



Raffles Institution

2017 Year 6 Preliminary Examination

**General Certificate of Education Advanced Level
Higher 2**

English Language and Linguistics Paper 1

Analysing Language Use

9727/01

12 Sep 2017

3 hours

Additional Materials:

Writing Paper

READ THESE INSTRUCTIONS FIRST

- Head each sheet of answer paper with your name, CT group and your ELL Tutor's name.
- 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 Question 1 (Section A) **and** Question 2 (Section B) on separate sheets of paper but tie them together.
- Both sections of this paper carry equal marks. You should allocate 1.5 hour to each section / question.
- 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 question paper consists of **11** printed pages (including this page).

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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

Texts A and B relate to wallet purchases.

Text A is a transcript of a conversation between a salesperson and a customer.

Text B is taken from Carryology – a website “to discover, discuss and disseminate new and better ways to carry”.

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

S1: Salesperson, 25-year-old Chinese male

S2: Customer, 22-year-old Chinese female

S1	erm hi miss (.) er can i help u↗	
S2	ermm i'm actually like looking for a wallet↗ (.) for my boyfriend↗	
S1	ok erm so do you have a preference↗ (1)	
S2	mm not really	
S1	not really ah ok then erm what about your budget↗	5
S2	erm (.) probably below hundred	
S1	below hundred ok i think the range for hund- below hundred will be over here erm so for your boyfriend what was his er previous wallet how does it look like↗	
S2	erm i can't remember	10
S1	can't remember	
S2	ya <laughter>	
S1	erm ok erm so ok how old is he↗	
S2	erm around twenties↗	
S1	twenties ok er i think (.) for personally right <laughter> I'm also=	15
S2	=ya=	
S1	=close to that age so i would like wallets that look like this (.) ya	
S2	mm	
S1	this kind↗ ya um i think brown is kind of young↗ cause you know it gives you=	20
S2	=ya ya	
S1	//the uncle	
S2	//he hates black	
S1	ya correct so erm so ok does he (.) er does he have a lot of cards↗ (.) you know does he need a lot of compartments (.)	25
S2	ya definitely the coin (.) erm to put coins and cards	
S1	ok we have the=	
S2	=and the ID	
S1	okay=	
S2	=ya	30
S1	we have two kinds ok they both have a lot of compartments but this one will be er you know you can see for yourself (.) erm this one right↗ (.) this one is more of like you can er (.) there's this d- dis-attached part //that	
S2	//oh	
S1	you can take off and then you can put inside you know that kind so therefore you know sometimes maybe he doesn't have a lot of cards then he can he can you know unattach this part (.) sometimes if he needs then he can put it back something like that	35
S2	oh that sounds good	
S1	ya	40
S2	but (.) is this (.) would this break easily↗	
S1	er i guess that er i think that this brand itself (.) is quite is quite er i mean is quite the the products are quite durable (.) so but maybe another thing that you want to consider is whether is it (.) like hard leather or soft leather	
S2	what's the diff↗	45
S1	er the diff- is like (.) er for (.) soft leather right like it's more uh it's it's nicer you know i- it's soft <laughter> but uh but in a sense it's er but it's not scratch resistant (.) ya the hard leather wise is (.) er does that function	
S2	mm then i guess hard leather would be better=	
S1	=ok=	50

S2	=cause there'll be scratches and stuff	
S1	ok	
S2	ya kind of	
S1	ok er so what about considering which kind of designs would you want i	
	mean out of this few	55
S2	oh i think he'll definitely like this	
S1	ok so er the price is about like eighty-nine dollars so is it (.) it's within your	
	budget right↗	
S2	ya	
S1	ok so do you want a piece <laughter>	60
S2	mm (1) ok	
S1	ok	
S2	ya	
S1	ok the cashier is over there	
S2	mm	65
S1	you can make your payment and after that you can bring it back to this	
	counter i've a box er it's a birthday gift right↗	
S2	//ya	
S1	//so I can like (.) specially you know (.) like do something for it for you yup	
S2	ya	70
S1	so (16)	
S2	ya this the receipt	
S1	ok er alright er usually you just have like er know this simple box ah but	
	since it's a birthday gift right i decide to you know like top it up for you so	
	i'm getting you this other box it's ok for you right↗	75
S2	ya	
S1	so you just put it inside erm (.) do you need a card↗ where you can like (.)	
	write something↗	
S2	ya that'll be good	
S1	ok er er this is also ya on the house <laughter> so you can just write (.) ya	80
S2	//ya	
S1	//something for it ya thank you	
S2	ok	
S1	thank you very much	
S2	ya	85
S1	have a nice day	
S2	thanks	
S1	hope to see you again	

TRANSCRIPTION KEY

- (1) pause in seconds
- (.) micropause
- // speech overlap
- ↗ rising intonation
- <laughter> extra linguistic activity
- = a latch between 2 person's speech

TEXT B

How to Choose the Right Wallet :: Buying Tips

Most wallets are way bigger than they need to be. By trying to give you equal access to every card, they've created huge bricks that can barely fit in your pocket. A big ugly bulge in your pocket looks terrible, pulls your back out of whack, and signals that your life is probably a little out of control (a good rule of thumb is if you have to remove it to sit down, it's too big). 5

A good wallet prioritises a few main cards and gives you quick access to those. It then tucks the rest away in space-efficient storage for the few times a year you need them.

3 things to look for: 10

- Flat or folded bills:

Folding bills lets you reduce their size to that of a credit card, so you can run with smaller wallets. Keeping bills flat is more convenient, but your wallet will be larger. You need to work out how often you use bills, and whether you can be bothered folding them to get a smaller wallet. 15

- The right number of cards:

If you buy a wallet intended for 15 cards, it's not going to work very well for 3 cards. You want to start with wallets that are designed for the number of cards you need to carry, so that you're minimizing the excess air and leather you'll be carrying around. 20

- Thickness matters at least as much as size:

When in your pocket, it's actually the thickness of your wallet that makes it stick out like a brick. You want to find a wallet that will remain reasonably slim and therefore discreet when filled with all your cards.

3 things to avoid: 25

- Excessive air and card slots:

Every time you separate cards in card slots you add a layer of air and a layer of leather to your wallet volume. If you separate 15 cards in individual slots, you're going to have a hamburger of a wallet.

- Thick leather:

Your wallet doesn't typically get dragged across tarmac or dropped from a B-52, so you don't need the thickest buffalo hides known to man. Good wallet makers select thinner leathers, so you can keep your pocket bulge as slim as possible. 30

- Coins if you can:

If you have a fob pocket it's a great spot for coins. As is a tip jar, your partner's handbag, or your car. If you carry coins in your wallet you significantly increase the bulk, stretch the leather, and create stress concentrators that can break cards. If you must get a wallet with a coin section, cleanse your coins frequently to keep their count low. 40

Source: <http://www.carryology.com/wallets/how-to-choose-the-right-wallet-buying-tips/>

Section B: Adaptive writing and commentary

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

Texts C, D and E relate to recycling.

Text C is a transcript of a conversation between a parent and a child that takes place at home and revolves around a recycling project.

Text D consists of the first few paragraphs on recycling found on the Wikipedia page.

Text E is an extract from an online Channel NewsAsia article.

Read all three texts, and then complete the following tasks:

- 2 (a)** You are part of a group of residents who have been given permission to spearhead a special interest group and start a recycling club in your neighbourhood. The club has decided to start its own blog as part of its publicity and outreach efforts. You have been asked to contribute the first entry for this blog to encourage other residents to support your proposed recycling initiatives.

Write the text for the blog entry consisting of approximately 300 – 400 words. Base your writing on the ideas and references which are contained in Texts C, D and 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

S1: Parent, 49-year-old female

S2: Child, 19-year-old male

S1	okay (.) so how's your recycling project son↗	
S2	okay ah (.) collect a lot of newspaper ah the past week	
S1	where did you go to collect from↗	
S2	my friend's house ah (.) //never	
S1	//huh↗	5
S2	never go (.) never go house to house and collect (.) //can	
S1	//yeah	
S2	collect all from my friends=	
S1	=so what kind of stuff have you been collecting↗ newspaper what else↗	
S2	old <u>clothings</u> (.) <u>magazines</u> (.) <u>books</u> (.) we just collected one like	10
	twenty-five kilos yesterday from my friend at Ghim Moh	
S1	twenty-five kilo ah↗ so (1) wha what do you do with all those six err	
	recycling stuff↗	
S2	supposed to go and give to the southwest CDC then after that they(.)	
	//they will	15
S1	//and then↗	
S2	they will pay you a certain amount per kilo then the rest of the money	
	that you raise right is=	
S1	=uhum	
S2	all the money you raise goes to charity	20
S1	ohh (.) so which charity is is uhh your school nominated↗ <zipping	
	sound> or your group nominated or some (.) your choice↗	
S2	i dunno ah i think it goes to poor students	
S1	to where↗	
S2	poor students (.)	25

TRANSCRIPTION KEY

(1)	pause in seconds
(.)	micropause
//	speech overlap
↗	rising intonation
<laughter>	extra linguistic activity
=	a latch between 2 person's speech
<u>underlining</u>	stressed word(s) / syllable(s)

TEXT D

Recycling is the process of converting waste materials into new materials and objects. It is an alternative to "conventional" waste disposal that can save material and help lower greenhouse gas emissions (compared to plastic production, for example). Recycling can prevent the waste of potentially useful materials and reduce the consumption of fresh raw materials, thereby reducing: energy usage, air pollution (from incineration), and water pollution (from landfilling). 5

Recycling is a key component of modern waste reduction and is the third component of the "Reduce, Reuse, and Recycle" waste hierarchy.

There are some ISO standards related to recycling such as ISO 15270:2008 for plastics waste and ISO 14001:2004 for environmental management control of recycling practice. 10

Recyclable materials include many kinds of glass, paper, and cardboard, metal, plastic, tires, textiles, and electronics. The composting or other reuse of biodegradable waste—such as food or garden waste—is also considered recycling. Materials to be recycled are either brought to a collection centre or picked up from the curbside, then sorted, cleaned, and reprocessed into new materials destined for manufacturing. 15

In the strictest sense, recycling of a material would produce a fresh supply of the same material—for example, used office paper would be converted into new office paper or used polystyrene foam into new polystyrene. However, this is often difficult or too expensive (compared with producing the same product from raw materials or other sources), so "recycling" of many products or materials involves their reuse in producing different materials (for example, paperboard) instead. Another form of recycling is the salvage of certain materials from complex products, either due to their intrinsic value (such as lead from car batteries, or gold from circuit boards), or due to their hazardous nature (e.g., removal and reuse of mercury from thermometers and thermostats). 20 25 30

Source: <https://en.wikipedia.org/wiki/Recycling>

TEXT E

Why is Singapore's household recycling rate stagnant?

The household recycling rate has remained at around 20 per cent despite over a decade of national recycling initiatives.

SINGAPORE: For two years, Hougang resident Padmarani Srivatsan has been collecting raw food scraps - like vegetable and fruit peel - that she throws out from her kitchen, turning it into soil nutrients for her plants. 5

"It's black gold," she said, picking up a handful from her composting bucket and taking a sniff. "And it doesn't smell at all. It smells... wholesome."

Besides composting raw food waste, the 52-year-old kindergarten teacher has been recycling other waste that her household generates, including plastics, glass bottles, paper and tin cans. Doing all this requires a conscientious effort, said Mrs Srivatsan, acknowledging that it may be a challenge for many Singaporeans, who generate some of the most waste globally on a per capita basis, to follow her example. 10
15

A 2012 World Bank report put the amount of Singapore's per capita municipal waste generated at 1.49kg a day - on par with Hong Kong, but higher than South Korea. At the same time, the household recycling rate remained at around 20 per cent between 2005 and 2015 - and this is "quite low", despite more than 15 years of the National Recycling Programme (NRP), according to Mr Eugene Tay, director of sustainability consulting company Green Future Solutions. 20

When asked for an update on the NRP in Parliament this April, Senior Minister of State for the Environment and Water Resources Dr Amy Khor pledged that the Government will continue its efforts on public education, as "30 to 50 per cent of materials deposited into the recycling bins are not suitable for recycling". 25

According to the National Environment Agency (NEA), Singapore's domestic recycling rate was 19 per cent in 2015, and the target is to bring this to 30 per cent by 2030. This is below other developed economies like the United Kingdom and Taiwan, where the household recycling rates in 2013 were 44.2 per cent and 42 per cent, respectively. 30

While the rate is comparatively low, it is tricky to benchmark Singapore - a city-state - against other countries for two reasons. Firstly, different countries have different methodologies. Secondly, countries with significant agricultural sectors could have an outsized contribution to the domestic recycling rate through composting and anaerobic digestion. But the NEA does acknowledge multiple challenges to raising the domestic recycling rate. 35

Source: <http://www.channelnewsasia.com/news/singapore/why-is-singapore-s-household-recycling-rate-stagnant-7980106>

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, a <u>th</u> lete	/e/	be <u>t</u> , ma <u>n</u> y
/ð/	<u>th</u> is, <u>th</u> em, w <u>ith</u> , e <u>ith</u> er	/æ/	ba <u>t</u>
/s/	<u>s</u> ing, thi <u>nk</u> s, lo <u>ss</u> es	/ʌ/	cu <u>p</u> , so <u>n</u> , bloo <u>d</u>
/z/	<u>z</u> oo, be <u>d</u> s, ea <u>s</u> y	/ɑ:/	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, a <u>u</u> nt
/ʃ/	<u>s</u> ugar, bu <u>sh</u>	/ɐ/	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/	a <u>b</u> out
/p/	<u>p</u> it, to <u>p</u> , sp <u>i</u> t	/ɜ:/	w <u>o</u> rd, b <u>i</u> rd
/t/	<u>t</u> ip, po <u>t</u> , st <u>ee</u> p	/ʊ/	bo <u>o</u> k, wo <u>o</u> d, pu <u>t</u>
/k/	<u>k</u> ee <u>p</u> , ti <u>ck</u> , sca <u>r</u> e	/u:/	fo <u>o</u> d, so <u>u</u> p, ru <u>d</u> e
/b/	<u>b</u> ad, ru <u>b</u>		
/d/	ba <u>d</u> , <u>d</u> im	3. Diphthongs of English	
/g/	<u>g</u> un, bi <u>g</u>		
/tʃ/	<u>ch</u> urch, lu <u>nc</u> h	/eɪ/	la <u>t</u> e, da <u>y</u> , gr <u>ea</u> t
/dʒ/	<u>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> , n <u>o</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/	<u>l</u> oud, ki <u>ll</u> , pl <u>a</u> y	/ɪə/	ea <u>r</u> , he <u>r</u> e
/j/	<u>y</u> ou, pu <u>r</u> e	/eə/	a <u>ir</u> , ca <u>r</u> e, cha <u>ir</u>
/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		

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