Instructor's Resource Manual

CONTEMPORARY LINGUISTICS

AN INTRODUCTION

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Sixth Edition

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Part One: Teaching with the Text

The introductory linguistics course is the bread and butter of many linguistics programs. The fact that the Linguistics Society of America has an Undergraduate Program Advisory Committee and that symposia and poster sessions are devoted to the topic at annual meetings of the LSA attests to the importance of teaching the introductory course well. As noted in an article in *Language* (Spring, Cari, Michael Flynn, Brian Joseph, Rae Moses, Susan Steele, and Charlotte Web. "The Successful Introductory Course: Bridging the Gap for the Nonmajor." *Language* 76 [2000]: 110–122), successful courses take into account the characteristics of the specific institution and department, as well as those of the student population where the course is offered. Not only is the introductory course the foundation for graduates pursuing higher degrees in linguistics, but it may also be the only course in linguistics that undergraduates or graduate students in other disciplines take.

Contemporary Linguistics is designed to meet these varying needs by introducing linguistics as an academic discipline that is challenging yet fascinating and accessible. In planning and delivering course material, and assessing student progress, instructors using *Contemporary Linguistics* can tailor their teaching to suit the particular situations in which they find themselves. Also, the ancillaries provide additional flexibility in tailoring the course to the specific needs of students. In addition to this *Instructor's Resource Manual,* there is a *Study Guide* for students and a robust companion Web site at **bedfordstmartins.com/linguistics**, which includes advanced material, extra problems, an entire chapter on animal communication, and interactive features such as an audiomap of U.S. dialects and an audio chart of IPA vowels and consonants. Instructors can choose what chapters to cover, the amount of each chapter to cover, in what order to present material, and how much and what kind of work to assign outside of class.

Planning the Course

We recommend that the introductory linguistics class include the core areas of linguistics covered in Chapters 1–6 of *Contemporary Linguistics*, no matter what the nature of the course. Although individual instructors may choose to spend more or less time on each core area, we believe that the field of linguistics rests

on the basic subdisciplines of phonetics, phonology, morphology, syntax, and semantics. Furthermore, some of the later chapters (e.g., Chapter 11, "Second Language Acquisition," and Chapter 17, "Computational Linguistics") assume familiarity with methods of analysis, issues, and terminology introduced in the core. The order, however, is not rigid. For example, some instructors follow the introduction in Chapter 1, "Language: A Preview," with Chapter 18, "Animal Communication," or Chapter 13, "Brain and Language." Alternatively, Chapter 15, "Natural Sign Languages," is very accessible and could be covered immediately after Chapter 1.

The core areas can be approached in the order presented in the text; some professors, though, choose to teach Chapter 4, "Morphology," before the chapters on phonetics and phonology (Chapters 2 and 3). Within the core chapters and elsewhere, more advanced material has been moved to the Web site. Instructors of graduate classes will no doubt make use of this more advanced material, whereas instructors of undergraduate classes may choose not to assign it. Even within the text, the professor may choose not to assign entire chapters if time does not allow or if some material does not address the needs of the particular student audience.

In Part Two of this manual, the answer key, we have included section numbers for each problem so that instructors can plan homework to correspond with assigned reading. On the Web site there are extra exercises for chapters, and each exercise is linked with online material where appropriate. There are also some interactive exercises for some of the core chapters, and we encourage professors to explore the online material.

Institutional and departmental factors to consider in choosing which chapters to cover and how much material to assign include the following:

- *How much time is allowed for the course—one or two quarters? a semester? a summer school module? How many contact hours are there, and how much time is there between class sessions?*

At the graduate level, with students who have had undergraduate preparation in linguistics, it may be possible to cover most of the chapters of the text in a semester. However, we do not suggest trying to cover the entire textbook in a quarter or in a five- to six-week summer module. Even within a semester, a selection of chapters will likely need to be made, depending on the nature of the students. A course that is ordinarily a semester course and is also taught in a summer module may be able to cover the same number of chapters, but what is done in class and what can reasonably be assigned for homework may be different. The more time students have between class meetings, the more work can be assigned as homework between classes. If, however, the class meets every day, the homework assigned between one class and the next must be doable within twenty-four hours.

- *What is the place of the course within the department? Is it an elective, a course by which undergraduate majors can be attracted, or a foundation course for linguistics graduate students?*

Answers to these questions will help determine how much material can be packed into the course—namely, how many chapters can be covered, how much

of each chapter can be covered, how much homework can be assigned, and how challenging the work can be. Students who are taking the course as preparation for graduate work will generally be motivated and interested in more theoretical aspects of linguistics. Students whose focus of study is not linguistics may not come to the course with the same degree of motivation and interest. It is then up to the instructor to use the text to help convey that linguistics is both relevant and fascinating. Graduate students with some undergraduate preparation in linguistics should be able to handle a quicker pace and more challenging material than undergraduates with no prior preparation.

- *What is the place of the introductory linguistics course within the institution? Does it satisfy a general education requirement? Is it a requirement for students in other disciplines, such as education, English, TESOL, foreign languages, anthropology, or communication?*

The selection of chapters to be covered in the course will depend crucially on these factors. If the majority of students in the class are not graduate students in linguistics, we recommend covering at least some portions of Chapters 1–6 and a selection of some but not all of the remaining chapters. The chapters selected should reflect the needs and interests of the students. For example, Chapter 7, "Historical Linguistics," is relevant for students of English; anthropology students would profit from Chapter 8, "The Classification of Languages," and Chapter 9, "Indigenous Languages of North America," among others. If the course is required for education majors, then Chapter 10, "First Language Acquisition," and Chapter 14, "Language in Social Contexts," are particularly relevant. If a large number of students taking the course are preparing to teach ESL or are majoring in foreign languages, then Chapter 11, "Second Language Acquisition," should be included in the course. These suggestions are merely a starting point for planning the selection of chapters and topics to be covered in the class.

- *What is the student profile? What is the age range and level of maturity among the students? Are they full-time or part-time students? Is the class ethnically, culturally, and linguistically diverse or relatively homogeneous?*

Mature students are often meticulous about completing readings and doing assignments, but those who are part-time students with full-time jobs as well as family responsibilities have less time to devote to the course than do full-time students without these constraints on their time.

We recommend that instructors collect information from students in the first class session about their academic background, their reasons for taking the course, their first and other languages, and so on. If a large proportion of the students are nonnative English speakers, especially newly arrived international students, readings should if possible be assigned more frequently and in smaller amounts rather than in large chunks assigned over longer periods of time. Linguistic diversity within a class can be a wonderful asset for the instructor and can indicate to all students even on the first day of class how relevant a course in linguistics is. Throughout the course, when examples from particular languages occur in the text, it is helpful to call on native speakers of those languages to produce the examples.

- *What are the instructor's areas of special interest and expertise?*

Once institutional and departmental factors and student needs are taken into account, most instructors will choose to spend more time on areas of special interest to them. This is as it should be! The introductory linguistics course should be engaging and intellectually challenging for students, and an instructor's enthusiasm and interest are contagious.

Preparing the Syllabus

In addition to basic information about the course and the instructor, a syllabus typically contains objectives, requirements and means of assessment, and a timetable. We include here examples of each of these.

Objectives

Following is a sample list of objectives that could be included in a syllabus. Some objectives are quite general and could apply to almost any course using *Contemporary Linguistics*. Others are more specifically tailored to particular chapters in the book; for these, chapter numbers appear in parentheses. Instructors will need to decide which objectives are suitable for their students and teaching situation.

By the end of the course, students will be able to:

- describe and give examples of ways in which human languages are all alike and how they may differ
- use the basic terminology of linguistics to describe language phenomena
- apply the tools of linguistic analysis to the sounds, words, and sentences of a language
- explain the ways in which languages change over time (Chapter 7)
- discuss important research findings concerning acquisition of first and second languages (Chapters 10 and 11)
- describe how and where language is processed in the brain (Chapters 12 and 13)
- describe differing uses of language in its social context (Chapter 14)
- evaluate evidence of animal communication (Chapter 18)
- enumerate ways in which an understanding of linguistics can be applied to the solution of practical problems (e.g., Chapter 17)

Assessing Student Performance

In making a syllabus, the instructor must decide what factors will be taken into account in assigning the final grade for the course. Here are some conventional assessment measures used in introductory linguistics courses:

- attendance/participation (including how attendance is to be recorded or how participation is to be measured)

- homework (including how much to assign, how often, and what to do about late homework)
- quizzes (including how many to give, how often, and what to do if a student misses one)
- exams (including how many to give)
- final exam (including whether it is to be cumulative)

Teaching assistants or newly hired junior faculty should find out from the department whether there are any institutional or departmental policies relating to attendance, final exams, and other means of assessment. Class size will have a bearing on how frequently written work is collected for a grade. Obviously, if an instructor is solely responsible for grading the work of one hundred students, there will not be as much time for grading numerous homework problems every week as with a class of twenty. However, *Contemporary Linguistics* offers an extensive selection of problems at the end of each chapter, as well as in the *Study Guide* and on the Web site, so that instructors can assign more or fewer problems depending on their needs and the needs of their students.

Sample Timetables

The four sample timetables included here illustrate some possible ways of selecting and ordering chapters. We have not included specific reading and homework assignments since these are so dependent on the particular teaching situation. For each timetable, we indicate the potential audience—whether graduate or undergraduate, and whether the students' field of study is linguistics or another discipline. We also indicate the time span for the course, both the number of weeks and the number of contact hours per week. In addition, we suggest some fairly conventional means of evaluation; more adventurous instructors may conceive more innovative ways of measuring and assessing student progress.

Timetable 1: Graduate course (quarter system)

Audience:	Graduate students	
	Foundation course for linguistics degree	
Number of weeks:	2 quarters of 10 weeks each	
Number of contact hours per week:	4–5 hours	
Means of evaluation:	Chapter quizzes	35%
	Homework	25%
	Final exam	40%

FIRST QUARTER

Week	Chapter
1	Chapter 1, "Language: A Preview"
	Chapter 2, "Phonetics"
2	Chapter 2, "Phonetics" (continued)
	Chapter 3, "Phonology"
3	Chapter 3, "Phonology" (continued)
4	Chapter 4, "Morphology"

5	Chapter 5, "Syntax"
6	Chapter 5, "Syntax" (continued) Chapter 6, "Semantics"
7	Chapter 6, "Semantics" (continued) Chapter 7, "Historical Linguistics"
8	Chapter 7, "Historical Linguistics" (continued)
9	Chapter 8, "The Classification of Languages"
10	Chapter 9, "Indigenous Languages of North America" Final exam

SECOND QUARTER

Week	Chapter
1	Chapter 15, "Natural Sign Languages" Chapter 10, "First Language Acquisition"
2	Chapter 10, "First Language Acquisition" (continued)
3	Chapter 10, "First Language Acquisition" (continued) Chapter 11, "Second Language Acquisition"
4	Chapter 11, "Second Language Acquisition" (continued) Chapter 12, "Psycholinguistics"
5	Chapter 12, "Psycholinguistics" (continued) Chapter 13, "Brain and Language"
6	Chapter 14, "Language in Social Contexts"
7	Chapter 14, "Language in Social Contexts" (continued)
8	Chapter 16, "Writing and Language"
9	Chapter 18, "Animal Communication" (online)
10	Chapter 17, "Computational Linguistics" Final exam

Timetable 2: Graduate course (semester system)

Audience:	Graduate students with undergraduate preparation in linguistics	
Number of weeks:	1 semester of 15 weeks	
Number of contact hours per week:	3 hours	
Means of evaluation:	Midterm exam	30%
	Homework	30%
	Final exam	40%

Week	Chapter
1	Chapter 1, "Language: A Preview" Chapter 2, "Phonetics"
2	Chapter 2, "Phonetics" (continued) Chapter 3, "Phonology"
3	Chapter 3, "Phonology" (continued)
4	Chapter 4, "Morphology"
5	Chapter 5, "Syntax"
6	Chapter 5, "Syntax" (continued) Chapter 6, "Semantics"

7	Chapter 6, "Semantics" (continued) Midterm exam
8	Chapter 7, "Historical Linguistics"
9	Chapter 8, "The Classification of Languages"
10	Chapter 9, "Indigenous Languages of North America"
11	Chapter 10, "First Language Acquisition"
12	Chapter 12, "Psycholinguistics" Chapter 13, "Brain and Language"
13	Chapter 14, "Language in Social Contexts"
14	Chapter 14, "Language in Social Contexts" (continued) Chapter 17, "Computational Linguistics"
15	Chapter 17, "Computational Linguistics" (continued) Final exam

Timetable 3: Undergraduate/graduate course

Audience:	Upper-level undergraduates; graduate students Foundation course for linguistics Support course for education and TESOL	
Number of weeks:	1 semester of 15 weeks	
Number of contact hours per week:	3 hours	
Means of evaluation:	Chapter quizzes	20%
	Homework	20%
	Midterm exam	30%
	Final exam	30%

Week	Chapter
1	Chapter 1, "Language: A Preview" Chapter 4, "Morphology"
2	Chapter 4, "Morphology" (continued)
3	Chapter 2, "Phonetics"
4	Chapter 2, "Phonetics" (continued) Chapter 3, "Phonology"
5	Chapter 3, "Phonology" (continued)
6	Chapter 5, "Syntax"
7	Chapter 5, "Syntax" (continued) Chapter 6, "Semantics"
8	Chapter 6, "Semantics" (continued) Midterm exam
9	Chapter 10, "First Language Acquisition"
10	Chapter 10, "First Language Acquisition" (continued) Chapter 11, "Second Language Acquisition"
11	Chapter 11, "Second Language Acquisition" (continued)
12	Chapter 15, "Natural Sign Languages"
13	Chapter 16, "Writing and Language"
14	Chapter 14, "Language in Social Contexts"
15	Chapter 14, "Language in Social Contexts" (continued) Final exam

Timetable 4: Undergraduate course

Audience :	Undergraduate students	
	Foundation for a linguistics major	
	Elective course	
Number of weeks:	1 semester of 15 weeks	
Number of contact hours per week:	3 hours	
Means of evaluation:	Two exams	40%
	Homework	30%
	Final exam	30%

Week	Chapter
1	Chapter 1, "Language: A Preview"
	Chapter 18, "Animal Communication" (online)
2	Chapter 18, "Animal Communication" (continued)
	Chapter 2, "Phonetics"
3	Chapter 2, "Phonetics" (continued)
4	Chapter 2, "Phonetics" (continued)
	Chapter 3, "Phonology"
5	Chapter 3, "Phonology" (continued)
6	Chapter 3, "Phonology" (continued)
	Exam 1
7	Chapter 4, "Morphology"
8	Chapter 4, "Morphology" (continued)
	Chapter 5, "Syntax"
9	Chapter 5, "Syntax" (continued)
10	Chapter 5, "Syntax" (continued)
	Chapter 6, "Semantics"
11	Chapter 6, "Semantics" (continued)
	Exam 2
12	Chapter 7, "Historical Linguistics"
13	Chapter 7, "Historical Linguistics" (continued)
14	Chapter 8, "The Classification of Languages"
15	Chapter 15, "Natural Sign Languages"

Delivering the Course

For the classroom, we recommend a balance between teacher-fronted and student-centered activities. Planning student participation as a regular part of each class serves a number of pedagogical purposes. First, student participation breaks up long stretches of teacher-fronted lecture, which is especially important in classes that last longer than 50 minutes. Second, material is made more relevant to students when they are actively involved. Third, the instructor can pitch his or her teaching at the right level for students by responding to questions and problems as they arise.

Class size will affect the kind of participation that the instructor can exploit. The kinds of class activities, student participation, and graded assignments that

can be planned for a class of 15 will differ from those that can be planned for a class of 150. Student participation is possible even in a large class, but it presents more challenges and requires some creativity in structuring the lesson and making use of group work.

Eliciting Information from Students

At the very least, illustrative material can be elicited from the students themselves, and instructors can plan for this if they have collected information on students' backgrounds and first languages. Following are examples of the kinds of things an instructor can elicit from students:

- Chapter 2 (Phonetics): It is very important as students are learning phonetic transcription that the instructor elicit sample words from students; there is tremendous dialectal variation, and students are naturally confused if the transcription presented does not match their own pronunciation. There is a section on the Web site devoted to dialectal variation in transcription (**bedfordstmartins.com/linguistics/phonetics**, click on **American dialects**), but it is best if some transcription is done in class with input from students on their own pronunciation.
- Chapter 2 (Phonetics): Ask students who are native speakers of languages other than English to illustrate the non-English sounds covered in Section 10 and in the section **IPA vowels and consonants** on the Web site at (**bedford stmartins.com/linguistics/phonetics**).
- Chapter 3 (Phonology): Compare raising dialects with nonraising dialects (Sections 2.1, 2.3) by eliciting words such as *eyes, ice, house* (V), and *house* (N) from students who speak a raising dialect and from students who speak a nonraising dialect.
- Chapter 9 (Indigenous Languages of North America): Find out if there are Native Americans in the class who are willing to discuss the status of their ancestral language and any experience they may have had with it.
- Chapter 10 (First Language Acquisition): Elicit observations on children's language development from students who are parents.
- Chapter 11 (Second Language Acquisition): Elicit relevant illustrative examples from learners (or teachers) of second languages.
- Chapter 14 (Language in Social Contexts): Elicit pronunciations from students who come from areas with the Northern Cities Shift or the Western Shift. Elicit examples of habitual *be* from speakers of African American Vernacular English (Section 6.2).
- Chapter 16 (Writing and Language): Ask students who learned other writing systems (Section 4) to demonstrate their writing system for the class.

Student-Centered Activities

Student-centered activities are those in which students are actively engaged in "doing" linguistics themselves, rather than watching and listening as the teacher

demonstrates or lectures. The problem sets following each chapter of *Contemporary Linguistics,* along with those in the *Study Guide* and on the Web site, are extensive enough that some problems can be done by students in class and others assigned for homework. The instructor sets up the activity in class based on a problem that meets important objectives of the lesson (e.g., lays the groundwork for homework problems, corrects mistakes or misconceptions after work has been attempted, or explores controversial issues). After setting up the activity, the instructor withdraws from center stage while students are engaged in completing the tasks. At the end, after allowing students to report their conclusions, the instructor addresses problems and questions arising from the activity and summarizes key concepts or processes.

Here are some suggestions for student-centered activities:

- Students can be prepared for homework problems with in-class activities. For example, Chapter 3 (Phonology), Chapter 4 (Morphology), and Chapter 5 (Syntax) each has an appendix on how to solve problems. Using data from the appendix, the instructor can show students how to set up a problem on the board or overhead projector, demonstrate the method, and elicit student input until the problem is solved. Then the instructor gives students a fairly easy problem to complete in class on their own within a specified time limit (e.g., 10–15 minutes). Students may work either in groups or alone, depending on their preference or the instructor's directions. At the end of the time period, a student or group demonstrates a solution on the board or overhead with input and questions from the class and feedback from the instructor. Some problems from the Questions at the end of Chapters 3–5 that lend themselves to this kind of treatment are:
  1. Chapter 3, Question 2 (Hindi): A speaker of Hindi can pronounce the words before students start to work on the problem.
  2. Chapter 4, Question 4 (Persian): The report to be given by students following their work can be apportioned to different groups: one group writes the data on the board or overhead transparency, with slashes separating the morphemes; a second group answers question *i*; and a third group answers question *ii*.
  3. Chapter 5, Question 5 (tree diagrams for sentences): This should be attempted after the instructor has evidence that students can handle questions 2, 3, and 4. Pairs or groups of students can each be assigned one or two sentences to diagram on the board or on an overhead transparency. Each group presents its diagram for input and questions by classmates. Extensive exercises on drawing tree diagrams are also available in the *Study Guide.*
- Students can be responsible for presenting solutions to homework problems on the board while other students comment and offer alternative solutions or explanations. After students have had their say, the instructor wraps up the discussion by addressing any questions and highlighting any salient concepts illustrated by the problem and its solution. This is particularly useful when the solution to the problem requires more than just a simple

answer. The problem sets in *Contemporary Linguistics* provide numerous examples of suitable problems for this kind of treatment, especially in Chapters 3 (Phonology), 4 (Morphology), 5 (Syntax), 6 (Semantics), 7 (Historical Linguistics), and 17 (Computational Linguistics).

- Open-ended questions in the problem sets of *Contemporary Linguistics* can be assigned as homework. When students come to class, they could discuss their answers in small groups. Groups would then report their conclusions to the class. Some suitable questions at the ends of chapters are:

  Chapter 1 (Language: A Preview), Question 2
  Chapter 2 (Phonetics), Questions 11, 13
  Chapter 3 (Phonology), Questions 2–5
  Chapter 5 (Syntax), Question 1
  Chapter 6 (Semantics), Question 6
  Chapter 10 (First Language Acquisition), Questions 6, 14
  Chapter 11 (Second Language Acquisition), Questions 6–10
  Chapter 12 (Psycholinguistics), Questions 6, 8
  Chapter 13 (Brain and Language), Question 4
  Chapter 14 (Language in Social Contexts), Questions 2–6
  Chapter 16 (Writing and Language), Questions 1, 2
  Chapter 17 (Computational Linguistics), Question 7
  Chapter 18 (Animal Communication), Question 6

Testing

Ideally, a good test should:

- be geared toward the specific student population in the class (e.g., undergraduate or graduate; high achieving students or students with more modest academic achievement)
- provide a challenge to students while still being doable within the time limit
- discriminate between stronger and weaker students
- reflect the range of topics covered in class
- reflect the relative emphasis given to topics covered in class
- be a learning experience for students

Getting the right level of difficulty can be a bit tricky. If problems are included in the test, as they should be for the core chapters, the same basic data set can be manipulated to make it more or less challenging.

To make a problem more challenging:

- Increase the number of items in the data set.
- Put items in the data set in random order.
- Ask more general, open-ended questions.
- Ask students to examine several variables (morphemes, phonemes or allophones, etc.) instead of just one variable.

To make a problem less challenging:

- Limit the number of items in the data set.
- Order items in the data set so that salient features are more noticeable.
- Ask specific questions first that will lead students to make the correct generalization.
- Ask students to focus on only one variable.

For example, using the Tagalog data from the appendix on solving phonology problems at the end of Chapter 3, here are examples of an easy problem and a more difficult problem.

Easy problem: The data set is limited. It is arranged so that minimal and near-minimal pairs are obvious. Specific questions lead students to the correct generalization, and there is only one possible contrast ([h] versus [ʔ]).

Data set: Focus on [h] and [ʔ]

kahon	'box'	ʔumagos	'to flow'
ʔari	'property'	humagos	'to paint'
hariʔ	'king'		

Questions:

What is the phonetic description of each of the following:

[ʔ] place _____ voice _____ manner _____

[h] place _____ voice _____ manner _____

Are there minimal pairs for [h] and [ʔ]? Yes No

If yes, what are they? _____

Are [h] and [ʔ] in complementary distribution? Yes No

If yes, describe the environments:

_____

Are [h] and [ʔ] separate phonemes or allophones of the same phoneme?

_____ Explain the reasons for your answer:

_____

Difficult problem: The data set is larger. Items in the data set are randomized so that minimal and near-minimal pairs are less obvious. Questions are open-ended, so students must know how to arrive at correct generalizations. Students must examine several possible contrasts.

Data set: Focus on: [h] and [ʔ]; [ʔ] and [t]; [t] and [ɾ]; [ɾ] and [d]

datiŋ	'to arrive'	dumi	'dirt'
kahon	'box'	ʔumagos	'to flow'
dami	'amount'	daɾaʔiŋ	'will complain'
haɾiʔ	'king'	mandukot	'to go pickpocketing'
daʔatiŋ	'will arrive'	ʔaɾi	'property'
manduɾukot	'pickpocket'	maɾumi	'dirty'

humagos	'to paint'	daʔiŋ	'to complain'
maɾami	'many'		

Questions:

For each pair of sounds listed above, state whether it is two separate phonemes or allophones of a single phoneme. Support your answer with appropriate evidence.

Note that the easier problem is less time-consuming to grade because the answers are either right or wrong, and there is only one answer per blank. Grading the more challenging, open-ended question will require reading essay-type answers and finding the answer, although there could easily be a grading rubric for assigning point values.

Using the Ancillaries

The ancillaries have been designed to make *Contemporary Linguistics* more flexible in meeting a variety of student needs. The *Study Guide* provides short summaries of the main concepts of the first seven chapters of the book and includes numerous exercises with an answer key in the back. It should prove particularly useful for students who need extra work and self-study material. The exercises are generally fairly short, and several can be used within a class period; in large lecture classes with smaller discussion sessions taught by teaching assistants, the *Study Guide* problems can provide material around which the discussion sessions are organized.

The material on the Web site is designed for both undergraduate and more advanced classes. The interactive and Web-based exercises will be appropriate for a broad range of students, especially for undergraduates, whereas the more advanced material will suit students who are ready for greater challenge. Because of the range of material available, the Web site can be usefully exploited for a combined undergraduate/graduate class.

If the instructor has access to a smart classroom, there is a range of material on the Web site that can be displayed during a lecture, such as color-coded consonant and vowel charts for the phonetics and phonology chapters and maps of the distribution of language families for Chapter 8, "The Classification of Languages." For instructors who do not have access to a smart classroom, there are also transparency masters available for use during lectures. These are downloadable from the companion Web site at **bedfordstmartins.com/linguistics**.

Part Two of the *Instructor's Resource Manual* contains answers to the end-of-chapter questions in *Contemporary Linguistics*.

Part Two: Answers to End-of-Chapter Questions

one

Language: A Preview

Answers to questions, pp. 13–14

Section numbers before each problem indicate material on which the problem is based.

SECTION 2

1. a) dance to techo music
   b) travel on a sled pulled by a dog team
   c) travel in an MG [a type of small car]
   d) apply a Band-Aid to a cut
   e) sink a golf putt like Tiger Woods
   f) travel via a Greyhound bus
   g) clean with Ajax [a cleanser]
   h) clean with Windex [a window cleanser]
   i) color with Clairol [a hair-coloring product]
   j) put in a carton

SECTION 2

2. Answers will vary.

SECTION 2

3. a) impossible
   b) possible
   c) impossible
   d) impossible
   e) possible
   f) possible
   g) impossible
   h) impossible

SECTION 2

4. Answers will vary.

SECTION 3

5. a) Jason's mother left *him* with nothing to eat.
   b) Miriam is eager to talk to *someone*, *or* Miriam is *easy* to talk to.
   c) acceptable
   d) acceptable
   e) Is the dog *hiding* [or some other transitive verb] the bone again?

f) Wayne prepared a cake *for Zena*.
g) acceptable
h) acceptable
i) Max cleaned *it up*.
j) I *want* you to leave, *or* I desire *that you leave*.
k) That you *like* liver surprises me.

SECTION 3.2

6. (*Note:* At this early point in the course, we do not expect technical explanations for the unacceptability of these sentences. Student answers need not include the actual terminology used here.)

a) The form of the verb should be *doesn't* when the subject is singular.
b) The form of the verb should be *were* when the subject is *you*.
c) In a sentence with preverbal *there*, the form of the verb should be *are* when the following noun is plural.
d) The form of the verb *break* should be *broken*, not *broke*.
e) A pronoun in subject position should have the "nominative" form (*me* should be *I*); *gonna* and *campin'* are too colloquial for written language.
f) A sentence should not end in a preposition (compare: *With whom did you come?*).
g) The past tense form of *see* is *saw*, not *seen*.
h) The form *been* can occur only with auxiliary *have* (compare: *He has been lost . . .*).
i) The word *needs* should be followed by either *to be cleaned* or *cleaning*; *because* should not be contracted to *'cause*.
j) *Ain't* is nonstandard, as is *get* in the sense of 'have'; a double negative (*n't* and *none*) is unacceptable (compare: *Julie doesn't have any*).
k) Since *somebody* is singular, the pronoun should be *his* (or *her*), not *their*.
l) The reflexive pronoun should be *himself*, not *hisself*.

See Sections 3.1 and 3.2 for a discussion of the problems with prescriptive approaches to language.

SECTIONS 3.4–3.5

7. you/yours us/ours
him/his them/theirs
her/hers

We can infer that the Hawaiian form *mines* is following a regular pattern in which the possessive pronoun ends in *-s*.

two

Phonetics

Answers to questions, pp. 55–58

Section numbers before each problem indicate material on which the problem is based.

Section 1

1. *Sample answers:*
   a) fish, huff, tough, phantom: the underlined letters in each word are pronounced [f].
   b) art [ɑ], cat [æ], table [ej], above [ə], awful [ɔ], Israel [i].
   c) Peter, mesquite, priest, meet, meat: all underlined letters = [i]
   d) tough (where gh = [f]); hiccough (where gh = [p])

Section 1.2

2. (*Note:* The vowels [ej], [aj], [aw], and [ow] are treated as single-unit segments. Most students will intuitively treat these vowels as single segments.)
   a) 2 [æt]
   b) 3 [mæθ]
   c) 4 [kjuɹ]
   d) 5 [hɑpɪŋ]
   e) 8 [sajkɑləʤi]*
   f) 5 [nɑlɪʤ]*
   g) 7 [mejlbɑks]
   h) 4 [ɔsəm] or 3 [ɔsm̩]
   *Note that IPA transcription forces the 2-symbol transcription of what students should interpret as a single segment for the purposes of this question: [dʒ].

Section 5

3. a) voiced [ð]
   b) voiceless [θ]
   c) voiceless [f]
   d) voiced [v]
   e) voiced [z]
   f) voiceless [s]
   g) voiceless [p]
   h) voiced [b]
   i) voiceless [h] *or* voiced [j]
   j) voiceless [ʧ]
   k) voiced [dʒ]
   l) voiced [b]
   m) voiced [w] *or* voiceless [ʍ]
   n) voiced [ɡ]
   o) voiced [n]
   p) voiced [w]

Sections 5–6

4. a) voiced [ow]
   b) voiceless [t]
   c) voiced [m]
   d) voiced [u]
   e) voiced [m]
   f) voiceless [k]
   g) voiced [n]
   h) voiceless [t]
   i) voiced [ʤ]
   j) voiced [z]
   k) voiced [ʤ]
   l) voiced [z]
   m) voiced [n]
   n) voiced [ow]
   o) voiceless [k]
   p) voiceless [t]

SECTION 4

5. a) same: alveolar
   b) same: velar
   c) different: bilabial/velar
   d) same: alveolar
   e) different: bilabial/alveolar
   f) same: alveopalatal
   g) different: labiodental/glottal
   h) different: labiovelar/palatal
   i) different: bilabial/labiodental
   j) same: alveopalatal
   k) different: alveolar/labiodental
   l) different: interdental/alveolar

SECTION 5

6. a) same: fricative
   b) same: stop
   c) same: glide (continuant)
   d) same: fricative
   e) different: liquid/stop
   f) same: fricative
   g) different: affricate/fricative
   h) same: nasal (stop)
   i) different: liquid/glide
   j) same: affricate
   k) different: fricative/stop
   l) different: fricative/affricate

SECTIONS 4–6

7. a) voiceless velar stop . . . . . [k]
   b) voiced labiodental fricative . . . . . [v]
   c) voiced alveopalatal affricate . . . . . [ʤ]
   d) voiced palatal glide . . . . . [j]
   e) voiced velar nasal . . . . . [ŋ]
   f) voiceless interdental fricative . . . . . [θ]
   g) high back rounded lax vowel . . . . . [ʊ]
   h) low front unrounded vowel . . . . . [æ]

SECTION 6

8. (*Note:* Some answers will vary according to dialect. This is a problem that should be checked in class with pronunciations elicited from students.)
   a) same: [æ]
   b) different: [ɑ] / [ɔ]
      or same: [ɑ]
   c) different: [ɪ] / [i]
   d) different: [ʌ] / [ɪ]
   e) same: [u]
   f) different: [ɑ] / [ɔ]
      or: [ɑ] / [o]
   g) different: [ɛ] / [ej]
      or same: [ɛ]
   h) same: [aj]
      or different: [aj] / [ʌj]
   i) same: [i]
   j) different: [ʌ] / [ʊ]
   k) same: [ɪ] *or* different: [i] / [ɪ]
   l) same: [ow]
   m) same: [ɔ]
      or: [o]
   n) same: [aw]
      or different: [ʌw] / [aw]

SECTIONS 4–6

9. (*Note:* Other answers may be possible.)
   a) [p, t, k, g, ʔ] are all stops.
   b) [i, e, ɛ, æ] are all front vowels.

c) [ʧ, ʒ, ʃ, ʤ] are all alveopalatals (stridents).
d) [p, b, m, f, v] are all labials.
e) [ʌ, ə, ʊ, a] are all back vowels.
f) [h, ʔ] are both voiceless glottals.
g) [u, o] are both back rounded vowels.
h) [s, z, ʧ, ʤ, ʃ, ʒ] are all stridents.
i) [l, ɹ, m, n, ŋ, j, w] are all sonorants.
j) [t, d, l, ɹ, n, s, z] are all alveolars.

SECTIONS 5.5, 7

10. (*Note:* Some variation is to be expected, especially in certain vowels in unstressed syllables, such as (c) and (s), which may fluctuate between [ʌ] and [ə] as their initial vowel.)

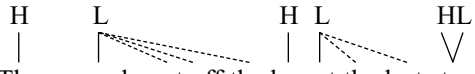
a) tog [tʰɑg]
b) kid [kʰɪd]
c) attain [ətʰejn]
d) despise [dəspajz]
e) elbow [ɛlbow]
f) haul [hɔl]/[hɑl]
g) juice [ʤus]
h) thimble [θɪmbl̩]
i) peel [pʰil]
j) stun [stʌn]
k) Oscar [ɑskɹ̩]
l) cooler [kʰulɹ̩]
m) sigh [saj]
n) hulk [hʌlk]
o) explode [ɛksplowd] [ɪksplowd]
p) tube [tʰub] [tjub]
q) spell [spɛl]
r) cord [kʰɔɹd] [kʰoɹd]
s) accord [əkʰɔɹd] [əkʰoɹd]
t) astound [əstawnd]
u) pure [pjuɹ]
v) wheeze [wiz]/[ʍiz]
w) remove [ɹɪmuv]
x) clinical [klɪnɪkl̩]

SECTION 8.1

11. (*Note:* Just one of several possible intonations is given here.)

a) ‘Hi, Alice.’

b) ‘Three people got off the bus at the last stop.’



c) ‘My uncle likes to mountain climb.’

SECTION 8.3

12.

a) súnny
b) banána
c) bláckbòard
d) Cánada
e) (to) rejéct
f) arríve
g) defý
h) súmmary
i) Canádian
j) (a) réject
k) sécret
l) excéed
m) súmmery
n) Canádianize
o) díffficult

SECTION 10 and **bedfordstmartins.com/linguistics/phonetics**, the section on **IPA vowels and consonants,** and **Tables 2.28 and 2.29**

13. Answers will vary.

SECTION 9

14. a) metathesis
    b) deletion
    c) dissimilation
    d) (full) assimilation
    e) (voicing) assimilation
    f) metathesis
    g) deletion

SECTION 9

15. Differences between careful and rapid speech are underlined.

	Careful speech	*Rapid speech*
a) assimilation	[ɪn maj]	[ɪm maj]
b) deletion and vowel reduction	[si ðɛm]	[siəm]
c) deletion and vowel reduction	[si hɪm]	[siəm]
d) (intervocalic) voicing	[wɪθɪn]	[wɪðɪn]
e) (unstressed schwa) deletion	[bəlunz]	[blunz]
f) deletion (of unstressed vowel) and syllabification of liquid	[kʰɛɹfʊl]	[kʰɛɹfl̩]
g) deletion of either [t] or [d]; flapping	[sɪt dawn]	[sɪɾawn]

(*Note:* There is no way to tell which of the consonants deletes. One could even argue that they coalesce into a single consonant [though coalescence is not dealt with in this chapter]. In any event, only a single [t] or [d] flaps in English, so it is important to include deletion in the list of processes and follow it with flapping.)

h) (consonant) deletion	[ədvajs]	[əvajs]
i) metathesis (and deaspiration)	[skɑtʃ tʰejp]	[kʰɑtʃstejp]
j) deletion of [ow] and syllabification of [ɹ]	[pɹ̥owtʰɛkʃn̩]	[pɹtʰɛkʃn̩]

(*Note:* The author interprets this as metathesis of the *r* and following vowel followed by the reduction of the unstressed [ow] to [ə].)

k) These changes are best interpreted as a series of steps:

- assimilation (for nasality) [hænd mi] ⟶ [hæ̃nd mi]
- (consonant) deletion [hæ̃nd mi] ⟶ [hæ̃n mi]

- (nasal consonant) deletion [hæ̃n̲ mi] ⟶ [hæ̃_mi]

l) For *Pam will*, the changes can be broken down into four processes. Note that the syllabification of the liquid would need to follow schwa deletion:

- deletion of initial glide [pʰæm w̲ɪl] ⟶ [pʰæm_ɪl]
- reduction of unstressed vowel [pʰæm ɪ̲l] ⟶ [pʰæm ə̲l]
- deletion of reduced vowel [pʰæm ə̲l] ⟶ [pʰæm_l]

followed by:

- syllabification of liquid [pʰæm l̲] ⟶ [pʰæm l̩]

For *miss you*, two processes are involved:

- place assimilation (palatalization) of [s] before the palatal glide [j] [mɪs̲ j̲u] ⟶ [mɪʃ̲ j̲u]
- reduction of unstressed vowel [mɪʃ ju̲] ⟶ [mɪʃ jə̲]

three

Phonology

Answers to questions, pp. 106–113

Section numbers before each problem indicate material on which the problem is based.

SECTIONS 1–3

1. *Inuktitut* (Eastern) (Native Canadian)

i)

(a) iglumut	'to a house'	*contrasts with*	(f) iglumit	'from a house'
(b) ukiaq	'late fall'		(n) ukiuq	'winter'
(c) aiviq	'walrus'		(l) aivuq	'she goes home'
(d) aniguvit	'if you leave'		(g) anigavit	'because you leave'
(e) aglu	'seal's breathing hole'		(j) iglu	'(snow) house'
(h) pinna	'that one up there'		(k) panna	'that place up there'
(i) ani	'female's brother'		(m) ini	'place, spot'

contrastive vowels: /i/ - /u/; /a/ - /u/; /i/ - /a/

ii) Vowel phonemes of Inuktitut: i u a

iv) Phonetically similar segments and their distribution in words:

[i] and [ɪ] are both high front unrounded vowels; [ɪ] is found in word-final position and before the voiceless uvular stop [q]; [i] is found elsewhere — before all other consonants.

[u] and [ʊ] are both high back rounded vowels; [ʊ] is found in word-final position and before the voiceless uvular stop [q]; [u] is found elsewhere.

We can assume that the phones [i] and [ɪ] are allophones of one phoneme: /i/, and that the phones [u] and [ʊ] are allophones of one phoneme: /u/.

SECTIONS 2–3

2. *Hindi*

i) Evidence for classifying [b] and [b̤] as belonging to separate phonemes: