



HWA CHONG INSTITUTION
JC2 Preliminary Examinations
Higher 2

**CANDIDATE
NAME**

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CT GROUP

16A/S

**CENTRE
NUMBER**

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**INDEX
NUMBER**

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ENGLISH LANGUAGE AND LINGUISTICS

9727/02

Paper 2 Investigating Language Use in Society

20 September 2017

3 hours

Additional Materials: Paper

READ THESE INSTRUCTIONS FIRST

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

Write your question number clearly.

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

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

Answer **THREE** questions: you must answer at least one question from Section A **and** at least one question from Section B.

Answer each question on a **FRESH SHEET** of paper.

At the end of the examination, fasten the answers to Section A and Section B **SEPARATELY**.

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.

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 language variation is reflected in society and the reasons for language variation.

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

[25]

TEXT A(i) is adapted from *SFGate*, the website of the *San Francisco Chronicle*.

How to use 'woke' and other popular millennial slang terms

If there's a distinctive characteristic that defines millennials, it's probably their affinity for taking a simple word, redefining it and subsequently making the rest of us feel ancient.

Millennials, or Generation Y, are the group of people born in 1981-1997 and guilty of using terms such as 'bougie', 'lit' and 'extra'.

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Just last month, Merriam Webster and Dictionary.com added a combined 300 words to their repertoires in their effort to keep up with the ever-changing vernacular. Love-it-or-hate-it words like 'squadgoals', 'cat lady', and 'yas' made the cut.

We've created a list of the more common slang terms with definitions gathered from Urban Dictionary and Refinery29.

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- Sick: Used to describe something cool or insane
As in: Bro! Those shoes are sick.
- Salty: Being agitated, bitter or upset
As in: After the bartender ignored all her flirtatious advances, she walked out of the bar feeling rejected and salty.
- Goat: Acronym for "greatest of all time", which can be used to refer to athletes but not always
As in: Rihanna is good but Beyonce is the GOAT.
- Fasho: Shorter way of saying 'for sure' or used to mean definitely
As in: "I'll see you at 6pm"
"Fasho"
- Lit: Something that is popping or amazing
As in: "Last night's party was lit!"
- Woke: To be aware or informed
As in: I stay woke by reading and watching the news.

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TEXT A(ii) is adapted from a blog entry from *The Guardian*.

What are your favourite regional phrases?

The dialects of British English are a joy, from the 'crazy' buttercups of Stewkley to the 'made up' Scousers.

In Stewkley in Buckinghamshire, the local word for a buttercup is "crazy". In Docking, Norfolk, the expression "couldn't stop a pea" is said of a bow-legged person. In the delightfully named Staffordshire village of Mow Cop, if you've "cocked your toes" you have died. In Wiltshire, hands that have been in the washtub a long time are called "quobbled" (ie temporarily wrinkly).

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The regional dialects of British English are surely one of the joys of this rain-soaked time of a country. But the news this week that the Americans have nearly finished their six-volume Dictionary of American Regional English after 44 years of lexicographical hard labour made me worry. When are we going to get a similar volume here? During my research for a Guardian article offering my A to Z of funtime regional British English phrases, I found out that in fact a lot of scholarly work is being done at Leeds University, at the BBC, and at the British Library.

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Thanks to this work, we will soon know why Scousers are "made up" when they are happy, why people in the West Midlands say "mom" rather than "mam" or "mum" and (my personal favourite) why in Northern Ireland "cat melodeon" meant terrible or appalling.

Susie Dent, lexicographer of TV's Countdown, reckons that regional British English, despite fears to the contrary, is flourishing, diversifying as kids are mixing expressions up with slang and producing new variations of the old all the time. Can you prove her point and let me know your favourite regional words or phrases? Ideally, you should try to leave readers "in tucks", which is the north Wales expression meaning being in stitches or having a fit of laughter.

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

Discuss in detail how Singlish is perceived and the implications of such viewpoints on society.

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, phonology and discourse as appropriate.

[25]

TEXT B(i) is an adapted article from *The Straits Times*.

Journalist Sumiko Tan makes these observations about Singlish.

I wouldn't say my sister and I are hardcore Singlish speakers. We're not fans of Singlish because we don't regard it as proper English and believe we should be speaking standard English.

Most times, we make sure our sentences are properly structured, that we use the correct tenses and avoid words that only Singaporeans understand. She has to do so in any case, or people in America won't be able to understand her. 5

But we do speak Singlish and, when we do, it's like a guilty pleasure, akin to wearing a favourite pair of tatty pyjamas around the house the whole day.

We do it as a half-proud, half-mocking signifier of how Singaporean (and special) we are. It's a secret code which locks the rest of the world out. 10

More pragmatically, we also use it to save time. A key feature of Singlish is how verbs are dropped and single words loaded with meaning. It is a curt, staccato language suited for the linguistically lazy.

TEXT B(ii) is adapted from the website of *The Collective Effort*, a social enterprise that aims to empower and uplift the disadvantaged in the community.

The highly sought after 2nd edition of *The Three Little Pigs Lah* is in stock now! More Singlish and NOW suitable for children. We are taking in pre-orders now so you will be the 1st to receive the book in your mail! All proceeds from the sale of this book from our website goes to 50 Experiences 500 Kids project fund.

A Coffee Table Book created for a good laugh. Written by Casey Chen. A rare design-crusader of the Singapore Identity. In his long body of multi-disciplinary works the last decade spanning Design, Objects and the Arts; Casey Chen has always demonstrated an ability to draw in inspiration from what is unique about and around us. 5

Here's an excerpt from the book:

Very long time already, got three little pigs stay with their ma. 10

The three pigs grew big so fast, that mother *buay tahan* and tell them: "You all so big *liao*, this house your father build got no enough space *liao*."

"You go and build houses for yourself k. But then *hor*, please remember to be careful, don't let the wolf catch you and *makan* you."

Additional information to candidates:

buay tahan = Be unable to endure or stand a person, situation, etc., any longer

makan = Eat, have a meal

TEXT B(iii) is adapted from the electronic encyclopaedia of *The National Library Board of Singapore*.

Singlish is an informal, colloquial form of English that is used in Singapore. Linguists refer to it as Singapore Colloquial English or Singapore English. The use of Singlish has been the subject of much debate since the 1970s, when it first became an observable phenomenon. The government actively discourages the use of Singlish among the population, citing the need for Singaporeans to be able to communicate effectively with the wider English-speaking population in the world.

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Description

Singlish contains non-standard features of the English language and incorporates elements of other languages. It has its own unique grammatical structures as well as a distinctive pronunciation. The intonation and sentence structure of Singlish are influenced by the main Chinese dialects spoken in Singapore such as Hokkien, Cantonese and Teochew, while the influence of the Malay and Indian languages are also noted in the use of certain lexical Singlish terms – for example, *agak agak*, which means “estimate” in Malay, and *kaypoh*, which is Hokkien for “busybody”.

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Debate over Singlish

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While standard English is taught in schools and is designated as the country’s main working language, Singlish continues to be used in everyday interactions within some, if not most, segments of the population. The proliferation of Singlish has often been blamed for the falling standard of English in Singapore. The government views Singlish as harmful to the economic development of Singapore and has been calling for the eradication of Singlish in favour of standard English. Despite the government’s stand, supporters of Singlish have defended the place of Singlish in the local linguistic landscape. Their main argument is that Singlish cuts across racial differences and thus functions as a marker of a distinct, multi-ethnic Singaporean identity. For its proponents, Singlish is an essential part of local culture and heritage.

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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 ways in which language can be used to construct identities, values and/or attitudes, yet at the same time challenge them.

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

[25]

TEXT C(i) is adapted from a press release by the *National Council of Social Service*, Singapore.

Social Inclusion & Participation Have Greatest Impact to Improving Quality of Life of Vulnerable Groups

• *Views gathered directly from about 2,500 respondents indicate need for everyone in the community to go beyond seeing a person for just their physical and mental condition, but as persons first.*

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Singapore, 12 June 2017 – Findings from an extensive study on perceptions of different groups on their **Quality of Life (QOL) Study** by the **National Council of Social Service (NCSS)** in 2016 were announced today. The Study surveyed 3,458 Singaporeans and Permanent Residents aged 18 years and older. This sample size included about 2,500 persons with disabilities, and persons in recovery from mental health issues and seeking help, to specifically understand QOL from their perspective.

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The Study was based on the World Health Organisation (WHO) QOL Framework. This framework is one of the most comprehensive as it comprises six domains and 24 facets to assess QOL. It has been tested for validity and reliability in over 30 countries, cultural settings and profiles, and has add-on modules for disability, and mental health to allow a better understanding of their QOL.

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The insights and findings from the NCSS QOL study will be useful for stakeholders in the social sector in areas of QOL to guide development of programmes, initiatives and further research. The study is slated to be published in September 2017.

OVERALL FINDINGS

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Findings showed that social inclusion and participation had the greatest impact on improving quality of life of persons surveyed.

- 6 in 10 persons with disabilities believe they cannot achieve their hopes and dreams
- 3 in 10 persons in recovery and seeking help feel the same
- Persons with disabilities who engaged in a main activity, such as in a social service programme, employment or education, were 1.5 times more likely to have better QOL.
- Persons with disabilities and persons in recovery, who participated in sports or physical

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recreational activities, were 1.7 times more likely to have better QOL.

For Vulnerable Groups:

Persons surveyed desired improvement in their level of independence and psychological well-being. 30

- 5 in 10 persons with disabilities perceived themselves to lack the autonomy in making big decisions in life.
In a follow-up qualitative study, one person with disability said: *"I still can do what everyone can do, just in an alternative way ... I still want to feel valuable and learn new things."* Another expressed the same sentiment: *"When I was younger, my mother wouldn't let me do anything by myself, not even wash the dishes, just because I don't have an arm."* 35
- For persons in recovery, 4 in 10 worry about their future prospects in life. Their main desire is to be employed, and to improve their level of independence. 40

Mr Gerard Ee, Chairman of Advocacy & Research Panel, NCSS said: "The findings from the NCSS Quality of Life Study indicate that each of us should see vulnerable groups as persons first. They highlight the importance of the social service ecosystem in addressing a person's needs holistically. We should change our mindset to go beyond seeing the person for just their diagnosis or as recipients of help, but as people like you and me, with the need for social inclusion and aspirations for the future." 45

"NCSS hopes these findings will guide our partners and stakeholders to work on solutions to enhance the quality of life of persons we serve. We encourage everyone to support and empower all individuals to achieve their potential in areas such as education, employment and within the community." 50

The Study offered **three recommendations** to improve QOL for these groups:

1. Promote social inclusion in the community, such as through employment, community activities or sports.
2. Recognise the importance of empowering these individuals to have the autonomy to make decisions and improve their level of independence. 55
3. Support and empower these individuals by seeing them as persons first, with aspirations and abilities. By doing so, they can achieve their potential in areas such as employment, education and in the community.

-End-

National Council of Social Service (NCSS) 60
NCSS is the umbrella body for over 450-member social service organisations in Singapore. Its mission is to provide leadership and direction in enhancing the capabilities and capacity of our members, advocating for social service needs and strengthening strategic partnerships, for an effective social service ecosystem. Community Chest and Social Service Institute (SSI) are part of NCSS. 65

www.ncss.gov.sg

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TEXT C(ii) is an adapted excerpt from the book *‘Just Ask: Integrating Accessibility Throughout Design’* which aims to help designers and developers create products that are, among others, accessible to people with disabilities.

Interacting with People with Disabilities

Talk directly to the user, not to the interpreter, attendant, or friend. You don’t need to ignore the others entirely; just make sure to focus your interaction with the user. When a user who is deaf has an interpreter, the user will look at the interpreter as you are talking. It might take a little extra effort to remember to face the user rather than the interpreter. 5

If you are going to be speaking for some time with a person in a wheelchair, sit down so that you are at eye level with him so he doesn’t have to strain his neck to look up at you.

Speak normally. Some people have a tendency to talk louder and slower to people with disabilities; don’t. Don’t assume that because a person has one disability, that he also has a cognitive disability or is hard of hearing. For example, a person with cerebral palsy might use a wheelchair, have uncontrolled upper body movements, have difficulty speaking, and yet have very good hearing, cognitive abilities, and intelligence. 10

Use normal language including “see” and “look”. It’s fine to use common phrases such as, “Do you see what I mean?” even to people who are blind. People who are blind often make comments such as, “I can’t find what I’m looking for” and “I don’t see it on this [web] page.” 15

Use “people-first” language when referring to people with disabilities. People-first language means put the person first and the disability second. For example, say “a man who is blind” rather than “a blind man”, and “a woman who uses a wheelchair” instead of “a wheelchair-bound woman”. Use people-first language when speaking with people with disabilities, and when speaking and writing about people with disabilities. 20

Avoid potentially offensive terms or euphemisms. Commonly accepted terminology includes “people with disabilities” and “a person with a visual/hearing/physical/speech/cognitive impairment”. Many people find the following annoying or offensive: restricted to a wheelchair, victim of, suffers from, retarded, deformed, crippled, and euphemisms such as physically challenged. If you are unsure, ask the person with a disability what terminology he prefers. 25

Note that accepted terminology is different in different regions. For example, in Europe, “handicapped” is an accepted term, whereas many in the U.S. don’t like it. To find out about terminology in your area, contact a local disability association.

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

Discuss in detail ways in which language can be used in online media discourse to construct identity and meaning.

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

[25]

TEXT D(i) is an edited discussion on accommodation extracted from '*The Student Room*', a forum page created by Lancaster University for its prospective and current students.

You are Here: Home > Forums > Universities and HE colleges > North of England > Lancaster University



affinity95
Thread Starter

17-01-2015 11:08

A friend of mine saw the Furness residence officer yesterday and he said that there are some major problems in some of the other colleges (he named Grizedale) as they have such a huge waiting list.

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I suppose you could wait and see if you get a room (as the residence guy said there are always quite a few up decide against campus accommodation etc) whilst looking for other options. Maybe a room in Galgate would do as that isn't particularly far - just a bit further than Cartmel. Hopefully they should announce soon whose has got what for all of us. 😊

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Teao the Cat

17-01-2015 11:18

Galgate might actually be more annoying than you think- a good friend of mine lives there, and whilst she loves it, bear in mind that you will have to walk/cycle into uni, buses to there aren't that great. She gets the womens bus back at night, since they will go anywhere, and she doesn't want to walk back on her own in the dark.

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affinity95
Thread Starter

17-01-2015 11:20

(Original post by **Teao the Cat**)

Galgate might actually be more annoying than you think- a good friend of mine lives there, and whilst ...see more

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I suppose. I just seems like such a nice place and a lovely walk there and back. It was dark when I walked there on Thursday morning but I can see why it is less desirable at night. 😊



ponpon14

17-01-2015 18:11

Hey im new to all this and im incredibly sorry if this has already been asked.

Im hopefully going to lancaster in september, but have a few questions!

25

What is each college like?

How subscribed is each college? (list would be good!)

What is county standard like, i think it might be my favourite!?

Is it possible for me to take Mathematics, with a politics minor, as one is an art and the other is a science?

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Sorry for so many questions! Thanks! 🙏



Teao the Cat

17-01-2015 18:49

To be honest, at the end of the day which college you end up in doesn't matter a huge amount after freshers week! Go for the type of accommodation you want, so if you want standard, then Bowland, County, Furness or Pendle, ensuite, any college. If you want to be in the centre of campus, then Bowland or County. 35

I know county main was refurbished last year, and County South is being done this year, but I am not entirely sure whether they are still standard. I'm pretty sure they are. Standard rooms tend to be a little bigger than ensuite, and are obviously cheaper, by about £20 a week. Oversubscribed colleges.... umm, differs a little each year, I think.... Furness is usually pretty popular, almost everyone I know put Furness down in their choices, very few got it. I know two years ago Bowland was pretty undersubscribed, don't know about now. 40

As to the maths and politics, I'm pretty sure you can unless there are timetable clashes. You can take, to the best of my knowledge, any course with the right number of credits, so long as it doesn't clash with your major, no matter the faculty. 45



ponpon14

17-01-2015 18:53

Thank you very much! That really helped! And yeah, in the prospectus it says that they are. There is apparently a supermarket there though.



*banana

17-01-2015 19:47

(Original post by **Teao the Cat**)

I know county main was refurbished last year, and **County South is being done this year**, but I am ...see more 50

County South isn't being refurbished... it was brand new in 2012 (ensuite).

All Lancaster is self-catering, but there are these meal type card things you can buy (have no idea how it works, and nobody seems to rate it!) And there is a **Spar** and a LUSU supermarket on campus if you are desperate for anything. 55



xprincessx

17-01-2015 20:24

Grizedale's the best 😊 Brand new + all that jazz lol
I have a couple of friends in county standard + they seem to like it enough. The kitchens there are pretty new I think, + quite nice. They have sofas in there too, I think only county + grizedale have that privilege! Not seen the actual rooms though. 60
I'm hoping living in the city'll be good :P haha I'm in chancellors wharf next year + looking forward to it!

You should be able to do maths with politics 😊 As long as there's no timetable clashes you'll be fine. I'll point out now that I'm doing maths at the mo, so if you've got any questions about the course then just ask 😊 65



ponpon14

17-01-2015 22:14

oo Sofas sound great! I really can't decide on which to choose now!

xprincessx ive heard maths at degree level is a really big jump from a level, is that true? Also as i have only done maths a level and not further maths, will i be disadvantaged? 70

TEXT D(ii) is extracted from the blog *'The Smart Local'* which gives Singaporeans 'trusted hyper-local information on what to do in and out of their country'.

14 Best Lobangs In Singapore In September 2017 COMPILED

Wednesday, 30 August 2017 ✍️ Abigail Yeo

Money-saving promos to tide you through September

September is upon us, and although some of us may be freaking out about entering the final quarter of 2017, don't forget that with every new month comes new deals to indulge in! So forget all your year-end woes and take comfort in these awesome promotions that will satisfy our stomachs and the *kiasu* aunties within us. From free sushi to 70% discounts on Sasa products, these deals will help tide you and your wallet through this month:

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1. 1-for-1 coffee at Jewel Coffee @ Millenia Walk



Image credit:
@jewelcoffee

For those who work in the CBD and are constantly trawling the area for a cheap and good caffeine boost – rejoice! Jewel Coffee is now offering an all-day 1-for-1 deal on all their coffees from 7AM-7PM. Whether you'd prefer to *jio* a caffeine-loving friend or down both cups on your own, hurry down to claim your cuppas for that quick pick-me-up.

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Promotion period: Until 2nd September 2017

Website

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2. 2-for-1 Manhattan Fish Market coupons



Image credit:
@heyshannonwang

As the end of the year approaches and our New Year's resolutions of "eating clean" are long forgotten, some good ol' deep fried battered fish fillet and fried doused with nacho cheese is always welcome. From now till 8th September, cash in these **Manhattan Fish Market coupons** to claim your 2-for-1 deals on their Signature Feesh 'n Cheese, Dory 'n Chips and Chicken Wings, and more!

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Promotion period: Until 8th September 2017

Website

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3. Discounted meal combos at Long John Silver's



Image credit:
@cweizhi

If you've been wanting to try the new Long John Silver's menu including their Chili Crab Sauce and Salted Egg Yolk-infused dishes, now's your chance to calm your FOMO for less.

Flash these discount coupons and shave \$2 off your bill for their combos, such as the **2pc Chicken and 3pc Shrimp with Salted Egg Sauce + Fries Combo (\$10)**, and many other seafood-and-fries medleys.

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Promotion period: Until 17th September 2017

Website

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/	b <u>i</u> t, t <u>i</u> p, bu <u>s</u> y
/θ/	<u>th</u> eatre, <u>th</u> ank, ath <u>l</u> ete	/e/	b <u>e</u> t, ma <u>n</u> y
/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, think <u>s</u> , loss <u>e</u> s	/ʌ/	c <u>u</u> p, s <u>o</u> n, bloo <u>d</u>
/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>	/e/	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, top, 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>p</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, s <u>c</u> are	/u:/	f <u>oo</u> d, s <u>ou</u> p, 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/	<u>g</u> un, bi <u>g</u>	/eɪ/	l <u>a</u> te, d <u>a</u> y, gr <u>ea</u> t
/tʃ/	<u>ch</u> urch, lun <u>ch</u>	/aɪ/	t <u>i</u> me, h <u>i</u> gh, d <u>i</u> e
/dʒ/	<u>j</u> udge, <u>g</u> in, <u>j</u> ury	/ɔɪ/	b <u>oy</u> , n <u>oi</u> se
/m/	<u>m</u> ad, jam, sm <u>a</u> ll	/aʊ/	c <u>ow</u> , h <u>ou</u> se, t <u>ow</u> n
/n/	ma <u>n</u> , n <u>o</u> , sn <u>ow</u>	/əʊ/	b <u>oa</u> t, h <u>o</u> me, kn <u>ow</u>
/ŋ/	s <u>ing</u> er, lon <u>g</u>	/ɪə/	<u>ea</u> r, h <u>er</u> e
/l/	<u>l</u> oud, k <u>ill</u> , pl <u>a</u> y	/eə/	<u>a</u> ir, c <u>are</u> , ch <u>a</u> ir
/j/	<u>y</u> ou, p <u>ure</u>	/ʊə/	<u>j</u> ury, c <u>ure</u>
/w/	<u>o</u> ne, <u>w</u> hen, sw <u>ee</u> t		
/r/	<u>r</u> im, br <u>ea</u> d		

Copyright Acknowledgements:

Question 1 Text A(i): Adapted from <http://www.sfgate.com/entertainment/article/How-use-woke-and-other-popular-Millennia-slang-11069511.php#photo-12659910>

Text A(ii): Adapted from <https://www.theguardian.com/books/booksblog/2009/mar/26/regional-dialect-british-english>

Question 2 Text B(i): Adapted from <http://www.asiaone.com/singlish-friend-or-foe>

Text B(ii): Adapted from <https://www.thecollectiveeffort.com.sg/products/the-three-little-pigs-lah>

Text B(iii): Adapted from http://eresources.nlb.gov.sg/infopedia/articles/SIP_1745_2010-12-29.html

Question 3 Text C(i): Adapted from <https://www.ncss.gov.sg/Press-Room/National-Council-of-Social-Service/Press-Releases/Detail-Page?id=Social-Inclusion-Participation-Have-Greatest-Imp>

Text C(ii): Adapted from <http://www.uiaccess.com/accessucd/interact.html>

Question 4 Text D(i): Adapted from <https://www.thestudentroom.co.uk/showthread.php?t=784024>

Text D(ii): Adapted from <http://thesmartlocal.com/read/september-2017-deals>