

Cambridge  
International  
AS & A Level

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

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**ENGLISH LANGUAGE**

**9093/41**

Paper 4 Language Topics

**May/June 2018**

**2 hours 15 minutes**

No Additional Materials are required.

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**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.



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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 conversation between three friends in their twenties. Josie and Alyssa have just been to visit Alyssa's family and are telling Laura about the visit.

**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.

**Josie:** anyway (.) erm (.) yesterday (1) no the day before yesterday (.) we went to see alyssas family (1) and they had (1) they had a puppy (1) its a little (1)

**Alyssa:** border collie

//

**Josie:** border collie

//

**Laura:** ahh

//

**Josie:** its really cute isnt it

**Laura:** are they the ones that look like a bit like sheepdogs but a different colour ↗

//

**Josie:** it is a sheepdog

//

**Alyssa:** they are sheepdogs

**Laura:** oh (.) a black and white one ↗

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**Alyssa:** yeah but shes brown and white

//

**Josie:** yeah and shes got these cute little ears that point forward

**Laura:** theres one in the (.) that comes in the café where i work every day (.) with an old lady

//

**Josie:** is it old or a puppy ↗

15

**Laura:** its old (.) its had loads of puppies but its got the end of its rota

**Josie:** rota ↗

**Laura:** quota [*laughs*]

//

**Josie:** [*laughs*]

//

**Alyssa:** [*laughs*]

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**Laura:** quota (.) its quota of puppies (.) shes called (.) shes called sadie (1) she comes in every day with her owner (.) cause the owners really old (.) and she has no company at home so she comes to the café

**Josie:** so this dog (.) erm (.) [*looks at Alyssa*] how old is she ↗

**Alyssa:** shes like twelve weeks or something (.) but theyve just got it (.) because she (.) usually you get a puppy when its like (.) what (.) eight weeks or something (.) but shes had like a virus and she couldnt work with the sheep so they gave her away

**Josie:** and then she had her injections (1) like (1) a few weeks ago

**Laura:** i hate going to the vets (.) its a horrible place isnt it↗

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**Josie:** yeah it is

//

**Laura:** i had to go with sam with her dog

**Josie:** why

**Laura:** cause she had to have her (1)

**Josie:** injections

35

**Laura:** injections (.) no not injections

//

**Josie:** is it a puppy then↗

**Laura:** no (.) shes a year old but she had to have an injection for something (.) i dont know what

### 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 a 2012 article on the BBC website, written by Zareer Masani, born in India but resident in the United Kingdom since the 1970s.

**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.

### English or Hinglish – which will India choose?

Today’s aspirational Indians want their children to go to a school where lessons are taught in English. But often the pupils leave speaking a language that would not be recognised in London or New York. Could this Hinglish be the language of India’s future?

Why, half a century after Indian independence, does English remain the language of higher education, national media, the upper judiciary and bureaucracy and corporate business?

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The answer is that India, unlike its rival Asian giant China, has no truly national language of its own. Hindi, the official language of central government, is an artificial and largely unspoken 20th Century construct. Even the colloquial Hindustani of Bollywood films is spoken by only 40% of the population, concentrated in the “cow belt” of northern India. The rest of the subcontinent speaks hundreds of regional vernaculars.

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India now claims to be the world’s second-largest English-speaking country. The most reliable estimate is around 10% of its population or 125 million people, second only to the US and expected to quadruple in the next decade. English remains the country’s only lingua franca but what is now emerging is not so much English as Hinglish, or what my parents’ generation called Babu English – the language of clerks.

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What makes Hinglish especially quaint is its love of the continuous tense and the way it dispenses with articles like “the” and “a”. My own favourite examples are “head is paining” (headache) and “mother serious” (mother is very ill).

“The new Indian elite is a very diverse, first generation elite, and they don’t have that old snobbery about the Queen’s English,” says novelist Namita Devidayal.

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“One finds a growing ease in recreating the language to suit one’s culture, which is a very hodge-podge culture, and one that’s also comfortable in its own dysfunctionality.” Hinglish, for all its occasional breakdowns of communication, is an authentically Indian hybrid.

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The trouble with dysfunctional Hinglish is that it can cause havoc when clear and precise communication is required, whether on a simple taxi ride or in more serious situations like hospitals and law-courts. Young Indians still need better quality, standardised English teaching if they want to access the global knowledge economy and stay ahead of eager new English-speakers in China or Argentina.

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### 3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Riya (age 2 years 0 months) and her father. Riya is sitting at a table eating her dinner and talking to her father.

**Discuss ways in which Riya 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:** heres your ice cream

**Content removed due to copyright restrictions**

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Father: with mummy too ↗

Riya: yeah

**TRANSCRIPTION KEY**

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

↗ = upward intonation

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