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Cambridge International Advanced Subsidiary and Advanced Level

ENGLISH LANGUAGE

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Paper 4 Language Topics

February/March 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.

2

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a video telephone conversation between Jess, aged 24, in Thailand, and Catherine (her older sister) and David (her father), who are both in England. Jess is telling them about her experience of the Thai New Year water festival in Chiang Mai, a city in Thailand.

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.

- Jess:** it was absolutely crazy (.) you (.) you literally could not walk anywhere without getting soaking wet (.) like (.) people just sprayed you the whole time
- David:** with what (.)
//
- Jess:** and er 5
- //
- David:** what are they spraying with↗
- //
- Jess:** with what↗
- David:** what are they spraying with↗
- Jess:** oh (.) like buckets or water guns or hoses
- David:** hoses↗ 10
- //
- Jess:** anything really
- //
- David:** hoses sounds good
- Jess:** yeah but no (.) like all the businesses had (.) big barrels out the front of their (.) like on the road so you could fill up wherever you were and they all had hoses so they were like (.) spraying everyone as you walked past 15
- David:** how long did this go on for↗
- Jess:** erm (.) well officially three days but it went on for four days [*laughs*]
- Catherine:** they couldnt stop
- David:** but how long in the day↗
- Jess:** oh how long (.) from (.) no id say from (1) about ten oclock to six oclock 20
- David:** oh (.) quite a long time (.)
//
- Catherine:** so it was safe to go out if you didnt want to get wet (.) it was safe to go out after six oclock
- Jess:** well yeah (.) that was when it was dark so everyone just stopped cos it got quite cold 25

3

Catherine: mm

Jess: well yeah (.) it was safe to go out in the evening (.) you could (.) apart from last night cos it was the last night (.) you er (.) we walked round the town and still got wet [*laughs*] (1) cos people were still celebrating

Catherine: they didnt want to stop

30

Jess: yeah we erm went down to (.) like the moat bit and all the thai people (.) there was like (.) no foreigners there (.) it was like all thai people just lined up along the moat (.) they all had buckets (.) they were getting this dirty water and just chucking it everywhere [*laughs*]

Catherine: err

35

Jess: it was horrible but it was really fun [*laughs*]

Catherine: [*laughs*] i bet they loved doing it

Jess: it was so fun

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

2 English as a global language

The following extract is from an interview with the linguist David Crystal (DC), which was published in the language magazine *New Routes* (NR) in 2010. It deals with the emergence of English as a global language and how the use of English globally might change in the future.

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.

NR: Why has English become so widespread?

DC: All languages develop for one reason only – the power of the people who speak them. This has always been the case – with classical Greek and Latin, for example – the Empires of the world have always carried their languages with them. It was the same with English. The first type of power was the political/military power of the British Empire. Then came the Industrial Revolution with its technological and scientific power – so many of the inventors of the world worked at the time in the English language. And then in the 19th century there was economic power, especially in the United States, which meant that the centre of economic gravity of the world shifted into an English-speaking country, one whose population was growing so much that it quickly became the dominant country as far as English language use was concerned.

And then in the 20th century, of course, we have the amazing range of cultural developments, everything from radio and television and cinema at one end of the century to things like air traffic control and computer developments and the Internet at the other. And all originating in or facilitated by English-speaking countries. So a combination of all these things produced the remarkable effect of a language that is spoken by more people than any other has been since recorded history began.

NR: Do other power sources exist that are likely to overthrow English as a global language in the future, or do you think English is now in an unassailable position?

DC: Well, my view is that English is in an unassailable position. I think the snowball has got so big as it rolls down the hill, picking up speakers all the time, that it is unstoppable. So many people speak English in so many countries now that I can't see English being seriously challenged in the near future. But not everybody believes that, and many people think that, power politics being the way they are, it would only take a relatively small shift in power relations to mean that certain other parts of the world might suddenly grow in prestige and economic power, thereby attracting people to their languages. The futurologists suggest that the Pacific Rim countries are going to be significantly greater in effect in the next century, as indeed are the countries of Latin America. In which case, suddenly languages like Chinese or Japanese or Spanish and Portuguese could suddenly become much more desirable as language learning entities, and English might become conceivably less so. As I say, I myself don't think that's likely, but certainly some people do.

TURN OVER FOR QUESTION 3.

3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Zoe (age 10 years 6 months) and her sister Emma (age 8 years 3 months). Emma is complaining that Zoe sometimes won't let her join in with activities.

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

- Emma:** mummy tells me to watch television cos i really always want to see my friends (1) and i hardly ever get to play with anita and jess¹ and my things
- Zoe:** why↗
- Emma:** i like playing with them and they play what i like playing
- Zoe:** ok thats none of my problem when anitas around 5
- Emma:** yes and thats why i mainly say no on my games to you
- Zoe:** thats (.) thats (.) and thats why (.) thats (1) and sometimes (.) even if i barely (2) ask you thats (.) and normally its because i want to do things on my own with my friends
- Emma:** yes but now you mainly get to see them cos you mainly get to go on sleepovers (.) i used to never (.) ever be able to see anita and jess a lot of times 10
- //
- Zoe:** emma
- //
- Emma:** and you mainly got to see them when i couldnt go on sleepovers 15
- //
- Zoe:** emma
- //
- Emma:** cos you go on more sleepovers than me
- Zoe:** emma normally we have a sleepover and then its a REALLY big while away until the next sleepover (2) cos normally its because we're playing a game and we have to go home so thats why (.) thats why mummy and clare² arrange them so we can play our games that we were playing and didnt (.) and i didnt want to go home (2) thats the main reason (2) and now im getting to see holly² more cos i barely get to see her and now i get to see holly more cos shes doing swimming now 20
- Emma:** well soon hollys going to move out 25
- Zoe:** yeah but she'll still be able to (.) erm (.) go to swimming
- Emma:** no they wont (.) i heard james² say that they have to go somewhere near where paul² goes (.) where paul has classes to teach

7

- Zoe:** yeah they can still go
//
- Emma:** and they cant go to swimming any more when they move out 30
- Zoe:** they will still be able to go emma
- Emma:** no they wont
- Zoe:** yeah they will
//
- Emma:** ive heard them [*sighs*] say they have to go to the place where paul
does his classes and she says why can we not go to swimming any more 35
(1) cos theyre moving to a far place
//
- Zoe:** THEY CAN STILL GO EMMA (.) if they go
away earlier (.) just leave it about swimming now
- Emma:** i really wish youd do swimming and playing games with me

Notes:¹ *Anita and Jess*: two of Emma's friends.² *Clare, Paul, Holly, James*: friends of the family – Clare and Paul are the parents and Holly and James are the children.**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

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