ENGLISH LANGUAGE **9093/43**

Paper 4 Language Topics **May/June 2017**

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.

[Turn over

Answer **two** questions.

1 **Spoken language and social groups**

The following text is a transcription of part of a conversation involving four adults. David and Rachel have been staying with their friends, John and Shauna, and are leaving to catch a train home early the next morning.

Discuss ways in which the speakers are using language here to communicate. You should refer to specific details from the transcription, relating your observations to ideas from your wider study of spoken language and social groups.

Shauna:	its probably about (.) er (.) a fifteen minute walk
	//
John:	quick (.) a <u>quick</u> walk
Rachel:	oh i'll (.) we can do that cant we↗
David:	mm (1) so we need to leave here (.) need to leave here at six thirty
John:	do you want to know where the station is↗
Rachel:	might help mightnt it [*laughs*]
	//
David:	might be useful
Rachel:	which way do we go↗
John:	go out of the driveway (.) so you turn right
Rachel:	yeah
John:	ok (.) so facing out towards the road (.) our road (.) you go right all the way down to the roundabout
Rachel:	just go to the roundabout[1]
	//
John:	the <u>first</u> roundabout
	//
David:	the roundabout
	//
John:	so the first roundabout (.) then you go <u>left</u> there (.) then the next roundabout has the shops
	//
Shauna:	the shops
Rachel:	yeah
John:	and you do a <u>right</u> and a <u>left</u>
Rachel:	so (.) left (.) so <u>right</u> out of the house (.) left right left

Line numbers: 5, 10, 15, 20

John: yeah (.) so when you get to the shops and the roundabout you want to do a
              <u>right</u> there (.) at the shops
                              //
David: lets draw a little map

Rachel: yeah draw a map   *25*
                              //
John: and theres a little road that goes down to the station (.) youll
              see a sign
                      //
Shauna: have you got an iphone↗

Rachel: no (.) why↗

David: just do a quick sketch   *30*
                              //
Rachel: yes (.) lets do it the old fashioned way

David: so you say its (.) its about fifteen minutes brisk walk

Shauna: it wont take more than fifteen minutes

John: it used to take me thirteen minutes to walk when I went down there every
              morning   *35*

Rachel: we're brisk arent we↗

John: so fifteen minutes will do

[1] *roundabout*: a road junction at which traffic moves round a central island to reach one of the roads
              converging on it.

TRANSCRIPTION KEY
(1) = pause in seconds
(.) = micro-pause
<u>underlined</u> = stressed sound/syllable(s)
// = speech overlap
[*italics*] = paralinguistic features
↗ = upward intonation

2   **English as a global language**

The following passage deals with the idea of 'Globish' as a simplified, global form of English. It was published on Forbes.com, an international business website, in 2012.

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.

A New International Business Language: Globish

English is the global language of business, yet English is also the native tongue of relatively few people, and it is notoriously hard to learn. What can be done? Jean-Paul Nerrière came up with an answer: Globish, a kind of simplified English that is vastly easier to use and can work almost as well as a full command of the language in most business situations.   *5*

Nerrière, a Frenchman, was an international vice president of marketing at IBM when he noticed a pattern in how non-native English speakers communicated at conferences. He observed that when a Japanese employee met a Belgian, a Chilean and an Italian, they managed. None spoke English brilliantly but each knew the others were making mistakes too. When an American or British manager walked in, everything changed. The native   *10* speakers of English talked too fast and used mysterious expressions.

The secret was to employ a stripped-down vocabulary and, crucially, avoid all figurative language and never tell jokes.

So Nerrière developed a list of 1,500 English words that he is convinced you can use to communicate just about anything, and he has been building a business in training people   *15* to speak with that basic vocabulary. At his website, globish.com, Nerrière describes his simplified tongue in a seven-minute video done entirely in Globish. It doesn't sound crude or lacking, though Nerrière retains a strong French accent.

Is this really a language? Or is it really a kind of pidgin, a stepping stone to a language? Robert McCrum, of the *Observer*, who has written a book titled *Globish*, says it's actually   *20* designed to be a barrier to full English:

"A good European, Nerrière, describes Globish as a device that will 'limit the influence of the English language dramatically'. He says: 'I am helping the rescue of French, and of all the languages that are threatened by English today but which will not be at all endangered by Globish. It is in the best interests of non-Anglophone countries to support Globish,   *25* especially if you like your culture and its language.'"

The need for a global language is a big part of the fact of globalization, and the dominance of English looks inevitable for a good long time to come. Those with a gift for learning languages are bound to have a big advantage. For everyone else, why not start with Globish?   *30*

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3   Language acquisition by children and teenagers

The following text is a transcription of a conversation between Alice (age 2 years 0 months) and her mother. Alice is in the bath with James, her brother, who is 4 years old.

Discuss ways in which Alice and her 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.

Mother:	what are you doing↗	
Alice:	im (3) bath	
Mother:	did you wash your face↗	
Alice:	yes	
Mother:	what did you have <u>all</u> over your face↗	*5*
Alice:	yoghurt	
Mother:	yoghurt↗ (.) did you↗	
Alice:	yes	
Mother:	was it <u>e</u>verywhere↗	
Alice:	yes	*10*
Mother:	whos in the bath with you↗	
Alice:	james	
Mother:	and is it nearly bedtime↗	
Alice:	yes (1) yes	
Mother:	it is	*15*
Alice:	it is (2) ni (.) nightime	
Mother:	night time	
Alice:	nightime (1) [*turns to James*] james	
James:	yeah↗	
Alice:	[*whispers*] nightime	*20*
Mother:	are you going to nursery tomorrow↗	
Alice:	yes	
Mother:	whos at nursery↗	

Alice:	boys	
Mother:	boys↗	*25*
Alice:	yes (1) horrible boys	
Mother:	oh (1) horrible boys↗	
Alice:	yes	
Mother:	and what about your friends↗	
Alice:	danielle	*30*
Mother:	yeah (1) are you going to see danielle↗	
Alice:	yes	
Mother:	who else↗	
Alice:	(5) LILY	
Mother:	who↗	*35*
Alice:	LILY	
Mother:	who else↗	
Alice:	harry	
Mother:	harry↗ (1) is harry at nursery↗	
Alice:	yes (2) and natasha	*40*
Mother:	natasha too↗	
Alice:	yes (2) danny aswell	
Mother:	danielle↗ or danny as well↗	
Alice:	mummy aswell	
Mother:	mummy will take you to nursery and come home and then get you later	*45*

TRANSCRIPTION KEY
(1) = pause in seconds
(.) = micro-pause
underlined = stressed sound/syllable(s)
[*italics*] = paralinguistic features
[UPPER CASE] = words spoken with increased volume
↗ = upward intonation

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