

Part 1. (40 points; 4 points per speech error and explanation)

List 10 speech errors from your collection, in a table as shown below. (If you have more than 10, you can choose among them, but do not give more than 10.)

You can use only the speech errors that you collected yourself. Do not borrow speech errors from other students, lecture slides, or the textbook.

For each speech error,

- provide the error itself (i.e. the sentence containing the error) in Column 1 “Speech error”; if a correction was made, include it
- provide the intended utterance in Column 2 “Intended”;
- provide the explanation in Column 3 “Explanation”;
- under “Explanation”, specify the **type** of the error (e.g. perseveration; exchange) AND point out which **elements/units** are involved, and at what **level** – sounds(phonemes)/morphemes/words/phrases (e.g. perseveration of the phoneme /s/; shift of the morpheme -ed; exchange of the nouns ‘squirrels’ and ‘nuts’; semantic blend of the words ‘expect’ and ‘suppose’, etc.). Be as specific as possible. For sounds, state whether they are vowels, consonants, or consonant clusters/combinations. For morphemes, specify whether they are roots, suffixes or prefixes. For words, specify their part of speech/syntactic category. For phrases, specify the type of the phrase (NP, VP, etc.)
- the explanation should also include factors such as priming and context (linguistic or extralinguistic), where relevant;
- “Freudian slip” is an acceptable explanation only where relevant – consider linguistic explanations first (remember that “Freudian slips” are rare).

Don’t be confused by the spelling; remember, you have to discuss **sounds**, not letters. Use IPA symbols to represent sounds.

Examples:

Speech error	intended	explanation
Plying flanes can be dangerous.	Flying planes can be dangerous.	Exchange of initial consonants /p/ and /f/
You are driving too slowly ... I mean, too fast.	You are driving too fast.	Semantic selection error (the adverb <i>slowly</i> is substituted by the semantically related adverb <i>fast</i>)

If you have speech errors in a language other than English:

- Write the error in the language using International Phonetic Alphabet (IPA), not the script normally used by that language. If you have trouble using IPA, try your best to write the utterance as it sounds. It has to be readable for a linguist unfamiliar with that language
 - Give morpheme-by-morpheme (or at least word-by-word) glosses under each word
 - Give the translation for both the intended utterance and the speech error.
- See an example below.

Example – language other than English (NW=non-word)

Speech error	intended	explanation
Kupi pitrop i ukruʃku buy (NW) and (NW) 'Buy <i>petrop</i> and <i>ukrushka</i> ' (Russian)	Kupi ukrop i pitruʃku buy dill and parsley 'Buy dill and parsley'	Exchange of syllables /uk/ and /pit/

Part 2 (10 points, i.e. 5 points for each of the two questions)

1. Which of the speech errors in your collection support(s) the hypothesis that morphologically complex words are assembled during speech production?

List ALL of them.

Pick ONE and explain in detail.

(If – and only if – you don't have any such errors in your collection, use an example from the textbook or lectures for your explanation).

(5 points)

2. Which of the speech errors in your collection suggest(s) that sounds in affixes are specified at a stage after the content words are selected?

List ALL of them.

Pick ONE and explain in detail.

(If – and only if – you don't have any such errors in your collection, use an example from the textbook or lectures for your explanation).

(5 points)