

A classroom routine

Routine. For those instructors who are looking for more structure in their language classes, we suggest the following routine. These activities can happen at every class meeting. For more information, see the survival conversations (especially *Greetings*, *Classroom*, and *Elders*), the supplement to the lessons, and lesson 6 *Weather*.

1. As participants arrive, they use greetings conversations.

<i>Is that you?</i>	<i>I'm okay. Are you okay too?</i>
<i>Are you okay?</i>	<i>It's nice weather.</i>

2. One participant leads the others in a prayer. (See supplement.)
3. The instructor delivers an opening statement. (See supplement.)
4. Participants talk about the weather. (See lesson 6 *Weather*.)

<i>How's the weather?</i>	<i>It's __.</i>
<i>Look outside.</i>	<i>It isn't __.</i>

5. Throughout class, participants use appropriate conversations.

<i>What is this?</i>	<i>Say it again!</i>
<i>How do you say __?</i>	<i>Am I saying it right?</i>
<i>Say it!</i>	<i>Shall we take a break?</i>

6. As participants leave, they use appropriate conversations.

<i>Are we finished?</i>	<i>Take care.</i>
<i>I'll see you later.</i>	<i>Sleep well.</i>

Alphabet. Although the first lesson is about the Nuuchahnulth alphabet, and we generally do about one lesson per week, we have found that it doesn't work very well to do the whole alphabet in one class. It's too much, and it's boring. Instead, we divide the alphabet into several smaller chunks, and review one chunk per meeting.

chunks	letters
1. vowels	a aa e ee i ii o oo u uu
2. common consonants	h k m n p s t w y
3. cees, esses, and els	c č s š ł ʎ ʎ̣
4. tongue back sounds	k k ^w q q ^w x x ^w ɣ ɣ ^w
5. throat sounds	h ɬ ? ʕ
6. hard plosives	č č̣ ḳ ḳ ^w ʎ̣ p̣ ṭ
7. hard resonants	ṃ ṇ ẉ ỵ

At each meeting, one learner presents all the letters in one chunk. That learner leads the class in reciting those letters' names, sounds, and example words. When you look at hard (glottalized) consonants, compare them to their plain counterparts.