1. Describe change without inventing a trend

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Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. A uses a passive construction, 'are requested', and a more formal phrase, 'before proceeding'. B uses imperative clauses, including 'Show' and 'come', and shorter common vocabulary. The direct instructions and invitation make B more conversational. These are stylistic observations about the examples, not evidence of a historical trend.

2. There are no dates or genuine historical sources, so the examples cannot establish change over time. Direct or informal language is not automatically impolite; it may be suitable for a friendly public context. The small constructed sample also gives no evidence of frequency, audience reception or wider usage. Any two well-explained limitations earn credit.

3. Model: collect dated notices from the same library or a matched group over a defined period. Record the intended audience, purpose and medium. Compare features such as passive constructions, pronouns and imperatives using a consistent coding method. Control for changes in notice purpose, since a safety warning may differ from a welcome sign regardless of date. Acknowledge the limited sample before generalising.

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2. Explore child-language possibilities

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1. The forms may illustrate overgeneralisation or overregularisation: a regular plural ending is applied to an irregular noun, and a regular past-tense ending to an irregular verb. They can suggest productive use of a pattern rather than absence of learning. However, this brief invented exchange does not establish the child's actual developmental stage or linguistic history.

2. The adult supplies the conventional forms 'mice' and 'went' while continuing to respond to meaning. These recasts may offer accessible models without stopping communication. The final 'Yes' does not prove that the child has acquired the irregular form. A single exchange cannot determine whether recasting causes learning or how much help this child needs.

3. Useful evidence includes the child's age, languages and exposure, context of the recording, repeated samples across time and tasks, and an audio recording if pronunciation is analysed. Repeated samples matter because a form used once may reflect imitation or a temporary slip rather than a stable pattern. Do not infer pronunciation from ordinary spelling alone.

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3. Consider English in multilingual settings

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1. A links choices to relationships and tasks: family conversation, customer emails and workplace interaction. B distinguishes effective practical communication from copying an accent. Together they suggest that language choices may respond to audience, purpose and identity. They do not establish that all speakers choose in the same way.

2. A defensible response argues that intelligibility depends on understandable speech, relevant vocabulary, context and interactional strategies, rather than identical accents. Clarifying times, repeating key details and checking understanding may help. Yet unfamiliar pronunciation can sometimes cause difficulty and listeners may hold biases. Avoid claiming either that accent never matters or that one accent guarantees successful communication.

3. Model: 'Which languages do you use for different tasks at work, and what influences your choices?' It allows respondents to describe multiple languages and reasons without assuming that one is superior. A balanced follow-up could ask for an example when a chosen language worked well and one when communication was difficult.

4. Connect language, audience and identity

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1. A has an informal greeting, an omitted subject in 'Missed' and a compressed request. B uses a title, a more conventionally polite modal request, fuller explanation and formal thanks. These may reflect different expectations in friendship and teacher-student communication. Avoid assuming that informal language is careless or that the longer message is necessarily more sincere.

2. Illustrative argument: The messages suggest that one speaker can select different resources for different relationships. Both requests seek the same notes, yet the teacher message makes the request more explicit and includes a fuller explanation. The friend's message relies on a shared situation and a less formal relationship. This supports an account of identity as partly enacted through interaction rather than a single unchanging writing style. However, variation alone does not prove that identity is entirely flexible. The student's underlying goals, habits or social position may remain similar while register changes. Audience design and expectations of politeness offer alternative explanations for the linguistic differences. The data are also too limited to establish how the student understands either relationship, how the recipients interpret the requests, or whether these patterns recur. Because the messages are constructed, they are illustrations rather than empirical evidence. A more responsible investigation would compare genuine messages across contexts with consent, ask the writer about choices, and avoid treating private communication as a complete portrait of a person. For example, the same person may retain a preference for clarity while choosing different greetings and sentence lengths for different readers. The examples therefore challenge a simple fixed-style view, while leaving broader questions about identity open.

3. Supported: the two examples use different levels of formality for different recipients. Unsupported: every student always becomes more formal with every teacher, or this student has two separate personalities. The first describes observable language; the broader claims require evidence not supplied here.