



## XVI Introduction to the Third Edition

we have broken each chapter into a series of smaller sections, with exercises at the end of each section so that students may check their understanding before moving on.

Throughout, we have streamlined, revised for clarity, and updated information both in the text and the Further Readings. We have added or re-labeled some “task boxes,” which usually serve as pre-reading tasks that connect students’ experiences to the material. There are also, as in the second edition, boxed capsule biographies of famous linguists. The Educational Implications boxes in the second edition have been replaced with one Chapter Research Project in each chapter that directly addresses teachers and teachers in training. We have added new myth boxes, both for fun and as a link to the University of Michigan Press *Myths* series (*Listening Myths, Pronunciation Myths, Second Language Acquisition Myths, Vocabulary Myths, Writing Myths*).

These are the major changes to the third edition that teachers will need to know for planning purposes.

Third Edition Chapter	Second Edition Chapter
1	Chapter 1, plus Features of Language section from Chapter 16
2	Chapter 2
3	Chapter 3, plus Language and Thought from Chapter 16 and Face and Forms of Address from Chapter 4
4	Chapter 5, plus material on code-switching and enregisterment
5	Chapter 6, reordered, plus material on language, identity, and style
6	Chapters 7 and 9
7	Chapter 8, plus new section on Hip-Hop Linguistics
8	Chapter 10
9	Chapter 12
10	Chapter 13
11	Chapter 17, shortened (removal of material on language families)
12	Chapter 19