

Unit 7. Counting**Learning goals**

In this unit, learners will work towards mastering the following skills.

- to count from one to twenty
- to count people, days (*-čič*), years (*-qičh*), and chunks (*-qimł*, *-qumł*)
- to use plural forms when appropriate

Words

huksaa	counting	čawak ^w ał	nine
huksčičił	start counting	hayu	ten
ʔuna*	how many	caqic	twenty
quńaa	how many (indirect)	ʔuhʔiš	and
ʔaya	many	ʔiš B	and
kańaa (-ʔis)	few	quuʔas	person
wikiit	none	quuʔasminh	people
čawaak	one	quutquuʔas C	people
ʔała	two	čakup	man
qacča	three	čaakupah	men
muu	four	ħucma	woman
suča	five	ħucsaamah	women
ńupu	six	tańa (-ʔis)	child
ʔałpu	seven	taatńa (-ʔis)	children
ʔałak ^w ał	eight	taana	dollar, money

Conversations

huksaańitasniš. huksčičiʔałi. We're going to count. Start counting.

čawaak, ʔała, qacča, muu, suča..... One, two, three, four, five.

ʔuunaapńałi. Stop. That's far enough.

čaa quńaayi taatńaʔis. How many children are there?

sučaʔiš taatńaʔis. There are five children.

ʔayaʔiš taatńaʔis..... There are many children.

wikiitʔiš taatńaʔis..... There aren't any children.

hayumħisiš quńaayi taatńaʔis. I don't know how many children there are.

ʔaqaańaħ ńaas. What day is it?

čaa quńaačičiʔałi. What day is it?

ńupčičiʔałi. It's Monday.

hayumħisiš q^wińałi ńaas. I don't know what day it is.

čaa quńaaqʔičhʔałik. How old are you?

?aʎak^waʎq?içh?aʎsiš.....I'm eight years old.
 hayu ?uḥ?iš ḥupuq?içh?aʎsiš.....I'm sixteen years old.
 čaa quḥaaanakik taana.....How much money do you have?
 čaa quḥaaqumḥnakik taana.....How many dollars do you have?
 ?aʎqumḥnaksiš.....I have two dollars.
 ?ayanaksiš.....I have lots.
 wikiituksiš.....I don't have any.

Section - to count from one to twenty

- ∞ Exercise X: conversation. With a partner, practise and familiarize yourselves with all of this unit's conversations. Take turns speaking the (A) and (B) roles. Get at least three good repetitions before switching roles.
- ∞ Exercise X: With a partner practice counting 1-10 and backwards 10-1.
- ∞ Exercise X: With a partner practice counting by 20s.
- ∞ Exercise X: Make a little set of flash cards and mix them up, hold them up for your partner to tell you the number. If you have more participants you can make a friendly competition.
- ∞ Exercise X: Have a mini conversation with your partner, where partner A asks what your telephone number is and partner B practices telling their telephone number. ex. (A) B ?aqaquḥḥak huksýak. 'What's your number?' (B) __ ?uḥuk^waḥ huksýak. 'My number is __.'

Section - to use plural forms when appropriate

- ∞ Exercise X: With a partner, have a mini conversation, partner A will ask how many children are there and partner B will reply with there are __ children. Practicing using the plural forms of, children, men, women, and people in your conversations. ex. B A. ?anaḥa taatḥe?is. How many children are there? B. sučama taatḥe?is. There are five children.
- ∞ Exercise X: With a partner, have a mini conversation, partner A will ask how many children are there and partner B will reply with there are many children. Practicing using the plural forms of, children, men, women, and people in your conversations.

ex. B A. ?anaḥa taatne?is. How many children are there? B. ?ayama taatne?is. There are many children.

∞ Exercise X: With a partner, have a mini conversation, partner A will ask how many children are there and partner B will reply that there aren't children. Practicing using the plural forms of, children, men, women, and people in your conversations.

ex. B A. ?anaḥa taatne?is. How many children are there? B. wikiitma taatne?is. There aren't any children.

Section - to count days, years, and chunks

∞ Exercise X: With a partner practice listing the days.

∞ Exercise X: With a partner, have a mini conversation, partner A will ask what day is it? and partner B can respond to each day of the week.

ex. B A. ?aqaṣaλḥa ḥaas. - What day is it? B. ___-či'f?aλ.ma – It is ___-day

∞ Exercise X: With a partner, have a mini conversation, partner A will ask if it is a day of the week and partner B will practice responding with the affirmative and the negative to the day that was asked. Partner A try to ask each day of the week, try asking in the order of the week and then try mixing up the days.

ex. B ḥupučilḥa. Is it Saturday? B haa?a, ḥupučilma. Yes, It is Saturday. B wikmaa ḥupučil.

∞ Exercise X: With a partner, have a mini conversation, partner A will ask if it is a day of the week and partner B will practice responding with I don't know what day it is.
ex. B A. ?aqaṣaλḥa ḥaas. - What day is it? B. hayaa?akaḥ q^{wi}ṣaλii ḥaas. I don't know what day it is.

∞ Exercise X: With a partner practice listing the years to 10.

∞ Exercise X: With a partner, ask how old are you?

ex. A. ?anaq?içḥ?aλḥak. - how old are you? B. ___-q?içḥ?aλḥ. – I am ___ years old

∞ Exercise X: In a larger group go around the circle asking each other how old the next person is, continue until each person has a turn.

∞ Exercise X: With a partner, have a mini conversation partner A asks how old he/she is and partner B can respond. Practice years 1-4 three times, taking turns with your partner.

∞ Exercise X: With a partner practice listing the chunks, dollars 1-4.

∞ Exercise X: With a partner, have a mini conversation talking about borrowing and lending money. Partners A asks can I borrow \$20 and partner B replies I can lend you \$20. Practice also responding in the negative, I can not lend you \$20. Practice asking to borrow and lend different amounts.

ex. A. čamułhas ?aaķuuł caqiicqimł. Can I borrow \$20? B. ?akułayii?aaqłah suwa caqiicqimł. I can lend you \$20. B. wińaaqłah ?akułayii suwa. I am unable to lend you (money).

∞ Exercise X: With a partner, have a mini conversation pretending you're shopping, partner A asks how much is __ and partner B responds by practicing different dollar amounts.

ex. A. ?anaqłha __. How much is __? B. __-qimyaqłma. It cost __ dollars

Unit 8. Sentences**Learning goals**

In this unit, learners will work towards mastering the following skills.

- to know some common action words
- to understand the structure of simple sentences
- to use the article mood (-ʔi)
- to recognize the four degrees of distance in pointers (d1-d4)
- to distinguish words for 'how' (ex. *q^waa*) from words for 'doing' (ex. *q^waaʔap*)

Words

ḥaak ^w aaλ.....	young woman	λakaas.....	standing / (outdoors)
ḥaathḥaak ^w aλ.....	young women	λakiiλ.....	standing (indoors)
ḥaawīlaλ	young man	λiḥaa.....	(vehicle) going
ḥaawīiḥaλ	young men	λiiḥak BCQ	paddling
ʔawatin.....	eagle	λatwaa.....	paddling
čums.....	black bear	mamuuk.....	working
čapac.....	canoe	mataa.....	flying
huupuk ^w as.....	car, truck	nunuuk.....	singing
matuk.....	airplane	ḥaacsaa.....	seeing it
māʔakλiqs.....	speedboat	suu.....	holding it
haʔuk.....	eating	susaa.....	swimming
huyaaλ BCQ	dancing	yaacuk.....	walking
huuḥhuuḥa.....	dancing	waʔič.....	sleeping
kamitquk.....	running	ʔaaqinʔap.....	doing what (direct)
kumaa.....	pointing at it	q ^w aaʔap.....	doing what (indirect)

Conversations

- 1A ʔaaqinʔaph ʔawatinʔi..... What is the eagle doing?
 1B mataaʔiš ʔawatinʔi..... The eagle is flying.
 1B hayumḥisiš q^waaʔapi..... I don't know what it's doing.
 2A ʔaaqinʔaph..... What is he, she, it doing?
 2B kamitqukʔiš ḥaak^waaλʔi..... The young woman is running.
 2B nunuukʔiš ḥaawīlaλʔi..... The young man is singing.
 2B λatwaaʔiš ḥuucmaʔi..... The woman is paddling.
 2B huuḥhuuḥaʔiš čakupʔi..... The man is dancing.
 3A waasiḥ čapacʔi..... Where's the canoe?
 3B ʔaḥkuuʔiš čapacʔi..... The canoe's right here.
 3B ḥaaʔaḥiʔiš čapacʔi..... The canoe's over there.
 3B ḥuuʔaḥiʔiš čapacʔi..... The canoe's way over there.

- ∞ Exercise X: conversation. With a partner, practise and familiarize yourselves with all of this unit's conversations. Take turns speaking the (A) and (B) roles. Get at least three good repetitions before switching roles.

- ∞ Exercise X: analysis. Study the predicate-participant model of clause structure. Then review all of this unit's conversations. For each sentence, say what its predicate, mood, and participants are.

- ∞ Exercise X: conversation. With a partner, talk about what people, animals, and vehicles are doing in pictures. Use conversations 1-2 as models.

- ∞ Exercise X: conversation. With a partner, talk about where people, animals, and vehicles are. Answer using various pointers.