

RAFFLES INSTITUTION
2015 Year 6 Preliminary Examination

18 Sep 2015

English Language and Linguistics (ELL)

3 hour

9727 (H2)

Paper 1

Analysing Language Use

[illegible]

Additional Materials

Writing paper

IPA Chart

READ THESE INSTRUCTIONS FIRST

- Head each sheet of answer paper with your name, CT group and your ELL Tutor's name.
- Answer Section A and Section B on **separate** sheets of paper but tie them together.
- Write in dark blue or black ink on both sides of the writing paper.
- Do not use staples, paper clips, highlighters, glue or correction fluid/tape.

Answer **ALL** questions.

Both sections in this paper carry equal marks. You should allocate 1.5 hour to each section/question.

This question paper consists of 14 printed pages, including this page.

BLANK PAGE

Answer Questions 1 and 2 (Section A and Section B)

A list of phonemic symbols and signs is supplied at the end of the question paper for you to make use of as appropriate.

Section A: Analysis

Text A is a letter taken from the website of the Humanitarian Organization for Migration Economics (HOME).

Text B is a transcript of a face-to-face conversation between S1, a 32 year-old female customer, and S2, a 35 year-old female service staff, which takes place at the customer service desk of a domestic worker employment agency.

Read both texts and then complete the following task:

- 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 contexts affect the ways language is used

[25]

TEXT A

Dear PM Lee: A letter from a migrant domestic worker
(August 9, 2015)

Greetings to you Sir,

May I introduce myself. My name is Dhumi. I have worked as a domestic worker for 17 years. There are many questions I would like to ask sir, about the condition of my fellow domestic workers. Many have bad conditions, working without pay, not given day off, long working hours every day, and can't or are not allowed to communicate with their families. They are being badly abused by their employer!

Release letter

In life, God always gives a second chance in everything, am I right sir? It is not easy to get release letter from employer if the domestic worker is not happy working with the employer for some reason. Why does MOM¹ only allow domestic workers to transfer if they have serious violation only? Domestic workers should have a second chance but those unkind employers like to send them back, rather than give release letter to get a new employer. Some of the domestic workers are sent back home without notice, like what happened with Joanne, who is a Filipino. She worked with her employer for 1 year and 7 months, working long hours from 5am to midnight, and her meals are only instant noodles. The employer lives in a 3 storey house with 8 family members, 4 cars and 3 big dogs. She is not happy working with them, and just wants to finish her salary deduction and then change to a new employer. She had no handphone, and no day off. She just asked for a transfer and release paper but got sent home instead. The employer cut her salary to buy air ticket and only gave her 15 minutes to pack her things. Unluckily for her, the employer was allowed to do this. How sad!! What do you think about this Mr Lee??

Agency fees

Basic MOM regulations about salary deduction: MOM allows the agency to cut domestic workers for salary deduction of agency fees. The maximum is 2 months deduction, but in reality almost all agencies will cut the domestic workers salary between 6 to 8 months. This happened to Siti working in Singapore. Her salary deduction is 8 months. She is not happy working with her employer. Every time her madam will nag without reason. If the madam found out anything that was spoilt in the house, she would cut Siti's salary. Siti decided to change employer and the madam agreed but the agency deducted her salary again for 2 months. Mr Lee, why is there such a big gap in the system between MOM, agency, the employer and domestic worker?

Day off and handphone

MOM says the employer must give one day off a week but in real life many do not get it. Why? This is something arranged between the agency and the employer, and they are not following the rules! Sri Piyanti has 2 Sundays off every month only. If she asks for more days off, her employer will deduct \$20 from her salary. Many employers do that. Many domestic workers face this problem but there is very little we can do about this situation.

¹ Ministry of Manpower

Why can't domestic workers get day off every Sunday? Why are some domestic workers not allowed to use hand phones, especially the new comers?

Why can't domestic workers get off on public holidays?

Why are some domestic workers not allowed to keep their own salary? 40

I know not all employers are bad and there are many with a kind heart and treat domestic workers well. But there is too much discrimination against domestic workers.

If employers treat us well, domestic workers will perform their duty well to serve the employer and the family members. But we are workers, not slaves. We are workers, not money for the agents.

Domestic workers have made many contributions to your country Mr Lee. Can you imagine if Singapore does not have domestic workers? 45

I can't do much to help my other fellow domestic workers but at least with this letter, you will know the main problems facing domestic workers. Sometimes, when domestic workers complain about their problems at MOM, there is not much that MOM can do. We love to work in this country which is safe and people are very friendly but there is still a lot of discrimination against domestic workers. Hopefully, after reading my letter, we domestic workers will hear good news soon for a better working environment. To feel safe and be happy working, the government should be at the front line to make it fair between the agency, employer and domestic worker. 50

Thank you very much for your time to read my letter. We don't need big rewards to be good domestic workers, we just want all to be fair, and to be treated well! 55

Source: <http://www.home.org.sg/dear-pm-lee-a-letter-from-a-migrant-domestic-worker/>

TEXT B

S1: ah hi (.) //uh //

S2: //yes// can I help you

S1: this is actually my first time taking a maid

S2: okay=

S1: =so can you /ætʃli:/ advise me what to do 5

S2: first time

S1: yes

S2: so have you enroll your e learning

S1: ah yes

S2: /əredi:/ 10

S1: /əredi:/

S2: okay (.) /wa:s/ your requirement

S1: take care housework (.) /beɪsli:/ doing housework cooking=

S2: =mm hmm=

S1: =and take care of my two children 15

S2: how old are your children

S1: five and ten months

S2: /faɪ/ and ten months (.) okay beside this what you need her to do for you

S1: housework and cooking

S2: k so the /pa:rəti:/ is your children 20

S1: yes

S2: second followed by housework and cooking

S1: /kɔ:rek/

S2: /kɔːrek/ (.) what (.) what kind of uh maid that (.) I mean the nationality you require

S1: mm Indonesian 25

S2: Indonesian (.) k let me explain to you our fee (4) right now we are charging (1) a Indonesian fee of /tʃriː/ hundred an eighty eight

S1: ok

S2: on top of this /tʃriː/ eight eight (.) you need to (1) pay a hundred dollar extra for them to attend (.) the safety awareness course (.) and the /taːmpriːn/ 30

S1: okay

S2: k (.) we guarantee you (.) six /maːn/ replacement (.) anytime within six /maːn/ if you not suitable or the girl (.) not suitable for you (.) you can replace another one you entitle two for replacement (1) but (.) every replacement you need to pay (.) the extra of hundred dollar (.) for her to attend course and /taːmpriːn/ and exclude the /ɪnfərən/ and the waiver (.) but of course the /ɪnfərən/ 35 will refund you (1) for your first maid

S1: Okay

S2: K (.) our maid salary starting from four /haːnrɜːd/ hundred twenty (.) to maximum of four /haːnrɜːd/ eighty

S1: Mm okay= 40

S2: =do you know about the levy

S1: levy is (.) uh (.) you have young children right I'm //not very sure//

S2: //levy is // /maːs/ to pay to the /gaːvmən/ whether you have children or old people or you only have (.) you yourself (.) you have to pay (.) a levy of two six five (.) or one hundred and seventy a /maːn/ (.) is a /maːs/ to pay to (.) uh cpf 45

S1: okay

S2: using your account to deduct the cpf //er no sorry //

S1: //so deduct from giro//

S2: Using your account to deduct (.) to pay to cpf department

S1: K 50

S2: So beside this they also (.) so called placement fee to go (.) as the employer need to advance placement fee to agency upon you pick up the new maid

S1: mm okay=

S2: =correct k uh shall I (.) show you /baɪdeɪtə:/

S1: sure

55

S2: to look through

S1: I will prefer (1) I will prefer single (.) and not too old

S2: okay

S1: uh between twenty five to thirty years old

S2: okay

60

S1: um (.) and childcare experience is preferable

S2: okay (1) will you /wɑ:n/ me sort you some (.) /baɪdeɪtə:/ for you (2) to go /tʃru:/ (.) okay

S1: okay (.) yup (.) /tæŋs/

Key:

	Standard British English	Variety of Singapore English
Actually	/æktʃuəli/	/ætʃli:/
Already	/ɔ:lredi/	/əredi:/
What's	/wɒts/	/wɑ:s/
Basically	/beɪsɪkli/	/beɪsli:/
Five	/faɪv/	/faɪ/
Priority	/praɪərəti:/	/pɑ:rəti:/
Correct	/kərekt/	/kɔ:rek/
Three	/θri:/	/tʃri:/
Thumbprint	/θʌmpɪnt/	/tɑ:mpri:n/
Month	/mʌnθ/	/mɑ:n/
Insurance	/ɪnʃʊərəns/	/ɪnfərən/
Hundred	/hʌndrəd/	/hɑ:nɾɜ:d/
Must	/mʌst/	/mɑ:s/
Government	/gʌvənmənt/	/gɑ:vmən/
Biodata	/baɪəʊdeɪtə/	/baɪdeɪtə:/
Want	/wɒnt/	/wɑ:n/
Through	/θru:/	/tʃru:/
Thanks	/θæŋks/	/tæŋs/

Section B: Adaptive Writing and Commentary

Note: Begin your evaluation (part (b)) on a **new page**.

Text C is taken from the website of Julia Gabriel – an English and Speech and Drama enrichment centre.

Text D is from a forum page taken from the Kiasu Parents web portal.

Text E is from the Singapore Zoo's website.

Read all three texts and then complete the following tasks:

- 2(a) You are to write an article of approximately 300 – 400 words that is to appear in a parenting magazine. The article is aimed at publicising the different activities that parents can engage their children in for the upcoming September holidays by emphasising the ways in which the activities provide an experience combining fun and educational elements.

Base your article on the ideas and references which are contained in Text C, Text D and Text 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.

[25]

Appropriateness in both register and level of formality will be expected.

Issues to do with layout/typographical/graphological features will not constitute part of the assessment.

TEXT C

STAGE LIGHTS

(6 – 12 Years / Primary 1 to 5)

Experience the thrill, joy and excitement of performing before a live audience

Stage Lights is for primary school students with an interest and desire to perform. Designed to simulate a real theatre company, Stage Lights offers our students an opportunity to experience the process of planning and preparing for a performance. In the process of doing so, our students learn not only to unleash their innate creative flair and expression, but also how to collaborate in ensemble productions. This is the only programme at Julia Gabriel that focuses on speech and drama as a performing art. 5

Stage Lights develops three core stagecraft disciplines:

- **Acting and voice** 10
- **Movement & choreography**
- **Musical performance**

Stage Light students progress through the Trinity College London's Performance Arts syllabus to get accreditation for the work they do as performers.

In Stage Lights, our students will: 15

- Develop individual creativity and expression in an environment of trust and security
- Gain experience in collaborating for ensemble productions
- Learn how to keep a personal portfolio and journal to gain insights into the creative process

"I've been running our Stage Lights programme since January 2011. Over the years I've come to see that it does more than give our students the ability to perform on stage confidently. It has also given them skills which are essential for life such as creativity, the capacity to express their thoughts and opinions, communicate effectively, and engage others positively; it has provided them with the opportunity to be empathetic towards others- to feel what it is like to be in someone else's shoes. The need to learn lines and remember sequences for a play has improved their memory; and by learning how important it is to behave in a professional manner while preparing for a show, they've learnt to develop a sense of calm and self-control. 20 25

Above all, Stage Lights has given our students the chance to have fun, build bonds of friendship and a sense of purpose. It's an honour for me to be a part of it."

- WILLIAM ROYSTON, HEAD OF PERFORMING ARTS

Source: <http://www.juliagabriel.com/programme/stage-lights-primary-1-to-5/>

TEXT D

<p>24hr-mum KiasuGrandMaster</p> <p>Posts: 2171 Joined: Mon May 11, 2009 6:49 pm Total Likes: 0</p>	<p>lego course for kids Postby 24hr-mum » Thu Nov 18, 2010 10:06 pm</p> <p>where can i find places that teach kids how to use lego to make models, besides forum galleria?</p>	
<p>Jennifer KiasuGrandMaster</p> <p>Posts: 18722 Joined: Fri Sep 05, 2008 1:10 pm Total Likes: 75</p>	<p>Postby Jennifer » Thu Nov 18, 2010 10:10 pm</p> <p>What sort of models are you looking at?</p> <p>I thought lego can be a free expression of the child's imagination.</p>	5
<p>24hr-mum KiasuGrandMaster</p> <p>Posts: 2171 Joined: Mon May 11, 2009 6:49 pm Total Likes: 0</p>	<p>Postby 24hr-mum » Fri Nov 19, 2010 8:17 am</p> <p>those that teach how to interpret the instruction n build more complex lego models</p>	10
<p>Jennifer KiasuGrandMaster</p> <p>Posts: 18722 Joined: Fri Sep 05, 2008 1:10 pm Total Likes: 75</p>	<p>Postby Jennifer » Fri Nov 19, 2010 3:40 pm</p> <p>Both my boys play lego. I find the pictorial instructions in the manual easy to understand and follow.</p> <p>Are you not referring to those lego sets that come with pictorial instructions and with recommended age group?</p>	15
<p>24hr-mum KiasuGrandMaster</p> <p>Posts: 2171 Joined: Mon May 11, 2009 6:49 pm Total Likes: 0</p>	<p>Postby 24hr-mum » Fri Nov 19, 2010 5:03 pm</p> <p>oops i thot got course to teach the kid to read the manual and do up the lego himslf without asking for mummy's help :P</p>	
<p>Jennifer KiasuGrandMaster</p> <p>Posts: 18722 Joined: Fri Sep 05, 2008 1:10 pm Total Likes: 75</p>	<p>Postby Jennifer » Fri Nov 19, 2010 5:49 pm</p> <p>oic. Each lego set comes with an easy to follow picturiol instruction manual. As long as you buy the appropriate age group, it shld not be a prob. A young child might still need some parental help to learn how to interpret the pics if this is his 1st lego set. And sometimes need the strength to press pieces together.</p>	20

pixiedust BlackBelt Posts: 798 Joined: Sat May 29, 2010 7:31 pm Total Likes: 4	Postby pixiedust » Mon Nov 22, 2010 9:46 pm Besides Children's Technology Workshop at Forum, there is : http://www.crestargroup.com/services_L04.htm	25
24hr-mum KiasuGrandMaster Posts: 2171 Joined: Mon May 11, 2009 6:49 pm Total Likes: 0	Postby 24hr-mum » Mon Nov 22, 2010 10:18 pm last time i asked crestar they say they dont do it anymore	
Sci KiasuNewbie Posts: 8 Joined: Wed Sep 29, 2010 2:32 am Total Likes: 0	Postby Sci » Thu Dec 02, 2010 7:49 am Ask the Secret Chamber. Its a lego shop at holland village, Parkway parade, Thomson. I know they have lego courses, but its not just for building with instruction...it incorporates robotics, programing...etc with lego. I didn't send my own children they are still very young. But I heard that the kids are trained and even go for competitions.	30
24hr-mum KiasuGrandMaster Posts: 2171 Joined: Mon May 11, 2009 6:49 pm Total Likes: 0	Postby 24hr-mum » Thu Dec 02, 2010 8:41 am thanks. i know this one is at thomson plaza. i called n they hvnt been hvg it now. got to wait.	35

Source: <http://www.kiasuparents.com/kiasu/forum/viewtopic.php?f=7&t=16068>

TEXT E

Sleep with the Beasts - A Family Affair (2 Days 1 Night)

Thinking about a staycation this December holidays? What better way than to camp out under the stars in the Singapore Zoo in the company of your family and wild animal friends! Learn about our fascinating animals through exclusive behind-the-scenes tours and get close encounters with animals big and small.

5

Day 1		
1.00pm	Arrival and Briefing	
1.15pm	Ice Breakers	
1.30pm	Guided Tour: Wild Africa & Giraffe Feeding Let our guides take you on a journey around Wild Africa, understand why Africa has some of the largest and tallest land mammals. Get a chance to see eye to eye with giraffes that use their long tongues to grasp food from your hand!	10
	Behind- the-Scenes Tour: Spineless Wonders This tour takes you to the breeding complex of Fragile Forest. Discover how we breed and maintain butterflies, scorpions, stick insects, and other invertebrates for display. Get to know the animals, pet a stick insect and a hissing cockroach (if you dare!).	15
3.45pm	Tea Break	
4.00pm	Zoo-mazing Race	
5.30pm	Tent pitching @ Palm Park A six-man tent will be provided for each family.	20
6.30pm	International Buffet Dinner at Ulu Ulu Feast on a sumptuous international buffet spread while the chorus of cicadas, crickets and frogs serenade you under the starry sky.	
7.30pm	Creatures of the Night Show An entertaining show that not only exhibit nocturnal animals' natural behaviours, but also enlightens the guests on conservation issues.	25
8.15pm	Tram Tour @ Night Safari Tour the world's first Night Safari on a tram. You will realize that the night does have a thousand eyes. Soak in the ambience of rainforest at night and admire the nocturnal animals at their most active.	30
9.15pm	Campfire + Parent-child Bonding Games	
10.30pm	Sleep with the Beastzzz ...	

Source: <http://education.zoo.com.sg/swtb.html?target=public>

End of Paper

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, lov <u>e</u>	/ɪ/	Bi <u>t</u> , ti <u>p</u> , bu <u>s</u> y
/θ/	<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>T</u> his, <u>th</u> em, with, eith <u>e</u> r	/æ/	Ba <u>t</u>
/s/	<u>S</u> ing, think <u>s</u> , loss <u>e</u> s	/ʌ/	Cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/z/	<u>Z</u> oo, bed <u>s</u> , eas <u>y</u>	/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>	/ɒ/	Po <u>t</u> , wa <u>n</u> t
/ʒ/	Plea <u>s</u> ure, beig <u>e</u>	/ɔ:/	Por <u>t</u> , sa <u>w</u> , wa <u>l</u> k
/h/	<u>H</u> igh, <u>h</u> it, behi <u>n</u> d	/ə/	A <u>b</u> out
/p/	Pi <u>t</u> , 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/	Boo <u>k</u> , woo <u>d</u> , pu <u>t</u>
/k/	<u>K</u> ee <u>p</u> , ti <u>ck</u> , sca <u>r</u> e	/u:/	Foo <u>d</u> , sou <u>p</u> , ru <u>d</u> e
/b/	Ba <u>d</u> , ru <u>b</u>		
/d/	Ba <u>d</u> , di <u>m</u>	3 Diphthongs of English	
/g/	<u>G</u> un, bi <u>g</u>	/eɪ/	La <u>t</u> e, da <u>y</u> , gra <u>t</u>
/tʃ/	<u>Ch</u> urch, lun <u>ch</u>	/aɪ/	Ti <u>m</u> e, hi <u>gh</u> , di <u>e</u>
/dʒ/	<u>J</u> udge, gi <u>n</u> , ju <u>r</u> y	/ɔɪ/	Bo <u>y</u> , noi <u>s</u> e
/m/	<u>M</u> ad, ja <u>m</u> , sma <u>ll</u>	/aʊ/	Co <u>w</u> , ho <u>u</u> se, to <u>w</u> n
/n/	Ma <u>n</u> , n <u>o</u> s <u>n</u> ow	/əʊ/	Boa <u>t</u> , ho <u>m</u> e, kno <u>w</u>
/ŋ/	Si <u>ng</u> er, lon <u>g</u>	/ɪə/	Ea <u>r</u> , hea <u>r</u>
/l/	<u>L</u> oud, ki <u>ll</u> , pla <u>y</u>	/eə/	Ai <u>r</u> , ca <u>r</u> e, cha <u>i</u> r
/j/	<u>Y</u> ou, pu <u>r</u> e	/ʊə/	Ju <u>r</u> y, cu <u>r</u> e
/w/	<u>O</u> ne, <u>w</u> hen, swee <u>t</u>		
/r/	<u>R</u> im, brea <u>d</u>		