

100

January 19, 1995

LESSON ONE

Read each sentence several times until you say them without hesitation. Switch the nouns and adjectives around, alternating each one until you have used all of them and up and MEMORIZE EACH SENTENCE. Write down the sentences in your own handwriting on a 3X5 card in Indian in front and with the English translation on back.

Practice reading and saying these sentences, at home or study period, until you can say them correctly in Indian. These singular common nouns are familiar to you in English and you will be learning the Sahaptin nouns including the present tense, 3rd singular verb of be, is. In Sahaptin the verb is iwa, which is equivalent to the English verb is.

<u>ENGLISH</u>		<u>SAHAPTIN</u>		
1. Road		wide	Ishchit	t'inaaw
2. House	is	big	Iniit	iwa nch'i
3. City		small	Tawn	iksiks
4. Automobile		narrow	Kaa	yikwiit

You should have $4 \times 4 = 16$ sentences written down and memorized before we begin the next session. First tuesday of each week you will have an oral test. This will give time for homework and study over the week-end.

During the test on tuesday you will write down your answers on a sheet of paper and exchange papers to check your answers. When you reach the goal, 12 correct or better, we may continue to the next unit.

We will continue this method of reading, writing, and learning the language until you are familiar with as many verbs, nouns, pronouns and adjectives of the Sahaptin language as possible. Each time you complete one unit, we will add expansion words. Example: $\text{Lalx nmi-ishchit pitxanuk kan iwa yikwiit}$.
The dirt road to the mountain is narrow.

Be prepared to do a lot of homework, reading, writing and reading in Sahaptin. Remember we are learning to understand the Sahaptin language and the culture. This Spring, we will be learning about the First Food Ceremonies practiced by the Longhouse People, and to attend, at least one ceremony. We might persuade the Administration to let us take a "root-digging" trip. This will help you understand the importance of native food culture.

January 23, 1995

LESSON TWO

EXPANDING THE PATTERN AND SELECTING MATERIAL:

One of the purposes of arranging sentence patterns is to increase the number of sentences to practice. Often it will be found that the lesson devotes half a dozen pages in each chapter to grammatical theory, and then, little more than half a page to exercises based on it. Even if there are as few as ten sentence examples in the Sahaptin language, when you successfully recognize the first part (subject and verb) then you can switch to the negative form (chaw iwa) and introduce another of the subjects (iniit chaw iwa nch'i) or you can say (Tawn tawn iwa nch'inch'i). The first subject and verb is singular; the second is plural, and you will note that the verb is still spelled "iwa", in English it would read as "are" present plural of verb "be". If you will remember that when "iwa" is combined with dual or plural noun or pronoun, it is understood to mean "are".

When you have got the feel of the whole pattern, cover up the material and write down half a dozen assorted statements that you can make from memory. This will provide you with some spelling practice, which you can check by reference to the original Lesson One, and other introductory patterns. When you can do this without hesitation, write your English translation for reference later. In expanding the pattern to give many different sentences as possible there is a particular danger that one change in the pattern may affect the rest of the sentence. Iwinsh iwa k'puul, the man is short (stature); awinshin pawa k'puul, the men are short. In Sahaptin the noun suffix determines the expansion, and the verb is expanded from singular to dual or plural.

This is a repeat of Sahaptin '92 Introductory 101, which is a good practice vocabulary:

iwinsh	man	nch'i	big
aswan	boy	iksiks	small
ayat	woman	ch _{ra} aw	fat, stout
pt'iniks	girl	iwa	is
np'iwila	fisherman	chaw iwa	is not
sapsikw'ala	teacher	it _{ra} nasha	is becoming

.....
 Arrange the nouns in sequence as before in lesson one, with the verbs in the center and the adjectives at the end.

iwinsh		nch'i
ayat		iksiks
ayat	iwa	ch _{ra} aw
pt'iniks	chaw iwa	
np'iwila	it _{ra} nasha	
sapsikw'ala		

Develop sentences using all of the nouns, verbs, and adjectives. The first set will be present tense, singular; the second set will be negative (chaw iwa, is not); the third set will be (it_{ra}nasha, is becoming). Lecture and oral exercises will be done in the classroom.