

Cambridge  
International  
AS & A Level

**Cambridge International Examinations**  
Cambridge International Advanced Subsidiary and Advanced Level

---

**ENGLISH LANGUAGE**

**9093/42**

Paper 4 Language Topics

**May/June 2016**

**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 **6** printed pages, **2** blank pages and **1** insert.

Answer **two** questions.

## 1 Spoken language and social groups

The following text is a transcription of a televised interview with three members of the British music band Bastille, at the BRIT music awards ceremony in 2014. The three members of Bastille are Dan Smith, Chris Wood and Will Farquarson and the interviewer is Andrea Lilley.

**Discuss ways in which the participants are using language here to communicate.** You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

- Andrea:** we are here with the most (1) AMAZING bastille at the BRIT awards 2014 (.)  
how on earth are you feeling↗
- Chris:** umm  
//
- Dan:** we are (.) umm
- Chris:** excited 5
- Dan:** excited (.) nervous  
//
- Chris:** anxious  
//
- Dan:** umm (.) looking forward to seeing sophie and lucy<sup>1</sup>  
later  
//
- Will:** [laughs] 10  
//
- Dan:** umm (.) yeah (.) err
- Chris:** im also hungry  
//
- Will:** slightly confused about what we're doing here but  
//
- Dan:** how are you  
feeling↗ [*looks at Andrea Lilley, the interviewer*] 15
- Andrea:** well (.) i mean (.) im umm (.) id like to tell you im so excited for you guys (.)  
im so excited (.) youve had err (.) the most storming year (.) if you could pick  
one highlight where you thought (.) where your six-year-old self just goes (.)  
YAY (.) what was it
- Chris:** oohh 20  
//
- Dan:** you can take this one woody [*looks at Chris*]

- Chris:** i'll take this one (1) im going to say glastonbury<sup>2</sup> (.) last year //
- Dan:** yeah //
- Chris:** that was pretty //
- Dan:** that 25
- was (.) umm //
- Chris:** that was intense
- Dan:** totally unexpected (.) we werent expecting anyone to come and see us so
- Will:** yeah i think glastonbury is one of those things that (.) almost all musicians dream of doing from very early on (.) so (.) theres no way its not going to be 30  
the most (1) but i mean (.) theres been so many things this year that have just been amazing (.) like we supported muse<sup>3</sup> and that was insane (.) i (.) i //
- Dan:** we
- got to release an album //
- Will:** yeah (.) we released an album 35
- Dan:** who would have thought
- Andrea:** and on that note (.) youve also written your next album
- CW/DS/WF** [*all laugh*]
- Will:** have we now //
- Dan:** quite a lot of it (.) yeah 40
- Andrea:** and what (.) hows it going to be different<sup>↗</sup> (.) are you writing about different stuff<sup>↗</sup>
- Dan:** writing about different things (.) err (.) theres a lot of different influences from kind of rnb<sup>4</sup> and hip hop through to (.) you know (.) much heavier rock stuff (.) so yeah (.) we're just um (.) just having fun messing around 45

**Notes:**

- <sup>1</sup> *Sophie and Lucy*: friends of Dan  
<sup>2</sup> *Glastonbury*: a big, annual music festival in England  
<sup>3</sup> *Muse*: a famous rock band  
<sup>4</sup> *RnB*: Rhythm and Blues music

**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 below comes from an Australian website called *The Conversation*. It deals with the emergence of English as a global language and the disappearance of other languages.

**Discuss what you feel are the most important issues raised here relating to the changing use of English as a global language and how its use is affecting other languages.** You should refer to specific details from the passages as well as to ideas and examples from your wider study.

### Renaming English: does the world language need a new name?

English is rapidly becoming a *lingua franca* in international communication for commerce and trade, education, science, international relations and tourism. It is the fastest growing language in the world, with more people speaking English than ever before. School children in India and China are learning English at a staggering rate as their countries emphasise the importance of English as a ticket to participating in the global economy. 5

So why then do we continue to link this evolving internationalising language with a small island in Europe that once upon a time controlled the world? Perhaps it is about time we got rid of the “English” and start calling it something else – international, standard or common language? 10

It is important to understand that there is not one English language; there are many. In fact, in Australia we don’t even speak and write English. We actually use Standard Australian English, which is not the same English that you might find in the United Kingdom, the United States, India or China.

There are countless blends, pidgins, creoles and mixed English languages. At the same time that English is becoming the language of internationalisation, it is also becoming localised in different parts of the world as multiple world Englishes flourish. 15

A sociocultural perspective on language considers the impacts of regional dialects, national standards and conventions, slang, different pronunciations and the use of communication technologies such as mobile telephones, texting and email. Our use of English depends on the contexts, audiences and purposes we are using it for. 20

The rise of English comes with several concerns, including questions of cultural hegemony and postcolonial criticisms. While it is easy to shrug off such criticisms with the argument that English is necessary for social mobility, economic prosperity and education, there remain many unanswered questions around the social and cultural impacts of English as a global language. 25

There is a real tragedy in the loss of language diversity as English takes over, placing other languages at risk of extinction. This has been acknowledged and efforts are being made to preserve indigenous languages in places such as Papua New Guinea, Brazil and Australia. However, is this enough? Are we destroying more than language through the rise of English as the international standard? 30

### 3 Language acquisition by children and teenagers

The following text is a transcription of conversation between Amy (age 2 years 6 months) and her father. Amy is sitting at the table eating breakfast with her father.

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

- Father:** is your cereal good ↗
- Amy:** [*nods*] i like my toast
- Father:** you like your toast ↗
- Amy:** i like my jamas [*looks down at her pajamas*]
- Father:** you like your pajamas huh ↗ (2) is the cereal good ↗ (.) what kind of cereal do you have ↗ 5
- Amy:** see
- Father:** oh i see (.) that looks delicious
- Amy:** mm hmm
- Father:** its cheerios<sup>1</sup> right ↗ (2) hey (.) we need to wipe your face (.) do you have a napkin ↗ 10
- Amy:** hmm
- Father:** do you need a napkin ↗
- Amy:** i got it
- Father:** you got it (.) ok [*laughs*] (1) alright (.) your breakfast looks DELICIOUS 15
- Amy:** breakfast delicious yours ↗
- Father:** my breakfast was delicious too (1) i had some raisin bread and some toast (.) now im going to have a little water
- Amy:** ok (1) need some milk too
- Father:** i had some milk in my cereal 20
- Amy:** theres milk too [*picks up her cup*]
- Father:** yeah (.) thats milk too
- Amy:** i drink my milk [*drinks*]
- Father:** mm that looks good (2) is that delicious ↗ (3) mm (1) amy (.) you want to call grandpa on the phone ↗ 25

- Amy:** mm
- Father:** or nana↗
- Amy:** i talk nana [*puts down spoon*]
- Father:** talk to nana (.) ok
- Amy:** [*picks up toy phone*] hi nana [*smiles*] 30
- Father:** do you want to tell her im going to the gym↗
- Amy:** [*puts down toy phone*] i need running
- Father:** oh and im running↗
- Amy:** i see (.) mummy running
- Father:** mummys running↗ 35
- Amy:** nana running
- Father:** nanas running
- Amy:** yes
- Father:** oh ok (.) shes a good runner
- Amy:** and grandpas running 40
- Father:** and GRANDPAS running too (.) wow
- Amy:** and DADDY running
- Father:** now im going to run too (1) do you wanna run with me↗
- Amy:** yeah [*smiles*]
- Father:** ok (.) ready↗ (1) lets go running 45

**Note:**

<sup>1</sup> *Cheerios*: an American breakfast cereal

**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](http://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.