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**ENGLISH LANGUAGE**

**9093/42**

Paper 4 Language Topics

**October/November 2015**

**2 hours 15 minutes**

No Additional Materials are required.

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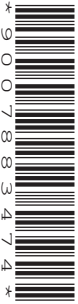
**READ THESE INSTRUCTIONS FIRST**

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

Answer **two** questions.

You should spend about 15 minutes reading the passages and questions before you start writing your answers. All questions in this paper carry equal marks.

You are reminded of the need for good English and clear presentation in your answers.



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

## 1 Spoken language and social groups

The following text is a transcription of part of a conversation involving four university students. They have been talking about temporary jobs that they have done in holidays from university.

**Discuss how the speakers use language here to share their experiences.** You should refer to specific details from the transcription, relating your observations to ideas and examples from your wider study.

- Josh:** the funniest job i had (.) like (.) last summer (.) was erm (.) the guy from the agency just phoned me up (.) he was just like (.) erm (.) have you ever have you ever driven a lorry (.) you know (.) like (.) a removal van (.) have you ever driven one before
- //
- Ben:** do you not need a a licence 5
- //
- Josh:** i was like (.) erm NO (1) and hes like (.)  
RIGHT
- //
- Ben:** do you not need a proper licence
- //
- Josh:** i think you DO [laughs] so (.) but (.) he was just like (.) oh do you do you (.) you do drive a car dont you (?) [laughs] and i was (.) like (.) i can drive that 10
- //
- Anna:** YEAH [laughs] yeah (.) you were like NO and he was like DO YOU WANT A JOB [laughs]
- //
- Josh:** and he was like erm ah dont worry youll be  
youll be 15
- //
- Ben:** [laughs]
- //
- Josh:** youll be all right (1) so i just
- //
- Ben:** do you not need some special (.) its like
- //
- Jessica:** were you  
not like TERRIFIED 20
- //
- Josh:** i just i just said
- //
- Anna:** heavy goods vehicle was it
- //
- Josh:** yeah (.) it was just (.) it wasnt a a particularly big one (.) it was like a sort of big a big VAN kind of thing (.) more than anything (.) but it was still like (.) sort of 25
- //
- Ben:** [laughs]
- //
- Anna:** OH JOSH [laughs]

- Jessica:** how long have you been driving for (?)
- Josh:** id been driving for (.) like (.) a couple of years (.) so it wasnt  
//
- Jessica:** right (.) it wasnt like 30  
//
- Josh:** it wasnt  
too bad like once you got used to it  
//
- Ben:** no no (.) i suppose  
//
- Josh:** it was just like  
//
- Anna:** so youd still have been 35  
able to like see (.) like (.) out of the back (.) and stuff
- Josh:** i didnt want to (.) to turn it down though (.) because it was like (.) i was  
getting paid like pretty decent money to drive to (.) well (.) the whole length  
of the country really (.) it was like a days  
//
- Jessica:** right 40
- Josh:** it was like a whole days work (.) and i was like (.) thats all right then (.)  
i quite like driving and its quite nice scenery so (.) okay (.) i'll just drive up  
//
- Ben:** the whole way on  
your own (?)
- Josh:** NO (.) i had to drive (.) i had to do it with someone else though (.) i was 45  
kind of wanting to go by myself (.) so i could just listen to the radio [*laughs*]  
//
- Jessica:** did you (.) did you like  
know the other person (?)
- Josh:** NO
- Anna:** OH (.) if you dont know them you have to make polite conversation 50  
//
- Josh:** i know (.) it  
was (.) like (.) some  
//
- Ben:** i know (.) i dont like that

**TRANSCRIPTION KEY**

(.) = micro-pause

(1) = pause in seconds

// = speech overlap

[*italics*] = paralinguistic features

UPPER CASE = words spoken with increased volume

(?) = questioning intonation

## 2 English as a global language

The extract below is from a review of a recent book about the history of the English language.

**Discuss what you feel are important issues raised here relating to the use of English as a global language.** You should refer to ideas and examples from your wider study as well as to specific details from the extract.

Lots of people don't speak English, but it is very widely used in science and in finance, and it is spread even more widely through films and pop music. One can concede that this is pure accident, a result of American power and influence, that it says nothing about the inner nature of the language, and that it is bound to be temporary.

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The real and serious issue must be the use of Standard English, and Standard American English, to "strengthen social elitism and exclusion" in the present time, and here there are two views. To speak personally, I was once present at a lecture urging the use of "Ebonics" (African American Vernacular English) as a teaching medium in predominantly black American schools. At the end of the lecture an African American stood up and said, in Standard American English, that he was a lawyer specializing in defending African Americans in the courts; and that if he did this in AAVE rather than Standard American English, his success rate would be much lower.

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So, stick to one's principles, and see young men sent to jail? Lament the prejudice which creates such a situation, and do nothing? Or accept bidialectalism? It's easy for linguists – writing, of course, in perfect Standard English, or else they wouldn't get published – to take the high moral line.

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**TURN OVER FOR QUESTION 3.**

### 3 Language acquisition by children and teenagers

This is a transcription of conversation between Irene, an adult helper in a primary school, and Dee, a five-year-old girl.

**Discuss ways in which the speakers use language here to interact with each other.** You should refer to specific details from the transcription, relating your observations to ideas and examples from your studies of language acquisition.

- Irene:** lets see (.) what else have i brought with me today (1) my pencil case (.)  
OH its full of pencils (1) lets sharpen one so its nice and pointed shall we  
(.) and we'll put the bits of pencil there so that we dont get it all over us
- Dee:** nice bracelet
- Irene:** the nursery that you used to go to (.) i dont know that nursery very well (.) 5  
not as well as you do
- Dee:** do you know DAN
- Irene:** YES i do (.) because he was the only man there (.) wasnt he (1) he was  
one of the people that looked after you (.) wasnt he
- Dee:** YEAH (.) because ANNE had a BABY 10
- Irene:** OH (1) right  
//
- Dee:** and it were called SARA
- Irene:** did she (.) did she bring it in to show you (.) at all (.) or was this after
- Dee:** NO (1) i was at home and my friend said to me that she bringed her round  
(.) the baby 15
- Irene:** okay (2) what kind of things do you like to draw
- Dee:** pictures with ladybirds on it
- Irene:** do you
- Dee:** when i go home im im going to tell my mummy can i have some sweeties  
from the shop 20
- Irene:** you have got a grandma that takes you out (.) havent you  
//
- Dee:** YEAH (1) GRANDMA  
LILLIAN  
//
- Irene:** she takes you out walking (.) and getting leaves and things doesnt she
- Dee:** yeah (1) grandma lillian 25
- Irene:** grandma lillian
- Dee:** i go through the woods and i once saw a woolly bear

**Irene:** DID YOU

**Dee:** daddy bear and baby bear was outside looking for some candy floss

**TRANSCRIPTION KEY**

(1) = pause in seconds

(.) = micro-pause

// = speech overlap

UPPER CASE = increased volume

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