



General Certificate of Education
Advanced Level Examination
January 2010

**English Language
(Specification B) ENGB3**

Unit 3 Developing Language

Data Booklet

ENGB3

Texts for Question 1

Text A

Two children are playing with play dough at a table. They are assisted by a teacher.

Jack is aged 4 years and 5 months. **Chloe** is aged 4 years and 4 months.

Key: (.) indicates a normal pause.

Numbers within brackets indicate length of pause in seconds.

Other contextual information is in italics in square brackets.

Teacher:	what are you making	
Chloe:	reindeers	
Teacher:	make some for me then	
Chloe:	[<i>shakes head</i>] I've got to roll it (3.0) I I can make two	
Teacher:	I'll roll this bit out	5
Chloe:	Ella (.) Ella May's not back for the party	
Teacher:	pardon	
Chloe:	Ella May's not back to the party	
Teacher:	isn't she here today	
Chloe:	[<i>shakes head</i>] she'll miss the party	10
Teacher:	she will	
Jack:	can I have that after you	
Chloe:	they are my reindeers	
Teacher:	how about you have one each	
Chloe:	there's a reindeer	15
Teacher:	do you want that one	
Jack:	I want a big one	
Teacher:	how about you have a big one and a little one and let Jack have a big one	
Jack:	can I have that thingy	
Teacher:	you want to borrow the knife [<i>to Chloe</i>] are you still using the knife	20
Chloe:	[<i>nods head</i>]	
Teacher:	how about this (.) that's a knife as well	
Jack:	I want that one	
Teacher:	okay (.) well when you're finished you can give it to Jack (.) yes	
Jack:	it's not getting one	25
Teacher:	pardon	
Jack:	it's not getting one	
Chloe:	do you want to make a necklace	
Teacher:	yes	
Chloe:	come and make one	30
Teacher:	yes	

Text B

The children are sitting at a table which has a model igloo with models of Inuit people, sledges and husky dogs. **Jack** is 4 years and 5 months. **Dylan** is aged 3 years and 11 months. **Wilson** is 3 years and 3 months. **Luke** is 2 years and 10 months.

Key: (.) indicates a normal pause.

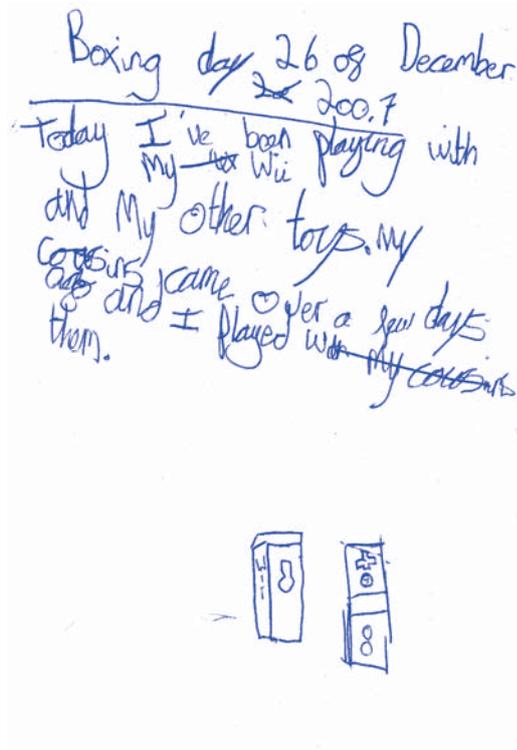
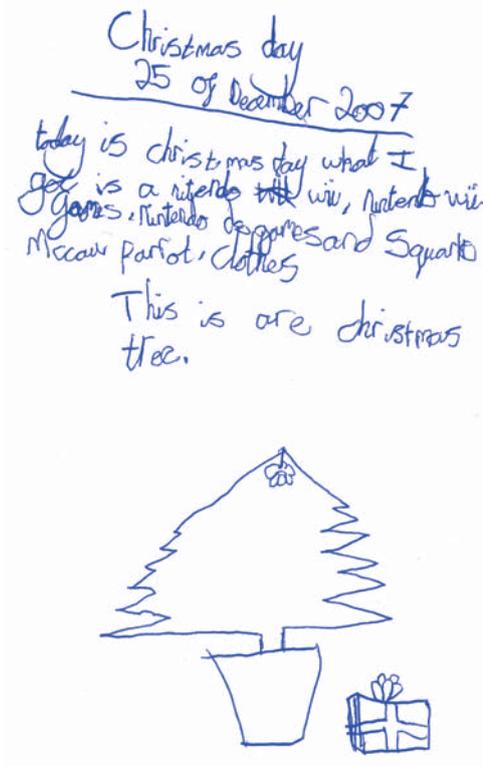
Numbers within brackets indicate length of pause in seconds.

Other contextual information is in italics in square brackets.

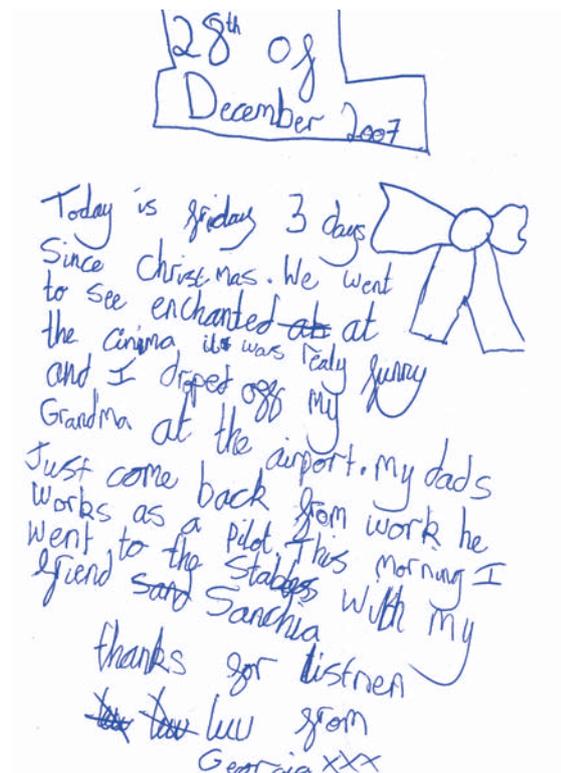
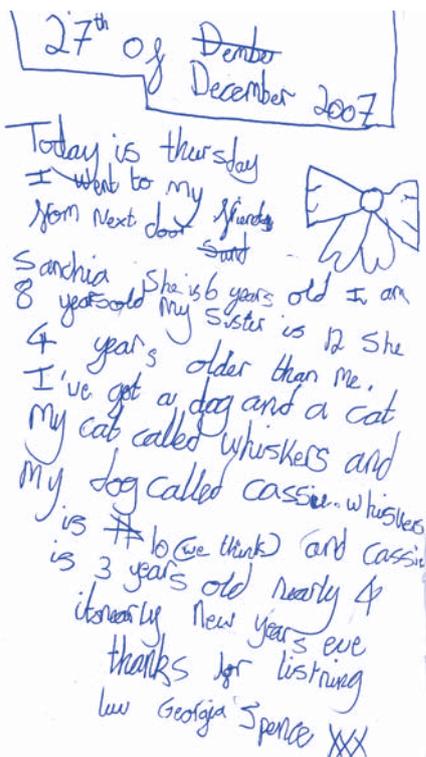
- Teacher: what are you making Dylan (.) who have you got in your igloo
 Dylan: nobody
 Teacher: there's nobody in there
 Dylan: just let me (2.0) get off the igloo (.) get off
 Teacher: he's not hurting sweetie (.) he's just having a peek through the chimney (1.0) what's 5
 through the chimney
 Dylan: he's hurting my fingers
 Teacher: move them out of the way then
 Luke: I want to have a go in there
 Teacher: Dylan (.) when you lift that up you have to be careful you don't squash anybody's 10
 fingers
 Wilson: fire
 Jack: there's a brick inside
 Teacher: is there a brick inside
 Dylan: look the igloo's falling 15
 Teacher: leave the igloo like that (.) let's lift the top off so that everyone can see what's
 inside
 Dylan: well that's a bed
 Jack: it can't it can't be a bed
 Teacher: why can't it be a bed Jack 20
 Jack: because it's a brick
 Teacher: Dylan is pretending I think
 Wilson: fire
 Dylan: [*nods*] that's the pillow
 Wilson: look a fire 25
 Teacher: Wilson (.) mind your arm (.) let's put some people through (2.0) where are you
 going on the sleigh
 Wilson: a fire
 Dylan: to the igloo in the igloo
 Luke: I've got reindeer (2.0) hello help get in agh 30
 Dylan: snow can't go in the igloo
 Teacher: the floor is made of snow Dylan
 Luke: help help in the door
 Teacher: what's the door made out of Dylan
 Dylan: sorage 35
 Teacher: sorage
 Dylan: it's like an onion
 Teacher: it's made out of a material called leather
 Jack: don't just put it round to you
 Teacher: no you need to share (.) what's the big reindeer going on top Luke 40
 Dylan: he can't go in there
 Jack: no it's too small
 Luke: that's the daddy reindeer

Texts for Question 2

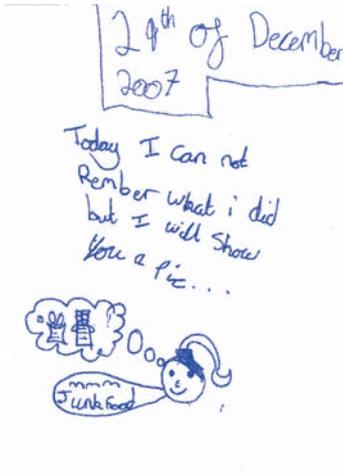
Text C



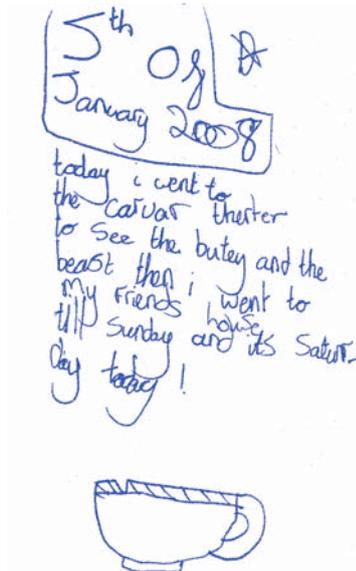
Text D



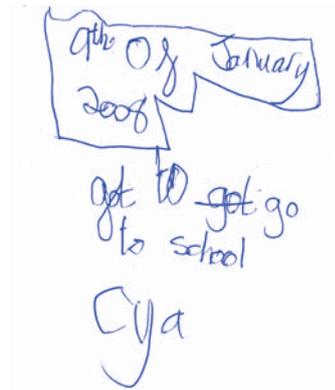
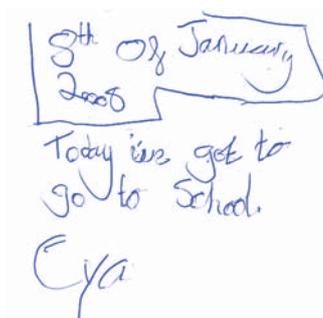
Text E



Text F

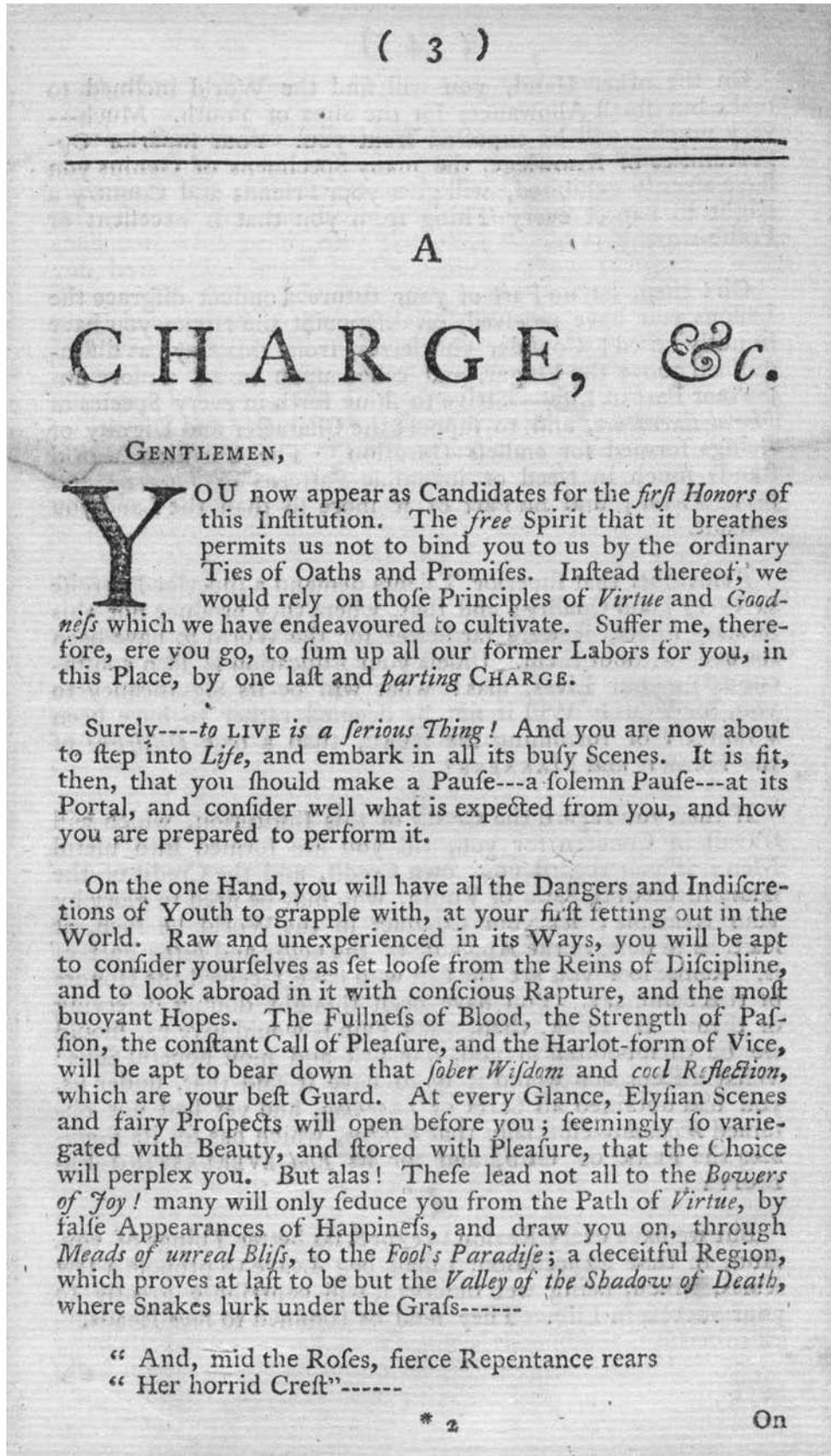


Text G



Text for Question 3

Text H



Text H, contd.

(4)

On the other Hand, you will find the World inclined to make but small Allowances for the Slips of Youth. Much---very much---will be expected from you. Your superior Opportunities of Knowledge, the many Specimens of Genius you have already exhibited, will give your Friends and Country a Right to expect every Thing from you that is excellent or Praise-worthy.

Oh! then, let no Part of your future Conduct disgrace the Lessons you have received, or disappoint the Hopes you have so justly raised! Consider yourselves, from this Day, as distinguished above the Vulgar, and called upon to act a more important Part in Life----Strive to shine forth in every Species of *Moral Excellence*, and to support the Character and Dignity of Beings formed for endless Duration. The Christian World stands much in Need of inflexible Patterns of *Integrity* and *public Virtue*; and no Part of it more so than the Land you inhabit.

Texts for Question 4

Text I

INTRODUCTIONS.

THE practice of introducing persons to each other in the ball-room has been ridiculed, on the ground of the uselessness of making persons acquainted with each other where it can be of no benefit to either party. The proper rule is not to introduce one person to another without knowing that it is agreeable to both. Gentlemen are introduced to ladies, not ladies to gentlemen; in other cases, the younger to the elder.

Our custom of indiscriminate introductions has often been made the subject of comment by foreigners, who can discover no possible advantage in being made acquainted with those in whose company they are likely to be but a few minutes, in whom they take not the slightest interest, and whom they never may recognize or even meet. Besides, each one wishes to exercise his own judgment or taste in the selection of acquaintances; and it is, therefore, clearly a breach of politeness to introduce anyone to your friend or associate, before knowing that it will be agreeable to both parties.

When an introduction to a lady is solicited by a gentleman, the consent of the lady to make his acquaintance should be asked, that she may have an opportunity of declining. This rule should be adopted also in an assembly room, it being understood, however, that the introduction is for that evening only, after which the acquaintance ceases.

In private parties introductions are not considered necessary. The having been invited by the host is a voucher of respectability. Therefore, if a lady meet a gentleman who seems to be desirous of becoming acquainted with her, there should be no hesitation on her part in meeting his advances, without the ceremony of introduction. But at a public ball, before an introduction be given, the lady's permission and that of the gentleman accompanying her should be obtained.

All should be as much at ease in the ball-room or private party as if at home; no person can be pleased in the consciousness of being awkward—the possession of confidence, however, should be without effrontery, which, next to affectation, is the most displeasing fault in either sex. Ease is to be admired, but carelessness and negligence are contrary to good manners.

Whoever is admitted to a company of ladies and gentlemen, is supposed to be, for the time at least, on an equality with all present, and should be treated with equal respect.

When a gentleman accompanies a lady to a ball, he should dance with her first, or offer to do so; and should take care that she be provided with a partner whenever she desires to dance.

Text J

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Question 2: Texts C, D, E, F and G: Private Data with kind permission of Susan Spence

Question 3: Text H: W SMITH, MA, *A Charge*, B Franklin and D Hall, 1757

Question 4: Text I: TOUSEY AND SMALL, *How To Dance. A Complete Ball-Room and Party Guide*, 1878

Text J: *The Boyfriend Book*, City Magazines, 1965

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