

**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 <sup>wł</sup> .....	nine
huksčič.....	start counting	hayu .....	ten
ʔuna.....	how many	caqic .....	twenty
quńaa .....	how many (indirect)	ʔuhʔiiš.....	and
ʔaya.....	many	ʔiš B .....	and
kańaa (-ʔis).....	few	quuʔas.....	person
wikiit.....	none	quuʔasminh.....	people
čawaak .....	one	quutquuʔas C .....	people
ʔańa .....	two	čakup .....	man
qacča .....	three	čaakuph .....	men
muu .....	four	ħucma .....	woman
suča .....	five	ħucsaamh.....	women
ńupu .....	six	ťańa (-ʔis).....	child
ʔańpu .....	seven	ťaatńa (-ʔis).....	children
ʔańak <sup>wł</sup> .....	eight	taana .....	dollar, money

**Conversations**

- 1A huksaańitsniš. huksčičań. .... We're going to count. Start counting.
- 1B čawaak, ʔańa, qacča, muu, suča..... One, two, three, four, five.
- 1A ʔuunaapńań..... Stop. That's far enough.
- 2A ʔunaħ ťaatńaʔs..... How many children are there?
- 2B sučaʔš ťaatńaʔs. .... There are five children.
- 2B ʔayaʔš ťaatńaʔs. .... There are many children.
- 2B wikiitiš ťaatńaʔs..... There aren't any children.
- 2B hayimħs quńaayii ťaatńaʔs. .... I don't know how many children there are.
- 3A ʔaqaańh ńaas..... What day is it?
- 3A ʔunačļańh..... What day is it?
- 3B ńupčičańiš..... It's Monday.
- 3B hayimħs q<sup>wi</sup>fańii ńaas. .... I don't know what day it is.
- 4A ʔunaqʔičħańk. .... How old are you?

- 4B ?aʎak<sup>w</sup>ʎqʎiçhaʎs. .... I'm eight years old.  
 4B hayu ?uħʎiiš nupuruqʎiçhaʎs. .... I'm sixteen years old.  
 5A quñaankiik taana. .... How much money do you have?  
 5A ?unaqimñikk taana. .... How many dollars do you have?  
 5B ?aʎqimñiks. .... I have two dollars.  
 5B ?ayaanks. .... I have lots.  
 5B wikiitk<sup>w</sup>s. .... 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 ?aqaqukħak huksýak. 'What's your number?' (B) \_\_ ?uħuk<sup>w</sup>aħ 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. ?anaħa taatñe?is. How many children are there? B. suçama taatñe?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'ḥ?aλma – 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<sup>wi</sup>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. \_\_-qimýaqłma. 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 (-ʔiʔ)
- to recognize the four degrees of distance in pointers (d1-d4)
- to distinguish words for 'how' (ex. *q<sup>w</sup>aa*) from words for 'doing' (ex. *q<sup>w</sup>aaʔap*)

**Words**

ḥaak <sup>w</sup> aaλ.....	young woman	λakaas.....	standing / (outdoors)
ḥaathḥaak <sup>w</sup> λ .....	young women	λakiiλ.....	standing (indoors)
ḥaawiiλ .....	young man	λiḥaa.....	(vehicle) going
ḥaawiiḥλ .....	young men	λiiḥak.....	paddling
ʔawatin.....	eagle	λatwaa.....	paddling
čims.....	black bear	mamuuk.....	working
čapic.....	canoe	mataa.....	flying
čikčik.....	car, truck	nunuuk.....	singing
matuk.....	airplane	ḥaaca.....	seeing it
māʔakλqs .....	speedboat	suu .....	holding it
haʔuk.....	eating	susaa .....	swimming
huyaaf .....	dancing	yaacuk.....	walking
huuḥhuuλ(a) .....	dancing	waʔič.....	sleeping
kamitqk <sup>w</sup> .....	running	ʔaaqinp .....	doing what (direct)
kumaa .....	pointing at it	q <sup>w</sup> aaʔap.....	doing what (indirect)

**Conversations**

- 1A ʔaaqinph ʔawatin. .... What is the eagle doing?  
 1B mataaš ʔawatin..... The eagle is flying.  
 1B hayimḥs q<sup>w</sup>aaʔapii..... I don't know what it's doing.  
 2A ʔaaqinph..... What is he, she, it doing?  
 2B kamitqk<sup>w</sup>iš ḥaak<sup>w</sup>aaλi..... The young woman is running.  
 2B nunuuk<sup>w</sup>iš ḥaawiiλi..... The young man is singing.  
 2B λatwaaš ḥuucmaʔ..... The woman is paddling.  
 2B huuḥhuuλaʔš čakupi..... The man is dancing.  
 3A waasaḥ čapici. .... Where's the canoe?  
 3B ʔaḥkuuš čapici. .... The canoe's right here.  
 3B ḥaaʔaḥaʔš čapici. .... The canoe's over there.  
 3B ḥuuʔaḥaʔš čapici. .... 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.