

DENB 2415

**SECOND PUBLIC EXAMINATION**

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**HONOUR SCHOOL OF ENGLISH LANGUAGE AND LITERATURE 2008**

**COURSE II**

**Paper B3 Modern English Philology**

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**TRINITY TERM 2008**

**Friday, 23 May, 9.30 a.m.- 12.30 p.m.**

**Time allowed – Three hours**

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**You must answer *three* questions, including at least *one* from Section A. You should pay careful attention in your answers to the precise terms of the questions.**

**Do *not* turn over until told that you may do so.**

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## SECTION A

1. Discuss in detail the language of **one** of the following passages.

(a)

We had than farther taulke together, of bringing vp of children: of the nature, of quicke, and hard wittes: of the right choice of a good witte: of Feare, and loue in teachinge children. We passed from children and came to yonge men, namely, Ientlemen: we taulked of their to moch libertie, to liue as they lust: of their letting louse to sone, to ouermoch experience of ill, contrarie to the good order of many good olde common welthes of the Persians and Grekes: of witte gathered, and good fortune gotten, by some, onely by experience, without learning. And lastlie, he required of me verie earnestlie, to shewe, what I thought of the common goinge of Englishe men into Italie. But, sayth he, bicause this place, and this tyme, will not suffer so long taulke, as these good matters require, therefore I pray you, at my request, and at your leysure, put in some order of writing, the cheife pointes of this our taulke, concerning, the right order of teachinge, and honestie of liuing, for the good bringing vp of children & yong men. And surelie, beside contentinge me, you shall both please and profit verie many others. I made some excuse by lacke of habilitie, and weakenes of bodie: well, sayth he, I am not now to learne, what you can do. Our deare frende, good M. *Goodricke*, whose iudgement I could well beleue, did once for all, satisfie me fullie therein. Againe, I heard you say, not long agoe, that you may thanke Syr *Iohn Cheke*, for all the learninge you haue: And I know verie well my selfe, that you did teach the Quene. And therefore seing God did so blesse you, to make you the Scholer of the best Master, and also the Scholemaster of the best Scholer, that euer were in our tyme, surelie, you should please God, benefite your countrie, & honest your owne name, if you would take the paines, to impart to others, what you learned of soch a Master, and how ye taught soch a scholer.

R. Ascham, The Scholemaster or Plaine and Perfite Way of Teachyng Children (1570).

(b)

Men hardly past middle life talk of the days of their youth, spent in this part of the country, when, during the winter months, they rode up to the saddle-girths in mud; when absolute business was the only reason for stirring beyond the precincts of home; and when that business was conducted under a pressure of difficulties which they themselves, borne along to Bradford market in a swift first-class carriage, can hardly believe to have been possible. For instance, one woollen manufacturer says that, not five-and-twenty years ago, he had to rise betimes to set off on a winter's morning in order to be at Bradford with the great waggon-load of goods manufactured by his father: this load was packed over-night, but in the morning there was great gathering around it, and flashing of lanterns, and examination of horses' feet, before the ponderous wagon got under weigh; and then some one had to go groping here and there, on hands and knees, and always sounding with a staff down the long, steep, slippery brow, to find where the horses might tread safely, until they reached the comparative easy-going of the deep-rutted main road. People went on horse-back over the upland moors, following the tracks of the pack-horses that carried the parcels, baggage, or goods from one town to another, between which there did not happen to be a highway.

But in the winter, all such communication was impossible, by reason of the snow which lay long and late on the bleak high ground. I have known people who, travelling by the mail-coach over Blackstone Edge, had been snowed up for a week or ten days at the little inn near the summit, and obliged to spend both Christmas and New Year's Day there, till the store of provisions laid in for the use of the landlord and his family falling short before the inroads of the unexpected visitors, they had recourse to the turkeys, geese, and Yorkshire pies with which the coach was laden; and even these were beginning to fail, when a fortunate thaw released them from their prison.

E. Gaskell, The Life of Charlotte Brontë (1857)

TURN OVER

(a)

Cym. O rare instinct!  
When shall I hear all through? This fierce abridgement  
Hath to it circumstantial branches, which  
Distinction should be rich in. Where? how liv'd you?  
And when came you to serve our Roman captive? 5  
How parted with your brothers? how first met them?  
Why fled you from the court? and whither? These,  
And your three motives to the battle, with  
I know not how much more, should be demanded  
And all the other by-dependances, 10  
From chance to chance. But nor the time nor place  
Will serve our long inter'gatories. See,  
Posthumus anchors upon Imogen;  
And she (like harmless lightning) throws her eye  
On him: her brothers, me: her master hitting  
Each object with a joy: the counterchange 15  
Is severally in all. Let's quit this ground,  
And smoke the temple with our sacrifices.  
[To Belarius] Thou art my brother; so we'll hold thee  
ever.

W. Shakespeare, The Tragedie of Cymbeline (c.1609)

Monday Sept 13 1915

(b)

Dear Pat,  
Just a few lines to say that I'm in the pink & find the  
change still agreeing with me. We are in the firing line,  
having come up this morning after spending three days  
in the Duplicate firing line. 5  
Perhaps it would interest you to know the routines we  
go through daily when in the line. At day-break which is  
about 4.30 am, the Company stand to, that means to say  
that all the men waken up & stand against the parapet  
with bayonets fixed. We also go through the same 10  
procedure at sunset which at this time of year is about  
6.30 pm. I might mention that the duration of this  
stand-to is only for an hour & it is in case the enemy take  
it into their heads to attack, in which case they would  
find us waiting to welcome them, & much to their 15  
sorrow they have had one or two of our welcomes so I  
don't think they will bother us again. But in case they do  
feel like paying us a visit we are always ready.

Letter from Jack Morten, serving in Gallipoli in WWI, to his sister.

3. 'Rhymes are, indeed, mirrors of pronunciation' (M. IKEGAMI). How useful are rhymes in establishing the pronunciation of the past?
4. 'The English orthoepists' are bad observers and they do not know how to describe intelligently what they do observe' (H. C. WYLD). Discuss. You may if you wish restrict your discussion to the work of any ONE or TWO orthoepists.

## SECTION B

5. 'It is word-formation rather than borrowing which operates as an increasingly fertile source of lexical augmentation in modern English.' To what extent do you agree with this proposition?
6. 'Traditional accounts of the history of English often underestimate both the amount – and the significance – of variation'. Discuss. You may restrict your answer to any ONE OR MORE domains of usage if you wish.
7. 'A Dictionary has definite limits; the lexicographer must, like the naturalist, draw the line somewhere' (J. A. H. MURRAY). Where should dictionaries 'draw the line'? You should make detailed reference to at least TWO dictionaries in your answer.
8. 'There has always been a suggestion, especially among those scholars writing in the first half of the twentieth century, that phonological and syntactic change are only properly observable at a great distance' (C. JONES). Discuss, with reference to EITHER phonology OR syntax in the period from 1800 onwards.
9. 'The nineteenth century was witness to the beginnings of a significant shift in scholarly attitudes to dialect and the linguistic import of regional variation'. Discuss.
10. '[Henry] Sweet could only characterise Modern English as the period of lost inflections' (J. BEAL). What linguistic developments are, to your mind, important in establishing the history and usage of Modern English? You may restrict your answer to ONE or TWO domains of usage if you wish.
11. 'Grammars, like dictionaries, are best seen as a product of the era in which they were written'. How illuminating or useful is this statement?

TURN OVER

12. 'The orthography of English is simultaneously the level of usage which is most subject to the forces of standardization, and also the most open to criticism'. Do you agree?

13. 'New forms of discourse such as email or texting, while often perceived as threatening the identity of English, are merely further strands in a history of adaptation'. Discuss.

14. 'Standard English is neither merely a dialect of English, nor a style; it is an intersection of dialectal and functional variants, and this makes it particularly difficult to define' (M. STUBBS). Using examples to support your argument, how would you define Standard English?