

Errata and comments
O'Grady et al., 6th US Edition
Carson Schütze
UCLA

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Textbook

Inside front cover: It would be useful if tense/lax were indicated in the vowel chart; it would be helpful if [j] were moved to the right in its box to reflect it being voiced; [tʃ] and [dʒ] are in the wrong font; there should be a dark line separating glottals from velars

p. vii: Uptal → Utpal

p.30: the unreleased variants should be identified as word-final, since *cap* and *pot* also begin with voiceless stops

p.32: the environments for syllabic sonorants are ambiguous: is it “in an unstressed syllable AND at the end of a word” or “in an unstressed syllable THAT is at the end of a word”? Presumably the latter. Also, both of those are falsified immediately above in Table 2.11 in the first syllable of ‘m-m’. Also, I am dubious of the claim that nasals cannot be syllabic following a sonorant, e.g. *fallen*, *barren*. Also, “words like *bird*, *earth*, *girl*” is presumably intended to refer to stressed syllables, but Study Guide p.28 adds *perceive* to this list, making it unclear what the generalization is supposed to be; in any case “words like...” is of no help to students without some characterization.

I would strongly encourage introducing rhotacized schwa as a separate phoneme of English to avoid myriad complications caused by use of underlying syllabic r (e.g., it could be included in the class V, which syllabic r cannot).

p.35, Table 2.13: the only vowel missing seems to be schwa, why not make it complete?

pp.37-8: Figure 2.9 and Table 2.15 contradict each other as to whether [ɔj] is tense or lax

p.39: since glottal stop is listed as an English consonant in Table 2.12 its absence from Table 2.16 and other lists (including inside back cover) is puzzling

p.45, Tab 2.20: transcription of *casa* should be [kaza], hence not a minimal pair with *cassa*

p.46, Table 2.21: according to the transcription here, word-initial voiceless stops in unstressed syllables are still aspirated; in other places the generalization refers only to stressed syllables (e.g., Study Guide p.29); p.85 contains an even broader environment: “syllable-initially”, which seems false (e.g. *supper*)

p.51 “basic to the words in question”: students have no idea what this means

p.52, Table 2.28: positions and shading of [ɑ] and [ɒ] should be reversed

- p.56, #9: some students are confused by the appearance here of sounds that have not been mentioned as sounds of English (by themselves), e.g. [e] and [a]
- p.62: *assure/azure* is NOT an example of a near-minimal pair: the environments have NO segments in common: [əʃuɹ] vs. [æʒɹ]
- p. 65, Table 3.5: since the generalization on the next page refers to following voiced sounds, not just consonants, an example preceding a vowel would be helpful; that environment is also missing from those listed in Figure 3.3
- p.66, below Table 3.6: It is unclear in what sense [aw] occurs in “environments that are less predictable”
- p.67 and later: the statement that voiceless liquids occur after voiceless stops is potentially misleading, since they cannot occur after ALL voiceless stops; perhaps insert “certain”
- p.71, Figure 3.3: the listed environments for the unraised allophones are incomplete: these also occur before vowels
- p. 76 Table 3.19 and elsewhere: syllabic ɹ has to be a phoneme of English since it is used in the underlying representations of words like *bird*, but it is not listed in this or most of the other phonemic inventories of English (e.g. inside front cover)
- p. 84, Table 3.23: *upon* should presumably have a stress mark
- p.85, table 3.24: this version of the aspiration rule doesn't match the one in the Study Guide, which requires the syllable to bear (some level of stress). It also doesn't match problem #12 on p.111, where *imaginative* is transcribed with unaspirated [t], *separability* with unaspirated [p].
- p.88, below Figure 3.13: /z/ is in wrong font
- p.88: Table 3.27 is rather misleading in that none of these nine “natural classes” is in fact a natural class characterized by the listed features when the full inventory of English obstruents is considered
- p.89, 1st line: “natural class requires fewer features to define it than to define any one of its members” is blatantly false: [+CG] defines [ʔ], for example, while the superset voiceless stops requires 4 features
- p.89, Table. 3.28 misleadingly makes it look like /æ/ is a back vowel; the inventory of back vowels is missing /ə/ and /ɔ/; three of the features listed for /æ/ are redundant
- p.98, under 6.1: “rules...operate on underlying representations” is blatantly false, as Figure 3.14 immediately below shows: the input to V-length is the output of Aspiration, which is not a possible underlying form
- p.101: The rule in Fig 3.18 does a couple of things wrong: it deletes word-initial schwa, and it applies when the output would be an illegal cluster, creating e.g. [tl] for *Toledo*

- p.107, #2, instructions: it could be mentioned that the unfamiliar symbol is a bilabial.
- p.110, #10: The solution to this problem is given in the Study Guide
- p.111, #12 b) & l): initial [p] should be aspirated
- p. 127, Table 4.9: *productive* is not the right example to make this point: *-ive* attaches to verbs but *próduct* is a noun (presumably *productive* is *produce+ive* with stem allomorphy)
- p.128, Fig. 4.9: it seems unlikely that *overripe* contains the preposition *over*, since the preposition doesn't mean 'excessively': *over-* is probably a prefix
- p.128, Fig 4.10: to the extent stress is a diagnostic of N-N compounds in English, *Sunday night concert series* may not be a compound
- p.139, Language Matters: *vegan* < *vegetarian* does not seem to fit the definition of clipping: deleting syllables from the latter does not yield the former (neither [vi] or [gən] is a syllable in *vegetarian*)
- p.147, #2: Zapotec is not a language, it is a family containing several mutually unintelligible languages; ditto #5 next page
- p.149, #7i): *pre-* is not in the table of English derivational affixes
- p. 165, Language Matters: "Head" should not be parenthesized
- p. 169, Fig 5.10: students are confused by this since the presence of two complements is not consistent with the template on p. 161
- p. 174: Inversion should be stated as "Move I to a +Q C".
- p. 182, Fig 5.21: the fact that I does not raise to C here seems to violate the claim on p.174 that 'in English the +Q feature must attract another element to its position'.
- Inside back cover: [r] in transcription for *rouge* should be inverted; seems odd to list *now* under [w] but rhyming *plow*, *bough* under [aw]; [ʔ] is used in transcription of *m-m*, but not listed

Study Guide

inside front and back covers: same issues as textbook

pp. 18-19: the "explanation" for aspiration ("there is not enough time...") suggests that word-initial voiceless stops should have to be universally aspirated; why voiceless [s] before the stop should provide 'more time' to start vocal cord vibration is mysterious

p. 20: "Liquids...are syllabic when they ~~can~~ form the nucleus of a syllable."

- p. 28: see text p. 32
- p.29: the environment for aspiration given here is blatantly contradicted in the textbook, e.g. Table 2.21 on p.46, Table 2.25 on p. 49 (which show initial stressless syllables beginning with aspirated stops)
- p. 33: “palatalization” does not seem to be mentioned in the text, nor does the term “homorganic”
- p.34, Deletion: *suppose* transcription should contain schwa
- p.36, #4, j: [r] should be [ɹ]
- p.40: Hungarian near-minimal pair is confusing: is it meant to show contrastiveness of vowel length or of fricative voicing?
- p.53, #3: why isn't the [d] in ‘he stole money’ palatalized? Also, I’m guessing [d] in ‘to run away’ is a typo?
- p. 65, Under “Derivations”, “Rules”: see my comments re: text p. 98
- p.66, 1st paragraph:
“used to indicate a syllable” → ...syllable boundary
- p.67, box: stress is NOT predictable in English
- p.67, REMINDER box, last sentence: same problem as text p. 98
- p.71, #6c: “economical” is not meaningful for students
- pp. 77–84: there need to be either hyphens or spaces between the morphemes of words for which there are word trees.
- p.88, Reminder box: there are English prefixes that change category, e.g. the *en-* of *enrich*, *ensure* and the *de-* of *defrost* (which appears, problematically, on p.213)
- p.97, #1 7: *immoral* cannot contain /ɪm-/ , since the /m/ is part of *moral* (unless degemination is invoked)
- p.101, #3, 2nd bullet: ‘tomorrow’ does not appear in the data; under a., a slot for ‘you’ should be added
- p.127: After Inversion tree is missing I[-Pst] under C
- p.128: Surface Structure tree is missing V under I (under C)
- p.194, Practice 2.17, #3: [r] should be deleted
- p.194, Practice 2.22 #2: [k] should not be aspirated since it is not syllable-initial; #5 1st syllable should have 2ndary stress; #8 last syllable should have 2ndary stress

- p.195, Practice 2.23 #4: add dissimilation (in manner)
- p.196, Practice 3.1, #7: answer should be “neither”
- p.196, Practice 3.4, #1 & 2: the elsewhere form should be listed last
- p.199, Practice 3.9 #1: [b] should be in the onset and the 1st syll should be marked as open
- p.202, Practice 3.12, #3a: glides and glottals; #5a: [k] and [j] should not be in small caps
- p. 204, Practice 3.13, #1a: [-DR] should be added to the matrix
- p.205, Practice 3.15 #1: PRs should be in square brackets, not number signs
- p.206, e: ordering of first two rules is also crucial; PRs should be in square brackets
- p.210, 2b: *presidential election* is not a compound, just an adjective transparently modifying a noun
- p.211, Practice 4.8, #10: “-i-“ is not an infix, so the following hyphen should be deleted; this affix appears as “-y” in the chart.
- p.213, #19, #30: the prefix *de-* as listed in the textbook attaches to V and creates V, but here it is attaching to N; #25, #27, #30: structures violate the right-hand head rule
- p.216, 4.15 #3: it seems odd to claim that glottal stop is both part of the person morphemes and a number morpheme
- p.217, #3a7: delete hyphen, this is a root, not an affix
- p.218, #4d: stems should not have hyphens; I also don’t see what the optional hyphen preceding the negative morpheme in b and d means
- p.226, #10: we haven’t been told that *his* is a determiner; in the next chapter we are told that possessors are NP spec of NP
- p.231, #6: V-raising applies here, but it hasn’t been introduced yet
- p.231, #8: I should be +Pst
- p.233, #11: *fun* should probably be an A, not an N, here, given the weirdness of substituting *amusement*
- p.238, #6 S-structure: according to the textbook, I-to-C does not apply in subject questions; ditto p.246 #2h, p.259 #13
- p.239, #8: I should be +Pst
- p.240, #2a D-structure: the V’ level has been omitted; ditto p.245 #2g

p.241, #2c S-structure: there should be a V under I under C; ditto p.244 #2f, p.245 #2g, p.247 #3, #4, p.248 #4, p.250 #9, p.252 #13, #14, p.259 #12

p.242, #2d S-structure: delete N' and N above trace

p.245, #2g, S-structure: the higher VP is missing the V' level.

p.247, #2: there should be a V under I; ditto p.252 #15, p.254 #3, p.255 #5

p.257, #8: *was* should undergo V-raising

p.262, a. 2nd tree: N' level is missing; ditto e. (both trees)

p.262, f.: Why isn't *at* analyzed as a separate word?

p.263, Practice 6.6 #1/2a.: delete NP immediately above N' *sister*; ditto b. and c. next page