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**ENGLISH LANGUAGE**

**9093/42**

Paper 4 Language Topics

**February/March 2018**

**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. 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 televised conversation on the *Discovery Channel* between Bear Grylls, a British adventurer and television presenter, and former President of the US, Barack Obama. They are walking beside a river in Alaska, America, towards a glacier.

**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.

**Bear Grylls:** i read somewhere (.) that (.) what youve done with your (.) climate change plan (.) is the most significant thing any single human being has ever done (.) to protect the planet

**President:** well you know

//

**Bear Grylls:** now thats amazing (1) cause there are so many sceptics out there (1) you know (.) were you (.) were you always a convert↗ (.) or did you take (.) how did you↗

5

//

**President:** you know (.) i am err (1) im a big believer in science

**Bear Grylls:** yeah

**President:** erm (.) and you know (.) when i started looking at the science (.) err (.) it was indisputable

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**Bear Grylls:** this must be one of the things that your girls (.) for example (.) are most proud of (.) that youre (.) really making a mark (.) on saving (.) their future planet

**President:** well (.) they may be proud of me (.) they dont necessarily admit it right now [smiles]

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**Bear Grylls:** [laughs]

//

**President:** [laughs]

**Bear Grylls:** so are they classic teenagers↗

**President:** erm (.) you know (.) err (.) theyre wonderful girls

**Bear Grylls:** [laughs]

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**President:** and theyre (.) theyre very sweet (1) they still love me (.) err (.) but i (.) they think im a little boring (2) i just want to see how this water is [bends down and puts his fingers in the river] (3) thats some cold water right there

**Bear Grylls:** see its all grey (.) all of this glacial silt

**President:** yeah

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**Bear Grylls:** is all the big rocks that have been crushed by the (.) weight of this (.) whole mass of ice (.) and powderised it (.) so if you drink a lot of this (.) it will actually

//

**President:** what kind of impact

//

**Bear Grylls:** well if you (.) if you drink a lot of it (.) it will give you 30  
diarrhoea

**President:** is that right↗

**Bear Grylls:** yeah (.) you boil it up and its fine

//

**President:** yeah

**Bear Grylls:** ive had a swim in this 35

**President:** have you↗

**Bear Grylls:** yeah

**President:** yeah (2) thats not something we're going to do either

**Bear Grylls:** no (.) no (.) no (.) yeah (.) youre right about that

**President:** [*laughs*] 40

### TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

## 2 English as a global language

The following extract is from a 2012 article on the BBC website.

**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.

### How the internet is changing language

Online, English has become a common language for users from around the world. In the process, the language itself is changing fast.

Some linguists predict that within 10 years English will dominate the internet – but in forms very different to what we accept and recognise as English today. That’s because people who speak English as a second language already outnumber native speakers. And increasingly they use it to communicate with other non-native speakers, particularly on the internet where less attention is paid to grammar and spelling and users don’t have to worry about their accent.

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Users of Facebook already socialise in a number of different “Englishes” including Indian English, or Hinglish, Spanglish (Spanish English) and Konglish (Korean English). While these variations have long existed within individual cultures, they’re now expanding and coming online.

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“On the internet, all that matters is that people can communicate – nobody has a right to tell them what the language should be,” says Naomi Baron, professor of linguistics at American University in Washington DC.

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Some words are adaptations of traditional English. In Singlish, or Singaporean English, “blur” means “confused” or “slow”: “She came into the conversation late and was blur as a result.” Others combine English words to make something new. In Konglish, “skinship” means intimate physical contact: handholding, touching, caressing.

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Technology companies are tapping into the new English variations with products aimed at enabling users to add words that are not already in the English dictionary. And most large companies have English websites, while smaller businesses are learning that they need a common language – English – to reach global customers.

“While most people don’t speak English as their first language, there is a special commercial and social role for English driven by modern forms of entertainment,” says Robert Munro, a computational linguist. “Text messaging is the most linguistically diverse form of written communication that has ever existed,” says Munro. “It’s also become the first form of written communication of many of the world’s languages,” he says.

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“The prevalence of English movies in regions where there is not much technology other than cell phones and DVDs makes English an aspirational language. People think it’s the language of the digital age.”

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**TURN OVER FOR QUESTION 3.**

### 3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Ellie (age 3 years 1 month) and her father. Ellie is sitting at a table in a park talking to her father, who is filming her on his mobile phone.

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

|                |                                                                                                                                                                     |    |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Father:</b> | how many times did you <u>go</u> down the hill ↗                                                                                                                    |    |
| <b>Ellie:</b>  | three times [ <i>indicates with fingers</i> ]                                                                                                                       |    |
| <b>Father:</b> | three times ↗                                                                                                                                                       |    |
| <b>Ellie:</b>  | oh (.) <u>five</u> times                                                                                                                                            |    |
| <b>Father:</b> | <u>five</u> times ↗ (.) how many <u>times</u> is five ↗ show me on your hand                                                                                        | 5  |
| <b>Ellie:</b>  | oh (.) ok                                                                                                                                                           |    |
| <b>Father:</b> | show me on your hand how many times is five                                                                                                                         |    |
|                | //                                                                                                                                                                  |    |
| <b>Ellie:</b>  | oh i forgot my card                                                                                                                                                 |    |
| <b>Father:</b> | i got your card                                                                                                                                                     |    |
| <b>Ellie:</b>  | where is it ↗                                                                                                                                                       | 10 |
| <b>Father:</b> | its in my pocket                                                                                                                                                    |    |
| <b>Ellie:</b>  | can i see ↗ [ <i>holds out hand</i> ] (2) can i have your phone ↗                                                                                                   |    |
| <b>Father:</b> | in a minute                                                                                                                                                         |    |
| <b>Ellie:</b>  | [ <i>sees an insect on the table</i> ] look at (.) kill that (1) can you kill that ↗                                                                                |    |
| <b>Father:</b> | no i can't see (1) it went away (1) daddys starting to get bit by bugs (.) theres lots of bugs right now                                                            | 15 |
|                | //                                                                                                                                                                  |    |
| <b>Ellie:</b>  | its ok its <u>ok</u> (.) you have <u>pants</u> on                                                                                                                   |    |
| <b>Father:</b> | oh really ↗                                                                                                                                                         |    |
| <b>Ellie:</b>  | ok (.) its ok daddy (1) i protect you from (1) bugs and spiders (.) i protect (1) but (2) i say hello to spiders cause theyre nice to me (1) they dont bite me even | 20 |
| <b>Father:</b> | they dont ↗                                                                                                                                                         |    |
| <b>Ellie:</b>  | no (2) they just sit on (.) on the table and i say <u>hi</u> to them (1) they just sit around on the table but <u>ants</u> do that sometimes                        |    |
| <b>Father:</b> | what (.) erm (.) do the spiders and ants talk back to you ↗                                                                                                         | 25 |

**Ellie:** [laughs] no (.) they dont talk (.) they (.) they (.) they just (.) they just say hello for pretend

**Father:** oh

**Ellie:** yeah

**Father:** really

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**Ellie:** can i have your phone ↗

**Father:** why ↗ (.) are you bored with this conversation ↗

**Ellie:** yeah

**Father:** its boring ↗

**Ellie:** yeah

35

**Father:** what do you want to do with my phone ↗

**Ellie:** i want to play some games

**Father:** what games ↗

**Ellie:** like (.) erm (.) like erm (1) like (.) like drums (.) can i have it ↗ [*holds out hand*]

**Father:** ok

40

#### TRANSCRIPTION KEY

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