THE ACQUISITION OF THREE TEMPORAL ADVERBS BY TWO ENGLISH-SPEAKING CHILDREN[1]

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摘　要

由 FIRST, ALREADY, YET 探討時間副詞之習得

英語的時間副詞，在句子中可以相當自由地出現在不同的位置，這對於以英語爲母語的兒童而言，是否造成困難？他們習得時間副詞時，又是如何掌握各種不同的用法呢？本文利用兒童語言資料交換料交換系統（CHILDES）中的兩個英語資料庫，針對兩個兒童由兩歲三個月到五歲之間的語言資料中所有包含 first, already, yet 的語句，以電子計算機輔助搜查及分類的工作，探討說英語的兒童如何習得及使用這三個時間副詞。

研究結果顯示，兒童很早（約兩歲半）便能正確，靈活地使用時間副詞，且其用法與周圍人們使用該詞之情況十分相似。三個時間副詞中，以 first 最早習得，亦最常使用，可能是由於 first 最常出現在語法上之顯著地位（如句尾），以及其本身在語意上十分特出（以時間順序而言，first 名列第一）所致。Already 的用法，以其後緊跟著主要動詞的一類最爲常見，可見其主要作用爲動詞之修飾語。牛津英語字典指出，yet 最常與否定詞並用，且其前之否定詞不一定與之緊密相連；本文使用的資料顯示，兒童在幼兒期的語言，有關 yet 的用法，即已以此類爲最大宗。此外，不連續性的結構，一般認爲較難習得，然而，該項看法或許僅適用於構詞的層面，因爲本的研究發現，not(n't)...yet 屬於不連續性的語法結構，却並未對該二兒童造成任何困難。

Abstract

English adverbs can freely occur at various syntactic positions. The nature of adverbs is among one of the most obscured aspects of the English language. How, then, do the English-speaking children acquire the different usages of a certain adverb? This paper addresses this question by examining three temporal adverbs *first, already,* and *yet* as they are used by two English-speaking children. The data comprise of two sets, obtained from the Child Language Data Exchange System (CHILDES) and processed with the help of computer.

The two children are shown to start using adverbs rather

early (around 2 years and 6 months of age) and are able to master the different usages, although some individual difference does exist. Furthermore, their usages of these adverbs are shown to be similar to those of the people around them. Among the three temporal adverbs, *first* is the earliest acquired and the most frequently used. The reason for this may be because *first* not only occurs mostly at a syntactically salient position (e.g., sentence-final), semantically it is also the most salient among the three. *Already* is mainly used as a verb-modifier, occuring immediately before the main verb.

According to *Oxford English Dictionary,* the most commonly used *yet* is the type with negative preceding, either in the construction *not yet* or *not (n't)...yet.* The data examined strongly support such claim, indicating that children before three years of age already master this main usage. In addition, the discontinuous structure of *not(n't)...yet* does not seem to cause any difficulty for the two children.

1. Introduction

The nature of adverbs is among one of the most obscured aspects of the English language. Traditional English grammar, based on classic classification, regards adverb as one of the eight parts of speech. Adverbs are often described as words that tell how, when, where, how much, etc., and are thus generally classified as adverbs of time, place, manner, degree, cause, concession, etc. Many adverbs share most of the properties of adjectives, and are often formed from adjectives by the addition of the suffix -ly. Adverbs modify verbs, adjectives, or other adverbs, can be modified by intensifiers (very quickly), and can occur with the comparative words (more quickly). Fromkin and Rodman(1988, p. 124), among others, observed that adverbs, together with nouns, verbs, and adjectives, make up the largest part of the vocabulary. These parts of speech form the content words, or the "open" class of the English vocabulary. Huang (1975, p. 9) noted that an adverb is semantically "a sentence constituent which expresses a function of a function, where the term function is to be understood in the sense in which it is used in the predicate calculus" and that adverbs can be placed rather freely within a sentence.

However, because of its great diversity, the class of adverb has been the least satisfactorily described part of speech of the traditional grammar. It has even been suggested as a set of words that does not fit the definitions for other parts of speech (Quirk *et al.,* 1978, p. 267). Chen (1985), in his comparative

study of English and Chinese for the purpose of better translation between the two languages, also pointed out the lack of a precise definition of English adverb provided by general linguistic texts or grammar books. Huang (1975, pp. 10-11), in his introduction to *A Study of Adverbs,* made the following statement:

> A number of linguists working within the framework of transformational grammar have contributed insights into the structure of adverbs, but a comprehensive account of the general properties of adverbs has yet to be undertaken. The authors of the UCLA grammar, a stupendous work of well over a thousand pages born of the results of concentrated inquiry over a period of three years, decided to leave the adverb aside, for, as they indicated in the preface, the adverb is simply not well-understood.

Given the difficult nature of adverbs, how do children handle them as they deal with the task of mastering the language they are exposed to? How do they describe time and order? What expressions do they make use of? How well can they handle these words?

French and Nelson (1981) found out that in describing routine activities, preschoolers as early as three years of age use a number of terms whose function is almost exclusively to express temporal relationships, such as *first, then, before, after* and *when.* It is noticed that children are able to use all these terms appropriately, indicating that young children are not only capable of expressing temporal sequence, but also control a variety of ways of doing so. Clark (1973) noticed that by the use of temporal adverbs such as *first, soon,* and *then,* children are able to stress chronological succession of events. Most sample instances containing *first* are the ones where *first* begins a sentence, especially in the form *first..., and then....* Such experiment reveals an "order-of-mention" strategy. In other words, *first* appears in the beginning of an utterance, introducing the action which is to be done prior to others.

Nevertheless, how do children make use of temporal adverbs in spontaneous speech over a longer period of time? Is there other ways for children to make use of a particular temporal word such as *first?* Would certain time adverbs be acquired earilier than others? Why? Is it because parents or caretakers use them more, so that the child is affected by the input available to him? Does the semantic structure of certain time words make them easier for the child to acquire? Does the use of temporal terms indicate

anything linguistically significant? This paper tries to address these questions by examining three temporal words, *first, already,* and *yet,* in the spontaneous speech of two English-speaking children from 2;3 (2 years and 3 months of age) to 5.

Section 2 describes the research data obtained from CHILDES (Child Language Data Exchange System). Section 3 provides analysis and discussion of the various types of *first, already,* and *yet* uttered by the two children. The last section summarizes the findings and discusses their implications.

2. Research Data From CHILDES

CHILDES stands for the Child Language Data Exchange System, which represents the second major breakthrough[2] in the field of language acquisition. In their Journal of Child Language article (1985, 12, pp. 271-296) entitled "The Child Language Data Exchange System", MacWhinney and Snow described how the system came into existence:

> In the summer of 1981, Dan Slobin, Willem Levelt, Susan Ervin-Tripp and Brian MacWhinney began discussion regarding the possibility of creating an Archive for typed and hand-written transcripts at Nijmegen. The possibility of adding computerized transcripts to the database was also considered. In January of 1984, the MacArthur Foundation awarded a two-year grant to Carnegie-MellonUniversity for the establishment of the Child Language Data Exchange System with Brian MacWhinney and Catherine Snow as principal Investigators.

and what one could expect from such system:

> The goal of this system is to bring about major improvements in the organizational structure and accessibility of the empirical base for child language theory. We believe that there are three basic needs to be addressed: (1) the need for greater efficiency in data sharing, (2) the need for increased precision in data collection, coding, and analysis, and (3) the need for increased automation of coding and analysis. The new system, which we have called the Child Language Data Exchange System (CHILDES), will utilize a variety of recent advances in data-processing hardware and software to address these three specific needs and to work towards the goal of improving structure and accessibility of child language data.

2.1 Subjects and Data

The English data for this paper comprise of two sets. The first set consists of 55 files from Adam, one of the three children studied by Roger Brown at

Harvard University in the early 60s, whose data have since been widely used by various researchers on various topics.[3] The second set consists of 210 files[4] from Abe[5], a child studied by Stanley Kuczaj II (1976, doctoral dissertation) at the University of Minnisota.

Roger Brown reported in his classical study *A First Language* that Adam was the only child, at the beginning of the taping, of a minister who lived at first in Cambridge and later in Boston and that his parents both had college degrees. Adam was chosen primarily because he was highly voluble and his speech was highly intelligible. The data from Adam were mainly transcriptions of the spontaneous conversation of the child and his mother[6] at home. Adam was visited for about two hours every other week and there was at least two hours of transcription for every month. Appendix I Part 1 shows the date of recording and the age of Adam throughout the two-year recording period.

In the second corpus, the subject was the child Abe, who was the only child at the time the data were collected. Approximately one hour (two one-half hour sessions every week) of Abe's spontaneous speech in his home environment was recorded each week from 2;4 to 4;1, with one-half hour of spontaneous speech being recorded each week from 4;1 to 5. Appendix I Part 2 shows the date of recording and the age of Abe throughout the two-and-half year of recording period.

2.2 Computer-aided Data Processing

Since 1980s, there has been a growing amount of research interest devoted exclusively to the rather technical aspect of the production and processing of the naturalistic language data. The popularity of personal computer and the various versatile computing facilities have been incorporated into the research on child language. In the rather short history of the field, the most remarkable breakthrough in the 80s is no doubt the establishment of the Child Language Data Exchange System, which not only increases the sharing of the child language data, but also enhances the data-users' knowledge with computer since all the files in the main active database have been reformatted into consistent structure. Furthermore, in its newsletter, *Transcript Analysis,* the use of programs and the issues in analysis and coding are regularly mentioned.

On the whole, the fact that computer can be a useful and powerful instrument in handling the naturalistic language data has been recognized in

the 1980s. Edwards (1985, pp. 2-3) pointed out that "while human intelligence is necessary for the scientific insights and intuitive leaps involved in selecting phenomena of importance and in interpreting observed regularities, the time-consuming clerical parts of the research process can be greatly speeded and accomplished more accurately by computer. These include: (a) locating patterns within a context of user-specified size (the "data selection function"), (b) displaying or ordering the data in such a way that patterns are more visually prominent to the human eye (the "data organization" function), and (c) easing the marking of particular distinctions within the data, i.e., computer-assisted coding of the data (the "data modification" function). Computer processes such as these can be effectively employed even on largely uncoded data and even at the early stages of data analysis. More critical for their effective use than a fully coded data set is the adoption of resourceful and flexible strategies in applying them, and an appropriately formatted data base." In light of these observations, the application of computer in obtaining desirable data from a large database is considered indispensable.

The following six steps summarize the work for obtaining all the instances of *first, already,* and *yet* from Adam and Abe and the adults around them, and then the grouping of the various types of these three temporal adverbs for analysis.

Step 1

In the two corpora, search for the target patterns (here only the three words *first, already,* and *yet.* Pull out all the lines containing each of these words, together with five lines before and after the target line from each child, and then sort them into six separate files.[7] This is well worth doing because later there is almost certainly the need to resort to a larger context, rather than just a single line, for the determination of the child's meaning. And a context as big as 11 lines is usually enough for the purpose of specifying certain usage, at least at morphological or syntactic level.[8]

Step 2

From these six files, retrieve all the lines that contain a target pattern and save them into another six files. This can also be done by directly

retrieving these lines from Adam and Abe corpora (which means to skip the previous step), although it would take a little longer for the computer to do the searching in a much larger database.

Step 3

Take, for instance, a file with all the lines containing *first* from the Adam corpus. The next step is to divide it into two files, one for all the lines containing *first* from the child, the other for other people who also produced the various *first*s in this file. There is another advantage with this step: to eliminate all the *first*s that have been gathered from the dependent tiers[9] rather than the main textual lines.

Step 4

Take, for instance, the file that is comprised of all of Adam's utterances containing *first*. A subsequent closer look shows that there are more than one type of *first* in Adam's speech. For example, the *first* in "what goes *first?*" (adam 35, 312, i.e., in Adam corpus, file 35, line 312) is different from the *first* in "is that my *first* time?" (adam 30, 483). The former is an adverbial *first* and the latter is a determiner *first*. After going through all the lines containing *first* by Adam, Adam's mother, and Ursula (who were the only people that provide the *first* in Adam corpus), different types of *first* are sorted out. They[10] are distinguished mainly on the basis of their occurrence at different syntactic positions. Six code numbers representing the six types of *first* are then made. Before each line containing *first*[11] in the above files, a code is attached to specify the database, the file, the person, the target adverb, and the code number of a certain type of this adverb (See Appendix II, Part 1).

Step 5

Retrieve all the lines containing type 1 *first* from the files that contain all the *first*s from Adam and save them into a separate file. Go over this process for the other types of *first*. Repeat the same procedure for the *first*, *already*, and *yet* from all the participants who uttered these words in the Adam and Abe corpora.

Setp 6

Append the files containing all the type 1 *first*s from Adam's mother and from Ursula to the file containing all the type 1 *first*s from Adam, thus a file for all the type 1 *first*s from Adam corpus is made. Repeat the same procedure until files for the different types of *first, already,* and *yet* are made.

Appendix II Part 1 lists the coding for various types of *first, already,* and *yet* in Adam and Abe corpora. Appendix II Part 2 comprises of all the *first, already,* and *yet* from Adam and Abe.

3. Analysis And Discussion Of The Various Types Of Adverbial *First, Already* And *Yet* From Adam And Abe

In English, *first* is primarily used as a temporal adverb,[12] meaning "prior to all the others in occurrence or existence" in terms of time and sequence. As the following examples illustrate, adverbial *first* can occupy a sentence initial position, a sentence final position, or a pre-verbal position.

1. *First,* let me deal with the most important difficulty.
2. "Let's go!" "I have to put on my shoes *first.*"
3. I remember when I *first* met him.

Therefore, its position within a sentence is rather free.

Dictionaries and grammar books have traditionally regarded *already* as an adverb of time. It helps to specify an activity in a period continuing until a particular point of time. It is used in an affirmative statement or in an affirmatively-orientated question. It's position in a sentence is rather free, before or after the main verb, between auxiliary verb and the main verb, or at the end of a sentence. The following are some examples:

4. I have been there twice *already.*
5. Are you putting all those away *already?*
6. I *already* knew that.
7. I'm *already* stuffed.

According to *Oxford English Dictionary* (OED), *yet* is mostly used as an adverb in senses relating to time,[13] implying continuance from a previous time up to and at the present or some stated time. OED also points out that the more usual, now the only regular, construction for *yet* is with a negative

preceding it. Besides being frequently used in negative sentences, *yet* also occurs in questions, referring to the period preceding the present or some stated time, without necessarily implying continuance. It is sometimes treated as the opposite of *already*, althouth it can also replace *already*. *Yet* frequently accompanies verbs of the present perfect tense, and sometimes with verbs of the present tense. Historically related to *still*, *yet* is still used interchangeably with *still* in many cases. The following examples serve as illustrations of the various usages of *yet*:

8. She hasn't answered *yet*.
9. I can't see it *yet*.
10. Has John arrived *yet*? (= already)
11. There is *yet* another reason. (= still)

Since *first*, *already*, and *yet* are mostly used as adverbs relating to time (although *first* can also be a determiner and *yet* a conjunction), they are classsified into several groups on the basis of their regular occurence at various syntactic positions in the children's utterances.

According to Huang (1975, p. 69), modern English adverbs may be placed at one, or a combination of several, of the following five positions:

A. in front, i.e., before both subject and verb
B. between subject and verb
C. after subject and Aux, but before verb
D. between verb and object or prepositional object
E. at the end of the sentence.

Following the above classification, with minor modification, the next sections describe the various types of *first*, *already*, and *yet*, illustrated with examples from the children. For each of the three adverbs, a table providing some basic statistics reveals the dominance of certain types of usage. Discussion on the earliest usage and the dominant usage for each term comes at the end of each section.

3.1 *First* from Adam and Abe

There are a total of 152 utterances containing *first* found in the Adam corpus. Among the 55 instances from Adam and 97 instances from adults, 49 from Adam and 87 from adults can be classified as various types of temporal adverbial *first*, and 6 from Adam and 10 from adults belong to the adjectival

determiner *first.*[14] In the Abe corpus, there are altogether 235 instances of *first.* Among the 117 instances from Abe and 118 instances from adults, 90[15] from Abe and102 from adults can be classified into various types of temporal adverbial *first,* and 27 from Abe and 16 from adults belong to the adjectival determiner *first.*

Among the adverbial *firsts* from Adam and Abe, two main types of *first* can be analyzed. Type A may be called the Sentential *first.* It includes the *firsts* that appear at sentence final, clause final, or sentence initial position, modifying the whole sentence or the whole clause joined to another by means of a conjunction. The following are some examples:

12. Can I learn the cards *first?* (Adam 37, 1163: utterance by Adam, in file 37, line 1163)
13. I wanna go to the store *first* and then after that we can go to the [//] to Ninny and Bumpa's house. (Abe 62, 117)
14. *First* you draw the flower. (Adam 53, 880)

Type B may be called the Verb-modifier *first,* which comes either before or after the main verb or the verb phrase.

15. I'm gonna *first* go in kindergarten. (Adam 45, 893)
16. When I *first* cut it , it couldn't, so I tried a different way. (Abe 179, 56)
17. This goes *first* on the train. (Adam 53, 316)
18. Who gets to the castle *first* with the dinosaur wins. (Abe 162, 136)

Table 1 summarizes the above findings. The main point with this table is to show the dominance of the sentence-final *first* in both children.

Table 1. Various Types of *First* from Adam and Abe Corpora

Types of FIRST	Adam	Adult	Abe	Adult
A. Sentential (adv)				
1. Sentence/clause final	41	75	69	92
2. Sentence initial	5	8	17	6
B. Verb-modifier (adv)				
3. Subject + FIRST + Verb	0	2	1	1
4. Aux + FIRST + Verb	1	0	0	3
5. Verb + FIRST + Prep Obj	2	2	3	0
Sub-Total of adv FIRST	49	87	90	102
C. 6. Determiner (adj)	6	10	27	16
Sub-Total of adj FIRST	55	97	117	118
Total	152		235	

Adam's first instance containing *first* appears when he is 2 years and 5 months old.

19. Adam: Mommy will have to take you down.
    Mother: down *first?*
    Adam: down *first.* (5,127)

Although this utterance seems to be an imitation of his mother's speech, the difference in pitch, indicated by a period, shows that it might be taken as an appropriate confirmation-response to his mother's inquiry, indicated by a question mark. However, in the next instance gathered from the data,

20. Mother: I don't know. Aren't there some more pieces that go in *first?*
    Adam: What that boot [……] go in *first.* (8,414)

Adam's "go in *first*" is likely to be copied from his mother. It is not until when Adam is 2;9 then he begins to be able to use this word properly.

21. Adam: bunny rabbit. read that. right here.
    Ursula: what does it say?
    Adam: say read that *first.* read that. what that? (13,818)

Abe's first recorded *first* shows up at the age of 2 years and 5 months. This instance is also Abe's first properly-used *first.*

22. Father: do you want to take a bath?
    Abe: uhhuh. tee-tee *first*! (8, 197)
    Father: ok. run in the bathroom and tee-tee.
    [End of file008]

The fact that children begin to use *first* before they are half and two years old seems to suggest that *first* is a vocabulary easy to acquire and is integrated into children's grammar rather early. The statistics for both data corpora show that (1) there are far more instances of sentential *first* than *first* used as determiner and verb-modifier, and (2) the vast majority of sentential *first* (41 out of 55 of Adam's and 69 out of 117 of Abe's total *first*s) are those that appeared at the sentence-final position. For both children, sentence-final *first* also marks their earliest usage of this temporal term. The least used first is the verb-modifier *first.* It shows up late and was rarely used in both children's speech. Only three instances are found in Adam, and four in Abe. The span of the occurence of verb-modifier *first* in Adam is between the age 3;8 to 4;3, and in Abe, 3;8 to 4;6.

A tentative conclusion, then, is that sentence-final *first* is preferred by young children than other types of *first.* This suggests that syntactic saliency factor may play an important role in children's acquisition of language. Slobin (1973) claimed that one of the child's operating principles, the basic "self-instructions" for language acquisition, is to "pay attention to the ends of words". While this is basically a claim on the morphological basis, the evidence from Adam and Abe shows that this operating principle may also apply at the syntactic level, i.e., pay attention to the ends of sentences.

Unlike the many experiments on *first,* in which the *first...(and) then* construction is the typical pattern investigated (Clark, 1973), in real speech, children are equally good at moving *first* to the end of the whole utterance which typically contains an action, thus gives a clear boundry mark between the first action and the others that follow.

3.2 *Already* from Adam and Abe

Among a total of 50 instances of *already* from Adam corpus, 19 are from Adam and 31 from adults. In Abe corpus, there are altogether 178 instances of *already,* 112 are from Abe and 66 are from others.

Unlike *first,* which can also be an adjectival determiner, *already* is only used adverbially to modify either the whole sentence or the verb (phrase). Similar to *first, already* can be either a sentential *already* or a verb-modifier *already.* As a sentence modifier, *already* shows up at the end of a sentence, affirmative or interrogative, but never appears at the beginning of a sentence. The following examples are some of the sentence-modifier *already.*

23. I got sharp teeth *already.* (Adam 47,440)

24. Mom, did you eat your omelette *already?* (Abe 204, 216)

The second type of *already,* the verb-modifier one, occurs rather close to the main verb. It may precede the main verb immediately, or between auxiliary verb and main verb, or between copula and locative.

25. She *already* have one. (Adam 19,298)

26. We *already* did and we didn't find one. (Abe 91,225)

27. Hey, it's *already* melting. (Abe 76,72)

28. I'm going. I'm *already* ready. (Abe 120,133)

29. You were *already* at home when Daddy was home. (Abe 127,104)

30. I'm *already* here. (Abe 92,126)

Table 2 provides information on various types of *already*. Its purpose is to show the dominance of verb-modifier *already* over sentence-modifier *already*.

Table 2. Various Types of *Already* from Adam and Abe Corpora

Types of ALREADY	Adam	Adult	Abe	Adult
A. Sentential				
1. Sentence final	4	13	11	2
B. Verb-modifier				
2. Subj + Already + MV	8	7	77	39
3. Aux + Already + MV	3	6	6	15
4. V + Already + Adj,Loc	3	5	18	10
C. 5.Unclear	1	0	0	0
Sub-Total	19	31	112	66
TOTAL	50		178	

The first *already* shows up in Adam's speech rather early, when he is two years and three months old, although it is only a partial imitation of his mother's speech.

31. Mother: did you write it *already?*
    Adam : Yep, write *already*...(2,228)

It is not until he is almost three years old does he seem to have good command of this word.

32. Mother: poor Ursula. what will she do for a pencil if you break it?
    Adam: she *already* have one. (19,298)

Abe's first *already* appears when he is 2 years and a half in age.

33. Mother: let me wipe your bottom off.
    Abe: I *already* did I *already* did. Mom. (12,34)

Unlike Adam's early instances, Abe seems to be able to use this word quite well, He doesn't imitate adults' utterance and is able to use this word appropriately.

Among the verb-modifier *already*s, by far the largest group is the type that has the construction "*already* + main verb" withut other auxiliary verb. Of the total 19 instances containing *already* from Adam, 8 out of the 14 verb-modifier *already*s belong to this type. With the Abe data, the statistics are even more striking. In the total of 112 instances containing this word, 77 out of the 101

verb-modifier *already*s belong to this type. Such characteristic closeness to the main verb shows that *already* is essentially a verb modifier. In children's early usage of the word, with the Abe data, it is quite clear that such usage echoes adults' influence. However, with the Adam data, there seems to be some discrepancies, i.e., the adults use more sentential *already,* especially at sentence-final position in interrogative utterances, yet Adam produces more verb-modifier *already* which immediately precedes the main verb.

It may also be interesting to note that *already* frequently occurs with past tense verb but not with the perfect. In the data, there is no example of *already* in the perfect sentence from either Adam or Abe. There are only 2 and 9 instances respetively from other people in Adam and Abe corpora.

3.3 *Yet* from Adam and Abe

In Adam corpus, there are a total of 69 utterances containing *yet,* 19 from Adam and 50 from adults. In Abe corpus, there are altogether 125 instances of *yet,* 54 from Abe and 71 from adults. These *yet*s fall into two types: type A *yet* is used affirmatively in negative statements and type B *yet* in the interrogative utterances.

The negative *yet* may follow immediately the negative adverb *not* to form a formulaic expression *not yet,* which often stands alone by itself as a comment to the previous utterance.

34. Father: Yeah, here, put on your sunglasses and I'll take your picture.
    Abe: ok. *not yet.* don't take a picture now. (Abe 64, 172)

The negative *yet* occurs more frequently with a discontinuous negative as in *not...yet* or with a discontinuous negative contracted to an auxiliary verb as in *Aux.n't...yet.*

35. The man's *not* home *yet.* (Adam 30, 1350)

36. This *don't* have a hole in it *yet.* (Abe 75,287)

Almost all the *yet*s in the negative context show up in affirmative sentences. By contrast, almost all the *yet*s without a preceding negative appear in questions.[16] With Abe, there is a very neat pattern of the *yet*s wihtout a preceding negative, all occurred in questions. The following is one of such examples:

37. Daddy, have you found my cowboy hat *yet?* (Abe 175,24)

Another remark on *yet* is that no matter in negative or interrogative

context, *yet* always occupies a sentence-final position. Table 3 provides information on the various types of *yet*. Its main point is to show the dominance of the negative *yet*, which invariably ends a sentence.

Table 3. Various Types of *Yet* from Adam and Abe Corpora

Types of YET	Adam	Adult	Abe	Adult
A. YET in Negatives				
1. not yet	4	12	9	18
2. not...yet	6	10	19	13
3. Aux.n't...yet	3	26	15	35
B. 4. YET in Questions	1[17]	2	11	5
C. 5. Unclear	5[18]	0	0	0
Sub-Total	19	50	54	71
TOTAL	69		125	

The first instances of *yet* in Adam's speech show up when he is 2 years and 7 months old.

38. Adam: What bout puzzle *yet*. play puzzle. puzzle *yet*. and puzzle and [...] come. puzzle. some puzzle *yet* some puzzle *yet*. thank you. Mommy. thank you. <gets puzzle and puts it on table> (10, 1238–9)

Mother: Where did all the pieces go ? you can see the table. Adam.

Strickly speaking, this example belongs to neither type A (in negative context) nor type B (in interrogative context) *yet*. Since it is hard to tell just exactly what Adam means with this "puzzle *yet*", it may be better regarded as an unclear example, with which it is not sure whether Adam has mastered this word by that time.

Adam's next utterance containing *yet* is seen in the following:

39. Adam: no. they not to eat. why they not to cook?

Mother: they are to cook. but they are *not* cooked *yet*.

Adam: why they cook *yet*? (22,551)

Ursula: you have to boil them on the stove.

If we only look at the utterance "why they cook *yet*?" alone, it is tempting to classify this instance of *yet* as belonging to the type B *yet*. However, with a larger context in which the child's mother's utterance is included before the

child's target utterance, it is very likely that what Adam wants to say was "why they are *not* cooked *yet?*" Nevertheless, his actual utterance is only a partial imitation of his mother's "they are *not* cooked *yet,*" placed in his intended question context. From a strictly syntactic point of view, the *yet* in this utterance may be classified as a type B *yet*. However, if the semantic content of this utterance is taken into consideration (notice Mother's and Ursula's utterances immediately before and after Adam's utterance), it seems to be better regarded as a type A *yet*. Therefore, this instance shows a clear gap between the child's linguistic competence and his linguistic performance. The third instance recorded from Adam shows an appropriate, independent usage of the word *yet*.

40. Mother: I don't know. you don't seem to remember. Paul. what did you see?
    Adam: I saw[...] Mommy[...] why I going in front of it and. the man's *not* home *yet*. there they go. they backing up. to burn another school down. (30,1250)

By now, Adam is three years and five months old.

With Abe, the picture of the acquisition of this word is much cleaner. His first *yet* appears when he is 2 years and 7 months in age.

41. Abe: oh. turn it off! oh it's hot.
    Father: uhhuh, the cake's hot.
    Abe: the icing ready?
    Father: no. *not yet*. (26,25)
    Abe: *not yet*. you put it on the cake? (26,26)
    Father: uhhuh, as soon as it gets ready.
    Abe: it's ready now?
    Father: no. *not yet*. it's still too thin. (26, 26)
    Abe: oh. it's still too thin, that's not mine. that's Karen's.
    Karen: that 's mine.

Although in line 26, Abe's *not yet* looks like an imitation of his father's *not yet,* judging from the fluent flow of the conversation, it is more likely the case that Abe knows very well how to use the word *yet* because there is nothing at all unusual or unnatural about his *not yet* in the episode of preparing icing for the cake. After all, it is not uncommon that many adults, in their everyday casual or intimate conversation, also speak in a similar simplified and shortened

manner. Abe's next *yet* shows up two months later, when he is 2;9.

42. Mother: I cut it with a knife.
Abe: oh. no. they're *not* ready *yet*. they're not ready.
Mom. they're *not* ready *yet*. (35,78)
<looks in oven>
Mother: ok. shut the oven door.
Abe: ok. Mom. I wanna wash my hands. I wanna wash my hands.

With thes two earliest examples from the data, it is rather clear that once Abe starts to use *yet,* he can use the word appropriately in the negative context, first in the formula *not yet,* and then with other word element inserted between *not* and *yet.*

In "Already and Yet: a Suppletive Set of Aspect-Markers?" (1969), Traugott and Waterhouse argued that *already* and *yet* form a suppletion set of aspect-markers because they seem to have close connexions with perfect aspect (with certain limitations not shared by other suppletives). However, the data from Adam and Abe corpora show that while *yet* is sometimes considered to pair with *already,* the children's speech shows that it differs from *already* in at least two ways. The first, *already* is rather free with the position it can occupy, *yet* is quite fixed. The second, *already* does not occur with the perfect, *yet* occurs more with the perfect. In fact, with the data examined, both Adam and Abe produce no instance of *already* in any utterance that has the "aux.have...main verb" construction. And even with other people in these two corpora, there are only 2 instances from the Adam corpus and 9 from Abe corpus. As to the *yet* that occurs in "haven't...*yet*" construction, there are 7 instances found in Adam corpus, 6 from adults and 1 from the child; there are 22 instances found in Abe corpus, 17 from adults and 5 from the child.

4. Summary And Conclusion

With regard to adverbial *first,* both children produce more sentential *first* than verb-modifier *first.* In the case of *already,* no matter as sentence-modifier or verb-modifier, its usage is a strraightforward adverbial one. In the case of *yet,* whether it appears in the negative or interrogative context, since it always occurs at the end of the sentence, it seems that *yet* is only used as a sentential adverb.

4.1 Earliest Appearance and Earliest Appropriate Usage

On average, the earliest utterance of the temporal terms *first, already,* and *yet* in Adam and Abe's speech are found when they are around the age of 2 years and a half. However, between the earliest appearance and the earliest appropriate usage of these temporal terms, there is a considerable individual difference between Adam and Abe. Abe's earliest usage of *first, already,* and *yet* also marks his earliest proper usage of these terms. For Adam, there is a 4-month to 10-month delay. Table 4 shows the age and source for the earliest appearance of and the earliest properly used *first, already,* and *yet* by Adam and Abe.

Table 4. Age (in years and months) and Source (in file number and line number) for (1) the Earliest Instance of *First, Already,* and *Yet,* and (2) Earliest Properly Used *First, Already* and *Yet*

		Adam		Abe	
		Age	Source	Age	Source
FIRST	1	2;5	5,127	2;5	8,197
	2	2;9	13,1818	2;5	8,197
ALREADY	1	2;3	2,228	2;6	12,34
	2	2;12	19,298	2;6	12,34
YET	1	2;7	10,1238-9	2;7	26,26
	2	3;5	30,1250	2;7	26,26

French and Nelson (1981), through children's familiar activities, found that at least at their third birthday, children already master a variety of ways of using temporal adverbs. Eisenberg (1981) reported that, of the six children studied on the acquisition of *already* and *yet,* the age of first use of *already* ranges from 2;6 to 3;1 and that of *yet* ranges from 2;7 to 3;4. The data from Adam and Abe on the age for the mastery of the three temporal adverbs parallel their findings. Furthermore, the data from the two children indicate that not only can they master a variety of usages for each temporal adverb, but that their usage of these terms reflects rather closely the usage of the people (mostly adults) around them.

de Villiers & de Villiers (1979) pointed out that young children begin to

combine words usually at the age of eighteen months to two years. Within one year (before they are three), they have incorporated the rules for adverbs, no matter how obscured these rules are to linguists, into their developing grammar. With the addition of adverbs such as temporal terms, children's language becomes richer and a lot more sophisticated. Early language acquisition reflects a rapidly growing human mind.

4.2 Continuous *Not Yet* and Discontinuous *Not (n't)...Yet*

First, already, and *yet* can be found in affirmative, interrogative, and negative utterances, indicating children's mastery of temporal adverbs. Among a variety of usages for these three terms, *yet* notably occurs in a more complicated structure, i.e., the discontinuous structure of *not(n't)...yet. Oxford English Dictionary* points out that adverbial *yet* occurs most frequently with a negative preceding. Such claim is strongly supported by the statistics from both children's utterances containing *yet.* This suggests the importance of the environment in the development of child language because children seem to acquire first whatever they hear the most frequently from others around them.

Slobin (1973, 1981) and MacWhinney (1978) have suggested that discontinuity is difficult for a child to deal with. Their evidence comes from examples include the French negative "ne...pas", theArabic negative /ma-...-s/, the English "be...ing", and Russian and Hungarian case marking involving both prepositions and case suffixes. Children seem to handle them by first producing only the second of the two elements in question.

Peters (1985), however, noted that while there may be justification for Slobin's (1973, p. 199) "Avoid interruption...of linguistic units" or MacWhinney's (1978, p. 11) "the child avoids acquisition of discontinuous morphemes" at the morphological level, the cases they provide "involve discontinuous MORPHEMES, where the two pieces are at once semantically and functionally related. These relationships do not necessarily hold for discontinuous FRAMES."[19] By "frame," Peters refers to a higher level of the structural pattern, particularly in "constraints on the order of constituents (syntax) and the separation of constant items from grammatical functions (morphology)".[20] To her, the term "frame" is a linguistic shorthand for clusters of properties, chunks of speech that have certain properties (of occurrence and combination) than others, that the child could gradually come to know about.

Both Adam and Abe seem to have little problem with either continuous *not yet* or discontinuous *not (n't)...yet.* Besides, the available data show that there seems to be no preference for the continuous *not yet.* As a matter of fact, both children produce many more discontinuous *not (n't)...yets.* Although Abe's first *yet* is a continous one (*not yet* in file 26, line 26, discussed in 3.3), the following *yets* from him are properly constructed discontinuous ones. Furthermore, except for the "puzzle *yet*" examples from Adam, both Adam and Abe produce no utterance such as "I *not* finish *not yet*" or "I *don't* go to bed *not yet.*"[21] This suggests that for children between 2;7 (Abe's first properly used *yet* in "they are *not* ready *yet*")and 3;6 (Adam's first properly used *yet* in "the man's *not* home *yet*"), not only have the discontinuous morphemes *not (n't)* and *yet* been acquired, but also the difference between the same word in continuous or discontinuous construction has been distinguished.

The fact that there are more instances of discontinuous *not (n't)...yet* than continuous *not yet,* found in both Adam (10 : 4) and Abe (34 : 9), supports Peters' claim that "discontinuous frames do not need to be avoided altogether."[22]

4.3 Syntactic and Semantic Saliency of Temporal Adverbs

Among the three temporal terms examined, data from the English-speaking children indicate that *first* shows up the earliest, is the earliest mastered, and is the more commonly used term than *already* and *yet.* Table 5 shows the total number of *first, already,* and *yet* from Adam and Abe.

Table 5. Total Number of *First, Already,* and *Yet* from Adam and Abe

	Adam	Abe	Total
FIRST	55	117	172
ALREADY	19	111	130
YET	19	54	73

Already is typically used as a verb-modifier that immediately precedes the main verb, and *yet* predominantly at sentence-final in negative sentences. Opposite to *first, yet* emerges the latest, is the last to be mastered and is the

least used among these three temporal terms (see Tables 4 & 5). Why, then, is the consistent earlier appearance of *first* and the consistent later appearance of *yet?*

A close examination at the statistics (see Table 1) of various types of *first* shows that sentence-final *first* is the most frequently used in both Adam and Abe corpora, for each individual. It seems that, although an adverb may be quite free in the position it may take within a sentence, it tends to occur at a salient position, e.g., the end of a sentence. The overwhelming majority of the sentence-final *first* in adults' speech is another evidence, which is likely to have exerted influence on both children's speech. In Adam corpus, 77% (75 instances of sentence-final *first* out of a total of 97 instances of *first*) of adults' *first* and 75% (41 out of 55 instances) of the child's *first* belong to the sentence-final *first;* in Abe corpus, 78% (92 out of 118 instances) of adults' *first* and 59% (69 out of 117 instances) of the child's *first* also belong to the same type. The statistics suggest that children's usage of these temporal adverbials reflects the usage of the adults around them. The statistics also suggest that, syntactically speaking, the more salient an adverb's position is, the earlier the appearance and the higher the frequency of the application of the adverb would be in child language.

However, this principle would have some difficulty to explain the late appearance, the late mastery (especially with Adam), and the lower frequency of the temporal adverb *yet,* especially when *yet* invariably occurs at the sentence-final position. Could it be that *first* is perceptually more salient to the child's ear in some other way?

Based on Clark's semantic feature hypothesis (1973), Haviland and Clark (1974) found that, for the 15 kinship terms they tested on children between the ages 3 and 8, semantic complexity of the terms decided the order of the acquisition of these terms, regardless of whether the children had experience with the particular relationship. Terms that were semantically least complex were learned earliest. The least complex terms have only one relational semantic feature; *father,* for example, is a [parent] who is a male. The most complex terms have many more relational features; *uncle,* for instance, is specified through many more relational steps.

In discussing the principles of semantic development, Kuczaj (1982, pp. 108-9) argued that "some semantic relations are easier to acquire than others"

and that "the semantic relation of directional opposition, in the antipodal sense," is the least difficult to acquire. For words that denote temporal sequence, it is conceivable that those that specify the beginning and the end points, in the antipodal sense, are important ones; because the beginning and the end points are of the two most salient positions, while other points (such as those marked by *already* and *yet*) are located at various positions to denote various time relations along the continuum between the first and the last. Between the two salient positions, the starting point might be more important than the end point; for we often see arguments arranged in the order *first(ly)*, *second(ly)*, *third(ly)*, while *last(ly)* may not be mentioned; and children are often heard to say *first...(and) then...(and) then,* while *last* or *finally* are often neglected. Therefore, if there is any semantic feature needed to specify such temporal ordering, the one that indicates firstness (possible candidates such as [first] or [number 1]) would be an indispensible one.

In principle, temporal term *first* should be the least complex in terms of its semantic component, since only one relational semantic feature would suffice to separate it from all other temporal terms for sequence. Since semantically the least complex terms are learned the earliest, it is, therefore, no wonder that *first* is the earliest acquired and also the most frequently used among the three temporal terms by both English-speaking children.

On the other hand, although *yet* also occupies a syntactically salient position, its semantic content is much less clearer, especially when compared with that of *first*. The understanding of the time point it denotes is in relation to the time of another action or event specified in a larger context. Therefore, it may be much less precise for children to grasp its semantic content.

The conclusion, then, is that while syntactic saliency factor contributes much to our understanding of the development of child language, semantic saliency factor is a no less important one. It is, therefore, the combined saliency factors of the syntax and semantics of the temporal term *first* that decide its being acquired the earliest and used the most frequently.

Notes

1. I am grateful to Dr. Roger Brown of Harvard University and Dr. Stanley A. Kuczaj II of Southern Methodist University for the written permission to analyze the transcripts of Adam and Abe's language development.
2. The first major revolution took place in the late 1950s when tape recorder was utilized

to collect spontaneous language from children in the family setting. The second, the one mentioned here, is made possible by the proliferation of personal computers and microcomputer software.

3. In his "From the Garden of Eden to the Tower of Babel," Dan Slobin, Professor of psycholinguistics at UC Berkeley and a former graduate student of Roger Brown, made the following comment:

> As an aside, let me mention that Roger certainly did not create "an immense archive that no one would ever use". (to use Brown's own words, *A First Language,* p. 53) I can't think of any researcher who has been so generous with his data, and I've lost track of the dissertations and papers that have explored various aspects of the speech of these three children and their parents. (See Kessel, ed., 1988, p.10.)

4. There were only 209 files transferred from the Center of CHILDES in Pittsburgh. File 048 was missing due to unknown reasons.
5. Kuczaj's son.
6. Or sometimes the father and others such as Brown's graduate students, who were also the research assistants who had helped creating this database.
7. This was done with computer software that allowed one to do the search job. For this study, the UNIX, an operating system which is a trademark of Bell Laboratories, now AT&T, was used.
8. If the nature of an investigation for a certain usage concerns the semanic or pragmatic function, the context needed could be larger. Nevertheless, it may be handled by more versatile programs such as Textscan. With Textscan, the context can be as large as 25 lines, 12 lines before and after the line containg the target pattern. Textscan was written by Martin Lampert, when he was a graduate student at the Institute of Cognitive Science at Berkeley.
9. Dependent tiers are those additional tiers placed immediately below the text tier. They can be coded in relation to the main text line. They provide information such as speech acts, morphemic semantics, intonation, explanation, etc., in the forms beginning with % spa, %mor, %int, and %exp.
10. See Huang's (1975) classification in section 3.
11. Somethimes a line may contain more than one *first,* e.g., Abe's "*first.* last. second. *first.* last. second. *first.* last. and second." (File 165, line 82)
12. *Frist* is sometimes used as an adjectival determiner, e.g., "The *first* clock in England was made about 1288." (OED example) Like other determiners, it precedes the noun it modifies and follows other determiners such as *the* and *your,* e.g., "Is this your *first* visit to Los Angeles?" It can also functions as a noun or pronoun, referring to the person or thing before all the others, e.g., "Whoever is (the) *first* to finish will get a prize."
13. *Yet* may also be a conjunction, introducing an additional fact or circumstance which is adverse to, or the contrary of what would naturally be expected from, that just mentioned (= nevertheless, but, etc.), e.g., "The style of Bede, if not elegant Latin, is *yet* correct, sufficiently classical." (OED example) "She's a funny girl, *yet* you can't help liking her."
14. The Determiner *first* "refers to the *firsts*" that are used as adjectives rather than adverbs. For examples, "Now the *first* thing we have to do put this in" (Adam 41, 637-8), and "Are you trying to be the *first* one done?" (Abe 194, 150)
15. Among them, 3 instances are from utterances containing the word *first* only.
16. Two seemingly type B *yet*s from Adam pose some problems. And they will be discussed later in this section.
17. To be discussed later in this section.
18. To be discussed later in this section.

19. Peters, 1985, p. 1047.
20. *Ibid.*, p. 1042.
21. These two examples are found in Laura's speech, one of the six subjects studied by Eisenberg (1981), who reported that Laura "continued using *not yet* this way until 3;3 and only at 3;8 did her utterances with *not yet* all resemble standard adult usage."
22. Peters, *op. cit.*, p. 1047.

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Appendix I

Part 1. Relevant data for the file number, the date of recording, and the age of Adam in Adam corpus

File	Date of recording	Age of Adam*
adam01.	8-OCT-1962	2 ; 3
adam02.	22-OCT-1962	2 ; 3
adam03.	7-NOV-1962	2 ; 4
adam04.	19-NOV-1962	2 ; 4
adam05.	3-DEC-1962	2 ; 5
adam06.	17-DEC-1962	2 ; 5
adam07.	7-JAN-1963	2 ; 6
adam08.	21-JAN-1963	2 ; 6
adam09.	4-FEB-1963	2 ; 7
adam10.	18-FEB-1963	2 ; 7
adam11.	4-MAR-1963	2 ; 8
adam12.	20-MAR-1963	2 ; 8
adam13.	8-APR-1963	2 ; 9
adam14.	22-APR-1963	2 ; 9
adam15.	6-MAY-1963	2 ;10
adam16.	20-MAY-1963	2 ;10
adam17.	3-JUN-1963	2 ;11
adam18.	17-JUN-1963	2 ;11
adam19.	1-JUL-1963	2 ;12
adam20.	15-JUL-1963	3 ; 0
adam21.	29-JUL-1963	3 ; 1
adam22.	13-AUG-1963	3 ; 1
adam23.	30-AUG-1963	3 ; 2
adam24.	13-SEP-1963	3 ; 2
adam25.	25-SEP-1963	3 ; 3
adam26.	8-OCT-1963	3 ; 3
adam27.	22-OCT-1963	3 ; 3
adam28.	51-NOV-1963	3 ; 4
adam29.	22-NOV-1963	3 ; 4
adam30.	4-DEC-1963	3 ; 5
adam31.	19-DEC-1963	3 ; 5
adam32.	13-JAN-1964	3 ; 6
adam33.	21-JAN-1964	3 ; 6
adam34.	11-FEB-1964	3 ; 7
adam35.	4-MAR-1964	3 ; 8
adam36.	18-MAR-1964	3 ; 8
adam37.	30-MAR-1964	3 ; 9

Part 1. (Continued.)

File	Date of recording	Age of Adam*
adam38.	28-APR-1964	3 ; 9
adam39.	21-MAY-1964	3 ;10
adam40.	4-JUN-1964	3 ;11
adam41.	18-JUN-1964	3 ;11
adam42.	23-JUL-1964	4 ; 0
adam43.	13-AUG-1964	4 ; 1
adam44.	21-SEP-1964	4 ; 2
adam45.	13-OCT-1964	4 ; 3
adam46.	4-NOV-1964	4 ; 4
adam47.	17-NOV-1964	4 ; 4
adam48.	15-JAN-1964	4 ; 5
adam49.	28-JAN-1965	4 ; 7
adam50.	28-FEB-1965	4 ; 7
adam51.	4-MAR-1965	4 ; 8
adam52.	2-SEP-1965	5 ; 2
adam53.	16-APR-1965	5 ; 9
adam54.	6-MAY-1965	4 ;10
adam55.	27-MAY-1965	4 ;11

*The notation 2;3 means an estimation of 2 years and 3 months. The ages are calculated on the assumption that Adam turned 2;3 on the day of his first sample, as from R. Brown, "A First Language, the Early Stages", Harvard Univ. (1973). For convenience, the exact day of the first transcript was taken and the age in months was then computed by making 1 month = 365.25/12 days. The ages are hence subjected to a +/— 1 month deviation. The calculations were done by Steve Pinker who sent the ages to the Center in Pittsburgh on March 1, 1985.

Part 2. Relevant data for the file number the date of recording, and the age of Abe in Abe corpus

File	Date of recording	Age of Abe*
abe001.	8-MAY-1973.	2-4-24.
abe002.	14-MAY-1973.	2-5- 0.
abe003.	21-MAY-1973.	2-5- 7.
abe004.	24-MAY-1973.	2-5-10.
abe005.	28-MAY-1973.	2-5-14.
abe006.	30-MAY-1973.	2-5-16.
abe007.	3-JUN-1973.	2-5-20.
abe008.	5-JUN-1973.	2-5-22.
abe009.	6-JUN-1973.	2-5-23.
abe010.	9-JUN-1973.	2-5-26.
abe011.	12-JUN-1973.	2-5-29.
abe012.	18-JUN-1973.	2-6- 4.
abe013.	20-JUN-1973.	2-6- 6.
abe014.	24-JUN-1973.	2-6-10.
abe015.	26-JUN-1973.	2-6-14.
abe016.	28-JUN-1973.	2-6-14.
abe017.	unclear	between 2-6-14 and 2-6-18.
abe018.	1-JUL-1973.	2-6-18.

Part 2. (Continued.)

File	Date of recording	Age of Abe*
abe019.	14-JUL-1973.	2- 7- 0.
abe020.	18-JUL-1973.	2- 7- 4.
abe021.	21-JUL-1973.	2- 7- 7.
abe022.	25-JUL-1973.	2- 7-11.
abe023.	28-JUL-1973.	2- 7-14.
abe024.	29-JUL-1973.	2- 7-15.
abe025.	1-AUG-1973.	2- 7-18.
abe026.	9-AUG-1973.	2- 7-26.
abe027.	15-AUG-1973.	2- 8- 1.
abe028.	20-AUG-1973.	2- 8- 6.
abe029.	22-AUG-1973.	2- 8- 8.
abe030.	28-AUG-1973.	2- 8-14.
abe031.	1-SEP-1973.	2- 8-18.
abe032.	5-SEP-1973.	2- 8-22.
abe033.	8-SEP-1973.	2- 8-25.
abe034.	12-SEP-1973.	2- 8-29.
abe035.	15-SEP-1973.	2- 9- 1.
abe036.	19-SEP-1973.	2- 9- 5.
abe037.	22-SEP-1973.	2- 9- 8.
abe038.	25-SEP-1973.	2- 9-11.
abe039.	30-SEP-1973.	2- 9-16.
abe040.	3-OCT-1973.	2- 9-19.
abe041.	6-OCT-1973.	2- 9-23.
abe042.	10-OCT-1973.	2- 9-27.
abe043.	13-OCT-1973.	2- 9-30.
abe044.	17-OCT-1973.	2-10- 3.
abe045.	20-OCT-1973.	2-10- 6.
abe046.	21-OCT-1973.	2-10- 7.
	24-OCT-1973.	2-10-10.
abe047.	26-OCT-1973.	2-10-12.
abe049.	3-NOV-1973.	2-10-20.
abe050.	5-NOV-1973.	2-10-22.
	6-NOV-1973.	2-10-23.
abe051.	10-NOV-1973.	2-10-27.
abe052.	13-NOV-1973.	2-11-30.
abe053.	16-NOV-1973.	2-11- 2.
abe054.	20-NOV-1973.	2-11- 6.
abe055.	24-NOV-1973.	2-11-10.
abe056.	27-NOV-1973.	2-11-13.
abe057.	1-DEC-1973.	2-11-18.
abe058.	4-DEC-1973.	2-11-21.
abe059.	8-DEC-1973.	2-11-25.
abe060.	13-DEC-1973.	2-11-30.
abe061.	21-DEC-1973.	3- 0- 7.
abe062.	30-DEC-1973.	3- 0-16.
abe063.	8-JAN-1974.	3- 0-25.
abe064.	12-JAN-1974.	3- 0-29.
abe065.	15-JAN-1974.	3- 1- 1.
abe066.	19-JAN-1974.	3- 1- 5.

Part 2. (Continued.)

File	Date of recording	Age of Abe*
abe067.	22-JAN-1974.	3-1- 8.
abe068.	25-JAN-1974.	3-1-11.
abe069.	29-JAN-1974.	3-1-15.
abe070.	1-FEB-1974.	3-1-18.
abe071.	5-FEB-1974.	3-1-22.
abe072.	9-FEB-1974.	3-1-26.
abe073.	11-FEB-1974.	3-1-28.
abe074.	15-FEB-1974.	3-2- 1.
abe075.	19-FEB-1974.	3-2- 5.
abe076.	21-FEB-1974.	3-2- 7.
abe077.	23-FEB-1974.	3-2- 9.
abe078.	1-MAR-1974.	3-2-18.
abe079.	4-MAR-1974.	3-2-21.
abe080.	9-MAR-1974.	3-2-26.
abe081.	12-MAR-1974.	3-2-29.
abe082.	15-MAR-1974.	3-3- 1.
abe083.	18-MAR-1974.	3-3- 4.
abe084.	22-MAR-1974.	3-3- 8.
abe085.	25-MAR-1974.	3-3-11.
abe086.	29-MAR-1974.	3-3-15.
abe087.	1-APR-1974.	3-3-18.
abe088.	8-APR-1974.	3-3-25.
abe089.	11-APR-1974.	3-3-28.
abe090.	15-APR-1974.	3-4- 1.
abe091.	18-APR-1974.	3-4- 4.
abe092.	22-APR-1974.	3-4- 8.
abe093.	26-APR-1974.	3-4-12.
abe094.	29-APR-1974.	3-4-15.
abe095.	2-MAY-1974.	3-4-19.
abe096.	unclear	between 3-4-19 and 3-4-26.
abe097.	9-MAY-1974.	3-4-26.
abe098.	13-MAY-1974.	3-4-30.
abe099.	17-MAY-1974.	3-5- 3.
abe100.	20-MAY-1974.	3-5- 6.
abe101.	27-MAY-1974.	3-5-13.
abe102.	31-MAY-1974.	3-5-17.
abe103.	6-JUN-1974.	3-5-23.
abe104.	7-JUN-1974.	3-5-24.
abe105.	8-JUN-1974.	3-5-25.
abe106.	13-JUN-1974.	3-5-29.
	17-JUN-1974.	3-6- 3.
abe107.	18-JUN-1974.	3-6- 4.
abe108.	24-JUN-1974.	3-6-10.
abe109.	27-JUL-1974.	3-6-13.
abe110.	1-JUL-1974.	3-6-16.
abe111.	4-JUL-1974.	3-6-19.
abe112.	7-JUL-1974.	3-6-22.
abe113.	11-JUL-1974.	3-6-26.
abe114.	14-JUL-1974.	3-6-29.

Part 2. (Continued.)

File	Date of recording	Age of Abe*
abe115.	19-JUL-1974.	3- 7- 4.
abe116.	20-JUL-1974.	3- 7- 5.
abe117.	30-JUL-1974.	3- 7-15.
abe118.	6-AUG-1974.	3- 7-21.
abe119.	7-AUG-1974.	3- 7-22.
abe120.	13-AUG-1974.	3- 7-28.
abe121.	16-AUG-1974.	3- 8- 1.
abe122.	20-AUG-1974.	3- 8- 5.
abe123.	23-AUG-1974.	3- 8- 8.
abe124.	26-AUG-1974.	3- 8-11.
abe125.	31-AUG-1974.	3- 8-16.
abe126.	2-SEP-1974.	3- 8-17.
abe127.	6-SEP-1974.	3- 8-21.
abe128.	8-SEP-1974.	3- 8-23.
abe129.	13-SEP-1974.	3- 8-28.
abe130.	15-SEP-1974.	3- 9- 0.
abe131.	20-SEP-1974.	3- 9- 5.
abe132.	21-SEP-1974.	3- 9- 6.
abe133.	27-SEP-1974.	3- 9-12.
abe134.	29-SEP-1974.	3- 9-14.
abe135.	4-OCT-1974.	3- 9-19.
abe136.	7-OCT-1974.	3- 9-23.
abe137.	10-OCT-1974.	3- 9-25.
abe138.	12-OCT-1974.	3- 9-27.
abe139.	18-OCT-1974.	3-10- 3.
abe140.	22-OCT-1974.	3-10- 7.
abe141.	24-OCT-1974.	3-10- 9.
abe142.	28-OCT-1974.	3-10-14.
abe143.	30-OCT-1974.	3-10-15.
abe144.	3-NOV-1974.	3-10-18.
abe145.	10-NOV-1974.	3-10-25.
abe146.	15-NOV-1974.	3-11- 0.
	17-NOV-1974.	3-11- 2.
abe147.	17-NOV-1974.	3-11- 2.
abe148.	21-NOV-1974.	3-11- 6.
abe149.	26-NOV-1974.	3-11-11.
abe150.	27-NOV-1974.	3-11-12.
abe151.	1-DEC-1974.	3-11-16.
abe152.	10-DEC-1974.	3-11-25.
abe153.	18-DEC-1974.	4- 0- 3.
abe154.	30-DEC-1974.	4- 0-15.
abe155.	1-JAN-1975.	4- 0-16.
abe156.	10-JAN-1975.	4- 0-25.
abe157.	15-JAN-1975.	4- 1- 0.
abe158.	20-JAN-1975.	4- 1- 5.
abe159.	24-JAN-1975.	4- 1- 9.
abe160.	30-JAN-1975.	4- 1-15.
abe161.	5-FEB-1975.	4- 1-20.
abe162.	9-FEB-1975.	4- 1-24.

Part 2. (Continued.)

File	Date of recording	Age of Abe*
abe163.	14-F E B-1975.	4- 1-29.
abe164.	17-F E B-1975.	
abe165.	24-F E B-1975.	4- 2- 9.
abe166.	28-F E B-1975.	4- 2-13.
abe167.	4-M A R-1975.	4- 2-19.
abe168.	16-M A R-1975.	4- 2-24.
abe169.	16-M A R-1975.	4- 3- 1.
abe170.	22-M A R-1975.	4- 3- 7.
abe171.	26-M A R-1975.	4- 3-11.
abe172.	30-M A R-1975.	4- 3-15.
abe173.	6-M A R-1975.	4- 3-21.
abe174.	16-A P R-1975.	4- 4- 1.
abe175.	19-A P R-1975.	4- 4- 4.
abe176.	6-M A R-1975.	4- 4-21.
abe177.	18-M A R-1975.	4- 5- 3.
abe178.	29-M A R-1975.	4- 5-14.
abe179.	5- J U N-1975.	4- 5-20.
abe180.	13- J U N-1975.	4- 5-28.
abe181.	16- J U N-1975.	4- 6- 1.
abe182.	20- J U N-1975.	4- 6- 5.
abe183.	27- J U N-1975.	4- 6-12.
abe184.	29- J U N-1975.	4- 6-14.
abe185.	4- J U L-1975.	4- 6-19.
abe186.	12- J U L-1975.	4- 6-27.
abe187.	18- J U L-1975.	4- 7- 3.
abe188.	20- J U L-1975.	4- 7- 5.
abe189.	26- J U L-1975.	4- 7-11.
abe190.	15-A U G-1975.	4- 8- 0.
abe191.	17-A U G-1975.	4- 8- 2.
abe192.	22-A U G-1975.	4- 8- 7.
abe193.	29-A U G-1975.	4- 8-14.
abe194.	5-S E P-1975.	4- 8-20.
abe195.	12-S E P-1975.	4- 8-27.
abe196.	15-S E P-1975.	4- 9- 0.
abe197.	27-S E P-1975.	4- 9-12.
abe198.	4-O C T-1975.	4- 9-19.
abe199.	9-O C T-1975.	4- 9-24.
abe200.	16-O C T-1975.	4-10- 1.
abe201.	24-O C T-1975.	4-10- 9.
abe202.	30-O C T-1975.	4-10-15
abe203.	7-N O V-1975.	4-10-22.
abe204.	14-N O V-1975.	4-10-29.
abe205.	20-N O V-1975.	4-11- 5.
abe206.	28-N O V-1975.	4-11-13.
abe207.	6-D E C-1975.	4-11-21.
abe208.	12-D E C-1975.	4-11-27.
abe209.	19-D E C-1975.	5- 0- 4.
abe210.	26-D E C-1975.	5- 0-11.

* Age of Abe in the pattern of year-month-day.

Appendix II

Part 1. Coding system

The codes employed in Adam and Abe files for the Children's usages of *first, already,* and *yet* are with 8-character strings. For example, a002aa01 represents "in adam002 file, adam's use of *already* is that of the first kind, i.e., sentence-final *already*". The eight characters are specified into five fields. The relevant values for each field are listed below and are employed in Part 2. It is noticed that there are 55 Adam files and 209 Abe files. There are 6 types of *first,* 5 types of *already,* and 5 types of *yet.*

Character number in codes:

1	2-4	5	6	7-8
Database	File No	Speaker	Temporal Adverb	Usage
A:adam	001-055	A:Adam	f:first	01-06
W:abe *	001-210 *	W:Abe *	a:already	01-05
			y:yet	01-05

* The abe048 is not available in the database for unknown reasons. The Abe files were originally named as Walter files, from which the coding "w" is derived.

Part 2. Adam and Abe's utterances containing *first, already,* and *yet*

The first column is coding as detailed in Appendix II, Part 1. The following columns are line number, speaker, and text, respectively, as internally used in the Adam and Abe files.

A005af01 127 *ADA: down first.
A008af01 414 *ADA: what dat/that@e boot [……] go in first.
A013af01 818 *ADA: say [#] read dat/that@e first.
A015af01 687 *ADA: let write dat/that@e first [?]
A018af01 450 *ADA: tie a string [?] first.
A030af01 234 *ADA: dis/this@e first.
A030af01 767 *ADA: you do dis/this@e first
A030af01 852 *ADA: you put one out dere/there@e first.
A030af01 974 *ADA: dis/this@e go out first.
A034af01 51 *ADA: it cook first.
A035af01 312 *ADA: what goes first?
A035af01 1000 *ADA: I gon@a knock it in first. and cut it first.
A037af01 1106 *ADA: no [#] mine|s@n goes dere/there@e first.
A037af01 1163 *ADA: can I learn the cards first?
A037af01 1165 *ADA: the cards first.
A039af01 708 *ADA: you untie it first.
A040af01 648 *ADA: dese/these@e out first.
A041af01 224 *ADA: let's do dis/this@e first [#] Mom. let's do dis/this@e first.
A041af01 225 *ADA: let's do dis/this@e first.
A042af01 357 *ADA: I gonna@a put de/the @e big things in first.
A042af01 658 *ADA: I have to paint dem/them@e first.
A042af01 659 *ADA: I have to paint dem/them@e first.

A043af01	541 *ADA:	I have to wrap it up first.
A043af01	601 *ADA:	I need some water first.
A043af01	772 *ADA:	I have to wash it off first.
A043af01	965 *ADA:	I want to urinate first.
A043af01	1105 *ADA:	you have to take the barn out first.
A044af01	736 *ADA:	I gonna@a do dese/these@e first.
A045af01	48 *ADA:	channel none [?] is going on first.
A045af01	49 *ADA:	[?]. channel none [?] is going on first [?].
A046af01	1019 *ADA:	have to make a square first?
A047af01	418 *ADA:	now a@l goes first.
A047af01	421 *ADA:	a@l goes first. what else you call your children?
A049af01	171 *ADA:	I did it first.
A049af01	642 *ADA:	you going to beat me up first.
A052af01	267 *ADA:	I have to tell her mine first.
A052af01	409 *ADA:	no [#] first [#] see. you have this first [#].
A055af01	680 *ADA:	I'm stirring the grain first.
A022af02	187 *ADA:	first fold dem/them@e.
A023af02	790 *ADA:	first you been here [#] mine.
A041af02	919 *ADA:	first comes de/the@e airplane.
A053af02	872 *ADA:	first I do de/the@e edge.
A053af02	880 *ADA:	first you draw de/the@e flower.
A045af04	893 *ADA:	I'm gonna@a first go in kindergarten.
A035af05	315 *ADA:	maybe dis/this@e comes first on the train.
A035af05	316 *ADA:	this goes first on the train.
A014af06	111 *ADA:	dat/that@e first record [??].
A024af06	236 *ADA:	on de/the@e first floor.
A030af06	483 *ADA:	is that my first time?
A038af06	417 *ADA:	first one wins.
A041af06	637 *ADA:	now the first thing we have to do put
A051af06	70 *ADA:	who's in the first [...]
A002aa01	228 *ADA:	Yep, write already.
A011aa01	1103 *ADA:	ok [#] watch. already. look. look it.
A047aa01	440 *ADA:	I got sharp teeth already.
A047aa01	657 *ADA:	I know already.
A010aa02	530 *ADA:	already brought a supper.
A019aa02	298 *ADA:	she already have one.
A036aa02	792 *ADA:	we already did it.
A047aa02	600 *ADA:	I already have dis/this@e.
A051aa02	47 *ADA:	I already did dis/this@e.
A053aa02	373 *ADA:	no [#] I already got a clock.
A054aa02	296 *ADA:	already caught fish.
A055aa02	877 *ADA:	my shoes already tied.
A044aa03	565 *ADA:	is yours already fixed?
A053aa03	482 *ADA:	it's already opened.
A055aa03	897 *ADA:	Paul's already [...] you can't touch no one.
A047aa04	653 *ADA:	already where?
A049aa04	789 *ADA:	dey/they@e were already xxx.
A054aa04	272 *ADA:	already here.
A053aa05	338 *ADA:	it gots@n already fire in it.
A035ay01	83 *ADA:	she said [#] no [#] not yet. not yet. not yet.
A035ay01	235 *ADA:	not yet.
A030ay02	1250 *ADA:	de/the@e man's not home yet.

A046ay02 584 *ADA: it's not eight + thirty yet.
A046ay02 603 *ADA: it's not ten + thirty yet.
A048ay02 13 *ADA: we're not at the fire yet.
A052ay02 314 *ADA: he's not fixed yet.
A052ay02 989 *ADA: it's not finished yet.
A048ay03 393 *ADA: I haven't call you yet.
A052ay03 22 *ADA: don't play it yet. don't play it yet.
A022ay04 551 *ADA: why dey/they@e cook yet?
A010ay05 1238 *ADA: what bout@a puzzle yet. play puzzle. puzzle yet. and puzzle and
A010ay05 1239 *ADA: [···] come [*] puzzle. some puzzle yet some puzzle yet.
A012ay05 474 *ADA: not [?] yet [?]. thank you.
W008wf01 197 *ABE: uhhuh@q. tee-tee@m first!
W038wf01 97 *ABE: I'm gonna squirt outside first [*] hi [*] I squirt out there.
W044wf01 44 *ABE: I want you wipe my bottom first.
W044wf01 78 *ABE: you'll hafta call first.
W044wf01 139 *ABE: no. no dishes first. why you hafta do dishes?
W045wf01 282 *ABE: I wanna eat my sandwich first.
W046wf01 165 *ABE: I wanna play by myself first.
W052wf01 390 *ABE: you hafta get your hands dry first.
W054wf01 11 *ABE: you haftta do this first.
W056wf01 13 *ABE: first. I need some milkee@d.
W057wf01 155 *ABE: can I eat my sandwich first?
W057wf01 201 *ABE: I wanna eat these first.
W058wf01 377 *ABE: I'm gonna go get my hands washed first.
W061wf01 195 *ABE: no. I wanna do this first.
W062wf01 117 *ABE: I wanna go to the store first and then after that we can go to the
W066wf01 20 *ABE: oh. I thoughted I will eat my cinnamon toast first 'cept I decided I
W066wf01 21 *ABE: will my [/] I decided I eat my banana bread first 'cept I decided I
W066wf01 22 *ABE: will eat my banana bread first [*] Mom.
W070wf01 233 *ABE: of course I would. I can paint this one first.
W071wf01 54 *ABE: ok I'm gonna get my barn full of animals first.
W071wf01 130 *ABE: [*] I'll make my train first.
W071wf01 216 *ABE: alligator first.
W072wf01 66 *ABE: oh yeah. I'm sure. I'm sure we need to color it first.
W072wf01 103 *ABE: ok let's do that. I'm gonna get this first.
W072wf01 110 *ABE: measure it first.
W077wf01 286 *ABE: not yet. I need to drink hot chocolate first.
W078wf01 334 *ABE: let's do the yellow ball first.
W078wf01 342 *ABE: let's do that one first.
W078wf01 356 *ABE: here. here. let's do the big one first.
W078wf01 370 *ABE: here. let's do the yellow one first
W078wf01 373 *ABE: no. no. the yellow one first.
W079wf01 132 *ABE: there. uhoh@q. let's do all of these ones first.
W082wf01 177 *ABE: I wanna do it. make dots. make dots first.
W084wf01 209 *ABE: no. I wanna play baseball first.
W085wf01 170 *ABE: a big ship goes floating first.
W094wf01 80 *ABE: I'm gonna get some cheese first.
W094wf01 211 *ABE: get my orange juice last and my milk first.
W095wf01 164 *ABE: wanna do this first.
W096wf01 189 *ABE: I wanna watch TV first.
W102wf01 253 *ABE: yeah. I have to go tee-tee@m first.
W115wf01 69 *ABE: no. you should roll it into little balls first.

W123wf01	161 *ABE:	and then one comed first and [/] and [/] and the one that was
W125wf01	211 *ABE:	look upstairs first. look downstairs last.
W126wf01	146 *ABE:	can you get me that chocolate candy first?
W129wf01	87 *ABE:	Mommy [#] I bet Joey would not be first.
W134wf01	22 *ABE:	look for what's on TV first.
W136wf01	149 *ABE:	I need to put 'em all in the line first
W142wf01	118 *ABE:	do you wanna see this one first?
W142wf01	119 *ABE:	you wanna see this one first?
W149wf01	86 *ABE:	let me look for glue first. ok?
W149wf01	147 *ABE:	now can you tie my shoes? tie this one first.
W165wf01	82 *ABE:	first. last. second. first. last. second. first. last. and second.
W165wf01	84 *ABE:	this one's first. this one's last. this one's second. this one's
W165wf01	85 *ABE:	first. this one's last. this one's second. this one's first.
W122wf01	22 *ABE:	I'm gonna get up here first.
W171wf01	203 *ABE:	'cept I'm gonna eat something first.
W194wf01	154 *ABE:	I wanna see how cold it is outside first. I think I do need long
W199wf01	130 *ABE:	ok but next time tell me first. ok?
W204wf01	247 *ABE:	we could buy it at Tom Thumb first.
W205wf01	152 *ABE:	better than the ones that you got first.
W205wf01	169 *ABE:	I ate the sausage first. Mom.
W205wf01	189 *ABE:	probably tonight Mom is gonna be first.
W209wf01	201 *ABE:	I'm first. I'm the farmer.
W210wf01	40 *ABE:	saddle goes on first.
W210wf01	91 *ABE:	Daddy [#] can I move this first?
W068wf02	286 *ABE:	boys [/] the girls and the boys are on their way to school. first the boys will run right here.
W072wf02	64 *ABE:	first you need to put some paste on here.
W072wf02	112 *ABE:	paste it. first you need to do this [#] my hands are getting so
W083wf02	79 *ABE:	first I'm gonna drink my hot chocolate [#] poop@e poop@e. I
W094wf02	209 *ABE:	orange juice and milk. first milk and then orange.juice.
W099wf02	210 *ABE:	first I wanna make something really funny with this [#] I'm gonna
W135wf02	145 *ABE:	no. not after. first. when the teeth were still
W139wf02	82 *ABE:	I'll tell you what soon. I'll tell you what. first I'm gonna fix the
W146wf02	117 *ABE:	while you're fixing that [#] can I go play outside? oh. first I need
W153wf02	101 *ABE:	yeah. first I have to do my snowman. this is [/] this is gonna be a
W157wf02	109 *ABE:	'cept [/] 'cept first can I tell you something?
W160wf02	81 *ABE:	first from who?
W161wf02	59 *ABE:	first put that in the girl.
W164wf02	161 *ABE:	that's ok [#] first I'm gonna try this one. did you see it?
W165wf02	17 *ABE:	first I'll do number three. 'cept we need a dry towel.
W201wf02	163 *ABE:	first I always eat this one first. then I eat this one.
W205wf02	191 *ABE:	first to be finished.
W179wf03	56 *ABE:	when I first cut it [#] it couldn't.
W129wf05	98 *ABE:	yeah. and Joey will get there first than Jason.
W162wf05	136 *ABE:	who gets to the castle first with the dinosaur wins.
W186wf05	108 *ABE:	hey. you bumped me head first into the couch.
W055wf06	217 *ABE:	then a [//] and the bear gotted first prize and the hippo gotted
W091wf06	157 *ABE:	the first time I will do this and then the airplane. ok?
W093wf06	99 *ABE:	the first time.
W099wf06	132 *ABE:	which first one?
W099wf06	134 *ABE:	this is the first one.
W135wf06	46 *ABE:	O wanted this one/ O wanted the first one.

W140wf06	91 *ABE:	yeah. 'cept know what? they're gonna move the very very very first door.
W140wf06	94 *ABE:	in the first door. I'll show you. they're gonna move into the very
W140wf06	95 *ABE:	first door. know what? next time we go down there [#] I'll show you
W155wf06	105 *ABE:	yeah. the first one is "how can I fly without any wings?" this guy
W158wf06	70 *ABE:	knight gots a cape on. I got the dragon. I got the dragon the first night.
W170wf06	52 *ABE:	the same thing I had on my first sandwich.
W170wf06	135 *ABE:	the same thing I had on the first toast.
W175wf06	103 *ABE:	Daddy [#] don't look. look where you were looking the first time.
W183wf06	124 *ABE:	'cause I don't know where my first one is.
W193wf06	180 *ABE:	I know the first thing what they do. some of 'em. what they do. when
W194wf06	150 *ABE:	yeah. I am. are you tryig to be the first one do
W194wf06	154 *ABE:	trying to be the first one done?
W197wf06	107 *ABE:	just as far as we went the first time?
W197wf06	109 *ABE:	and as far as we went first time.
W197wf06	111 *ABE:	the first time that we went there as far as when we had a picnic
W201wf06	131 *ABE:	I'm gonna be the first one done. [#] go tell Aunt Ruty the old grey
W201wf06	164 *ABE:	an after – vitamin@c. and this is the first vitamin
W204wf06	164 *ABE:	that's the first letter?
W204wf06	166 *ABE:	that's the first letter of my name?
W208wf06	150 *ABE:	yeah. probably I'd cry cause I'd be so sad. but Dad [#] the first time that we played I winned.
W208wf06	153 *ABE:	the first time. I'm a ribbit frog. I'm a ribbit frog.
W046wa01	311 *ABE:	I ate ice cream and candy already.
W083wa01	218 *ABE:	they're on me already.
W123wa01	92 *ABE:	it ripped already.
W140wa01	263 *ABE:	I think I fixed it already.
W171wa01	94 *ABE:	I just spoiled my thirst already.
W176wa01	148 *ABE:	some people are through eating already.
W183wa01	26 *ABE:	I even hurt my leg already.
W185wa01	129 *ABE:	I got him back in already.
W190wa01	91 *ABE:	I', getting colder off already.
W204wa01	218 *ABE:	I could not have ate it already.
W204wa01	216 *ABE:	Mom [#] did you eat your omelette already?
W012wa02	34 *ABE:	I already did I already did
W018wa02	125 *ABE:	Dad [#] this is [#] oh [#] you already did.
W018wa02	135 *ABE:	you already draw that one?
W051wa02	438 *ABE:	we already read that one.
W055wa02	83 *ABE:	I already had one.
W062wa02	10 *ABE:	I'll squirt it now though [#] I already squirted that one.
W064wa02	272 *ABE:	no [#] we already did tht [#]
W080wa02	280 *ABE:	number five. we already did this one.
W086wa02	182 *ABE:	I can't. I already told you.
W089wa02	295 *ABE:	I already got some.
W091wa02	225 *ABE:	we already did and we didn't find one. right? Daddy [#] we already looked and we couldn't find
W097wa02	145 *ABE:	I wanna watch that thing you already passed.
W097wa02	148 *ABE:	I wanna watch that [/] that one you already passed.
W097wa02	176 *ABE:	I already had those. I have the hiccups now.

W104wa02 170 *ABE: I already showed him a few days ago.
W105wa02 89 *ABE: I already told you.
W107wa02 43 *ABE: I already told you.
W107wa02 75 *ABE: did you already do it?
W107wa02 96 *ABE: I already did.
W107wa02 112 *ABE: I already told you when I ate not toast [#] just a sandwich.
W110wa02 121 *ABE: can't you already do it?
W110wa02 139 *ABE: I already looked.
W115wa02 75 *ABE: toast and peanut butter candy. I already told you
W115wa02 215 *ABE: hey. I already have some milk. I forgot it.
W116wa02 194 *ABE: somebody already sawed it [#]
W120wa02 61 *ABE: I already did [#]
W123wa02 94 *ABE: yeah. we already taped it.
W127wa02 161 *ABE: what? I already put it back in.
W127wa02 220 *ABE: I already runned in his house and showed him.
W128wa02 74 *ABE: what is that kind of knot that snake already did?
W130wa02 151 *ABE: no [#] I already did. I'm not going to tell you again.
W130wa02 176 *ABE: I already telled you one [#] I know another one.
W133wa02 57 *ABE: I already telled you.
W133wa02 59 *ABE: I already telled you.
W133wa02 88 *ABE: I already got one [#] Daddy.
W135wa02 65 *ABE: I already did.
W137wa02 42 *ABE: I already ate it.
W137wa02 48 *ABE: I'll get one to you. oh. it already melted.
W138wa02 71 *ABE: I already ate some of it.
W138wa02 153 *ABE: how come? we already made the ramp.
W156wa02 23 *ABE: you already know what this is
W156wa02 27 *ABE: even Daddy already knew.
W159wa02 114 *ABE: I already writed Abe.
W161wa02 129 *ABE: can I show Daddy how much I already did?
W165wa02 183 *ABE: right. because she already passed four. she's nine I think.
W166wa02 121 *ABE: never mind. I already snapped 'em.
W168wa02 131 *ABE: he already saw it. he alread saw it.
W169wa02 47 *ABE: that's what I already told you.
W171wa02 165 *ABE: I already picked up some of my stuff.
W171wa02 167 *ABE: Mommy [#] I already picked up some of my stuff.
W173wa02 84 *ABE: I already did go.
W173wa02 89 *ABE: Spainsh word is. I thik you do. I already told you.
W174wa02 134 *ABE: 'cept he already ate breakfast and lunch.
W177wa02 55 *ABE: because I already had two glasses of milk
W180wa02 40 *ABE: no. I already ate cucumber.
W180wa02 101 *ABE: I didn't. I already ate all my things.
W181wa02 23 *ABE: I already got something to drink.
W181wa02 106 *ABE: I already fixed it.
W182wa02 70 *ABE: it's too late now 'cause I already put it in [#] in the toaster.
W182wa02 94 *ABE: I already told you.
W183wa02 31 *ABE: I already know.
W183wa02 41 *ABE: I forgot to tell Mommy something. Glen already left.
W185wa02 95 *ABE: I already ate.
W185wa02 97 *ABE: I already ate my toast.
W198wa02 21 *ABE: did Mommy already start picking up the living room?
W200wa02 113 *ABE: I already told you. you already saw it.

W204wa02	101 *ABE:	we already got some mail.
W207wa02	98 *ABE:	uhhuh@q. I already finished eating. I already finished [*] Daddy.
W208wa02	36 *ABE:	and I already sent her one.
W208wa02	171 *ABE:	I already drank my vitamin. I mean I already drank my milk. Dad [*]
W210wa02	118 *ABE:	I already got one. and I already blew my nose. Dad [*]
W076wa03	72 *ABE:	hey. it's already melting.
W126wa03	191 *ABE:	you said it when [/] when it was already fixed.
W126wa03	193 *ABE:	you said "we will fix it" [*] but it was already fixed.
W131wa03	160 *ABE:	it's already hatched out of the egg.
W163wa03	188 *ABE:	Mom [*] I'm already stuffed.
W204wa03	223 *ABE:	if you buy it [*] it will be already cooked.
W068wa04	282 *ABE:	already clean so he can get out.
W068wa04	285 *ABE:	her's already clean [*] so the girls and the
W076wa04	156 *ABE:	my Pluto's already clean [*] uhoh@q.
W092wa04	126 *ABE:	I'm coming. I'm already here.
W117wa04	187 *ABE:	it's already three.
W120wa04	44 *ABE:	Chris is already home [*]Dad.
W120wa04	133 *ABE:	I'm going. I'm already ready. zzz.
W127wa04	104 *ABE:	you were already at home when Daddy was home.
W127wa04	218 *ABE:	yeah. he's already outside.
W137wa04	143 *ABE:	it's already better.
W177wa04	66 *ABE:	you can't. I'm already out.
W180wa04	95 *ABE:	not very much [*] I think it's already on.
W194wa04	103 *ABE:	Mom [*] I'm already to here.
W194wa04	130 *ABE:	I'm already to here.
W205wa04	23 *ABE:	they're already in.
W205wa04	26 *ABE:	now. it's already in.
W209wa04	197 *ABE:	it was already on the ones
W210wa04	118 *ABE:	I'm already better see?
W026wy01	26 *ABE:	not yet. you put it on the cake?
W064wy01	173 *ABE:	ok [*] not yet. don't take a picture now.
W071wy01	161 *ABE:	no. not yet [*] I'm gonna show you what's the same from that one.
W077wy01	286 *ABE:	not yet. I need to drink hot chocolate first.
W078wy01	86 *ABE:	yeah. no. no. not yet.
W139wy01	159 *ABE:	not yet.
W167wy01	131 *ABE:	maybe I'll see if it's outside [*] no. not yet.
W169wy01	147 *ABE:	not yet. they all are going to make it for sure.
W210wy01	153 *ABE:	no. not yet. he's not ready.
W035wy02	78 *ABE:	oh. no [*] they're not ready yet. they're not ready.
W035wy02	79 *ABE:	not ready yet.
W042wy02	246 *ABE:	it's not dry yet [*] why the mailman got this to
W071wy02	82 *ABE:	sausage? we're not out of sausage yet.
W071wy02	209 *ABE:	hey [*] hey [*] hey. I'm not through setting it up yet.
W071wy02	249 *ABE:	I'm not through yet [*] Dad.
W071wy02	291 *ABE:	no. no. I'm [/] I'm not through setting it up yet.
W099wy02	118 *ABE:	I'm not through making a motorcycle yet.
W112wy02	241 *ABE:	I'm not sure yet.
W113wy02	80 *ABE:	I'm not sure yet.
W114wy02	19 *ABE:	'cept I'm not counting 'em yet. I'm gonna tell you after we get a map.
W114wy02	113 *ABE:	what do I want for lunch? I'm not sure yet.

W136wy02	146	*ABE:	I'm not counting 'em yet. I need to put 'em all in the line first [*]
W137wy02	128	*ABE:	no paper arrived yet.
W137wy02	130	*ABE:	no paper arrived yet.
W150wy02	195	*ABE:	not finished yet. I need some more blocks.
W166wy02	87	*ABE:	a other picture. I'm not done yet. would I have to show it to you?
W172wy02	51	*ABE:	no. Chop-wood's not through playing yet.
W193wy02	178	*ABE:	I'm not big enough yet.
W069wy03	159	*ABE:	her didn't come yet.
W072wy03	229	*ABE:	thank you. it isn't eight yet [*] isn't it?
W075wy03	287	*ABE:	this don't have a hole in it yet.
W084wy03	258	*ABE:	oh. don't throw it yet. ok?
W096wy03	41	*ABE:	it isn't very dry yet [*] I'm through eating my sandwich.
W106wy03	205	*ABE:	I'm not tired. I don't have to go to bed yet. know why?
W116wy03	67	*ABE:	Dad [*] the nectarine seeds didn't grow yet.
W141wy03	87	*ABE:	I don't know yet [*] wasn't that spooky? what he did.
W161wy03	143	*ABE:	oh. I haven't drank my tea yet.
W166wy03	125	*ABE:	no. I haven't turned it around yet.
W168wy03	75	*ABE:	right. I haven't washed them off yet.
W181wy03	72	*ABE:	'cept I haven't eated Ralphie's sugar yet.
W181wy03	74	*ABE:	I haven't ate Ralphie's sugar yet.
W210wy03	168	*ABE:	what if we don't let them be friends yet?
W210wy03	170	*ABE:	let's pretend they didn't become friends yet.
W064wy04	102	*ABE:	are my blue-jeans dry yet?
W066wy04	107	*ABE:	no [*] are you done yet?
W089wy04	259	*ABE:	ok. did I make a rainbow yet?
W103wy04	197	*ABE:	is my carrier all finished yet?
W111wy04	186	*ABE:	Mommy [*] did Daddy do that yet?
W114wy04	228	*ABE:	heah. maybe [*] do we have any money yet?
W164wy04	22	*ABE:	no. have you eaten your dinner yet?
W174wy04	72	*ABE:	yeah. has Jason brought over my stuff yet?
W175wy04	24	*ABE:	Daddy [*] have you found my cowboy hat yet?
W185wy04	98	*ABE:	Daddy [*] have you ate-ed all the cherries yet?
W196wy04	55	*ABE:	uhhuh@q. have anyone brushed their teeth with it yet?