Chapter 1

Review 1.1 (page 4)

1. All languages of the world are based on eight shared design features. The presence of all the design features differentiates human language from animal communication.

2. The description of the eight design features is primarily based on speech behavior. The field of text linguistics is useful for investigating literacy, but many other aspects of language, including phonetics, morphology, syntax, semantics, and pragmatics, are implicated in one way or another in literacy.

Review 1.2 (page 14)

1. The prescriptive approach to language states what is considered right and wrong in language. The descriptive approach describes the facts—what people actually say and do.

2. The diachronic view of language is historical and concerned with how language changes over time. The synchronic view studies how language functions at a given moment in time.
3. Competence is one’s knowledge of language or the ability to produce a word or sentence. Performance is actually saying a word or sentence, the sounds you articulate.

4. Linguistics is a science because it follows the procedure of the scientific method in testing hypotheses.

Practice 1.2: Intuition & Grammaticality (pages 14–15)

1. Who are you talking to?
   Question ends with preposition. To whom are you talking?

2. The moderator tried to clearly restate the candidate’s response.
   Split infinitive. The moderator tried to restate clearly the candidate’s response.

3. The driver thought he had went the wrong way on the turnpike.
   Verb not past participle. The driver thought he had gone the wrong way on the turnpike.

4. Do you think there’s too many words on the page?
   Verb should be plural. Do you think there are too many words on the page?

5. Waiting in line for more than six hours, the tickets finally went on sale.
   Dangling participle. Waiting in line for more than six hours, we finally bought tickets.

6. Vinnie spent the whole day laying around the house.
   Laying/lying. Vinnie spent the whole day lying around the house.

7. Tori felt badly that she had missed your phone call.
   Felt takes adjective form. Tori felt bad that she had missed your phone call.

8. Me and her waited more than two hours for your plane to land.
   Use subjective not objective pronoun forms. She and I waited more than two hours for your plane to land.
9. Dawn’s new staff include Bruce, Theo, and Evan from the old office.
   **Verb not marked for 3rd person singular.** Dawn’s new staff includes…. .

10. We knew right away that we should of taken a left turn at the light.
   **Correct phrase is should have.** We knew right away that we should have taken…. .

11. Our tutor, Fiona, met with my classmates and I this morning.
   **Use objective not subjective pronoun forms.** Our tutor, Fiona, met with my classmates and me this morning.

12. Andrew said he did pretty good on the exam.
   **Good/well.** Andrew said he did pretty well on the exam.

13. My clothes really need washed.
   **Needs + past participle.** My clothes really need to be washed / need washing.

Chapter 2

Review 2.1 (page 31)

1. A phonetic alphabet is useful because spelling and sounds, in many languages at least, are not directly related.

2. “Fricative stop” is an impossible label because sounds may fit in only one category of articulation.

Practice 2.1A: Phoneme Identification (page 31)

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>dew</td>
<td>axe</td>
<td>align</td>
<td>breaks</td>
</tr>
<tr>
<td>doe</td>
<td>knob</td>
<td>breath</td>
<td>breathes</td>
</tr>
<tr>
<td>dough</td>
<td>leap</td>
<td>breed</td>
<td>bunnies</td>
</tr>
<tr>
<td>gnaw</td>
<td>plough</td>
<td>cries</td>
<td>father</td>
</tr>
<tr>
<td>know</td>
<td>rough</td>
<td>enough</td>
<td>facts</td>
</tr>
</tbody>
</table>
Practice 2.1B: Phonetic Transcription (page 32)

Answers will vary depending on dialect.

2. bathtub [bæθtʌb]
3. union [yʊnɪɔn]
4. pure [pyʊr]
5. beauty [bjuːrɪ]
6. Wednesday [wɛnzde]
7. larynx [lærɪŋks]
8. slyly [slaɪli]
9. action [ækʃən]
10. isn’t [ɪzənt]
11. August [ɔgəst]
12. vision [vɪʒən]
13. radiator [rərɪərər]
14. sometimes [səmtaɪmz]
15. leisure [lɪʒər]
16. million [mɪlɪən]
17. sink [sɪŋk], [sɪŋk]
18. total [tɔrəl]
19. monitor [mənɪˈfər]
20. sculpture [skəlptʃər]
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21. beings</td>
<td>[biˈɪŋz]</td>
</tr>
<tr>
<td>22. fusion</td>
<td>[ˈfjuʒən]</td>
</tr>
<tr>
<td>23. language</td>
<td>[ˈlæŋwɪdʒ]</td>
</tr>
<tr>
<td>24. emotional</td>
<td>[ɪˈmoʃənəl]</td>
</tr>
<tr>
<td>25. eighth</td>
<td>[eθ]</td>
</tr>
<tr>
<td>26. statue</td>
<td>[ˈstætju]</td>
</tr>
<tr>
<td>27. purchase</td>
<td>[pərˈtʃʊs]</td>
</tr>
<tr>
<td>28. technical</td>
<td>[tekˈnɪkəl]</td>
</tr>
<tr>
<td>29. player</td>
<td>[ˈpleɪər]</td>
</tr>
<tr>
<td>30. hours</td>
<td>[ˈauərz]</td>
</tr>
<tr>
<td>31. quart</td>
<td>[kwɔrt], [ˈkɔrt]</td>
</tr>
<tr>
<td>32. chowder</td>
<td>[tʃɔudər]</td>
</tr>
<tr>
<td>33. expenses</td>
<td>[ɪkˈspensəz]</td>
</tr>
<tr>
<td>34. grown</td>
<td>[ɡrən]</td>
</tr>
<tr>
<td>35. frames</td>
<td>[fremz]</td>
</tr>
<tr>
<td>36. cartoon</td>
<td>[kɑrˈtun]</td>
</tr>
<tr>
<td>37. chimney</td>
<td>[tʃɪmni]</td>
</tr>
<tr>
<td>38. danger</td>
<td>[dendʒər]</td>
</tr>
<tr>
<td>39. portrait</td>
<td>[ˈpɔrtrət]</td>
</tr>
<tr>
<td>40. elemental</td>
<td>[ɛlˈməntəl]</td>
</tr>
</tbody>
</table>
Practice 2.1C: Reverse Transcription (page 33)

1. [laɪŋ] lying
2. [bɜrd] beard
3. [dʒʌmp] jump
4. [ʃʊldər] shoulder
5. [aɪðər] either
6. [tʃɪld] chilled
7. [dʒʌdʒ] judge
8. [tʃest] chased
9. [kwɑːt] quiet
10. [kəʃəs] cautious
11. [riθ] wreath
12. [bɔʊ] bough
13. [sʌbwe] subway
14. [rɪˈfrep] refresh
15. [prɛʃər] pressure
16. [dɪfɛnd] defend
17. [θɪmz] themes
18. [ɔrə] auto
19. [kjuərə] cuter
20. [təˈnæɪt] tonight
Practice 2.1D: Transcription Errors (page 34)

2. terrace  [terrəs] → [terəs]
3. bored  [borəd] → [bord]
4. cloth  [cloθ] → [klɔθ]
5. paint  [paint] → [pent]
6. target  [target] → [targət]
7. math  [maθ] → [maæθ]
8. length  [lεn θ] → [lεnkθ]
9. wait  [wart] → [wet]
10. color  [kəlor] → [kʌlər]
11. themes  [ðimz] → [θimz]
12. engage  [ɛŋgeʒ] → [ɛŋgedʒ]
13. polite  [polait] → [pəlait]
14. shaped  [ʃepəd] → [ʃept]
15. reach  [riθ] → [ritʃ]
16. pride  [prɪd] → [praɪd]
17. thawed  [θaʊd] → [θɔd]
18. lazy  [lezy] → [lezi]
19. laptop  [læptop] → [læptəp]
20. chased  [tʃæcd] → [tʃest]
8  Understanding Language, Third Ed.

Review 2.2 (page 43)

1. a. in-decis-ion, cheat-er-s, broad-cast-ing, confer-ence-s, child-ish-ness

   b. Un-constitu-tion-al law-s are un-usual-ly common late-ly.

   c. The re-emerg-ence of nation-al-ism-s is worri-some.

Practice 2.2A: Root Identification (pages 43–44)

   From: Madame Bovary by Gustave Flaubert

Paris, more vague than the ocean, glimmered before Emma’s eyes in an atmosphere of vermilion. The many lives that stirred amid this tumult were, however, divided into parts, classed as distinct pictures. Emma perceived only two or three that hid from her all the rest, and in themselves represented all humanity. The world of ambassadors moved over polished floors in drawing rooms lined with mirrors, round oval tables covered with velvet and gold-fringed cloths. There were dresses with trains, deep mysteries, anguish hidden beneath smiles. Then came the society of the duchesses; all were pale; all got up at four o’clock; the women, poor angels, wore English point on their petticoats; and the men, unappreciated geniuses under a frivolous outward seeming, rode horses to death at pleasure parties, spent the summer season at Baden, and towards their forties married heiresses. In the private rooms of restaurants, where one sups after midnight by the light of wax candles, laughed at the motley crowd of men of letters and actresses. They were prodigal as kings, full of ideal, ambitious, fantastic frenzy. This was an existence outside that of all others, between heaven and earth, in the midst of storms, having something of the sublime. For the rest of the world it was lost, with no particular place, as if non-existent.
Practice 2.2B: Morpheme Analysis (pages 44–45)

2. revis-ion-s
   root: revise

3. corros-ive-ly
   root: corrode

4. real-iz-ation-s
   root: real

5. presid-en-cy
   root: preside

6. tens-ion-s
   root: tense

7. congress-wom-en
   root: woman

8. re-affiliat-ion
   root: affiliate

9. fore-bear-ance-s
   root: bear

10. revol-ution-iz-ed
    root: revolt

11. retro-act-ive-ly
    root: act

12. in-efficien-ci-es
    root: efficient

13. creat-iv-iti-es
    root: create

14. histor-ian-s
    root: history

15. class-if-i-ed
    root: class

16. bi-cycl-ist-s
    root: cycle

17. counter-culture-s
    root: culture

18. un-like-ly
    root: like

19. sub-divid-ed
    root: divide

20. eas-i-ly
    root: ease
Practice 2.2C: Word Formation Techniques (pages 45–46)

2. horseshoe  compounding
3. gas  clipping
4. ATM  acronym
5. smog  blending
6. Velcro  invention
7. sitcom  clipping
8. RAM  acronym
9. Fedex  clipping
10. gangster  derivation
11. earring  compounding
12. memo  clipping
13. ASAP  acronym
14. scooter  derivation
15. cheeseburger  backformation
16. dorm  clipping
17. notebook  compounding
18. styrofoam  clipping
19. fridge  clipping
20. anklet  blending
21. band aid  invention
22. enchilada  borrowing
23. washable  derivation
24. flu  clipping
25. rockumentary  backformation
Answer Key 11

Review 2.3 (page 60)

1. Ungrammatical sentences are marked with an asterisk (*).

2. Tree diagrams define subjects and direct objects as NPs positioned relative to each other.

3. Transformations show how parts of a sentence can be moved or phrases/clauses inserted to make new kinds of sentences.

Practice 2.3A: Sentence Diagramming without Transformations (pages 60–61)

```
1. S
   NP
     N
     Maya
   VP
     V
     went
     Prep
     to
     Det
     the
   PP
     NP
     N
     N
   Prep
     NP
     for
   PP
     NP
     N
     groceries.
```
2. 
```
S
  NP
    Det  N
    |    |  
    |    V
    |    NP
    |    PP
    |    Adj  N
    |          Prep  NP
    |                  |  N
My mother loves leek soup with croutons.
```

3. 
```
S
  NP
    Det  N  PP
    |    |    |  
    |    V
    |    AP
    |    Det  Adv  Adj
    |          |  
    |          Prep  NP
    |                  |  Det  Adj  N
    |                        |  
    |                        |  
The beer from the new keg tastes a bit weird.
```
4. The players in the band practiced the new songs for weeks on end.

5. His nephew lost the keys to his house after the wild party on Saturday.
6. I lost my shirt in the stock market after the recession.

7. The CEO of the company fired all the employees after the failed IPO.
8. The cute little girl rode her bike in the park under the trees.

9. The musicians performed the piece with great gusto for a full house.
10. The theater season began with a performance of a play by Beckett.

11. The accordion player bowed to her audience with a big smile on her face.
12. The monkey on the branch threw a banana at the mouse under the table.

13. The friend of the linguist sat in the back of the room at the conference.
The philosopher meditated on the meaning of life for many years.

The artist finished her piece in time for the opening of the show.
Practice 2.3B: Identify Transformations (page 62)

2. Jane picked the prescription up for her elderly uncle.  
   H

3. Did you ask John about the concert on Tuesday?  
   Q

4. We will drop your dry cleaning off after school.  
   H

5. Are we going to the store on the way to your meeting?  
   Q

6. The clerk gave us the discount on the television.  
   D

7. John didn’t buy the CD for his sister in North Carolina.  
   N

8. The song was remade by the jazz group on their new CD.  
   P

9. Jane was disappointed by her grade on the final.  
   P

10. We sent our mother flowers for her birthday  
    D

11. My friends were impressed by the new house.  
    P

12. The neighbors lent us their shovels after the snowstorm.  
    D

13. Our family doesn’t like to eat out.  
    N

14. Ruth couldn’t find the convention center.  
    N

15. Did you buy that suit you saw at the mall?  
    Q
Practice 2.3C: Diagram Transformations (pages 63–64)

1. Transformation = Question
   Kernel sentence = Mary is in the house with her friends.

   ![Diagram of Mary is in the house with her friends.]

2. Transformation = Question
   Kernel = The police did arrest the bank robbers.

   ![Diagram of The police did arrest the bank robbers.]

Copyright 2014, University of Michigan
3. Transformation = Question
   Kernel = His colleagues were happy for the winner of the lottery.

   His colleagues were happy for the winner of the lottery.

4. Transformation = Question
   Kernel sentence = Bears do walk in the woods.

   Bears do walk in the woods.
5. Transformation = Question
Kernel sentence = The decision about college was difficult.

6. Transformation = Particle Hopping
Kernel sentence = Mary stood up John after their second date.
7. Transformation = Particle Hopping
   Kernel sentence = John took out Mary to an expensive restaurant for her birthday.

8. Transformation = Particle Hopping
   Kernel sentence = The lion tamer put up the clowns for the night.
9. Transformation = Particle Hopping
Kernel sentence = The soldiers of the battalion put up the camp before nightfall.

10. Transformation = Particle Hopping
Kernel sentence = Mary firmed up her decision before the day of graduation.
11. Transformation = Passive
Kernel sentence = His passionate embrace surprised Mary.

12. Transformation = Passive
Kernel sentence = A virus attacked the new computer after a week.
13. Transformation = Passive
Kernel sentence = The board of directors fired the president of the company.

14. Transformation = Passive
Kernel sentence = Periodic outbreaks of violence strengthen the capitalist mode of production.
15. Transformation = Passive
Kernel sentence = Artisans in small workshops in Northern Italy build the best bicycles.

Review 2.4 (page 69)

1. Coherence is the overall meaning of a text, its “point.” Cohesion is the way the text holds together at a surface level, including with pronouns, articles, parallelism, etc.

2. A conversation achieves coherence through, among other things, the cooperative principle and through adjacency pairs.

3. U.S. middle-class conversations rely on a speaker having the floor until she or he arrives at a transition-relevance place, at which point the floor is up for grabs.
Chapter 3

Review 3.1 (page 79)

1. Languages are arbitrary because the sequence of sounds that make up a word and the meaning of the word are unrelated. There is no special reason for a dog to be called a dog.

2. Someone’s “terrorist” may be another’s “freedom fighter.” The connotations for terrorist include taking life indiscriminately. A freedom fighter is someone who advances one’s preferred political cause; freedom is good.

3. Because we have a collocation for bacon and eggs, much like we have one for salt and pepper.

4. If one is broke, this is understood to mean not having money. Money is kept in a bank. Therefore, one who is broke would need to go to a bank either to withdraw money or get a loan.

5. Perhaps it is not so inappropriate in not addressing the question. Surrealists are famous for non-sequiturs.

Practice 3.1: Denotative and Connotative Meaning (pages 79–80)

2. chick
   Denotation: offspring of chickens, other birds
   Connotations: young female

3. cheap
   Denotation: inexpensive
   Connotations: promiscuous, stingy, poorly made

4. dude
   Denotation: city slicker, dandy
   Connotations: man or guy

5. bro
   Denotation: brother
   Connotations: partying college guy

6. cool
   Denotation: low in temperature
   Connotations: desirable, liked

7. fox
   Denotation: vulpine animal
   Connotations: attractive female, someone cunning
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 8. | smart | Denotation: knowledgeable  
Connotations: nerd, geek, put together |
| 9. | organic | Denotation: grown without unnatural substances  
Connotations: hippie, tree-hugger, healthy, expensive |
| 10. | assertive | Denotation: confident, forceful  
Connotations: bossy, aggressive, goal-driven |
| 11. | gently worn | Denotation: still in decent shape  
Connotations: junk, bad shape |
| 12. | rags | Denotation: shreds of cloth  
Connotations: tabloid magazines, ugly clothes |
| 13. | rhinoplasty | Denotation: nose surgery  
Connotations: nose job, vanity, superficial |
| 14. | beak | Denotation: bird’s mandible  
Connotations: large sharp human nose |
| 15. | scientific | Denotation: based on principles of science  
Connotations: valid, credible, trustworthy |
| 16. | spinster | Denotation: unmarried adult female  
Connotations: sad old lady who didn’t choose to be unmarried; has many cats |
| 17. | third world | Denotation: term used to describe  
developing countries  
Connotations: poor, underfed, not up to par  
as in accommodations |
| 18. | trendy | Denotation: currently fashionable  
Connotations: social category that includes  
people who follow modern fashion and listen to mainstream music |
Review 3.2 (page 91)

1. We understand the meaning through context as well as through considering the speaker, time, place, and speaker’s opinion or beliefs regarding California.

2. John exists; John meets all the requirements for contracting marriage; there exists a Californian who meets all the requirements for contracting marriage.

3. John is not married.

4. John and Mary live together. They like one another.

5. Quality, Quantity, Relevance, Manner

6. Locutionary: the statement itself
   Illocutionary: Open the window.
   Perlocutionary: the result, presumably an open window

Practice 3.2: Implicature (pages 92–95)

2. Fernando:   Hey, Dawn, what time is it?  
Dawn:     Don’t worry, class hasn’t started yet.  
Maxim violated:  Relevance  
Why:     Fernando didn’t ask if class had started.

3. Bruce:   What did you end up doing last night?  
Theo:     I went to sleep, got into bed, and put on my pajamas.  
Maxim violated:  Manner  
Why:     Theo lists actions in the wrong order.

Linden:   What do you think of giraffes?  
Maxim violated:  Relevance  
Why:     Linden brought up an unrelated topic.
5. Child: *Mommy, what sound does the letter f make?*
   Mother: *That’s a voiceless labiodental fricative, sweetie.*
   Maxim violated: Manner
   Why: Mom is using way too difficult language.

6. Teacher: *I only want you to do your absolute best.*
   Student: *Phew, that takes the pressure off!*
   Maxim violated: Quality
   Why: Student is being sarcastic.

7. Zeke: *Where are my keys?*
   Evan: *They’re not in your car.*
   Maxim violated: Quantity
   Why: Evan doesn’t say where the keys are.

8. Nellie: *So, where are you going for vacation?*
   Ruth: *Well, I’ll take Route 80 out of Youngstown, Ohio, headed toward Pittsburgh, Pennsylvania, where I’ll catch an Embraer ERJ-170 model plane that will take me to Detroit, Michigan, where I have a layover for almost two hours at which time I’ll board another plane bound for Aruba, which is an island in the Caribbean Sea.*
   Maxim violated: Quantity
   Why: Ruth provides too much information.

9. Andrew: *Did you see Layla trip coming up the stairs?*
   Davis: *Yeah, she’s more graceful than I remember!*
   Maxim violated: Quality
   Why: Davis is being sarcastic.

10. Eden: *How much did that jacket cost?*
    Tre: *Enough.*
    Maxim violated: Quantity
    Why: Tre doesn’t reveal the cost of the jacket.
11. Maddox: Where did all that candy come from?  
   Garnet: The Easter Bunny left it here.  
   Maxim violated: Quality  
   Why: The Easter Bunny is fictional.

12. Tori: What time is our meeting this afternoon?  
   José: I do not possess the information necessary to answer your question, but I will query the necessary authorities and return to you with that information posthaste.  
   Maxim violated: Manner  
   Why: José is using very formal language to answer Tori.

13. Buddy: Did you watch “Here Comes Honey Boo Boo” last night?  
   Ana: Of course! I never miss such quality programming!  
   Maxim violated: Quality  
   Why: Ana is being sarcastic.

14. Lucy: Is Stella seeing anyone?  
   Frankie: Well, she does seem to be spending a lot of time in Akron lately.  
   Maxim violated: Relevance  
   Why: Frankie doesn’t answer Lucy’s question directly.

Review 3.3 (page 101)

1. Children in public schools may come with different contextualization cues and contextual presuppositions than their teachers have. This may lead to misunderstandings.

2. Face is the image one presents to others. Negative face is the desire to be left alone while positive face is the desire to be thought well of.

3. Answers will vary. Examples are Mr., Ms., Dr., Professor.
Review 3.4 (page 104)

1. The strong version of Sapir-Whorf says that language determines thought, while the weak version says that language and culture influence one another.

Chapter 4

Review 4.1 (page 109)

1. The difference between a language and a dialect is largely one of power: languages are recognized, while dialects are not.
2. Dialects may differ in sounds, vocabulary, and morphosyntax.
3. People code-switch largely to announce their identity or to confirm ethnic ties.

Review 4.2 (page 117)

1. Phonological, morphological and semantic forms may be marked by isoglosses.
2. A dialect boundary is marked by a bundle of isoglosses.
3. The U.S. is undergoing two vowel shifts, one southern and one northern.

Review 4.3 (page 119)

1. The U.S. and U.K. have never had language academies. Language change has been driven by the usage of people.
2. Standard languages arose as a result of the rise of printing, mass education, and widespread literacy. Their rise was also helped by geographic and social mobility.
3. Kachru says that there are three circles of English. English has spread from its historical center, England, to British colonies and is now in wide use throughout the world.
4. There are many kinds of English in the world today because there is no agreed-upon standard. Regional varieties have their own standards.
Practice 4.1: British vs. American English (page 120)

1. truck  s  lorry
2. sidewalk  m  pavement
3. faucet  j  tap
4. drunk  k  pissed
5. doctor’s office  n  surgery
6. suspenders  e  braces
7. cookie  l  biscuit
8. sweater  b  jumper
9. raincoat  d  mac
10. soccer  g  football
11. gasoline  a  petrol
12. bathroom  f  loo
13. cigarette  p  fag
14. period  h  full stop
15. apartment  r  flat
16. store  o  stockist
17. trunk (car)  i  boot
18. hood (car)  t  bonnet
19. appetizer  q  starter
20. elevator  c  lift

Review 4.4 (page 122)

1. Dialects persist often to mark group identity. For example, older forms of speech may be used to mark long-time residence in a place and to implicitly critique newcomers and their ways.

2. Accommodation theory would predict that speakers try to adjust their speech “up” or “down” to match the perceived level of the person being spoken to.
Practice 4.2 Dialect Survey (pages 123–24)

Answers will vary.

1. to put a single room of the house in order = to tidy up, to clean up, to red up

2. paper container for groceries = bag, tote, sack, poke

3. device that gives water, found on outside of house or in yard or garden = spigot, faucet, tap

4. window covering on rollers = blinds, shades

5. large open metal container for scrub water = stationary tub, washtub

6. web hanging from ceiling of a room = spiderweb, cobweb

7. metal utensil for frying = frypan, skillet

8. thing over the sink that gives water = faucet, spigot, tap

9. vehicle for small baby = buggy, stroller

10. to _____ the baby in such a vehicle = push, walk

11. furry stuff that collects under beds or on closet floors = dust bunnies

12. immediate family = kin, kinfolk

13. of a child (she/he _____ her/his mother) = favors

14. grass strip in the middle of a divided road = median, island

15. grass strip between sidewalk and street = devil strip, tree lawn

16. call to hail a taxicab = whistle, “Taxi!”

17. wet roads are often = slippery, slippy,

18. dog of no special breed = Heinz 57, mutt,

19. a carbonated drink = soda, pop, tonic, coke

20. large sandwich designed to be a meal in itself = hero, hoagie, sub, foot long, grinder
36   Understanding Language, Third Ed.

21. call to passerby to return a ball to the playground = 
   *hey, yo, little help*

22. to be absent from school = 
   *play hooky, skip, miss*

23. where swings and play areas are =
   *playgrounds*

24. holds small objects together, might hold a newspaper =
   *rubber band, gum band*

25. someone from the country =
   *farmer, hick*

Chapter 5

Review 5.1 (page 133)

1. Register is determined by subject matter. Jargon is connected to occupations. Slang is an in-group language that rapidly ages.

2. Register is determined by factors such as subject matter, social roles, the situation, and what the speaker is using the text for (discursive function).

Practice 5.1: Examples of Slang (pages 134–35)

1. money
   - *dough*
   - *cash*
   - *chedda*

2. home
   - *crib*
   - *homestead*
   - *the compound*

3. clothes
   - *duds*
   - *threads*
   - *merch*

4. romantic partner
   - *boo*
   - *sweetie*
   - *partner*
5. insane
crazy
nuts
loony

6. good/desirable
sweet
awesome
cool

7. bad/undesirable
nasty
gross
hideous

8. attractive male
hottie
babe
hunk

9. attractive female
babe
hot chick
beauty

10. shoes
kicks
sneakers/sneaks
Chucks

11. something disgusting
nasty
gross
foul

12. to steal
swipe
jack
lift

13. to eat
chow
munch
nosh

14. sex
bang
fuck
lay

15. alcohol
drank
booze
hooch

16. friend
bud
dog
bro/girl

Review 5.2 (page 144)

1. Labov found that attendance to speech as well as social class predicted use of his prestige form, /r/.

2. Studying people in networks allows researchers to escape pre-determined categories such as class. Rather than assigning an identity to a group, that identity can be discovered through ties between members of networks.
38 Understanding Language, Third Ed.

3. A community of practice depends on shared participation in an activity, which implies shared beliefs and ways of behaving and talking. A community of practice is defined by personal contact, shared social practices, and a shared goal.

4. Restricted codes assume lots of shared context between speakers. Elaborated codes exist where people have fewer ties and have to make themselves clear.

Chapter 6

Review 6.1 (page 152)

1. The status of majority and minority languages has little to do with numbers. It is a matter of power. If a minority holds power, it may impose its language as the official/majority one.

2. Language shift occurs as speakers, often immigrants, choose the superordinate language over their home language in order to participate fully in society. The intermediate step in language shift is bilingualism.

3. In diglossia, the high language has no native speakers, while in bilingualism children grow up speaking two languages.

Review 6.2 (page 159)

1. Languages of wider communication are necessary in situations where people speak different languages.

2. Pidgins come about as a result of contact between two or more groups who speak different languages. Usually one language contributes words while the other contributes syntax and phonology.

3. Some characteristics of pidgins are relatively simple phonology, relatively smaller vocabulary, a large number of polysemous words, few prepositions, few inflections, and the ability of one word to be many parts of speech (noun, adjective, adverb).
4. Theories of pidgin origins include superstrate theories, which say that pidgins are a simplified register of the superstrate language or a failed attempt at second language learning. Substrate theories say that pidgins come from a single source. A third theory says that pidgins result from Universal Grammar.

5. Creoles are nativized pidgins, mother tongues. A dialect is a variety of a language, while a pidgin is a result of contact between two often unrelated languages.

Practice 6.1: Pidgin Features (pages 160–61)

**Jesus He First Disciple**

(35) When that day **been pass**, as John **be stand** and the talk with **he two disciple**.

(36) then **see** Jesus. John **look Jesus fine fine**, then **he talk say, for true, na this one be God He pikin**.

(37) When **John he two follow back** them **be hear** the thing way **John he talk**, then **turn strat follow Jesus**.

(38) Jesus **want turn back**. He **say two disciple** of John the Baptist start **for follow he**, Jesus ask them **say na** which thing owner **want**? The two **disciple** for John answer Jesus say, “Papa, we **want follow you for see place way you the stay.”

(39) Jesus **take them for place way he the stay**. And he talk **for them say, na place this way I the stay**. The two **disciple** stay with Jesus from four o’clock **for evening till night begin the came.”**
40  Understanding Language, Third Ed.

(40) (This two follow back for John one he name been na Andrew, Simon Peter he brother.)

(41) Quick, quick, Andrew go tell he brother Peter say “came we done see that God he pikin.”

(42) Andrew be take he brother make he meet up Jesus. When Jesus see Peter He talk for he say, ‘You be Simon pikin’ for John, but I go give you new name. Your new name na Peter way mean say, “Stone.”

Review 6.3 (page 165)

1. Language planning addresses issues of status planning and corpus planning: the status of languages in society (which is official, etc.) and the standardization and codification of the language (spelling, accepting new words, etc.).

2. Among others, language planning goals are language revival, language reform, lexical modernization, language standardization, language maintenance and language spread.

3. Linguistic rights is an example of human rights because, as UNESCO has said, everyone has the right to speak his or her own language publically and privately.

Practice 6.3: Describing Extinct Languages (page 166)

1. Crimean Gothic i  language used in areas of Ukraine; extinct late 18th c.

2. Dalmatian c  Romance language used in Croatia; extinct 1898

3. Eyak h  Na-Dené language used in Alaska; extinct 2008
4. Tongva j Uto-Aztecan language used near Los Angeles; extinct 1933
5. Gaagudju e Australo-Aboriginal language used in Australia; extinct 2002
6. Sowa d language used on Pentecost Island of Vanuatu; extinct 2000
7. Tunica b language used in areas of Mississippi Valley; extinct mid-20th c.
8. Ubykh g language used by Caucasians along Black Sea; extinct 1992
9. Upper Umpqua a Athabaskan language used in Oregon; extinct 1942
10. Wappo f language used in areas north of San Francisco; extinct 1990

Chapter 7

Review 7.1 (page 177)

1. The Dialectologist hypothesis says that AAVE is connected to, or comes out of, British and American dialects. The Creole hypothesis says that AAVE resulted from a West African pidgin.

2. The Divergence hypothesis says that Standard American English and AAVE are growing farther apart as a result of social segregation.

3. Gullah is important because it gives evidence for the Creole hypothesis.

4. New evidence includes historical information like studies on social conditions on plantations, written and audio recordings of former slaves, and “diaspora” recordings from the Dominican Republic, Liberia, and Canada.
42 Understanding Language, Third Ed.

**Review 7.2 (page 182)**

1. Phonological characteristics include no consonant pairs, few diphthongs, and pronunciations of *r* and *th*. Grammar characteristics include the fact that aspect is obligatory and tense is optional (habitual *be*).

2. Zero copula is significant because it is taken as an example of decreolization.

**Review 7.3 (page 184)**

1. The *Ann Arbor* case was important because it said that African-American students’ home language was different enough from school language to disadvantage them.

2. *Lau* and *Ann Arbor* cases are related because the first formed the precedent for the second. As Chinese-speaking children were disadvantaged by language, so were AAVE-speaking children.

**Practice 7.1: AAVE Narrative (pages 185–86)**

*Interview of George Brown, Jan. 13, 1939
Edisto Island, South Carolina*

“My farm been need my ‘tention,” he explains, “it been all I got and I sure God say I fool if I let um grow up in grass and bush.”

“When I was married first of start in 1904, I been making much as four hundred dollar uh year as I done tell you. Now I scarcely make one hundred and fifty, and grocery and clothes high on the shelf. It look like I oughter been able for save during the thirty-eight year I been marry, but family complication keep me down.”
“Only thing for do is to put the sick in uh car and send um to Adams Run village, and the boy who run the line charge whole dollar for the trip. You visit the doctor and he charge another dollar and that ain’t say nothing ‘bout the physic. And time you take for get the sick to the village, you done ‘most knock the breath out he body with the joggling. Yes sir, a clinic hold over in the village on certain day - a fine thing if you can use um. But, when clinic close you got for see doctor. I study on this matter some night ‘till my mind ‘most get ‘way from me.”

Chapter 8

Review 8.1 (page 192)

1. Common folkloristic descriptions of women’s language include that women have a tendency to use words like immensely and horribly, to use hyperbole, and to disdain taboo expressions.

2. Lakoff characterized women’s language as having these features among others: uptalk, tag questions, hedges, and emphatic modifiers. She believed that women used hypercorrect grammar and pronunciation.

3. People (in studies, some women) who strive for status use more correct language. Those who seek solidarity often value relationships more than status.

Practice 8.1: Women & Language Proverbs (pages 193–94)

Note: Answers provided here are merely suggestions.

1. Every woman is beautiful till she speaks. —Zimbabwean
   Speaking (or expressing) her ideas makes a woman unattractive.

2. A shy woman is worth a city, a shy man is worth a goat. —Kurdish
   Women are valued for being timid; men are valued for being aggressive.
3. One woman understands another. —Irish
   *All women understand the thoughts/actions of other women.*

4. A woman’s tongue is her sword, and she does not let it rust. —French
   *Women fight with words and do so often.*

5. Women’s tongues are like lambs’ tails – they are never still. —English
   *Women talk a lot.*

6. The North Sea will sooner be found wanting in water than a woman at
   a loss for words. —Jutlandic
   *Women talk a lot, have much to say.*

7. The woman with active hands and feet, marry her, but the woman with
   an overactive mouth, leave well alone. —Maori
   *Women are more valued for their action (work) than for their thoughts.*

8. When both husband and wife wear pants it is not difficult to tell them
   apart – he is the one who is listening. —American
   *Women still do all the talking, no matter who “wears the pants.”*

9. Nothing is so unnatural as a talkative man or a quiet woman.
   —Scottish
   *Talkativeness (or lack thereof) is genetic and gendered.*

10. Where there are women and geese, there’s noise. —Japanese
    *Women talk a lot.*

**Review 8.2 (page 199)**

1. The dominance approach says that differences in men’s and women’s
   language are a result of power differences in society. The difference
   approach says that men and women come from two different
   cultures.

2. Women tended to talk about people, men about things. Women built
   on conversations more than men did. Women used back-channel cues.
Review 8.3 (page 203)

1. Communities of practice, performativity, and discourses are important concepts to describe gender today.

2. Answers will vary.

Practice 8.3: Inclusive Language (pages 203–5)

1. A good doctor always makes his patients feel comfortable.
   
   *A good doctor always makes his or her patients feel comfortable.*

2. Politicians should use language that the common man can understand.
   
   *Politicians should use language that the common citizen can understand.*

3. We hired Ruth because she is clearly the best man for the job.
   
   *We hired Ruth because she is clearly the best person for the job.*

4. Choosy moms choose Jif!
   
   *Choosy parents choose Jif!*

5. When a person reaches a certain age, he is legally recognized as an adult.
   
   *When a person reaches a certain age, he or she is legally recognized as an adult.*

6. What our forefathers intended by the Constitution is sometimes unclear.
   
   *What our country’s founders intended by the Constitution is sometimes unclear.*

7. It is difficult for an astronaut to leave his family for such long periods of time.
   
   *It is difficult for astronauts to leave their families for such long periods of time.*
8. Managers and their wives are invited to the holiday party.
   *Managers and their spouses are invited to the holiday party.*

9. Let me introduce you to Dr. Sims, my female chemistry professor.
   *Let me introduce you to Dr. Sims, my chemistry professor.*

10. The chairman of a corporation has a great deal of responsibility.
    *The chairperson of a corporation has a great deal of responsibility.*

11. Mankind will soon have to address the problems facing the planet.
    *Humankind will soon have to address the problems facing the planet.*

12. This curio cabinet is a wonderful example of mid-century workmanship.
    *This curio cabinet is a wonderful example of mid-century woodworking.*

---

**Chapter 9**

**Review 9.1 (page 215)**

1. Behaviorism sees the mind as a blank slate and language learning as imitation and habit formation. Innatism/nativism says that children could not learn everything they do from input alone, given that their language is not corrected. Nativism says that humans are genetically programmed to acquire language so that we can learn rapidly with minimal input. Furthermore, children must learn their native language before puberty. Interactionism covers a variety of perspectives, but it says that interaction through child-directed speech is central to language acquisition.

2. CDS facilitates language acquisition by providing simplified input, segmenting the speech stream and making it more salient and therefore more easily understood.

3. Different cultures have different notions of appropriate CDS. Different cultures may not have all of the features of the widely studied U.S. middle-class version of CDS, but all cultures seem to have some form of it.
Review 9.2 (page 218)
1. Newborns have good hearing. They prefer human beings to objects. They like interaction.
2. Scientists use a variety of techniques when studying language acquisition. The two most common are observation of head-turning behavior and high-amplitude sucking. Both measure what children attend to in the input.
3. Caregiver-children interaction is a conversation in the sense that caregivers respond to a variety of sounds by the child in order to solicit responses.

Review 9.3 (page 222)
1. Typical first words are labels for things in the environment. Children tend to acquire words for things that can be manipulated and things that are in the immediate environment.
2. Interaction plays a role in vocabulary acquisition by children paying attention to what their caregivers are looking at and talking about: joint attention.
3. Over- and under-extension show that children work on their language and do not just imitate what they hear.

Review 9.4 (page 225)
1. Words in the two-word stage have characteristic meaning relationships such as agent + action and agent + affected. In other words, relationships like someone or something acting on something else are typically seen in this stage.
2. *Daddy car* may mean *Daddy's car* (possession) or *Daddy is in the car* (location), depending on the context.
3. Productivity, in the case of first language acquisition, refers to the child's ability to make new words using the morphology of the native language.
4. Linguistic complexity probably accounts for order of morpheme acquisition.

**Practice 9.1: Two-Word Stage (pages 226–27)**

These are suggestions. Combinations may vary.

- **agent + action**
  - doggie sleep
  - baby eat
  - mommy go
  - baby ride

- **action + affected**
  - throw ball
  - kiss grandma
  - hit truck
  - hold teddy

- **action + location**
  - sit chair
  - eat chair
  - go chair
  - fall down

- **entity + location**
  - teddy table
  - doggie car
  - bottle chair
  - truck table

- **possessor + possession**
  - mommy chair
  - daddy shoe
  - baby ball
  - grandma truck

- **entity + attribute**
  - kitty pretty
  - sissy sad
  - ball green
  - teddy wet

**Review 9.5 (page 229)**

1. Grammar is acquired in stages in that there are early-acquired and late-acquired forms. Also, some aspects of grammar, like question-formation and negation, are acquired in predictable sequences.

2. Some aspects of pragmatics are being direct or polite, keeping a conversation going, and turn-taking.
**Review 9.6 (page 232)**

1. Some categories of bilingualism are balanced bilingualism (equal ability in both languages); additive bilingualism (adding a second language in school); subtractive bilingualism (substituting the majority language for the home language); and receptive bilingualism (understanding but not speaking a language).

2. Bilinguals tend to have better meta-linguistic awareness, higher control of attentional processes, and are more capable of divergent thinking.

**Review 9.7 (page 238)**

1. Deafness can impact language acquisition by affecting input. Deaf children born to hearing parents may face delayed linguistic stimuli. However, if deaf children learn sign language as a first language, the acquisition of it is similar to the acquisition of spoken language.

2. The role of intellectual disabilities is different in different syndromes. Those with Down syndrome have developmental delays in language. Those with Williams syndrome display a disconnect between cognitive skills and language; while cognitive skills are affected, language is unaffected.

3. SLI is diagnosed when children have developmental problems with language but no hearing or cognitive problems.

4. Stuttering is a speech production issue and dyslexia is a reading disorder. Hence, specific skills are affected, not the entire acquisition of language.

**Chapter 10**

**Review 10.1 (page 243)**

1. Two views of how language is organized in the brain are the nativist view (parameters as switches) and the connectionist view (through repetition and use, the brain develops patterns).
2. One view is that language abilities can fully transfer from L1 to L2. Another position is that the mind is a blank slate that builds L2 from scratch. The third is that only some things transfer.

3. The rules (phonological, syntactic, etc.) of a language may transfer from L1 to L2.

Review 10.2 (page 246)

1. While there is probably not a critical period for L2, there does seem to be a sensitive period before puberty, during which people may find it easier to learn L2 and perhaps to achieve higher levels of proficiency.

2. The idea of critical periods says learning ability stops. Sensitive periods are more flexible.

Review 10.3 (page 248)

1. Attitude and motivation may contribute to SLA.

2. Aptitude has been tested through the MLAT, which measures success in formal settings. There is also evidence that aptitude is linked to IQ and tests of working memory, as well as ability in L1.

3. Globalization has affected our understanding of motivation because we have seen that people may be learning languages, for example English, as global languages, as LWCs, not to become native speakers of the second/foreign language.

Review 10.4 (page 250)

1. The fact that Chinese and Spanish learners acquired English morphemes in the same order implies that there are basic acquisition orders that must be gone through.

2. Question formation and negation both are learned in stages.
Review 10.5 (page 253)

1. Instruction has been shown to make a difference. Explicit teaching has been shown to be more effective than implicit teaching.

2. Acquisition leads to natural use of language while learning is about rules, not communication.

3. Explicit knowledge is conscious and may take effort to use. Implicit knowledge is often virtually automatic.

Review 10.6 (page 256)

1. FT is similar to CDS. It is simplified speech: simple sentences, full forms instead of contractions, use of questions to check understanding.

2. Pair work makes input comprehensible and thus available for acquisition.

3. Output is useful because students can examine what they say to check their understanding and production. By speaking or writing, they learn the gaps in their knowledge.

Practice 10.6: SAE Rules (page 257)

1. I no like this program.
   
   *I don’t like this program.*

2. We didn’t went to the concert last weekend.
   
   *We didn’t go to the concert last weekend.*

3. Where all the kids are?
   
   *Where are all the kids?*

4. How you say “market” in Chinese?
   
   *How do you say ‘market’ in Chinese?*

5. In this painting there is four horses.
   
   *There are four horses in this painting.*

6. What the puppy is playing?
   
   *What is the puppy playing?*
7. Is the picture has two babies?
   *Does the picture have two babies?*

8. I found that book who the teacher was talking about.
   *I found that book the teacher was talking about.*

9. Can you tell me what is the date today?
   *Can you tell me what the date is today?*

10. She rided her bicycle all over the park.
    *She rode her bicycle all over the park.*

Chapter 11

Review 11.1 (page 276)

1. The effects of loss of inflectional endings in Middle English required English word order to become much more rigid, compared to Old English.

2. Both push and pull theories have been advanced for the Great Vowel Shift. They differ as to which vowel began to change first. Another possibility is that both push and pull phenomena happened.

3. A strong verb changes the vowel in the root: *sing, sang, sung.*

Practice 11.1: Vowel Shifts (pages 276–77)

2. tranquil (adj.)
   *tranquility* (n.)

3. assume (v.)
   *assumption* (n.)

4. serene (adj.)
   *serenity* (n.)

5. divine (adj.)
   *divinity* (n.)

6. pronounce (v.)
   *pronunciation* (n.)

7. repeat (v.)
   *repetition* (n.)

8. apply (v.)
   *application* (n.)
9. **geometry (n.)**
   - geometric (adj.)

10. **omen (n.)**
    - ominous (adj.)

11. **grade (v.)**
    - gradual (adj.)

12. **derive (v.)**
    - derivation (n.)

13. **migrate (v.)**
    - migratory (adj.)

14. **compare (v.)**
    - comparable (adj.)

15. **south (n.)**
    - southern (adj.)

16. **proverb (n.)**
    - proverbial (adj.)

17. **meter (n.)**
    - metric (adj.)

18. **perfect (adj.)**
    - perfection (n.)

19. **wise (adj.)**
    - wisdom (n.)

20. **chaste (adj.)**
    - chastity (n.)

**Review 11.2 (page 280)**

1. English and many other European languages are related as members of the larger Indo-European family of languages.

2. “Laws” in the context of reconstructing languages refers to regularities we can observe as one language either descends from another or is related to others.

**Practice 11.2: Old English (pages 281–83)**

Fæder, þu þe on heofonum eardast,

geweorðad wuldres dreame. Sy þinum weorcum halgad

noma nippa bearnum; þu eart nergend wera.

Cyme þin rice wide, ond þin rædfæst willa

aræred under rodores hrofe, eac þon on rumre foldan.
Syle us to dæge domfæstne blæd,
hlaf userne, helpend wera,
8 þone singalan, soðfæst meotod.
Ne læt usic costunga cnyssan to swiðe,
ac þu us freodom gief, folca waldend,
from yfla gewham, a to widan feore.

Middle English
Oure fadir that art in heuenes,
halewid be thi name;
thi kyndoom come to;
be thi wille don, in erthe as in heuene.
Gyue to us this dai oure breed ouer othir subsaunce,
and forgyue to us oure dettis,
as we forgyuen to oure dettouris;
and lede us not in to temptacioun,
but delyuere us fro yuel.

Early Modern English
Our Father which art in heauen,
hallowed be thy Name.
Thy kingdome comem,
Thy will be done euen in earth, as it is in heauen.
Giuwe us this day our daily bread,
and forgiue us our debts,
as we also forgiue our debters.
And lead us not into tentation,
but deliuer us from euill.
Late Modern English

Our Father, who art in heaven,
Hallowed be thy Name.
Thy kingdom come.
Thy will be done, on earth as it is in heaven.
Give us this day our daily bread,
And forgive us our trespasses,
As we forgive those who trespass against us.
And lead us not into temptation,
But deliver us from evil.

GLOSSARY

<table>
<thead>
<tr>
<th></th>
<th>OE</th>
<th>ME</th>
<th>EME</th>
<th>LME</th>
</tr>
</thead>
<tbody>
<tr>
<td>father</td>
<td>fæder</td>
<td>fadir</td>
<td>father</td>
<td>father</td>
</tr>
<tr>
<td>heaven</td>
<td>heofonum</td>
<td>heuenes</td>
<td>heaven</td>
<td>heaven</td>
</tr>
<tr>
<td>name</td>
<td>noma</td>
<td>name</td>
<td>name</td>
<td>name</td>
</tr>
<tr>
<td>earth</td>
<td>eart</td>
<td>erthe</td>
<td>earth</td>
<td>earth</td>
</tr>
<tr>
<td>day</td>
<td>dæge</td>
<td>dai</td>
<td>day</td>
<td>day</td>
</tr>
<tr>
<td>bread</td>
<td>blæd</td>
<td>breed</td>
<td>bread</td>
<td>bread</td>
</tr>
</tbody>
</table>

Practice 11.3: Etymology (page 284)

1. July   e   jovial
2. cataclysm i   clyster
3. emporium h   aporia
4. fact    a   feat
5. faction  n   fashion
Review 12.1 (page 293)

1. *can-could, may-might, shall-should, will-would*

2. A participle is a verb form used as an adjective. A gerund is a noun.

3. In passive voice, there must be auxiliary *be* and the main verb in the past participle form.

4. English speakers indicate the future by using a modal verb.

5. Present perfect basically relates present to past. Present progressive indicates ongoing action.
Review 12.2 (page 297)

1. For verbs, number means “how many people are doing the verb’s action,” singular or plural. For nouns, number also indicates singular or plural. Singular is the quantity of one or a specific proper noun such as New York, while plural is more than one or a specific proper noun, such as the Rockies, or some individual items that are seen as plural, such as scissors.

Review 12.3 (page 302)

1. An adjective modifies a noun phrase. An adverb modifies a verb phrase, an adjective, or another adverb.

2. Pro means “replaces.” A proverb replaces a verb and a pronoun replaces a noun.

Practice 12.3: Basic Parts of Speech (page 302)

Basic Parts of Speech

As Gregor Samsa awoke (V) from unsettling dreams one morning (N), he found himself (Pro) transformed in (P) his bed into a monstrous (Adj) vermin. He lay on his hard armorlike back (N) and when he raised his (Pro) head a little he saw (V) his vaulted (Adj) brown belly divided into sections by (P) stiff arches (N) from whose height (N) the coverlet had already (Adv) slipped and was about to slide (V) off completely. His many legs, which were (V) pathetically thin compared to the rest (N) of his bulk, flickered helplessly before (P) his eyes.
Review 12.4 (page 309)

1. Noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase.

2. Declarative, interrogative, imperative, and exclamative.

3. Coordination means that two sentences are on the same level. In subordination, one sentence is at a higher level than the other. The higher one is the main clause and the lower one is the subordinate clause. Conjunctions associated with coordinate clauses include and, but, and or. Subordinating conjunctions include although, where, and while.

4. A marked pattern differs from the more common arrangement of sentences. The purpose is to attract attention to different parts of sentences. There sentences and clefts are examples of marked patterns.

Practice 12.4: Grammatical Terms (pages 310–311)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>abstract nouns</td>
<td>1</td>
<td>active</td>
</tr>
<tr>
<td>11</td>
<td>adjectives</td>
<td>12</td>
<td>adverbs</td>
</tr>
<tr>
<td>19</td>
<td>articles</td>
<td>16</td>
<td>attributive adjectives</td>
</tr>
<tr>
<td>9</td>
<td>auxiliaries</td>
<td>14</td>
<td>common nouns</td>
</tr>
<tr>
<td>10</td>
<td>comparative adjectives</td>
<td>21</td>
<td>concrete nouns</td>
</tr>
<tr>
<td>22</td>
<td>count nouns</td>
<td>6</td>
<td>derivational</td>
</tr>
<tr>
<td>18</td>
<td>finite verbs</td>
<td>3</td>
<td>gerund</td>
</tr>
<tr>
<td>25</td>
<td>infinitives</td>
<td>8</td>
<td>main verbs</td>
</tr>
<tr>
<td>5</td>
<td>modal verbs</td>
<td>13</td>
<td>nonfinite verbs</td>
</tr>
<tr>
<td>23</td>
<td>noncount nouns</td>
<td>4</td>
<td>passive</td>
</tr>
<tr>
<td>2</td>
<td>prepositions</td>
<td>17</td>
<td>pronouns</td>
</tr>
<tr>
<td>15</td>
<td>proper nouns</td>
<td>7</td>
<td>superlative adjectives</td>
</tr>
<tr>
<td>20</td>
<td>tense</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>