



RIVER VALLEY HIGH SCHOOL, SINGAPORE  
Preliminary Examinations II  
Higher 2

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**ENGLISH LANGUAGE AND LINGUISTICS**

**9727/02**

Paper 2 Investigating Language Use in Society

**25 September 2014**

**3 hours**

Additional Materials: Writing Paper and Cover page

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**READ THESE INSTRUCTIONS FIRST**

Write your name, class and index number on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Write clearly the Question Number attempted on the answer script.  
Start each question on a fresh page.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **three** questions: you must answer at least one question from Section A **and** at least one question from Section B.  
At the end of the examination, fasten all your work securely together.  
All questions carry equal marks.  
You are reminded of the need for **legible handwriting**, for good English and clear presentation in your answers.

A reference chart of IPA Phonemic Symbols is provided at the end of this Question Paper.

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This document contains 14 printed pages, including this cover page

[Turn Over

## Section A: Language Variation and Change

Answer at least one question from this section.

Answer should demonstrate awareness of wider geographical/ historical/ social perspectives (as appropriate) in relation to the English language.

Examples may be drawn from written or spoken English, or from both.

Do not repeat materials in your answers to different questions in this Paper.

1 Read Text A (i) and (ii) and then answer the question below.

Discuss in detail the attitudes towards the use of English.

You should include a range of examples/ideas from the texts and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate. [25]

**Text A (i)** is taken from the introduction of *A Dictionary of the English Language*, written by Samuel Johnson in 1755.

Those who have been persuaded to think well of my design, require that it should fix our language, and put a stop to those alterations which time and chance have hitherto been suffered to make in it without opposition. With this consequence I will confess that I flattered myself for a while; but now begin to fear that I have indulged expectation which neither reason nor experience can justify. When we see men grow old and die at a certain time one after another, from century to century, we laugh at the elixir that promises to prolong life to a thousand years; and with equal justice may the lexicographer be derided, who being able to produce no example of a nation that has preserved their words and phrases from mutability, shall imagine that his dictionary can embalm his language, and secure it from corruption and decay, that it is in his power to change sublunary nature, or clear the world at once from folly, vanity, and affectation<sup>1</sup>.

<sup>1</sup> behaviour, speech, or writing that is pretentious and designed to impress.

**Text A (ii)** is taken from a website that seeks to help students to have the right email etiquette.

Email Etiquette - is the art and science of using the email. It is an art because like all other communication tools, a certain level of language proficiency is necessary to write an email that suits the occasion. It is a science because unlike traditional forms of communication, email is immediate, without hierarchy and pervasive. Though email is an electronic medium, like SMS, the courtesies involved in writing to another person still apply. Hence, not all emails should be written in the same casual style that you would write to a friend. For example, when writing to a lecturer or member of staff (and in some cases, your classmates whom you do not know too well), you should observe the norms of formality and politeness in your writing style. 5

Here is an example of the same email sent to different groups of people. 10

**Informal, casual email to a friend**

Subject: whatsup!!!!

Oi Jacko! Long time no see in class man. Ponteng is it? :P BTW do u noe where to get goggles for d mech workshops. Saw u with one b4. Can u let me in on where u got it. Thanx bro. Later. 15

**Casual email to classmate**

Subject: Where can I buy goggles?

Hi Jack. I haven't seen you for a while. Hope you are fine. Can I trouble you to for information on where I can purchase a goggle used in our workshops. I remember seeing you wearing one. Hope you can help. Thanks. 20

**Formal email to lecturer**

Subject: Safety gear for workshops

Dear Mr Chan,

I'm Kumar from your Logistic 1 MPC class. After your briefing on safety gear in workshop yesterday, I have been trying to purchase protective goggles. So far I have not been able to find a store that sells the goggles. I would be grateful if you could advise me where I can purchase the goggles. 25

Yours truly,  
Kumar Nathan

**[Turn Over**  
Year 6 ELL

2 Read Text B (i) and (ii), and then answer the question below.

Discuss how the English language reflects the society it is situated in.

You should include a range of examples/ideas from the texts and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate. **[25]**

**Text B (i)** is adapted from an academic paper on the use of English in Hong Kong

Unlike places like Singapore, the Philippines, Nigeria and India, etc, where internal norms have developed, the idea of native speaker norms is still firmly rooted in Hong Kong society. Consequently, decisions that have been made to enable these other countries to be endonormative, cannot yet be made in Hong Kong. On the other hand, actual usage does not conform to this ideal. Most research has shown that local norms tend to be pervasive and systematic, with some deviations being (unconsciously) accepted by Hong Kongers. This is probably due to the recent shift from elitist to mass bilingualism in the last few decades. Thus a 'complaint tradition' about falling standards has arisen in Hong Kong. This seems to conflict with the view held by some linguists that a variety of HKE is emerging. There lies a seeming contradiction: How can English be both declining and emerging at the same time? In fact, there is a real sense in which Hong Kong is losing English – it is losing the norms of standard British or American English, while at the same time gaining its own norms. This development in a positive light, would be to see that this 'decline' in imported standards is a necessary phase for Hong Kong to go through in order for English to adapt to and survive in its post-colonial setting.

Today's young Hong Kongers are using a more basilectal, local feature-laden style of English in their electronic communications, which may also eventually lead to the next generation developing 'functional' nativeness.

**Text B (ii)** is a news article about language policies in Japanese corporations

Bridgestone, the Tokyo-based, global leader in tire sales, is adopting English as its official language, joining a small group of Japanese companies using language to declare their global ambitions.

There is a need for people who can communicate in English. “Especially for our young employees, we’re going to tell them that English is a must if they want to move up the ladder,” Bridgestone Chief Executive Officer Masaaki Tsuya told reporters when he announced the language change. 5

Give Tsuya credit for venturing into territory off limits to most Japanese executives. A tiny group of elite Japanese companies has already signified their global ambitions by adopting English, but Bridgestone becomes the first of the country’s traditional manufacturers to make the leap. 10

The willingness of an old-style manufacturer like Bridgestone to follow the lead set by those unconventional billionaires and adopt “Englishnization” (A term, coined by a Japanese company, for its language policy) should encourage other Japanese companies to take the leap. 15

English is a competitiveness issue. As Japanese companies compete around the world, they must overcome language barriers—and English will almost always be the common ground, at least for now.

Adopting English isn’t easy. Japanese have a reputation for not learning English as well as, say, Chinese. Still, Japan has a long history of borrowing words from English and other foreign languages and making them mainstream Japanese words. Years ago, when I lived in Tokyo, I could exercise at the *spotsu sentah* and buy *sodah watah* at the neighborhood grocery store. 20

One senior citizen recently decided enough was enough. 71-year-old Hoji Takahashi sued broadcaster NHK and demanded ¥1.41 million (14,100 USD) in damages incurred by its use of words that come from English. “The basis of his concern is that Japan is being too Americanized, there is a sense of crisis that this country is becoming just a province of America.” 25

He will find allies in France, which has banned such Franglais phrases as “hashtag,” “supermodel,” and “low-cost airline”. 30

**[Turn Over**

## Section B: Language, Culture and Identity

**Answer at least one question from this section.**

Answer should demonstrate awareness of wider geographical/ historical/ social perspectives (as appropriate) in relation to the English language.

Examples may be drawn from written or spoken English, or from both.

Do not repeat materials in your answers to different questions in this Paper.

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**3** Read Text C (i), (ii) and (iii), then answer the question below

Discuss ways in which language is used to construct or reinforce social attitudes and values.

You should include a range of examples/ideas from the texts and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate. **[25]**

**Text C (i)** is extracted from a tourism website that seeks to promote Singapore

Singapore may be young but it has a rich arts heritage that stems from the various ethnic and racial groups that make up the population. Mixed together with the colonial history and the large number of westerners living in Singapore, the island's culture has taken on a contemporary style of its own that is constantly evolving. A plethora of galleries and museums also portray cultural expressions reflecting the arts and art forms of China, Malaysia and India. The island state is also home to a myriad of arts activities, art festivals, events and cultural events. 5

**Text C (ii)** is extracted from the Report of the Arts and Culture Strategic Review, 2012

In 2025, we aim to be:

A nation of cultured and gracious people, at home with our heritage, proud of our Singaporean identity.

There will be opportunities for Singaporeans from all walks and all seasons of life to appreciate and participate in arts and culture. Going to a performance, an exhibition or a book reading will be readily embraced by our people as an everyday affair. 5

Our people will have easy access to a wide variety of arts and culture activities that cater to their varying interests. From an early age, arts and culture will add colour to our daily routines, not only in our places of work, living, learning and leisure, but also as we transit between these spaces. 10

We will be conscious of the cultural diversity around us, and the aspects of our culture that unify us all as Singaporean. We will also support the continued growth and development of our traditional arts as part of our cultural heritage. These shall add to a sense of place, community, belonging and opportunity. 15

For the individual, there will be a lifelong interest in arts and culture, and a deep appreciation for our shared heritage, the collective memories of our community and nation, and the prevalence and pervasiveness of arts and culture in our lives. There will be a groundswell of support for our local arts and culture scene. This will include fans and audiences, volunteers, sponsors and philanthropists, and mentors who will support the development of thriving, self-sustaining creative communities. 20

**[Turn Over**

Year 6 ELL

**Text C (ii)** is extracted from a concert review on a local acapalla group.

Concert Review: The Final Countdown with Budak Pantai

Singapore is known for being neat, orderly and predictable; Budak Pantai however, is anything but. Truly groundbreaking and original, this bunch of middle-aged men got the audience singing and clapping along to their very *rojak*-style genre of music.

With a combination of stand-up comedy and a cappella, Budak Pantai takes on a range of genres from Toni Braxton's 'Unbreak My Heart' to old-school Hokkien tunes, all done with a twist and peppered with local references, languages and dialects. It is an understatement to say that you require a formal understanding of Singapore's many local quips and slangs to get the jokes behind the music, however, due to the group's sincerity and eagerness to please, you end up laughing together with the audience. 5 10

If ever there were to be an actual pot of melting backgrounds and personalities, these guys would be in it. Musically, the group harmony was average, but that's not the reason why people listen to them.

By the time the performance was over, I felt nostalgic for a band I had never previously heard of. Granted I did not understand each and every idiosyncrasy the boys so expertly blended in, I still had a great time and was genuinely upset that this was to be their final performance as a group. 15

Just outside the concert hall, the scene was packed with aunties, expatriates living and working here, hipsters, families with child, teenagers, bankers and grandmothers, I think it safe to say that I've not seen such a diverse turn out at anything held here at the Esplanade before. 20

And so I end this review by saying that it was with pleasure that I saw Budak Pantai, a performance giving toast to distinct personalities, with a mix of heartland soul and pop culture globalisation. Sure the overall backdrop, vocal quality and costumes were so-so, rather it's the chemistry between each of the five creators and stars which gives us the love and laughs. Their interactions — often improvised — as well as songs are the true comedy genius of Budak Pantai. 25

**4** Read Text D (i) and (ii) and answer the question below.

Discuss ways in which language is used to construct identity and meaning in the medical discourse.

You should include a range of examples/ideas from the texts and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate. **[25]**

**Text D (i)** is taken from a website titled *Have You Really Addressed Your Patient's Concerns?*

Patient-centred communication involves focusing on the patient's needs, values and wishes. It is associated with improved patient trust and satisfaction, more appropriate advice and more efficient practice. The table below accounts for such medical encounters.

<b>TRANSCRIPT</b>	<b>COMMENT</b>
D: So, what brings you in today?	
P: My back has been bothering me.	Patient states a concern.
D: Sorry to hear that. Before we go further, though, I'd like to find out if there is something else bothering you.	Physician provides empathy and then defers further discussion pending other issues.
P: Well, I was also wondering why I've been feeling so tired lately. I'm a bit down in the dumps.	Patient states another concern.
D: So, tiredness and feeling down. Is there something else?	
P: No, not really.	Patient is done with her agenda.
D: So, which should we start with?	Physician invites patient to prioritize concerns.
P: Well, perhaps the back pain, but I did want to make sure we have time for both.	

**[Turn Over**

<b>TRANSCRIPT</b>	<b>COMMENT</b>
D: OK, fair enough. You said your back has been bothering you. How so?	Physician explores concern further.
P: When I bend over it hurts, and I'm stiff in the morning.	Patient describes the concern in more detail.
D: Do you remember when it started?	Physician initiates further exploration.
P: Yes. I was moving boxes in my house.	Patient gives more relevant information.
D: What did it feel like when you hurt it?	Physician initiates further exploration.
P: It didn't really start hurting until the next day.	Patient gives more relevant information.
D: Back pain is pretty annoying, isn't it?	Physician offers validation (empathy).
P: It sure is.	Patient confirms that she felt understood.

**Text D (ii)** is taken from a hospital training guide for nurses and doctors in critical care

### Patient discharge summary guidelines

The idea is not to give a lengthy explanation, but to give an outline of what happened by using the structure and examples given below. When writing the summary, the main points you need to remember are that:

- patients may not understand how ill they have been, so try not to be too blunt in what you write
- there could be sensitive issues about why the patient was in Critical Care, which they would not want written on the summary
- the summary needs to be easy to read, so please don't use any medical terms/jargon that the patient may not understand.

5

Below are examples translated into lay language.

Condition	Lay language
Subarachnoid haemorrhage	You had bleeding in your brain.
Stroke	You had a stroke, which means that blood could not get to a part of your brain for a short time.
Polytrauma	Your body was seriously hurt in many places and stopped working properly. You also had some broken bones (list which bones – leg, arm etc).
Aortic aneurysm	You had a problem with one of the pipes (blood vessels) that leads from your heart. This blood vessel became weak or burst and caused bleeding inside you.
Renal failure/Acute Kidney injury	Your kidneys stopped working properly. This was because of an infection or this happened after your operation. We needed to use a machine to replace the work normally done by your kidneys.
Attempted suicide: Overdose Attempted suffocation	In these cases, concentrate on the symptoms: You were unconscious when you were brought to hospital and needed to have ... You had an injury to your neck, which needed...
Airway problems & respiratory failure	You were having problems breathing. We needed to put a tube in your throat to help you breathe. You had a very tight mask on to help with your breathing.

## 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>	/ɪ:/	be <u>a</u> t, kee <u>p</u>
/v/	<u>v</u> ery, <u>v</u> illage, lo <u>v</u> e	/ɪ/	bi <u>t</u> , ti <u>p</u> , bu <u>s</u> y
/θ/	<u>th</u> eatre, <u>th</u> ank, ath <u>l</u> ete	/e/	be <u>t</u> , ma <u>n</u> y
/ð/	<u>th</u> is, <u>th</u> em, wi <u>th</u> , ei <u>th</u> er	/æ/	ba <u>t</u>
/s/	<u>s</u> ing, thi <u>nk</u> s, lo <u>ss</u> es	/ʌ/	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/z/	<u>z</u> oo, be <u>d</u> s, ea <u>s</u> y	/ɑ:/	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, a <u>n</u> t
/ʃ/	<u>sh</u> ugar, bu <u>sh</u>	/e/	po <u>t</u> , wa <u>n</u> t
/ʒ/	plea <u>s</u> ure, be <u>i</u> ge	/ɔ:/	po <u>r</u> t, sa <u>w</u> , ta <u>l</u> k
/h/	<u>h</u> igh, <u>h</u> it, beh <u>in</u> d	/ə/	a <u>b</u> out
/p/	<u>p</u> it, to <u>p</u> , sp <u>i</u> t	/ɜ:/	wo <u>r</u> d, bi <u>r</u> d
/t/	<u>t</u> ip, po <u>t</u> , ste <u>p</u>	/ʊ/	bo <u>o</u> k, wo <u>o</u> d, pu <u>t</u>
/k/	<u>k</u> ee <u>p</u> , ti <u>ck</u> , sca <u>r</u> e	/u:/	fo <u>o</u> d, so <u>u</u> p, ru <u>d</u> e
/b/	<u>b</u> ad, ru <u>b</u>		
/d/	ba <u>d</u> , <u>d</u> im	3. Diphthongs of English	
/g/	<u>g</u> un, bi <u>g</u>		
/tʃ/	<u>ch</u> urch, lu <u>nc</u> h	/eɪ/	la <u>t</u> e, da <u>y</u> , gr <u>ea</u> t
/dʒ/	<u>g</u> in, ju <u>ry</u>	/aɪ/	ti <u>m</u> e, hi <u>gh</u> , di <u>e</u>
/m/	<u>m</u> ad, ja <u>m</u> , sm <u>a</u> ll	/ɔɪ/	bo <u>y</u> , no <u>is</u> e
/n/	ma <u>n</u> , n <u>o</u> , sn <u>o</u> w	/aʊ/	co <u>w</u> , ho <u>u</u> se, to <u>wn</u>
/ŋ/	si <u>ng</u> er, lo <u>ng</u>	/əʊ/	bo <u>a</u> t, ho <u>m</u> e, kn <u>o</u> w
/l/	<u>l</u> oud, ki <u>ll</u> , pl <u>a</u> y	/ɪə/	ea <u>r</u> , he <u>r</u> e
/j/	<u>y</u> ou, pu <u>r</u> e	/eə/	ai <u>r</u> , ca <u>r</u> e, cha <u>ir</u>
/w/	<u>w</u> hen, <u>s</u> weet	/ʊə/	ju <u>r</u> y, cu <u>r</u> e
/r/	<u>r</u> im, br <u>ea</u> d		

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Text A (i): <http://andromeda.rutgers.edu/~jlynch/Texts/preface-sherman.html>

Text A (ii) [http://www.np.edu.sg/ss/handbook/studentservices/Pages/stuservices\\_etiquette.aspx](http://www.np.edu.sg/ss/handbook/studentservices/Pages/stuservices_etiquette.aspx)

Text B (i): [http://lc.hkbu.edu.hk/book/pdf/v13\\_04.pdf](http://lc.hkbu.edu.hk/book/pdf/v13_04.pdf)

Text B (ii): <http://www.businessweek.com/articles/2013-10-18/another-japanese-company-tells-employees-speak-english>

Text C (i): <http://www.destination-asia.com/singapore/about/culture/>

Text C (ii): [http://www.nac.gov.sg/docs/resources/acsr\\_final\\_report.pdf](http://www.nac.gov.sg/docs/resources/acsr_final_report.pdf)

Text C (iii): <http://singapore.coconuts.co/2014/05/25/theatre-review-budak-pantai>

Text D (i): <http://www.aafp.org/fpm/2008/0300/p35.html>

Text D (ii): <http://www.icusteps.org/assets/files/ccpatient-discharge-pack.pdf>