



Answer **two** questions.

## 1 Spoken language and social groups

The following text is a transcription of part of a conversation between Ben, aged 28, and his mother, Jane. He is telling her about some of his experiences travelling in Peru.

**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.

- Ben:** it was the first day (.) first day of hiking i did there (.) a day walk to laguna<sup>1</sup> sixty nine
- Jane:** mm
- Ben:** beautiful blue (.) turquoise lake (.) one of the most beautiful colours and its got (.) surrounded by mountains and at the end theres a glacier (.) like a snow capped mountain (.) six thousand and something metres (.) and the glacier comes pretty much to the lake 5
- Jane:** oh (.) wow  
//
- Ben:** so beautiful (.) and there was quite a few of us up there (.) it was quite popular (1) and its at four thousand six hundred metres (.) erm (1) i was (.) ive always liked swimming as you know and i was sort of (.) i was considering going in but (.) cause id been ill [*laughs*] i thought i probably shouldnt go in (.) and theres this mad italian guy who i was with (1) [*laughs*] 10
- Jane:** mad (.) youre mad [*smiles*] 15
- Ben:** hes mad as well [*laughs*] hes funny (.) riccardo hes called (.) he had a moustache he was (.) bonkers and he suggested (.) he said do you want to go in cause he was sort of umming and ahing as well (.) so i said if YOU go in I'LL go in (.) so we started getting (.) getting changed and (.) umm (.) two peruvian men saw us and they came over (.) they spoke a bit of english and they said (.) errm (.) they said youre mad to go in but well yeah when are you going to ever be at four thousand metres and theres a lake so they were like (.) yeah (.) we'll come in too  
//
- Jane:** [*laughs*]
- Ben:** so the four of us went in (.) i went in first 25
- Jane:** as always
- Ben:** ive got some photos (.) have you seen them ↗
- Jane:** yeah i think so (.) you said you nearly died it was so cold

- Ben:** i swam three strokes and i thought its not too bad and then  
//
- Jane:** it hit you 30
- Ben:** then it hit me (.) i stood up (.) everyone was shouting (.) AAHH (.) is it cold  
and i was like (.) ehh [*mimes being unable to speak*] (.) i cant speak  
//
- Jane:** [*laughs*]
- Ben:** ive got to get out (.) it took about an hour and a half to warm up
- Jane:** did it 35
- Ben:** i put all my clothes on and i did push ups and everything but i couldnt get warm
- Jane:** you needed a hot drink
- Ben:** especially after having bronchitis (2) that was good
- Jane:** so they all went in did they ↗ (.) or did they chicken out<sup>2</sup> ↗ 40
- Ben:** no (.) the other four (.) the other three went in
- Jane:** were they (.) speechless as well ↗
- Ben:** yeah (.) it was probably the coldest water ive ever been in
- Jane:** horrible
- Ben:** wasnt horrible (.) it was beautiful 45
- Jane:** beautiful but cold
- Ben:** you wouldnt have liked it
- Jane:** no i wouldnt have liked it

**Notes:**

<sup>1</sup> *laguna*: the Spanish word for a mountain lake.

<sup>2</sup> *chicken out*: act in a cowardly fashion.

**TRANSCRIPTION KEY**

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

[UPPER CASE] = words spoken with increased volume

↗ = upward intonation

## 2 English as a global language

The passage on the next page comes from a magazine about language called *Babel*. The article was published in 2012.

**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.

## Circles of English

English is frequently described as a global language, but perhaps we should use the plural 'Englishes' rather than the singular noun. If you travel from region to region in the USA, UK and Australia, you can hear shifts in accent and changes in dialect which, whilst still being identifiably English, can sound like a foreign language. Now that English has spread around the world, there are ever more varieties – Englishes – to be heard. 5

One of the most influential ways of describing the global spread of English was put forward in 1990 by Braj Kachru, whose model describes the global development of English using a series of ever expanding concentric circles. The inner circle comprises those countries where English is the native language (ENL) and includes the UK, Australia, Canada, New Zealand and the USA. The second or outer circle comprises those countries, like Nigeria, India and Singapore, where English is widely spoken as a second language (ESL). 10

Finally, there is the expanding circle. This is by far the largest of the three and currently includes almost all the places which aren't already in the first two circles. These are the EFL countries, the countries where English is a foreign language but is increasingly seen as essential not just for survival but also for prospering in the world village. Europe. Japan. South Korea. Latin America. The Middle East. North Africa. China. There are more of these expanding circle English speakers than there are of the inner and outer circles combined. A conservative estimate would place the figure at about 1 billion. 15

The linguist H. G. Widdowson pointed to a late twentieth century shift from the 'distribution' of English to the 'spread'. He saw the original distribution of the language as one which was controlled. The inner circle handed down English to the outer circle, insisting that the grammar remained untampered with and the correct lexicon was studied slavishly. 20

'Spread', on the other hand, is uncontrolled. It is English shaped by contact with different cultures, languages and users. It is word of mouth, digital, of the moment. As English spreads ever outwards, so the centre loses its control and we find the language multiplying into a range of 'Englishes'. Consider Japan. Here, Jenglish, or more properly Wasei-eigo, has been developing for a long time. English words are borrowed and manipulated into the Japanese language. These mutated loanwords are then used by the Japanese when they come to speak English. Japanese speakers might say bed-town for suburb or healthmeter for weighing scales. Whilst Jenglish, Chinglish, Spanglish and the like are often the butt of pejorative remarks, they work. They have meaning for their users. Wrong as they might seem to those from the 'inner circle', they are adopted wholeheartedly by the expanding circle and, these days, spread exponentially through social media networks. Which English, then, should have authority in the EFL classroom? Is EFL the guardian of some kind of 'authenticity' in English? Should Japanese students be informed that when they say baby car they are wrong and that they must use pram instead? Surely, baby car is just as good, if not better? 25

In the future, will the role of the English teacher be entirely redundant as these divergent Englishes harmonise into one, homogenous global English? Or will English teachers find themselves in a classroom mediating between a babble of mutually unintelligible Englishes? Perhaps the future of English lies somewhere between the two, where a convenient global standard is underpinned by a range of local forms and where 'Konglish' (Korean English) and Indian English have as much authority as 'norms' as British and American English. 30

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### 3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Diego (age 7 years, 2 months) and his teacher.

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

- Teacher:** hey (.) youve just had your birthday (.) havent you (1) what did you get for your birthday↗
- Diego:** um (.) i got a bmx<sup>1</sup>
- Teacher:** you got a bmx (.) a real bike (.) whats it like↗
- Diego:** big red one (.) keep falling off it though 5
- Teacher:** do you do stunts on it
- Diego:** yeah
- Teacher:** what do you do↗
- Diego:** table tops<sup>2</sup>
- Teacher:** huh 10
- Diego:** jump doing somersaults (.) go WHEEEOW
- Teacher:** do you do wheelies<sup>3</sup>↗
- Diego:** oh yeah (.) i can do them very well
- Teacher:** can you↗
- Diego:** yeah (.) i can ride from one end of the street to the other end 15
- Teacher:** my brother keeps falling off his bike when he does wheelies and things
- Diego:** i dont
- Teacher:** is it dangerous↗
- Diego:** no
- Teacher:** do you do races on it↗ 20
- Diego:** cor (.) YEAH (.) i always win them cause ive got this gear change and you go PSSSST WHOOOOM
- Teacher:** who do you race with then↗
- Diego:** my mate called paul

- Teacher:** has he got a bmx as well ↗ 25
- Diego:** [*nods*]
- Teacher:** yeah ↗ (.) and who wins ↗ (.) i bet he wins sometimes
- Diego:** some
- Teacher:** some  
//
- Diego:** only once 30
- Teacher:** only once  
//
- Diego:** once a week
- Teacher:** once a week (.) do you let him win sometimes ↗
- Diego:** um (.) some  
//
- Teacher:** yeah 35
- Diego:** i go slow but he gets a head start  
//
- Teacher:** does he get a head start
- Diego:** when he always gets a head start i always go WHOOOOM (.) im only about that much away from him [*indicates a small distance with his hands*] and I go WHEEEOW (.) shot right past him 40
- Teacher:** where do you do it then (.) do you do it in the street ↗
- Diego:** yeah
- Teacher:** or in your garden ↗
- Diego:** in our street

**Notes:**

<sup>1</sup> *bmx*: bicycle on which stunts can be performed.

<sup>2</sup> *table tops*: a BMX stunt (laying the bicycle horizontally in mid-air).

<sup>3</sup> *wheelies*: a BMX stunt (riding on the rear wheel only).

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