

UG Finalist English Language and Linguistics Resit Assessments 23-24

Please select your module from the list below. It will link to the resit assessment information.

Please take note of the submission instructions for your module. If you are a student trailing the assessment from a previous academic year or having a deferred resit, you will be given access to the Canvas page so that you are able to submit your work.

If you are unsure how to submit, please refer to the guidance on the Sussex website [Submitting an assessment : University of Sussex](#). Alternatively, please contact the MAH Curriculum and Assessment team for advice (mah-cao@sussex.ac.uk).

You can find your deadlines for resits on Sussex Direct

English Language and Linguistics Finalist Resits		
Child Language Acquisition	Pidgins and Creoles	Regional Variation in English
Forensic Linguistics	Phonetics and Phonology	Research Proposal (English Language)
History of English	Topics in English Language	Research Dissertation (English Language)
Language and Gender	Topics in Linguistics	Semantics

Module Title	Module Code	Format & Weighting
Topics in English Language	Q3301	Portfolio (100%)

Assessment Details and Expectations

POF task 1. In a film of your choice, identify the accents of one or more characters. What role do they play in the story? And does the accent indicate anything in particular about their identity? If you need some inspiration for your observation, read Rosina Lippi-Green's work on Disney animated films (500 words)

POF task 2. Write a critical review of the literature on interviews in identity studies bearing in mind the notion of identity endorsed in the module (1000 words)

POF task 3. Prepare questions for an interview with a friend or relative about an event in their life (please make sure you are well aware of the limitations of this task and abide by the ethical rules explained on Canvas). What problems did you face? What expectations did you have? What did you aim to elicit from your INTee? (500 words excluding the questions that you need to list in the appendix)

POF task 4. Design a study of group identity; this can either be a group on social media that share a forum or it can focus on the identity attributed to a group and reflected in the media. (1000 words)

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As you will not carry out your study, you can even plan to use Twitter or any particular fora in the social media. Make sure your plan contains all the sections that are expected in a paper/essay. The introduction (where you will summarise the aims and rationale of your proposed study), the critical review of the existing studies (please make sure you reference correctly appropriate sources and thus show your good control of the subject matter; feel free to use the module core and optional readings and/or others of your choice), a methodology section (in which you explain what exactly you will be doing and why as well as the data you will be examining and why), the analysis (where you will plan what you will share with the reader) and the conclusions (that will include the study's limitations).

All four tasks must be submitted

N.B. The texts you choose to use as linguistic evidence for your chosen topic must be produced this or last year not older.

Submit to Canvas

Module Title	Module Code	Format & Weighting
Topics in Linguistics	Q3302	Portfolio (100%)

Assessment Details and Expectations

Word Limit: 3000 words

You are required to submit a portfolio composed of

- one original essay (2000 words maximum) following the instructions on the module Canvas site
- two portfolio tasks (500 words each maximum) following the instructions from any two weeks in the module Canvas site

You may submit work based on any weekly submissions to the class that were not submitted in the A1 examination period. (That is to say, you may not re-submit or redraft-and-resubmit work that has been marked once before.)

Submit to Canvas

Module Title	Module Code	Format & Weighting
Child Language Acquisition	Q1079	See below

Assessment Details and Expectations

RESIT: Essay (70%)

Research and write a **2,500-word** essay on the following topic:

What can child errors of over-generalisation tell us about the acquisition of grammar and morphology? Discuss how at least two of the main theories of Child Language Acquisition account for these errors.

Follow all essay instructions on the module Canvas site and the writing/formatting/citation conventions the English Language and Linguistics Writing manual.

Submit to Canvas

RESIT: Presentation (30%)

In the style of seminar-scribing (see Report instructions on Canvas under 'Assessments and Guidance'), write a two-page handout report 'How babies learn which sounds belong to their language' based on [this TED talk by Patricia Kuhl](https://www.youtube.com/watch?v=G2XBIkHW954): <https://www.youtube.com/watch?v=G2XBIkHW954>

To do well on this assignment, you should:

- INCORPORATE material from class/reading discussion on related issues to develop an overview of what is useful to know.
- NOT follow the outline of Kuhl's talk, but will have digested the material from this talk and present it in your own sensible way, synthesised with material from class. Do not try to include everything she says—stick to the topic of 'how babies learn which sounds belong to their language'.
- Follow all style/format instructions on Canvas for the Report for this module.

Submit to Canvas

Module Title	Module Code	Format & Weighting
Forensic Linguistics	Q1085	See below

Assessment Details and Expectations

RESIT: Essay (30%) | (Spring term Week 4 assessment)

Word limit 1000 words

Compare and contrast the use of well-prefaced and so-prefaced statements with reference to their pragmatic functions in police interviews / courtroom discourse. Your discussion should consider their relationship to power dynamics in these interactions.

Submit to Canvas

RESIT: Essay (30%) | (Spring term Week 8 assessment)

Word limit 1000 words

Read the government-issued 'Statement of the terms and conditions of employment required for overseas domestic workers in private households in the UK'

<https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-7-overseas-workers-in-private-households>

With reference to previous research, you should discuss the following: In what ways is the language used characteristic of written legal language? What difficulties might one of the target readers, the overseas worker, encounter in understanding this document? Are there any recommendations that you could make to address this?

Submit to Canvas

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RESIT: Report (40%)

Word limit 1500 words

Outline some of the key principles in identifying plagiarism and discuss what challenges this particular kind of authorship analysis involves.

Submit to Canvas

Module Title	Module Code	Format & Weighting
History of English	Q1077B	See below

Assessment Details and Expectations

RESIT: Problem Set (30%)

Please see the link to the Canvas page for resit instructions – [Module units: History of English \[23/24\] \(sussex.ac.uk\)](https://sussex.ac.uk)

Submit to Canvas

RESIT: TAP (70%)

You will need to refer to the Resit TAP assessment criteria on Canvas. Please note, this will not be available until the date and time of the exam release. You will be able to see this date on your Sussex Direct page once the A3 Examination timetable is released.

Please see the link to the assessment tab on Canvas: [Assignments: History of English \[23/24\] \(sussex.ac.uk\)](https://sussex.ac.uk)

Submit to Canvas

Module Title	Module Code	Format & Weighting
Phonetics and Phonology	Q3163	See below

Assessment Details and Expectations

RESIT: Portfolio

If you did NOT submit a portfolio for the original deadline, you MAY now submit work from the original portfolio. If you DID submit a portfolio previously, then you MAY NOT submit work developed from that portfolio, and must instead submit a new portfolio.

The resit portfolio should include the following elements:

1. A mini-project report on an adopted language chosen from the list on Canvas. If you did NOT submit a portfolio for the original deadline, you MAY now submit work from the original portfolio. If you DID submit a portfolio previously, then you MAY NOT submit a report on the

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same language. The instructions are repeated below. **(50%)**

2. The first coursework exercise. If you did NOT submit a portfolio for the original deadline, but did submit a draft for feedback, you MAY now submit the exercise using the original sentence you used. If you DID submit a portfolio previously, then you MUST choose a new sentence. The instructions are repeated below. **(25%)**
3. The Balantak exercise below. **(25%)**

Make sure that you include references to any sources you use. These can be combined into a single reference list or separately for each part of the portfolio.

Submit: Canvas online

Module Title	Module Code	Format & Weighting
Regional Variation in English	Q1081	See below

Assessment Details and Expectations

RESIT: Essay (70%)
Word limit 2000 words

Choose one question and write an essay:

- Assess the relevance of the notion of regional identity to the study of regional variation. Discuss the claim by drawing on recent research of place and identity.
- “Standard English is no more logical, aesthetically superior, or correct than any other variety of English.” Discuss this statement from the point of view of research on language attitudes and perceptions of contemporary English dialects.
- Discuss possibilities and shortcomings of using Schneider’s Dynamic model for more complex realities and developments of English worldwide (e.g. ENL, ESL, EFL, but also English for Specific Purposes, English as a Lingua Franca).

Submit to Canvas

RESIT: Report (30%)

Please see the link to the Canvas page for resit instructions -
[Module units: Regional Variation in English \[23/24\] \(sussex.ac.uk\)](https://www.sussex.ac.uk/units/Regional_Variation_in_English_23/24)

Submit to Canvas

Module Title	Module Code	Format & Weighting
Language and Gender	Q3158	See below

Assessment Details and Expectations

RESIT: Portfolio (100%)
Resit instructions - Portfolio
Before you start:

1. If you did NOT submit a portfolio for the original deadline, you MAY now submit work from the original portfolio.
2. If you DID submit a portfolio previously, then you MAY NOT submit work developed from that portfolio, and must instead submit a new portfolio, based on the following instructions:

Resit: Discussion (20%) 500 words

For this assessment, you must provide a short response to each of the prompts below, where you are asked to link what we have covered in the module with your own experiences and observations of language, gender, and sexuality in the real world. You are expected to demonstrate an understanding of the approaches (analytical, critical, and theoretical) that we have addressed in the module and relate them to your own experiences.

These should not be structured as essays, but should be as concise as possible: aim for around one (1) paragraph for each prompt (approximately 250 words). Bullet-point answers are acceptable, provided that the line of reasoning being presented is easy to follow, and the responses fully address each prompt.

Please do not write one long answer incorporating both prompts: respond to each one separately, and clearly number your responses.

1. Briefly explain why the study of language and gender shifted from a **structuralist** understanding of gender to a more **performative** one. (max. 250 words)
2. Why is **adolescence** considered a critical period for studying language and gender? (max. 250 words)
 - 500 words (2x250)
 - Contributes 20% of module grade
 - Submitted via Canvas

Your discussions will be marked according to the following criteria:

- *Subject Knowledge (75%)*: Have you understood these core concepts from the readings for this module? Have you made appropriate links between texts? Have you fully responded to each prompt?
- *Communication and Presentation (25%)*: Is each response clearly written and easy to follow? Are any references cited appropriately? Is your submission double-spaced?

Resit: Essay (50%) 1400 words

You will be given a short list of topics to choose from, and asked to write a literature review that leads to an answerable research question and methodology in relation to one of those topics. You are expected to show an ability to engage with a range of appropriate literature, to synthesise across studies to review the field of literature rather than individual studies, and to propose a research question that relates and responds to the literature that you have reviewed. You are also required to devise a suitable methodology for this study.

List of topics:

- A. Discourses of sexual minorities in immigrant communities in the UK.
- B. Gendered- and sexual-identity performance in colonized and/or indigenous communities.
- C. Unmarking of gender boundaries/binary structures in a non-Anglophone community.

Remember, your literature review should demonstrate that your question is interesting and relevant to the study of language and gender, and contributes to an ongoing debate or discussion in the field. Your review should identify and address the relevant theoretical, methodological/empirical, and social/contextual factors that shape your research question.

Ideally, your review will identify a gap in the literature, and your research question will propose a study intended to fill that gap. Since you will not actually be conducting the research, your question does not have to be realistically feasible for you to carry out (i.e. you can ask an ambitious question that you would not personally be able to investigate, although it should in principle be answerable).

- 1400 words
- Contributes 50% of module grade
- Submitted via Canvas

Your essay will be marked according to the following criteria:

- *Subject Knowledge (25%)*: Have you developed a suitable question, and presented it using appropriate terminology? Have you identified relevant literature in relation to both theory and context? Have you engaged at a suitable level with the literature, and made connections between key points/findings in different studies?
- *Analysis (25%)*: Have you critically discussed the literature that you have selected? Have you synthesised across studies rather than presenting independent linear summaries? Is there a trajectory and argument to your review, and does your review lead coherently to your research question?
- *Methodology (25%)*: Have you found “possible” and appropriate ways to answer your research question? You should make it clear that you are aware of the strengths and weaknesses of your data-collection methods, your data set and its sources, and your means for analysing it.
- *Communication & Presentation (25%)*: Is your literature review and methodology well-organised and structured? Is the writing clear and your reasoning easy to follow? Have you followed the ELL essay writing guidelines in terms of presentation and referencing? Is your essay double-spaced?

Resit: Research paper summary and reflection (30%) 600 words

You will be preparing a written summary and reflection about a linguistic research paper related to Language and Gender (see below). You will follow the same structure as your peers during the module. Please, discuss the literature review, research question, methodologies employed, key findings, and the significance of the research in relation to the broader topic of gender and language. Do not forget about the implications of the study. In fact, that is the most important part: your ability to explain the weaknesses and strengths of the paper.

- 600 words
- Contributes 30% of module grade.
- Submitted via Canvas

Select one of the options below (refer to the reading list for downloads):

Podesva, R.J. (2007), Phonation type as a stylistic variable: The use of falsetto in constructing a persona. *Journal of Sociolinguistics*, 11, 478-504. <https://doi-org.sussex.idm.oclc.org/10.1111/j.1467-9841.2007.00334.x>

Koller, V. (2013). Constructing (non-)normative identities in written lesbian discourse: A diachronic study. *Discourse & Society*, 24(5), 572-589. <https://doi-org.sussex.idm.oclc.org/10.1177/0957926513486166>

Baxter, J., & Wallace, K. (2009). Outside in-group and out-group identities? Constructing male solidarity and female exclusion in UK builders' talk. *Discourse & Society*, 20(4), 411-429. <https://doi-org.sussex.idm.oclc.org/10.1177/0957926509104021>

Your paper summary and reflection will be marked according to the following criteria:

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- *Subject Knowledge (25%)*: Have you researched and understood the key concepts of the research article? Have you explained them clearly?
- *Analysis (25%)*: Have you critically discussed the paper that you have selected? Have you described the conclusions and explained the reasoning behind them? How convincing are the results? Are any of the results surprising? What are the weakness and strengths of the article?
- *Methodology (25%)*: Have you understood and explained the essential methodological aspects of the research article?
- *Communication (25%)*: Is your summary and reflection well-organised and structured? Is the writing clear and your reasoning easy to follow? Have you followed the ELL essay writing guidelines?

Submit to Canvas

Module Title	Module Code	Format & Weighting
Pidgins and Creoles	Q1086B	See below

Assessment Details and Expectations

RESIT: Portfolio 100% Word limit 3000 words

Your word limit for this exercise is 3,000 words. Please treat this as a limit rather than a goal (in other words, if you can complete the exercise fully in fewer words, there is no need to add more words unnecessarily).

Remember that linguistic examples, diagrams, tables, reference lists and lists of abbreviations are not included in the word count. Remember that if you paraphrase or quote any definitions or linguistic examples from published sources, you should cite and reference those sources appropriately (please refer to the English Language and Linguistics writing manual on the Canvas site for this module).

Marking criteria Your portfolio will be marked holistically, with the following four criteria equally weighted: • Subject knowledge: 25% • Data/methodology: 25% • Analysis/argumentation: 25% • Communication/presentation: 25%

Instructions

Your portfolio should consist of five pieces of work chosen by you from among the eight weekly portfolio tasks listed below. You can find the portfolio tasks in the relevant weeks' lecture slides on the Canvas site for this module.

Week 2: Social and historical factors

Week 3: Lexicosemantics

Week 4: Phonology

Week 5: Morphology

Week 6: The noun phrase

Week 7: The verb phrase and predication

Week 8: Simple and complex sentences

Week 9: The typology of creoles

IMPORTANT: If you are a resit candidate and have already submitted the portfolio and failed, you must NOT choose the same five tasks that you originally submitted. If you are a resit candidate and failed due to non-submission, or if you are a sit candidate, you are free to choose any five tasks. Each portfolio task should be structured according to the adopt-a-grammar questions in the weekly lecture notes and should include a brief statement about each relevant feature of your adopted language supported by 1-3 examples.

Submit to Canvas

Trailing Students to submit to Canvas via link [here](#) (TRAIL ONLY)

Module Title	Module Code	Format & Weighting
Research Dissertation (English Language)	Q3155	See below

Assessment Details and Expectations

RESIT: Dissertation (80%)

Submit a dissertation describing your research project. Word limit 8000 words. Your project should answer a clear research question using primary data that you have collected and analysed yourself.

The parts of a dissertation document

A **title page** that includes

- the dissertation title
- your candidate number. Do NOT include your name!
- module name and/or code

An **abstract** of 200–250 words that summarises the argument of your dissertation. This can sit on its own page between title page and body.

The **body of the dissertation**. How this is internally structured will depend on your course and your topic. This is the only part that counts toward the word limit for the dissertation.

- ELL dissertations are divided into numbered, titled subsections.
- You are allowed to use images, diagrams, tables, etc. if they support what you are saying in your writing. Any such illustrations should have numbers (e.g. Figure 1, Table 1) and captions and be discussed in the text.

References list (bibliography). This should include all and only work that is cited within the dissertation. Use the Author (Date: Page) citation style recommended in the ELL Writing Manual.

Appendices (if needed): Appendices are only needed if there is a data set or an element of 'showing your work' that is necessary to demonstrate the work behind the argument in the dissertation. If you do have an appendix or appendices, make sure that:

- No element of the argument is in the appendices. The dissertation should make absolute sense without the reader consulting the appendices.
- The appendices are titled and (if more than one) lettered or numbered (e.g. Appendix A: Data collection questionnaire).
- The appendices are each mentioned in the dissertation, so the reader knows why they are there.
- If an appendix is not a word-processed document (e.g. it's an audio recording) or if it's too large for submission on Turnitin, you may submit it to the Canvas assignment for this.

Other elements, like tables of contents, tables of figures, etc. are not needed and will not be marked.

Rules on word limits

The stated word limit for your dissertation is a limit. Try to stay below it. Examiners are required to read up to 10% extra (e.g. 800 extra words on a 8000-word assignment), but they can mark downward for the extra words if (a) the student has gained an unfair advantage over other students by exceeding the word limit, or (b) if the work was unnecessarily long (i.e. the argument could have

been made as effectively within the word limit).

Does count toward word limit	Does NOT count toward word limit
<p>The paragraphs within the body of the dissertation, including quotations from primary and secondary sources.</p>	Title page and any section titles
	Abstract
	Tables, illustrations, figures and captions thereof.
	References list/bibliography
	Source citation in footnotes or in parenthetical citation (though the latter can be hard to 'uncount!')
	Appendices
	Linguistic example sentences <i>if</i> presented using the numbering format prescribed in the English Language & Linguistics writing manual.

Formatting requirements

- Include page numbers (starting on the first page of the body of the dissertation).
- Double-space the body of the dissertation.
- Use 12-point font.
- Indent new paragraphs (half an inch, or 1.3 cm, is ideal).
- Use hanging indentation (not blank lines or bullet points) in the bibliography, so that the author's names line up on the left margin.
- Make sure to proofread the dissertation. And then proofread it again.

Submit to Canvas

RESIT: Presentation (10%)

Prepare a poster describing your project. Submit the poster in PDF format.

- What you've done, how you've done it, and what it means.
- Show at least some of your data collection/analysis.
- Emphasise your work, not just background.

You should include:

- What you're looking at
- Why it's worth looking at
- How you're looking at it
- What data?
- How have you analysed it?
- What you've found: key results
- What it might mean

Formatting:

- Format for A1 size (594 x 841 mm)
- Landscape or portrait orientation
- Look for ways to present that minimise need for lots of text. Get down to the bare bones.
- Use visual aids [graphs, photos, tables, arrows, etc.] rather than text in order to make the poster visually interesting

Assessment criteria (equally weighted):

- Content/understanding
Introduces topic well, shows good knowledge of the subject, appropriately selective in information presented, cites relevant work where necessary, etc.
- Methodology/analysis
Shows good progress, apt methodology executed well, logical thinking, provisional conclusions.
- Format
Reader-friendly poster, uses space well, follows all instructions, references included, etc.

Submit to Canvas

RESIT: Report (10%)

What is a 'sentence outline'?

This kind of outline indicates both the **structure** and the **content** of your dissertation-to-be. Like a regular outline, it indicates the linear and hierarchical (chapters, sections) structure of the essay by indicating section numbers and titles. In addition, it has a sentence under each title that summarises what the section is about.

DOs and DON'Ts for the submitted version of your sentence outline

DO:

- Divide the dissertation into chapters and sections.
- Number the chapters and sections for ease of reference. For example, for chapter 3, you might have sections 3.1, 3.2, 3.3.
- Give descriptive titles to the chapters, sections and (if relevant) subsections.
- Use the content sentences in the outline to summarise the section. For example:

2.2 Methodology A word-association experiment is performed with ESL and native English speakers with and without time constraints.

- Use more than one sentence if you must (if many points will be covered by the section), but keep it under three.
- Format the outline so that it's easy to see (a) what's a chapter title, (b) what's a section or subsection, (c) what's a content sentence.
- Cite sources that are to be discussed in the section (using parenthetical citation). Be sure to include those sources in the bibliography.
- Edit your outline and sentences carefully.
- Get and give peer-feedback.

DON'T:

- Just paraphrase the title in the outline sentences. Bad: 2.2 Methodology This section describes the experiment methodology.
- Waste words by saying This section is about...

On what criteria will this assignment be assessed?

- The outline should contain appropriate material to the dissertation project.
- It should communicate clearly about the nature of the dissertation and the research involved.
- The outline should demonstrate that critical thought has been put into it.
- Standards of citation and formatting should be applied appropriately and consistently.

PAGE LIMIT FOR ASSIGNMENT

2 sides of A4 – (12-point font) plus references

DON'T FORGET TO

- consult the ELL writing manual for citation guidelines

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- check Sussex Direct for the deadline (this assessment is listed as 'Report')

Submit to Canvas

Module Title	Module Code	Format & Weighting
Research Proposal (English Language)	Q3154	See below

Assessment Details and Expectations

RESIT: Essay (30%) Word limit 2000 words

Please write up a proposal for a dissertation research project and present it as a coherent text with a title and numbered sections (using the numbers of the questions below, providing your own subtitles for those sections).

IMPORTANT: If you are a resit candidate and have already submitted the research proposal and failed, you must NOT choose the research topic that you originally submitted a proposal on. You MAY propose a topic that makes use of the same background reading that you did for your original project, but it should have a different research question and methodology.

If you are a resit candidate and failed due to non-submission, or if you are a sit candidate, you are free to choose any research topic for your proposal.

What question do you propose to answer in your dissertation? Why is this an interesting question?

What other work has been done on this problem, and how does your project fit into it? (20%)

What are the possible answers to your question? (Or: what hypotheses does your question give rise to?) (20%)

What evidence will you use to discover which answer is correct? What methodology will you use to collect this evidence? What facilities, resources and/or contacts will you need to carry out this methodology? Do you definitely have access to these? Do you foresee any other problems?

According to the University research ethics policy, is your proposed methodology NORISK, LOW RISK, or HIGH RISK? Please explain why. (50%)

References and useful resources: please list the references to which you refer above and other sources that you have already read and found helpful. (10%)

Submit to Canvas

RESIT: Portfolio (70%)

The resit portfolio should consist of:

- Annotated bibliography
- Selection of five weekly tasks
- Commentary about progress of ideas

Information about each of these is available under the Assessment Guidance for initial submission.

If you are a resit candidate and have already submitted the portfolio and failed, you must NOT resubmit the same tasks for the same project. You may submit different tasks for the same project OR the same tasks but with focus on a different project.

If you did not submit a portfolio in January and you have done other tasks then you can submit those.

Submit to Canvas

Module Title	Module Code	Format & Weighting
Semantics	Q3161	Portfolio (100%)

Assessment Details and Expectations

IMPORTANT

The portfolio consists of THREE parts.

If you did **NOT** submit a first portfolio in Assessment Block 2 (May):

- For parts 1 [reference] and 2 [arguments/TAM], you **MAY** substitute the revised versions of the formative work that you got feedback on in termtime. Please note on the paper if you've taken this option and for which part(s). (If you're not doing that, then do the parts 1 and/or 2 here.)
- For part 3 (worth 50% of the mark) you **MUST** do the re-sit assessment provided here (not the original assignment).

If you **DID** submit a portfolio in Assessment Block 2 (May), then you must do **ALL** the parts in this paper. You may not resubmit any work that has already received a mark.

Instructions for all parts

- Make sure your answers are complete and clear enough that the reader can understand them without referring to this document.
- Keep in mind that examples may be ambiguous. You're expected to spot and explain ambiguities.
- Marks are given for correct answers, but also for your reasoning (in the questions where you're asked to give it). Partial marks are possible for answers that are technically wrong but which have a spark of good reasoning.
- Please don't write more than is needed to justify your answer. There is no need for an introduction or conclusion.
- If you quote sources, cite them and provide a references list.
- Follow instructions in the ELL Writing Manual regarding presentation of examples, citation/referencing, and what does/doesn't count towards word limit.

Part 1 Semantic relations & reference (25%)

Use the following excerpt as your data set for this part. Then answer all the questions below.

With [1] **439 restaurants on major routes across the UK**, [2] **Little Chef** once enjoyed [3] **a near monopoly** on roadside dining. So, why did [4] **the restaurant chain** disappear?

[5] **Many of us** have fond memories of childhood visits to [6] **a Little Chef**.

Lawrence Woskow from [7] **Sheffield** remembers the free sweets.

"[8] **We** always got [9] **a lollipop** when we were there," he says, recalling family visits en route to Bournemouth for his summer holidays.

"We always used to look forward to going. When you saw a Little Chef, you knew [10] **it** was going to be good."

1. For each bold, numbered NP, describe it in terms of:
 - A. its type of reference

- B. its referent
- C. its countability (use the four categories from week 2 seminar)

2. For the sentence ***We always got a lollipop when we were there [at a Little Chef]***, explain the semantic relationship between it and each of the following sentences (entailment, paraphrase, neither).

- A. We have been to a Little Chef.
- B. Little Chef gave us a lollipop.
- C. I have had many lollipops in my life.

Part 2: TAM (25%)

This part has two subparts (A and B). You must do both.

A. For sentences a and b, answer the questions 1–4.

- a. Peanut butter has always been my favourite.
- b. Jan ran from Brighton to London for charity.

1. Identify the semantic roles of the noun phrases in each sentence. Use the list from the week 4 handout.
2. Name the tense/aspect of the sentence and provide an SER diagram for it.
3. Describe the situation in terms of Aktionsart features (static, telic, durative, etc.). Explain your answers briefly.
4. Add progressive marking to the sentence and provide an SER diagram for the progressive version. Explain how the meaning has changed from the original version and why the sentence works or doesn't work in the progressive.

B. For sentences c and d, answer questions 5–7. Make sure, for any ambiguous cases, that you've answered all the questions about each of the possible interpretations.

- c. You shouldn't be here.
 - d. I can really not tell you how much I love almonds.
5. Identify the type(s) of modality in use—for ambiguous cases, paraphrase the meanings in unambiguous ways.
 6. Briefly discuss the interaction of modality and negation: what is the scope of the negation?
 7. What is the tense of the proposition? (How can you tell?)

Part 3 (50%)

This part has two sub-parts (A and B). You must do both.

A. Quantification and scope

For each of the following examples, discuss the relationship between the two bold quantified referring expressions, describing any ambiguities.

1. **Everyone in class** has **some questions for the tutor**.
2. **Each tutor** gave **some sweets** to the students.
3. **Nobody** loves **everybody**.

B. Modality and corpus results

Choose ONE of the ADVERBS in the following table.

The below numbers come from the British National Corpus.

They show the adverbs that tend to go with *should* more than *must* or vice versa.

Table 1. Adverb/modal-verb combinations

Adverbs	<i>should</i>	<i>must</i>

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more <i>should</i> than <i>must</i>		
perhaps	192	2
ideally	63	2
preferably	25	0
more <i>must</i> than <i>should</i>		
surely	40	297
inevitably	2	14
perforce	0	12

You can find (up to) three examples for each combination in the Appendix 1 of this document. You are welcome to investigate the corpus further, if that will help you think through your answer (<https://www.english-corpora.org/bnc/>), but there is no expectation that you will do so. You should not expand your discussion beyond the issues raised by the words, numbers, and examples provided here.

Given the adverb you have chosen:

- **Briefly introduce** the facts about its distribution (as found in the table).
- **Discuss** why it seems to go better with one of these modal verbs than with the other. You might want to take into consideration:
 - The types of modality expressed by the modal verbs when they co-occur with this adverb.
 - The strengths of the modal verbs (when co-occurring with this adverb).
 - The meaning(s) of the adverb when it interacts with these modals (cite any dictionary definitions you use).
 - Any obvious interaction with tense, aspect, or negation.
- **Compare** your adverb to the other(s) that go with the same modal verb. Do they all go with that modal (and not the other) for the same reasons?

Appendix 1: BNC modal/adverb combinations

NB: the blue highlighting means nothing

perhaps	should	[the opposition] should perhaps choose the Grand Old Duke of York as their theme.
		we should perhaps consider how best to provide for [our students' training needs]
		His is an example that we should, perhaps, consider carefully
	must	Ultimately, however, we must perhaps admit deeper obstacles.
		The use of finite natural resources, e.g. coal, oil, must, perhaps, result in ultimate shortages.
ideally	should	Ray says the device should ideally be fitted between pump and sand filter.
		On the best brown leather shoes, the colour should ideally be hand antiqued
		A scientific law or theory should ideally give us some information about how the world does in fact behave
	must	A Piaroa man, on the other hand, must, ideally, co-operate equally well with men and women
		we must exercise ideally three times a week.
preferably	should	It should preferably have clear glass or plastic on all sides
		The revisions should preferably be confirmed in writing.
		They should preferably be presented by elderly gentlemen with a certain amount of grace
	must	[no examples]
surely	should	Rose should surely have reached Vetch Street by now

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		Peter Such bowled so well at the other end, it should surely have helped Tufnell.
		Madam Deputy Speaker, er the government should surely have clarified responsibility of auditors.
	must	And that thin stump of a thing, that must surely be the pump.
		As you must surely be aware, Kirsty has already been placed in my custody
		The police must surely have carried out a more thorough examination
inevitably	should	Inside analysis incorporating a subjective' special knowledge' should therefore inevitably encompass aspects of the 'liminoid'
		there is no reason why the new technology should inevitably mean a massive reduction in employment.
		It is difficult to see why external links should inevitably give rise to greater control over one's actions.
	must	Discussion of the roles and duties of the media in the contemporary scene must inevitably go beyond earlier and rather limited comments on the press.
		in a world governed by natural law, life must inevitably be accompanied by reproduction and death.
		such criticism must inevitably contain an element of sour grapes.
perforce	should	[no examples]
	must	he thought he could never find his way back so he must perforce push on and see what lay in store.
		Given this situation, one must perforce hypothesise, if one is not to remain mute.
		But the collector of modern first editions must perforce strive to anticipate the judgements of posterity
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