

## Grammatical Analysis Exam example paper INDICATIVE ANSWERS

Sam (4;6 yrs)

**S V O**

(1) I do it.

**Clause: SVO**

**Phrase: Pron<sup>P</sup> x 2** (NB. The superscript <sup>P</sup> indicates personal as opposed to 'other' kinds of pronoun)

**Word: -**

**S V**

(2) Girl come.

**Clause: SV**

**Phrase:**

**Word:**

**S C**

(3) She happy.

**Clause: SC**

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

**Word:**

**S V O**

(4) She want fish.

**Clause: SVO**

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

**Word:**

**S A**

(5) Fish there.

**Clause: SA (charted as AX)**

**Phrase:**

**Word:**

**S V C**

(6) I am five.

**Clause: SVC**  
**Phrase: Pron<sup>P</sup>, Cop**  
**Word:**

**S V O**

(7) She won't do it.

**Clause: SVO**  
**Phrase: Pron<sup>P</sup> x 2, Aux<sup>m</sup>, Neg V,**  
**Word: n't**

**S A**

(8) Shoes on chair.

**Clause: SA (charted as AX)**  
**Phrase: PrN**  
**Word: pl (regular plural)**

**S V O**

(9) Mummy want it.

**Clause: SVO**  
**Phrase: Pron<sup>P</sup>**  
**Word:**

**S A A**

(10) It here now.

**Clause: SAA (charted as Other)**  
**Phrase: Pron<sup>P</sup>**  
**Word:**

**A S V**

(11) Where cat gone?

**Clause: QXY (ie wh-question word plus two other elements of structure)**  
**Phrase:**  
**Word: -en (irregular past participle 'gone')**

**S V O**

(12) Tom wear hat.

**Clause: SVO**

**Phrase:**

**Word:**

**S V C**

(13) Window is shut.

**Clause: SVC**

**Phrase: Cop**

**Word:**

**V O A**

(14) Got bike at home.

**Clause: VOA**

**Phrase: PrN**

**Word: -en (irregular past participle form 'got')**

**A S V**

(15) There it is.

**Clause: ASV (charted as 'Other')**

**Phrase: Cop, Pron<sup>P</sup>**

**Word:**

**S V O V O<sub>i</sub>**

(16) I take it and<sub>c</sub> give you.

**Clause: SVO, VO**

**Phrase: Pron<sup>P</sup> x 3**

**Word:**

**Connectivity: and, Coord 1**

**S V A A**

(17) Cat go there now.

**Clause: SVAA (charted as AAXY)**

**Phrase:**

**Word:**

**S V A A**

(18) I going home soon.

**Clause: SVAA (chartered as AAXY)**

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

**Word: -ing (present participle)**

**S C**

(19) What that noise?

**Clause: SC (chartered as QX – the point of interest here is that the child is using a wh-question word with one other element of clause structure)**

**Phrase: DN**

**Word:**

**Jess (4;2 yrs)**

**S V C A**

(1) It's a big cat there.

**Clause: SVCA**

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

**Word: 'cop (contracted copular)**

**S V C**

(2) These shoes are yours.

**Clause: SVC**

**Phrase: DN, Cop, Pron<sup>O</sup> ( 'yours' is a possessive pronoun)**

**Word: pl**

**S V O A**

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

**S V C**

cos<sub>s</sub> I am cold

**Clause: SVOA, SVC**

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

**Word:**

**Connectivity: s, Suboord A**

**S V O**  
(4) I think (that) you must go to the shops and<sub>c</sub> buy toys.

**S V A V O**  
(that) you must go to the shops and<sub>c</sub> buy toys

**Clause: SVO, SVA, VO**

**Phrase: Pron<sup>p</sup> x 2, Aux<sup>m</sup>, PrDN**

**Word: pl x 2**

**Connectivity: and, Coord, s, Subord O**

**NB. Mental state verbs like ‘know’, ‘think’, ‘believe’ and ‘want’ take an Object element. What do you know, think, believe, want etc. In the case of ‘know, think, believe’ the Object slot is often filled by a ‘that’ clause, ie I know that, I think that, I believe that ... In the case of ‘want’ the Object slot can be filled by a non-finite (ie infinitive) clause, eg ‘I want to go home’, ‘I want to buy a new car’; I’ve put ‘that’ in brackets to indicate that the ‘that’ is often omitted’**

**V O**  
(5) Don’t kick me!

**Clause: VO (charted as doXY)**

**Phrase: Aux<sup>o</sup>, Neg V, Pron<sup>p</sup>**

**Word: ‘nt**

**S V O**  
(6) I said (that) you hurt my foot!

**S V O**  
(that) you hurt my foot

**Clause: SVO, SVO**

**Phrase: Pron<sup>p</sup> x 2, DN**

**Word: -ed (irregular past tense) x 2**

**Connectivity: s, Subord O**

**S V O S V O**  
(7) Mummy had toast and<sub>c</sub> Tom had bread.

**Clause: SVO, SVO**

**Phrase:**

**Word: -ed x 2**

**Connectivity: and, Coord, and**

**S V O**  
(8) I think (that) my doll's the biggest.

**S V C**  
(that) my doll's the biggest

**Clause: SVO, SVC**  
**Phrase: Pron<sup>p</sup>, Cop, DN x 2**  
**Word: -est, 'cop**

**Connectivity: s, Subord O**

**S V A**  
(9) Rachel and me slept in the tent.

**Clause: SVA**  
**Phrase: Pron<sup>p</sup>, XcX, PrDN**  
**Word: -ed**

**A S V A**  
(10) If I had a bike, I could ride to school.

**S V O**  
If<sub>s</sub> I had a bike

**Clause: ASVA (AAXY), SVO**  
**Phrase: Pron<sup>p</sup> x 2, Aux<sup>m</sup>, PrN**  
**Word: -ed x 2**

**Connectivity: s, Subord A**

**V- S -V O<sub>d</sub> O<sub>i</sub>**  
(11) Can you mend this for me?.

**Clause: SVO<sub>d</sub>O<sub>i</sub> (charted as VS(X+), ie subject ~ verb inversion to form a question)**  
**Phrase: Pron<sup>p</sup> x 2, Pron<sup>o</sup> x 1, Aux<sup>m</sup>, PrPron (charted as 'Other')**  
**Word:**

**A V S**  
(12) Where is the little dog?

**Clause: QXY**  
**Phrase: Cop, DAdjN**  
**Word:**

**S V A A**  
(13) I'm sitting on the little chair for tea.

**Clause: SVAA (AAXY)**  
**Phrase: Pron<sup>p</sup>, Aux<sup>o</sup>, PrDAdjN, PrN**  
**Word: 'aux, -ing**

**S V C A**  
(14) Toast is the bestest thing for tea..

**Clause: SVCA**  
**Phrase: Cop, DAdjN, PrN**  
**Word: -est (i.e. superlative form)**

**S V O A A**  
(15) You can't put that dress on the dolly 'cos it's too small..

**S V C**  
'cos<sub>s</sub> it's too small

**Clause: SVOAA (AAXY+), SVC**  
**Phrase: Pron<sup>p</sup>, Neg V, Aux<sup>m</sup>, DN, PrepDN, Pron<sup>p</sup>, Cop, Int X**  
**Word: 'neg, 'cop**

**Connectivity: s, Subord A**

**(C) Clausal and phrasal development summary (In the exam, you do not have to make every possible observation there is to make about the child's clausal and phrasal development to score the total number of marks allocated. Marks will be allocated per observation up to this total. However, the more pertinent observations you can make, the better. Remember, too, to cite examples to support each observation.)**

## Sam

### Clausal level

- Sam uses predominantly simple sentences. There is one example of a compound sentence (16). There are no complex sentences in the current sample. **NB. The fact that Sam, at 4;6 yrs, is using predominantly simple sentences is a concern.**  
**Therapy target: to consolidate use of compound sentences, ie encourage Sam to link ideas within a single sentence using 'and'**
- Most of the utterances in this sample are statements. There are two questions: (11) and (19) and no imperatives. In (11) Sam uses a wh-question word but omits the auxiliary. Similarly, in (19) he uses a wh-question word and omits the main verb which suggests it is a copular, ie *what is that noise?*

**There is only one example of auxiliary verb use in this data sample. Question formation depends upon a strong auxiliary system.**

**Therapy target: to develop Sam's ability to form questions correctly. This *clause* level target is dependent upon the *phrase* level target of developing Sam's use of auxiliary verbs.**

**Start with polar interrogatives (yes/no questions) and work towards wh-questions**

- There is one example of a negative construction (7) in which Sam demonstrates that he is able to place a negative word within the verb phrase, *she won't do it*. **NB. This is encouraging. It would be worth collecting more data to see if you can find further examples of correct negative formation. With just one example, there is always the possibility that it may be a transcription error. (Even with orthographic transcription of speech, it is necessary to listen carefully. It is very easy to write what you expect to hear, particularly in the case of function words and inflectional endings.)**

**Assuming Sam is able to form negatives maturely, it would be interesting to see if he can do so using a variety of auxiliaries, eg forms of 'be, have, do' the primary auxiliaries and modal auxiliaries other than 'will', eg can, should, could.**

**NB. See handout on the formation of negatives and questions for information on developmental progression.**

- Sam is using predominantly 3-element clauses although there is evidence that 4-element clauses are emerging (see 17, 18).

**Therapy target: consolidate use of 4-element clauses**

- SVO is the preferred clausal structure although the Adverbial and Complement elements are also represented in the data. There is also evidence that Sam can combine two Adverbial elements in one clause (10, 17, 18). There is one example of the indirect Object (16). There are no examples of C<sub>o</sub>. (This is, however, a limited language sample.)

**Therapy target: expand range of clausal structures**

**Work at 3-element level when targeting use of indirect object**

**Consolidate use of Cs in 3-element structures and encourage use in 4-element structures: SVCA, eg I'm feeling tired today, before introducing C<sub>o</sub> structures**

Jess

### Clausal Level

- Jess is using compound (7) and complex (3, 4, 6, 8, 10, 15) sentences as well as simple sentences.
- There is one example of an imperative formed using the 'do' auxiliary (5). This is also a negative construction and is formed correctly with the negative particle being attached to the auxiliary. There are two examples of questions (11, 12). These are both mature constructions being formed with the appropriate Subject~Verb inversion.
- Jess is using predominantly 3-element clausal structures with SVO being the preferred pattern. However, she is using a greater proportion of 4-element clauses than Sam and is capable of using a 5-element clause (15). She is also able to form complex sentences (i.e. to use subordinate clauses to realize clausal elements).
- All the clausal elements are represented except for C<sub>o</sub>. The absence of this element may be attributed to a limited scope to demonstrate it in the current sample.
- Like Sam, Jess is able to combine two Adverbial elements within the same clause. However, she uses a wider range of adverbial clauses,

i.e. she uses a conditional (10) and reason (15) clause as well as Adverbials which supply 'when' and 'where' information.

Sam

### Phrasal Level

- Sam shows very little phrasal expansion using predominantly single word phrases to realize clausal elements. He expands the Verb element in (7) to include an auxiliary verb and negative particle but this is the only example of an auxiliary being used. In (8) and (14) the Adverbial element is realized by a two-element phrase (Pr N in each case) and in (19) the Subject element is realized by a determiner plus noun ('that noise').

**Therapy targets: as noted above, developing Sam's use of auxiliary verbs is a high priority for therapy. Auxiliary verbs are not only necessary for mature question and negative formation but also critical for being able to express different temporal meanings**

**Consolidating use of 2-element phrases generally (ie in other clausal slots) would also be a priority for therapy. In typical development, children expand phrases in slots following the Verb element first, so Object, Adverbial and Complement before Subject.**

**Check vocabulary! Poor phrasal expansion may reflect syntactic difficulties or limited vocabulary knowledge. In particular, need to encourage use of**

- adjectives and nouns to expand noun phrases, eg *the little boy* (D Adj N) and *the chocolate cake* (D N N) in the Object, Complement (and Subject) slots
  - adverbs to expand adjective phrases in the Complement slot *really tired* (Adv Adj), *incredibly tall* (Adv Adj)
  - prepositions + noun phrase *in the park, on the table, under the bed*
- The Subject and Object elements are most often realized by personal pronouns. This may be appropriate depending on the context but may reflect difficulty with using expanded phrases within clauses and/or limited vocabulary. You may need to gather more data to investigate this further

**Potential therapy target: develop use of expanded phrases in Subject and Object slots – see above**

- There are three examples of a copular verb. This would suggest that the copular system is developing ahead of the auxiliary system. However, it is necessary to analyse more data to confirm this.

**Therapy target: consolidate use of copular verbs, starting with 'be' and extending to other copulars, eg become, appear, seem, feel, taste**

- Sam's phrasal development appears to be behind his clausal development.

**Therapy target: to bring Sam's phrasal development in line with his clausal development**

**In general, it is important to focus first on those aspects that will have the greatest functional impact. So, more important to work on phrasal expansion than, for example, correct use of pronouns where the child is making case errors, eg 'him' for 'he' or 'me' for 'I'**

**For Sam, phrasal expansion and clause-phrase integration is a high priority. It is important that he is able not only to construct 3-element phrases but that he can use these in 3-element clauses, eg**

**S V O  
I chose the chocolate cake**

**O = 3-element phrase (D N N)**

**Expansion of the verb phrase would also be a high priority since this would involve developing his use of auxiliary verbs**

**Depending on the verbs used, different clausal structures could be targeted**

**Jess**

### **Phrasal Level**

- Jess's phrasal development is also more advanced than Sam's. She uses predominantly 2-element phrases but is also able to use 3-element (1, 4, 9, 12, 14, 15) and 4-element (13) structures. She is also able to use expanded phrases within each of the clausal 'slots'. Overall, she uses a wider range of phrasal types than Sam, e.g. noun phrases, adjective phrases and prepositional phrases.

- **There is one example of phrasal coordination in (9). There is also one example of Jess using a possessive pronoun. Her auxiliary and copular systems are both more developed than Sam's.**

#### **(D) Therapy targets for Sam**

**In general these can be easily identified from the LARSP form:-**

- **Is the child functioning at an age-appropriate level or is their profile delayed?**
- **Is there an imbalance (ie discrepancy) between the child's clausal and phrasal development? or between their phrasal and morphological development?**
- **Are there any 'gaps' in the child's profile**
- **What would have greatest functional impact for the child?**

**See notes above**