Exercise 1.
Do exercise 2.1-11 on Ayutla Mixtec in reading pp. 54-55.

Exercise 2.
Find an instance in the reading of a phonological cue helping you decide upon the grammatical category of a linguistic unit.

Exercise 3.
A. Apply Harris’ conditions I and II to show whether the word teacher consists of one single morpheme or it consists or two, namely teach + er. The purpose of this exercise it is NOT to find out what the true answer is (I know you know it), but to see how a purely distributional analysis would do at deriving the correct result. Be as explicit as the lectures notes. In particular:
   (i) specify your environment ___X;
   (ii) say what A, B, C and D are (provide a suitable C and D yourself);
   (iii) give the “crossed” examples that to prove condition I;
   (iv) spell out several environments where you test the categorial behavior required in condition II;
   (v) enunciate the conclusion derived by the distributional method.

B. Do the same for taller vs tall + er.

C. If your conclusion from the preceding tasks was that they consists of two morphemes each, answer the following question: What insight borrowed from the distributional method would help you decide whether –er in teacher and –er in taller are tokens of the same morpheme or they are different morphemes? Explain. (I want a distributional answer, not semantic or phonological cues.)

Exercise 4.
A. Perform tasks in A from previous exercise for quickly vs quick + ly.
B. Do the same for silly vs sil + ly.
C. If you answered that, in both occasions, -ly is a separate morpheme, explain how the distributional method helps you decide whether the two –ly are the same morpheme or different ones.
Exercise 5.

Take the Spanish sentence in (1). Let us say we want to find out how many morphemes are in the sequence *tazon blanco*, since we suspect that more than one morpheme may be involved per word. Your task is to apply Harris’ condition I by using the data below. That is, your task is to identify how many substrings and exactly which substrings in *tazon blanco* may qualify as morphemic units according to condition I. (You do not have to apply condition II; you are not required to find out which of those potential morphemes are morphemes indeed.) Spell out the steps, as in exercise 3.A.

(1) Vendo tazon blanco por $25.
    I-sell mug white for $25
    “I sell white mug for $25.”

(2) a. Vendo cuchara blanca por $25.
    I-sell spoon white for $25
b. Vendo cucharon blanco por $25.

(3) a. Vendo silla blanca por $25.
    chair
b. Vendo sillon blanco por $25.

(4) a. Vendo caja blanca por $25.
    box
b. Vendo cajon blanco por $25.

(5) Vendo taza blanca por $25.

(6) a. Vendo taza roja por $25.
    red
b. Vendo tazon rojo por $25.

(7) a. Vendo taza nueva por $25.
    new
b. Vendo tazon nuevo por $25.

(8) a. Vendo taza bonita por $25.
    beautiful
b. Vendo tazon bonito por $25.