

Due Feb 10. Exercise A will be discussed in the 1st week's section

1. Review the first two IPA charts: vowels and pulmonic consonants.

(<https://www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/#ipachartstart>).

Read Hayes 2009: chapter 1, pages 1-15 on the major categories of sounds that are identified in these two charts. You can use the categories described by Hayes in exercise B below.

2. Download the IPA Palette (<https://www.blugs.com/IPAPalette/>) or any other collection of IPA fonts, e.g. SIL's (https://help.keyman.com/keyboard/sil_ipa/2.0.2/sil_ipa). See also the SIL keyboard at https://keyman.com/keyboards/sil_ipa.

3. Exercise A

Use the symbols of the IPA to transcribe the 3 recorded utterances posted with the instructions. There are 5 recordings but only 3 distinct utterances, each in a different language. Two utterances are produced by two speakers each: myself and a native speaker of the language. The third utterance is spoken only by me. You only need to transcribe one recording of each utterance. Mine is a slower and more careful version of what the native speakers said. (Instructions continued below.)

- i. Utterance 1 transcribed in IPA:
- ii. Utterance 2 transcribed in IPA:
- iii. Utterance 3 transcribed in IPA:

If you recognize the languages, don't use their spelling to transcribe; don't use English spelling either. Use only IPA symbols. If you identify distinct words, write them separated by spaces, but don't worry if that's hard. If you identify the stressed (= most prominent, loudest) syllables of some of the words – or just the one main-stressed syllable of the whole sentence – mark them by ' (a vertical stroke, preceding the stressed syllable, or the stressed vowel). If you hesitate between two possible transcriptions, list them both.

4. Exercise B

In lecture 1, we have discussed the idea that the learners of any language must decide how *alternating morphemes* (meaningful elements whose shape varies depending on context) must be represented in their underlying form (UR) and what processes map those URs to their surface forms (SRs). In all cases of alternation, there are several alternative hypotheses about URs and rules. In this exercise you will identify at least 2 hypotheses about one of the alternations. If you have time, indicate which hypothesis looks more plausible, and why; and offer some thoughts on the other alternation.

The data below comes from a dialect of Basque (Spain).

¹ This IPA chart with sounds contains a few errors (also, the person producing the sounds has an unusual voice) but these problems don't affect this exercise.

	Noun	Indefinite	Definite	Gloss
a.	sagar	sagar-bat	sagar-a	apple
b.	gison	gisom-bat	gison-a	man
c.	buzten	buztem-bat	buzten-a	knee
d.	belaun	belaum-bat	belaun-e	dog
e.	agin	agim-bet	agin-e	tooth
f.	mutil	mutil-bet	mutil-e	boy

- (i) There are at least two possible hypotheses, H1 and H2, about the *n/m* alternations. They differ regarding the form of the URs and the rules that generate the alternations. State them and show how they generate some of the data.

State H1: __

Show how H1 accounts for the *n/m* alternations in (b):

UR			
Rule			
SR	gison	gisom-bat	gison-a

State H2: __

Show how H2 accounts for the *n/m* alternations in (b)

UR			
Rule			
SR	gison	gisom-bat	gison-a

Optional: What data do you need to choose between H1 and H2? _____

- (ii) Optional: Comment on the *a/e* alternations. There are also at least two hypotheses, H3 and H4, about these. Proceed as you did in (i).

H3: __

Show how H3 explains the *a/e* alternations of the definite and indefinite suffixes

UR				
Rule				
Rule				
SR	gison-a	gisom-bat	agin-e	agim-bet

H4: __

Show how H4 explains the *a/e* alternations of the definite and indefinite suffixes

UR				
Rule				
Rule				
SR	gison-a	gisom-bat	agin-e	agim-bet

Any comments on reasons to prefer one of H2 or H4?

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