

**Pearson Edexcel**  
International Advanced Level

# English Language

International Advanced Subsidiary

**Unit 2: Language in Transition**

Sample assessment material for first teaching  
September 2015 **Source Booklet**

Paper Reference  
**WEN02**

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## English Phonemic Reference Sheet

### Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	bath	thought	goose	nurse
ə	i:	ɑ:	ɔ:	u:	ɜ:

Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark / : / in this case.

### Diphthongs

face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

### Consonants

pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		l̩		n̩	

### Mark Key

/_/	key phonemic transcription	?	rising intonation
(.)	micro pause	[xxx]	racist term deleted

## Text A – Multicultural London English

This data was collected in the course of an interview with a 16 year old British girl from inner London of dual cultural heritage (White British/African-Caribbean).

yeah we was on a bus yeah coming back from Soho cos that's /ðæs/ what we used to do all the time we used to go Soho make bare trouble (.) er (.) and we got /gɒʔ/ into beef with some woman on the bus cos she said [xxx] or something like that and I'm half black innit so I was like what are you talking about (.) and erm (.) so we beefed this woman now yeah we come off the bus and there's some crackhead man this is we're in my area we're in my ends now yeah (.) and the man's like oh I just got stopped stopped by feds and (.) I had to pay them a score and reh teh teh /retete/ and all this /dis/ yeah (.) and and we was just like these times we're yutes /juts/ yeah we're fourteen do you know what I mean we got shook innit we're not gonna lie yeah (.) see one of my bredrens /bredrɛns/ he kinda got (.) kind of got us out of it he tried to say I meant to pay him a score back each (.) so we was like okay? so (.) we ducked out from him now yeah and we see him a couple of months later (.) and I do have a lot of gold but I'm not wearing it today but I do have a lot of gold yeah (.) he was like don't worry (.) I'm not gonna erm (.) I'm not gonna jills you for your (.) turn and I was like what's turn?

### Glossary

<i>bare</i>	lots of
<i>beef</i>	argument, fight
<i>bredrens</i>	good friends (sometimes brothers)
<i>crackhead</i>	a person who takes drugs or, more generally, a stupid person
<i>ducked out</i>	escaped
<i>feds</i>	police
<i>jills</i>	steal, usually by mugging
<i>my ends</i>	my area, my part of town
<i>score</i>	twenty pounds
<i>swear down</i>	that's the truth
<i>turn</i>	jewellery
<i>we got shook</i>	we were frightened
<i>yutes</i>	youths, young people, often young men

Source from: <http://linguistics.sllf.qmul.ac.uk/english-language-teaching/angela-street-trouble>

**Text B – Extract from an Interview**

This data was collected in the course of an interview with a 45-year-old man who has lived all his life in the Caribbean island of Jamaica. It has been transcribed using some conventions of written English.

Describe! I don't know, um, obviously ... you're with friends ... you probably ... a bit more patois would come into it just naturally, I mean I I'm talking so we can understand each other. You could say, I could say "You wouldn't believe what gwan today. You know, you know what happened today? I, I had a fender bender." You know, "I got in an accident down the road." But, like what you'll see with, uh, people like you probably ... like, like in St. Elizabeth, um, there are people in the country areas that we have a problem understanding, even we will have, uh, trouble ... because the patois is so so so strong and they'll draw out some of the words so much. Unlike what, I don't know, maybe people who have more of a formal education or ... I don't know the reason. But, uh, you can almost tell somebody talking patois who maybe had a, a high school or college education to somebody who is in the country, country area and real ... I can't even do it. I, you know, I can't even do it, you know. They'll they'll just draw out some of the words a little, you know, something like they're from some place in St. Elizabeth or so forth ...

Source from: <http://www.dialectsarchive.com/jamaica-2>

### Text C – Extract from an Article

This is an edited version of an article that was published on 5<sup>th</sup> November 2006 in the British newspaper *The Independent*.

#### From the mouths of teens

A 'perfect storm' of conditions has seen teen slang from inner-city London spread across the country. But where does this new language originate from? And, if you can't stop kids from speaking it, is there any way to decipher what the words mean?

At the back of a London bus, two teenagers are engaged in animated conversation. "Safe, man," says one. "Dis my yard. It's, laahhkh, nang, innit? What endz you from? You're looking buff in them low batties."

"Check the creps," says the other. "My bluds say the skets round here are nuff deep."

"Wasteman," responds the first, with alacrity. "You just begging now." The pair exit the vehicle, to blank stares of incomprehension.

Later, this dialogue is related to Gus, a 13-year-old who attends an inner London school; he wastes no time in decoding it.

Gus and his ilk have been caught up in an emerging linguistic phenomenon. Researchers have found that, while most traditional cockney speech patterns have followed traditional cockneys as they've migrated out to Essex and Kent and other points beyond the M25, teenagers in inner London, one of the world's most ethnically diverse areas, are forging a separate multi-ethnic youth-speak based on common culture rather than ethnic or social background. Multiculturalism may have become a political hot potato for everyone from Daily Mail leader writers to Trevor Phillips, but anyone passing a metropolitan playground will realise that, linguistically at least, the melting-pot patois is already a reality from Tooting to Tower Hamlets.

"It is likely that young people have been growing up in London exposed to a mixture of second-language English and varieties of English from other parts of the world, as well as local London English, and that this new variety has emerged from that mix," says Sue Fox, a language expert from London University's Queen Mary College, who's in the middle of a three-year project called Linguistics Innovators: The Language of Adolescents in London, funded by the Economic and Social Research Council. Fox and her colleagues have studied the speech patterns of a sample of teenagers across the capital. "One of our most interesting findings," she says, "was that we'd have groups of students from white Anglo-Saxon backgrounds, along with those of Arab, South American, Ghanaian and Portuguese descent, and they all spoke with the same dialect. But those who use it most strongly are those of second or third generation immigrant background, followed by white boys of London origin and then white girls of London origin."

Source from: <http://www.independent.co.uk/news/uk/this-britain/from-the-mouths-of-teens-422688.html>