3rd meeting

(worked outside because I forgot my keys. It was nice)

Basically continued to work on pronunciation.

Went over the information from the subject's contact about how to read the orthography. We realized there were still some sounds that we weren't sure of. The subject will ask his contact about them. We also realized, with the contact's mention that there was an older and newer system, that there were two ways that the *sh* sound was being transcribed. They were different in the dictionary, textbook, and prase list. We planned to get these consistent or at least write up a three way key.

We practiced some pronunciation on the words we were sure we could read. We focused on geminates. I demonstrated how to make long stop sounds, p, t, n, by positioning the mouth in the stop and holding it. I explained that air should not be able to get through on the oral stops while holding. The subject understood this and corrected his pronunciation. He had been making long stops by doing a sort of quick double stop with a release between the two. After the demonstration he was able to hold the stops correctly to make the long sounds.

With vowels the problem was the interference from English orthography. The double vowels *ii, aa, uu,* were not a problem but *ee, oo* were. The subject had a tendency to pronounce these in the English way as in *feet, food* instead of as long /e/ and /o/. This was a recurring problem even after it was explained. This was identitfied as an area to focus on since the reflex to English pronunciation was strong.

We also worked on getting the right quality of the *a* which was explained by the contact was pronounced as in the first *a* in *always*. We also reviewed that *e* was as in Spanish /e/ and *u* was like English *oo* in *food*.

No vocabulary was learned yet. The subject has been busy.