



Raffles Institution
2021 Year 5 Promotion Examination
General Certificate of Education Advanced Level
Higher 2

English Language and Linguistics Paper (Year 5)
9508 (Combined P1 & P2)

2 hours 30 minutes

22 Sep 2021

Additional Materials:

Writing Paper

IPA Chart (attached)

READ THESE INSTRUCTIONS FIRST

- Head each sheet of answer paper with your full name, CT class and the relevant subject tutor's name.
- Answer Section 1 and Section 2 on separate sheets of paper. Tie and hand in each section separately.
- 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.

All questions carry equal marks.

You are reminded of the need for good English and clear presentation in your answers.

Section 1: Analysis (1 hour 30 minutes; 50 marks)

The following texts are about holiday and gift-buying.

Text A is a transcript from a podcast hosted by American YouTuber, Shay Butler, and his wife, Collette Butler.

Text B is an online article from a website 'The Good Trade' which touts itself as "a leading resource and community for sustainability, slow living, and self-love." It was founded in Los Angeles, USA, in 2014.

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

[50]

Text A

This podcast is part of a bi-weekly online podcast series featuring relationship and parenting topics. In this podcast, Shay (S) and Collette (C) are discussing their Christmas shopping.

S: oh (.) speaking of (.) christmas and warmth and stuff that you told me you want for christmas (.) i clicked on the link (.) to look at it its not what i expected but i like that (.) its more of a fancy

//

C: i wonder if its the same one

S: oh really

5

//

C: is it the same one (?)

S: i dont know it was like a olive green kind of

//

C: i was going to text it to you (0.5) maybe I'll still find it and text it to you and then you can (.) see it

S: colette gave me a job to handle what she wanted for christmas (.) and i went to look at it

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//

C: i pretty much said get me this now [laughs]

S: I LIKE THAT (.) i like that (.) i like the hints i like the help i want to get you what you want (0.5) right

- C: yeah (0.5) i really like 15
//
- S: and then ill try to surprise you with something else
//
- C: well its not even that often that
i have things like that
//
- S: yeah (1) true
//
- C: because normally i think its just fun to get surprised but if i 20
do see something that im like [gasp]
//
- S: that you want
- C: i want to buy that (1) now
//
- S: so its like wait for christmas
- C: but im not going to 25
//
- S: got to wait for christmas
//
- C: /kɔz/ im gonna wait for christmas
- S: collette has this er high hope that we're going to have all our christmas shopping done
by december fifteenth
- C: i am trying to simplify it (1) maybe not all of it (.) but the bulk of it (1) can we just say 30
that /pli:z/ (.) i think i just wanna i wanna simplify and not worry about like
//
- S: hey listen (.)
listen (0.5) listen (.) honestly (0.5) we bought a big christmas present
- C: yes we did
//
- S: already 35
- C: i cant wait
- S: and and im serious look at me in the eyeballs (0.5) promise me this right now so that
when we're in walmart or the mall in the next two weeks we dont have a little tiff
- C: wait (.) what are you going to say (?)
- S: less presents for the kids because of the you know what 40
- C: okay yeah yeah

TRANSCRIPTION KEY

/kɔz/ = phonemic representation of speech sounds

(0.5) = pause in seconds

(.) = micropause

// = speech overlap

CAPITALS = to indicate a word/phrase/syllable is said loudly

Underlining = stressed sound/syllables

[laughs] = laughter

(?) = questioning intonation

Text B

How To Ask For No Gifts This Holiday (And What To Do With Gifts You Don't Need)

Less Stuff, More Gratitude This Year

Holiday messaging is often about more: more family, more food, more parties, and if you're fortunate, it's about more stuff. The sentiment isn't always purely materialistic; gift-giving is a real love language, so the spirit of it transcends the holiday trinkets. But it can be overwhelming, and at a certain level it can detract from the real reason for the season: celebrating and loving one another.

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"Whether it's swelling closets, shrinking budgets, or just the sheer overwhelm of stepping into a retail store in December, many of us find ourselves wanting less this time of year. Less noise, less stress, and less stuff."

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Sometimes, it's necessary to draw a line and say enough is enough.

If you're feeling the pressure of wish lists and upcoming gift exchanges, there are some ways to reduce (maybe not eliminate) material gifts this year. The most difficult part is getting your gift-happy loved ones on board—but it can be easy with direct and thoughtful conversations.

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Here's how to ask for no gifts (or fewer gifts!), and what you can do with gifts you receive that may not be right for you or your family in this season of your lives.

How To Ask For No Holiday Gifts

Start as early as possible! If you haven't had the gift-giving conversation yet, reach for all the kindness, patience, and gratitude that you can muster and give your loved ones a call.

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1. Start with a thank you.

Gratitude is essential to frame the conversation—since some people's love language revolves around gift-giving, let them know how much you've appreciated their thoughtful gifts during the holidays.

2. Be honest.

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The best strategy for asking for no gifts (or fewer gifts) is to be as honest as possible. Let them know that you've been focused on simplifying and decluttering, or that you're working on a tight budget this year and are unable to participate in the same level of gift-giving. Frame it with positive language like: "I'm excited to keep things simple this year," or "I'm saving up for X, so I'm looking forward to Christmas on a budget". This helps get the gift-giver in the same spirit and on board with your holiday plans.

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3. Offer alternatives.

Instead of just saying "no gifts," and hanging up the phone, offer alternatives to people who may still want to flex their generosity this season. See the next section for ideas on what to suggest instead of traditional gifts!

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PLEASE TURN TO PAGE 6 FOR SECTION B.

BEGIN SECTION B ON A NEW SHEET OF PAPER.

Section B: Investigating Language Use in Society (1 hr; 50 marks)

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.

2 Read **Text C** and **Text D**, and then answer the question below.

The current spread of English as a lingua franca can best be described as a process that has involved the colonial powers' extending the use of the language worldwide for their political and economic interests (Phillipson, 1992)

Discuss in detail reasons for the spread of English worldwide and the issues that arise from this spread.

You should include a range of examples/ideas from **Text C** and **Text D** as well as your wider studies of the English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate. **[50]**

Text C is a blog post on the effects of English on other languages.

It is not easy to explain why the Germans love to use new English terms in place of a German word, especially when they have a different meaning than in English. For example the "German" word for a "projector" is a "beamer" (a native English speaker would probably think this refers to a BMW car), German cell phones are called "handies", and an USB flash-drive is an "USB Stick". English-originated words have become extremely prevalent in Germany. This is understandable for words which do not exist in German. But why do they use English for words which already have a German equivalent? **5**

Maybe it's an attempt to sound younger and smarter, and perhaps there is a belief that using English makes a company sound modern. But there is a point when the coining of English terms becomes absurd. For example, in 2006 when Germany was the host of the FIFA World Cup, a new kind of public entertainment was developed. They built huge screens, like those used at music festivals, on the streets and squares of the bigger cities to broadcast the soccer matches. A very good idea...but was it also a good idea to call this event "public viewing"? **10**

English has invaded German, and other languages, to the point that people have named these blended languages – a mix of German and English is called Denglisch, a mix with French is Franglais, and a mix with Spanish is Spanglish. Denglisch in particular has become so prevalent that one only needs to look at a speech by Hilmar Kopper, former chairman of the Deutsche Bank, to see how far it has infiltrated: "...jeder muss im job permanently seine intangible assets mit high risk neu relaunchen und seine skills so posten, dass die benefits alle ratings sprengen, damit der cash-flow stimmt. Wichtig ist corporate-identity, die mit perfect customizing und eye-catchern jedes Jahr geupdatet wird!" The only two terms **15** **20**

which could be considered actual business terminology are “cash-flow” and “corporate-identity.” All the other English terms have a German equivalent.

Text D is an extract from a book promoting the teaching of EIL (English as an International Language).

English in the World, the World in English

Known as a truly global language, or a lingua franca, English has “touched the lives of so many people, in so many cultures and continents, in so many functional roles, and with so much prestige” (Kachru, 1990, p. 5). Although the adjectives might change, one thing remains the same: English has unquestionably become a global phenomenon. Reinforced by globalization, today English is used on all seven continents, is an official or second language in more than 100 countries, and is used as an official language in more than 85% of international organizations. Although the numbers are subject to change, English is used by nearly 2 billion speakers in varying degrees of competencies, and non-native speakers (NNSs) of English outnumber native speakers (NSs) by a ratio of 3:1 (Crystal, 2003). Serving as the common vehicle of communication among speakers with or without the same linguistic and cultural background, English is the language of air and maritime navigation, the Internet, politics, business, education, media, diplomacy, sports, and international scientific exchange. Whether you are an English tourist bargaining in the Grand Bazaar of Istanbul, a Chinese business professional on a business trip in South Africa, a graduate student in a multilingual classroom in Washington, D.C., a pilot of an Australian airplane landing in Toronto, or a Brazilian economist presenting your latest research in Moscow, you probably speak some English.

Teaching and Learning an International Language

The global spread of English, the emergence of its nativized varieties, and ever-increasing number of NNSs of English across the world created an unparalleled global interest in the teaching and learning of English. As a pedagogical response, increasing importance is attached to developing principles and practices specific for teaching EIL. In this vein, McKay (2002) argues, “the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second and foreign language” (p. 1). This simple yet profound statement generates a series of questions surrounding EIL pedagogy: Whose language is being talked about? On which speakers is instruction being modelled? Which language variety or varieties should be taught to learners? Which teachers are qualified to teach English? Which approaches are the best in teaching? These fundamental questions should be of interest to all English language teaching professionals in the new millennium and, therefore, define their goals throughout this book.

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/	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, thin <u>k</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>n</u> t
/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:/	wo <u>r</u> d, bi <u>r</u> d
/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/	<u>b</u> ad, <u>d</u> im	3. Diphthongs of English	
/g/	<u>g</u> un, bi <u>g</u>		
/tʃ/	<u>ch</u> urch, lun <u>ch</u>	/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> , s <u>ma</u> ll	/ɔɪ/	bo <u>y</u> , no <u>is</u> e
/n/	ma <u>n</u> , n <u>o</u> , s <u>no</u> w	/aʊ/	co <u>w</u> , ho <u>u</u> se, to <u>wn</u>
/ŋ/	si <u>ng</u> er, lon <u>g</u>	/əʊ/	bo <u>a</u> t, ho <u>m</u> e, kno <u>w</u>
/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, swe <u>t</u>	/ʊə/	ju <u>r</u> y, cu <u>r</u> e
/r/	<u>r</u> im, br <u>ea</u> d		