



DUNMAN HIGH SCHOOL  
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE  
General Certificate of Education Advanced Level  
Higher 2

## YEAR 6 PRELIMINARY EXAMINATION

CANDIDATE  
NAME

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### ENGLISH LANGUAGE AND LINGUISTICS

Paper 2 Investigating Language Use in Society

9727/02

20 September 2017

3 hours

Additional Materials: Writing Paper

### READ THESE INSTRUCTIONS FIRST

Write your 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 / tape.

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, **hand in the three responses separately** and ensure the strings are fastened securely.

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.

Indicate your choice of question clearly in the table below as well as on the writing paper.

For Examiner's Use	
Q __	/ 25
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Total	/ 75

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

[Turn over

## 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 the 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 what seem to you significant issues related to variations in the use of the English language.

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

[25]

**Text A(i)** is an extract from an article titled “*In defense of Chinglish*”, from a website of a leading foreign-owned Chinese language school in China.

Every English-speaking tourist in China has, no doubt, come across his or her fair share of 'Chinglish' – that is, strangely worded, messy translations of English, as seen on signage, restaurant menus, clothing, and so on. The acceptability of mistake-ridden Chinglish translations has been widely debated: on the one hand, Chinglish interpretations are fundamentally incorrect, and thus, in theory, should be eliminated. But on the other hand, Chinglish is a unique and intriguing phenomenon, which provides us with fascinating insight into the way in which the Chinese think about language.

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#### Government Efforts To Stamp Out Chinglish

The Chinese government has taken a hostile stance towards Chinglish, criticizing it by arguing that “signage is to be useful, not amusing”. Leading up to the 2008 Olympic games in Beijing, there was a campaign to modify sloppy Chinglish signs in the city, resulting in the revision of 400,000 street signs and 1,300 restaurant menus. However, not everyone shares this degree of disapproval.

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Many believe that Chinglish should not be viewed as an embarrassment to the purity of the English language, but rather, as a humble and charming effort to appeal to foreign English speakers. Moreover, it gives us a new lens through which to view the mundane words that surround our day-to-day lives. It should not be characterized by its linguistic inferiority, but by its fascinating idiosyncrasies and quirks. I don't know of many English speakers who wouldn't find it refreshing to read ‘the slippery are very crafty’ instead of ‘wet floor’ at a subway station. The meaning of the words is (more or less) preserved, and if nothing else, it brings a smile to your face.

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**Text A(ii)** is from the website of *Pangdemonium*, a Singaporean theatre company. These are reviews of “*Chinglish*”, a comedy by *Pangdemonium*.

“A devilishly comedic Pangdemonium production fuelled by hilarious mistranslations, highly comical characters, and, more poignantly, cultural and linguistic differences that subtly yet hysterically highlight the dichotomy between two powerhouses (China and America)...At the climax, the crux of the issue was brought out very poignantly and beautifully. It also effectively erases, or at least, gives us a lot to ponder about with regard to the usual stereotypes that we attribute to the Mainland Chinese. In particular, in the Singaporean context, it certainly gives us food-for-thought, as this theme fits in nicely within our multi-racial and linguistically diverse society, reminding us that there is more than meets the eye behind the many stereotypes.”

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— Ho Seewah, *whatsnext.sg*

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“It is in the moments that Chinglish transcends the language barrier that we see the true heart of the story. Particularly arresting are the interactions between Daniel Jenkins’ Cavanaugh and the sleek, self-confident Vice-Minister Xi Yan, played beautifully by Oon Shu Ann. Their exchanges are more about each character: the haughty Xi Yan only expresses her true thoughts in the language she knows he cannot understand, while he speaks English to her with an earnestness that practically begs to be understood. Caught in the presence of foreign-ness, each finds a curious, limited freedom. Watching Chinglish was an interesting experience as a Chinese Singaporean. Watching the back-and-forth of both hopelessly confused sides, I found myself straddling that divide; understanding both languages as well as appreciating where each culture is coming from. In Adrian Pang’s Minister Cai Guoliang I was surprised to find characteristics I recognise in my Chinese-born father – the affable bravado, the agreeableness (even when you know you can’t quite deliver) and, most amusingly, the way he answers calls. While neither a child of America nor of China, there were many moments within the play in which I felt able to relate to both. And perhaps that comes from the core of the play: beneath all the language mix-ups and culture clashes lies a shared humanity of friendship, ambition, desire and even isolation and fear that we can all understand.”

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— Kirsten Han, *The Online Citizen*

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“Caught Chinglish for the comedy, but what i took away was that, as someone who speaks English most of the time, I used to feel like everyone should speak English too. However it is important to remember that not everyone’s first language is English, and we should all be a little more understanding towards each other.”

— wheelie wonk

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

Discuss in detail prescriptive and descriptive attitudes towards changes in the English language.

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

**[25]**

**Text B(i)** is from an article written by an educator and posted on a website featuring articles sourced from the academic and research community.

**Things you were taught at school that are wrong**

Do you remember being taught you should never start your sentences with “And” or “But”? What if I told you that your teachers were wrong and there are lots of other so-called grammar rules that we’ve probably been getting wrong in our English classrooms for years? So without further ado, let’s examine a few misconceptions you’ve probably been exposed to: 5

**1. You can’t start a sentence with a conjunction**

Let’s start with the grammatical sin I have already committed in this article. You can’t start a sentence with a conjunction.

Obviously you can, because I did. And I expect I will do it again before the end of this article. There, I knew I would! 10

Those who say it is always incorrect to start a sentence with a conjunction, like “and” or “but”, sit in the traditionalists’ camp. However, for the rest of us more open to change, at this point in our linguistic history, it is fine to start a sentence with a conjunction in an opinion piece like this, or in a novel or a poem. 15

It is less acceptable to start a sentence with a conjunction in an academic journal article, or in an essay for my son’s high school economics teacher, as it turns out. But times are changing.

**2. You can’t end a sentence with a preposition**

Well, in Latin you can’t. In English you can, and we do all the time. 20

Admittedly a lot of the younger generation don’t even know what a preposition is, so this rule is already obsolete. But let’s have a look at it anyway, for old time’s sake.

According to this rule, it is wrong to say “Who did you go to the movies *with*?” Instead, self-appointed guardians of English would have me say “*With* whom did you go to the movies?” 25

I’m saving that structure for when I’m making polite chat with the Queen on my next visit to the palace.

That’s not a sarcastic comment, just a fanciful one. I’m glad I know how to structure my sentences for different audiences. It is a powerful tool. It means I usually feel comfortable in whatever social circumstances I find myself in, and I can change my writing style according to purpose and audience. 30

Time, also, to ditch those old Englishmen who wrote a grammar for their times, not ours.

If you want to understand what our language can do and how to use it well, read widely, think deeply and listen carefully. And remember, neither time nor language stands still - for any of us. 35

**Text B(ii)** is from an article from a teenage literary magazine. The writer is a teenager reflecting on the changes in the use of English today.

### The Deterioration of the English Language

I wrote this article because I was reading a novel published in the early 1800's. It suddenly occurred to me how much English has changed since then. Then, I started to wonder whether these changes were good or bad...

"To look almost pretty is an acquisition of higher delight to a girl who has been looking plain for the first fifteen years of her life than a beauty from her cradle can ever receive." – *Jane Austen, 1775-1817* 5

"There is not hunting like the hunting of man, and those who have hunted armed men long enough and liked it, never care for anything else thereafter." – *Ernest Hemingway, 1899-1961* 10

The two quotes, in chronological order, are meant to show how the English language has deteriorated over time. Words like "acquisition" that were used in casual conversation in Jane Austen's time, words like "thereafter" that are only used in laws and public statements today, have been replaced by words like "stuff" and "ain't." "Stuff," possibly the most ambiguous word in modern language, doesn't have a definition more specific than "things," and "ain't," the one contraction which seems to singularly defy all laws of the English language, are apparently two words that make English in the 21st century unique. Cheers, then, to being unique. 15

If people in the 21st century want to continue evolving the English language to become something that may eventually sound like the way thieves spoke in the 1800's, then everything English has ever stood for will be forgotten as time passes. Specific words like "acquisition" and "thereafter" will fade away into nothingness as English evolves into a melee of words that had completely different meanings only fifty years ago. "Stuff" used to be a verb that meant to pack something. "Awesome" used to depict something grand that struck wonder in the beholder. Evidently, our language will quickly come to the point of disregarding what were once its own guidelines for grammar and punctuation. It is highly doubtful that this could have happened in either Austen's or Hemingway's times. 20 25

Yes, English has changed, and yes, it will continue to change. It's up to the rising generation, however, to decide which path of change the language will take, so to speak. The word "deterioration" is a wonderfully long, sophisticated word. Its definition is true to what may very well be the future of the world's common language; its definition is frightening. It would be lovely if the word "deterioration," along with "acquisition" and "thereafter" and "future" remained in the English language. A future in which there were only two of three different adjectives used to describe anything is not a desirable one. 30 35

## 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 and ideas 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 to what extent language affects the thought processes of its speakers and how people perceive the world they live in.

You should include a range of examples/ideas from 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 from the blog section of Psychology Today, a website that gathers psychologists, psychiatrists, writers and academics to contribute ideas on what makes people tick.

### Words Have Power

*Words have power. Choose them wisely.*

Posted Nov 02, 2010

Words cannot change reality, but they can change how people perceive reality. Words create filters through which people view the world around them. A single word can make the difference between liking a person and disliking that person. If a friend describes the person you are about to meet for the first time as untrustworthy, you will be predisposed to view that person as untrustworthy, regardless of the person's actual level of trustworthiness. The single word "untrustworthy" creates a filter, or primacy effect, that predisposes you to view the person you are about to meet as untrustworthy. Thereafter, you will tend to view everything that person says or does as untrustworthy.

In today's busy world, people typically do not consult multiple news sources to get a balanced view of world events; therefore, people tend to perceive world events through the filter created by a single newspaper, television newscast, or radio report. The media has the power to influence the way in which people view world events. If a media outlet, especially a reputable one, introduces a bias into the news story, the readers or listeners will tend to view the event through the biased filter established by the media report. The filter created by the biased news report will remain in place until the readers are exposed to other more balanced news reports; however, this is unlikely to occur because people generally do not consult multiple news sources.

**Text C(ii)** is from an article from the Linguistics Society of America.

People have been asking this question for hundreds of years. Linguists have been paying special attention to it since the 1940's, when a linguist named Benjamin Lee Whorf claimed that speakers of different languages see the world differently because of differences in their language.

What we have learned is that the answer to this question is complicated. To some extent, it's a chicken-and-egg question: Are you unable to think about things you don't have words for, or do you lack words for them because you don't think about them? Part of the problem is that there is more involved than just language and thought; there is also culture. Your culture – the traditions, lifestyle, habits, and so on that you pick up from the people you live and interact with – shapes the way you think, and also shapes the way you talk. 5 10

There's a language called Guugu Yimithirr (spoken in North Queensland, Australia) that doesn't have words like left and right or front and back. Its speakers always describe locations and directions using the Guugu Yimithirr words for north, south, east, and west. So, they would never say that a boy is standing in front of a house; instead, they'd say he is standing (for example) east of the house. They would also, no doubt, think of the boy as standing east of the house, while a speaker of English would think of him as standing in front of the house. Has our language affected our way of thinking? Or has a difference in cultural habits affected both our thoughts and our language? Most likely, the culture, the thought habits, and the language have all grown up together. 15 20

The problem isn't restricted to individual words, either. In English, the form of the verb in a sentence tells whether it describes a past or present event (*Mary walks* vs. *Mary walked*). The Hopi language doesn't require that; instead, the forms of its verbs tell how the speaker came to know the information, so you would use different forms for first-hand knowledge (like *I'm hungry*) and generally known information (like *the sky is blue*). Of course, English speakers may choose to include such information (as in, *I hear Mary passed the test*), but it's not required. Whorf believed that because of this difference, Hopi speakers and English speakers think about events differently, with Hopi speakers focusing more on the source of the information and English speakers focusing more on the time of the event. 25 30

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

Discuss in detail ways in which language use shapes gender identities.

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

[25]

**Text D(i)** is an extract from the article “21 Qualities of A Good Wife” from Mom Junction, a website which publishes help articles for mothers.

**21 Qualities Of A Good Wife**

By Maanasi Radhakrishnan

Every man wants a good wife, and every woman wants to be one. The advice given most often to a new bride is to be a good wife. But what does this mean? What are the makings of a perfect or good wife? Most of the qualities needed to be a good wife are already there in a woman, and the rest can be developed or learned. 5

The wife is, in the truest sense, the soul of any marriage and without her the household would be chaotic. So what does a woman need to be a good wife? Irrespective of the fact that no two women are similar, some basic qualities apply to all. 10

**Qualities Of A Good Wife:**

**1. Stop Nagging:**

There is a saying in which a nagging wife is compared to a dripping faucet. If you nag and complain constantly, it can create an unwanted rift between you and your husband. This could turn into a vicious cycle, forcing him to avoid you. This can create complications in your relationship and even make them worse as time passes. You cannot expect your husband to like you if he feels that you are constantly disappointed with him. Instead, talk to him in a way that makes him want to listen to you and resolve any problems that you might be having. 15

**2. Keep Your Home Organized:** 20

Would you want to live in a messy house? Of course not! Your husband does not want to either. Keep your house neat and clean at all times. The healthy environment at home will uplift his spirits and mood. Think of creative ways to make your home a peaceful sanctuary for him. Chores can be a pain, but by doing them, you can make him dependent on you and miss you when you are not around! 25

There is a quote that goes, “A wife is a friend first, a lover second and third and probably most important, a maid.”



**Text D(ii)** is an extract from an article published on New Republic, an online magazine.

### **Woman Doctors, Woman Writers ... Is Using 'Woman' as an Adjective Demeaning?**

By Alice Robb

Political-correctness 101 dictates that we should avoid gendered versions of job titles: We're meant to use "server" instead of "waitress", "actor" for women as well as men. But sometimes, for valid and non-sexist reasons – like talking about the wage gap – writers need to identify a group of professionals by their gender. Writers who are keen not to offend face a conundrum. "Female" seems like a safe descriptor – "female boss," "female lawyer," etc. – but some complain it's too "clinical." "Lady" has made something of a come-back as a sort of retro descriptor – "lady journo," "lady blog" –but sounds condescending outside of a specific, ironic context. In *The Guardian* last week, sub-editor Maddie York points out that another word is catching on as an adjective: "woman." According to York, "woman" and its plural seem to be taking over the role of modifier, so that now, there is no such thing, as far as much of the media is concerned, as a female doctor, a female MP or a female chef. Instead you hear or read about a woman doctor, a woman MP and so on.

York is on a mission to strip "woman" of its usage as a modifier. She doesn't mind being referred to as a "female subeditor" – she identifies herself that way in her author bio – but she protests the use of "woman" as an adjective on the grounds that, unlike "female," its masculine equivalent is almost never used in the same way. "There would be no real problem if we used both 'woman' and 'man' as modifiers, but we don't," she writes. She quotes a colleague: "The comparable male version sounds so ridiculous no one would ever run it outside a feminist standup comedy routine: 'man cyclist,' 'man politician,' 'man writer.'" "Male cyclist" sounds less ridiculous.

Taking offense at the word "woman" seems like a bit of a stretch, but York raises an interesting point. So I asked a bunch of successful women: If you have to be identified by your gender and your job, would you rather be called "woman" or "female"?

#### **Amanda Hess, journalist**

Terms like "female" and "women" and "lady" are moving targets... We have gendered terms for men, too: "Dude writer" and "writer bro" are typically used as insults. "Woman writer" might come off as diminishing to the female writer in question, but a "dude writer" sounds like an entitled and arrogant guy...

#### **Martha Nussbaum, philosopher**

I do not see "woman" as different from "female." I think you don't hear "man philosopher" perhaps because historically the term "man" meant "member of the human species," as in "the rights of man." It isn't used that way anymore. But probably that usage shaped the evolution of idioms.

## REFERENCE TABLE OF IPA PHONEMIC SYMBOLS (RP)

1. Consonants of English		2. Pure vowels of English	
/ f /	f <u>a</u> t, rou <u>gh</u>	/ ɪ ː /	b <u>ea</u> t, k <u>ee</u> p
/ v /	v <u>e</u> ry, v <u>i</u> llage, lo <u>v</u> e	/ ɪ /	b <u>i</u> t, t <u>i</u> p, b <u>u</u> sy
/ θ /	t <u>h</u> eatre, t <u>h</u> ank, ath <u>l</u> ete	/ e /	b <u>e</u> t, m <u>a</u> ny
/ ð /	t <u>h</u> is, t <u>h</u> em, w <u>i</u> th, e <u>i</u> ther	/ æ /	b <u>a</u> t
/ s /	s <u>i</u> ng, t <u>h</u> inks, loss <u>e</u> s	/ ʌ /	c <u>u</u> p, s <u>o</u> n, bl <u>oo</u> d
/ z /	z <u>oo</u> , bed <u>s</u> , eas <u>y</u>	/ a ː /	c <u>a</u> r, h <u>ea</u> rt, c <u>a</u> lm, a <u>u</u> nt
/ ʃ /	s <u>u</u> gar, b <u>u</u> sh	/ ɐ /	p <u>o</u> t, w <u>a</u> nt
/ ʒ /	pleas <u>u</u> re, beig <u>e</u>	/ ɔ ː /	p <u>o</u> rt, s <u>a</u> w, t <u>a</u> lk
/ h /	<u>h</u> igh, <u>h</u> it, b <u>eh</u> ind	/ ə /	<u>a</u> bout
/ p /	p <u>i</u> t, t <u>o</u> p, sp <u>i</u> t	/ ɜ ː /	w <u>o</u> rd, b <u>i</u> rd
/ t /	t <u>i</u> p, p <u>o</u> t, st <u>ee</u> p	/ ʊ /	b <u>oo</u> k, w <u>oo</u> d, p <u>u</u> t
/ k /	k <u>ee</u> p, t <u>i</u> ck, sc <u>a</u> re	/ u ː /	f <u>oo</u> d, s <u>ou</u> p, r <u>u</u> de
/ b /	b <u>a</u> d, r <u>u</u> b		
/ d /	b <u>a</u> d, d <u>i</u> m	3. Diphthongs of English	
/ g /	g <u>u</u> n, b <u>i</u> g		
/ tʃ /	ch <u>u</u> rch, l <u>u</u> nc <u>h</u>	/ eɪ /	l <u>a</u> te, d <u>a</u> y, 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>ie</u>
/ m /	m <u>a</u> d, j <u>a</u> m, s <u>ma</u> ll	/ ɔɪ /	b <u>oy</u> , n <u>oi</u> se,
/ n /	m <u>a</u> n, n <u>o</u> , s <u>no</u> w	/ aʊ /	c <u>ow</u> , h <u>ou</u> se, t <u>ow</u> n
/ ŋ /	s <u>i</u> ng <u>er</u> , l <u>ong</u>	/ əʊ /	b <u>oa</u> t, h <u>ome</u> , kn <u>ow</u>
/ l /	l <u>ou</u> d, k <u>i</u> ll, p <u>la</u> y	/ ɪə /	<u>ear</u> , <u>he</u> re
/ j /	y <u>ou</u> , p <u>ure</u>	/ eə /	<u>air</u> , c <u>are</u> , ch <u>air</u>
/ w /	<u>one</u> , <u>wh</u> en, s <u>we</u> et	/ ʊə /	j <u>ury</u> , c <u>ure</u>
/ r /	r <u>i</u> m, br <u>ea</u> d		

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