

NANYANG JUNIOR COLLEGE

ENGLISH LANGUAGE AND LINGUISTICS

HIGHER 2

9727/1

JC2 PRELIMINARY EXAMINATION 2014

PAPER 1 ANALYSING LANGUAGE USE

3 HOURS

Additional Materials: Paper

READ THESE INSTRUCTIONS FIRST

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

Write in dark blue or black pen on both sides of the paper.

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

Answer **ALL** questions.

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

Both questions carry equal marks.

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

This document consists of **11** printed pages.

Section A: Analysis

The following texts are about various tax systems.

Text A is a transcription of part of an interview with the American President, *Barack Obama*.

Text B is from a tax agency, the Inland Revenue Authority of Singapore.

- 1 Compare the linguistic features of Text A and Text B, considering relevant contextual factors.

In your analysis you should make relevant reference to:

- differences between spoken and written language
- lexis, grammar and phonology
- how the context affects the way language is used

Text A

Text A is the unedited transcript of a CNBC EXCLUSIVE interview with President Barack Obama.

Steve: Mr. President (.) thank you for joining us

Obama: great to be with you

5 Steve: let me dive right in and talk /ə'bad/ this issue of tax inversion (.) this issue of American companies going overseas to reduce their U.S. tax bill or /tə/ get rid of it (.) I take it you're not calling it illegal (.) are you saying it's unpatriotic or un-American/

Obama: you know (.) there are a whole range of benefits that have helped to build companies (.) create value (.) create profits (.) for you to continue to benefit from that entire architecture that helps you thrive but move your technical address simply to avoid paying taxes (2) is neither fair nor is it something that's going to be good for the country over the long term

10 Steve: some people would respond that you know what (.) these guys are hired to maximize profit and they're doing basically what they were hired to do

15 Obama: well (.) keep in mind that what we're trying to do is to say that if you simply acquire a small company in Ireland or (1) some other country to take advantage of the low tax rate (.) you start saying we're now (.) magically an Irish company despite the fact that you may only have a hundred employees there (1) and you've got 10,000 employees in the United States YOU'RE just gaming the system (1) and this kind of strategy (.) I think undermines people's confidence (.) in how companies are thinking about their responsibilities to the country as a WHOLE

20 Steve: Mr. President (.) this is your sixth year in office here (.) Democrats seem to support corporate tax reform and Republicans seem to support it (.) why isn't there corporate tax reform/ your critics suggest that you have not put the presidential muscle behind this issue (.) certainly the way you did healthcare or the way you did stimulus early on in your presidency

25 Obama: well we reached out repeatedly to (1) both Democrats and Republicans (.) and our argument is simple. If we lower corporate tax rates, and close loopholes (.) there's going to be more certainty in terms of what corporations pay (.) it would allow us potentially to have companies who have (.) profits overseas to start bringing some of those profits back and reinvesting in the United States (.) so there's a whole bunch of good reasons why we should do it (.) I'll be honest with you Steve (2) the reason it's not getting done right now is that Congress (.) as you may have noticed (.) is just not real productive (.) AND (2) they have 30 trouble getting stuff done right now even when they say they want to do something

Steve: we're going to have to wrap this up (.) is there time for one/ maybe one more/

Obama: I'll give you one more just because (.) you know (.) I like you

Steve: thank you sir (.) I want to ask you about Israel (.) do you think it's safe for Americans to fly to Israel/

35 Obama: well (.) this is just a purely technical question (.) you know (.) we have not made decisions when it comes to airline safety based on not just politics (.) but even our strong alliance with Israel. we have to just look at the facts.

Steve: Mr. President (.) thank you for joining us

Obama: enjoyed it (.) thank you

40 Steve: very much

Obama: appreciate it

TRANSCRIPTION KEY

(.) = micro-pause

(1) = pause in seconds

// = speech overlap

= latch

CAPITALS = to indicate a word/phrase/syllable is said loudly

Underlining = stressed sound/ syllable(s)

/tə/ = phonemic representation of speech sounds

Text B

Taxes for Nation Building

Taxes are used to develop Singapore into a stronger community, a better environment and a more vibrant economy, a place that Singaporeans can be proud to call home.

Fiscal Policy

- 5 In Singapore, the long-term objectives of government budgetary policy are:
- to promote and support sustained, non-inflationary economic growth;
 - to maintain a balanced budget, i.e. to finance total operating and development expenditures from operating revenue over the course of the business cycle; and
 - to focus government expenditure on delivering essential public goods and services, e.g. education, healthcare, infrastructure, housing and programmes to protect the environment.
- 10

Underlying the above objectives are the recognition of market forces in driving the economy, financial prudence and emphasis on human & infrastructure investment.

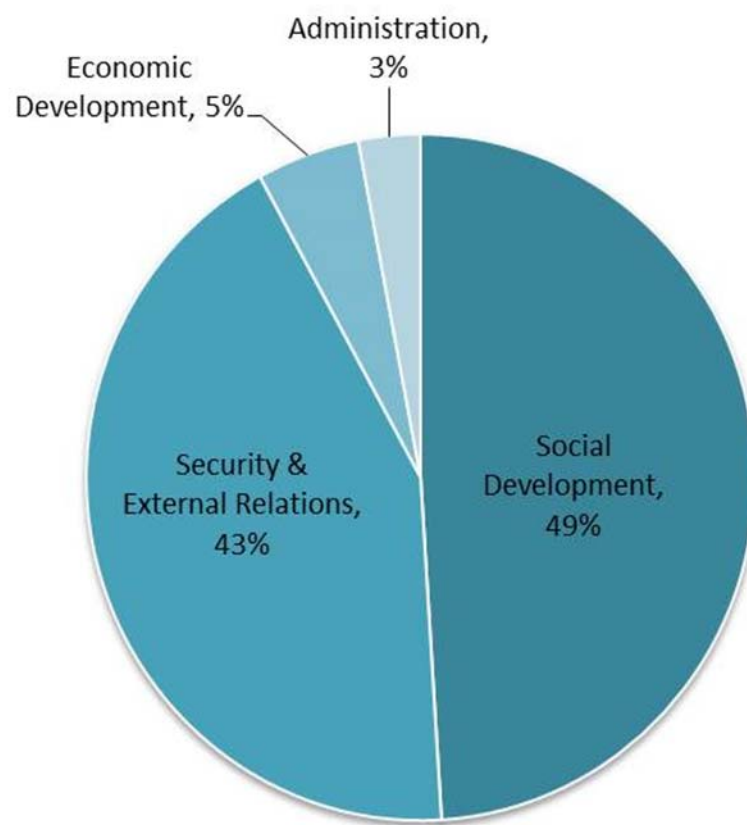
Tax Policy

- 15 Tax policy is an integral part of fiscal policy. The main objectives of tax policy in Singapore are:
- Revenue Raising
- This is the traditional aim of tax policy. Tax revenue is a substantial source of funding for government operations.
- 20
- Promotion of Economic and Social Goals
- Tax has been used to influence behaviour towards desirable social and economic goals. For instance, to encourage mechanisation and automation, the government allows accelerated capital allowance for most assets used for business purposes. To encourage Singaporeans to have more children, tax rebates are given for the first to fifth child(ren).
- 25

The fundamental tenet of Singapore's tax policy is to keep tax rates competitive both for corporations as well as individuals. Keeping our corporate rate competitive will help us to continue to attract a good share of foreign investment. Keeping our individual rates low will encourage our people to work hard. It will also make risk-taking worthwhile and encourage entrepreneurship.

30

To increase the resilience of taxes as a source of government revenue, Goods & Services Tax (GST) was introduced in 1994. This balanced mix of tax on consumption and income reduces the vulnerability of revenue intake to adverse changes in economic conditions and strengthens the resilience of Singapore's fiscal position.



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Government Operating Expenditure FY2012/13

Source: Economic Survey of Singapore, Second Quarter 2013

Section B: Adaptive writing and commentary

Texts C, D and E all relate to sports.

Text C is the blog entry of a Singaporean who now resides overseas.

Text D is written by a psychologist.

Text E is an extract of the biography of soccer star, Luis Suarez.

Read all three texts, and then complete the following tasks.

- 2 (a)** The National Sports Council (NSC) is organising a series of publicity events to encourage Singaporeans to pursue sports from young. This is in line with promoting 2014's Commonwealth Games held in Glasgow, where Singapore is represented by non-native athletes. As the press liaison officer for NSC, you have been asked to produce a press release for submission to the local news agency.

Write the text for the press release in approximately 300-400 words. Base your writing on the ideas and references which are contained in Texts C, D and E, adapting them in a way which will be suitable for your purpose and audience.

And

- (b)** Write an evaluation of approximately 300-400 words of your adaptation for **(a)**. Your evaluation should illustrate significant linguistic differences between your adaptation and Texts C, D and E, by considering:

- mode of address to the reader
- lexical choices
- grammatical and syntactical cohesion
- morphology

and any other relevant linguistic issues.

Text C

"Singaporeans must study, no time for sports lah."

- 5 Hello everyone. I trust you have been enjoying the action from the Commonwealth Games in Glasgow. Here's a little something that I picked up on social media - many Singaporeans have been bitching about the fact that the vast majority of our medals have been won by 'foreign talents' such as the PRC-imported table tennis team. One comment that stood out was, "Singaporeans must study, no time for sports lah" as an explanation for why Singapore has to resort to importing sporting talent to win medals at the Commonwealth and Olympic Games. Well, whilst I recognize the existence of that kind of attitude in Singapore, I also disagree with it. Allow me to talk about this topic today.
- 10 My regular readers will know that I did represent Singapore as a gymnast back in the 1990s and was a former national champion. I spent 6 years on the national team in the period of 1992 to 1997 and despite training 6 or 7 days a week then, I still went on to be a triple scholar. Okay, I know that may sound a bit boastful raking up the past, but I feel it was necessary to get that out of the way to establish my authority on this subject.
- 15 Firstly, I recognize that many Singaporean parents are utterly paranoid about this issue - let me give you an example. I remember years ago when I was training in Singapore, there was a boy (let's call him Chang, not his real name) who showed some promise in gymnastics. At the age of 11, his parents decided that he would stop gymnastics to focus on his PSLE - "the PSLE is so important, Chang needs to do everything he can to get into
- 20 a good secondary school as that is crucial for his future. We have to make some sacrifices in life and I'm afraid in this case, Chang will have to sacrifice his gymnastics to dedicate more time to studying."

There was no arguing or reasoning with them - they had already made up their minds on the issue and were convinced this was absolutely necessary.

Text D

HOW SPORTS CAN HELP YOUR CHILDREN ACHIEVE

By *Dr Sylvia Rimm*

Sports activities and interests provide many positive opportunities for children.

SPORTS GENERALIZES TO ACHIEVEMENT

- 5 Good sportsmanship provides guidelines that can be generalized to classroom and lifelong achievement. Participation in challenging sports contests teaches children to love classroom challenge. It also teaches children to function in a competitive society.

- 10 The world of sports mirrors how one can play the game of school and life. Good athletes stay in the game and play their best even when they are losing. They know they will win some and lose some. They discipline themselves. They practice with gruelling regularity the necessary skills for their sport. Education, life accomplishments, creative contributions in the arts, sciences, business, and government involve similar perseverance and self-discipline.

KIDS BUILD CONFIDENCE AND HAVE FUN

- 15 Some children are natural athletes while others have lesser physical coordination. Sports and athletic activity are good for building confidence for both groups. For the well coordinated, the discipline of honing skills gives a sense of improvement and accomplishment. Winning games and moving to higher levels of competition permit these children to sense their personal progress.
- 20 Children with lesser coordination need to begin involvement in less competitive sports at first or in activities in which they can achieve improvement compared to past accomplishments (personal best) to measure their own growth. Playing at B or C levels or on intramural teams at recreational departments and community centers permits them some winning experiences and lets them know that despite the unlikelihood of their
- 25 excellence, they can not only improve their competency, but can also thoroughly enjoy the fun of sports and competition.

- 30 Many young people have actually found themselves much more skilled than they or their parents dreamed because they took the risk of practicing what appeared to be their lesser skills. Sports has often resulted in fun for even those who never dunked a basketball or hit a home run. The Special Olympics, which takes place nationally for children with special needs, is an extraordinary example of children who often have extreme handicaps enjoying the benefits of athletics.

Text E

Suarez's earliest memory is playing football, barefoot, on its cobbled streets.

The middle of seven children, born to mother Sandra and father Rodolfo, it was not until Suarez was seven that his family arrived in Montevideo, forced to move so that Rodolfo, a porter by trade, could find work.

- 5 There, amid the high rises and the pollution, life was tough. Money was tight, poverty a looming presence. Suarez remembers being unable to attend one practice match because he did not have shoes to wear.

"We were from the lower class," he remembers. "I never had the possibility to choose my own running shoes, for example, because of how big my family was.

- 10 "My parents did everything they could but they couldn't buy us the things that we wanted, only what they could provide. But I was forever grateful for what they provided."

Those who know Suarez, those who understand him, believe those formative years, scrapping for survival, jostling for attention, are reflected in his character today. Suarez agrees.

- 15 "(Montevideo) was basically where my life started," he says. "It's where I started to learn about everything, to go to school, to learn how to play football better. They taught you good football much more in Montevideo than in Salto. So this is where my path really started."

The tale of South American kid-come-good has become something of a cliché over the years. But, as hackneyed as this phrase will sound, football provided an escape for the young Suarez.

REFERENCE TABLE OF IPA PHONEMIC SYMBOLS (RP)

1 Consonants of English		2 Pure vowels of English	
/f/	<u>f</u> at, rou <u>gh</u>	/i:/	be <u>a</u> t, kee <u>p</u>
/v/	<u>v</u> ery, <u>v</u> illage, lo <u>v</u> e	/ɪ/	b <u>i</u> t, t <u>i</u> p, b <u>u</u> sy
/ə/	<u>t</u> heatre, <u>th</u> ank, ath <u>l</u> ete	/e/	b <u>e</u> t, m <u>a</u> ny
/ð/	<u>th</u> is, <u>th</u> em, w <u>ith</u> , e <u>ith</u> er	/æ/	b <u>a</u> t
/s/	<u>s</u> ing, <u>th</u> inks, loss <u>e</u> s	/ʌ/	c <u>u</u> p, s <u>o</u> n, blo <u>o</u> d
/z/	<u>z</u> oo, bed <u>s</u> , eas <u>y</u>	/ɑ:/	c <u>a</u> r, h <u>ea</u> rt, c <u>a</u> lm, <u>a</u> unt
/ʃ/	<u>s</u> ugar, bu <u>sh</u>	/ɜ:/	p <u>o</u> t, w <u>a</u> nt
/ʒ/	pleas <u>u</u> re, beig <u>e</u>	/ɔ:/	p <u>o</u> rt, s <u>a</u> w, t <u>a</u> lk
/h/	<u>h</u> igh, <u>h</u> it, beh <u>ind</u>	/ə/	<u>a</u> bout
/p/	<u>p</u> it, t <u>o</u> p, sp <u>i</u> t	/ɜ:/	w <u>o</u> rd, b <u>i</u> rd
/t/	<u>t</u> ip, p <u>o</u> t, ste <u>ep</u>	/ʊ/	b <u>o</u> ok, w <u>o</u> od, p <u>u</u> t
/k/	<u>k</u> ee <u>p</u> , t <u>i</u> ck, sc <u>a</u> re	/u:/	f <u>o</u> od, s <u>o</u> up, r <u>u</u> de
/b/	<u>b</u> ad, ru <u>b</u>		
/d/	ba <u>d</u> , <u>d</u> im	3 Diphthongs of English	
/g/	gun, big		
/tʃ/	<u>ch</u> urch, lun <u>ch</u>	/eɪ/	late, day, gr <u>ea</u> t
/dʒ/	j <u>u</u> dge, g <u>i</u> n, j <u>u</u> ry	/aɪ/	t <u>i</u> me, h <u>i</u> gh, d <u>i</u> e
/m/	<u>m</u> ad, j <u>a</u> m, s <u>m</u> all	/ɔɪ/	b <u>o</u> y, n <u>o</u> ise
/n/	ma <u>n</u> , n <u>o</u> , s <u>n</u> ow	/aʊ/	c <u>o</u> w, h <u>o</u> use, t <u>o</u> wn
/ŋ/	s <u>ing</u> er, lon <u>g</u>	/əʊ/	b <u>o</u> at, h <u>o</u> me, kn <u>o</u> w
/l/	l <u>o</u> ud, k <u>i</u> ll, pl <u>a</u> y	/ɪə/	<u>ea</u> r, h <u>er</u> e
/j/	y <u>o</u> u, p <u>u</u> re	/eə/	<u>ai</u> r, c <u>ar</u> e, ch <u>ai</u> r
/w/	<u>o</u> ne, <u>w</u> hen, s <u>w</u> ee <u>t</u>	/ʊə/	j <u>u</u> ry, c <u>u</u> re
/r/	<u>r</u> im, br <u>ea</u> d		