
Linguistics Seminar 2

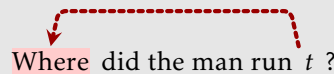
1. Conduct tests for phrasehood on the underlined words

a) The man ran over his neighbour's cat

i. Replacement test

I ran there = grammatical, but *there* does not correspond semantically to phrase it replaces

ii. Question test

Where did the man run *t* ?

Grammatical, but *where* does not refer to the phrase it questions.

iii. Standalone test

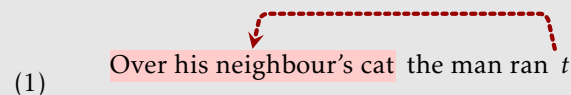
Yes, it can stand alone as an answer, but the question is odd (see above)

iv. Coordination test

The man ran [over his neighbour's cat and into the tree]

It sounds grammatical, but quite odd (especially coordination of prepositions *over* and *into*). We have lost the meaning of to *run over* with a car.

v. Movement test

(1) Over his neighbour's cat the man ran *t*

Sounds grammatical, but the separation of the verb *ran* from the preposition *over* is semantically odd. We have lost the meaning of to run over with a car.

vi. Omission test

The man ran over his neighbour's cat = grammatically okay, but *run* in *run over* and standalone *run* do not mean the same thing.

vii. Filler test

The man ran [over (like) his neighbour's cat] = sounds slightly odd

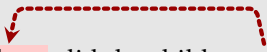
Conclusion: *Over his neighbour's cat* is not a phrase. It fails many of the above tests. *Over* is best viewed as **part of the verb**. It is a *phrasal* verb consisting of a verb + PARTICLE. Other phrasal verbs in English are *get out*, *get across*, *come up with*, *put off*, *take up* etc

b) The child ran over the field of flowers

i. Replacement test

The child ran there = grammatical

ii. Question test


Where did the child run t ?

Works well

iii. Standalone test


Yes, *there* can stand alone as the answer to the above question

iv. Coordination test

The child ran [over the field of flowers and across the meadow of grass]

Yes, this works fine.

v. Movement test


Over the field of flowers the child ran t

Yes, this works fine.

vi. Omission test

The child ran ~~over the field of flowers~~: Yes, this works fine. *Run* retains its original meaning.

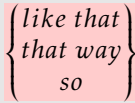
vii. Filler test

The child ran [over, like, the field of flowers] : Doesn't sound great. It's difficult to break up, so probably a phrase.

Over the field of flowers is definitely a phrase. It is a Prepositional Phrase describing the location of the running.

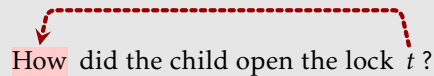
c) The naughty child opened lock with a piece of wire

i. Replacement test

The child opened the lock 

This works

ii. Question test


How did the child open the lock *t* ?

This works

iii. Standalone test

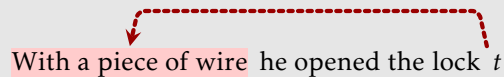
Yes, the response *with a piece of wire* can stand alone as an answer to the above question.

iv. Coordination test

The child opened the lock [with a piece of wire (and) for the master criminal]

Kind of works.

v. Movement test


With a piece of wire he opened the lock *t*

Yes, this works

vi. Omission test

The child opened the lock ~~with a piece of wire~~ = sounds good.

vii. Filler test

The child opened the lock [with, like, a piece of wire] = sounds okay

With a piece of wire is a phrase. It is a Prepositional Phrase headed by the preposition *with*. Its function is to modify the opening event. It functions as an 'adverbial' (a multi-word phrase which operates as an adverb)

d) The dog is eating a large cream cake

i. Replacement test

*The cat is eating a large cream cake, and the dog is **doing so** too*

This works fine (NB we have to use coordination for the replacement to work)

ii. Question test

What *is the dog doing?*

This works

iii. Standalone test


This works. We can say *Eating a large cream cake* in answer to the above question.

iv. Coordination test

Yes, this works (see the Replacement test, above)

v. Movement test

I half suspected that the dog would be eating a large cream cake when I returned ...


...and **eating a cream cake** he was *t*

Yes, this works (I changed the tense, but this doesn't matter as far as the test is concerned)

vi. Omission test

The cat is eating a cream cake and the dog is ____ too

Yes, this works

vii. Filler test

The dog is, like, eating, like, a large cream cake

Whilst first *like* sounds okay, the second sounds odd.

The group of words doesn't like being broken up.

This is a phrase. It is a Verb Phrase consisting of the Verb and the following Noun Phrase.

2. What are the word classes of the **bold** words?

a) **Yesterday** I saw **several** large elephants **eating** bananas

Yesterday = adverb, modifying verb, or possibly the entire sentence

Several = determiner. It is a quantifier (a subtype of determiner). We can substitute it with a more 'typical' determiner, e.g. *the*

b) Could **someone** ask **those** noisy neighbours to **keep** the noise **down**

Someone = Pronoun. It can be substituted with a Noun Phrase (e.g. *the man*)

those = Determiner. It is a special kind of determiner showing nearness to speaker. If we use *those*, the object is far away.

c) I was **extremely** tired **so** I went to bed

Extremely = adverb, modifying the adjective *tired*

so = conjunction, linking to 'clauses' (mini-sentences). The first 'clause' is *I was extremely tired*. The second one is *I went to bed*

d) **After** Mary left she started to regret her decision

After is a conjunction linking two 'clauses' (mini sentences). These are *Mary left* and *she started to regret her decision*

e) **After** the clap of thunder, there was a **sudden** downpour

After is a preposition, coming before the Noun Phrase *the clap of thunder*.

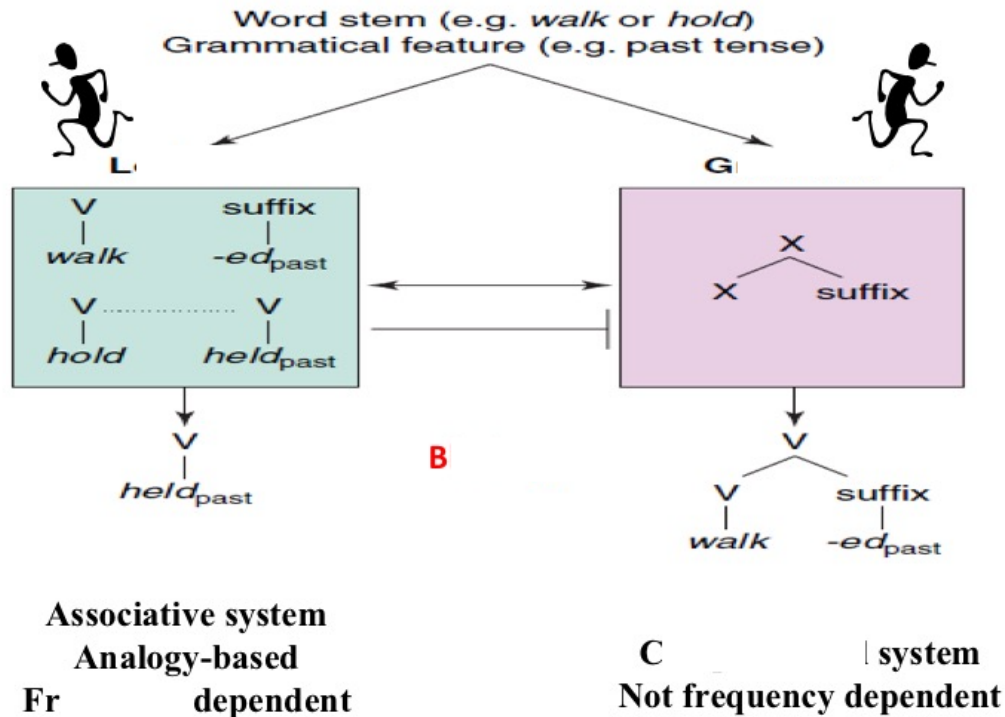
sudden is an adjective describing *downpour*

f) For **afters** there was **sherry** trifle

After is a Noun.

Sherry is also a noun. Here it appears in a 'compound noun' consisting of two nouns sandwiched together. *Sherry* plays a modifying role similar to an adjective, but note that it can't be used as an adjective outside this context, e.g. ? *the trifle is sherry*

3. Fill in the gaps in the diagram. What is the name of this model? How does it account for past tense difficulties across a variety of language impaired populations?



- a) Gapfilling
ABOVE: Lexicon & Grammar
MIDDLE: Blocking
BELOW: Frequency & Computational
- b) The model is called the 'dual route model'
- c) Different populations have difficulties with different routes. In children Developmental Language Disorder (Specific Language Impairment), individuals with Parkinson's and agrammatic (Broca's type aphasia), procedural memory is affected. This impacts on the computational route, resulting in difficulties with regular inflection (e.g. *past tense*). In individuals with Alheimmers, anomia, and Wernicke's type aphasia, declarative memory is affected. This impacts on the lexical route, resulting in difficulties with irregular forms (e.g. *swim* → *swam*, *think* → *thought*)