



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Level

ENGLISH LANGUAGE

9093/04

Paper 4 Language Topics

For Examination from 2014

SPECIMEN PAPER

2 hours 15 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

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.

At the end of the examination, fasten all your work securely together.

All questions in this paper carry equal marks.

This document consists of **7** printed pages and **1** blank page.



1 Spoken language and social groups

The following text is a transcription of part of a conversation between some teenagers (two boys Amrik and Zack, and two girls Bina and Yasmin) talking about some of the part-time jobs they have had.

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

Amrik: so (.) after that job (.) after the
//

Bina: after the one where
//

Amrik: then it was removals (.) you know [laughs]
//

Yasmin: you mean like
FURNITURE removals 5
//

Zack: i can just see you amrik (.) like (.) you know (.) like the chuckle brothers¹
[imitates comic voices] TO ME (.) TO YOU
//

Bina: [laughs] yeah i can just see him too
//

Amrik: sort of (.) i still (.) sort of do that in the summer now (.) like (.) every so often 10
(.) like (.) cause its
//

Yasmin: yeah its (.) like

Amrik: so its like (.) so i've signed on with this (.) this agency

Bina: its its (.) good money
//

Amrik: so they get me (.) like (.) its all like (.) MANUAL labour (.) so 15
its like (.), erm (.) what do you call (.) like the (.) you know
//

Bina: its good money for that (.) cause
i've done that before
//

Amrik: its not
GREAT money (.) its like four pounds fifty an hour 20

{Yasmin: [both laugh]
{Zack:

Bina: i did this (.) this thing (.) where i worked like three (.) three days and i got
three hundred pounds for it
//

Yasmin: REALLY
//

Zack: thats a lot for 25
//

Amrik: sometimes you get
//

Yasmin: mm hmm
Amrik: you get (.) like (.) you know (.) TIPS and stuff (.) like (.) if youre doing
 //
Yasmin: yeah (.) like if youre
 //
Amrik: if youre 30
 doing (.) like a house move (.) then some people (.) like (.) i got
 //
Bina: yeah
 //
Amrik: i got twenty quid²
 one time

Notes:

¹*chuckle brothers*] a comedy series involving two clumsy furniture removal men, shown on children's television

²*twenty quid*] slang for twenty pounds (money)

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

// = speech overlap

[*italics*] = paralinguistic features

[UPPER CASE] = increased volume

2 English as a global language

The two passages on the opposite page deal with the idea of English as a world or global language and were written in 2001.

Discuss what you feel are the most important issues raised here relating to the emergence of English as a global language. You should refer to specific details from the passages as well as to ideas and examples from your wider study.

Passage A is an extract from an article entitled *Teaching World English*.

When we say that English is a world language, we do not only mean that it is used in many countries around the world, but also that there are many contexts in which it is used across borders, in an international context. The traditional emphasis on teaching the language alongside cultural aspects of English-using cultures (usually US or UK) detracts from the sense of English as a language which is not linked to any particular culture(s), but which is used to express a great many cultures, in a great many contexts.

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Once students are past the initial stages of learning English, and are in a position to read and listen with a degree of independence, they need to be helped:

- to be made aware of the different degrees of formality, and to understand that structures considered normal and appropriate in some contexts are not considered correct in others;
- to be made aware of some of the common differences between the (Standard) Englishes of different parts of the world;
- to learn how to express their own culture through the medium of English.

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Passage B is an extract from an article entitled *The Triumph of English: A World Empire by Other Means*.

A World Empire by Other Means: English Becoming the New World Language

The new world language seems to be good for everyone – except the speakers of minority tongues, and native English-speakers too perhaps.

It is everywhere. Some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalization – of international business, politics and diplomacy.

5

It is the language of computers and the Internet. You'll see it on posters in Cote d'Ivoire, you'll hear it in pop songs in Tokyo, you'll read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the medium of expression in cabinet meetings in Bolivia. It is now the global language.

10

How come? Not because English is easy. True, genders are simple, since English relies on "it" as the pronoun for all inanimate nouns, reserving masculine for bona fide males and feminine for females (and countries and ships). But the verbs tend to be irregular, the grammar bizarre and the match between spelling and pronunciation a nightmare. English is now so widely spoken in so many places that umpteen versions have evolved, some so peculiar that even "native" speakers may have trouble understanding each other. But if only one version existed, that would present difficulties enough.

15

3 Language acquisition by children and teenagers

The following text is a transcription of conversation between a four-year-old boy (Tom) and his teacher. They are looking at some drawings which Tom has done.

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

Teacher: do you want to put a picture in for me today?

Tom: i will if you want me to

Teacher: NO (.) do YOU want to do one?

Tom: yeah then (.) okay

Teacher: i'll see what I can find to draw with (1) do you want a pencil (.) or what else 5
have i got (.) a biro (.) which do you like better? YOU choose

Tom: THAT one

Teacher: right (.) are you going to do it on that picture there? (1) THAT would be nice

Tom: i am going to think (2) i am good at (.) if you show me how to draw a house i 10
will draw one

Teacher: i bet you can do one on your own now

Tom: i can't

Teacher: well (.) do something you can do without any help (.) because then it will be a
REAL TOM PICTURE (.) i will close my eyes and you can have a draw and 15
then you can tell me what it is

Tom: i can build a dinosaur.

Teacher: are you drawing a dinosaur?

Tom: can't (2) close your eyes

Teacher: have i not to look? i will turn this way

Tom: you can open them that way 20

Teacher: are you going to tell me when you have finished?

Tom: BUT no peeking

Teacher: i'm not peeking

Tom: i'm watching you (.) i can see you

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

// = speech overlap

UPPER CASE = increased volume

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