

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

An extract from *An Account of the Duke's Bagno¹ and of the Duke's mineral Bath and the new Spaw² of mineral drinking waters*, written in 1683 by Samuel Howarth, an experimental scientist of the time

The Use of *BAGNIOS* is so well known in several Parts of the World, that they are almost as much frequented as their Churches. 'Twould be tedious to relate, how many Distempers³, and what Inconveniencies are thereby prevented, amongst the Inhabitants of those Countries ; Experience daily shews it, and Reason evidently confirms it. 'Twould be impertinent here to Philosophise, and tel you how *Perspiration* and *Friction* being improved, exceedingly promote Health, and prevent Distempers: we only tel the Vulgar, It's certainly so ; let their Experience disprove us, and we'l beg their Pardon for our Confidence. For, this we certainly declare, from what we know, both from the Dictates of Reason, and the Infallibility of daily Experience, That well-tempered *Bagnios* (as this really is) are of extraordinary Use, not only in preventing several Maladies, and in preserving in the Body a good Constitution ; but likewise in curing Colds, Rheumatisms, Pains, surfeits gotten by immoderate Eating, Drinking, or Motion: They refresh the Body after a wearisom Journey ; they render a Man brisk and vigorous ; his Joynts are made more nimble, his Limbs more supple : In fine, No one thing can tend more to the promoting of Health, than the frequent Use of *Bagnios*.

No less likewise may the Use of *MINERAL BATHS* be commended. What pleasure do the Inhabitants of most Countries but *Britain* take in Bathing? For Pleasure Nothing can surpass it ; for Health and Profit Bathing is not inconsiderable. How pleasant is it to float upon a Water where one cannot sink? to feel ones skin and Pores penetrated by the wholesome Mineral Particles that glide about in, and fill the intersperfed Cavities of those Waters? The Limbs are strengthned, and the Nerves fortified ; and a more pleasant Air created in the Face, as hath been taken notice of in some Ladies ; an hungry Appetite, and a good Digestion made.

¹ *bagnio*: Italian for public baths

² *spaw*: archaic spelling of 'spa'

³ *distemper*: disease; illness

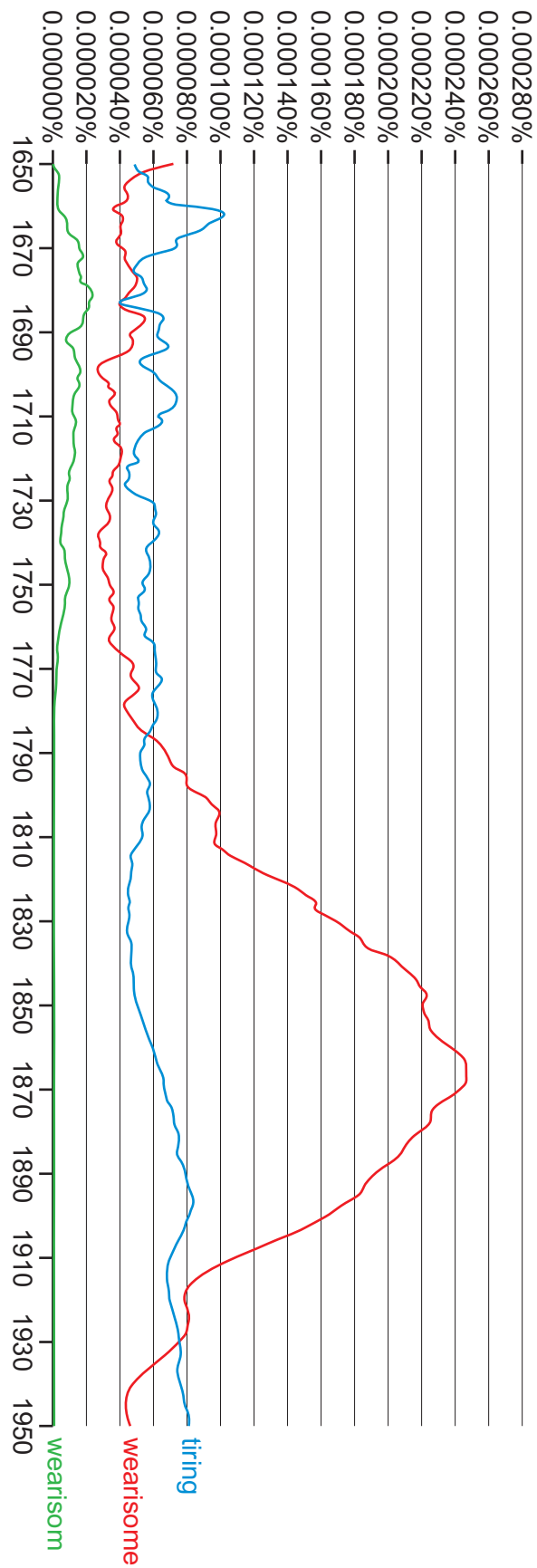
Text B

The top collocations following 'the dictates of' from the Early English Books Online corpus (1670–1690) and the British National Corpus (1980–1993)

'the dictates of' (1670–1690)	'the dictates of' (1980–1993)
nature	fashion
reaſon	self-preservation
principles	practicality
laws	common-sense
Men	patriotism

Text C

n-gram graph for the adjectives *wearisom*, *wearisome* and *tiring* (1650–1950)



Section B: Child language acquisition

Question 2

Read the following text, which is a transcription of a conversation between Katya, Gerhardt, Stefan and Vidya (all age 5) and their teacher at school.

Analyse ways in which the teacher and children 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]

- Katya:** anas¹ birthday and (.) my (.) my birthday
//
- Teacher:** wont be long (.) will they↘
- Gerhardt:** mine (1) mine as well
//
- Teacher:** so (.) weve got two birthdays coming up soon (.) havent we↘ 5
- Katya:** but /mʌʔəʔ/ the same time
- Teacher:** no (1) thats not what i said
- Gerhardt:** no (1) a different (.) a different time (.) in
//
- Teacher:** a different time (.) in june 10
- Gerhardt:** YES (.) yes (.) in june
- Teacher:** your birthdays near the holidays (.) gerhardt (.) isnt it↘
- Gerhardt:** mm (.) yes (.) in june (1) just (.) just just
- Teacher:** just (.) just before we go away on our summer holiday↘ 15
- Gerhardt:** i hope the schools not ended (.) before then
- Teacher:** oh no (.) no it wont be
- Gerhardt:** i know (1) i already know who im /m/ (.) inviting to (.) to my
//
- Katya:** well (.) ANA (.) anas coming 20
to my party
- Gerhardt:** im inviting KATYA (.) and and VIDYA (.) and
//
- Teacher:** oh (.) i see (.) good
- Katya:** and ANA ↗ 25
- Gerhardt:** NO (1) no (.) cos
//
- Katya:** well anas coming to my party (.) and you
//
- Gerhardt:** anas not coming to mine (.) 30
cos (.) because (.) shes (.) she'll be (.) too small (.) because im getting some bigger boys to come too

Teacher:	of course gerhardt (1) your <u>brother</u> will be there (.) as well	
Gerhardt:	mm (.) yeah he is (.) will be	
Teacher:	is he (.) is your brother going to invite some of <u>his</u> friends↗	35
Gerhardt:	no he isnt	
Teacher:	no↗ (.) just (.) just	
Stefan:	my brothers /gɒʔə/ (.) got a red bike	
Gerhardt:	// im inviting STEFAN	40
Teacher:	// has he↗ (.) a <u>red</u> one↗	
Stefan:	// an ORANGE bike	
Teacher:	an orange bike↘	45
Gerhardt:	// my brothers is a	
Stefan:	// an orange and <u>y</u> ellow bike	
Teacher:	mm hmm (2) do you go (.) do you ride in the park (.) on your bikes stefan↗	50
Stefan:	[<i>nods his head</i>]	
Teacher:	you know (.) the park over by	
Gerhardt:	// vroom vroom	
Vidya:	// WE just (.) i just come down to (.) down to park with MY bike	55

¹ *ana*: a friend of the children

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, vi <u>ll</u> age, 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, <u>ath</u> lete	/ e /	be <u>e</u> t, ma <u>n</u> y
/ ð /	<u>t</u> his, <u>th</u> em, w <u>ith</u> , <u>ei</u> ther	/ 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	/ aɪ /	ca <u>r</u> , hea <u>r</u> t, ca <u>l</u> m, au <u>n</u> t
/ 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>ig</u> e	/ ɔɪ /	po <u>r</u> t, sa <u>w</u> , ta <u>lk</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>	/ ɜɪ /	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>nc</u> h	/ aɪ /	t <u>i</u> me, hi <u>gh</u> , di <u>e</u>
/ dʒ /	<u>j</u> udge, gi <u>n</u> , ju <u>r</u> y	/ ɔɪ /	bo <u>y</u> , no <u>is</u> e
/ 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>wn</u>
/ 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, lo <u>ng</u>	/ ɪə /	ea <u>r</u> , he <u>r</u> e
/ l /	<u>l</u> oud, ki <u>ll</u> , pl <u>a</u> y	/ eə /	<u>a</u> ir, ca <u>r</u> e, cha <u>ir</u>
/ j /	<u>y</u> ou, be <u>y</u> ond	/ 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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