

Introduction

Present study:

- This is an itemized list
- It can contain as many
- items as you like

Previous studies:

References are cited as numbers. Here are a few ex-  
amples. Previous studies found that certain things  
happen [1]. Another person found that another  
thing happened [2], but some people don’t agree  
with the results [3].<sup>a</sup>

- Itemized lists
- Can also be nested
  - Like this
  - and this
    - \* and this
    - \* and this
- And back out
- again

Research Questions:

1. We can also make numbered lists
2. Which can also be nested
  - (a) These are good for your hypotheses
  - (b) another item
3. Im trying to take up space
4. SO more items

<sup>a</sup>Its better not to use a lot of text, like this. This footnote  
is not a number so that it isn’t confused with a reference.  
References look like this [4].

Method

Materials

- Materials used
- Participants
- Stimuli
- Etc.
- item

Procedure

- This is what we did
- This is how we did it
- So and so did it this way too
- Some examples here would be handy
- item

Analysis

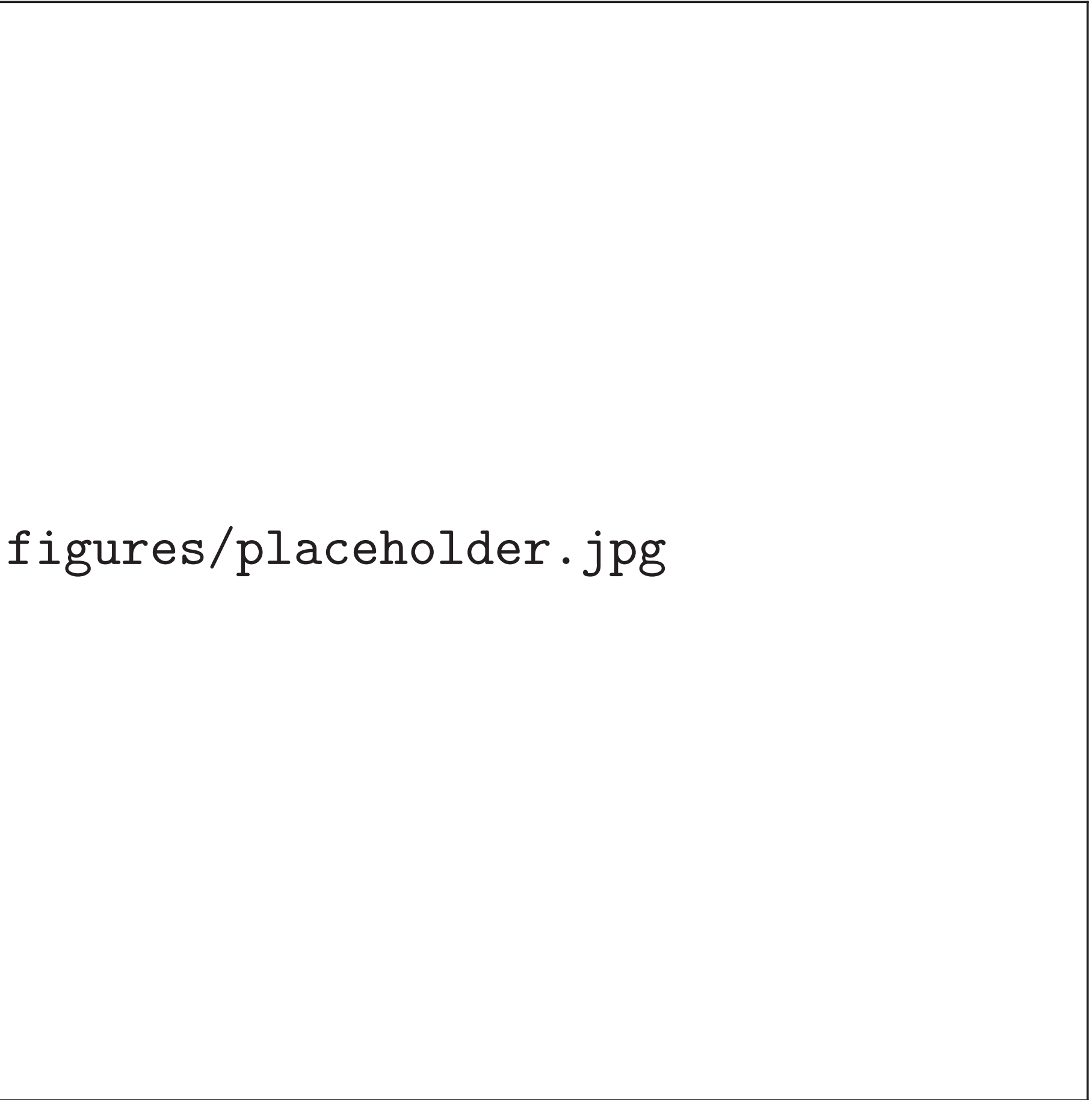
- The data were like this...
- This is how we analyzed it.
- So and so did this too
- This is the best way
- Here is an example...

Table 1: This is a table caption.

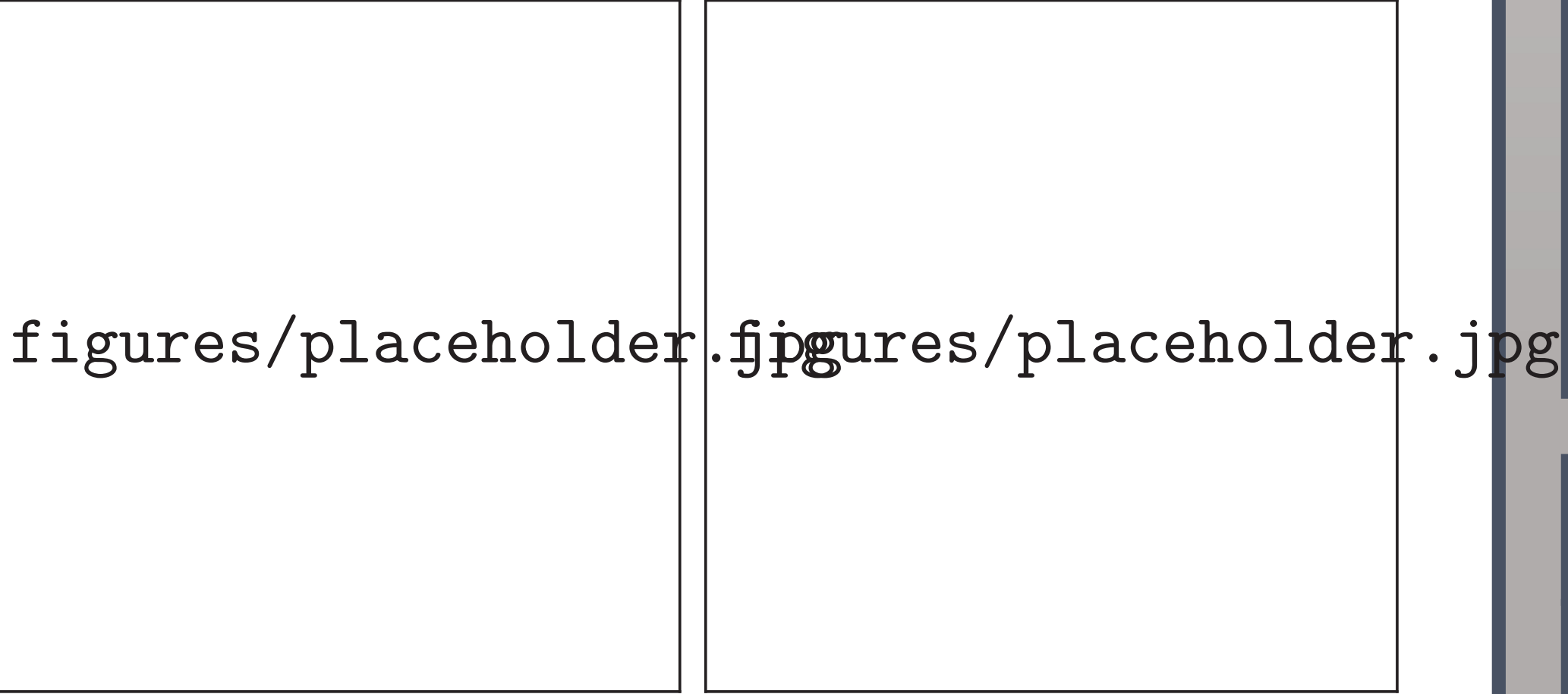
	Lead	Short-lag	Long-lag
English		/bdg/	/ptk/
Spanish	/bdg/	/ptk/	

Results

**Figure 1:** Here is a figure caption. Figure  
captions can span more than one line. The  
width and justification is taken care of by the  
*caption* package (in the preamble).



**Figure 2:** You can place two figures side-by-  
side. Refer one picture (left) and then to the  
other (right).



- Put some numbers here
- (F(1,15) = 14.34; p < 0.05)

Conclusion

Summary

- The analysis showed A
- The analysis showed B too.
- And don’t forget about C, which was also im-  
portant.

Conclusion

- We learned X, Y, and Z.
- This research is in align with A and B
- But differs from what this other guy found
- Future research should do more things

Selected references

[1] Cho, T and McQueen, J and Cox, E. Prosodi-  
cally driven phonetic detail in speech processing:  
The case of domain-initial strengthening in En-  
glish. *Journal of Phonetics*, 35:210–243, 2007.

[2] Guion, S. The vowel systems of Quichua-  
Spanish bilinguals. *Phonetica*, 60:98–128, 2003.

[3] Amengual, M. Interlingual influence in bilingual  
speech: Cognate status effect in a continuum of  
bilingualism. *Bilingualism: Language and Cog-  
nition*, 15:517–530, 2012.

[4] Lisker, L and Abramson, A. Some effects of  
context on Voice Onset Time in English stops.  
*Language and Speech*, 10:1–28, 1967.

Acknowledgements

Somebody probably helped you. Thank them here.  
:)