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Cambridge International Advanced Subsidiary and Advanced Level

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**ENGLISH LANGUAGE**

**9093/43**

Paper 4 Language Topics

**October/November 2015**

**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. All questions in this paper carry equal marks.

You are reminded of the need for good English and clear presentation in your answers.



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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 part of a conversation between two married couples in their fifties. Paul and Sue are telling Alan and Julie about preparations for their daughter Ruth's wedding.

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

**Sue:** yesterday (.) talking of hats (.) yesterday was a nightmare (.) we went (.) my friend had told me about this hat hire place just outside newmarket<sup>1</sup>

**Alan:** hat hire place (.) is it a

//

**Sue:** for the wedding

**Alan:** its a hat wedding

5

**Sue:** well (.) i was kind of (.) functioning on a fairly casualish outfit (.) in the hope I could get away with that (.) you know (.) in the hope that a casual outfit i could wear again (.) cause i cant bear the idea of spending money

//

**Julie:**

no

//

**Sue:** on a posh thing that im never going to wear again (1) so we'd (.) we'd found two outfits which were very ME in (.) the shop hadnt we (.) TOTALLY me and totally that i would wear again (.) but (.) they needed a hat to turn them into a (1)

10

**Alan:** something beyond the ordinary

**Paul:** yes

//

15

**Sue:** yes (.) for the wedding

**Julie:** and the mother of the bride

**Sue:** so we went (.) so RUTH loves hats (.) as you (.) as you could imagine (.) ruth loves hats and looks lovely in every hat that youve EVER seen (1) i HATE hats i never wear hats and i look ridiculous in hats (1) ruth made me try

20

//

**Paul:** every hat she possibly could

**Sue:** some obscene hats in the shop (.) anyway so its a shop in a village and its quite near newmarket race course (.) the two most MISERABLE assistants in the world (.) they were fifty year old women werent they (.) they were AWFUL (.) they were no help (.) they were sour (.) ruth was being her usual outrageous self

25

**Paul:** [laughs]

//

- Sue:** she wasn't (.) it wasn't for her (.) the hat (.) but she was trying everything on (.) we think they might have got irritated by this person who was (.) she was being very positive about the hats 30
- //
- Paul:** yes
- //
- Sue:** whereas i was being very [*acts out trying on different hats*] no (1) NO (1) NO (.) NO
- //
- Julie:** [*laughs*] 35
- //
- Sue:** and then you can either HIRE the hat (.) or you can BUY the hat (.) and i was determined that even if the hat made me look like elizabeth taylor<sup>2</sup> there was NO way i was going to be buying the thing (.) and i've (.) so i've got two possible outfits and i took both outfits (.) i had to keep getting in and out of both of them 40
- //
- Julie:** [*laughs*]
- Sue:** to see which hat might
- //
- Alan:** so you were there for a couple of days
- Sue:** yes
- //
- Paul:** it felt like it 45
- Sue:** it felt like it (.) a week (1) i hate shopping (.) i hate shopping for anything like that (.) i hate dressing up

**Notes:**

<sup>1</sup> *Newmarket*: a town in England with a famous horse-racing course.

<sup>2</sup> *Elizabeth Taylor*: an actress from the 1960s and 1970s.

**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

## 2 English as a global language

The passage below is part of an interview conducted by Ray Suarez (RS) with Robert McCrum (RM), author of the books *The Story of English* in 1986 and *Globish – How English Became the World’s Language* in 2010.

**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 from your wider study.

**RS:** If you look around history for parallels with English, one that comes to mind certainly is Latin. Latin had a certain primacy throughout what is now Western Europe, the Mediterranean world, but, over time, it turned into Italian and Portuguese and Spanish and Catalan and Romansh and Romanian and everything else.

Is English going to break up into separate languages? 5

**RM:** When we finished *The Story of English* in 1986, the academic consensus amongst many of the scholars that we talked to was that English was likely to break up into mutually unintelligible varieties, so that Caribbean English, Scottish English, Singaporean English would, over time, diverge from the standard to the point where they became separate languages. 10

Well, it hasn’t even begun to happen. And what I have described is really the reverse of it becoming everyone’s second language and becoming this global phenomenon.

**RS:** Is English just easier to learn than some of these other aspirants to being the world’s second language?

**RM:** It’s easier. It’s also become quite simple. I mean, the core of our conversation is Anglo-Saxon, actually. And you can construct a very good sentence with a few words in Anglo-Saxon English, Old English, or in modern globish, and still get your meaning across. And it doesn’t have to be perfect. The point about it is, the impurities give it the vitality. 15

**RS:** And its attraction? I mean, you talk about a 1,500-word vocabulary that’s a pretty workable version of English. 20

**RM:** It’s workable. Shakespeare has a vocabulary of about 30,000. The King James Bible has a vocabulary of about 9,000. So, you can get it down to about 5,000, 4,000, 3,000. That kind of level still works.

And, actually, if I may say so, President Obama is, in a sense, a globish president, origins in Kansas, Kenya, Hawaii, Indonesia. His speeches are very simple. And his campaign slogans — slogans like, *yes, we can* and *change we can believe in* — are globish slogans. 25

The word globish is not my word. It belongs to a Frenchman who has marketed the idea of a limited vocabulary. He took Obama’s inaugural address and he tried to turn it into globish, simplified English. And he couldn’t, because it already was.

**RS:** So, what happened to allow this to be uncoupled from politics? People learn English now, and it opens doors, rather than putting up walls. 30

**RM:** Yes.



### 3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Lara (age 2 years 5 months) and her mother. They are playing an imaginary game with her sister Amy's plastic animals.

**Discuss ways in which Lara and her 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.

<b>Mother:</b>	dont throw the poor ducky (1) its amys	
<b>Lara:</b>	no (1) MINE	
<b>Mother:</b>	no (1) its not (1) its AMYS (2) you can borrow it	
<b>Lara:</b>	no (1) its got poorly [ <i>rubs cream on duck</i> ]	
<b>Mother:</b>	no (1) no (.) no (.) NO (.) you DONT put cream on amys duck (1) NO (.) you dont	5
<b>Lara:</b>	its got (.) got a poorly	
<b>Mother:</b>	no (1) because ducks dont NEED cream (1) it just makes them dirty and mummy has to wash them	
<b>Lara:</b>	its a poorly	10
<b>Mother:</b>	it doesnt need cream	
<b>Lara:</b>	ITS poorly	
<b>Mother:</b>	i know (.) but its a <u>duck</u> (1) only lara and amy need cream	
<b>Lara:</b>	[ <i>hears hoovering</i> ] whats that funny noise	
<b>Mother:</b>	i think its ALICE cleaning out her house	15
<b>Lara:</b>	mummy (1) mummy [ <i>runs away</i> ] (.) catch me	
<b>Mother:</b>	five minutes (.) lara (.) then its bedtime	
<b>Lara:</b>	[ <i>screams</i> ]	
<b>Mother:</b>	no (.) no (.) no (1) <u>careful</u> [ <i>Lara throws a toy snake across the room</i> ] DONT throw it please	20
<b>Lara:</b>	poor snake (1) its sad now (1) sad now	
<b>Mother:</b>	oh poor snake (1) is that because you threw him?	
<b>Lara:</b>	yes	
<b>Mother:</b>	say sorry (1) say sorry snake	
<b>Lara:</b>	sorry snake	25

**Mother:** give her a kiss (1) dont throw her (1) you only throw balls (1) dont you

**Lara:** i want my ball

**Mother:** your balls over there (.) under the table

**Lara:** you get it for me

**Mother:** pardon↗

30

**Lara:** you get it

**Mother:** no (1) YOU get it

**Lara:** i cant (2) im eating my apple

**Mother:** IM drinking my coffee

### TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

[UPPER CASE] = words spoken with increased volume

↗ = upward intonation

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