevver at lunch n he comes wiv me to young woodcraft 5
- S. oh and
- T. n he is comin wiv me on the visit to foal farm (.) on the school /əʊʔin /]
- S. you seem to enjoy school yourself a lot
- T. mmm (.) well (.) i like numbers an stories especially them from the green readers n some colouring work done on the /kʌmpuəʔr / n (.) mmm 10
- S. what about the games like plays and music]
- T. mmm well (.) some of em sometimes but not as well good as the ovvers cos (.) cos i have not learnded the songs as some ovvers have in the class
- S. do you have any favourite hobbies at home 15
- T. whats hobbies (.) whats them
- S. well what kinds of things do you enjoy at home
- T. well after tea time i play on my / kʌmpuəʔr / then i like to watch my dvds but then i do go to ermm (1) mummy says (2)]
- S. tell me some more about woodcraft 20
- T. this year i jointed we went every fridays evening at night ermm we start wiv ball games games n then we goes tagging n i m in birch team n we win a lot n then we do camp to see whose team goes fastest wiv a tent
- S. are lots of your friends in woodcraft
- T. not a lot from our school (.) but ermm a lot from the other school where the seniors start i want to be a senior when i get a bit older 25

TRANSCRIPTION KEY

S. Sue

T. Thomas

(.) micropause

(1) pause in seconds

]

Speech overlaps

/əʊʔɪn / Use of phonemic symbols to indicate pronunciation

? Gottal stop

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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