

---

**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 drake<sup>1</sup> 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 hyde<sup>2</sup> (.) two different things
- C:** but youre not tiny though (1) kevin hart<sup>3</sup> 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 hop<sup>4</sup> 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 b<sup>5</sup> and like (.) slick rick<sup>5</sup> 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:**

<sup>1</sup>*Drake*: a Canadian rap artist.

<sup>2</sup>*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.

<sup>3</sup>*Kevin Hart*: an American actor and comedian.

<sup>4</sup>*hip-hop*: a type of music.

<sup>5</sup>*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.

**Content removed due to copyright restrictions.**

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.

**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

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

*[italics]* = paralinguistic features

↗ = upward intonation

**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cie.org.uk](http://www.cie.org.uk) after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.