**QUESTIONS on Syntax** Moodle

1. **Why do many English speakers tolerate the lack of syntactic agreement in informal speech?**
2. **What’s the embedded part in *Does how long a sentence is relate to recursion*?**
3. **What isn’t any grammatically strung pattern of words a sentence? What IS a sentence?**
4. **What does it mean that speakers predict meanings of phrases and constituents?**
5. **What sort of learning biases (rather than innate universal grammar) do children depend on**?
6. **What constrains grammars?**
7. **Phrase** is about what goes in and how its parts are ordered. Give examples of how changing the order can change meaning of the phrase.
8. **Why is it possible for the human mind to unscramble words to create a meaningful sentence?**
9. What makes sentential grammar complex for the mind of a small child?
10. What features of language enable this grammar?
11. Through what sort of grammar operations and concepts are sentences composed?
12. In what ways does mind need to mature to deal with the complexity of sentential grammar?
13. Aside from generalizing knowledge in the form of rules and applying them, what other learning strategies does the child explore to process and create sentences?
14. Syntactic structure makes sense only when coupled with semantic meaning. In English, word order is primary in understanding the meaning.
15. How mature of a mind can deal with syntactic meanings mapped onto semantic meanings? What’s involved?
16. When semantic meanings can be misleading what do we depend on when guessing the syntactic meaning? In what way is distributional evidence helpful? Box 6.4
17. What’s implied by **syntactic cues** and how do 1 to 4-year olds use them to guess meanings?
18. How do kids learn the difference between *John ate fish* and *John can fish?*
19. **What does the kid think when saying *baby eat* vs. *eat baby*?**
20. How do you understand the claim that, **Learning the grammar of syntax involves hearing and tracking lots of sentences and then drawing abstract generalizations from them?**
21. What sort of information do lexical co-occurrence patterns /bigram or trigram frames provide to the learner? Are they related to distributional evidence or universal grammar?
22. What evidence about learning syntactic categories did Mintz’s experiment with 12-month olds provide? How did they infer the proper syntactic meanings? (see p. 205)
23. How abstract is early syntax? Does it display evidence of early rules or was the knowledge gained from memorizing specific frames? How early do kids start to generalize /get rules?
24. Are sentences like *he goed to the store* evidence of getting rules? Cf. *don’t giggle me* or *she falled me* cf. *I walked* and *I walked a mile* > Is there a category of English verbs that can be both transitive and intransitive? Do kids overgeneralize when saying *she falled me?*
25. How would you teach the rule of where to insert relative clauses? e.g.*The coffee that is in front of me is cold.* Turn the statement into a question and give a rule for this operation.
26. What makes the following sentence grammatically complex?*The coffee that is in front of me on the table that I put to the window got cold by now but I don't mind.*