



## 1 Spoken language and social groups

The following text is a transcription from a television interview conducted in 2013 on CNN (an American news channel). Max Foster (MF) is talking to Prince William (PW), who is second in line to the British throne. Prince William is talking about bringing his first son, George, home from hospital after his birth. Catherine is his wife and Lupo is the family's pet.

**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.

**PW:** well (.) yeah (.) hes a little bit of a rascal (.) put it that way (.) so he either reminds me of my brother or me when i was younger (.) im not sure (.) but (.) um (.) hes (.) uh (.) hes (.) uh (.) hes doing very well at the moment (.) hes (.) he does like to keep having his nappy changed (.) and  
//

**MF:** did you do the first nappy ↗ 5

**PW:** [*smiles*] i did the first nappy (.) yeah (.) exactly

**MF:** a badge of honour

**PW:** well (.) its a badge of honour (.) exactly (.) um (.) i wasnt allowed to get away with that (.) i had every midwife staring at me (.) going (.) YOU do it (.) YOU do it  
//

**MF:** [*laughs*]

**PW:** (.) but (.) uh (.) no (.) hes (.) hes a little (.) hes growing quite quickly actually (.) but hes a little fighter (.) he kind of um (.) he wriggles around quite a lot (.) and he doesnt want to go to sleep that much (.) which is a little bit of a problem (.) but hes  
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**MF:** so youre up at night  
//

**PW:** a little bit  
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**MF:** youre pretty tired

**PW:** not as much as CATHERINE (.) but (.) um (.) you know (.) shes (.) er (.) shes doing a FANTASTIC job 20

**MF:** and how is she (.) okay ↗

**PW:** yes (.) shes very well (1) for me (.) catherine (.) and now little george (.) are my priorities (.) and lupo (.) um (.) and so  
//

**MF:** i was going to ask you about lupo  
//

**PW:** yeah 25  
//

**MF:** hows LUPO  
coping ↗



- PW:** er (.) hes coping all right actually (.) i mean (.) as a lot of people know (.) who have got pets and bringing a newborn back (.) they (.) they take a little bit of time to adapt (.) but (.) um (.) no (.) hes been all right so far (.) hes been sulking sort of around the house a bit (.) so hes (.) er (.) hes perfectly happy 30
- MF:** and how are you about going back to work ↗
- PW:** well (.) as a few fathers might know (.) im actually quite looking forward to going back to work [*laughs*]
- MF:** [*laughs*] get some sleep 35
- PW:** [*smiles*] get some sleep (.) exactly (.) yeah (.) so im just hoping the first few shifts i go back i dont have any night jobs

## 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 to the page deals with the idea of 'Globish' as a simplified, global form of English. It is an extract from an international business blog entitled *Globish or Gobbledygook?*

**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.

### Globish or Gobbledygook?

Over the past century, there have been several attempts to create a universal language. Forget Esperanto or Anglish, Globish is the latest constructed dialect to set tongues wagging worldwide. But can a 1500 word vocabulary really get your global message across? 5

Globish is an economical version of English designed to aid conversations between non-English speakers. In 2004, Frenchman Jean-Paul Nerriere, compiled a list of 1500 high-frequency words to create an 'English-lite' for the boardroom, free of idioms and complex syntax. And since it takes much less time to learn than full English, Nerriere saw no reason for Globish not to become "the worldwide dialect for the third millennium". 10

Nerriere witnessed the ease with which two men with limited English conversed and decided it should form the basis for a global language. But should two men's attempts to get by form the inspiration for an international communication tool? And should people be encouraged to limit themselves to a set vocabulary?

Interpreter Simon Kuper recently experienced the limitations of Globish on its home turf: an international business conference. "Germans, Belgians and French people stood up and, in monotonous and distracting accents, read out Globish speeches that sounded as if they'd been turned into English by computers," he explains in his blog. 15



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“Sometimes the organisers begged them to speak their own languages, but they refused. Meanwhile the conference interpreters sat idle in their booths.

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Yet whenever a native English-speaker opened his mouth, the audience listened. The native speakers sounded conversational, and could make jokes, add nuance. They weren't more intelligent than the non-natives, but they sounded it, and so they were heard.”

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While Globish may have begun with good intentions, it's clear that the more it becomes institutionalised the more it will dilute, rather than develop international business communications.

As Gloria Gibbons, a member of the Health Communications Council, recently wrote in *Pharmaceutical Marketing Europe*: “We are in danger of watering down our

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### 3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Megan (age 2 years, 6 months) and her mother. They are talking while Megan does some drawing. Alice is Megan's baby sister and Molly and Bad Bear are two of Megan's toys.

**Discuss ways in which Megan and her 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.

**Megan:** [looks for a brown colouring pencil] i want the brown (1) wheres the brown ↗

**Mother:** where was alice

//

**Megan:** there

//

**Mother:** when you were napping (1) where did she go ↗

**Megan:** to the hospital

5

**Mother:** to the doctor ↗

**Megan:** yeah

**Mother:** what did she get at the doctors ↗

**Megan:** shots

**Mother:** she got shots (1) how do you think that made her feel ↗

10

**Megan:** [laughs] sad

**Mother:** (9) what happens when baby sister cries ↗

**Megan:** [laughs] she goes (.) she wants (.) she go BAAAA (.) baby sister

**Mother:** what do you do when she cries ↗

**Megan:** i yell sometimes

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**Mother:** you do (.) aah (1) what do you do other times ↗

**Megan:** i dont know

**Mother:** oh



- Megan:** i dont know to alic or bad bear  
//
- Mother:** right  
//
- Megan:** or molly (.) shes sleeping
- Mother:** your doll↗
- Megan:** yeah (.) but you have to be quiet though (.) shes asleep (.) if you dont (.)  
youll talk louder and yell (.) then i'll have to go get them 20
- Mother:** oh (.) okay (.) so we'll be quiet for your dolls 25
- Megan:** yeah
- Mother:** okay
- Megan:** no (.) bad bears not a doll
- Mother:** hes NOT↗
- Megan:** no (.) but thats MOLLY 30
- Mother:** mollys a doll
- Megan:** yeah (.) but not bad bear
- Mother:** okay
- Megan:** (5) [*holds up brown pencil*] this is colour of brown
- Mother:** right (1) what are you colouring↗ 35
- Megan:** a pony (2) see all this colour right here (1) im drawing this
- Mother:** so how do you feel about being a big sister↗ (2) do you like being a big  
sister megan↗
- Megan:** (3) [*points to shape on paper*] thats a triangle
- Mother:** very good 40

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