

## *Language Files*, 12th edition: Errata

### Chapter 2

**pg. 66**, table (4), last line: “**voiceless** palatal nasal stop” should instead read “**voiced** palatal nasal stop”

**pg. 95**, exercise 5(c): “**voiced** glottal fricative” should instead read “**voiceless** glottal fricative”

### Chapter 3

**pg. 150**, exercise 36(g): [**mbuka**] should read [**mbuna**] (for the sake of accuracy; the change does not affect the analysis in this particular exercise)

### Chapter 4

**pg. 168**, example (16), last line: The word for ‘fisherman’ should be [**manjinisda**]. (Note: This follows the phonological rules seen in the two examples above, where the first consonant of the root deletes and the nasal assimilates to the place of articulation. When the root begins with a glottal stop, as in [ʔisda] ‘fish’, the glottal deletes and the nasal occurs at the velar place of articulation. Reduplication then occurs with the first CV of the adjusted root, thus [ma-ŋi-ŋisda].)

**pg. 182**, example (7): [siy] should read [**siya**]

**pg. 185**, exercise 8: [bumiato] should read [**bumato**], and [fumiusul] should read [**fumusul**]

**pg. 187**, discussion question 16(ii), line 2: “prin-ciples” should read “principles”

**pg. 190**, exercise 30(n): double quotes at end of ‘my acrobats’ should be single quote

**pg. 199**, exercise 46, (iii), line 2: add single quote before “(He)”

### Chapter 5

**pg. 229**, example (3), last line: insert opening bracket “{” before “carefully”

**pg. 240**, exercise 20, (iv): Should read as follows (note particularly the highlighted changes):

“What can you conclude, in general, about the syntactic category of expressions of the form *X and Y* compared to the syntactic category of the two conjuncts, *X and Y?*” — the second (bold) “and” here should not be in italics.

pg. 242, exercise 30: Should read as follows (note particularly the highlighted changes):

“Suppose that **buku-buku** ‘books’ is of category N, **ini** ‘these’ of category Det, and the whole phrase **buku-buku ini** ‘these books’ of category NP. Write a phrase structure rule that allows the construction of NPs out of determiners and nouns in Malay and that reflects their relative order. Then draw a phrase structure tree for the phrase **buku-buku ini** ‘these books.’

pg. 242, exercise 31: Should read as follows (note particularly the highlighted changes):

“Consider example (9) in Section 5.2.2 which shows the order of NPs and prepositions in Japanese PPs. Write a lexical entry for each word in the Japanese phrase in that example. Then write a phrase structure rule that allows the construction of PPs out of prepositions and NPs in Japanese. Finally, construct a phrase structure tree for the Japanese phrase **kono kodomo to** ‘with this child.’

## Chapter 9

pg. 411, exercise 12, (a), last two lines: Should read as follows (note particularly the line break):

If Peter Piper picked a peck of pickled peppers,  
where’s the peck of pickled peppers Peter Piper picked?

## Chapter 11

pg. 487, exercise 2: Should read as follows (note particularly the highlighted change):

How does **communicative** competence differ from linguistic competence and from performance?

pg. 490, exercise 29: Should read as follows (note particularly the highlighted changes):

Explain the difference between **passive participation** and **complete participation**, and give an example of each.

## Chapter 12

pg. 522, exercise 15: Should read as follows (note particularly the highlighted change):

How are **pidgins** formed? How is this different from the way most children learn language? (See Chapter 8.)