



Cambridge
International
AS & A Level

Cambridge International Examinations
Cambridge International Advanced Subsidiary and Advanced Level

ENGLISH LANGUAGE

9093/41

Paper 4 Language Topics

May/June 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 televised conversation between the American chat show hostess, Oprah Winfrey (OW), and J K Rowling (JKR), author of the Harry Potter books.

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 of spoken language and social groups.

OW: so (.) this is the first time weve met

JKR: yes

OW: and (.) my producers tell me that (1) your real name is jo

JKR: uh huh [*nods her head*]

OW: all this time i thought you were (.) J (.) K

5

JKR: [*laughs*] did you ↗ yeah

//

OW:

jk

//

JKR:

yeah

OW: well jk is the

//

JKR: is just (.) well its because my british publisher

10

//

OW:

mm

//

JKR:

when the first book came out (.) thought this is a book that will appeal to boys (.) but they didnt want the boys to know a woman had written it [*smiles*]

OW: ah

15

//

JKR: so they said to me could we (.) er (.) use your initials (.) and i said fine (.) i only have one initial (.) i dont have a middle name

//

OW:

middle name

JKR: so i took my favourite grandmothers (1) name (.) kathleen

OW: katherine (.) kathleen ↗

20

JKR: kathleen (.) yeah

OW: JO KATHLEEN ↗

JKR: joanne kathleen (.) yeah

OW: and fooled the boys for a while

3

- JKR:** yeah (.) not for too long 25
 //
OW: not for too long
- JKR:** yeah (.) because i started getting my picture in the press and no one could pretend
 i was a man any more
 //
OW: yes (.) and i dont think the boys had minded
- JKR:** no it hasnt held me back [*laughs*] 30
 //
OW: [*laughs*]
 //
JKR: has it ↗ (.) clearly not held me back
- OW:** [*laughs*] not a bit (1) when we came (.) er (.) just arrived yesterday (.) it was
beautiful (.) scotland is beautiful
 //
JKR: its STUNNING 35
- OW:** yeah (.) what is it about
 //
JKR: STUNNING
- OW:** yeah (.) and the green is greener than any green i have ever seen
 //
JKR: gorgeous
- OW:** yeah (.) so i can understand why you love being here 40

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 extracts on this page and the next are from an online debate, which 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 importance and use of English as a global language. You should refer to specific details from the extracts as well as to ideas and examples from your wider study.

Should English be the worldwide primary language?

YES

- There is no advantage in having more than one language in the world. The fact that we now have more than one is proving to be a major hindrance with a huge amount of effort spent on translation. Since English is already spoken by 1.5 billion people and dominates the internet (45% of all webpages) and entertainment, it makes sense to push the trend further so that one day it will be the only language and you can say “hello” and everybody everywhere will understand! 5
- English is already in the process of becoming the universal and primary world language. We’re already halfway there. As for culture, other languages don’t have to die. 10
- Forget nationalism. Your linguistic heritage is far less important than the continuity of the world and humankind. If we are to gain more understanding of one another, we need to move towards one another and a common language will help us communicate that much more easily.
- A universal language is necessary for multi-cultural understanding as misunderstandings can arise from an inability to clearly communicate not only facts but fears, feelings and creative solutions. 15
- A universal language would be the perfect springboard to catapult growth and equality in society.
- I believe that organisations such as the United Nations would work far better if the heads of states and the people who represented their countries all spoke a mutual language. When multi-national companies do business, such as American companies with Japanese companies, it is far easier if CEOs can converse freely rather than using translators, which slow down procedure and are liable to not translate completely correctly. 20
- 25

NO

- All languages are equally important. All countries should be free to speak their own languages and not just learn one common language. If you wish to do business with a country you should learn their language and I see this as just an easy way out for English speakers.
- Languages are tied to the way humans think. English shouldn’t be the world’s *lingua franca*, as it shouldn’t be French or German or any other language, in this regard. Languages are vectors of culture and boiling the world’s culture down to one language is dangerous for humanity. I believe diversity is good and benefits all of us. 5

5

- English should not be the primary language of the world, because it would deny too many their cultural identity. Language is part of a culture and that's why people in minority groups are trying to save their own language. 10
- Standardizing a language worldwide is an impossible task given the fact that language is constantly changing. Despite the normalizing effects of modern media such as the internet and television, language is always changing. Any attempt to standardize a language worldwide will fail because languages will diversify to mutually unintelligible dialects over time. 15
- The world is what it is because of its diversity. A language is not simply a means of communication. It is a very intricately layered part of the culture of the community speaking it. It may not be possible to express, in English, an idea which exists in, say, German- or Swahili-speaking communities, for the very simple reason that they may be describing phenomena unheard of in English-speaking communities. What is the need to standardize the population of the world? Must we eliminate all the myriad differences between the different cultures of Earth to achieve unity among humankind? No. Accepting these differences and appreciating the variety of thought and expression they bring are the things to do. 20
25

3 Language acquisition by children and teenagers

The following two texts are transcriptions of two conversations. All of the children are four years of age. In Transcript 1, Ella is telling Jamila about when she was ill. In Transcript 2, Ella and Jamila are playing together outside and Jack is standing about 5 metres away.

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

Transcript 1

Ella: when i was a baby (.) i got flu and flu is where you get (.) bit too hot (1)
i went at the doctors (.) i was nearly dead and my heart couldnt breathe
[shaking her head]

Jamila: yeah

Ella: and thats it (2) [laughs]

5

Jamila: so you died↗

Ella: well i didnt die but i nearly

Jamila: so (1) was your heart bleeding↗

Ella: no (.) our hearts doesnt bleed does it↗ (.) only our brain got blood [laughs]

Transcript 2

Ella: i got (.) i got a red toilet upstairs and a green toilet downstairs

Jamila: // [laughs]

Ella: // in my

house

//

Jamila: ive got two toilets

5

Ella: ive got two toilets too [smiles]

Jamila: ive got a toilet upstairs and a toilet upstairs

Jack: really↗

Jamila: yeah

Jack: ive got a toilet upstairs and a toilet downstairs

10

Ella: // [whispering to Jamila] dont talk to them cos i said so

Jamila: [talking to Jack] well (.) IM NOT LISTENING TO YOU

Jack: dont

7

Jamila: [*dancing and singing*] cinderella

Jack: im not (.) im not listening to you then

15

Ella: we're not listening to you because (.) youre giving us a headache

Jack: youre giving me a headache

Jamila: yeah

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

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.