
ENGLISH LANGUAGE

9093/43

Paper 4 Language Topics

October/November 2017

2 hours 15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

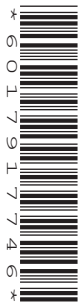
An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

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.



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 2013 television interview between Holly Willoughby (HW), a reporter, and Andy Murray (AM), a British tennis player. A day earlier, Andy Murray had become the first British winner of the Wimbledon Men's Singles tennis tournament for 77 years.

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.

HW: i am here with the champion (.) andy murray (.)

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AM:

think will take (.) quite a while

actually how big it was i

TRANSCRIPTION KEY

(.) = micro-pause

 = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

2 English as a global language

The following extract is taken from a 2013 British Council report called *The English Effect*.

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 English is Changing Lives

English has developed as a global language for a range of reasons, many of them historical, rather than anything intrinsic in the language itself. The enormous irregularities in the English system of spelling, for example, may often be seen by a newcomer as a disincentive. Millions, however, are undeterred. One of the strongest incentives for learning the language is the use to which it can immediately be put, socially, economically and culturally. 5

Thus, individuals seeking to learn English do so not only because it is an enriching second language, or because it is a rewarding pastime. More usually they learn because it affords access. It allows a farmer in Ghana to get international weather reports and commodity prices via his mobile phone, or a student in Myanmar to share hopes and aspirations with community organisations across the world. English allows football fans in a fishing village in the Gambia to listen to live Premier League commentary, or those with the resources to do so to travel across borders, knowing that they will find a way to be understood more readily. It affords access not to a linguistic club, but to a global conversation. One of the most important factors influencing the demand for English is young people's eagerness to take part in online social networking – which is primarily conducted in English. 10 15

Interviews with English language students in six cities (Muscat, Cairo, Rome, Madrid, Kuala Lumpur and Ho Chi Minh City) reveal the range of ways in which courses impact on their lives – an impact that goes beyond the obvious linguistic goals of accuracy and fluency. Studying English, they reported, enabled them to be more competitive in the job market and to move up the career ladder. It provided access to undergraduate and postgraduate courses, either in their countries or overseas, and to work-related professional development courses. It enhanced their ability to engage with the internet and social networking sites. This in turn increased their ability to access information, work more efficiently, and cultivate friendships with people around the world, and allowed enhanced access to unbiased news about world events. 20 25

TURN OVER FOR QUESTION 3.

3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Adam (age 2 years 1 month) and his mother.

Discuss ways in which Adam 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: adam (.) youve got a really big scratch on your tummy

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Adam: nana chipshops

Notes:

¹ *nana*: a short form for grandmother

² *nin nin*: Adam's word for mummy

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

↗ = upward intonation

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