Instructor's Manual

for

Linguistics for Non-Linguists
A Primer with Exercises

Fifth Edition

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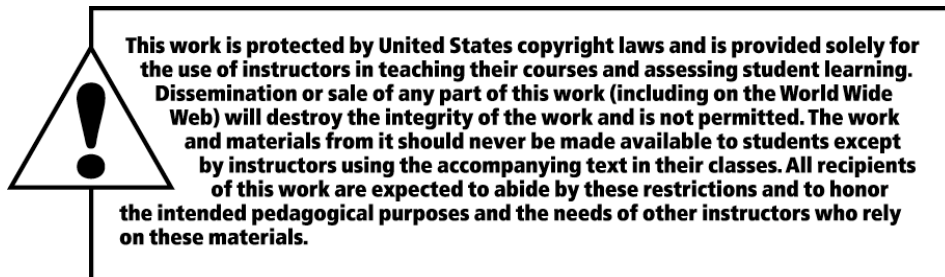
Contents

Preface: To the Instructor

This Instructor's Manual for *Linguistics for Non-Linguists, 4th edition* provides the following material for each chapter: Chapter Overview and Objectives; Key Terms and Concepts; Commentary on the chapter material; and Suggested Answers to Exercises. (Answers to exercises marked with a † are given at the end of the textbook and therefore are not repeated in the Instructor's Manual. Likewise, answers to Exploratory Exercises are usually not given here, since they will typically vary depending on student research.) We hope that you will find the following suggestions useful as you use the textbook.

Organizing the Course
Each chapter in the theory section of the book (Chapters 2-6, Pragmatics-Phonology) is, essentially, self-contained. We have ordered these chapters in a "top-down" fashion, starting with the relatively less formal field of pragmatics and moving to the relatively more formal field of phonology. While many textbooks start with phonology, in our experience it can be overwhelming to start with an area so beset with formal notation. However, because these chapters are self-contained, you can assign them in a different order if you wish.

The chapters in the applied section of the book (Chapters 7-12) rely on material covered in the theory section (especially Chapters 3-6) and therefore should not be assigned until those earlier chapters have been covered. Within the applied section, however, the chapters are also self-contained and therefore can be assigned in a different order if you wish.

Our approach to each chapter is, generally, to spend as little time as possible on lecture and as much time as possible on doing exercises. Students should read the chapter before the first day it is discussed. On the first day devoted to each chapter, you might orient students to the main issues covered in the chapter and perhaps do a review of its main concepts. (The sections entitled "Commentary" suggest ways to orient students to the main issues of each chapter.) Then have students discuss their answers to the exercise. One format that has worked well for us is having students work in small groups and then later (or the next class period) discuss their answers with the entire class.

Assigning Exercises
Each chapter contains three types of exercises. The in-chapter exercises help the student confirm material that has just been discussed. The Supplementary Exercises at the end of each chapter not only review but in some cases extend or apply material from the chapter. The Exploratory Exercises, which follow the Supplementary Exercises, typically require more research or analysis than can be accomplished in a single classroom period. Exploratory Exercises can form the basis for short papers. (Since answers to Exploratory Exercises will usually vary from student to student, in most cases the Instructor's Manual does not contain answers to these.) Perhaps the most important principle to following in choosing which exercises to assign is never to assign an exercise that you haven't first worked through yourself!

Many students will find this material (especially the more formal areas) technical and difficult. And, inevitably, some students will try to learn the material simply by coming to class and copying down the answers to exercises without first working the exercises themselves. As they'll come to learn (sometimes too late), this approach just won't work because they aren't learning how to do the analysis themselves. We suggest a "hands-on" approach to the

exercises, one that requires *all* students to at least try to answer the exercises that are to be discussed in class. As mentioned above, small group work is a good way to get students involved; you (and your teaching assistant, if you have one) can be roving "consultants" if a group is having difficulty with a particular exercise). In other cases, having students put their answers on the board or on an overhead transparency works well.

You may want to assign selected exercises for class discussion, saving unassigned exercises for homework or as test questions.

Testing
Because of the amount of detail in the material, we have had success in testing students more frequently over smaller amounts of material, rather than testing them only two or three times per term. For example, you may want to require a weekly quiz on each chapter, or test students over two chapters at a time.

Supplementary Resources
At various points throughout the course, we have found it useful to supplement the textbook discussion with other materials such as DVDs. Following is an annotated list of a few tapes we have found especially useful, and that students seem to both enjoy and learn from. (Your university library may own some or all of these titles.)

Chapter 8 (Language Variation): *American Tongues* (1987, 56 min. standard version, 40 min. high school version. Produced and directed by Louis Alvarez and Andrew Kolker. Distributed by The Center for New American Media). An enjoyable introduction to language variation in the United States. Especially good in its treatment of regional dialects. Comes with a teacher's guide.

Chapter 9 (Language Change): *The Story of English* (1986, 5 tapes or 9 DVDs, 495 min. directed by William Cran, narrated by host Robert MacNeil. Described on amazon.com as "Part travelogue, part linguistics, part history, and all fascinating, the series is a unique blend of solid scholarship and engrossing entertainment."

Chapter 10 (First-Language Acquisition): *The Human Language, Part 2: Acquiring the Human Language* (1995, 55 min. Produced, written, and directed by Gene Searchinger. New York: Ways of Knowing). An outstanding exploration of the complexities of first-language acquisition, interspersing brief commentary by well-known linguists (including Noam Chomsky) with delightful footage of children whose language use illustrates the points made by the commentators. Does an especially good job of introducing sophisticated theoretical ideas without being dry or overwhelming.

Chapter 13 (Neurology of Language): *The Two Brains* (1984, 55 min. Produced, written, and directed by Terry Landau. Educational Broadcasting Corp.). Although the title does not indicate it, much of this tape focuses on brain and language. Includes footage of patients with some of the language-related disorders discussed in the chapter, as well as an extended treatment of hemispherical specialization.

Chapter 1: Introduction

Chapter Overview and Objectives

This chapter introduces students to the topics, structure, and theoretical orientation of the textbook. After completing this chapter, students should be able to

☐ Distinguish among the psychological system, vocal tract, and speech.
☐ Explain the analogy between a computer system and the linguistic system.
☐ Understand the relation between data and theory.

Key Terms

generative grammar	vocal tract	data
software	speech	theory
hardware	personal pronouns	categories
output	reflexive pronouns	rules
language	antecedent	

Commentary on Chapter 1

The introduction is the only chapter that does not contain exercises. As a first-day activity that previews some of the concepts students will read about in Chapter 1, you might provide them with some data and take the class through a question-and-answer session in which they analyze it (with your help).

For example, give each student a handout like the one on page 4 of this manual. Explain briefly that you're going to have them look at some "tag" questions, so-called because they consist of a statement with a question "tagged" onto it. As you read aloud each sentence in (I), ask students to mark any sentences that sound out of the ordinary with an asterisk. (Have them to this individually and quickly; the point is that they rely on their "gut reaction" about which sentences sound unremarkable and which ones don't.)

After students have worked individually to judge the sentences, write the sentences on the board or on an overhead and ask the class as a whole about their judgments. First, ask the class how many sentences they marked with an asterisk. (The overwhelming response should be "4.") Second, run through the sentences one by one and ask the class which ones they marked with an asterisk. (The overwhelming response should be sentences 3-6.)

At this point you can make several observations to the class. First, the task of judging the sentences was an easy one. Any student who is a native speaker of English will have no difficulty in deciding whether a sentence should receive a * or not. The judgment can be made instantaneously and without reference to a dictionary, grammar book, or other authority. Second, the group was unanimous (or nearly so) in its judgments, even though the class members did not consult each other. Third, the tag question construction is not one that native speakers of English have learned to produce through conscious instruction by an outside source such as a teacher (even as far back as elementary school). Instead, it is simply part of the linguistic repertoire of every native speaker of English. This simple experiment is evidence that the class members must share some unconscious knowledge about English, knowledge that allows them to judge instantaneously whether a given structure is a possible (i.e., well-formed) tag question in English.

Now on to part (II) of the handout. Having judged sentences (1-6) as either well-formed or not, the students have a body of data upon which to draw. They can now proceed to use this data—their judgments—to infer the principles that allowed them to make the judgments. Unlike the first step, this step requires conscious analysis to formulate and fine-tune each statement.

By dividing the sentences into two groups—those with * and those without—students can start to arrive at the principles that govern tag questions. While this will take some trial and error on their part (as well as reference to some terms they might not have used in a while—like "auxiliary verb" and "antecedent of a pronoun"), with your help they can eventually arrive at the following principles:

- ☐ The verb in a tag question must match the verb in the declarative (cf. 3, which uses a present-tense verb in the declarative but a past-tense verb in the tag).
- ☐ The declarative and the tag cannot both be negative (cf. 4, which contains a negative in both parts). (Although the data do not illustrate it, you might point out that a "challenge tag" construction is possible, in which both parts are positive: e.g., "You're threatening *me*, are you?")
- ☐ The pronoun in the tag must match the subject of the declarative, in number, person, and gender (cf. 5, in which the subject is singular but the tag pronoun is plural).
- ☐ The verb in the tag must be a copy of the <u>first</u> auxiliary verb in the declarative (cf. 6, in which the tag verb is a copy of the <u>second</u> auxiliary verb *to be*).

If students are able to arrive at all of these principles, they will have done quite a bit for the first day of class! The point to close with is they have been "doing" linguistics: trying to formulate a conscious statement of the principles that allow speakers to judge sentences as well-formed or not.

It is also worth pointing out that principles must be refined as new data is encountered—for instance, ask students how they would form a tag question for the sentence *Mary went*. Again, they will be able to formulate an immediate, uniform response *(didn't she?)*—but it violates one of the principles that accounted so well for sentences 1-6. A linguist's work is never done….

Sample analysis: "Tag" questions

I. Data (acceptability judgments): Mark unacceptable S's with an asterisk (*).
1. Mary can't go, can she?
2. Mary has gone, hasn't she?
3. Mary can go, couldn't she?
4. Mary can't go, can't she?
5. Mary can't go, can they?
6. Mary hasn't been going, is she?

II. Theory: Principles that predict acceptability judgments. (What principles govern tag questions in English?)

Chapter 2: Pragmatics

Chapter Overview and Objectives
This chapter delineates concepts within pragmatics, specifically implicature and speech acts. After completing this chapter, students should be able to

- ☐ Analyze the implicature raised by an interchange.
- ☐ Identify the conversational maxim that raises a particular implicature.
- ☐ Classify an illocutionary act into one Searle's six types.
- ☐ Identify felicity conditions (or their violations) on various types of speech acts.
- ☐ Classify a speech act according to the following variables: explicit vs. nonexplicit, direct vs. indirect, expressed vs. implied, and literal vs. nonliteral.
- ☐ Explain the relationship between syntactic form and illocutionary force, especially for indirect speech acts.
- ☐ Explain how conversational implicature enables speakers to interpret implied locutionary acts.

Key Terms and Concepts

implicature	representative	performative verb
maxim of quantity	directive	direct/indirect illocutionary
maxim of quality	question	act
maxim of relation	commissive	expressed/implied
maxim of manner	expressive	locutionary act
speech act	declaration	precondition
locutionary act	felicity condition	literal/nonliteral
illocutionary act	explicit/nonexplicit	locutionary act
illocutionary force	illocutionary act	

Commentary on Chapter 2
As presented in this chapter, pragmatics is concerned with two basic questions: how speakers say things without really saying them, and how context affects interpretation. As a way of getting students to think about these questions, you might start by asking them to think of some things they might say in the following situation: You go to a friend's house in the dead of winter and find that it's uncomfortably cold. Use the board or overhead to record about 5-10 responses that students come up with, such as the following:

1. "It's cold in here."
2. "Turn up the heat."
3. "I need a sweater."
4. "What are you, a polar bear?"
5. "Is there a window open somewhere?"
6. "I'm freezing."
7. "Can you close that window?"
8. "Close that window!"
9. "Did you forget to pay your heating bill?"

One point to make is that all of these sentences are really intended to get the friend to either turn up the heat or close the window. This leads to the obvious question of why the

language allows us so many different ways to express these ideas—aren't (2) and (8) sufficient? You might then ask students to comment on which responses seem more (or less) polite than others. For example, (2) and (8) are likely to be rated as relatively less polite than (5) and (7). This can lead into a discussion of how speakers adjust their speech acts to achieve different degrees of politeness (or indirectness).

Another point made by this introductory exercise is that our interpretation of a sentence (especially an indirect speech act) is to some degree context-dependent. For example, in the scenario described above, (7) really means 'Close the window.' In another context, however, the same sentence could constitute a genuine inquiry into the speaker's ability: for example, if the window had a broken handle or appeared to be too high to reach without a ladder.

Suggested Answers to Exercises

Exercise A, p 7

1. quality
2. a. quantity
    b. Jones didn't do well.
3. †
4. a. relation
    b. quantity
5. a. manner
    b. That she doesn't want her children to know who she's talking about.
6. a. relation; yes, Ray wants dessert
    b. quantity; no, Susan doesn't think John is wonderful.
    c. quantity; Mary does not want John to know who the man was.
    d. manner; the customer assumes the clerk will not know how to spell her name (note that *Kathryn* and *Riley* each have several possible spellings).
7. This raises the implicature that the customer believes the clerk does not have a very good command of basic English spelling (*Frank* and *Parker* each have only one possible spelling). Thus, it could be interpreted as an insult here, but not in (6d).

Exercise B, p. 9

1. a. expressive   f. commissive
    b. directive   g. commissive
    c. †   h. directive
    d. declaration   i. †
    e. question   j. commissive
2. "I'm sorry" can be either an apology or an expression of sympathy.

Exercise C, p. 11

1. d
2. †
3. a. an apology must be for an act that has harmed the listener; an apology must also be for a past act.
    b. protest (another type of expressive).

4. One felicity condition for an ordinary question is that *S doesn't know P*. For an exam
    question, it is that *S knows P*.
5. One of the felicity conditions on directives is that *S believes H able to do A*. In this case,
    the preacher would have to believe that the squirrel is able to repent. However,
    "repenting" requires a higher spiritual consciousness than most of us attribute to squirrels.
6. One of the felicity conditions on directives is that *S believes H able to do A*. Humans
    cannot control their height, although they can control their posture.

Exercise D, p. 13

1. a. past tense rather than present tense
    b. lacks a first-person subject (implied subject=*You*)
    c. †
    d. lacks a first-person subject
    e. lacks a first-person subject (implied subject=*You*)
2. a. directive
    b. yes; <u>*We forbid*</u> *minors to enter.*
3. a. directive
    b. yes; <u>*We request*</u> *passengers to proceed to gate 10.*

Exercise E, p. 15

1. a. (i) declarative, (ii) directive, (iii) indirectly
    b. (i) imperative, (ii) offer
    c. †
    d. (i) *yes-no* interrogative, (ii) directive, (iii) indirectly
    e. (i) declarative, (ii) directive, (iii) indirectly
    f. (i) declarative, (ii) directive, (iii) indirectly
    g. (i) *wh*-interrogative, (ii) directive, (iii) indirectly

Exercise F, p. 18

1. a. implied
    b. expressed
    c. †
2. a. explicit *(We remind you…)*
    b. implied

Exercise G, p. 19

1. a. (i) expressed, (ii) nonliteral
    b. (i) expressed, (ii) literal
    c. (i) implied, (ii) literal
2. a. †
    b. †
    c. (i) implied, (ii) literal
    d. literal

3. Ollie intended his speech act as nonliteral, but Laurel misinterpreted it as literal—resulting in their capture.

Exercise H, p. 20

1. a. †
    b. †
    c. (i) nonexplicit, (ii) indirect, (iii) implied, (iv) literal
    d. (i) nonexplicit, (ii) indirect, (iii) expressed, (iv) literal
    e. (i) nonexplicit, (ii) indirect, (iii) implied, (iv) literal
    f. (i) nonexplicit, (ii) indirect, (iii) implied, (iv) literal
    g. (i) nonexplicit, (ii) indirect, (iii) implied, (iv) literal
    h. (i) nonexplicit, (ii) indirect, (iii) implied, (iv) nonliteral
    i. (i) nonexplicit, (ii) indirect, (iii) implied, (iv) literal
    j. (i) nonexplicit, (ii) direct, (iii) expressed, (iv) literal
    k. (i) explicit, (ii) not applicable, (iii) expressed, (iv) literal

Supplementary Exercises, pp. 21–24

1. (i) quantity; (ii) Turpentine cures distemper.
2. relation
3. manner (thereby raising the implicature that her mother's husband is not her father)
4. quantity (thereby raising the implicature that Wally doesn't want Beaver to know who the caller was)
5. a. promises and threats
    b. commissives
    c. They differ in their felicity conditions: Whether the speaker believes the hearer does want the action performed (promise) or doesn't want the action performed (threat).
6. a. question
    b. declarative
    c. because it's indirect
    d. It's a direct illocutionary act.
7. commissive
8. exclamatory; expressive; directly
9. a. literal   b. nonliteral
10. a. explicit   c. expressed
    b. not applicable   d. literal
11. b. nonexplicit, direct, implied, nonliteral
12. a. nonexplicit, indirect, expressed, literal
    b. nonexplicit, direct, expressed, literal
    c. explicit, not applicable, expressed, literal
    d. nonexplicit, direct, expressed, nonliteral
13. a. direct vs. indirect illocutionary acts
    b. The child interprets it directly (as a question) when actually the mother intends it indirectly (as a directive).

14. The inclusion of this sentence prevents the reader from having to draw the implicature that the smear is normal (or from drawing an implicature other than that intended by the writer).
15. Andy is raising an implicature that Thelma Lou's cousin is not pretty. His answer violates the maxim of relation, since it answers a question other than the one Gomer asked. It is a way of communicating information about her appearance without actually stating it.
16. An act of thanking typically refers to a past act of the addressee. The sign is intended to control the reader's future actions, i.e., to prevent the reader from smoking.
17. In order to fire someone, the addressee must be an employee. By announcing "I quit," the employee asserts that this condition is not met.

Exploratory Exercises, p. 24

1. Answers will vary; examples of indirectness strategies include *We ask* (questioning the request), *individuals* (impersonalizing the request), *please* (giving deference), *this one small area* (minimizing the imposition), *we would be grateful* (incurring a debt).
2. Answers will vary. There is a trade-off between clarity (directness) and politeness (indirectness). In each case, the owners of the establishment are walking a thin line between the two: they want to be understood by the customers but, at the same time, they don't want to alienate them.

Chapter 3: Semantics

Chapter Overview and Objectives
This chapter introduces students to concepts from three areas pertaining to linguistic meaning: sense, reference, and truth. After completing this chapter, students should be able to
- ☐ Identify the semantic feature(s) that distinguish or unify a related set of words (e.g., *man, boy)* .
- ☐ Identify cases of lexical ambiguity and overlap.
- ☐ Identify a superordinate of a given hyponym (or vice versa).
- ☐ Label a set of antonyms as binary, gradable, or converse.
- ☐ Identify a prototype and a stereotype of a common term such as *car*.
- ☐ Identify cases of coreference, anaphora, and deixis.
- ☐ Label a sentence as analytic, contradictory, or synthetic.
- ☐ Determine the truth relation (presupposition or entailment) that holds between a given pair of sentences.

Key Terms and Concepts

lexical decomposition	binary antonym	coreference
semantic features	gradable antonym	anaphora
sense	converse antonyms	deixis
speaker-sense	speaker-reference	analytic sentence
linguistic-sense	linguistic-reference	contradictory sentence
lexical ambiguity	referent	synthetic sentence
synonymy	extension	entailment
hyponym	prototype	presupposition
superordinate	stereotype	presupposition trigger
overlap		

Commentary on Chapter 3
The relationships explored in Chapter 3 can be defined in three ways: the relation of words to words (sense); the relation of words to world (reference); and the relation of sentences to sentences and sentences to world (truth). It is useful to start out by comparing semantics to pragmatics: where pragmatics is concerned with context-dependent meaning, semantics is concerned with context-independent meaning.

Probably the most difficult material in this chapter is the section on entailment and presupposition, so you may want to plan to spend extra time on that and go over some additional practice problems. Students may grasp entailment more easily if you point out that it operates at the sentence level in the same way that the hyponym-superordinate relationship operates at the word level. In fact, if sentence A entails sentence B, sentence A often contains a hyponym of a superordinate found in sentence B (e.g., *John bought a new Ford F150* entails *John bought a new truck; Ford F150* is a hyponym of the superordinate *truck*.) Students may grasp presupposition more easily if you remind them that it contains the prefix {pre}, meaning 'before,' and refers to a proposition that must be true before another proposition can be judged true or false.

Suggested Answers to Exercises

Exercise A, p. 28

1. a. [± kin]   d. [± concrete]
   b. [± human]   e. †
   c. [± male]
2. The listener's semantic representation of *doctor* includes the semantic feature [+male].

Exercise B, p. 30–31

1. a. *saunter, amble, stride*   b. *animal, vertebrate, mammal,*
   b. *chat, whisper, mumble*   *feline, lynx*
2. *relative*   4. e. both (a) and (d)
3. a. †

Exercise C, pp. 33–34

1. a. overlap (all are [+furniture])
   b. synonymy
   c. overlap (all are [+printed])
2. lexical ambiguity (*bar* can be either a tavern or a test given to future lawyers).
3. a. G   e. †   i. B   m. G
   b. B   f. C   j. C   n. B
   c. †   g. C   k. B
   d. †   h. B   l. C

Exercise D, p. 35

1. a. prototype: Ford Taurus
        nonprototypical member: Batmobile
        stereotype: 4 wheels, carries 4-6 passengers, internal combustion engine, about 16
           feet long and 5 feet high
   b. prototype: ranch house, bungalow
        nonprototypical member: the White House
        stereotype: 1500-2500 sq. ft., 3 bedrooms, 2 baths, kitchen, 1-2 stories high
2. b. prototype
3. c. both sense (definition) and reference (picture)
4. †
5. c. *Robin* is a hyponym of *bird*
6. b. stereotype of *dog*

Exercise E, p. 36

1. a. *Himself* is an anaphor and can only be interpreted as referring to *George*.
   b. †
2. d. none of the above (i.e., deictically only)
3. anaphora