

Chapter 1

Comments on Exercise 2.

What patterns emerge from the interviewees' comments? Besides noticing what language behavior people label as annoying or admirable, did you notice how they reacted to your question? Did people easily come up with examples, or wonder why you were asking? Did your interviewees target language behavior only or cite examples of "people who say...."

Comments on Exercise 3.

We find that listeners tend to be very willing and able to do this task, even though they understand it is asking for guesses about the speaker. Classmates from different speech communities can compare their answers. Do the responses mirror the general belief that the more standard sounding speakers are perceived more positively?

Comments on Exercise 5.

We find that, unlike medical findings, research by linguists tends to be discounted by the media and the public. A medically untrained person who would not claim knowledge of the endocrine system might well claim linguistic expertise simply because of being a language user. This exercise looks at the degree to which the media understand and use linguistics as a resource in language stories.

Comments on Exercise 6.

- a) Everyone wants their life to be easy.

- b) None of these books are available on-line.
- c) I promise to never waste money again.
- d) Who did you give that gift to?
- e) Keep this secret between you and I.
- f) Either Nancy or myself will handle the problem later.
- g) I am taking two less courses this term.
- h) We will vote for whomever lowers taxes.

Sentence (a) shows the growing acceptance of “they” as the generic pronoun of a singular antecedent noun. Sentence (b) shows that the subject “none” is losing its inherent singularity. Sentence (c) shows a split infinitive. Sentence (d) uses “who....to” when “to whom” is more standard. Sentence (e) uses the nominative case pronoun “I” instead of the objective case “me.” Sentence (f) uses the reflexive “myself” when the pronoun should be “I”. Sentence (g) uses “less” when the count noun “courses” calls for “fewer.” Sentence (h) shows overuse of “whom,” here the subject of the predicate “will lower taxes.”

A good source of information about current language changes can be found in such language maven sites as the on-line *Vocabula Review* (www.vocabula.com) and <http://www.grammarblog.co.uk/> (GrammarBlog). Both sources gently, or not so gently, mock innovative language use and general deviation from usage that they consider “correct.”

Comments on Exercise 9.

Here are definitions supplied by people in the field (relevant field in parentheses).

Black Hat Hacker: an individual who commits intrusions into technological systems for some real or perceived gain. A White Hat Hacker attempts to break into a system or network in order to help the system's owners spot security flaws (Computers).

Deckle: The frame that shapes pulp into a sheet of paper in the papermaking process (Papermaking).

Gutter: blank space in a publication, the space between the binding and the first column of print (Publishing).

Juvenilia: a writer's work from childhood or teen years (Literature).

Kiting: illegally increasing the amount of a check by altering numerals (Accounting).

Latching: conversational turn that starts immediately after the other speaker's turn ends (Linguistics).

Milemarker: a five-week period that delineates a different version of software; a time during which the software is being upgraded (Computers).

Paradiddle: rudimentary drum sticking that follows the pattern Right Left Right Right and then Left Right Left Left (Music).

Rubric: a template for grading academic assignments (Education).

STET: proofreader's mark for Let It Stand; ignore the prior correction (Publishing).

Western Blot: method of detecting a specific protein in a given sample of time , using a gel (Biochemistry).

Chapter 2

Comments on Exercise 1.

This exercise should help you extrapolate, from concrete experiences, the variables reflecting different relative status, age, power, intention, gender, ethnicity (same or different) and/or other potentially important defining characteristics. You could then examine the sociolinguistic similarities and distinctions involved in the different encounters. With this awareness, groups can then discuss and/or roleplay such encounters. The social setting can then be varied to include business or academic conversations.

Comments on Exercise 2.

This exercise should make you more conscious of when people are silent or pause in conversations. By starting with both scripted and unscripted video exchanges, you will be able to notice silences from a safe distance. You may then develop a keener awareness of your own community and personal norms and to your production and responses to silences of varying degrees and in different contexts. A possible follow up to this might be to view a series of film clips contrasting different uses of silence in foreign films such as Swedish versus Italian parallel situations, e.g. a family dinner.

Comments on Exercise 3.

This exercise should raise awareness about how the same words can convey different feelings and presuppositions, when expressed with differences in emphasis, relative pitch, loudness, and contrasting non-verbal features. The class may also explore possible changes in assumptions and presuppositions based on such

differences. Prosodic features may also reveal the nature of the relationship between interlocutors.

Comments on Exercise 4.

In doing this exercise, you should be able to go beyond accent and also identify differences in lexicon, pragmatic strategies, and casual versus formal styles. This is also an opportunity to associate different dialects and styles with members of alternative speech communities and to examine folk linguistic assumptions about varieties and their speakers.

Comments on Exercise 5.

This exercise helps you discover different degrees of apology that may be required depending on the nature of the offense, ranging from a simple “I’m sorry” to a complex set of semantic formulas expressing concern (“Are you ok?”), accepting responsibility (“This was really my fault”) and offering repair (“Let me help you with that.”) Identify common expressions that may be used in such exchanges.

Comments on Exercise 6

A class could elicit a critical incident in advance and choose examples from different aspects of these experiences. Report what you find to the class and explore what solutions might or might not work cross-culturally.

Comments on Exercise 7.

Try to identify entry into new subcultures including geographic changes, new membership in groups or clubs, or experiences with travel. Alternatively, identify

characters in literature, film, or television that have this experience. Focus on initial feelings of confusion or marginalization and strategies for understanding new patterns. Also consider how group members may help newcomers feel more comfortable and welcome while providing information on how to successfully navigate sociolinguistic norms.

Comments on Exercise 8.

Be sure to realize that contrasting story structures are logical within the experience of the communities with which they are associated. Try to make the connection between a reader or listener's expectation of rhetorical structures and the challenge of conflicting expectations and norms.

Chapter 3

Comments on Exercise 1.

Here we see different letters representing the same sound /i/

see receive please recruit pronunciation

Comments on Exercise 2.

Here we see the same letter “i” representing different sounds

i different review Spaniards their spelling

Comments on Exercise 3.

	Number of Letters	Number of Sounds	IPA*
five	___4___	___3___	/faiv/
sofa	___4___	___4___	/sofə/
this	___4___	___3___	/ðɪs/
cream	___5___	___4___	/kri:m/
movies	___6___	___5___	/mu:vɪz/
plants	___6___	___6___	/plænts/
Spanish	___7___	___6___	/spænɪʃ/
computers	___9___	___9___	/kəmputəz/
television	___10___	___9___	/tɛləvɪʒən/

based on JL's pronunciation.

Comments on Exercise 4.

Comments on Exercise 8.

Consonant clusters with two consonants and example words are:

/tr/, /kl/, /kr/ /pr/, /br/ and /sn/ e.g. “trip,” “click,” “cream,” “print,” “break,” and “snow.”

Syllables that begin with one consonant have the most flexibility in terms of the consonants that can occur such as /g/, /m/, /s/, /h/, /p/, /l/, /t/ and /f/ e.g. “go,” “moo,” “sew,” “hoe,” “par-ti-ci-pate,” “il-lus-trate,” and “for-bid-den.”

Comments on Exercise 9.

The assimilation rule that accounts for the past tense of the words “buzzed” and “wished” is similar to the one involved in the pronunciation of plurals. Words that end in voiced consonants such as /z/ are pronounced as /d/ and words that end in voiceless consonants such as /ʃ/ are pronounced as /t/. In other words, both past tense and plural morphemes are produced with a voicing assimilation rule.

Comments for Misunderstandings

Misunderstanding 1

I know that Standard German does not have /æ/ and that German speakers producing English words with that vowel will instead produce /ɛ/. I also know that German does not have voiced consonants at the end of words. [Voiced consonants are produced with vibration of one’s vocal folds.] Native German speakers tend to produce English unvoiced consonants in place of voiced consonants at the ends of words e.g. /t/ instead of /d/.

Misunderstanding 2

I knew that Greek does not have aspiration of consonants such as /t/ in syllable initial position. I also knew that Greeks tend to produce English /t/ with an absence of aspiration so that /t/ sounds like /d/. Thus, I figured out that he meant a Thai restaurant.

Misunderstanding 3

I knew that the English /l/ is made with the tip of the tongue touching the alveolar ridge (gum ridge behind the teeth). The air passes through the mouth and flows over the sides of the tongue. The consonant /r/ is made with the sides of the tongue up and the middle humped up or curling back. While my student was able to differentiate the two consonants during reading practice, he lost the contrast when he produced spontaneous speech. This demonstrates how phoneme contrasts in a new language are difficult to acquire and must be mastered in stages.

Chapter 4

Comments on Exercise 2.

The words in the first column have a silent *g*. It is not pronounced because in English we cannot pronounce the sequence [gn] in the same syllable. The words in the right column have the *g* pronounced, but only because they are in separate syllables from the following nasal *n* or *m*.

Comments on Exercise 3.

A consonant plus *h* sequence is usually pronounced as one sound. For example, *ch* is phonetically [tʃ] in words like *chip*; *sh* is [ʃ] in words like *ship*. The sequence of letters *gh* used to be pronounced [x], like the letter *j* in Spanish *hijo* or the *ch* in German *Bach*. This sound was not in Latin, and English lost this sound (or changed it to an *f*-sound as in *laugh*) in the late Middle English period, leaving us with lots of silent letters in words like *night* and *through*. The letters *ph* were not originally in Latin, but reflect Greek φ, which again had a sound not found in Latin. As mentioned later in this chapter, *th* represents in English both [θ] and [ð], neither of which was in Latin. The sequence *ng* representing [ŋ] wasn't in Latin, but it was one time pronounced [eng + g] in English.

Comments on Exercise 6.

Comments: as a class, compare your answers. Other variants that might have arisen in discussion would be the pronunciation of the words “vanilla,” “milk,” “either,” “nuclear,” “wolf,” “almond,” and “economics.”

Comments on Exercise 7.

The word “impact” has taken on a transitive use lately, with such statements as “The financial crisis impacts the health of our children.”

Comments on Exercise 9.

The past participle of “swim” is “swum.” How many times have you heard or used this word? The past participles “mown,” “proven,” “shown,” and “dove” are competing with “mowed,” “proved,” “shined,” and “dived.”

Chapter 5

Comments on Exercise 1.

a. Compare your lists with those compiled by classmates or fellow members of whichever speech community you wish to document. This exercise can give an idea of how meaning can seem subtle, nuanced, and even arbitrary, thus posing a challenge to translators.

Comments on Exercise 2.

Someone could get sunburned at the beach, but we wouldn't say she received a sunburn. If someone knocked on your dorm room door, you'd probably say "Come in," not "Enter."

Translators constantly search for the right word in a specific context. In every language there are many ways in which one thing can be said, but if there is more than one way of saying something, it is because each form is slightly different from the other; otherwise, there would be only one form.

Comments on Exercise 3.

Animal imagery, for example, will vary considerably among similes from one language to another. Readers immediately form positive, negative, or neutral associations upon calling up the images denoted by the words. Thus, translators can create a huge shift – from positive to negative, or vice versa – in the impression that a text creates on a reader.

Comments on Exercise 4.

The above explanation of the word *huipil* is very short. If you were hearing it in an interview, you would not be able to understand the importance of *huipils* in the Mayan culture. If possible, compare the explanation and description of terms used by your informants with the explanation of those terms in a dictionary. What differences do you find? And which description do you think brings you closer to the object?

How would you, as a translator of a written text, deal with a word like *huipil*? How would you translate it into English? Would you explain what it is? In how much detail? Would the length of the explanation depend on the importance of the word *huipil* to the original text, or could there be another reason to determine how thoroughly to explain it?

Comments on Exercise 5.

Be careful! Not all of the words in the above list are *false cognates* (having the same appearance but different meanings). Some of them may be *true cognates* (having the same meaning) in one context but false cognates in another. In addition, some words may be true cognates but are used less frequently in English than in the source language. Latinate French words may be used to create an erudite effect, for example, and words of Anglo-Saxon origin may be used to emphasize clarity and to create a forceful, direct style.

Comments on Exercise 6.

You may not be able to find all of the British definitions in an American dictionary, but check online sites such as Jeremy Smith's *American-British British-American Dictionary for English-Speaking People* (www.peak.org/~jeremy/dictionary).

Comments on Exercise 8.

As a follow-up to this exercise, try to find structural differences between speakers whose primary language is Spanish, versus speakers who are bilingual for the most part. Identify which speakers use calques, which use code switching, and which use loanwords. Finally, try to come up with a plausible explanation for any patterns you identify among the different types of speakers.

Your English dictionary may contain a "Foreign Words and Phrases" section, which will be helpful to you in doing this exercise. You can also surf the web for helpful sites such as <http://www.dailywritingtips.com/spanish-loan-words/> (Daily Writing Tips, 2009).

Comments on Exercise 10.

A similar experiment to Exercise 10a was conducted among workers at a fast food chain restaurant. Employees were told to address their managers with the informal *tú* form, and bosses were told to address their employees with the formal *usted*. The goal behind this experiment was to empower the employees while helping managers to treat them as people and not as employees. The results were as expected.

10b. This exercise can help give a sense of the challenge to translators in expressing a distinction that can have great meaning in another language but that

does not exist in standard English. When we do use titles in English (such as Professor, Mr., Ms., etc.), think about why we do so, and the effect that titles have on both speakers and listeners.

Comments on Exercise 13.

An interesting online article in this regard is O'Hagan's "Middle Earth Poses Challenges to Japanese Subtitling" (Translation Directory, 2009). Many DVD's now offer the option of viewing films in a number of different languages, with subtitles, making this exercise easier to perform than it might have been in the past.

Chapter 6

Comments on Exercise 1.

“Dr.” is another ambiguous abbreviation in which the period may or may not indicate where the sentence ends. The text above could be paraphrased in at least four ways:

I think it is Evergreen. Doctor Smith has considered carefully.

I think it is Evergreen Drive. Smith has considered carefully.

I think it is Evergreen (that) Doctor Smith has considered carefully.

I think it is Evergreen Drive (that) Smith has considered carefully.

One way to deal with the ambiguity in abbreviations like “St.” and “Dr.” is to tag the “Saint” and “Doctor” meanings in the dictionary as unable or unlikely to end a sentence. The “Street” and “Drive” meanings would not be marked this way.

Comments on Exercise 3

In (a), the subject noun “British” has the semantic feature +human and the object noun “waffles” is +food. The verb “left” in (a) prefers a human subject and a physical object for its object. (Our semantics expert would have to know that +food is a type of physical object.) So the semantics expert would give a pretty good grade to this interpretation.

In (b), the match is not so good. When the intransitive verb “waffles” is followed by a prepositional phrase starting with the preposition “on,” it prefers that the object of “on” be +idea or +situation. But the object is “Falkland Islands”, which is +place. So

the semantics expert would probably give this a worse grade than (a). The problem here is that “on the Falklands” really means “on the question of the Falklands.” Once again, the computer lacks information humans have.

Comments on Exercise 4

In (a) the word “up” is a particle and can be moved after the object. But it can’t be moved to the front of the sentence with the verb’s object “a big bill.”

John ran a big bill up.

* Up a big bill John ran.

In (b) the word “up” is a preposition and cannot be moved rightward by itself. But the entire prepositional phrase “up a big hill” can be moved to the front of the sentence:

Up a big hill John ran.

*John ran a big hill up.

In (a) “ran up” is a transitive phrasal verb. It takes human subjects and things like bills and accounts for objects. In (b) “ran” is intransitive and takes a prepositional object like roads, geological forms like hills, mountains, and parts of buildings like stairways.

Chapter 7

Comments on Exercise 1.

This exercise should reveal the reality that obscenity is a relative term—one that can never be absolutely and finally defined. As students research various definitions of obscenity, they should see the term as one that can be defined personally, communally, culturally, and legally. At times these definitions will overlap. More frequently, they will conflict and even contradict one another.

Comments on Exercise 2.

The Armah video portrays African Americans in stereotypical and negative terms that are couched in language that has often been used to demonstrate inferiority. The exercise is designed to get students to encounter and categorize these terms and to recognize that negative characterizations of African Americans that are grounded in specific uses of language are also employed by African Americans and may indicate the power of racist beliefs and their internalization by the oppressed group itself.

Comments on Exercise 4.

The exercise asks students to think about language as dynamic, not fixed. As such, language that attempts to limit human potential can be reclaimed and rehabilitated.

This exercise is difficult because it requires participants to move beyond assumptions and to (re)imagine possible transformations that fundamentally dislocate identity-based hierarchy. In order to be successful, participants must employ creativity, honesty, and courage towards the project of rewriting one's acquired heuristics.

Comments on Exercise 5.

Collectively, human beings affirm the power of language as a kind of action. Think, for example, of the swearing in of an official to an elected office like the presidency. The public act of taking the oath has been accorded a kind of weight in which the words themselves have a kind of agency. This exercise asks student to find other examples of this use of language and to discuss the implications of such use of language.

Comments on Exercise 6.

One approach to this exercise may be to investigate contemporary uses of the n-word in the media and in popular culture. The exercise asks students to investigate the sanctions and approvals placed upon the word. In other words, consider who can and can't use this word and why they feel so categorized. The exercise also asks for considerations of insider/outsider, public/private contextualizations.

Chapter 8

Comments on Exercise 2.

After reflecting on a time when these words did not exist in our lexicon, use the dictionaries, databases, and other resources available to you to locate the years these new phrases did enter our lexicon. Where and when did they first appear?

Comments on Exercise 4.

Consider why professional societies (e.g. Linguistic Society of America and American Psychological Association) have developed guidelines for non-sexist language. What are your views on a school newspaper developing non-sexist guidelines that recommend changes in language usage to achieve fairness?

Comments on Exercise 7.

Victim-blaming can bring out the vexing power dynamics in a family, in a group of friends, and in public organizations. Think about the presence or absence of perpetrator-blaming in the same groups, and pay attention to ways in which sexual assault survivors and perpetrators of sexual assault are represented in the media, in court, and perhaps on your campus.

Comments on Exercise 10.

Thanks to grassroots organizing among feminists and other social activists, many communities do have rape crisis centers that offer a range of services. There are local and national hotlines across the United States, and global resources as well.

Chapter 9

Comments on Exercise 5.

In the State of Florida it costs \$300 to file for a legal name change; however, by virtue of changing a surname on a marriage license, this serves as a legal name change without filing. Upon divorce, it may be stated that a change of surname be part of the divorce decree. Whether or not this is also true for men changing surnames was unclear in my query to the local court. It was as if they had never heard such a request prior to my inquiry.

Comments on Exercise 6.

National Public Radio has several female reporters who, over time, have taken a double name or hyphenated name. It is probably safe to assume that the changes are due to marriage. Apparently, because these women have a public media identity, they do not change their name but add their husband's. I have never noted men who have done the same. Have you noticed any such changes in regular media programs that you watch or tune into? If so, are the changers all women?

Chapter 11

Comments on Exercise 1

The judgments you made above reflect one aspect of your linguistic competence – in this case that you can judge sentences as acceptable or unacceptable (what linguists call *grammatical* and *ungrammatical*, respectively – more on the notion of grammaticality later) – even though you may be unable to explain why you judged them as you did.

Comments on Exercise 3

Notice the final sounds of “dog,” “bird,” “grub,” “dove,” and “wug.” With your hand on the base of your throat where your vocal folds are, make the final sounds of each of these words: *g*, *d*, *b*, and *v*. Do you feel the vibration of your vocal folds? Now do the same thing, this time making the sounds that end the words “lark,” “cat,” “pup,” “giraffe,” and “blick,” that is, *k*, *t*, *p*, and *f*. Notice that this time, there was no vibration. The first set of sounds is said to be *voiced* and the second set *voiceless*. When speakers of English make the plural of words that end in voiceless sounds, they use the sound *s*, which is also voiceless, but when they make the plural of words that end in voiced sounds, they use the sound *z*, which differs from *s* only in that it is voiced. So the plural morpheme has different pronunciations, depending on whether the sound that precedes it is voiced or voiceless. This is a *morphophonemic* rule of English.

Comments on Exercise 4

Go back and count the number of words and the number of morphemes in each sentence. The earlier sentences would be 1a, 2b, 3a, 4a, 5b, and 6b. The earlier

sentences sometimes have the same number of words as later-occurring utterances, but they either have fewer bound morphemes or “simpler” word order, such as external negation in 5b.

Comments on Exercise 5

1. Sentences (1a), (1b), and (1c) represent progressive levels of advancement. Sentence (1a) is missing the auxiliary verb “is,” the article “the,” and the suffix *-ing*. Sentence (1b) still has no auxiliary verb, but it does have the bound morpheme *-ing*, which is the first to appear in children’s speech.
2. Sentence (2b) appears earlier, as (2a) contains the bound morpheme *-s*.
3. Sentence (3b) contains the function words and copula “is” verb missing from (3a), which is less mature.
4. Sentence (4a), earlier, contrasting with (4b) illustrates another kind of word missing from children’s speech, the word indicating future action, “will.”
5. Sentence (5b) is the less mature sentence because it is an example of external negation, while (5a) has internal negation, which is more advanced, although not completely adult-like.
6. Question (6a) is more advanced than (6b) because in it subject-aux inversion has applied.

Chapter 12

Comments on Exercise 1.

True/False - Answers: 1.False, 2.True, 3.False, 4.False, 5.False, 6.False, 7.True

Comments on Exercise 3.

Minimal pairs - Answers: 1. different handshape, 2. different movement, 3. different location, 4. different movement, 5. different handshape, 6. different movement, 7. different location, 8. different orientation; They are all examples of minimal pairs!

Comments on Exercise 4.

Compounds - Answers: 1.f, 2.h, 3.e, 4.a, 5.d, 6.b, 7.c, 8.g

Chapter 13

Comments on Exercise 1.

You might have found that your informants and many non-technical sources blur the distinction between communication and language. Both words are terms for systems that convey messages. You might also have encountered such expressions as “the language of music” or “programming language” while doing this exercise. Are any criteria emerging in your thinking that would distinguish human language from other communicative systems?

Comments on Exercise 5.

The general belief in linguistics is that language is *species specific*: unique to our species. However, linguists and cognitive psychologists have attempted to challenge this belief. Such studies usually involved chimpanzees; chimps have been taught American Sign Language and other symbolic communicative systems. One researcher had some success with a parrot. Overall, the results have not quite shaken linguists' belief in language being species specific, but the debate itself does tell us something about how we as a species view our own language. You can explore these animal studies in several sources listed in the Further Resource list in this chapter in the text.

Chapter 14

Comments on Exercise 1.

What evaluations have you made of others who are experiencing difficulty in communicating? When you think about impact do you consider school failure as part of the impact that a communication disorder will have? What about future employment or life relationships?

Comments on Exercise 2.

Did conflicting messages make you uncomfortable? Did you pay more attention to the words or the non-verbal behaviors that you noticed?

Have you considered the importance of your non-verbal communication? What messages are you unintentionally sending? Monitor your body language in class or at a social event.

Comments on Exercise 3.

There are two types of prosody that we can identify in speech. There is linguistic prosody, the stress and intonation patterns that tell us, for example, if we are making a statement or asking a question; or tell us the meaning of a word (e.g. contract as a noun and con-tract' as a verb). There is also emotional prosody that sends a message about our feelings. We recognize anger or love or sincerity, etc. in the sound of sentences we are hearing.

Comments on Exercise 4.

Are you using your MP3 player safely? Can you hear others talk while you are listening? Can others hear what you are listening to? According to Professor Dean Garstecki

“The combination of high signal intensity level and long listening duration is a proven formula for permanent, irreversible hearing loss! Unfortunately, currently, manufacturers have yet to publish studies or information about the safe usage of these devices” (ASHA, 2009b).

Comments on Exercise 5.

Here is what Dr. Phillip Schneider, the creator of the film has to say:

“The film *Transcending Stuttering* (2004) shares the miracle of change as people travel from the darkness of isolation into the light of connection. Watching these stories unfold nurtures a sense of chronic optimism in clinicians, PWS [people who stutter] and others. The seven individuals whose stories are woven together help viewers realize that it is possible to communicate powerfully and beautifully in the presence of stuttering. Viewers come away with images of courage, strength and communicative clarity, which will help to dispel negative media stereotypes of PWS. The journey from fear and shame to freedom of speech is inspirational and provokes all of us to develop the courage we need to speak our truth. Listening to people telling their stories on film, takes the viewer beyond words and intellect. The experience opens the heart and connects us to the universal drama of human life. We can feel their pain, frustration and humiliation. We can feel their desire to connect with ‘true self’ and with others” (International Stuttering Awareness Day Online Conference, 2005).

A theater troupe called Our Time Theatre Company

(http://www.ourtimetheatre.org/6_1.html) offers teens with fluency issues a chance to write, act, and sing on the stage.

Comments on Exercise 6.

Despite the differences in focus regarding communication, SLPs and Audiologists have much in common. The personality requirements, the educational requirements, and the work settings are much the same for the two professions.

Comments on Exercise 7.

Elizabeth's difficulties lie in the Content and Use components of her language. She has difficulty using her grammatically intact language appropriately in situations and, despite her large store of words, she does not have fully developed meanings for many of the words she uses. Elizabeth's difficulties are characteristic of children who are diagnosed with Autism Spectrum Disorders.

Comments on Exercise 8.

Jason's initial deficits in expressive language changed over time as the demands on his language changed. Although he made gains in expressing himself through speech, when it came time for him to learn to read and write, he once again lagged behind his peers. His ability to understand spoken language further impeded his success in school. His language difficulties created social difficulties for him. His social difficulties isolated him from his peers and affected his behavior. Although Jason had strong intellectual and motor skills (he was a gifted artist), his language disabilities began to affect him in many other aspects of his life.

Chapter 15

Comments on Exercise 1.

You probably found that some personal narrative components spanned more than one sentence, as in: ...I was walking with my friends (Orientation)...I saw a beautiful dog... jump out of an open van (Complicating Action). Except for the Coda, all other personal narrative components are present. The narrator stated the theme at the beginning and at the high-point (“*He was my hero that day.*”) However, for this narrative, the researcher asked the speaker to answer the question about a special person. Without such a guided topic, you might not find such a clear statement of the Abstract.

Comments on Exercise 2.

A compelling aspect of the child’s narrative is the repeated attempts to solve the problem. How many Attempts were made? Look at lines 4, 6, and 7. These appear to be Attempts. Do you see other Attempts? See whether Consequences followed each Attempt.

Comments on Exercise 4.

How many instances of perspective taking did you identify? Did they occur only at the Evaluation or throughout the story? Were there verbs and adjectives reflecting mood, attitude, description? Note that while frame of mind can occur anywhere in the story, it may commonly be found in the Inner Response and Inner Plan, if either or both of these optional components are present.

Comments on Exercise 5.

Was the goal accomplished? For example, did the character return to the original status: returning home or finding the pet? Did the child reach an even better state in accomplishing the goal (Level 4)? If you asked someone older than age nine for a fictional story, you might have found the narrator deviating from story grammar, experimenting with different endings and offering more frame-of-mind evaluations. This is an age of experimentation.

Comments on Exercise 6.

Identify the number and kinds of emotionally strong words. Do you find a tension in the narrative? How does the narrator demonstrate *frame of mind* toward the main character and parents? How is the demon viewed: does the narrator lead you to think that trickery is central to the demon's behavior?

Comments on Exercise 7.

Here are some guiding questions to help you analyze your results: Did the presence of a greater number of characters result in more story conflict and frame of mind evaluations than you observed in the narrative you collected for Exercise 3? The presence of more characters in a story may lead to more frame of mind evaluations due to the possibility of greater interaction among the characters and their different goals.

Chapter 16

Comments on Exercise 2.

Adults younger than 40 years average 26.6 names, whereas adults in their 50s average 21.4 words, and adults in their 70s average 18.6 years (Borod, Goodglass, & Kaplan, 1980).

Comments on Exercise 6.

You probably found that older adults were able to recall related words comparable to that of younger adults; however, they might have taken a couple of seconds longer than younger adults in completing the task.

Comments on Exercise 7.

Keep in mind that this task largely requires the establishment of a good narrator-listener interaction. Your main responsibility as the listener is to listen, give appropriate feedback, and allow for pausing, as needed (Ramanathan-Abbott, 1994). The narrator's role, however, is to freely order and sequence the recall of memories in constructing an autobiographical narrative (Ramanathan-Abbott, 1994).