



Cambridge International AS & A Level

ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

February/March 2020

2 hours 15 minutes



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **two** questions.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.
- You are reminded of the need for good English and clear presentation in your answers.

INFORMATION

- The total mark for this paper is 50.
- All questions are worth equal marks.

This document has **8** pages. Blank pages are indicated.

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a conversation between four young people in their early twenties.

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.

- Amy:** my friend just bought all this stuff off ebay¹ (.) like gucci² (.) all the (.) they all say gucci (.) like gucci watches (.) gucci bags (.) everything (.) and she paid a fortune and we were like (.) yvonne (.) you do know its gonna be fake (.) and she was like (.) its not and i was like youre not gonna get a bag (.) a gucci bag for fifty quid so its like [*laughs*] you know (.) and shes like (.) you idiot [*laughs*] 5
- //
- Daniel:** [*laughs*]
- //
- Bronya:** [*laughs*]
- //
- Marjani:** [*laughs*]
- Daniel:** ebays rubbish though 10
- Bronya:** can you get it on ebay↗
- Daniel:** ive never used ebay
- Marjani:** oh (.) do you not↗ (1) i use it all the time
- Amy:** i dont trust ebay because what if (.) what if the people dont send it to you↗ can that (.) not happen↗ 15
- Daniel:** yeah (1) i just dont like the idea of sending
- //
- Bronya:** i think theres way (.) that (.) there is a way that you can do it so you can
- Marjani:** paypal³ (.) you can get the money back
- //
- Bronya:** if the person doesnt send it you can go on and (.) you know (.) put it to a (.) a regulator on it (.) and say (.) oh yeah (.) hold on 20
- //
- Amy:** and they give you your money back↗
- //
- Bronya:** a minute (.) theyve not given me that
- Amy:** cause ellen 25
- Daniel:** mm
- Amy:** you know ellen wells↗ (.) mm hm

- Bronya:** uh huh
- Amy:** she was (.) erm (.) she bought red hot chili peppers⁴ tickets over it (.) red hot chili (.) yeah (.) thats what theyre called [*laughs*] 30
- Bronya:** //
yeah
- Amy:** and erm (.) she got (.) like (.) the concert was on the friday and she got them the ne (.) the monday morning afterwards
- Bronya:** aww
- Daniel:** mm 35
- Marjani:** you are (.) kiddin
- Amy:** no
- Marjani:** no (.) ive bought loads of (.) stuff over it and its always been fine like (.) and i think (.) like sometimes you can pay by paypal and its (.) like (.) it means
- Bronya:** uh huh 40
- Marjani:** that maybe if theres a problem and you get your money back

Notes:

¹ *ebay*: an auction website

² *gucci*: a famous fashion brand

³ *paypal*: a method of making payments online

⁴ *red hot chili peppers*: an American rock band

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

2 English as a global language

The passage below was written in 2017, when preparations were taking place for the United Kingdom to leave the European Union. This plan was referred to as 'Brexit', a blending of 'British' and 'exit'.

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.

Brexit could create a new 'language' – Euro-English

The EU may develop its own unique form of English and could swing the global balance on American versus English spellings of words like 'harbor' and 'organization'. Brexit could lead to the development of a new form of the English language, according to a new academic paper. Dr Marko Modiano, of Gavle University in Sweden, said there were already signs that 'Euro-English' was developing its own distinct way of speaking. 5

And this could eventually be codified in a dictionary and taught in schools in much the same way that American or Australian English are today, if English is retained as the lingua franca of the European Union after the UK leaves.

The Europeans might also decide to adopt American spellings, Dr Modiano said, which would add about 443 million people to the total population using that system. Euro-English has already developed its own new definitions for some words based on the 'Eurospeak' deployed in Brussels. For example, as Dr Modiano wrote in the journal *World Englishes*, *eventual* is now used as 'a synonym for possible or possibly', *conditionality* means 'conditions' and *semester* is 'used to mean six months'. 10 15

'The use of *eventual* as a synonym for possible or possibly is actually showing signs of being accepted and may, in the near future, be considered a feature of Euro-English,' Dr Modiano said. Outside of Brussels, people are also developing their own English-language sayings. 'For example, phrases such as *to hop over* (to refrain from doing something), *to be blue-eyed* (to be naïve) and *to salt* (to overcharge) are readily found among the usage of people in the Nordic countries,' Dr Modiano said. 20

He argued that English was likely to remain as the EU lingua franca despite suggestions it should be ditched with no member state having it as their official language. But without native English speakers from the UK to police its linguistic rules, Euro-English could develop a life of its own. With the British gone, no one will be there to carry on the work of defending the structural integrity of British English in the face of competition from American English and other varieties of English. Euro-English could help provide its users with a 'sense of identity' among other benefits which were 'both logical and welcome'. 'In the act of recognising the validity of Euro-English,' Dr Modiano wrote, 'one liberates continental European users of English from the tyranny of standard language ideology.' 25 30

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3 Language acquisition by children and teenagers

The following text is a transcription of three parts of a conversation between Teddy, aged 1 year 9 months, and his mother.

Discuss ways in which Teddy 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.

Part A

Teddy: ah (.) da (.) bai ia o

Mother: teddy (1) what did you say↗

Teddy: ai dia (.) no

Mother: no↗

5

Teddy: didno (.) wherewa da (.) cos (.) daddy (1) DADDY

Mother: daddys at work

Teddy: daddy where

Mother: daddy where↗

Teddy: yes

10

Mother: daddys at work

//

Teddy: d (.) d (.) daddy work

Mother: wheres daddy

Teddy: yeah (.) dunno

Mother: hes at work (1) what shall we do (1) what does teddy want to do

15

Teddy: i dunno (1) daddy where

Mother: daddy where (.) wheres daddy↗

Teddy: d (.) d (.) daddy work

Mother: daddys at work (.) clever boy

Part B

20

Teddy: dat [*points to a picture in a book*]

Mother: thats a pineapple

Teddy: oh dats (1) pie (1) abble

- Mother:** a pineapple (.) clever boy
- Teddy:** pie (.) abble (2) dis (.) abble [*points to a different picture*] 25
- Mother:** theres an apple
- Teddy:** abble (2) dere (.) dere (1) boon [*points to a different picture*]
- Mother:** its a spoon (.) youre right (.) theres a spoon

Part C

- Teddy:** where ca 30
- Mother:** wheres the cat ↗
- Teddy:** ca dow
- Mother:** does she need to get down (.) was she on the table ↗
- Teddy:** ca (.) dow
- Mother:** yeah (.) the cat should come down (.) youre right (1) shall we tell her to get down ↗ 35
- Teddy:** ca (.) up
- Mother:** yeah shes up
- Teddy:** ca (.) dow

TRANSCRIPTION KEY

(1) = pause in seconds

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underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

[UPPER CASE] = words spoken with increased volume

↗ = upward intonation

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