STUDY GUIDE

Suggested readings and selected answers for the Research Tasks after each chapter of
The Study of Language (3rd edition) Cambridge University Press

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Chapter 1
The Origins of Language

1A What is the connection between the Heimlich maneuver and the development of human speech?


1B What exactly happened at Babel and why is it used in explanations of language origins?


1C The idea that “ontogeny recapitulates phylogeny” was first proposed by Ernst Haeckel in 1866 and is still frequently used in discussions of language origins. Can you find a simpler or less technical way to express this idea?


1D What is the connection between the innateness hypothesis, as described in this chapter, and the idea of a Universal Grammar?

**Reading** Steven Pinker (1994) *The Language Instinct* HarperCollins (pages 21-2)
Chapter 2
Animals and Human Language

2A What is meant by ‘sound symbolism’ and how does it relate to the property of arbitrariness?


2B In studies of communication involving animals and humans, there is sometimes a reference to ‘the Clever Hans phenomenon’. Who or what was Clever Hans, why was he/she/it famous and what exactly is the ‘phenomenon’?


2C What was the significance of the name given to the chimpanzee in the research conducted by the psychologist Herbert Terrace?


2D What exactly are bonobos and why might they be better at language learning than chimpanzees?

Chapter 3
The Development of Writing

3A What is boustrophedon writing and when was it used?

Reading Bernard Comrie, Stephen Matthews & Maria Polinsky (eds.) The Atlas of Languages
Facts On File Inc. (pages 204-6)

3B What kind of writing system is Hangul, where is it used and how are words written on the page?

(7th edition) Thomson Heinle (page 557)

3C The majority of symbols (QWERTY) on a keyboard used with a computer or typewriter belong to an alphabetic system. What about other symbols on the keyboard such as @, %, &, 5, *, +? Are they alphabetic, syllabic, logographic or ideographic? How would you describe other special symbols such as §, ©, ©, ©, or :-)?


3D In the accompanying illustration there is a copy of a letter described in Jensen (1969). The letter is from a young woman of the Yukagirs who live in northern Siberia. The woman (c) is sending the letter to her departing sweetheart (b). What do you think the letter is communicating? Who are the other figures? What kind of ‘writing’ is this?

Reading Hans Jensen (1969) Sign, Symbol and Script (translated by George Unwin) Putnam's (pages 44-5)
Chapter 4
The Sounds of Language

4A Using a dictionary if necessary, try to decide how each of the following words is usually pronounced. Then, put the words in five lists as illustrations of each of the sounds [e], [i], [f], [k] and [ʃ]. Some words will be in more than one list.

air, belief, critique, crockery, Danish, gauge, giraffe, headache, keys, meat, mission, nation, ocean, pear, people, philosopher, queen, receipt, scene, Sikh, sugar, tough, weight

Lists

[e] air, Danish, gauge, headache, nation, pear, weight
[i] belief, critique, keys, meat, people, queen, receipt, scene, Sikh
[f] belief, giraffe, philosopher, tough
[k] critique, crockery, headache, keys, queen, Sikh
[ʃ] Danish, mission, nation, ocean, sugar

4B We can create a definition for each consonant (e.g. [k]) by using the distinction between voiced and voiceless plus the terms for place and manner of articulation (e.g. voiceless velar fricative). Write definitions for the initial sounds in the normal pronunciation of the following words: fan, lunch, goal, jail, mist, shop, sun, tall, yellow, zoo.

Are there any definitions in which the voiced/voiceless distinction is actually unnecessary and could be omitted?

Definitions

fan: voiceless labiodental fricative
lunch: (voiced) alveolar liquid
goal: voiced velar stop
ejail: voiced palatal affricate
mist: (voiced) bilabial nasal
shop: voiceless palatal fricative
sun: voiceless alveolar fricative
tall: voiceless alveolar stop
yellow: (voiced) palatal glide
zoo: voiced alveolar fricative

In cases where there is no voiceless sound in contrast, the (voiced) feature, shown in brackets, could be omitted.

4C The terms ‘obstruent’ and ‘sonorant’ are sometimes used in descriptions of how consonants are pronounced. Of the types of consonants already described (affricates, fricatives, glides, liquids, nasals, stops), which are obstruents, which are sonorants, and why?

4D What is forensic phonetics?

Chapter 5
The Sound Patterns of Language

5A What are diacritics and which ones were used in this chapter to identify sounds?


**Diacritics in this chapter:** aspiration [ʰ]; dental articulation [˞]; nasalization [~]

5B Is the difference between using *a (a banana)* and *an (an apple)* based on a spelling rule of written English or a phonological rule of spoken English and what kind of examples would provide clear evidence in support of the rule?

**Reading** Roger Berry (1993) *Articles* HarperCollins (pages 2-3)

5C According to Radford *et al.* (2006), the word *central* has a consonant cluster (-ntr-) in the middle and two syllables. What do you think is the best way to divide the word into two syllables (*ce + ntral, centr + al, cen + tral, cent + ral*) and why?


5D Individual sounds are described as segments. What are suprasegmentals?

Chapter 6
Words and Word-formation Processes

6A What are ‘initialisms’? Were there any examples in this chapter?

**Reading** Robert Stockwell & Donka Minkova (2001) *English Words: History and Structure*
Cambridge University Press (page 8)

**Examples in this chapter:** CD, VCR, ATM

6B Who invented the term ‘portmanteau words’? How many examples were included in this chapter?

**Reading** Geoffrey Nunberg (2001) *the way we talk now*
Houghton Mifflin (page 85)

**Examples in this chapter:** gasohol, smog, smaze, smurk, bit, brunch, motel, telecast, Chunnel, telethon, infotainment, simulcast, Franglais, Spanglish, telex, modem.

6C Using a dictionary with etymological information, identify which of the following words are borrowings and from which languages they were borrowed. Are any of them eponyms?

- assassin
- clone
- cockroach
- denim
- diesel
- nickname
- robot
- shampoo
- slogan
- snoop
- tomato
- umbrella

**Etymologies**


- assassin: Arabic (hashishin)
- clone: Greek (klón)
- cockroach: Spanish (cucaracha)
- denim: French (serge de Nîmes)
- diesel: German (Rudolf Diesel)
- nickname: Old English (an eke name)
- robot: Czech (robota)
- shampoo: Hindi (champo)
- slogan: Gaelic (sluagghhairm)
- snoop: Dutch (snoepen)
- tomato: Nahuatl (tomatl)
- umbrella: Italian (ombrello)

The word 'nickname' is not a borrowing.

The words 'denim' (from a place) and 'diesel' (from a person) are eponyms.

6D When Hmong speakers (from Laos and Vietnam) settled in the USA, they had to create some new words for the different objects and experiences they encountered. Using the following translations (provided by Bruce Downing and Judy Fuller), can you work out the English equivalents of the Hmong expressions listed below?

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Hmong compounds

chaw ('place') kho ('fix') mob ('sickness') = 'hospital'
chaw ('place') nres ('stand') tsheb ('vehicle') = 'parking lot'
chaw ('place') zaum ('sit') tos ('wait') = 'waiting room'
dav ('bird') hlau ('iron') = 'airplane'
hnab ('bag') looj ('cover') tes ('hand') = 'glove'
kev ('way') cai ('right') = 'law'
kev ('way') kho ('fix') mob ('sickness') = 'medical treatment'
kev ('way') nqaj ('rail') hlau ('iron') = 'railway'
kws ('expert') hlau ('iron') = 'blacksmith'
kws ('expert') kho ('fix') hniav ('teeth') = 'dentist'
kws ('expert') ntaus ('hit') ntawv ('paper') = 'typist'
kws ('expert') ntoo ('wood') = 'carpenter'
kws ('expert') kho ('fix') tsheb ('vehicle') = 'mechanic'
kws ('expert') tshuaj ('medicine') = 'doctor'
tsheb ('vehicle') nqaj ('rail') hlau ('iron') = 'train'
daim ('flat') ntawv ('paper') muas ('buy') tshuaj ('medicine') = 'prescription'
Chapter 7
Morphology

7A What is ‘suppletion’? Was there an example of an English suppletive form described in this chapter?

Examples in this chapter: law-legal; mouth-oral; go-went.

7B What happens in the morphological process known as ‘vowel mutation’ or ‘vowel alternation’? Were there any examples in this chapter?

Example in this chapter: man – men.

7C Using what you learned about Swahili and information provided in the set of examples below, create appropriate forms as translations of the English expressions (1–6) that follow.

nitakupenda (‘I will love you’) alipita (‘She passed by’)
watanihipa (‘They will pay me’) uliwapika (‘You cooked them’)
tutaondoka (‘We will leave’) walimpiga (‘They beat him’)

1 ‘She loved you’; 2 ‘I will cook them’; 3 ‘You will pass by’; 4 ‘We paid him’; 5 ‘She will beat me’; 6 ‘They left’

Swahili
1 alikupenda
2 nitawapika
3 utapita
4 tulimlipa
5 atanipiga
6 waliondoka

7D Using what you learned about Tagalog, plus information from the set of examples here, create appropriate forms of these verbs for (1–10) below.

basag (‘break’); bili (‘buy’); hanap (‘look for’); kain (‘eat’)

(‘Write!’) sumulat (‘Call!’) tumawag
(‘was written’) sinulat (‘was called’) tinawag
(‘is writing’) sumusulat (‘is calling’) tumatawag
(‘is being written’) sinusulat (is being called’) tinatawag

1 ‘Buy!’; 2 ‘was bought’; 3 ‘was broken’; 4 ‘was looked for’; 5 ‘is looking for’; 6 ‘is eating’; 7 ‘is breaking’; 8 ‘is being broken’; 9 ‘is being looked for’; 10 ‘is being eaten’
<table>
<thead>
<tr>
<th>Tagalog</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 bumili</td>
<td>1 buy</td>
</tr>
<tr>
<td>2 binili</td>
<td>2 sell</td>
</tr>
<tr>
<td>3 binasag</td>
<td>3 break</td>
</tr>
<tr>
<td>4 hinanap</td>
<td>4 find</td>
</tr>
<tr>
<td>5 humahanap</td>
<td>5 search</td>
</tr>
<tr>
<td>6 kumakain</td>
<td>6 eat</td>
</tr>
<tr>
<td>7 bumabasag</td>
<td>7 read</td>
</tr>
<tr>
<td>8 binabasag</td>
<td></td>
</tr>
<tr>
<td>9 hinahanap</td>
<td></td>
</tr>
<tr>
<td>10 kinakain</td>
<td></td>
</tr>
</tbody>
</table>
8A In this chapter, we discussed ‘correction’ in grammar. What is hypercorrection?

Reading Lars-Gunnar Andersson & Peter Trudgill (1990) *Bad Language* Penguin (page 118)

8B What is aspect? Is it used in the grammatical description of English?


8C The structural analysis of a basic English sentence (NP + V + NP) is often described as ‘Subject Verb Object’ or SVO. The basic sentence order in a Gaelic sentence (V + NP + NP) is described as ‘Verb Subject Object’ or VSO.

(i) After looking at the following examples (based on Inoue, 1979), would you describe the basic sentence order in these Japanese sentences as SVO or VSO or something else?

(ii) Given the forms *tabemashita* (‘ate’), *ringo* (‘apple’) and *-ni* (‘in’), how would you translate these two sentences: *Jack ate an apple and John is in school?*

(1) *Jakku-ga gakkoo-e ikimasu*

   Jack school to go

   ‘Jack goes to school’

(2) *Kazuko-ga gakkoo-de eigo-o naratte imasu*

   Kazuko school at English learn be

   ‘Kazuko is learning English at school’

(3) *Masuda-ga tegami-o kakimasu*

   Masuda letter write

   ‘Masuda writes a letter’

(4) *Jon-ga shinbun-o yomimasu*

   John newspaper read

   ‘John reads a newspaper’

Reading Kyoko Inoue (1979) Japanese In Timothy Shopen (ed.) *Languages and Their Speakers* Winthrop Publishers (pages 255-7)

(i) SOV

(ii) *Jakku-ga rongo-o tabemashita* and *Jon-ga gakkoo-ni imasu*

8D The sample sentences below are from (i) Latin and (ii) Amuzgo, a language of Mexico (adapted from Merrifield *et al.*, 1962).

1 Using what you have learned about Latin, carefully translate this sentence: *The doves love the small girl.*

2 How would you write *A big woman is reading the red book* in Amuzgo?

3 In terms of basic sentence order, which of these languages is most similar to Amuzgo: English, Gaelic, Japanese or Latin?

(i) *puellae aquilas portant* ‘The girls carry the eagles’

   *feminae columbas amant* ‘The women love the doves’

   *puella aquilam salvat* ‘The girl saves the eagle’

   *femina parvam aquilam liberat* ‘The woman frees the small eagle’
magna aquila parvam columbam pugnat ‘The big eagle fights the small dove’

Latin and Amuzgo
1 columbae parvam puellam amant
2 mace'na kwi yusku t'ma com we
3 Gaelic
Chapter 9
Syntax

9A What is the distinction made between ‘competence’ and ‘performance’ in the study of syntax?

**Reading** Andrew Radford (1997) *Syntactic Theory and the Structure of English* Cambridge University Press (page 2)

9B What is meant by the expression ‘an embedded structure’? Were there any examples in this chapter?


**Examples from this chapter:** Cathy knew that Mary helped George.

John believed that Cathy knew that Mary helped George.

I shot an elephant while I was in my pajamas.

I shot an elephant which was in my pajamas.

It was Charlie who broke the window.

9C The following simplified set of phrase structure rules describes some aspects of the syntax of a language called Ewe, spoken in West Africa. Based on these rules, which of the following sentences (1–10) should have an asterisk ∗ before them?

an asterisk ∗ before them?

\[
\begin{align*}
S & \rightarrow NP \ VP \\
NP & \rightarrow N \ (Art) \ Art \rightarrow ye \\
VP & \rightarrow V \ NP \ V \rightarrow \{xa, vo\}
\end{align*}
\]

1 * Oge xa ika
2 * Ye amu vo oge
3 * Ika oge xa ye
4 * Oge ye vo ika ye
5 * Amu xa oge
6 * Vo oge ika
7 * Amu ye vo ika
8 * Ye ika xa ye oge
9 * Xa amu ye
10 * Oge ye xa amu

**Ewe syntax**

2 * (Amu ye vo oge)
3 * (Ika xa oge ye)
6 * (Oge vo ika)
8 * (Ika ye xa oge ye)
9D Using these simple phrase structure rules for Scottish Gaelic, identify (with *) the two ungrammatical sentences below and draw tree diagrams for the two grammatical sentences.

\[
\begin{align*}
\text{S} & \rightarrow \text{V NP NP} & \text{NP} & \rightarrow \{\text{Art N (Adj), PN}\} \\
\text{Art} & \rightarrow \text{an} & \text{N} & \rightarrow \{\text{cu, gille}\} & \text{Adj} & \rightarrow \{\text{beag, mor}\} \\
\text{PN} & \rightarrow \{\text{Calum, Tearlach}\} & \text{V} & \rightarrow \{\text{bhuail, chunnaic}\}
\end{align*}
\]

1 * Calum chunnaic an gille.
2 * Bhuail an beag cu Tearlach.
3 Bhuail an gille mor an cu.
4 Chunnaic Tearlach an gille.

Gaelic sentences
1 * (Chunnaic Calum an gille)
2 * (Bhuail an cu beag Tearlach)
3

![Tree Diagram]

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10A What is the connection between an English doctor called Peter Mark Roget and the study of lexical relations?

Reading George Miller (1991) *The Science of Words* Scientific American Library (page 162-3)

10B In this chapter, we discussed metonymy, but not metaphor. What is the difference between these two ways of using words?


10C What is ‘markedness’ and which of the following pairs would be described as the ‘unmarked’ member?

- big/small, expensive/inexpensive, fast/slow, few/many, happy/unhappy,
- long/short, old/young, possible/impossible, strong/weak, thick/thin


10D Which of these pairs of words are examples of ‘reciprocal antonymy’ (also known as ‘converseness’)?

- above/below, asleep/awake, brother/sister, buy/sell, doctor/patient, dry/wet,
- enter/exit, follow/precede, husband/wife, true/false

Reading Steven Jones (2002) *Antonymy* Routledge (pages 16-17)

Examples of reciprocal antonymy are: above/below, brother/sister, buy/sell, doctor/patient, follow/precede, husband/wife.
Chapter 11
Pragmatics

11A What do you think is meant by the statement: “A context is a psychological construct” (Sperber & Wilson, 1995)?


11B Why is the concept of ‘deictic projection’ necessary for the analysis of the following deictic expressions?
1 On a map/directory: YOU ARE HERE.
2 On a telephone answering machine: I am not here now.
3 Watching a horse race: Oh, no. I’m in last place.
4 In a car that won’t start: Maybe I’m out of gas.
5 Pointing to an empty chair in class: Where is she today?

Reading George Yule (1996) Pragmatics Oxford University Press (pages 12-13)

11C Which of these utterances contain ‘performative verbs’ and how did you decide?
1 I apologize.
2 He said he was sorry.
3 I bet you $20.
4 She won the bet.
5 I drive a Mercedes.
6 You must have a lot of money.

Answer Sentences 1 and 3 contain performative verbs.

11D The following phrases were all on signs advertising sales.
1 What is being sold in each case and (if you know) what other words would you add to the description to make it clearer?
2 What is the underlying structure of each phrase? For example, Furniture Sale might have the structure: ‘Someone is selling furniture’. Would the same structure be appropriate for Garage Sale and the others?

<table>
<thead>
<tr>
<th>Sales</th>
<th>Back-to-School Sale</th>
<th>Dollar Sale</th>
<th>One Cent Sale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bake Sale</td>
<td>Foundation Sale</td>
<td>Plant Sale</td>
<td></td>
</tr>
<tr>
<td>Big Screen Sale</td>
<td>Furniture Sale</td>
<td>Sidewalk Sale</td>
<td></td>
</tr>
<tr>
<td>Clearance Sale</td>
<td>Garage Sale</td>
<td>Spring Sale</td>
<td></td>
</tr>
<tr>
<td>Close-out Sale</td>
<td>Labor Day Sale</td>
<td>Tent Sale</td>
<td></td>
</tr>
<tr>
<td>Colorful White Sale</td>
<td>Liquidation Sale</td>
<td>Yard Sale</td>
<td></td>
</tr>
</tbody>
</table>

Sales
Some possible categories and (additional) descriptions.

'X' Sale = Someone is selling 'X'
   Bake(d) items Sale
   Big Screen (TV) Sale
   Colorful White (= sheets, pillowcases, etc) Sale
   Foundation (undergarments) Sale
   Furniture Sale
   Plant Sale

'Y' Sale = Someone is selling items on or near time of year 'Y'
   Back-to-School (= items to use or wear in school) Sale
   Labor Day Sale
   Spring Sale

'Z' Sale = Someone is selling items in or on location 'Z'
   Garage (next to house) Sale
   Sidewalk (outside store) Sale
   Tent (outside store) Sale
   Yard (outside house) Sale

'W' Sale = Someone is selling items in a way ('W') that gets rid of them quickly
   Clearance Sale
   Close-out Sale
   Liquidation Sale

'V' Sale = Someone is selling items at a special ('V') price
   Dollar Sale
   One Cent Sale
Chapter 12
Discourse Analysis

12A In the analysis of discourse, what is ‘intertextuality’?

Reading Deborah Cameron (2001) Working with Spoken Discourse Sage Publications (page 130)

12B In conversation analysis, what is the difference between a ‘preferred’ response and a ‘dispreferred’ response? How would you characterize the responses by ‘Her’ in these two examples?

HIM: How about going for some coffee?
HER: Oh . . . eh . . . I’d love to . . . but you see . . . I . . . I’m supposed to get this thing finished . . . you know

HIM: I think she’s really sexy.
HER: Well . . . er . . . I’m not sure . . . you may be right . . . but you see . . . other people probably don’t go for all that . . . you know . . . all that make-up . . . so em sorry but I don’t think so

Reading Joan Cutting (2002) Pragmatics and Discourse Routledge (page 30)
In this example Both responses are 'dispreferred' responses. The first is a non-acceptance of an invitation and the second is a non-agreement with an assessment.

12C Using what you know about the co-operative principle and maxims, describe how or something is used (twice) in this extract from a conversation between two women chatting about people they knew in high school (Overstreet, 1999).

JULIE: I can’t remember any ge- guys in our grade that were gay.
CRYSTAL: Larry Brown an’ an’ John Murphy. I – huh I dunno, I heard John Murphy was dressed – was like a transvestite or something.
JULIE: You’re kidding.
CRYSTAL: I – I dunno. That was a – an old rumor, I don’t even know if it was true.
JULIE: That’s funny.
CRYSTAL: Or cross-dresser or something
JULIE: Larry – Larry Brown is gay?

Reading Maryann Overstreet (1999) Whales, Candlelight and Stuff Like That Oxford University Press (pages 112-3)

12D (i) Identify the main cohesive ties in this first paragraph of a novel.
(ii) What do you think ‘they’ were hitting?

Through the fence, between the curling flower spaces, I could see them hitting. They were coming toward where the flag was and I went along the fence. Luster was hunting in the grass by the flower tree. They took the flag out, and they were hitting. Then they put the flag back and they went to the
table, and he hit and the other hit. They went on, and I went along the fence. Luster came away from the flower tree and we went along the fence and they stopped and we stopped and I looked through the fence while Luster was hunting in the grass.

(From William Faulkner, *The Sound and the Fury*)

Cohesive ties

(i) the fence - the fence - the fence - the fence - the fence
the curling flower spaces - the flower tree - the flower tree
I - I - I - we - we - I
them - They - they - they - they - he - the other - They - they
hitting - hitting - hit - hit
the flag - the flag - the flag
Luster - Luster - we - we - Luster
went along the fence - went along the fence - went along the fence
was hunting in the grass - was hunting in the grass
Through the fence - through the fence
(ii) 'They' are hitting golf balls.
The novel is *The Sound and the Fury* by William Faulkner, first published in 1929.
Chapter 13
Language and the Brain

13A What is meant by the ‘bathtub effect’ in descriptions of features of speech errors? Do any examples of speech errors in this chapter illustrate this effect?

Examples secant, sextet, sexton (for 'sextant'); fire distinguisher (for 'fire extinguisher'); medication (for 'meditation'); monogamy (for 'monotony')

13B What is the most characteristic feature of jargon aphasia? Is it associated with Broca’s aphasia or Wernicke’s aphasia?


13C What is paragrammatism?


13D How are techniques of ‘brain imaging’ such as CAT scans and PET scans used in the study of language and the brain?

Chapter 14
First language acquisition

14A In the study of child language, how can MLU or ‘mean length of utterance’ be used to decide whether one utterance (e.g. Daddy eat red apple) is, or is not, more complex than another (e.g. Daddy eats apples)?

Reading Kyra Karmiloff and Annette Karmiloff-Smith (2001) Pathways to Language Harvard University Press (page 101)

14B What kinds of techniques have been used to study speech perception in very young infants?


14C What are some crucial differences between a behaviorist and a nativist view of first language acquisition?


14D The following examples are from the speech of three children. Identify which child is at the earliest stage, which is next in order, and which is at the most advanced stage. Describe those features in the examples from each child’s speech that support your ordering.

CHILD X: You want eat?
I can’t see my book.
Why you waking me up?

CHILD Y: Where those dogs goed?
You didn’t eat supper.
Does lions walk?

CHILD Z: No picture in there.
Where momma boot?
Have some?

Developmental stages
Child Z seems to be at the earliest stage, forming negatives by simply putting No at the beginning and forming questions by adding Where to the beginning of an expression or uttering a short expression (Have some?) with, most likely, rising intonation. The examples seem typical of the telegraphic speech stage, with a functional morpheme (in), but no inflectional morphemes (i.e. not "momma's boot") in evidence yet.

Child X is using the negative form can't in front of the verb and beginning a question with Why, both typical Stage 2 features. He or she still appears to be using rising intonation to form
questions (*You want eat?*) and is not yet using inversion in questions. The -ing form may be evidence of morphological development, and more complex sentence structures, using subject-verb-object, indicate that Child X is probably at a more advanced stage than Child Z.

Child Y is the most advanced of the three, with a negative form (*didn’t*), in the appropriate position, and a question structure (inversion in *Does lions*) typical of Stage 3. This child is also using more inflectional morphemes (*dogs, goed, Does, lions*) than the other two.
Chapter 15
Second language acquisition/learning

15A What is the difference between ‘input’ and ‘intake’ in L2 learning?

Reading Michael Sharwood-Smith (1994) Second Language Learning Longman (pages 8-9)

15B What is meant by a ‘stylistic continuum’ in the study of interlanguage?


15C What arguments are presented in support of the ‘output hypothesis’ in L2 studies?


15D Look at the following interaction (from Lynch, 1996) involving a teacher (S) and an elementary-level learner of English (L). What features of this interaction seem designed to create comprehensible or negotiated input?

S: And he shakes his fist at them – up in the tree
L: (frowns)
S: He shakes his fist at them
L: Ah ok wait a minute
5  S: He waves at them – do you understand?
L: No
S: Well he wakes up first of all and um – he’s angry with the monkeys
L: Ah yeah
S: Because – yes?
10 L: Ah yes
S: Because they’ve taken his hats
L: Yes
S: And he – shakes his fist that is he waves his arm – at them
L: Hm
15 S: In anger
L: Yes yes
S: And the monkeys – all wave their arms back at him
L: Yes

Reading
Chapter 16
Gestures and sign languages

16A What is the connection between deaf education and the invention of the telephone?

**Reading** Harlan Lane (1980) A chronology of the oppression of sign language in France and the United States In H. Lane & F. Grosjean (eds.) *Recent Perspectives on American Sign Language* Lawrence Erlbaum (pages 148-9)

16B What made people have such a strong commitment to oralism despite its lack of success?

**Reading** Arden Neisser (1983) *The Other Side of Silence* Alfred Knopf (pages 29-30)

16C What is SimCom? What are its advantages and disadvantages for deaf students?


16D What kind of difference is associated with ‘prelinguistic’ versus ‘postlinguistic’ hearing impairment?

Chapter 17
Language History and Change

17A Who were the Neogrammarians and what was innovative about their approach to the analysis of language change?

**Reading** April McMahon (1994) *Understanding Language Change* Cambridge University Press (pages 17-19)

17B What happens in the process of change known as ‘grammaticalization’?

**Reading** Robert Trask (1996) *Historical Linguistics* Arnold (pages 143-4)

17C Describe what happened in any documented case of ‘language death’.

**Reading** Tore Janson (2002) *Speak: A Short History of Languages* Oxford University Press (pages 232-4)

17D These four versions of the same biblical event (Matthew 27: 73) illustrate some changes in the history of English (from Campbell, 2004). Can you describe the changes in vocabulary and grammar?

**Reading** Lyle Campbell (1999) *Historical Linguistics An Introduction* MIT Press (pages 7-10)
Chapter 18
Language and Regional Variation

18A Two pioneers of dialectology were Georg Wenker and Jules Gilliéron. In what ways were their methods different and which method became the model for later dialect studies?


18B In which areas of the British Isles would we find a Brummie accent, a speaker of Scouse, the use of *bairns* (= ‘children’), *boyo* (= ‘man’), *fink* (= ‘think’) and *Would you be after wanting some tea?’ (= ‘Do you want some tea?’)?


18C In the study of pidgins, what is meant by ‘substrate’ and ‘superstrate’ languages?

Reading John Holm (2000) *An Introduction to Pidgins and Creoles* Cambridge University Press (page 5)

18D The following example of Hawai‘i Creole English (From Lum, 1990, quoted in Nichols, 2004) has some characteristic forms and structures. How would you analyze the use of *da, had, one, stay and wen* in this extract?

> Had one nudda guy in one tee-shirt was sitting at da table next to us was watching da Bag Man too. He was eating one plate lunch and afterwards, he wen take his plate ovah to da Bag Man. Still had little bit everyting on top, even had bar-ba-que meat left.
> “Bra,” da guy tell, “you like help me finish? I stay full awready.”

Chapter 19
Language and Social Variation

19A How does ‘micro-sociolinguistics’ differ from ‘macro-sociolinguistics’?

Reading Bernard Spolsky (1998) Sociolinguistics Oxford University Press (pages 5-6)

19B In the study of social dialects, what is ‘the observer’s paradox’ and how can it be overcome?


19C What is the difference between style-shifting and code-switching?

Reading Janet Holmes (1992) An Introduction to Sociolinguistics Longman (pages 41-2)

19D What is the origin of the term ‘Ebonics’?

Chapter 20
Language and culture

20A What is the difference between ‘cross-cultural’, ‘intercultural’ and ‘multicultural’ communication?

Reading Claire Kramsch (1998) *Language and Culture* Oxford University Press (pages 81-82)

20B What is the ‘basic color term hierarchy’?


20C When a number is used with a noun in Ponapean (spoken in the western Pacific), an appropriate classifier is also used. Some classifiers used as suffixes are *-men* (‘animate things’), *-mwut* (‘heaps of things’), *-sop* (‘stalks of things’) and *-dip* (‘slices of things’). Examples of numerals are *sili-* (‘three’) and *pah-* (‘four’). Can you complete these noun phrases with appropriate numeral-classifier endings?

Example: *pwutak reirei sili men* (‘three tall boys’)
1 *sehu __________* (‘four stalks of sugarcane’)
2 *dipen mei __________* (‘four slices of breadfruit’)
3 *mwutin dippw ____________* (‘four piles of grass’)
4 *nahi pwihk _____________* (‘my three pigs’)

Reading John Lynch (1998) *Pacific Languages* University of Hawai‘i Press (pages 118-120)

20D How can we avoid ‘genderizing’ when completing utterances such as these (from Eckert & McConnell-Ginet, 2003)?

Someone called, but didn’t leave name.
A friend of mine claimed had met the Beatles.
My teacher promised would write me a letter of recommendation.
The photographer forgot to bring tripod.
Chris said would be having birthday party tomorrow.

Reading Penelope Eckert & Sally McConnell-Ginet (2003) *Language and Gender* Cambridge University Press (pages 256-7)