
ENGLISH LANGUAGE

9093/42

Paper 4 Language Topics

October/November 2017

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 **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 of a 2013 conversation with British rap artist Tinie Tempah, on an American radio show called *The Breakfast Club*. The show is hosted by DJ Envy, Angela Yee and Charlemagne (C).

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 of spoken language and social groups.

DJ Envy: its the breakfast club and weve got a special guest in the building today from the uk (.) goes by the name of tinie tempah (.) good morning tinie

Tinie: good morning (.) whats going on brother ↗

DJ Envy: hows everything with you ↗

Tinie: im really good (.) happy to be here man

5

DJ Envy: now for er (.) the US people that dont know who tinie tempah is (.) hes kinda like (.) the drake¹ of the uk

Tinie: trying to be

DJ Envy: trying to be

Tinie: yeah

10

DJ Envy: now tinie tempah now (.) first of all (.) how did you get your name (.) tinie tempah ↗

Tinie: er (.) basically it was just a nickname from like (.) school man (.) when I was in like (.) year eight (.) eighth grade like (.) basically people were just like (.) calling me that and it was a wrap man (.) it just kind of stuck

15

Angela: did you like (.) have a bad temper or something ↗

Tinie: not really man (.) it was a little bit because (.) cos you know (.) tiny and tempah (.) its like (.) a juxtaposition (.) so its like jekyll and hyde² (.) two different things

C: but youre not tiny though (1) kevin hart³ is tiny

20

Tinie: [laughs]
//

Angela: maybe when he was little he was tiny (.) right ↗

Tinie: yeah (.) it kinda makes sense

- Angela:** now its interesting (.) cos ive been to (.) europe a lot and ive been to london a lot and it is it is hard for artists from over there to break over here 25
- //
- Tinie:** yes
- //
- Angela:** in the united states a lot of people cant do it (.) it seemed like a lot of people that were promising but (.) i cant think of any (.) artist from the uk (.) any hip hop⁴ artist whos actually come to the united states and been successful (.) are there any artists from the uk ↗ (.) hip hop artists ↗ 30
- Tinie:** what (.) that have come over here and done it ↗
- Angela:** have done a really great job like you have so far ↗
- Tinie:** oh probably (.) like only (.) like before (.) like derek b⁵ and like (.) slick rick⁵ do you know what i mean ↗ (.) but other than that (.) no (.) i mean at the end of the day like (.) what we class as rap and how we rap and stuff (.) the way we rap over here is very different 35
- //
- Angela:** right

Notes:

¹*Drake*: a Canadian rap artist.

²*Jekyll and Hyde*: from a story in which one man has two personalities (Dr Jekyll and Mr Hyde). One personality is good and the other evil.

³*Kevin Hart*: an American actor and comedian.

⁴*hip-hop*: a type of music.

⁵*Derek B, Slick Rick*: British rap artists.

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 passage is an extract from a 2015 *Wall Street Journal* article by linguist John McWhorter. It discusses the future of English 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.

What the World Will Speak in 2115

A century from now, expect fewer but simpler languages on every continent

Two thousand years ago, English was the unwritten tongue of Iron Age tribes in Denmark. A thousand years after that, it was living in the shadow of French-speaking overlords on a dampish little island. No one then living could have dreamed that English would be spoken today, to some degree, by almost two billion people, on its way to being spoken by every third person on the planet. 5

Science fiction often presents us with whole planets that speak a single language, but that fantasy seems more menacing here in real life on this planet we call home – that is, in a world where some worry that English might eradicate every other language. That humans can express themselves in several thousand languages is a delight in countless ways; few would welcome the loss of this variety. 10

Yet the days when English shared the planet with thousands of other languages are numbered. A traveler to the future, a century from now, is likely to notice two things about the language landscape of Earth. One, there will be vastly fewer languages. Two, languages will often be less complicated than they are today – especially in how they are spoken as opposed to how they are written. 15

By 2115, it's possible that only about 600 languages will be left on the planet as opposed to today's 6,000. Japanese will be fine, but languages spoken by smaller groups will have a hard time of it. Too often, colonialization has led to the disappearance of languages: native speakers have been exterminated or punished for using their languages. This has rendered extinct or moribund, for example, most of the languages of Native Americans in North America and Aboriginal peoples of Australia. Urbanization has only furthered the destruction, by bringing people away from their homelands to cities where a single lingua franca reigns. 20 25

Hopefully, the languages lost amid all of this change will at least be described and, with modern tools, recorded for posterity. We may regret the eclipse of a world where 6,000 different languages were spoken as opposed to just 600, but there is a silver lining in the fact that ever more people will be able to communicate in one language that they use alongside their native one. 30

TURN OVER FOR QUESTION 3.

3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Leila (age 3 years 5 months) and Melinda, an adult who is looking after Leila for the day. Melinda is feeding her baby daughter, Aneesha, who is sitting in a high chair. Leila is sitting at the table helping.

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

- Leila:** can I take these spoons out melinda ↗ [*points to spoons in a mug*]
- Melinda:** yeah you can take those spoons out (.) thats no problem
- Leila:** wheres the plate ↗
- Melinda:** there you go
- Leila:** why have got two spoons and a other (.) purple spoon ↗ 5
- Melinda:** yeah
//
- Leila:** why have got (1) er (.) a blue spoon a red spoon and a purple spoon ↗
- Melinda:** cos it would be boring to have all the same colours wouldnt it so we like to have different colours (.) thats a special spoon (.) if you put it in hot water it changes colour (.) it goes yellow 10
- Leila:** [*laughs*]
//
- Melinda:** to tell you that its hot (1) and goes the same colour as the handle (2) do you think shes hungry leila ↗
- Leila:** i dont know
- Melinda:** she had quite a lot at lunchtime didnt she ↗ 15
- Leila:** why her got her bib on again ↗
- Melinda:** just to try and keep her (.) clothes clean (1) lets see do you think shes gonna want one of these ↗ [*holds a biscuit out to Aneesha*] (3) aneesha would you like one of these (.) just for tea (.) something to chomp on do you want one (.) leila ↗ 20
- Leila:** mmm (.) i had one already
- Melinda:** have you (.) would you like another one ↗
- Leila:** yeah (1) theyre a bit spicy
- Melinda:** are they spicy ↗
- Leila:** yeah 25
- Melinda:** are they ↗

Leila: but i like them though

Melinda: thats why aneesha likes them cos theyre spicy

[Aneesha puts a spoon in her mouth and starts chewing it]

Leila: (3) thats not real food

30

Melinda: shes eating the plastic spoon isnt she

Leila: *[laughs]*

Melinda: what a funny thing (.) what a funny thing to do (1) whys she doing that ↗

Leila: i dont know (1) i think her thinks its a real food

TRANSCRIPTION KEY

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↗ = upward intonation

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