
ENGLISH LANGUAGE

9093/41

Paper 4 Language Topics

October/November 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.

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a 2013 television interview between Holly Willoughby (HW), a reporter, and Andy Murray (AM), a British tennis player. A day earlier, Andy Murray had become the first British winner of the Wimbledon Men's Singles tennis tournament for 77 years.

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.

- HW:** i am here with the champion (.) andy murray (.) thank you on behalf of the nation (.) for breaking that seventy seven year drought (.) erm you tweeted yesterday afternoon just after the match (.) you said (.) i actually cant believe whats happened (.) waking up this morning (.) how are you feeling ↗
- AM:** yeah i mean i didnt get much sleep last night but just yeah just (.) relieved really (.) erm (.) very happy as well but (.) yesterday was (.) was a tough day (.) like mentally very very stressful and just glad i managed to win 5
- HW:** well today could have been a very different day
- AM:** // hm hm
- HW:** // couldnt it 10
- AM:** well yeah (.) i went through that last year
- HW:** // yeah
- AM:** // pretty much sobbing into my pillow [smiles] for about two (.) three days after the final yesterday so much rather be (.) be doing this but (.) er with the trophy 15
- HW:** you (.) does the pressure that you are undergoing in that (.) i mean you have the sort of weight of the nation behind you as well (.) erm (.) everybody wants a british person to come in and win wimbledon (.) how do you contain that ↗ (.) how do you not let that kind of bubble out on court ↗
- AM:** it (.) it (.) its difficult i think i basically dont watch much tv (.) erm (.) i (.) i never see the news (.) i dont watch much of the tennis (.) i (.) dont read any of the newspapers (.) i try and stay off my phone and the internet as much as possible 20
- HW:** // yeah
- AM:** // so i dont (.) see anything thats going on but it (.) i mean it is (.) its hard to avoid all (.) all of that 25
- HW:** // well look at it now cos [smiles] its all really really good

- AM: [*smiles*] i know
 //
 HW: its amazing 30
 //
 AM: exactly
- HW: every front page of every paper (.) i mean quite rightly so
 //
 AM: and
 //
 HW: sorry (.) go on
- AM: no (.) i was just going to say i saw some of the newspapers today and the 35
 coverage has just been (.) massive so i think (.) when i actually won yesterday it
 (.) it sunk in quite quickly that id won wimbledon but
 //
 HW: yeah
 //
 AM: actually how big it was i
 think will take (.) quite a while 40

TRANSCRIPTION KEY

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

2 English as a global language

The following extract is taken from a 2013 British Council report called *The English Effect*.

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.

How English is Changing Lives

English has developed as a global language for a range of reasons, many of them historical, rather than anything intrinsic in the language itself. The enormous irregularities in the English system of spelling, for example, may often be seen by a newcomer as a disincentive. Millions, however, are undeterred. One of the strongest incentives for learning the language is the use to which it can immediately be put, socially, economically and culturally. 5

Thus, individuals seeking to learn English do so not only because it is an enriching second language, or because it is a rewarding pastime. More usually they learn because it affords access. It allows a farmer in Ghana to get international weather reports and commodity prices via his mobile phone, or a student in Myanmar to share hopes and aspirations with community organisations across the world. English allows football fans in a fishing village in the Gambia to listen to live Premier League commentary, or those with the resources to do so to travel across borders, knowing that they will find a way to be understood more readily. It affords access not to a linguistic club, but to a global conversation. One of the most important factors influencing the demand for English is young people's eagerness to take part in online social networking – which is primarily conducted in English. 10 15

Interviews with English language students in six cities (Muscat, Cairo, Rome, Madrid, Kuala Lumpur and Ho Chi Minh City) reveal the range of ways in which courses impact on their lives – an impact that goes beyond the obvious linguistic goals of accuracy and fluency. Studying English, they reported, enabled them to be more competitive in the job market and to move up the career ladder. It provided access to undergraduate and postgraduate courses, either in their countries or overseas, and to work-related professional development courses. It enhanced their ability to engage with the internet and social networking sites. This in turn increased their ability to access information, work more efficiently, and cultivate friendships with people around the world, and allowed enhanced access to unbiased news about world events. 20 25

TURN OVER FOR QUESTION 3.

3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Adam (age 2 years 1 month) and his mother.

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

- Mother:** adam (.) youve got a really big scratch on your tummy
- Adam:** no [*looks at his tummy*] (1) whathis↗
- Mother:** adam (.) what happened↗
- Adam:** whathis↗
- Mother:** its a scratch on your tummy (1) i dont know how youve got that 5
- Adam:** whathis↗
- Mother:** because your nails are quite short (.) do you remember having your nails cut↗
- Adam:** snipsnip
- Mother:** snipsnip (.) thats right (.) red handled scissors 10
- Adam:** blue snipsnip
- Mother:** yes (.) we have blue snipsnips (.) blue scissors (.) and we have red scissors dont we↗ (.) the blue scissors are your scissors and the red scissors are my scissors
- Adam:** my scissors 15
- Mother:** my scissors but we use whicheveres to hand at the time and we cut your nails on sunday didnt we↗
- Adam:** no
- Mother:** no↗ oh perhaps it was monday
- Adam:** nana¹ (1) nana (1) chocchoc (.) nana bag 20
- Mother:** nana chocchoc bag (.) yes nanas coming today but you better not greet her with that (.) shes not going to be very pleased is she↗ (.) if she walks through the door and you have a look at her bag to see if she has brought you any chocolate
- Adam:** no 25
- Mother:** no (.) you mustnt say that to her when she arrives (1) mummy is going to work this morning
- Adam:** nin nin² work (1) dadda

Mother: and daddys going to work

Adam: dadda work (1) chipshop

30

Mother: no (.) daddy doesnt work at a chip shop

Adam: nana chipshops

Notes:

¹ *nana*: a short form for grandmother

² *nin nin*: Adam's word for mummy

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

↗ = upward intonation

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