



2 hours 15 minutes

Section A: Language change

Question 1

Read Texts A, B and C.

Analyse how **Text A** exemplifies the various ways in which the English language has changed over time. In your answer, you should refer to specific details from **Texts A, B and C**, as well as to ideas and examples from your wider study of language change. [25]

Text A

Extracts from *The History of Mansfield*¹, written by a journalist and historian called William Harrod, and published in 1801

PUBLIC BUILDING.

*The Moot-Hall.*²

In the market-place, was built in the year 1752, by Lady Oxford, for the purpose of accomodating the market people with shelter, and furnishing the town with room for discussing public business, and the gentry with an elegant assembly room. When it was finished her ladyship came in her carriage to take a view of it, and finding that her directions had not been followed she ordered her carriage to be driven homewards, and went away not very well pleased. It answers, however, every purpose, excepting the principal object, namely that of sheltering the market people. The great room measures 48 feet by 17, too low, and altogether badly proportioned.

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In this hall the county meetings are held.

AMUSEMENTS.

The Theatre, tho' small, is very well contrived, having side and front boxes, from whence may be seen the buskin'd³ heroes fretting⁴ their hour upon the stage. The Managers introduce their company in the summer, and make their exit after a stay of nearly two months. The present managers are Messrs. *Huggins* and *Collier*.

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The Bowling Green is situate in Leeming-lane, and measures 52 yds. by 33, and is supported by subscription. At this house is a public Billiard room in which is a table measuring 12 feet by 6, over which is an assembly and card-room, from whence you command a view of the green.

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At this house (known by the name of the *Bowling green*,) the Justices meet once a fortnight on a market day to transact business.

COLD BATH.

Far below the level on which you stand are mills and houses by which is a road leading to the town. Having deservedly admired this you proceed to the Bath. Near the Bath is a huge rock, from which issues a constant stream of water much coveted by the *amateurs* of the limpid⁵ element. Altho I am not of the tribe of water-drinkers, I had the curiosity to taste thereof and pronounce it to be neither *saline* nor *tepid*.

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¹ *Mansfield*: a town in England

² *Moot-Hall*: a building for meetings or assemblies, where local issues are discussed

³ *buskin*: a calf-high or knee-high boot

⁴ *fretting*: to be eroding or wearing away at something

⁵ *limpid*: clear and transparent (of a liquid)

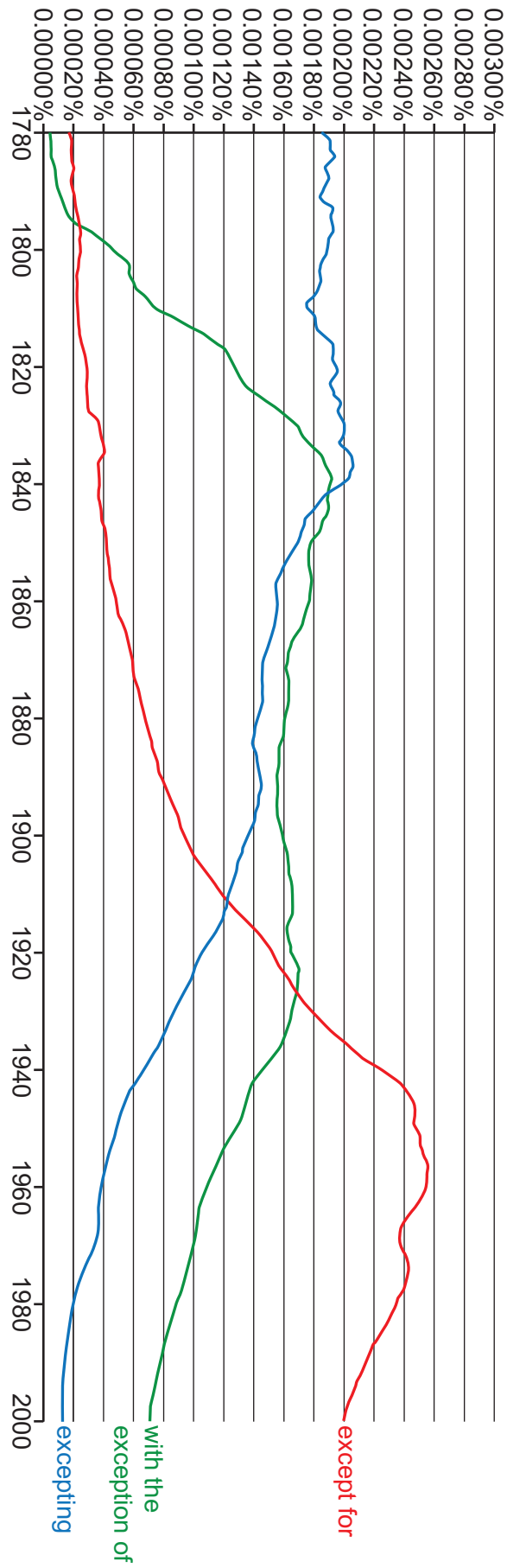
Text B

The top ten collocates for 'furnishing' from the Early English Books Corpus (1470s–1690s) and the British National Corpus (1980s–1993)

'furnishing' 1470s–1690s	'furnishing' 1980s–1993
with	fabrics
ships	home
money	funeral
towards	soft
table	room
necessaries	design
building	decoration
gifts	items
fleet	rooms
provisions	interior

Text C

n-gram graph for *excepting*, *except for* and *with the exception of* (1780–2000)



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Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Tyree (age 4 years) and his mother. They are at home.

Analyse ways in which Tyree and his mother are using language in this conversation. In your answer, you should refer to specific details from the transcription, as well as to ideas and examples from your wider study of child language acquisition. [25]

Tyree: kitty cat says meow

Mother: whats tyree like↘

Tyree: sh (.) mom i just heard a noise (.) °be quiet°

Mother: tyrees nice right↗ (3) what makes you happy↗

Tyree: you

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Mother: do you love mommy↗

Tyree: yeah

Mother: who else↗ (2) come over here↘

Tyree: i like daddy

Mother: what do you like to do↗

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Tyree: do water balloons

Mother: okay what else↘

Tyree: play cars

Mother: you like to play cars↗

Tyree: yeah

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Mother: what else↗

Tyree: play trucks (.) play /dʒɪmnæstəs/

Mother: gymnastics↗ (1) and what else (1) do you like to build

Tyree: // yeah

// build (2) /tweɪn/ tracks

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Mother: // train

tracks↗

Tyree: build /bɪdʒ/

Mother: build bridges↗ youre so good huh↗ (2) what do you want to do at work↘

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Tyree: mummy you ask me a question

Mother: what do you want to be↘

Tyree: be a (.) be a tractor↗

Mother: be a tractor↗

Tyree: yeah

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Mother: you want to drive a tractor or you want to be a tractor↘

Tyree: be a tractor

Mother: you want to go to work and drive a tractor↗

Tyree: tractor dont have work↘

Mother: is tyree happy↗

35

Tyree: yeah

Mother: why are you happy↗

Tyree: because

Mother: because why↘

Tyree: beCAUSE

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Mother: what makes you happy↘

Tyree: you (.) you give me a high five and i'll tell you

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micropause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

<*italics*> = contextual information

UPPER CASE = words spoken with increased volume

°word° = words spoken with decreased volume

↗ = upward intonation

↘ = downward intonation

/wɪv/ = phonemic representation of speech sounds

**REFERENCE TABLE OF International Phonetic Alphabet (IPA) PHONEMIC SYMBOLS
(RECEIVED PRONUNCIATION)**

1 Consonants of English		2 Pure vowels of English	
/ f /	<u>f</u> at, rou <u>gh</u>	/ iː /	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
/ ə /	<u>t</u> heatre, <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, <u>wi</u> th, ei <u>th</u> er	/ æ /	ba <u>t</u>
/ s /	<u>s</u> ing, thi <u>n</u> ks <u>s</u> , 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	/ aː /	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>	/ ɒ /	po <u>t</u> , wa <u>n</u> t
/ ʒ /	plea <u>s</u> ure, be <u>i</u> ge	/ ɔː /	po <u>r</u> t, sa <u>w</u> , ta <u>k</u>
/ h /	<u>h</u> igh, <u>h</u> it, be <u>h</u> ind	/ ə /	<u>a</u> bout, su <u>dd</u> en
/ p /	<u>p</u> it, to <u>p</u>	/ ɜː /	wo <u>r</u> d, bi <u>r</u> d
/ t /	<u>t</u> ip, po <u>t</u> , ste <u>p</u>	/ 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	/ uː /	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>	/ eɪ /	la <u>t</u> e, da <u>y</u> , gr <u>ea</u> t
/ tʃ /	<u>ch</u> urch, lu <u>n</u> ch	/ aɪ /	t <u>i</u> me, <u>h</u> igh, di <u>e</u>
/ dʒ /	<u>j</u> udge, <u>g</u> in, ju <u>r</u> y	/ ɔɪ /	bo <u>y</u> , no <u>i</u> se
/ 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> , sn <u>o</u> w	/ əʊ /	bo <u>a</u> t, ho <u>m</u> e, kn <u>o</u> w
/ ŋ /	si <u>ng</u> er, lon <u>g</u>	/ ɪə /	<u>ea</u> r, <u>he</u> re
/ l /	<u>l</u> oud, ki <u>ll</u> , pla <u>y</u>	/ eə /	<u>ai</u> r, ca <u>re</u> , cha <u>ir</u>
/ j /	<u>y</u> ou, beyo <u>nd</u>	/ ʊə /	cu <u>r</u> e, ju <u>r</u> y
/ w /	<u>o</u> ne, <u>w</u> hen, <u>s</u> weet		
/ r /	<u>r</u> im, br <u>ea</u> d		
/ ʔ /	uh-oh		

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