



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

**F651**

Candidates answer on the Answer Booklet

**OCR Supplied Materials:**

- 16 page Answer Booklet

**Other Materials Required:**

None

**Thursday 27 May 2010**  
**Afternoon**

**Duration: 2 hours**



**INSTRUCTIONS TO CANDIDATES**

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- If you use more than one booklet, fasten them together.
- Use black ink.
- Read each question carefully and make sure that 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.

## The Dynamics of Speech

### Section A – Speech and Children

Answer **one** question.

#### EITHER

- 1 This is a transcription of a series of interactions in a class of 4-5 year-old children. The teacher (Miss P) and the children are reading a number of stories, starting with *The Three Little Pigs*.

**How do the speakers here use language to explore the stories? Support your answer by referring to specific examples from the transcription.**

[30]

**Miss P:** once upon a time there was an old sow with three little pigs (1) she had no money to keep them so she sent them off to seek their fortune (1) why is she crying

**Nate:** she dont got no money

**Miss P:** she doesnt have any money (1) why else is she crying

**Jordan:** because the piggies are going away

5

**Miss P:** because her children (.) her pigs (.) are going away (1) shes sending them away and shes very sad (1) she doesnt want them to leave

**Phinney:** BUT THEYRE COMING BACK

**Sara:** my mom /k/r/aɪ/ɪ/n/ coz she got no money

[gap in transcription]

10

**Phinney:** once upon a time

**Miss P:** youre RIGHT (.) thats exACTly how it starts (.) thats exACTly how it starts

[children all talking at once]

**Miss P:** chrissy (.) chrissy (.) bring me the other book (.) the three bears (.) mitchell (.) hand me the [inaudible] one (.) the three billy goats gruff (.) thank you (.) now

15

**Peter:**

//  
and another one

**Miss P:** thank you chrissy (.) now (1) somebody said that this starts once upon a time also

[gap in transcription]

**Phinney:** what does it MEAN (.) seek their fortune

**Miss P:** to seek their fortune means she sent them off to see if they could make a living (.) if they would figure out a way to live

20

**Phinney:** [inaudible]

**Miss P:** to find a house to live in

**Phinney:** i would I WOULD STILL STAY HERE

**Terry:** thats THEIR house

25

**Miss P:** i'll bet that is the MOTHER sows house

**Terry:** why they have to LEAVE

**Miss P:** well (.) because she didnt have any money to keep them (1) that means she doesnt have enough money to buy food for them

TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

UPPER CASE = stress / increased volume

[*italics*] = paralinguistic features

// = speech overlap

/k/r/aɪ/n/ = phonemic representation of speech sounds

OR

- 2 This is a transcription of a group of 9-10 year old pupils – Lucy, Tim and Joe – discussing the problem faced by a character in a story they have been reading. The character, Kate, had promised her friend Robert that she would not tell his secret, but later discovered the secret was that he had stolen a box of chocolates.

**How do the three children use language here to explore the problem, and to come to an agreement about what Kate should do? Support your answer by referring to specific examples from the transcription.**

[30]

**Lucy:** what do you think

**Tim:** what do YOU think

**Joe:** i think even though he IS her friend then (.) erm she shouldnt tell of him because (.) erm (.) well (.) she should tell of him erm because (.) was (.) was (.) if /iɪ/z/ stealing it (.) its not worth /æ/v/ɪ/n/ a friend that steals is it

5

**Lucy:** no

**Tim:** WHY (2) I dont agree

**Lucy:** we SAID why

**Joe:** i think she should tell her parents (1) do YOU

**Lucy:** i think (.) i'm (.) i think (.) even though he IS her friend (.) because /iɪ/z/ stealing (.) she should STILL tell her parents (1) and her parents might give her the money (.) and she she might be able to go to the shop and give THEM the money

10

**Tim:** i think (.) erm

//

**Joe** but then SHES payin for the (.) thing HE stole so (.) i think /iɪ/z/ should get the money anyway (.) /iɪ/z/ should ave is

15

//

**Tim:** i think that he should go

**Joe:** /iɪ/z/ should ave is OWN money

//

**Tim:** i think that he should go and tell his mother

**Joe:** /iɪ/z/ should tell is mum

//

**Lucy:** even though she HAS promised

20

**Tim:** because hes (.) well (.) you shouldnt break a promise really should you

**Joe:** whats it worth /æ/v/ɪ/n/ a friend if /iɪ/z/ gonna steal

//

**Lucy:** if he steals (.) if you KNOW /iɪ/z/ stolen (.) if she dont tell her parents then /iɪ/z/ WILL be gettin away with it

**Joe:** its not worth /æ/v/ɪ/n/ a friend that steals is it 25  
 [long pause]

**Tim:** okay then

**Lucy:** aint worth it is it  
 //

**Tim:** tells her parents  
 //

**Joe:** yeah go on 30

## TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

UPPER CASE = stress / increased volume

[italics] = paralinguistic features

// = speech overlap

/æ/v/ɪ/n/ = phonemic representation of speech sounds

## Section B – Speech Varieties and Social Groups

Answer **one** question.

## EITHER

3. This is a transcription of part of a conversation in which three women friends in their forties and fifties talk about the words they used when they were growing up for particular rooms in their homes.

**How do the 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]

- Annabel:** MY parents would have called it the DRAWing room actually when we were growing up  
//
- Caroline:** yeah cos there was never a TELLY
- Annabel:** it was the DRAWing room  
//
- Joanna:** WE had a telly and that was (.) i dont know what we called (.) the study the STUDY had a television 5  
//
- Annabel:** we had a teleVISION room speCIFICally for the children to watch television in
- Caroline:** yeah
- Joanna:** we didnt HAVE a SITTING room 10  
//
- Caroline:** we had a DRAWing room which was for POSH
- Joanna:** but (.) /dʒ/ə/ know caroline (.) we had (.) i think we called it a sitting room because we realised we can't call it a room a drawing room in OUR little houses so we've had to  
//
- Annabel:** yes exactly (.) i think thats right. 15
- Joanna:** so we've had to  
//
- Caroline:** adapt
- Joanna:** we've had to create another room and (.) we're not going to call it a LOUNGE
- Annabel:** /l/au/n/dʒ/ is OUT
- Joanna:** we're not going to call it front room (.) so we've developed this SITTING room which is sort of (.) okay 20  
//
- Annabel:** a half way house
- Caroline:** no (1) my mother called her (.) our telly room the sitting room

- Joanna:** oh did she  
//
- Caroline:** yeah (.) but i i think erm (.) DRAWing room comes from WITHdrawing doesn't 25  
it  
//
- Joanna:** yes
- Annabel:** yes
- Joanna:** yes (.) you WITHdrew from the dining room
- Annabel:** but really only today (.) only quite sort of grand houses really qualify (.) for having 30  
a drawing room (.) you know  
//
- Joanna:** well houses in the COUNtry would have a drawing room
- Annabel:** but it would depend on the house in the country
- Joanna:** yes
- Annabel:** it would have to be a fairly subSTANTial size 35
- Caroline:** yes (1) i mean (.) MY house in the country doesnt have one  
//
- Annabel:** you (.) you couldnt say (.) you  
know (.) LILS COTtage (.) would have a drawing room  
//
- Joanna:** no no no
- Caroline:** no (.) right 40

## TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

UPPER CASE = stress / increased volume

// = speech overlap

/l/au/n/dʒ/ = phonemic representation of speech sounds

OR

- 4 This is a transcription of part of an interview given by members of the rock band Franz Ferdinand to the BBC television programme *Top of the Pops (TOTP)*.

**How do the members of the band use language here to express their group identity? Support your answer by referring to specific examples from the transcription.**

[30]

**Alex:** well thats why its good havin close friends because you share different levels of humour that you cant share with anyone else (.) ANDY does impersonations that most other people wouldnt get (.) but WE do (.) and theyre GREAT

**Andy:** yeah yeah yeah

**Alex:** a lot of BOBS humour might puzzle other people but we (.) really LIKE it (1) i think you get that with ALL close groups of friends [*looks at Andy expectantly*] 5

**Andy:** [*looks blank*] er (.) i agree

//

**Alex:** ah (.) i thought you were gonna exPAND on that andy

**Andy:** i (.) i

//

**Alex:** no no (.) that was GOOD [*laughs*] 10

**TOTP:** when was the last time you dropped a proper conversational stink bomb

**Alex:** umm

**Paul:** i cant remember the last time i did that

//

**Andy:** what about when youre on STAGE

**Alex:** oh (.) in SOME countries (.) when i talk on stage (.) i know that the audience dont really know what i'm saying (.) they just CHEER (2) i remember being in FRANCE (.) and telling a story about how bob and i wrote matinee in my flat in GLASgow (.) and realising that nobody was understanding a WORD of what i was saying 15

//

**Andy:** i can remember (.) playing in ROUen (.) on halloween (.) and we'd all just (.) dressed up as (.) all sorts (.) and went out to perform (.) and the audience just didnt know what to make of us 20

**TOTP:** how do you know when each of you arent listening

**Alex:** oh (.) with BOB (.) its when hes got his eye mask on [*laughs*]

**TOTP:** bob listens through his EYES 25

**Alex:** no no (.) if hes got his MASK on (.) and his ear plugs in (.) hes probably asLEEP (.) or wants you to THINK hes asleep (.) and therefore isnt that (.) that interested in what youre saying

**Paul:** or he finds a sofa and just goes FOETal (.) and thats HIM (.) until he gets cold



- Alex:** hes not ashamed of letting people know he wants his bob time (1) what does NICK do 30
- Paul:** he usually just phones someone (.) hes CONstantly on the phone
- Alex:** // or he'll walk up a hill or something (.) hes a great outdoors man (.) what does PAUL do
- Paul:** // i sit there and pick 35  
my nose [*laughs*]
- Alex:** what about ANDY
- Paul:** hes always listening (.) hes really attentive (.) although sometimes he runs out of puff (.) dont you
- Andy:** yeah yeah 40
- Paul:** hes got his four settings [*laughs*] what ARE they again
- Andy:** scared (1) annoying (1) tired (.) and another one
- Alex:** // in love
- Andy:** nah (.) i can't remember
- TOTP:** what about you alex 45
- Alex:** when i'm not interested i usually glaze over and look into the distance
- Andy:** you look out of the window a lot
- Alex:** // that was always on my report card as a kid (.) looks out the window too much
- Paul:** mine too (.) always said (.) DREAMer (.) looks out the window too much (.) but it also always said stories are improving (1) whatever that means 50

## TRANSCRIPTION KEY:

(.) = micro-pause

(1) = length of pause in seconds

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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