

NANYANG JUNIOR COLLEGE**ENGLISH LANGUAGE AND LINGUISTICS****HIGHER 2****9727/2****JC2 PRELIMINARY EXAMINATION 2015****22 SEP 2015****PAPER 2 INVESTIGATING LANGUAGE USE IN SOCIETY****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 **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 good English and clear presentation in your answers.

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

This document consists of **10** printed pages.

Section A: Language Variation and Change

Answer at least one question from this section.

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

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

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

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

Discuss in detail some of the ways in which New Englishes are viewed and the reasons for these views.

You should include a range of examples/ideas from both Texts A(i) and A(ii) and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

[25]

Text A(i) is from *The Guardian*, a British daily newspaper.

So, what's this Globish revolution?

5 Globish is not 'pidgin' or 'broken' English but it is highly simplified and unidiomatic. Globish, says Nerriere, is 'decaffeinated English, or English-lite'. It develops and demonstrates a theory and gives only a beginning of the recipes required to make Globish work.' Still, he concedes that the grammatical rules of Globish are based on English grammar.

10 A typical conversation in Globish would be painful to a native speaker but might bridge the communication gap between, say, a Korean and a Greek trying to hammer out a business deal. 'Chat' becomes 'speak casually to each other'; and 'kitchen' is the 'room in which you cook your food'. But 'pizza' is still 'pizza' because Globish recognises the word as international currency, like 'taxi' and 'police'. Nerriere insists that, for all its simplifications, Globish is not a 'me Tarzan, you Jane' version of English.

15 A good European, Nerriere describes Globish as a device that will 'limit the influence of the English language dramatically'. He says: 'I am helping the rescue of French, and of all the languages that are threatened by English today but which will not be at all endangered by Globish. It is in the best interests of non-Anglophone countries to support Globish, especially if you like your culture and its language.'

In 2004 German conservatives proposed a language purification law to eliminate the bastard tongue known as 'Denglish', which had co-opted vocabulary like 'pickup', 'flirt' and 'underwear', words often borrowed from Voice of America broadcasts.

Text A(ii) is a survey to find out about American attitudes towards Ebonics.

I am conducting a survey to simply get people's reactions to Ebonics (also known as "Black English," "African American Vernacular English," or "ghetto").

CHOOSE ONE OR MORE OF THE OPTIONS GIVEN FOR EACH QUESTION.

1. What do you think of Ebonics?

- 5 a. it's just slang.
- b. an idea over-publicized by the media
- c. an actual dialect used and needed within communities

2. What impression do you have of people who speak this way?

- a. they're not very smart
- 10 b. you like/are used to this pattern of speech
- c. you don't really pay attention to it.

3. How do you think first grade teachers should react to this way of speaking?

- a. understand, accept it and respond to it
- b. refuse to accept talk in Ebonics
- 15 c. get the child remedial help

4. How do you think middle/high school teachers should react to this way of speaking?

- a. understand, accept it and be able to communicate
- b. refuse to accept talk in Ebonics
- c. get the child remedial help

20 **5. What is your opinion on the Oakland school board decision? (The school board's plan is to teach children using both Ebonics and standardized English to help them master standardized English, yet still keep their normal way of speaking for use in the appropriate contexts.)**

- a. an idiotic idea
- 25 b. a way to expose the question of Ebonics as a language to the world
- c. a well thought out decision designed to help students

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

Discuss in detail the ways in which English language usage has been changing in recent times.

You should include a range of examples/ideas from both Texts B(i), B(ii) and B(iii) and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

[25]

Text B(i) is from *The Independent*, a British national newspaper.

Today's helping of new words and meanings to save you from English language-shock

5 ONE OF the most alarming things that happen when you start to grow up is that you realise that the English language, as used by other, younger or more expert people, is changing, and that words you thought had established their meaning for ever have in fact shifted again. New words are created, old words change their meaning and anyone who still thinks that "icon" means a Russian picture of Jesus, or that "noir" means black, is in for a shock, sooner or later.

Text B(ii) is from an English language blog.

The impact of technology on the English language

by PAUL PARRY

Technology's role in our lives is astonishing. Its effect on the way we communicate has changed the English language forever.

5 To be more specific, the way we speak today is, by and large, the way we spoke before the internet became what it is, albeit with an enriched vocabulary. Conventions of telephone conversations have, to my mind, changed little: we still use the same methods – if not words – to greet and sign off, for example.

10 What is hugely different, however, is the way we write today. That is the area where technology has had the biggest impact.

Email altered the structure of the letter as a communicative tool. It brought with it a whole new etiquette, as well as new conventions and new abbreviations, such as IMO (in my opinion), FWIW (for what it's worth), IIRC (if I remember correctly) and FYI (for your information).

15 And it introduced the idea that WORDS IN UPPER CASE MEAN WE ARE SHOUTING, while lower case writing is the accepted form.

But email English is nothing compared to the impact upon language driven by mobile phone users. The rate and extent of change this has had is truly astounding.

20 The way we write our text messages is now so widely accepted that it has infiltrated mainstream advertising. And then we have the meteoric rise of blogging.

So, to sum up...email + texting + blogging + social networking sites = people writing more how they speak and less like they used to write.

Text B(iii) is from *Mental Floss*, an American magazine that presents facts and trivia in a humorous way.

Modern Words Recently Added to the Dictionary

5 The Oxford Dictionary Online is a warehouse of over 600,000 words. Despite this large arsenal, we continue to blend new words into existence, and the Oxford folks pump some of these new words into their dictionaries. Here are some more recent additions with their official definitions.

1. Foma(n): a state of sleep or extreme lethargy induced by the consumption of a large amount of food..
2. Bromance (n): A close but non-sexual relationship between two men.
3. Chillax (v): Calm down and relax.
- 10 4. Droolworthy (adj): Extremely attractive or desirable.
5. Frankenfood (n): Genetically modified food.
6. Guyliner (n): Eyeliner that is worn by men.
7. Illiterati (n): People who are not well educated or well informed about a particular subject or sphere of activity.
- 15 8. Jeggings (n): Tight-fitting stretch trousers for women, styled to resemble a pair of denim jeans.

Section B: Language, Culture and Identity

Answer at least one question from this section.

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

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

Do not repeat material in your answers to different questions on this paper.

3 Read Texts C(i) and C(ii) and then answer the question below.

Discuss in detail how meaning and identity are constructed in medical discourse.

You should include a range of examples/ideas from both Texts C(i) and C(ii) and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

[25]

Text C(i) is a medical report.

Wherever Medical Center

Department of Pathology and Laboratory

Surgical Pathology Report

Patient: Mary Jones Patient ID: 123-45-67 DOB/Age/Sex: 01/01/50

5 Location: Surgicenter Physicians: Dr IMA Breast Surgeon

Specimen:

A. Right Breast Wide Excision (Biopsy)

B. Axillary dissection

Clinical History

10 49 year old female who was found to have a mass (or calcifications) on physical exam (or mammography). Stereotactic core biopsy revealed malignancy.

Clinical Diagnosis

Right breast cancer Stage I

Diagnosis

15 Infiltrating ductal carcinoma of the breast, Grade II

Foci of ductal carcinoma in situ

Tumor is 2 mm from the inked margins

Fibrocystic disease of the breast

Metastatic cancer in 2/12 lymph nodes

Text C(ii) is the transcript of a conversation between a doctor and a patient.

MR.KAPOOR: Good morning, Dr. Sharma

DR.SHARMA: Good morning! What's wrong with you?

MR.KAPOOR: I have been suffering from fever since yesterday.

DR.SHARMA: Have you any other problem?

5 MR.KAPOOR: I also feel headache and shivering.

DR.SHARMA: Let me feel your pulse and check your fever. At this time the fever is 102 degree. Don't worry, there is nothing serious. I am giving you the medicine, and you will be all right in a few days.

MR.KAPOOR: Thank you, doctor.

10 DR.SHARMA: But get your blood tested for malaria, and come with the report tomorrow.

MR.KAPOOR: Okay doctor.

DR.SHARMA: I shall recommend at least two days rest for you.

MR.KAPOOR : Would you prepare a medical certificate for me to submit it in my office?

DR.SHARMA: Oh sure. This is your medical certificate.

15 MR.KAPOOR : Thank you very much. How should I take this medicine?

DR.SHARMA: This medicine is for one day only. Take this dose as soon as you reach your home and the second at 3 pm and the third at night before sleeping.

MR.KAPOOR: What should I eat doctor?

DR.SHARMA :You should eat only light food. You can take milk and fresh fruit also.

20 MR.KAPOOR: Thank you doctor. I will do just that and also see you tomorrow with my blood report.

4 Read Texts D(i), D(ii) and D(iii) and then answer the question below.

Discuss in detail the ways in which language can affect how the world is perceived by its speakers.

You should include a range of examples/ideas from both Texts D(i), D(ii) and D(iii) and your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

[25]

Text D(i) is the transcript of an interview between a radio correspondent (RL) and a linguist, *Guy Deutscher*.

Interview: Does Language Shape The Way We See The World?

RL: It's popular to argue that language shapes the way we think because a concept that is easy to convey in one language may be impossible in another, simply because the vocabulary isn't there. Is there any merit to such arguments?

5 Deutscher: I don't think that our mother tongue prevents us from understanding anything that people of other languages can easily understand. This is one of the main arguments that you hear all over the place, although usually not from linguists, that "speakers of some other language simply can't understand our concept of whatever it might be -- democracy or freedom or this or that -- because they don't have a word for this in their language."

10 This, I think, is clearly wrong. There's just no evidence whatsoever that people who speak a certain language can't understand something that others understand just because they don't have a simple word for it.

RL: And yet you argue that our language does affect the way we think, simply because it creates what you call a "habit of mind."

15 Deutscher: Perhaps the most dramatic example that has come to light is the way different languages describe the space around us. So there are languages that don't use terms like left and right or even in front of me or behind me. Instead, they just use the geographic directions for everything.

20 RL: Some languages, like English, have no gender designation for inanimate objects. But many languages do. Does this awareness of gender have an impact on thought?

Deutscher: If your language forces you to speak about trees and windows and chairs and other inanimate objects as a man or a woman, just this habit alone instills very strong association in your mind of masculinity or femininity regarding these objects. This has now been tested quite thoroughly for quite a lot of languages.

Text D(ii) is written by a PhD student at Harvard University.

Does Language Shape What We Think?

By Joshua Hartshorne | August 18, 2009

My seventh-grade English teacher exhorted us to study vocabulary with the following: "We think in words. The more words you know, the more thoughts you can have." This compound notion that language allows you to have ideas otherwise un-haveable, and that by extension people who own different words live in different conceptual worlds -- called "Whorfianism" after its academic evangelist, Benjamin Lee Whorf -- is so pervasive in modern thought as to be unremarkable.

In fact, scientists have had so much difficulty demonstrating that language affects thought that in 1994 renown psychologist Steven Pinker called Whorfianism dead. Since then, Whorfianism has undergone a small resurgence. For instance, Lera Boroditsky and colleagues found that speakers of Russian, which treats light blue and dark blue as primary colors, are faster to categorize shades of blue.

I don't know whether my seventh-grade English teacher would be disappointed. Do more words mean more thoughts? Probably not. But more words do make it easier to remember those thoughts -- and sometimes that's just as important.

Text D(iii) is from an online Science magazine.

Speaking a second language may change how you see the world

Nicholas Weiler 17 March 2015 3:15 pm 135 Comments

Where did the thief go? You might get a more accurate answer if you ask the question in German. How did she get away? Now you might want to switch to English. Speakers of the two languages put different emphasis on actions and their consequences, influencing the way they think about the world, according to a new study. The work also finds that bilinguals may get the best of both worldviews, as their thinking can be more flexible.

In the new study, researchers turned to people who speak multiple languages. Athanasopoulos and colleagues were interested in a particular difference in how English and German speakers treat events. English has a grammatical toolkit for situating actions in time: "I was sailing to Bermuda and I saw Elvis" is different from "I sailed to Bermuda and I saw Elvis." German doesn't have this feature. As a result, German speakers tend to specify the beginnings, middles, and ends of events, but English speakers often leave out the endpoints and focus in on the action.

Bilingual speakers, meanwhile, seemed to switch between these perspectives based on the language most active in their minds. "By having another language, you have an alternative vision of the world," Athanasopoulos says.

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, vi <u>ll</u> age, lo <u>v</u> e	/ɪ/	bi <u>t</u> , ti <u>p</u> , bu <u>s</u> y
/e/	<u>t</u> heatre, <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>n</u> ks, lo <u>s</u> ses	/ʌ/	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/z/	zo <u>o</u> , 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, au <u>n</u> t
/ʃ/	<u>s</u> ugar, bu <u>sh</u>	/ɜ:/	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, be <u>h</u> ind	/ə/	<u>a</u> bout
/p/	<u>p</u> it, to <u>p</u> , spi <u>t</u>	/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>c</u> k, 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> , di <u>m</u>	3 Diphthongs of English	
/g/	gu <u>n</u> , bi <u>g</u>		
/tʃ/	<u>ch</u> urch, lu <u>n</u> ch	/eɪ/	la <u>t</u> e, da <u>y</u> , gr <u>ea</u> t
/dʒ/	<u>j</u> udge, <u>g</u> in, ju <u>r</u> y	/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>i</u> se
/n/	ma <u>n</u> , no <u>,</u> sn <u>o</u> w	/aʊ/	co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/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/	lo <u>u</u> d, ki <u>ll</u> , pla <u>y</u>	/ɪə/	ea <u>r</u> , he <u>r</u> e
/j/	yo <u>u</u> , pu <u>r</u> e	/eə/	a <u>i</u> r, ca <u>r</u> e, cha <u>i</u> r
/w/	<u>o</u> ne, <u>w</u> hen, sw <u>ee</u> t	/ʊə/	ju <u>r</u> y, cu <u>r</u> e
/r/	<u>r</u> im, br <u>ea</u> d		