

**ENGLISH LANGUAGE**

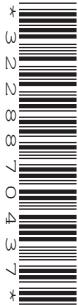
**9093/41**

Paper 4 Language Topics

**October/November 2018**

**2 hours 15 minutes**

No Additional Materials are required.



**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.

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

All questions in this paper carry equal marks.

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

Answer **two** questions.

## 1 Spoken language and social groups

The following text is a transcription of part of a vlog<sup>1</sup> that belongs to Louise and has 2.5 million followers. In this extract, she is giving her friend, Zoe, her Christmas presents. Louise and Zoe (both in their twenties) are facing the camera throughout the conversation.

**Discuss ways in which the speakers are using language here to communicate and how their language is affected by the context.** You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

**Louise:** right (.) ok (.) so i bought you a mixture of presents (1) there isnt (.) a big main present

//

**Zoe:** ok

//

**Louise:** theyre all just things I thought youd like

**Zoe:** im very excited

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**Louise:** some of them are a bit of a more

//

**Zoe:** do you feel like theres more pressure each year ↗

**Louise:** yeah (.) because (.) especially when you tweet<sup>2</sup> things like (.) just got chummy<sup>3</sup> the best gift ever (.) im like (.) OH NO [smiles]

**Zoe:** [laughs]

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**Louise:** so (.) i'll go with the gamble first (1) ive just been picking things up as i go (.) that i thought youd like

**Zoe:** ok

**Louise:** i dont know if you can tell but (.) im very nervous

**Zoe:** oh dont say that cause (.) im not one of those people that gets nervous opening gifts but now youve said that i feel quite nervous to open this

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**Louise:** ah

**Zoe:** oh my gosh what is it ↗

**Louise:** here you go chummy [passes Zoe her present] (.) you can return it if you dont like it

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**Zoe:** [starts unwrapping present] erm

**Louise:** thats the worst thing that anyone ever says

**Zoe:** your wrapping skills are on point this year louise

//

**Louise:** [laughs] ive been very busy [laughs] (1) yeah i wrapped that (.) i worked really hard to wrap that

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**Zoe:** [unwraps the first layer of wrapping, to reveal tissue paper] my nan is the kind of person that would be literally like this (1) oh (.) yes (.) save that tissue paper

**Louise:** i mean (.) i save tissue paper

**Zoe:** do you want this one<sup>↗</sup>

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**Louise:** not now you've squished it i don't

//

**Zoe:** ooh (1) oh my gosh are these pajamas<sup>↗</sup>

**Louise:** yes

**Zoe:** oh (1) i LOVE them

**Louise:** oh good

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**Zoe:** thank you very much

**Louise:** if i've left the price on just ignore that (.) oh no they took it off

**Zoe:** [laughs]

**Louise:** i got them in extra small cause

//

**Zoe:** [laughs] thank you

//

**Louise:** youre really small

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**Zoe:** hm hm (.) logic [laughs]

//

**Louise:** [laughs]

### Notes:

<sup>1</sup> *vlog*: a video documentation on the internet of a person's life, thoughts, opinions, and interests

<sup>2</sup> *tweet*: short message on social media

<sup>3</sup> *chummy*: the nickname that Louise and Zoe use for each other

### TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[italics] = paralinguistic features

<sup>↗</sup> = upward intonation

UPPER CASE = words spoken with increased volume

## 2 English as a global language

The following two extracts are about how different varieties of English are evident across the globe.

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

### Extract A – Which variety of English should you speak?

(from a *British Council* article in 2014)

The results of my research suggest that people are increasingly and deliberately using English in a way that identifies them with a particular place. They do this by incorporating into their speech a set of linguistic features drawn from a particular variety of English. In the UK's West Midlands, for example, people may pronounce 'you' as 'yow', use 'Brum' for 'Birmingham' and 'cor' for 'cannot' or 'can't'. By using features in this way, people emphasise their place of origin over other factors such as age, gender, social class and ethnicity.

The research highlights how dynamic, fragmented and mobile the English language has become. At the same time, the influence of traditional gatekeepers of 'standard' English, such as the BBC, is weakening. We live in a world where English crosses national boundaries and migration brings people together from different backgrounds and cultures.

Even though English is used around the world for the purposes of trade, travel, medicine and so on, it is an interesting fact that the majority of the world's population today is largely bilingual, if not multilingual, even in nations where English is the mother tongue. In parts of Birmingham, for example, there are primary and secondary schools where nearly 100 per cent of pupils speak English as an additional language; in many others, 40 per cent is the norm.

The implication of this for education policy is that we can no longer speak of the 'superiority' of one variety of English over all others. Instead we need to recognise the roles and functions that different varieties of English, including those of standard English, fulfil.

### Extract B – Examples of varieties of standard spoken English

(from a *Daily Telegraph* article in 2008)

**Indian:** He's a real enthu guy.

**British:** That guy is really enthusiastic.

**South African:** Jislaak, china, I was in a bit of a dwaal.

**British:** Wow, my friend, I was in a bit of a daze.

**Nigerian Pidgin:** I no know wetin u dey yarn.

**British:** I don't know what you are talking about.

**Islander Creole (from Colombian islands of San Andrés and Providencia):** Da wan gud ting se di pikniny dem laan fi riid an rait.

**British:** It is a good thing that the children learn to read and write.

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**TURN OVER FOR QUESTION 3.**

### 3 Language acquisition by children and teenagers

The following text is a transcription of two extracts from a conversation between Nathan (4 years 3 months) and his mother. She is showing him photographs of people with different occupations and asking him about them.

**Discuss ways in which Nathan and his mother are using language here.** You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

#### Extract A

**Mother:** oh look at this one

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**Content removed due to copyright restrictions**

**Mother:** just always two to help each other

**TRANSCRIPTION KEY**

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

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