

English
Language
Exemplar
Responses
Unit 1 –
6EN01
June 2014

Question 2

Script	AO3
A	8/10
B	4
C	7
D	2
E	8

Candidate A

The mode of the texts in talking toys & games ~~is spontaneous & planned. The texts would usually be found~~ are blended mode. The texts or recordings would be planned, however they would be spontaneous for the receiver as well as being informal. The function of the texts is to interact, communicate and to entertain young children who would be playing with the toys, or to inform the parents who are buying the toys through written communication on the box or via instructions.

As the function of the toys is to interact with the young children playing with the toys, many interrogative functions are used. "Ready?" and "shall we spend the day together?". These extracts from text 8 and text 4 are examples of interrogative functions. These functions allow the toy to communicate & capture the attention of the small child playing with the toy. This is effective as the purpose of toys for young children is to keep them occupied to allow for some light relief for the parents. In addition to this, there are examples of pauses, in some cases for up to 2 seconds. This gives the child a chance to respond to the

interrogative functions - further improving the didactic qualities of the toy.

In addition to this, the target audience of the toys is predominantly young children. Therefore the use of ~~poly~~ monosyllabic lexis and simple sentence structures ("One little duck went swimming past", text 2, group A) comply with the target audience. If polysyllabic lexis was used here, the child would not understand, leading to them getting bored with the toy - therefore making it ineffective.

The power between the text producer and the text receiver is that the producer is in power. The creators of the toy create large amounts of verbal text for the toys to 'say', this creation of conversation and choice of topic displays a hierarchical relationship. Also the use of imperatives ("One two three smile" text 8, group B) displays the text producer has power, as they are instructing the child to carry out tasks.

Candidate B

The contextual factors that influence the use of language in talking toys and games are provided to entertain children and also persuade them to buy the shop's new and improved toy. The imperatives, such as "press an activity button" (Group B Text 8) are also a persuasive technique as the more commands it give to children the more intrigued they are to buy it so they know what it does. Also the colloquial language; "and there matey" (Group B Text 7) makes the target audience feel more special as it is implied that it is directed to ~~someone~~ one individual which makes it more entertaining for them to feel unique. Due to the ~~simple~~ simple language and imperatives it is indicated that the toy and games are aimed at young children as without commands they would be unsure what to do. The ~~text~~ relationship between the spoken toy and target audience is also incredibly friendly, polite and entertaining and also uses standard English instead of acronyms, ~~and~~ slang and abbreviations. This is

also to encourage parents to buy it for their children as it would also be considered as a lesson in politeness to others and formal spoken English.

The mode of the talking toys and games would be quite informal for example in Group A in text 1 'take me home' this is an imperative sentence and doesn't use a capital letter on the word 'take' showing a friendly and the command sentence is used to instruct the person to play the console. There's also the use of persuasive language 'and I'll learn your name' the conjunction 'and' is used to list the things that the unique toy will do. There's also the use of synthetic personalisation using the personal pronoun 'you're' to indicate that it's personal to you which makes the buyer feel unique.

There are also some blended features in the text by using interrogative sentences 'can you guess what I am?' again using synthetic personalisation of 'you' to direct it to the buyer and to suggest a 'fake' friendship but the questions are so the buyer is drawn into the game as it makes it interactive by using tag questions also 'is that your favourite too?' Also from Group B it says 'farm (.)

aquarium. 'City' this shows that lists are used to tell the child the amazing features. Also simple nouns such as the common noun 'city' is used to make it easy for the child to understand as ~~easy~~ ^{they are simple} ~~to get~~. '()' the use of pauses or sound effects are also to engage the child.

lastly in Group C ~~the use of~~ 'we've got a great game' the use of the inclusive pronoun 'we've' shows a friendly relationship which has been programmed into the toy as it makes the child feel as if they are included as well. There's also the use of empty adjectives such as 'great' as they are simple but have a great positive connotation, also persuading and advertising the product in a positive way.

There also the use of intensifiers and adverbs of degree 'I'm really looking forward' the intensifier 'really' puts emphasis on the toy's enthusiasm and the makers of it have purposely done this to try and show the buyer that it's worth buying.

A lot of declarative sentences are used as well 'I've heard that before' this is to get the buyer and child involved in the game such like a conversation.

(Total for Question 2 = 10 marks)

Candidate D

there are a number of contextual factors that affect talking toys.

First of all, they are all spoken modes. They are permanent because they have been recorded and are being played back. They target a variety of audience depending on their purpose. Group A aims to very young children while group B aims at slightly older children and group C aims at a more mature audience. All the modes are thoroughly scripted and tailored for their desired audience's needs.

The function of all the texts are to entertain; this is done through message-orientation in terms of songs or brief story narration. There is also an underlying function to persuade, aimed at their audience to use the product.

The tone of the text groups differ. This is dependent on their target audience. Language is structured to suit this need. Groups A and B are informal with a friendly tone to converge with their audience.

The language in talking toys is planned and spoken. The talking toys use personal pronouns to make the conversation directly addressed to the child.

^{semantic field}
The ~~type~~ of the ~~context~~ speech is playing games, hence the reason lexis such as 'play', 'splash', an 'fun', has been used. However talking toys and games for older children and adults have a semantic field more related to violence, so lexis such as 'kill', 'hell', 'desperate' and 'disappoint'; have been used.

The purpose of talking games for younger children and toddlers (groups A & B) are to entertain and educate the child at the same time. Hence the reason shapes, 'star', 'square', 'heart', have been used. utterances such as 'I'll wait here while you brush your teeth' encourage the children in their development.

The purpose of talking games for older children and adults is to only entertain as the significant

development has already happened.

The relationship between the talking toys and the younger children and toddlers is very informal and friendly. In order to appeal to a younger audience the talking toy has to create rapport with the child to engage in activities. Therefore the toy uses simple lexis and personal pronouns for the child to understand.

The relationship between the talking games for adults and older children is very distant as the game is not ~~talking~~ directly addressing the child or adult. Instead a conversation is held between two characters in the game. Direct address is not needed as the older child or adult has a wider attention span and can comprehend what is going on. Also more sophisticated lexis is used to prevent patronising the older child or adult.

Question 3

Script	AO2	AO3
A	4/5	4/5
B	2	2
C	3	2
D	3	2

Candidate A

The language use in Group A is much more informal. 'hmm hmm' this is a filled pause and makes it informal as it makes it more chatty as it's a type of spoken feature and this would be because games for babies and toddlers need to be interesting and interactive and using non-lexical features such as these do this.

There is also repetition which is used so that the child starts to learn words as they develop 'twinkle twinkle.' There is also evidence of rhyming 'twinkle twinkle little star, how I wonder what you are' the use of rhyme creates an interactive tone to the toy and engages the baby/toddler to join in, this is also reinforced that the toy is aimed to do this by the use of synthetic personalisation of 'you' which addresses the child personally and makes the bond between the child and toy much stronger.

Group B seems to be more formal by using the formal feature of more polysyllabic and technical words such as 'hypersonic' this is because these texts are

aimed at an older age group than Group A so they are more likely to understand the conversation and jargon.

A similarity between Groups A and B's language would be that the toys included speech which are used to persuade the buyer (usually the child's parents) to purchase it for example in ~~text~~^{Group} A 'shall we spend the day together?' and in ~~text~~^{Group} B 'do you want to join my pirate crew?' these are both interrogative sentences and used because they want the child to respond. This also relates to the speech act theory of Austin and Searle, using pragmatics by saying 'do you want to join my pirate crew' what it is actually trying to say is 'buy me.'

Also both Groups of text use lists, 'group A 'a star, a square' and B 'city, beach' this is to appeal to the children using imagery which makes the speech of the toys informal too.

The tension between ~~both~~ the toy and the audiences in both texts try to seem close in Group A 'I'll wait here while you brush your teeth' by using the personal pronouns 'I'll' referring to itself and 'you' referring to the child it tries to develop a friendly relationship as well in Group B 'ahoy meel matey' 'matey' is slang / colloquialism used to develop bonds and friendships.

(Total for Question 3 = 10 marks)

Candidate B

In ~~the~~ Group A I have noticed that ~~there is~~ they miss out a lot of un-necessary information regularly, such as 'there is' in front of 'one little duckie'.

This is an example of the toy simplifying it's language for the baby so that it speaks on it's level. Whereas in ~~to~~ Group B I've noticed that the language is a lot more complex compared to group A. Although one similarity i've noticed between them all is their use of pauses. Every single text from groups A & B share about an equal amount of pauses.

Although, Group A have many more interrogatives between the texts compared to Group B which use more imperatives. This could be so that the babies are more involved mentally whereas the children are more involved physically.

Another similarity however is the involvement of the toy creating a personal relationship whilst teaching. This can be seen by the use of short one word statements that both groups have. Such as text 5 uses a list of shapes and in text 8 it lists opposites such as 'city' and 'beach' and 'farm' and 'aquarium' which are a slight connotations.

Both groups A & B contain texts that incorporate pronouns into the texts that are produced. The predominantly synchronous yet planned texts in group A use possessive pronouns like 'your' and 'my'. This attaches value and possession to objects whether they may be materialistic or fantasy based. This feature is common when talking to young children, as not all small children understand manners & sharing - therefore by attaching possession to objects & ideas, the child will feel more confident & comfortable when talking to **their** toy.

This feature relates to the language used in texts 6 to 8 in group B. Again, possessive pronouns like 'my' are used frequently to comfort the child. In addition to this, text 8 incorporates Austin & Searles speech act theory. Pragmatics are used when the toy 'says', "are you still here?". This interrogative function questions whether the child is still playing with the toy. As well as this, the speech implies that the child has got distracted while they should be playing with the toy. By directly addressing the child through the use of the ~~the~~ pronoun 'you', the attention of the child is again encapsulated. This prevents them from playing with other toys or distracting others, for example their mum whilst she is cooking.

Moreover, texts from group A use more pronouns including inclusive pronouns like 'we'. This repetition of inclusive pronouns make the target audience - young children - feel directly involved in the activities with the toy. This portrays a team like approach - teaching the ^{young} child to work as part of a team.

This leads to the tenor between the ~~text~~ text producer & text receiver - the text producer is in a position of hierarchy, as they are the expert as to how to interact & teach children.

Candidate D

From looking at Groups A and B in the source booklet I can see that there are many comparisons within the texts. For example ~~text~~^{Group} A all of the texts have ways in which a child could learn new things, for example text 3 is a popular childrens nursery Rhym that they could learn by hearing the song from the toy and then repeating it. And text 1 can help the child learn new things for example "Can you think of something green? (.)" "I'm thinking of grass" With this the child gets to think and then there is an answer this is a form of teaching the child something that it might not have known. When I compare these two texts with the texts in Group B I can see that Text 8 uses a similar teaching ~~teaching~~ technique as text 5 this technique is teaching the child through music. Although text 8 doesn't have any singing in it, it does have music which could be portrayed as a song. and text 7 uses a similar teaching technique with text 1 this is by using Rhetorical questions for example in text 1 a Rhetorical question is "is that your favourite too?" text 7 uses Rhetorical questions to ~~re~~ keep the child interested and involved e.g. "do you want to join my pirate crew?" Both texts also use pauses for the child to answer the rhetorical questions for example "(2)" or "(.)".

From looking at these comparisons It seems that the texts from Group A and B are very similar but with the language that is used in group A and B you can see that they are very different.

Group A language: In group A the language that is used is very simple and that is what you would expect from these types of toys because the toys are all for children and they are also learning tools for the children so they have to start with the easier language before they go onto the harder language for example text 2 the language in text two is very simple but it also teaches the child the actions of the duck.

Group B language: In group B the language that is used is more developed and this is what you would expect from these toys because the child is more developed in these languages so they can understand a little bit more. And also with the texts in Group B they are telling the child how to work the toy that they are playing with for example text 8: "press the green button to take a picture."

Question 4

Script	AO2	AO3
A	3/5	6/10
B	2	2
C	3	7
D	2	4

Candidate A

This text belongs to the Group C, this is because the setting of the game is a older setting only suitable for older children. In addition the existence of IPA /mɔɪ/ shows that the audio recording is attempting to portray a character and is not interested in sounding non-RP, similarly as does Catwoman in A Text 10 when she pronounces /ɪz/ non-standarily. Furthermore the lexis used is very complex and advanced /eternally/ and has dark connotations that would not usually be linked to a young child's toy. Following on the game does not induce any action from the child suggesting it is from a videogame cutscene which sets the scene for action to follow.

However some may believe it is from Group A or Group B due to the interaction with the child when Le Chuck says /impressed yet?/ this is a feature which encourages a response from the

child despite the fact it is a rhetorical question. Furthermore the text is consisted of one continuous monologue which is similar to that of texts 1 and 7 suggesting it wants the child to become involved. In addition the use of micropauses is similar to that of Group A and B, and they are being used to allow the child to think.

Continuing on the text uses /my/ which is a personal pronoun however it has no mention of the child. Similarly ^{while} text 10, the chitl game mentions /you/ it is not directed at the child instead it is directed at the /villans/. Furthermore this text is based upon a very complex idea of sacrifice which is not present in any of Group A or B as they don't want to confuse the child therefore they stick to simple ideas such as swimming ducks.

Candidate B

This text belongs to group C. We know this because of the advanced lexical choices used in this text. Text 9 group C shows it uses more intelligent lexis when words like "prospect" and "desperate". Words which may seem simple to adults and older children but not for younger audiences in group A and B. In text 9 the conversation is taken on and the response of "indeed" shows further intellectual lexis.

In the given text, lexical choices like "eternally" and "legendary" show a more mature audience also. Since the "LeChuck" character is described as an evil pirate we can assume he fits in with the group for older children as this concept could frighten young

Children. Also, the word "sacrifice" would also be inappropriate for a younger audience. However this does fit in with text 10 when it says "kill you".

The lexical choices are very vast to be relatable by young children and the social dialect shown ^{in the IPA} ~~might be~~ could be difficult for younger children to understand.

Another point to add is that the "evil laugh" - "ha ha" etc ~~etc~~ could be considered scary for children of a young age and even more so for toddlers and babies.

The text given is titled as a threatening speech and threats can be taken serious if a mature person isn't at the other end to know its fiction. This type of threat could upset younger people.

~~I don't believe this speech belongs to group A~~
because

This speech could have belong to group A due to the use of tag questions 'impressed yet' as they are trying to get a response from the reader/ listener, it also could be group A because the use of polysyllabic words ^(receptors, thirteen) "invites me to believe it's holds the same purpose: to educate. also it's polysyllabic ~~and~~ numerical determiner 'thirteenth' intensifies it's use to educate because it is a formal way of counting.

However it may not be group A because the numerical determiner in group A are more simplistic ('one'). Also coinciding with this is the use of adjectives; group A uses descriptive adjectives like 'little' to modify the ^{common} noun 'clock' however in the noun phrase ~~the~~ 'the legendary thirteenth monkey' they use a far more complicated term for emphasis rather than educational purposes.

However it could be group B because both texts use a semantic field. For example group B text 7 has a semantic field of pirates e.g. 'Ahoy', 'crew' and 'skully's' and mirroring this is the mystery speech that has a semantic field of importance: 'Victory' and 'legendary'. This infers that the purpose of the text is to entertain because the semantic field creates a tone of excitement for the child.

However it may not be group B because even though the mode for both is blended. Group B wanted to seem more spontaneous than the speech. This is due to the use of adjacency pairs ('greet'). ~~Also~~ Also group B use an example of Coseriu's theory of footing ('Ahoy there matey') as the context bound 'Ahoy' is a way of saying hello in a positive manner where as the speech doesn't start with addressing the listener and therefore comes across in a negative way, maybe as a villain.

That leads me to group C, they have in common the use

In conclusion I believe it was the writer of Group A who wrote it because they both make similar use of tag questions, both aren't necessarily context bound and both over use the polysyllabic words even if they are for different meanings. They both also use pauses and sound effects for the enjoyment of the child.

Candidate D

Personally, I think that this text belongs to Group B. I think this because of the way it uses pauses and an interrogative carefully. In this text it carries a semantic field of war and evil throughout it, such as the words 'victory' and 'sacrifice' and in text 7 it carries throughout a semantic field of pirates. Although the language in this text, such as the polysyllabic words and the context bound nouns such as "Monkey of Montevideo" (which only the child ~~is~~ reading / playing with it, knows what it is) made me think that it could belong in group C. This is because in group C they use more context bound features and complex language. Another factor that made me think it could belong to Group C is

the use of IPA language which isn't in any Group apart from C, Text 10.

Although these factors are significant, my most important factor about this text is how it uses lots of short, snappy sentences broken up by short pauses and then it finishes the paragraph/statement with an interrogative which engages the reader.

I don't think that this text belongs to group A at all as the sentences are too long and the language is too complex, such as the use of 'infernal' and 'eternally' are completely different to the use of more simple and softer words used in Group A such as 'play' and 'splash'.

The use of the interrogative at the end of the text still makes me think it belongs to group B as although it isn't aimed directly at the child it still involves it and gets the child thinking.

Question 5

Script	AO1	AO2	AO3
A	5/10	7/15	10/25
B	7	10	15
C	6	9	14
D	4	5	7
E	8	9	20

Candidate A

The mode for text A is ~~Oral~~ it is written and Spontaneous due to it being an account of the climb. The mode for text B is written and Spontaneous due to his opinions being given and also planned because he tells about his books and awards. The field for text A is that it is an account of a mountain and Subject specific lexis of climbing with a semantic field of failure. Text B is a page from the website of writer Philip Pullman and is about childrens books and has a Subject specific lexis of childrens books and a semantic field of education and awards. The function for Text A is to inform and uses ~~such~~ message oriented messages to get the points across of what she is doing and how.

The function for text B is to inform and uses socially oriented messages to tell about himself and his opinions to flow into the mind of the reader. The tenor for text A is between Gene and the reader and ~~she~~ they both have an equal status. The tenor for Text B is equal and readers will ~~not~~ include his fans and bank ~~and~~ readers as there is a lot of field related jargon.

Text A follows the discourse of accounts as it had many short ~~or~~ sentences. ~~and~~ The grammar uses many of context bound questions and has ellipses. In the lexis there are field related jargons - Text B follows the genre ~~of~~ ^{auto} convention of biographies and its lexis includes field related jargons. In Text A she presents herself exactly how she is and how her feelings are at the times of the climb. Philip in text B briefly tells about himself and

Creates a ~~distance~~ good for bond with the reader by using first person pronoun and not nominalising any of the text. I feel he tries to create a persona of being someone who hates the education system but has no power to do anything as he calls his remarks and criticism as foolish.

The theory of performing gender is proven well here in both texts as they are of different genders but act and speak according to the situation.

PLAN

A = written, planned, message orientated, distant

Climbing, Subject specific lexis

Inform Thrill entertain

Grammar + Discourse + Pragmatics

Tenor = distant to contain thrill and fear factor

B = written, planned, message orientated, distant

Semantic field life story, S.S.L

Inform

Grammar + Discourse + Pragmatics

Tenors = distant but wants synthetic relationship to promote self

The mode of text A is written as it is planned, message orientated and distant.

Within the text the writer uses proper nouns, "Western Cwm" which suggests that it is trying to be context independent, relating to the field and function. Moreover, the text contains Ecq questions, "What did it look like on the video Scott made in 1994?" and emphatic stress, "STOP!". This relates to Robin Lakoff's gender theory in which her

observations suggested that women are more likely to use tag questions and emphatic stress. The addition of these features in the text indicates that the writer is female.

The mode of text B is also written as it is planned, message orientated and distant. Within the text, ~~status~~ the writer includes personal pronouns "I" as a way of indicating ~~his~~ ^{their} status. This relates to Deborah Tannen's theory as she observed that men are inclined to care about their status, whereas women are more intimate. This suggests that the writer is a man. The text also relates to the Footing theory in that the overuse of personal pronouns makes him central and have the most power between the text and the audience.

The function of group A is to inform the audience of the experience that the writer went through. This can be seen through discourse, as the text contains declarative sentences in order to state things. For example, "I'm

moving instinctively". However there are more functions to the text: to thrill and to entertain. This is evident from the use of simple sentences, "A snow ridge" which build tension in the text. This presents the writer as adventurous and thrill-seeking.

The function of Group B is to inform as it contains many proper nouns "Norwich" and "Westminster College" in order to make the text more context independent and allow the audience to understand what the writer is talking about. Another function of the text could be to advertise his work. This is illustrated by a high form of register, which presents himself as professional. Additionally, ~~when talking about himself~~ throughout the text the writer uses a variety of compound and complex sentences to explain himself. For example, "My views on education are eccentric and unimportant, however". This presents him as a noble and understanding person.

Candidate B

The field of text A has a semantic field of adventure. This is supported by subject-specific lexis relating to climbing, "fixed rope" and "mountain". Within the text the writer includes jargon, "Jumar" and "Hillary Step" that relates to the field. However, the ~~ent~~ jargon is shared knowledge and therefore people who do not climb would not understand what it means. This suggests that the writer wanted to ~~show~~^{present} a side of professionalism by including phrases that only for a particular audience may understand. However, it could also be a form of divergence that the writer wanted to aim specifically for an audience who would understand the jargon. This relates to Howard Giles' Accommodation Theory in that the writer wants to diverge from a common audience and converge language with one that will understand her e.g. climbers or thrill-seekers.

The field of text B has a semantic field of a life story but contains subject specific lexis relating to the writer's achievements. For example, "prizes" and "Award". This suggests that the writer wants to present himself as successful, however the text relates to the theory that Deborah Tannen created in that he only wants to promote his status, leading to a presentation of boasting.

The tenor of Group A is distant and there is no attempt to create a 'link' with the audience as it enables to maintain the functions of the text and keep the audience engaged. This further presents the writer as thrill-seeking, but also isolated and hardworking.

The tenor of Group B is also distant as the text is not directly addressing. However by making the text context independent with the function of informing the audience of all the

Writers achievements, the writer creates a synthetic relationship between the addresser and addressee so that he can share his achievements and feelings with the audience, promoting himself as humble.

Both the texts vary in the way that the writers want to present themselves as one wants to be seen as adventurous and thrill-seeking, whilst the other wants to seem humble. However the language features used may change the perception that the audience has on how they want to present themselves.

Candidate C

In your response you should include reference to any relevant theories and research.

Initially, the writer in text A presents herself as quite self-encapsulated - as Key ^{seemingly} almost 'brag' about what Key've done and Key's achievement. The repetition of the determiner "I" creates an image of the 'lonely woman taking on Everest by herself', whereas she actually had a whole team with her, yet she is taking most of the credit. The reviewer of the text - readers of the book - could perceive this as arrogance - Key by losing respect for Lene Gammelgaard, and her achievement.

Moreover, as Lene was the first woman ~~to~~ to climb mount Everest, we can suspect that females or climbing experts would be reading ^{the} book. Therefore, if the target audience was the prior - females - the use of the determiner "I" could be in aid of motivation. This repetition could be related to Austin's Searles speech act theory. Lene could really be implying that if she can do it, then you the reader can also. This use of pragmatics could be a motivational technique to women in everyday life, and to climbers who also want to scale Everest.

Furthermore, the use of jargon like 'cabiner' and 'jumar'

~~may~~ portray Lene as a professional. This could assert the idea of the target audience of the book being fellow climbers through the use of jargon. Therefore Lene could be presenting herself as a helpful fellow climber, advising others on how she achieved her climb and how they could also.

~~The~~ Lene Cammelgaard also uses hyperbole to enhance her achievement - by making it sound more difficult than it actually was. The noun phrase "snow ridge" describes an obstacle Lene had to overcome. Furthermore the use of adverbs of degree like "almost", are used to represent her mood about reaching the summit. The noun phrase is used to describe an obstacle that Lene must overcome in order to reach the summit. ~~This~~ By outlining the obstacles that are present on Everest, Lene could again be presenting herself as a helpful climber, as she is describing the possible encounters that Everest climbers may face. Furthermore, the adverb of degree represents Lene's thoughts & feelings, as she is "almost" at the summit, as well as "almost" running out of oxygen. This dilemma creates tension - the use of hyperbole here is used to make her expedition sound more exciting - as the function of this text is to advertise & sell her book. We know this feature is exaggeration as it is very rare that ^aclimbers travel ^{professional}.

unprepared - therefore we can assume that there would carry enough, if not more oxygen than would be needed to complete the expedition.

Furthermore, the ironic inclusion of a cliff hanger at the end of the ~~text~~ extract through the use of ellipsis again suggests that Lene wants to sell her book. The use of dramatic irony of a cliff hanger when she is also hanging off a cliff creates humour. This could create a synthetic bond between Lene & the reader - thereby making the reader feel more inclined to ~~read~~ ^{buy} her book. Lene presents herself here as fun & friendly, to entice ^{readers} buyers to purchase her book.

The writer of text B, ^{Philip} Phillip Pullman, represents himself as a light hearted author stroke teacher who has moved from Australia to England in his early years. By including this in the opening line of his website, Phillip represents himself as well travelled - highlighting he has experienced different cultures.

Furthermore, Pullman represents himself as foolish and 'not very good' at reading English. This statement we know cannot be entirely true as he is a teacher & writer - however his modesty is in aid of not ~~stating~~ being perceived as arrogant by the readers of his website.

Pullman then goes on to explain about the various

different awards he has received as well as his books. The use of the adjective 'honoured' to describe the feelings of his books about the awards represent a humble attitude. The website that he has created about him is designed to promote Pullman as a writer as well as promoting his books, by portraying himself as humble & modest, Pullman will not create any enemies by doing so.

As the website reads on, ~~Philip~~ Philip creates a synthetic bond with the reader of the article. "What can I tell you about it?" This interrogative function (as it contains a question mark) is also quite declarative. The statement implies that the reader wants to know about his new book. This confidence, highlighted by the last two words "I guarantee", portrays Pullman's confidence for the first time in the ~~article~~ website. However the inclusion of his many awards could also portray this. Gender theorists like Deborah Tannen and Robin Lakoff would suggest that the inclusion of all his awards is related to his gender, as Pullman is attempting to show off and flaunt his many awards. This deeper analysis could uncover a bold ~~and~~ confident and even arrogant characteristic about Phillip Pullman.

Both ~~the~~ texts A and B are produced in aid of promoting the writer's past achievements. Both writers use the

determines "I" frequently to represent themselves. The author of text A could be portrayed as arrogant in the opening ~~section~~ paragraph of the extract, as there is use of hyperbole to 'big-up' her achievement. Whereas the Author of text B uses modesty in the opening paragraphs of his website. This technique is used to create a synthetic personalised bond with the reader - as so that they respect him.

However as Pullman continues to write about himself, he becomes more confident and arrogant about his works. This juxtaposes the style of Lene Grammegaard, the author of text A - she uses irony further towards the end of her extract, to present herself as fun. This is an attempt to show the reader another side to her, as the opening paragraphs portray her as a hard working professional.

Overall, I feel both authors aim to promote themselves in the best light possible. There is evidence of arrogance in each text, however at different stages in each text. Both authors try to create a synthetic bond with the readers as they are aiming to promote themselves in a positive light.

from looking at the two texts I can see that there are some similarities for example both of the texts are informative about either ~~the~~ a personal experience or an information page on someone.

from looking at the first text I can see that the writer starts the extract of with information about how she felt when she was walking up the mountain. When a writer starts an extract off like this the reader / audience reads it and instantly becomes intrigued into what the writer is going to write about next. The Genre of this text is a personal account into an experience that the writer had. I think that the audience for this piece of text would be an older audience between the ages of the early 30 onwards. I think that this text would appeal to an older audience because more people of those ages want to know what its like to do an expedition like that and they want a first hand view into what it was like to climb ~~the~~ mount everest because most

people in their life time would do it or won't be able to do it so the next best thing is to read about what it is like to climb it.

From looking at the text I can see that the text is ~~Spoken~~ written. I can see this because there are no pauses to where the reader would have took a breath and there are also no fillers. There are also things that would suggest to me that text A is Spoken and this is that the text talks about an account and also because at the end there is a glossary of terms that none climbers probably wouldn't know for example a "jumou". The formality of this text is quite ~~informal~~ because the writer doesn't ~~even~~ address the reader. The function of this text is written and read by the reader.

From looking at the second text I can see that the person who has wrote the information about the writer philip pullman has started by talking about ~~philip~~ pullman when he was younger (the writer of this text is the childrens book writer philip pullman). The Genre of the text is an informative piece about a famous childrens book writer. The audience for this

piece is people who have maybe read his books when they were growing up and once they have become older wanted to know more about the writer himself and maybe some reasons as to why he wrote some of his books and the inspiration behind them.

From looking at the text I can see that it's written. The formality of this text is formal and the function of the text is written and read by the reader.

From looking at the two texts there are lots of comparisons between them for example both writers write formally and they also have similar audiences.

Both of the writers have personal accounts in the texts whether it be the main part of the text or a smaller part of the text.

Both of the writers have wrote books but the intended audience and genre are totally different.

Candidate E

Both texts A and B are in written mode. This is clear as they have been constructed for an audience. Both have a similar field of telling their previous experiences. Text A's field revolves around climbing Everest, and Text B revolves around Phillip Pullman's life. Both texts also have the function to provide information for readers. However, text A is also for entertainment. Text A creates a close bond with readers through use of tension and present tense. Text B gives readers an insight into Phillip Pullman's life, providing a close bond as well. The lexis used in Text A is very different from B, this may be because A is attempting to create tension and have the reader empathise with their story. Lexis used such as "instinctively" "cold" "tired" "STOP!" and "emerge" all pragmatically suggest danger. The lexis also revolves around the semantic field of mountain climbing.

("oxygen" "Sumar" "summit") which pragmatically implies the reader feels powerful in their profession. Text B also uses its own semantic field of education and literature ("Oxford Middle Schools" "B.Ed. course" "Whitbread Award") with which pragmatically implies the writer also feels confident in their profession. However, Text B does use vague language which ~~imp~~ pragmatically suggests they feel less powerful than the speaker in Text A. For example, "I found my way" "almost certainly" and "of that sort".

Text A's use of grammar is to convey emotion and tension. For example the use of an ellipsis at the end of the extract, "Wonder if I could grab one of them if I fell..." pragmatically suggests the speaker is at a disjuncture, which should engage the audience. This also relates to the theory that women convey more emotion in their language than men. Text B capitalises all achievements and books listed in the text, e.g. "His Dark Materials" and "Northern Lights". This pragmatically creates a formal register for the reader, and factual tone. Both Text A and B also use 1st

person pronouns to emphasise as they are discussing their lives. This pragmatically reinforces readers' that the focus is on the speaker. However, ~~if~~ Text A writes in present tense, which creates a close bond with readers. This also pragmatically illustrates that the extract is read like a diary, and places the audience in the speakers' position (creating empathy).

The structure and discourse in Text B is interesting in comparing the two texts. Regular pathos is created, for example 'I promised to spend my time in future making more severe speeches and writing more books'. This humour for the audience pragmatically implies the speaker wants to be seen as ~~humorous~~ ^{funny}. Text B also has regular sentences with a pathetic shift in tone, e.g. "surprised and delighted" and "very enjoyable, though immensely difficult". This pragmatically suggests the speaker wants to give readers an insight into their emotions (similar to Text A). Text A also gives the reader an insight into how they were feeling through the discourse marker, "Pause". This has an

imperative function which engages the audience, and pragmatically suggests they should also pause to experience the speaker's emotions. Text A and B also use similar structural techniques. Both use a chronological, linear structure. This pragmatically suggests the audience can understand clearly and should therefore connect with the speakers. Each paragraph in both texts also provides a new field, and challenge they experienced. Text A ends the abstract with a cliffhanger; as does Text B's ending sentence "When it's finished, you'll hear about it, I guarantee". This pragmatically implies both speakers want to keep their audiences engaged.

Overall, both texts follow a similar structure and have the same field / function. However, Text A uses dramatic lexis and present tense to create drama and tension. Text B instead has a more factual function, and also uses litotes ("unim eccentric and unimportant", "I was the lucky one") which pragmatically tells us they feel less powerful than the speaker in Text A.