

**SAHAPTIN -YAKIMA INDIAN LANGUAGE WORD ORDER**  
**Word order is part of "meaning."**

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

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**Part 1. Word order in English sentence is SVC(subject/verb/complement). Difficult Indian sentences become easier to understand when you stop and identify the following key patterns that complete the intent of a sentence.**

**Unlike English, American Indian languages use endings or inflections before and at the end of a word to complete a sentence. The prefix or suffix to a verb adds a complement.**

- |    |                                   |   |
|----|-----------------------------------|---|
| 1. | Iwinsh i-wina-sha tawn-kan.       | The man is going to town.                     |
| 2. | Mish i-mi-sha iwinsh?             | What is the man doing?                        |
| 3. | Tawn-kan i-winasha.               | He is going to town.                          |
| 4. | Tuyay i-wina-asha tawnkan?        | Why is he going to town? (what for is he....) |
| 5. | I-anawi-sha.                      | He is hungry.                                 |
| 6. | Tuyay, awku, i-wina-sha tawnkan?  | Why, then, is he going to town?               |
| 7. | I-tkwata-ta-sha tkwatat-pama-kan. | He is going to go eat in a restaurant.        |

**What is a complement? It is the completion of the action of the verb. Verbs are the part of speech that puts the sentence into action, the prefixes and suffixes complete the meaning.**

**Concept 1.** Bare bone sentence ----- + ~~~~~ = . (period)

**Skills 1.** Sentence

2. Subject (noun) \_\_\_\_\_ underline the subject

3. Action of the subject (verb) ^^^^^^^^ underline the verb

4. Substitute namer (pronoun) \_\_\_\_\_ underline subject

**Example of Sentence Expansion:**

**SAHAPTIN: The students will answer the questions on page 2, using these sentences.**

1. k'usi'k'usi i-wahwa'k-sha.
2. Nch'i ana'wyi k'usik'usi i-wahwak-sha.
3. Tom-nmi' nch'i ana'wyi k'usi'kusi a-wahwa'ksha.
4. Tom-nmi' nch'i ana'wyi k'usi'kusi a'nachnik inii't-pa a-wahwa'ksha.

Part 2. Adjective (modifier) and adverb(to tell *when, where,how, what kind, how much*)

5. Nch'i k'usik'usi ana'wi-sha ku i-wahwa'k-sha nch'i'-ki.  
6. Nch'i'ki sx i' x-ni k'usik'usi i-wahwa'k-sha wa't'uy-chnik iniit-pa.

SP/99 REVIEW BAREBONE SENTENCES

Student: \_\_\_\_\_

Date \_\_\_\_\_

Read this section carefully.

The following questions pertain to six (ptaxninsh) bare bone sentences. These are (wh) questions: shin who (singular pronoun); shimin whose (possessive modifier of the subject); tun what (which/ what thing); mish what (interrogative pronoun)(what is happening/what is wrong with);mun when (time); m i nan where (place), and mishkin how( what way or manner).

INSTRUCTIONS: Q- is the question to the student in Sahaptin. A- Student must answer the question in Sahaptin. B-Student will translate the Sahaptin answer in English.

1. K'usik'usi iwahwaksha.  
Q. Shin iwa (subject) Q. Mish i-misha? (verb)  
A. \_\_\_\_\_ A. \_\_\_\_\_  
B. \_\_\_\_\_ B. \_\_\_\_\_
2. Nchi anawyi k'usik'usi iwahwaksha.  
Q. Milkin iwa sap'inawyi? Q. Mishkin iwahwaksha?  
A. \_\_\_\_\_ A. \_\_\_\_\_  
B. \_\_\_\_\_ B. \_\_\_\_\_
3. Tomnmi nch'i anawyi k'usik'usi awahwaksha.  
Q. Shimin awa k'usik'usi? Q. Tukin i-wahwak-sha k'usik'usi?  
A. \_\_\_\_\_ A. \_\_\_\_\_  
B. \_\_\_\_\_ B. \_\_\_\_\_
4. Tomnmi nch'i anawyi k'usik'usi anachnik iniitpa awahwaksha.  
Q. Minan iwa k'usik'usi? Q. Anachnik iwa tupan?  
A. \_\_\_\_\_ A. \_\_\_\_\_  
B. \_\_\_\_\_ B. \_\_\_\_\_
5. Nch'i k'usik'usi anawisha ku iwahwaksha nch'iki.  
Q. Tukin iwahwaksha? Q. Mish imisha?  
A. \_\_\_\_\_ A. \_\_\_\_\_  
B. \_\_\_\_\_ B. \_\_\_\_\_
6. Nch'i, sxini, k'usik'usi iwahwaksha wat'uychnik iniitpa.  
Q. Mishkin i wahwak-sha? Q. Minan ikush ikusha?  
A. \_\_\_\_\_ A. \_\_\_\_\_  
B. \_\_\_\_\_ B. \_\_\_\_\_

TO STUDENT: *Sap'inawi-* is a verb stem in Sahaptin translate: to *measure* size or length. All of the words in this quiz have been given in class.