

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

**ENGLISH LANGUAGE**

**9093/42**

Paper 4 Language Topics

**May/June 2018**

**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 conversation in a UK department store between a television salesman and a male customer who is interested in buying a new television.

**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.

- Salesman:** [*walking towards customer*] hello there
- Customer:** im looking for some help with televisions
- Salesman:** i can help out (.) yes
- Customer:** erm (.) ok (.) weve got a very old television so kind of almost need to start from the beginning (.) what we want is something (.) probably lower end 5
- Salesman:** ok
- Customer:** but erm which we can fit up with freesat<sup>1</sup> (1) we have a sky box<sup>2</sup>
- Salesman:** //  
ok
- Customer:** and connections (.) but we kind of need to start again
- Salesman:** sure (.) certainly (.) ok (1) so the dish is in place (.) are you (.) are you still with sky↗ 10
- Customer:** no
- Salesman:** fine (.) ok (.) erm so tvs have come a long way since your (.) existing model came around (1) and (1) what we need to consider is things like freesat receivers or recorders so you can receive tv channels and view live tv and various things (1) would you like to start with one of those or (.) or which one would you like to start with↗ 15
- Customer:** erm (2) could do (1) could you tell me the difference (.) in simple terms between a (1) a smart tv and a non smart tv
- Salesman:** certainly (.) so (.) in an age where the internets very dominant (.) we use the internet for all sorts of things at home (.) a smart tv (.) erm (.) has a few more features than that a non smart tv (.) erm does have (1) erm (.) doesnt have rather (.) so we conventionally used tvs for live tv viewing only // 20
- Customer:** //  
yeah
- Salesman:** but what a smart tv opens up (.) erm (.) access to is things like catch up television services (.) so if youve missed a programme (.) erm some tvs have a smart tv feature called catch up television (.) and they use applications like the bbc iplayer<sup>3</sup> or itv hub<sup>3</sup> // 25
- Customer:** //  
right and thats all built in to the (.) to the television 30

**Salesman:** indeed (.) yeah (.) so if youve missed a programme and youve chosen not to record it (.) or forgotten to record it (.) you can then receive the broadcast again over the internet at your leisure

**Customer:** so basically its like a computer (.) or that aspect of a computer as well

**Salesman:** to some degree yeah (.) it certainly gives some of the elements of a computer (.) its certainly important not to mistake it for being a computer (.) but certainly it gives access to certainly (.) the internet (.) erm catch up television services (.) erm weather (.) sports applications if need be (.) all via the internet instead which (.) which runs in parallel with live tv (.) erm a non smart tv simply has (.) doesnt have those features (.) so youre only available for live viewing only 35 40

**Notes:**

<sup>1</sup> *freesat*: a satellite TV service which is available in the UK without any payment or subscription

<sup>2</sup> *sky box*: a box to receive satellite TV services

<sup>3</sup> *bbc iplayer, itv hub*: online video on-demand services which are accessed via the internet

**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 is taken from a 2013 interview from *InsideHigherEd.com* with Scott L Montgomery, author of the book *Does Science need a Global Language?*, which was published in the same year.

**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.

**Q: What do you see as the strongest arguments against the use of a global scientific language – and against that language being English?**

**A:** First, bias. With a global language, many researchers simply stop reading work in other tongues. Second, marginalization. Those without skill in this language, however excellent their research may be, are forced to inhabit a borderland, unable to participate at the core of their field and its highest levels. Third, inequity. By its very nature, any lingua franca establishes a stratification among researchers, with fluent speakers at the top and non-speakers at the base. Fourth, effects on other languages. Speakers of other tongues must choose to try and keep their native language updated, in terms of vocabulary for example, or to stop using it for the most advanced research. 5 10

**Q: You argue, ultimately, that science does need a global language. Why is this the case?**

**A:** A global language is needed for the future growth and advancement of science worldwide. It provides a single medium by which data, ideas, findings, news, and opportunities can be shared with the entire global research community, giving scientists in the developing world access to the same information researchers have in rich countries. A global language is itself a resource, an extremely powerful one, for the global sharing of research knowledge, something that will greatly aid the world's efforts to solve a number of its major challenges involving disease, food, water, energy, and climate change. 15

**Q: Why do you say that “the real casualty from the global spread of English may well be the native speaker himself”?** 20

**A:** Because the rest of the scientific world will be multilingual and will have access to scientific material in at least two – but often three or more – languages. The native speaker, feeling encouraged to resist the learning of other tongues will be without this capability. Put differently, the rest of the world will have access to everything s/he does, but s/he will have access to little or nothing beyond the edges of her/his own tongue. 25

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### 3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Zach (age 5 years 1 month) and his mother, who is pregnant. Zach's mother has just handed Zach an image of her ultrasound scan, which shows the baby inside her womb, at an early stage of its development.

**Discuss ways in which Zach 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:**     youre going to be a big brother

**Zach:**       is that your baby ↗ [*smiles*]

**Mother:**     yes

**Zach:**       is it coming then ↗

**Mother:**     its in my belly 5

**Zach:**       is it in your belly ↗ [*smiles*]

**Mother:**     yes (1) thats where ive been (.) to the hospital

**Zach:**       ah (2) are you really having a baby ↗ [*laughs*]

**Mother:**     yeah

**Zach:**       is it in there ↗ [*looks at her belly*] 10

**Mother:**     mm (.) now its only tiny (.) its about that small (.) look [*shows him the baby's size with her hands*]

**Zach:**       [*laughs*] IM GOING TO BE A NEW BIG BROTHER (2) i hope youre not joking

**Mother:**     im not joking 15  
                  //

**Zach:**       he can sleep in my bed (2) if he wants

**Mother:**     can he ↗ (.) thats very kind of you (1) thats where ive been (.) to have some pictures taken inside my belly

**Zach:**       (5) is it in your belly now ↗

**Mother:**     yes but youve got a long long time to wait though until it comes out 20

**Zach:**       mm (.) mm (.) thats why youre breathing too much

**Mother:**     no [*laughs*]

**Zach:**       and mum (.) wait (.) um (.) is it rumbling ↗

**Mother:**     no you can't feel it yet (.) my bellys not big enough yet

<b>Zach:</b>	is it made ↗ (.) is it really in there ↗	25
<b>Mother:</b>	its really in there now	
<b>Zach:</b>	how ↗ (.) who maked it ↗	
<b>Mother:</b>	me and andy made it	
<b>Zach:</b>	<u>why</u> you made it ↗	
<b>Mother:</b>	erm (1) cause we did (2) do you want to be a big brother ↗	30
<b>Zach:</b>	YES [ <i>smiles</i> ]	

**TRANSCRIPTION KEY**

(1) = pause in seconds

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// = speech overlap

[*italics*] = paralinguistic features

UPPER CASE = words spoken with increased volume

↗ = upward intonation

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