

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

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**ENGLISH LANGUAGE**

**9093/43**

Paper 4 Language Topics

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

All questions in this paper carry equal marks.



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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 a conversation involving three professional women in their twenties, Suna, Cerys and Lucy. Suna is considering a career change from her current job in Public Relations.

**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.

- Suna:** what about TEACHING ↗ (.) do you have to do a degree for teaching now ↗  
//
- Cerys:** no (.) youd have to do a PGCE<sup>1</sup>
- Lucy:** a PGCE
- Cerys:** its one year
- Suna:** oh thats fine (.) i could do that 5
- Lucy:** you could do that
- Cerys:** yeah
- Lucy:** would you work with little ones ↗
- Suna:** yeah i think so (.) i just (.) im just sick of sitting at the computer all day (.) like (.) every now and then im out and about like doing shoots<sup>2</sup> and stuff which is really fun 10  
//
- Lucy:** yeah  
//
- Suna:** but thats like once a month or twice a month (.) and its just most days are at a computer (.) and like you get SOME joy out of it (.) cos like the people i work with are nice and stuff (.) but 15  
//
- Lucy:** yeah (2) no (.) it gets a bit boring after a while doesnt it
- Cerys:** (1) but youve got to think in the long run what do i want to do and the training will be WORTH it
- Suna:** i wanna do something thats with people  
//
- Cerys:** yeah 20  
//
- Suna:** so like a psychologist or a teacher or a paramedic  
//
- Cerys:** something  
//
- Lucy:** and variety as well (.) with teaching and healthcare you get  
//

<b>Cerys:</b>		yeah	
		//	
<b>Lucy:</b>		<u>different</u> things dont	
	you		
<b>Suna:</b>	yeah		
<b>Cerys:</b>	yeah		
<b>Suna:</b>	too much choice		30
<b>Cerys:</b>	no (.) you need to look into what youre (.) and research things		
<b>Lucy:</b>	and think at what youre <u>good</u> at		
		//	
<b>Cerys:</b>	yeah		
		//	
<b>Lucy:</b>	and what you <u>enjoy</u>		
		//	
<b>Cerys:</b>		mmm	35
		//	
<b>Lucy:</b>		cos youre obviously (.)	
	youre <u>very</u> good with people (1) and communication is a strong point		
		//	
<b>Cerys:</b>		mmm	
		//	
<b>Lucy:</b>		and then	40
	do what you ENJOY doing		

**Notes:**

<sup>1</sup>PGCE: Post Graduate Certificate of Education (a qualification for graduates who want to become teachers).

<sup>2</sup>shoots: setting up and taking photographs as part of Public Relations work.

**TRANSCRIPTION KEY**

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[UPPER CASE] = words spoken with increased volume

↗ = upward intonation

## 2 English as a global language

The passage on the next page is an extract from a 2007 article published in the world news division of the *New York Times*. It discusses how English is used globally and its dominance as an international language.

**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.

### Across cultures, English is the word

Riding the crest of globalization and technology, English dominates the world as no language ever has, and some linguists are now saying it may never be dethroned as the king of languages.

Others see pitfalls, but the factors they cite only underscore the grip English has on the world: cataclysms like nuclear war or climate change, or the eventual perfection of a translation machine that would make a common language unnecessary.

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Some insist that linguistic evolution will continue to take its course over the centuries and that English could eventually die as a common language as Latin did, or Phoenician or Sanskrit or Sogdian before it.

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“If you stay in the mind-set of 15th-century Europe, the future of Latin is extremely bright,” said Nicholas Ostler, the author of a language history called “Empires of the Word” who is writing a history of Latin. “If you stay in the mind-set of the 20th-century world, the future of English is extremely bright.”

That skepticism seems to be a minority view. Experts on the English language like David Crystal, author of “English as a Global Language,” say the world has changed so drastically that history is no longer a guide.

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“This is the first time we actually have a language spoken genuinely globally by every country in the world,” he said. “There are no precedents to help us see what will happen.”

John McWhorter, a linguist at the Manhattan Institute, a research group in New York, and the author of a history of language called “The Power of Babel,” was more unequivocal.

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“English is dominant in a way that no language has ever been before,” he said. “It is vastly unclear to me what actual mechanism could uproot English given conditions as they are.”

As a new millennium begins, scholars say that about one-fourth of the world’s population can communicate to some degree in English. It is the common language in almost every endeavour.

25

It has consolidated its dominance as the language of the Internet, where 80 percent of the world’s electronically stored information is in English, according to David Graddol, a linguist and researcher.

There may be more native speakers of Chinese, Spanish or Hindi, but it is English they speak when they talk across cultures, and English they teach their children to help them become citizens of an increasingly intertwined world.

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At telephone call centers around the world, the emblem of a globalized workplace, the language spoken is, naturally, English. On the radio, pop music carries the sounds of English to almost every corner of the earth.

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### 3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Tom (age 4 years 8 months) and his mother. They are playing an imaginary game with Tom's toy cars.

**Discuss ways in which Tom 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:** hello [*pretends to speak on telephone*]
- Tom:** hello
- Mother:** (1) is that (.) um (.) the breakdown man ↗
- Tom:** OF COURSE it is (1) im just jumping in the truck
- Mother:** well (.) hold on (.) ive broken down (1) but you need to know where ive broken down 5
- Tom:** where ↗
- Mother:** ive broken down quite near the petrol station (1) ive got a red car (1) its brand new
- Tom:** ill be there in a minute 10
- Mother:** youll see me (1) im wearing a pink dress
- Tom:** okay (1) shall i get on the truck (2) brreow [*imitating the sound of a siren*]
- Mother:** //  
do breakdown trucks have SIRENS ↗
- Tom:** yes they do
- Mother:** i know they have flashing lights (2) dont they 15
- Tom:** mum (1) is it okay if i parked here ↗
- Mother:** oh so am i on tow now ↗
- Tom:** this bad ones yours
- Mother:** are you going to tow me back to the garage ↗
- Tom:** mmm 20
- Mother:** do you think its just a case of topping me up with petrol ↗ (1) or do you think its a more serious problem ↗
- Tom:** both (2) SERIOUS

- Mother:** serious problem (1) oh dear (.) that DOESNT sound good (.) does it (1) what do you thinks happened↗ 25
- Tom:** your radar has broke
- Mother:** my WHATS broken↗
- Tom:** the radar
- Mother:** my WHAT↗ (1) radar↗
- Tom:** // yep 30
- Mother:** oh right (1) you make it sound like an aeroplane (2) my radars broken (.) has it↗
- Tom:** no (.) its ANOTHER radar
- Mother:** right (.) so its
- Tom:** // radator<sup>1</sup> 35
- Mother:** is it something in the engine thats broken↗
- Tom:** yep (1) must be this [*picks up plastic bottle*] (.) oh (1) [*shakes bottle*] doesnt work (1) now get these (1) now get the other tools [*picks up pretend tools*] (2) lets open your window
- Mother:** right (1) ive opened it 40
- Tom:** mmm (1) bang (1) clank (2) [*puts bottle back on floor*] mended now (.) look

**Note:**

<sup>1</sup>radator: radiator (part of a car's cooling system).

**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

↗ = upward intonation

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