

CHOOSE JUST ONE OF THE OPTIONS BELOW:**OPTION # 1.**

Make a chart of the different ways the sounds of your language are represented in the various writing systems you have access to (on your thumb drive, from the archives, your tribal or personal orthography, examples from the internet, etc.) List the different ways in charts like the one we showed today for Shawnee vowels. (But your chart will include consonants.)

Cass, 1823	Alford, 1929	Phonetic Symbols	Shawnee Orthography	Wikipedia phonetics
ee	e	i	i	i:
i	i	ɪ		i
aa	a	e	e	e
e		ɛ		
a		æ		
u	v	ə	a	a
ar		ɑ		a:
o	r	ɒ		
oo		u	o	o
oe	u	ʊ		
oa	o	o		

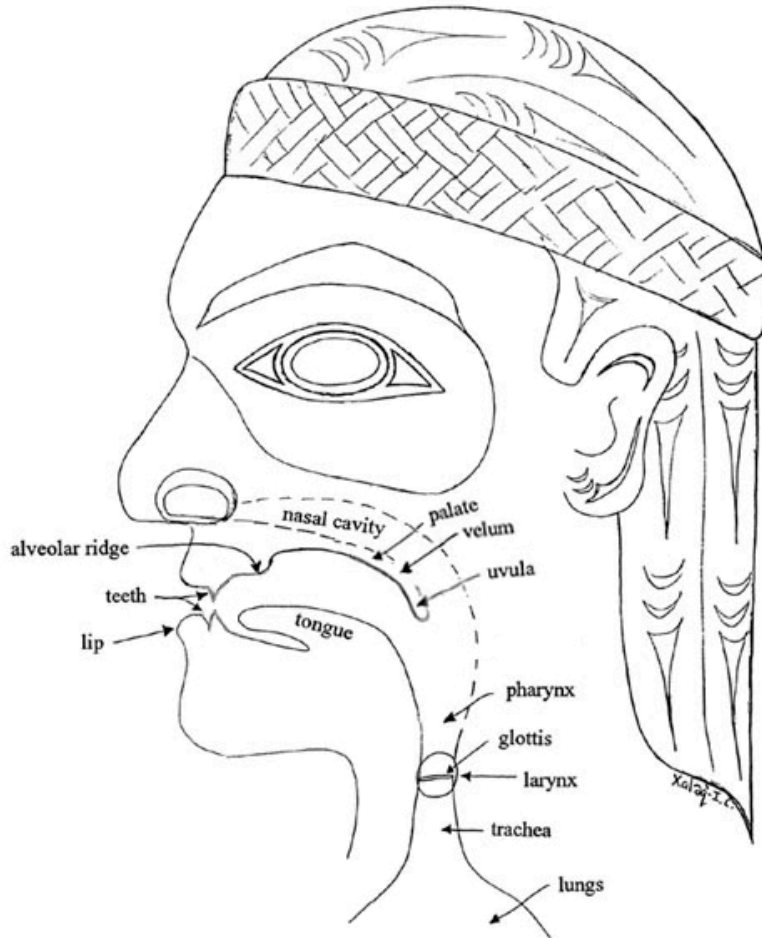
OPTION #2.

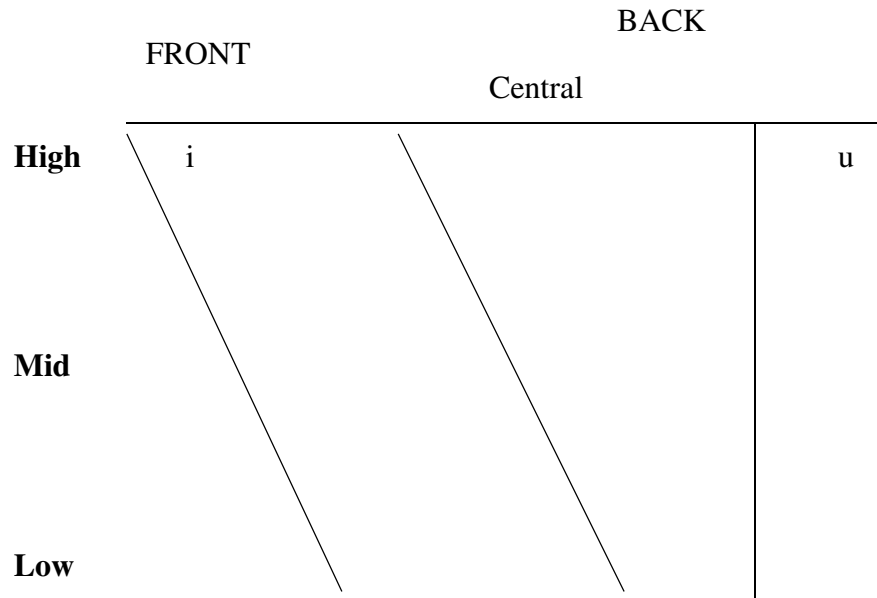
Practice reading out loud a passage in your language from one of the documents that you find in the archives here in Washington DC. We might ask you to read it out loud to all of us tomorrow.

OPTION #3. The anatomy of the vocal tract. The different sounds of speech are the result of our positioning our tongue, lips, larynx, and other speech "organs" in various configurations which modify the shape of the oral and nasal cavities through which air flows from the lungs. A diagram like the following, by the Squamish & Musqueam Coast Salish artist $\chi\text{al}\text{\textcircled{a}}$, Chief Ian Campbell, provides a frame of reference for talking about the particular parts of the vocal tract that are involved in the articulation of sounds.

Draw a comparable diagram, altering the imagery in whatever ways would be appropriate to your own tribal heritage.

Body parts research project: What words do you know in your language that could be used to identify each of these speech organs or places of articulation? Substitute them for the English labels in this diagram. (See next page.)



OPTION #4. Articulatory Chart for Vowels:

The following English vowel representations may be helpful to you in practising reading and writing phonetic transcriptions.

i	beat			u	boot
ɪ	bit			ʊ	book
e	bait	ə	but	o	boat
ɛ	bet			ɔ	caught
æ	bat	a/ɑ			cot/father

Remember however that there are MANY different English dialects, so your English pronunciation may differ somewhat from what's written below. Work with your mentor to check how to best transcribe your "English" vowels.

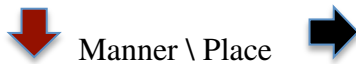
2.1. Transcribe the following English words, paying particular attention to the vowels:

- meat*
- ladder*
- hurt*
- pain*
- through*
- tough*
- shop*
- insane*
- coach*
- money*

2.2. Then see how many different vowels you can find in *your* language, and construct a Vowel Chart for them modeled on that above.

Option #5. Articulatory Chart for Consonant phonemes:

Here is a chart to summarize the inventory of consonants in English. The chart is organized left to right to show the PLACE OF ARTICULATION from the front to the back of the mouth, and from top to bottom to indicate the MANNER OF ARTICULATION.



	LAB	Coronal				Dorsal			LAR	
Place:	Labial	Dental	Alveolar	Lateral	Alveo-Palatal	Velar	Labio-Velar	Uvular	Labio-Uvular	Glottal
Manner:										
Obstruents										
Stops:										
voiceless	p		t			k				ʔ
voiced	b		d			g				
Affricates:										
voiceless					č = tʃ					
voiced					ǰ = dʒ					
Fricatives:										
voiceless	f	θ	s		š = ʃ	(x)				h
voiced	v	ð	z		ž = ʒ					
Resonants										
Nasals: vd	m		n			ŋ				
Liquids: vd				l	r					
Glides: vd						y = j	w			

voiceless						(w̥ = ʍ)			
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3.1. If you have an alphabet for your language, write it out below.

3.2. Then pronounce each of the consonants in your alphabet so you can figure out just what your ‘articulatory organs’ (your tongue, teeth, lips, etc.) are doing to make each unique sound. Then, use that information to decide where that consonant symbol would fit into the (blank) Articulatory Chart on the following page.

Note: The chart here is just an example, as the specific categories under MANNER or PLACE may differ for your language, e.g.

- Does your language have ejective stops and affricates (unlike English)?
- Does your language have voiced stops, affricates, and fricatives (like English)?

If your languages doesn’t have those kinds of sounds, then just leave those lines blank.

3.3. Compare the inventory of sounds in your language with the inventory of English.

- What sounds does your language have that aren’t in English?
- What sounds are in English that aren’t in your language?

3.4. How might this information be useful to language learners?

Don’t hesitate to ask your linguistic partner for guidance!

