ENGLISH LANGUAGE  
Paper 4  Language Topics  

May/June 2015  

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.
1 Spoken language and social groups

The following text is a transcription of part of a conversation involving three professional women in their twenties, Suna, Cerys, and Lucy. Suna is considering a career change from her current job in Public Relations.

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.

Suna: what about TEACHING do you have to do a degree for teaching now //

Cerys: no you'd have to do a PGCE

Lucy: a PGCE

Cerys: its one year

Suna: oh that's fine i could do that

Lucy: you could do that

Cerys: yeah

Lucy: would you work with little ones

Suna: yeah i think so i just im just sick of sitting at the computer all day like every now and then im out and about like doing shoots and stuff which is really fun //

Lucy: yeah //

Suna: but that's like once a month or twice a month and its just most days are at a computer and like you get SOME joy out of it cos like the people i work with are nice and stuff but //

Lucy: yeah (2) no it gets a bit boring after a while doesn't it

Cerys: (1) but you've got to think in the long run what do i want to do and the training will be WORTH it

Suna: i wanna do something thats with people //

Cerys: yeah //

Suna: so like a psychologist or a teacher or a paramedic //

Cerys: something //

Lucy: and variety as well with teaching and healthcare you get //
Cerys: yeah 25
Lucy: different things don't you 30
Suna: yeah
Cerys: yeah 30
Suna: too much choice
Cerys: no (.) you need to look into what you're (.) and research things
Lucy: and think at what you're good at 30
Cerys: yeah 35
Lucy: and what you enjoy 35
Cerys: mmm 35
Lucy: cos you're obviously (.) you're very good with people (1) and communication is a strong point 35
Cerys: mmm 35
Lucy: and then do what you ENJOY doing 40

Notes:
1 PGCE: Post Graduate Certificate of Education (a qualification for graduates who want to become teachers).
2 shoots: setting up and taking photographs as part of Public Relations work.

TRANSCRIPTION KEY
(1) = pause in seconds
(.) = micro-pause
underlined = stressed sound/syllable(s)
// = speech overlap
[UPPER CASE] = words spoken with increased volume
↗ = upward intonation
2 English as a global language

The passage on the next page is an extract from a 2007 article published in the world news division of the *New York Times*. It discusses how English is used globally and its dominance as an international language.

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.
Across cultures, English is the word

Riding the crest of globalization and technology, English dominates the world as no language ever has, and some linguists are now saying it may never be dethroned as the king of languages.

Others see pitfalls, but the factors they cite only underscore the grip English has on the world: cataclysms like nuclear war or climate change, or the eventual perfection of a translation machine that would make a common language unnecessary.

Some insist that linguistic evolution will continue to take its course over the centuries and that English could eventually die as a common language as Latin did, or Phoenician or Sanskrit or Sogdian before it.

“If you stay in the mind-set of 15th-century Europe, the future of Latin is extremely bright,” said Nicholas Ostler, the author of a language history called “Empires of the Word” who is writing a history of Latin. “If you stay in the mind-set of the 20th-century world, the future of English is extremely bright.”

That skepticism seems to be a minority view. Experts on the English language like David Crystal, author of “English as a Global Language,” say the world has changed so drastically that history is no longer a guide.

“This is the first time we actually have a language spoken genuinely globally by every country in the world,” he said. “There are no precedents to help us see what will happen.”

John McWhorter, a linguist at the Manhattan Institute, a research group in New York, and the author of a history of language called “The Power of Babel,” was more unequivocal.

“English is dominant in a way that no language has ever been before,” he said. “It is vastly unclear to me what actual mechanism could uproot English given conditions as they are.”

As a new millennium begins, scholars say that about one-fourth of the world’s population can communicate to some degree in English. It is the common language in almost every endeavour.

It has consolidated its dominance as the language of the Internet, where 80 percent of the world’s electronically stored information is in English, according to David Graddol, a linguist and researcher.

There may be more native speakers of Chinese, Spanish or Hindi, but it is English they speak when they talk across cultures, and English they teach their children to help them become citizens of an increasingly intertwined world.

At telephone call centers around the world, the emblem of a globalized workplace, the language spoken is, naturally, English. On the radio, pop music carries the sounds of English to almost every corner of the earth.
3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Tom (age 4 years 8 months) and his mother. They are playing an imaginary game with Tom’s toy cars.

Discuss ways in which Tom 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.

Mother: hello [pretends to speak on telephone]
Tom: hello
Mother: (1) is that (. ) um (. ) the breakdown man↗
Tom: OF COURSE it is (1) im just jumping in the truck
Mother: well (. ) hold on (. ) ive broken down (1) but you need to know where ive broken down
Tom: where↗
Mother: ive broken down quite near the petrol station (1) ive got a red car (1) its brand new
Tom: ill be there in a minute
Mother: youll see me (1) im wearing a pink dress
Tom: okay (1) shall i get on the truck (2) brreow [imitating the sound of a siren] //
Mother: do breakdown trucks have SIRENS↗
Tom: yes they do
Mother: i know they have flashing lights (2) dont they
Tom: mum (1) is it okay if i parked here↗
Mother: oh so am i on tow now↗
Tom: this bad ones yours
Mother: are you going to tow me back to the garage↗
Tom: mmm
Mother: do you think its just a case of topping me up with petrol↗ (1) or do you think its a more serious problem↗
Tom: both (2) SERIOUS
Mother: serious problem (1) oh dear (.) that DOESNT sound good (.) does it (1)
what do you thinks happened.

Tom: your radar has broke

Mother: my WHATS broken.

Tom: the radar

Mother: my WHAT (1) radar

Tom: yep

Mother: oh right (1) you make it sound like an aeroplane (2) my radars broken (.)
has it.

Tom: no (. ) its ANOTHER radar

Mother: right (.) so its

Tom: radator

Mother: is it something in the engine thats broken.

Tom: yep (1) must be this [picks up plastic bottle] (. ) oh (1) [shakes bottle] doesnt
work (1) now get these (1) now get the other tools [picks up pretend tools]
(2) lets open your window

Mother: right (1) ive opened it

Tom: mmm (1) bang (1) clank (2) [puts bottle back on floor] mended now (.) look

Note:

1 *radator*: radiator (part of a car's cooling system).

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[italics] = paralinguistic features

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