ENGLISH LANGUAGE

Paper 4 Language Topics

October/November 2015

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.
All questions in this paper carry equal marks.
You are reminded of the need for good English and clear presentation in your answers.
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

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

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

Ben: [laughs]

Josh: youll be all right (1) so i just

Ben: do you not need some special (.) its like

Jessica: not like TERRIFIED

Josh: i just i just said

Anna: heavy goods vehicle was it

Josh: yeah (.). it was just (.). it wasnt 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

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: 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.

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.

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.
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 (.) 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

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

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

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

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

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