

## LCSD05 Clinical Linguistics and Phonetics Grammatical Analysis Exam EXAMPLE PAPER

Attempt **all** the questions. Write your answers to questions (A) and (B) on the exam paper. Write your answers to questions (C) and (D) on the lined paper provided making sure that you give your candidate number at the top of each sheet.

NB. A copy of the LARSP pro-forma has been supplied for reference. You are **not** required to chart the data but you may find it helpful to do so.

### (A) (Marks awarded 22)

The following language sample was produced by Sam (4;6 yrs), a little boy presenting with developmental language disorder. Analyse each utterance at the clause, phrase and word level.

Remember, that in the case of any complex sentences, you need to analyse both the sentence as a whole and the subordinate clause independently. Note also that you must specify whether the pronoun is personal 'pron<sup>P</sup>' or other 'pron<sup>O</sup>' and whether the auxiliary verb is modal 'aux<sup>m</sup>' or other 'aux<sup>O</sup>'.

The first utterance has been done for you as an example.

#### Sam (4;0 yrs)

**S V O**

(1) I do it.

**Clause: SVO**

**Phrase: Pron<sup>P</sup> x 2**

**Word:**

(2) Girl come.

**Clause:**

**Phrase:**

**Word:**

(3) She happy.

**Clause:**

**Phrase:**

**Word:**

(4) She want fish.

**Clause:**

**Phrase:**

**Word:**

(5) Fish there.

**Clause:**

**Phrase:**

**Word:**

(6) I am five.

**Clause:**

**Phrase:**

**Word:**

(7) She won't do it.

**Clause:**

**Phrase:**

**Word:**

(8) Shoes on chair.

**Clause:**

**Phrase:**

**Word:**

(9) Mummy want it.

**Clause:**

**Phrase:**

**Word:**

(10) It here now.

**Clause:**

**Phrase:**

**Word:**

(11) Where cat gone?

**Clause:**  
**Phrase:**  
**Word:**

(12) Tom wear hat.

**Clause:**  
**Phrase:**  
**Word:**

(13) Window is shut.

**Clause:**  
**Phrase:**  
**Word:**

(14) Got bike at home.

**Clause:**  
**Phrase:**  
**Word:**

(15) There it is.

**Clause:**  
**Phrase:**  
**Word:**

(16) I take it and give you.

**Clause:**  
**Phrase:**  
**Word:**

(17) Cat go there now.

**Clause:**  
**Phrase:**  
**Word:**

(18) I going home soon.

**Clause:**

**Phrase:**

**Word:**

(19) What that noise?

**Clause:**

**Phrase:**

**Word:**

**(B) (Marks awarded 48)**

Analyse the following utterances produced by Jess (4;2 yrs), a typically developing child, at the clause, phrase and word level. Remember, that in the case of any complex sentences, you need to analyse both the sentence as a whole and the subordinate clause independently. Note also that you must specify whether the pronoun is personal 'pron<sup>p</sup>' or other 'pron<sup>o</sup>' and whether the auxiliary verb is modal 'aux<sup>m</sup>' or other 'aux<sup>o</sup>'.

The first utterance has been done for you as an example.

**SV C A**

(1) It's a big cat there.

**Clause: SVCA**

**Phrase: Pron<sup>p</sup>, Cop, DAdjN**

**Word: 'cop**

(2) These shoes are yours.

**Clause:**

**Phrase:**

**Word:**

(3) I want soup 'cos I am cold.

**Clause:**  
**Phrase:**  
**Word:**

(4) I think (that) you must go to the shops and buy toys.

**Clause:**  
**Phrase:**  
**Word:**

(5) Don't kick me!

**Clause:**  
**Phrase:**  
**Word:**

(6) I said (that) you hurt my foot!

**Clause:**  
**Phrase:**  
**Word:**

(7) Mummy had toast and Tom had bread.

**Clause:**  
**Phrase:**  
**Word:**

(8) I think (that) my doll's the biggest.

**Clause:**  
**Phrase:**  
**Word:**

(9) Rachel and me slept in the tent.

**Clause:**  
**Phrase:**  
**Word:**

(10) If I had a bike, I could ride to school.

**Clause:**  
**Phrase:**  
**Word:**

(11) Can you mend this for me?

**Clause:**  
**Phrase:**  
**Word:**

(12) Where is the little dog?

**Clause:**  
**Phrase:**  
**Word:**

(13) I'm sitting on the little chair for tea.

**Clause:**

**Phrase:**

**Word:**

(14) Toast is the bestest thing for tea.

**Clause:**

**Phrase:**

**Word:**

(15) You can't put that dress on the dolly 'cos it's too small.

**Clause:**

**Phrase:**

**Word:**

**(C) (Total Marks awarded 24)**

On the basis of your analysis, comment on each child's:

(a) Clausal development **(12 marks)**

(b) Phrasal development **(12 marks)**

**(D) (Marks awarded 6)**

For **Sam**, identify two therapy targets and give a brief rationale for your choice of each. (Tip: You may find it helpful to refer to the LARSP pro forma here.)