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ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

February/March 2019

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.

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

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Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a BBC Radio football phone-in programme, hosted by journalist Jason and ex-footballer Rob. In this conversation, John has called in to give his views on the match between West Ham and Everton in the English Premier League.

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.

Jason: lets go to john whos a west ham fan (.) hi john

John: er (.) good evening jason

Jason: good evening john

John: erm very (.) yeah it is (.) im actually coming (.) im coming home from the (.) erm (.) west ham everton game today and erm (.) we were very unlucky erm 5
not to win the game because erm we (.) we (.) we played everton off the park
and er (.) we were (.) we were lucky to come away with a draw after er (.)
creating several chances and erm (1) todays team we had adrian¹ in goal
instead of randolph¹ and er you know i think i think we er we just erm (.) we
were lucky erm to not (.) unlucky not to win the game and er you know to 10
stop er and er (.) to stop everton from scoring (.) quite a few chances if you
know what I mean

Jason: do you want slaven bilic² to stay john↗

John: yes i do because erm (.) i mean erm (.) because i mean i get sick and tired
of (.) newspapers saying we going to be getting inzaghi³ (.) we going to get 15
erm jaap stam³ (.) we're going to get mancini³ (.) they know nothing about
west ham (.) bilic does because (.) he played for the club you know and you
know erm hopefully i think the fans who want bilic out should (.) should go to
karren brady⁴ and say and say (.) and she'll tell them to (.) just to erm keep
quiet because (.) because hes a brilliant manager and he knows (.) he knows 20
what to do

Jason: rob what do you think↗

//

Rob: ive got no idea what (.) to be fair john started this conversation
by saying they should have won and then he was saying they were lucky to
get a draw (.) which one was it john↗ 25

John: i think it was a bit of both really

Rob: what (.) a bit of both↗ (.) make your mind up

John: yeah i think er unlucky to win (.) not to win the game

Rob: right (.) ok

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- Jason:** what about bilic rob ↗ (1) do you back him rob ↗ 30
//
- Rob:** yeah i dont like anybody (.) i dont
like to see any manager get the sack (.) yeah of course back him (.) thirteenth
in the league (.) might be a bit low for west ham but why (.) you know hes
doing a decent job
- John:** er yes 35
//
- Jason:** listen (.) john thank you very much indeed

Notes:¹ *adrian, randolph*: West Ham players² *slaven bilic*: West Ham manager³ *inzaghi, jaap Stam, mancini*: other managers rumoured to be possible replacements for Slaven Bilic⁴ *karren brady*: West Ham vice-chairman**TRANSCRIPTION KEY**

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

// = speech overlap

↗ = upward intonation

2 English as a global language

The following extracts are from reviews of the book *Why English?*, which is a 2016 collection of essays by a group of academics and English teachers.

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 – from *The Asian Review of Books*

The spreading use of English around the world is evident to both English and non-English speakers alike. The papers in this collection, individually and jointly, take the position that the promotion of English is often, if not usually, a manifestation of post-colonialism, an instrument of oppression (political or otherwise) and a danger to less-favored languages.

The papers largely take it as written that linguistic diversity is a good thing without really explaining why. The flipside of arguing that no language is ‘better’ than any other is that it then does not matter if one speaks one or the other: what would be the harm if everyone ended up speaking English? No one would any longer be at a linguistic disadvantage. This sounds dystopian, and perhaps it is, but it could also be argued that the current division of the world into English haves and have-nots is a major cause of inequality.

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Those who are troubled by the (over-) emphasis of English in the local educational system will find here arguments and examples that can be used to question policies and press back.

Extract B – from *The Financial Times*

Why English? has much to recommend it. With schools and universities in Latin America, continental Europe and Asia rushing to embrace English, it is appropriate to ask whether they are going about it in the right way and for the right reasons.

The writers repeatedly stress that they are not opposed to students learning English. Indeed, they welcome it. But they object to the practice, particularly in African countries, of attempting to teach children in English from early on. They cite repeated research showing that children learn more effectively if they start their schooling in their mother tongue. They not only acquire greater facility in subjects such as mathematics and science; they also end up learning better English if it is introduced as a foreign language and slowly integrated into their lives.

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The problem for the writers, which they acknowledge, is that many parents around the world refuse to accept this. They demand English early. One of several examples they cite is a school in Islamabad that taught Urdu in the early years, while devoting 15 per cent of classroom time to English. The school planned to increase the proportion of English teaching gradually until the children were thoroughly bilingual. The school said its mission was ‘to reclaim and create our own agenda instead of selling out to alien cultures’. It had to close. Its founder said: ‘The bulk of people did not want what we were offering.’ People note that the elites in their societies make sure that their children speak English and understandably ask: if it is right for their kids, why not for ours?

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TURN OVER FOR QUESTION 3.

3 Language acquisition by children and teenagers

The following text is a transcription of part of a conversation between Emet and K'ets. They are twin girls, aged 6, and are talking about being twins and then about their two older sisters.

Discuss ways in which Emet and K'ets are using language here. You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

- Emet:** its nice (.) to be (.) twins because (1) if youre not twins (1) like for quite a while you (.) have no one to play with
- K'ets:** yeah (.) because like (.) like if somebodys older than you (.) erm (.) like (.) they (1) they like
//
- Emet:** get out of playing 5
//
- K'ets:** theyre like (.) theyre like not interested in the things that little ones is interested in and like (.) like if youre twins (.) youre like both the same
- Emet:** yeah
- K'ets:** like if youre triplets (.) its even (.) like a bit better (.) its like if theres more of you and youre all the same age (.) its (.) good (1) its nice 10
//
- Emet:** what if youre (.) quadruplets
- K'ets:** yeah (.) like thats (1) thats a really good thing to be
- Emet:** yeah
- K'ets:** but I dont know if you can get them naturally if its like 15
//
- Emet:** you dont get them much
- K'ets:** no theyre very unusual I think
- Emet:** yeah (1) one little boy is (.) not (.) rare (.) its not very rare
- K'ets:** thats common
- Emet:** yeah 20
- K'ets:** like (1) its very annoying if youre like (.) like if you have an older sister or brother and they like (.) like (.) because they like (.) dont like playing with toys any more when they (.) when you get older (.) erm (.) less playing with toys and like (.) the problem is with them (.) they just (.) they just dont get (.) if (.) if they didnt share bedrooms i think theyd get on much easier and (.) yeah 25
- Emet:** well (.) my older sisters are just (.) annoying (1) actually
- K'ets:** well (.) like (.) theyre just not even here (1) its like they dont even live in our house

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- Emet:** yeah
- K'ets:** they come here like (.) every time they come (.) she comes here we're sleeping because its 30
- //
- Emet:** she comes back so late
- K'ets:** and thats because her school is very far and it takes a lot of time to get back and (.) erm its like (2) hmm (2) five dozen miles away
- Emet:** five dozen miles↗ 35
- K'ets:** yeah
- Emet:** dozen is twelve
- K'ets:** exactly (3) did you just forget that
- Emet:** but (.) five dozen miles↗
- K'ets:** yeah 40
- Emet:** you mean yards [*laughs*]

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

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