UNIT VII.   GRAMMAR   Exercise 3.

All grammatical patterns is seen as consisting of sets of positions or slots, and lists of items that are appropriate fillers of each slot. There are basically two complementary techniques for finding grammatical patterns.

1. Stretches of speech can be compared to find repetitions of the same unit with the same meaning.

2. An informant can be asked to speak a series of utterances in which different forms are substituted for each other in the same position.

A. Tiinma pawiyanawya.   (The) people came.

B. Panachika payuyii tiinin.   They brought two sick people.

C. Pinapuma pat awaxnachika.   Four people carried him here.

The student will be asked to compare the illustrated sentences and identify the unit meaning "person" or "people".

It is easy to see that "tiin" is the unit which is repeated meaning "person"; and suffix marking "-in" dual meaning two people; "-ma" plural meaning more than two people. The student will learn that in this particular Indian language the singular, dual, and plural markings are used. Each of the three sentences in this exercise has a different set of positions so that the data as given does not display lists of mutually substituted items, nor does it show clearly what the positions are. On the basis of this data, however, it would be possible to elicit from the instructor additional data to define the positions and possible subtitutions items. In the first sentence for example, we have identified "tiinma" as "people." Thus "wiyanawya" may mean "came." Thus the sentence appears to be made up of a

UNIT VIII. Exercise 4.

There may also be positions within a word. In the following examples there are two positions within the noun word. (1) a stem position;"-inm"plus "isht";"-im" plus "isht"; (2) an affix position which is filled by the following forms indicating the person of a possesor "inmi" as "my";"pinmink" as "his"; "imink", "yours"; "niimi", "ours"; "Piimink", "theirs."

1. Inmisht ipayuwisha.   My son is sick.

2. Imisht ipayuwisha.   Your son is sick.

3. Pinmink isht apayuwisha.   His son is sick.

4. Niimi aswan ipayuwisha.   Our boy is sick.

5. Piimink miyanash apayuwisha.   Their child is sick.

A language is a unified whole, and all of its parts are intimately interrelated. There is some sense in which to learn a language at all it is necessary to learn all of it at once. In practice, however, the learner must focus one part or aspect of the language at a time. He keeps the whole in view by a frequent shift of focus.

In the following sections the student is provided with a review of some kinds of grammatical structure found in any language study. These are presented in an order that could be useful in learning. This order is not rigid and should be modified to meet specific problems.

1. Inmi ayat.   My wife.

2. Imink iwinsh.   Your husband.

3. Niimi xitway.   Our friend.

4. Napwinanmi xitwayma.   Both of our friends.

5. Piinamink miyanashma.   Their children.

UNIT IX. Exercise 5.

Discussion here is limited to everyday conversation. It is assumed that good control of a language on a conversational level can be expanded to include other styles.

Examine the following greetings and farewells:

GREETINGS ON ENCOUNTER:

1. Mish nam wa?   How are you?

2. Shix nash wa, ku mishnam wa imk?   I'm fine, how are you?

3. Shix xiish wa inch'a.   I'm fine too.

GREETINGS (Home visit)

1. Ay!   Hello!

2. Ashim!   Come in!

3. Awnash ashayksh!   I'm coming inside now!

FAREWELL (Home visit)

1. Awnash winasha.   I'm going now.
                              literally: I'm leaving now.

2. Kumish, aw shix.   All right, thats good.

3. Shix nam pinanaknuwita.   Take care of yourself.

                              literally: Be careful.

QUESTIONS AND ANSWERS;

1. Mish nam anawisha?   Are you hungry?

2. Ii, anawishaash.   Yes, I'm hungry.

3. Mish nam chiit'asha?   Are you thirsty?

4. Chaaw,chawnash chiit'asha.   No, I'm not thirsty.

5. Mish nam k'asawisha?   Are you cold?

6. Ii, k'asawishaash.   Yes, I'm cold.

7. Minan mash wa shatay?   Where is your blanket?

8. Nicht pamapa.   In the closet.

Conclusion of the First Unit for Elementary Language Learning.