

LISTENING TO SOUNDS AT NIGHT

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A child is in bed at night. The room is very dark and the child can't sleep. He calls his mother to his bedroom and asks:

Miyanash i-kacha pnut'awaas-pa stats'at-pa. Pnu-pama awa payu sts'aat ku huuy ipnu-sha. I-wanpi-xa pcha-pa pnu-pama-yaw ku ishapni-xa.

Tun ikw'ak inuu, "kux, kux, kux?"

Tun ikw'ak inuu, "tl'ap, tl'ap, tl'ap?"

Tun ikw'ak inuu, "t'ip, t'ip, t'ip?"

Pchap-in pa-wiinp-a miyanash-nan.

His mother answered the child:

Ikw'ak mash wiinasha-sha, kux, kux, kux, imink timna.

Ikw'ak mash chii-sha, tl'ap, tl'ap, tl'ap, imink k'usik'usi.

Ikw'ak pat awiipt'a-sha Shtini-ma imink pinak'inut'awaas-nan.

isha, chaw wiyaych'unk.

Translation:

What is that sound kux, kux, kux?

What is that sound, tl'ap,tl'ap,tl'ap?

What is that sound, t'ip,t'ip, t'ip?

The mother answered the child:

That is the sound (kux, kux, kux), your heart pounding.

That is the sound (tl'ap, tl'ap, tl'ap) of your dog drinking water.

Those are the Horse-flies hitting(t'ip, t'ip, t'ip) your window.

Son, don't be afraid.

ASSIGNMENT: Mark all pronouns (*what, that, those*) and all of the nouns with a straight underline, and the verbs with a wavy line in the Sahaptin sentences.

This will give you the experience for recognizing nouns, pronouns and verbs.

Assignment is due March 6, 1998. Second class in March.

All assignments turned in are recorded under your name and will affect your grade at the end of the semester.

Next month we will concentrate on *Sahaptin culture*. The root feast season is drawing near, and we should discuss culture in food gathering, housing, clothing, and behavior.