

Unit 1: The sounds of Bahtssal

Lesson 1: The vowel sounds

Lesson 2: The consonant sounds

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Introduction: Writing Bahtssal

The Bahtssal language is easy to write. You will use the same letters that you use to write in English.

There are a few differences.

Bahtssal doesn't use all the letters.

For example there is no **f**, **v**, or **z** in Bahtssal.

A few of the letters are said differently.

q and **x** for example, don't sound like English.

You have to use some accents when you write Bahtsaal.

Some of these look like this: ' and `

You will soon see how this works.

As you learn the language, it will start feeling very natural.

Lesson 1: The Vowel Sounds

To speak Bahtssal, you have to be able to say the sounds.

In this lesson, you will learn how say some of the sounds that you read.

Remember, sometimes these letters look the same as English but they are said a bit differently.

The Bahtssal vowels

When you read these sounds, say them out loud.

First say the English words then say the vowel by itself, for example say; "father, hall, a, ah."

a and **e** sounds:

a or **ah** is said like the **a** in *father* and *hall*.

You will notice that sometimes the same sound can be written two different ways.

aa is said just like **a**, but you have to hold it a bit longer.
Say it like *saw* and *law*.

Notice the double letters. They are held a bit longer than single letters. This will be explained a little later.

ae is said like **-ay** in *play* and *stay*.

Pay special attention to the letters that are underlined. They sound different than the ones that aren't underlined.

e or **eh** is said like the **e** in *set* and *let*.

Practice:

Here are some simple words in Bahtssal.

Try saying these using the right sounds for the vowels.

| | | |
|---------------------|-------------|-----------------------------------|
| hah | I | |
| ma | you | |
| les | snot | |
| haal | flat tule | |
| <u>baekh</u> | they | |
| shal | wing | |
| gaa | to sit | |
| mer | to lie down | <i>The r is like a Spanish r.</i> |
| <u>paeth</u> | thin | |

i sounds:

i or **ih** is said like the **i** in *sit* and *fit*.

ii or **eee** is said like **ee** in *week* and *see*. Hold it a bit longer.

i or **ai** is said like the vowel sound in *high* and *guy*.

Practice:

| | | |
|----------------------|-----------------------|---|
| h<i>ai</i> | what? | |
| g<i>ii</i> | head louse | |
| sh<i>ih</i> | name | |
| p<i>ii</i> | to carry in your arms | |
| ts<i>its</i> | root | |
| d<i>ii</i>le' | forehead | <i>The accent means the stress is on the second syllable.</i> |
| g<i>ai</i> | land | |
| <u>eee</u> | yes | |

o sounds:

- o** is said like the **o** in *pot* and *hot*.
- o** or **oh** is said like the **o** sound in *spoke* and *rope*.
- oa** is said like **o** or **oh** but you hold it a bit longer.
Say it like *snow* and *show*.
- oii** is a special sound. It sounds like **-oy** in *boy* and *toy*.

Practice:

- kol** worm
- noat** grey
- soii** bread
- no** ashes
- shoal** towards the east
- shom** to shoot once
- tow** rafter
- oa** ok, agreed
- ts`oii** pack basket with open weave *You can ignore this accent for now.*

u sounds:

- u** or **uh** is said like **u** in *sum* and *hug*.
- u** is said like **u** in *duke* and *Luke*.
- uu** is said like **u** but held longer. Say it like the **u** in *rude* and *dune*.

Practice:

- baabu'** thigh, top of leg *Notice the accent; stress is on the second syllable.*
- duuwe'** last night
- ga'yu** up *Notice the accent; stress is on the first syllable.*
- gu'ra** close by
- liibu'** whistle made of bone
- mu'la** mule
- yibu'** branch

Review

Now that you have had some practice saying words in Bahtssal, let's review some of the things you have learned.

Double Letters

Double letters are held longer than single letters. You have to make sure you say them differently because some words are the same except for the sound of the vowel.

If someone said something that you didn't hear, you would say **hai** (what?).
But if you wanted to say the word for grape, you would say **haai**, holding the **a** sound longer.

Let's practice long and short sounds.

Long

haa
gi
noat
baekh
duuwe'
shii
gaa
shoal

Short

ma
les
kol
gu'ra
shih
no
shal
mer

Accents

You probably noticed that words with more than one syllable sometimes have an accent in them. This accent tells you which part of the word is said louder. This is also called stress. So the accent shows you which part of the word is *stressed*.

Lets practice stress. Some of these words are stressed on the first syllable, some are stressed on the second syllable.

First

ga'yu
bai'le husband
gu'ra
bae'kal them
mu'la
shae'la young man

Second

biila' fish worm
duuwe'
baabu'
diile'
baatin' big
yibu' branch

Complete Vowel Chart

Vowels

a, ah aa ae e, eh i, ih ii, eee i, ai o o, oh oa oii u, uh u, uu
 [a] [o] [ei] [ɛ] [ɪ] [i:] [ai] [ɔ] [o] [o:] [ɔɪ] [ʌ] [u:]

Consonants

b **ch** **d** **g** **h** **j** **k** **k`** **l** **m** **n** **p** **p`** **q** **r**
 [b] [tʃ] [d] [g] [h] [dʒ] [k] [kʰ] [l] [m] [n] [p] [pʰ] ? [r]
rr **s** **sh** **tch** **t** **t`** **th** **th`** **ts** **ts`/ds`** **w** **x** **y**
 [r] [s] [ʃ] [tʃ] [t] [tʰ] [θ] [t] [ts] [tsʰ] [w] [x] [j]

Lesson 2: The Consonant Sounds

In Lesson 1 we learned how to say the vowel sounds. In Lesson 2, we are going to learn to say the other sounds in Bahtssal; the consonants. Many of these are said just like in English. That is why you were able to read the examples of words in Lesson 1. There are also some that are going to be new to you. You will have to listen to these sounds carefully from the audio recording.

Bahtssal consonant sounds that are like English

Here are the sounds that are the same as in English. Some of these are written with more than one letter, but they are a single sound. Remember, just like the vowel sounds, these letters always sound the same.

| <u>Bahtssal letter</u> | <u>English sound</u> | <u>Bahtssal word</u> |
|-------------------------------|-----------------------------|-------------------------------|
| b | <i>bone and baby</i> | baabu' |
| ch | <i>chart and lunch</i> | chaemal chair |
| d | <i>daughter and down</i> | diile' |
| g | <i>go and bag</i> | ga'yu |
| h | <i>hike and home</i> | maahaa' brother in law |

| | | | |
|------------|------------------------|-----------------|-----------------|
| j | <i>jeep and june</i> | ji'wa | |
| k | <i>keep and poker</i> | kol | |
| l | <i>loss and goal</i> | laa | sun |
| m | <i>mile and clam</i> | mu'la | |
| n | near and fun | noat | |
| p | <i>pole and hop</i> | paakqa' | to pierce |
| r | ? (Spanish or English) | mer | |
| s | <i>send and best</i> | soii | |
| sh | <i>shoot and mash</i> | shoal | |
| tch | <i>pitch and catch</i> | miitche' | pounding basket |
| t | <i>tomato and tall</i> | tow | rafter |
| ts | <i>cats and its</i> | tsits | |
| w | <i>walk and will</i> | waa | we |
| y | <i>young and yes</i> | ga'yu | |

Bahtssal consonant sounds that are NOT like English

A few sounds in Bahtssal are not pronounced the same way as in English. Some of these are pronounced in ways that are unfamiliar to you. To learn to say these sounds, you will have to practice. Use the audio recordings to listen to the sounds and try to repeat them. They will also be described in this lesson so you can understand how to make these sounds.

A sound that is almost like English

th this is very similar to the **th** sound in these words: *thing, think, thought*. But you do not let out as much air when you say the Bahtssal sound. It is like saying the letter **t** with your tongue between your teeth.

Practice:

| | |
|------------------------|------------------|
| ma'thi | doe, female deer |
| thu<u>un</u>' | mouse |
| paeth | thin |
| thi<u>i</u>ba'l | near |

Two sounds that are not like English

There are two sounds in Bahtssal that are not used at all when you speak English. These sounds are important to learn to say because they are used a lot in Bahtssal. Be sure you know these well, because they are written like English letters, but they don't sound the way you expect them to.

- x** this letter is used for a sound a bit like a scraping at the back of your mouth.
xh sometimes this sound is written this way, by adding an h.
xk it is also written this way, with a k.

You might make this sound if you were trying to clear a hair stuck at the back of your tongue. If you know Spanish, it is like the sound of **j** in Spanish *conejo* (rabbit). It is also like the **ch** in German *noch* (yet). It is not a difficult sound to make. Listen closely to the audio recording of this sound.

Practice:

| | |
|-----------------------|---------------|
| xa'ka | wet |
| xaaba' | fog |
| wa<u>e</u>x | paternal aunt |
| da<u>e</u>x | elder sister |
| xhamaa | foot |
| xk<u>u</u>kaal | shoulder |

- q** this letter is similar to **k** but the sound is made further back in your throat. This sound is not easy to make and it might sound like a **k** to you at first. Spend some time listening to the audio recording to learn this sound.

Practice:

| | |
|----------------------|-------------------|
| qaaw<u>i</u>' | boy |
| qu<u>u</u>l | dried cooked fish |
| qo<u>i</u>i | swan |
| qaaqo' | valley, meadow |

A group of sounds that include the sound h

These sounds are different from English because there is usually a vowel after **h** in English. In Bahtssal there are five letters that are said with an **h** sound in front. These are written with the **h** sound so you know how to pronounce them. It is important to say the **h** sound so it can be clearly heard.

| | | |
|-----------|-------------------------|--------------------------|
| hl | taahla' | inside of thigh |
| hm | hmaa | shore |
| hn | gaahn<u>uu</u>'l | to talk |
| hw | naahwa' | shypoke, a type of crane |
| hy | hy<u>ul</u> | snow |

A group of sounds that are "popped"

These sounds are similar to sounds of English, but they are said with a kind of popping sound. You will be able to learn how to say them once you understand how to make them "pop."

The way to make these sounds is to hold your breath while you say them. Try holding your breath with your mouth open. You will see that you are holding your breath by closing your throat, not your lips. This is how you have to hold your breath to make these sounds.

Let's take the p` for example. If you hold your breath while you say a normal p, you will have to "pop" it to make any sound and it will sound like a p`. The air comes out of your mouth, it does not come out of your lungs.

At first it will be difficult to say words with these sounds in them. As you practice and listen to the audio recordings of the words with these sounds, it will get easier.

The glottalized consonants

| | | |
|-------------|---|--------------------------------------|
| k` | k`aash <u>p</u>k` | yawn real, true |
| p` | <u>m</u>iip` p`<u>o</u>kh | he to smoke tobacco |
| q` | q`<u>u</u>usa' q`<u>o</u>a | elbow to drink |
| t` | t`a<u>a</u>laa' dat` | tick wife |
| th` | l<u>o</u>ath` th`<u>o</u> | green brush brains |
| tch` | <u>g</u>tch` | young |
| ts` | ts`aa ts`<u>a</u>e | to break off by twisting mushroom |

As you can see, these sounds are written using a special accent. They are called glottalized. When you talk about them you can call them "glottalized p, glottalized k, glottalized t,..." and so on.

The last two symbols

Now you know almost all the sounds in Bahtssal. You will see that there are a few more symbols you will need to know to be able to read and speak Bahtssal.

The dot

Sometimes you will see a word written with a dot or a period right in the middle of it or at the end of it. Here is an example:

boa.o' (elk) has a dot between two vowels.

This dot is usually after a vowel sound. You can make this sound easily. You do it already in English.

You might make this sound when you break something. You might say something like; "uh oh, I think I broke it." Or if you spill your milk, you might say; "uh oh, I spilled it." When you say "uh oh" you will notice that you have to stop the sound in the middle. That stop is called a glottal stop. It is used between vowels and at the end of words in Bahtssal and it is written as a dot. If you used it in English it would look like this: "uh.oh, I spilled my milk."

Practice:

| | |
|-----------------------|---------|
| b<u>o</u>a.o' | to hunt |
| h<u>o</u>a'la. | sack |
| y<u>i</u>.i' | feather |
| ke'ke. | crazy |
| maa.ai' | food |

The down accent

You have seen the down accent already. It is used in two ways. It is used for the "popped" consonants **p`**, **t`**, **k`**. For vowels, it is used for the same sound as the dot. You will usually see it before vowels at the beginning of words.

Examples

| | |
|-------------------------|-----------|
| <u>`</u>y | eye |
| <u>`</u>i | yes |
| <u>`</u>ae.ae.ae | thank you |

Complete Consonant Chart

Vowels

a, ah **aa** **ae** **e, eh** **i, ih** **ii, eee** **i, ai** **o** **o, oh** **oa** **oii** **u, uh** **u, uu**

[a] [o] [ei] [ε] [ɪ] [i:] [ai] [ɔ] [o] [o:] [ɔɪ] [ʌ] [u:]

Consonants

b **ch** **d** **g** **h** **j** **k** **k`** **l** **m** **n** **p** **p`** **q** **r**

[b] [tʃ] [d] [g] [h] [dʒ] [k] [kʰ] [l] [m] [n] [p] [pʰ] ? [r]

rr **s** **sh** **tch** **t** **t`** **th** **th`** **ts** **ts`/ds`** **w** **x** **y**

[r] [s] [ʃ] [tʃ] [t] [tʰ] [θ] [t] [ts] [tsʰ] [w] [x] [j]

Unit 2: Bahtsal Grammar

Lesson 1: Making Words/Sentences

Lesson 2: Making sentences

Unit 2: Basic Bahtssal Grammar

Introduction: Speaking Bahtssal

Now that you know how to read Bahtssal and say the words, you are ready to speak.

To speak Bahtssal you will have to put words together. The way words go together is what grammar is all about. You will see that to say things in Bahtssal you sometimes have to learn to put words together in new ways.

Lesson 1: Making Words

In Bahtssal, sometimes a single word has the meaning of a phrase or even a whole sentence.

For example:

Bahtssal: **doa'lakiba.**

English: let's pound acorns

This is typical of the way meaning is made in Bahtssal. Small pieces of words are combined to make one word, which has the same meaning as an English sentence.

This Bahtssal word is made of four parts. They are:

- do- this means *to pound acorns with a pestle*
- l- this means the action is continuous, not short. It means they will pound the acorns for a while.
- aki- this means the plural, it also means that the people will take part in actively pounding.
- ba. this means that the speaker is asking people to join in on the activity. It is the *let's* part of the phrase.

Another example:

wamehha means *my father*.

wa which means *my*
mehha. which means *father*

This is because in Bahtssal, you can add meaning to a word by adding to it. This happens in English too. For example when we say *chairs* we add the **-s** to *chair* to add meaning. The meaning is that there is more than one chair.

We also do this with *-er*. If we add *-er* to *fast* we get *faster*. The meaning is that there is more of something.

What we add to the end of words is called a *suffix*.

-s and *-er* are suffixes. In Bahtssal, we can add meaning to words in the same way.

There are many meanings we can add, as we will see.

Lesson 2: Making Sentences

Word Order

You will notice right away that the words in a Bahtssal sentence are in a different order than the words in an English sentence.

Verbs

The verb is usually at the end of the sentence.

For example,

Bahtssal: **miih` k`uus qaawiya**
she baby give birth

English: she is having a baby

Bahtssal: **buudu dokakime**
acorns pound

English: pound the acorns!

Adjectives

The adjective usually comes after the noun.

For example:

Bahtssal: **baekh ga shiiwae qaawimkhmaa**
they house new build

English: they are building a new house

Bahtssal: **miiip` gaawkh nis eh**
he man bad is

English: he is a bad man

Prepositions

Bahtssal does not have prepositions. Instead suffixes are added to nouns to describe location.

In this example, the suffix **-xaam** is used to mean *in*.

Bahtssal: **waal hyuulxaam shuutaeh**
 we snow in got stuck
English: we got stuck in the snow

Making Negative Sentences

There is a word used to make a sentence negative. That word is **khuy-**. Verb endings then get added to this word instead of onto the verb.

For example:

Bahtssal: **Kaachil buuraqal shaak`a**
 Kachil bear killed
English: Kachil killed a bear

Becomes:

Bahtssal: **Kaachil khuya buuraqal shaak`**
 Kachil did not bear kill
English: Kachil did not kill a bear

Note that the **-a** ending on the verb **shaak`** is on the **khuy-** in the negative sentence. Notice that this is similar to the English: the past tense **-ed** on *kill* transfers to *did* in the negative sentence.

Telling People What To Do

When you want to tell someone to do something, you add an ending to the verb.

You add **-im** to the end of the verb if you are talking to just one person. You add **-em** to talk to more than one person.

For example:

gup`gim stand (jump)up! (singular)
buudu dokakime pound acorns! (all of you)

Unit 3: Basic Greetings

Lesson 1: Pronouns

Lesson 2: Basic Questions

Lesson 3: Introductions

Lesson 4: Simple Conversation

Lesson 5: Going Places

Unit 3: Basic Greetings

Introduction: In this unit, you will learn what to say when you meet someone, and when you say goodbye. But before we can learn greeting phrases, we have to learn how to talk about ourselves using pronouns. We also have to learn how to ask questions so we can find out how our friends are feeling.

Lesson 1: Pronouns

To speak to someone, you need to know how to address them. You also need to talk about other people. This is the role of pronouns. Let's learn about pronouns!

First we have to make sure we understand what pronouns we need to use. We can talk about pronouns in a way that describes what they do. We can say that they are *singular* or *plural*. This means that you are talking about one person or several people.

We can also say that they are *subject* pronouns, *object* pronouns, or *possessive* pronouns. This means that they do different things in the sentence. This will become clear as you learn them and use them.

Singular subject pronouns

If you want to talk about yourself, you use I.

hah is I

So you can say:

hah kudji I am fine (**kudji** means *fine*)

To talk about other people, you use he, she, you.

ma is you

mijp is he

mijt is she

So you can say:

ma kudji you are fine

mijp kudji he is fine

mijt kudji she is fine

Singular Object Pronouns

If you want to talk about something that is happening to you, often you will use *me*.

wi is me

So you can say:

miiit wi garra she is looking at me (**garra** means *to look*)

To talk about something happening to other people, you will use *her, him, or you*.

mi is you *Note that this is the object you, the subject you is **ma**.*

miiipal is him

miiirral is her

So you can say:

miiit mi garra she is looking at you

miiit miiipal garra she is looking at him

hah miiirral garra I am looking at her

Practice:

Translate the following sentences.

miiip miiirral garra _____

hah mi garra _____

ma wi garra _____

hah miiipal garra _____

you are looking at her _____

she is looking at me _____

he is looking at you _____

I am looking at him _____

The next set of pronouns we will look at are the plural pronouns. They work just like the singular pronouns; they can be subject or object pronouns.

Plural Subject Pronouns

If you want to talk about you and other people, you use *we*.

wah is we

So you can say:

wah kudii we are fine (Remember, **kudii** is *fine*)

To talk about other people, you use *they* and *you*.

maal is you (Note that this is the plural *you*, the singular *you* is **ma**)
bekha is they

So you can say:

maal kudii you are fine (Meaning two or more people)
bekha kudii they are fine

Plural Object Pronouns

If you want to talk about something that is happening to you and other people, often you will use *us*.

wal is us

So you can say:

miiit wal garra she is looking at us (Again, **garra** is to look)

To talk about something happening to other people, you will use *them* and *you*.

mal is you (Note that this is the plural *you*, the singular *you* is **mi**)
bekhal is them

So you can say:

miiit mal garra she is looking at you (Plural *you*)
miiit bekhal garra she is looking at them

Practice:

Translate the following sentences:

maal wi garra _____

wah mirral garra _____

bekha mi garra _____

hah bekhal garra _____

they are looking at me _____

you are looking at them _____

he is looking at us _____

we are looking at him _____

Possessive Pronouns

To talk about things that are yours or someone else's use possessive pronouns. In English these are words like *my, your, his, their*, and so on. Bahtssal works the same way.

Note that these words are not used to describe family members. For example, if you want to say *my brother* or *my mother*, you cannot use these pronouns. You will learn how to talk about your kin in the lesson about family.

| | |
|---------------------------------|-------|
| wax | my |
| m<u>i</u>x | your |
| m<u>i</u>ppibax | his |
| m<u>i</u>rribax/miribax | her |
| waibax | our |
| maibax | your |
| bekibax/b<u>a</u>egiibax | their |

These are used in sentences like this:

| | |
|----------------------------|------------------|
| ba wax haiyu eh | that is my dog |
| ba mijx haiyu eh | that is your dog |
| ba miribax haiyu eh | that is her dog |

| | |
|--------------|------|
| haiyu | dog |
| ba | that |
| meh | this |
| puush | cat |

Practice:

Translate these sentences.

this is our cat _____

this is your cat _____

this is their cat _____

Lesson 2: Basic Questions

In this lesson you will learn how to ask simple questions. These will help you find out about the world around you.

Basic Question Words

| | |
|------------------|-------------------|
| ahm/am | what? |
| chiinissa | why?/why is that? |
| chiin | what/how? |
| giyaa | whom? |

When you speak Bahtssal, there is a special word that you will use to make it clear that you are asking a question.

| | |
|------------|--|
| tha | this is the word that shows that a question is being asked |
|------------|--|

Basic Questions

| | |
|------------------------------|----------------------|
| am tha meh? | what is this? |
| ba tha am? | what is that? |
| chiin tha ma neh ___? | how do you say ____? |

Vocabulary
yeha~~e~~la = doing
[more]

| | |
|---|---------------------------|
| am tha (hah) yeh<u>ae</u>la? | what am I doing? |
| am tha (mah) yeh<u>ae</u>la? | what are you doing? |
| am tha hah shoh <u>i</u>ba/<u>ni</u>ba | what shall I do/say next? |

| | |
|--|-------------------------------|
| wih <u>thae</u>th<u>ae</u> gim. | tell me about this |
| ba “poh” heh tha <u>ch</u>in | tell me about this/that “poh” |
| <u>w</u>i <u>thae</u>th<u>ae</u> gim. | tell me what to do |

Yes and No

| | |
|-------------------------------------|-----|
| <u>eee</u> | yes |
| k`<u>u</u>yeh / k`<u>u</u>yi | no |

Practice:

You can use these questions with students and speakers of Bahtssal. Ask them these questions so they can help you learn your language. This is a great way to find out how to say more in Bahtssal, and a great way to practice and communicate in your language.

Lesson 3: Introductions

When you meet someone for the first time, you will probably want to ask them a few questions about themselves. In this lesson you will learn how to do that. You will also learn how to answer some of these questions.

Basic grammar review:

Meeting Someone New

| | |
|--|---|
| <u>m</u>i<u>x</u> shih heh tha <u>ch</u>in? | what’s your name? <i>Notice the use of pronouns</i> |
| mir<u>i</u>bax shih heh tha am? | what is her name? |

| | |
|---------------------------|------------------|
| wax shih heh _____ | my name is _____ |
|---------------------------|------------------|

| | |
|--------------------------------------|-------------------|
| mir<u>i</u>bax shih heh _____ | her name is _____ |
|--------------------------------------|-------------------|

| | |
|---|-------------------|
| <u>m</u>i<u>b</u>ax shih heh _____ | his name is _____ |
|---|-------------------|

| | |
|--|--|
| <u>ch</u>in kahtah <u>th</u>a mah `eh | how old are you?/How worn out are you? |
| chirm<u>i</u> kahtah tha mah `eh | how many—old—are you? |

| | |
|--|---------------------|
| mah <u>th</u>a <u>chae</u> ga/<u>chae</u> <u>th</u>a mah ga | where do you live? |
| mah <u>th</u>a <u>chae</u>bax? | where are you from? |

Lesson 4: Simple Conversation

Here are some simple things you may say or hear when you are visiting friends and family.

xa ah q`odii' Good morning (*not a traditional greeting*)
mii garrsa q`odii` eh It's good to see you (I feel good because I see you)

-uuum to come/go
gawuum to come in (in the house-come/go)
galuum to go home (to the house-come/go)
tchuum to go away (away-come/go)
xowuum to go outside (at the fire-come/go)
xoluum to come closer (to the fire-come/go)
guruhu to come here (here-come/go)

gauum come in
gaopiiliimae come in (plural)
gulpiiliimay come over (to a group)
gauum wiiimuk iiba come in to be with me
guruhu come here (close)
xoluum come here

guruhu xkawii come here son
guruhu buchegae come here old man

gaa`gim sit down
siimaa tha marraa? do you want sleep?

mah tha shoh uu`ii dulitholuu garr marra do you want to watch TV? (shaky, moving images in your mind) also movie

kudii good/fine
hah kudii I am good/fine
wahl kudii good walk

chiiin tha eh? how are you?

miiix mii`eh tha chiiin how is your father?
miiix miiitae tha chiiin how is your mother?

ba q`odii (`eh) that's good (could also be used for *thank you*)

marrak`eh I want it

Lesson 5: Going Places

Whether you are leaving a friend's house or just going somewhere, you will learn what to say to tell people about it.

Leaving

shoh gal'piili daiyeh' it's time to go home
gal piili-ba let's go home
ahtoh, xaam gaohuum get in the car and let's go

kuyem wadugii don't go
kuyem okii wadugii don't go yet

q`odii duweh' good night.
mii hah yippah garr'ba eh I will see you again
ohh! chiinai ok! When?

okhisheh later
duweh'im tomorrow!

Going somewhere

yawaa key

wadugim go
chawohuum go away
xowohuum go outside*
xowohum go outside*

* Can be pronounced either way

guruhuum come here
xolohuum come here, close
chiin issa tha ma q`oy uhuya when did you come?
chaewa where are you going/where are you from?

ba-ya kuyem wadugii don't go there
xo piiliiba let's go out
hah wadugiiyaxa I'm going to go
wih muk wadugim go with me
bagii muk wadugim go with them

shoh galpiilii daiyeh it's time to go home
miiit galohuyaxa she is going home
miiip galohuyaxa she is going home

miit gaohoo
wah gal piiliyaxa
galohum
gal nal piiliiba
gal piiliiba
miip galohuya

he is going home
we're going home
go home
go towards home
let's go home
he went home

hah wadugiiyaxa
miit kuyah wadugii
miit kuyah wadugii marra
miit kaehell wadugiiyaxa
miit kaehell wadugiiya
hah wadugiiya

I have to leave
she didn't leave
she won't (doesn't want to) leave
she's going alone
she went alone
I left

hah thawal ba wadugiiyaxa
hah gym na wadugiiyaxa

I have to go to work
I'm going to the gym

mah tha hmarrak heh baj wadugiiyaxa

are you going to the roundhouse?

Unit 4: Numbers, Family, and Kinship

Lesson 1: Number and Counting

Lesson 2: Family and People

Lesson 3: Pronouns for Kinship Relations

Unit 4: Numbers, Family, and Kinship

Introduction: So you can start speaking Bahtssal right away, we are now going to learn words you can use every day. Numbers are useful, but they are also easy and fun to practice; just look around you and count the things you see. Most people are also around their family a lot, so we are going to learn to talk to and about family members. You can speak Bahtssal the very next time you want to talk about a member of your family or a friend's family.

Lesson 1: Numbers and Counting

Counting from one to ten in Bahtssal is not difficult, and will get even easier with practice.

| | |
|---------------------|-------|
| kallij | one |
| xotch | two |
| xomkah | three |
| doal | four |
| laemma | five |
| ts`adij | six |
| ku'laxotch | seven |
| xogadol | eight |
| hadagal-shum | nine |
| tek | ten |

Practice:

When using numbers in a sentence in Bahtssal the numbers appear before the word they are describing, just like in English. Unlike in English though, the singular and plural forms of the words are the same, so *one dog* is **kallij haiyu** and *three dogs* is **xomkah haiyu**.

khale means *tree*

moya means *rabbit*

Using what you've learned from the previous lessons *these are our five cats* is **meh waibax laemma puush eh** and *mijt doal khale garra she is looking at four trees*.

Translate these sentences.

ten trees

these are my five rabbits

those are your eight cats

You can use the vocabulary for numbers on a daily basis to describe quantities of objects, even if you don't know the Bahtssal word for them. *Pass me **xotch** cups. Could you pick up **ts`aadii** gallons of water at the store?*

Lesson 2: Family and People

Bahtssal has many different and specific terms for family members. We are going to start by learning the terms for immediate family members first.

| | |
|--------------------|-----------|
| hametgii | relatives |
| m̄atey | mother |
| ma'eh | father |
| qaawae'lip` | son |
| qaawae'lit` | daughter |
| mekah | brother |
| kaputsa | sister |

Practice:

You can use these terms on a daily basis to talk to or greet family members (*hi **mekah!***) You can also add these terms to what we have learned so far during previous units.

Qaawae'lip` gal p̄ilij-ba *Let's go home son.*

Use these family terms and numbers as often as possible around the house and with other Bahtssal learners and speakers. The more you use the language the easier it becomes to speak it.

Lesson 3: Pronouns for Kinship Relations

We learned about possessive pronouns in Unit 3. Now we will learn the special possessive pronouns that are used to talk about family members. They are special because they are used only for family members and because they are actually prefixes. This means that they attach to the front of a word. Let's see how this works.

Relationship prefix pronouns

| | |
|----------------------------|-------|
| wa- | my |
| m̄ii- | your |
| m̄ippiha- | his |
| m̄irri- | her |
| wai- (waima-) | our |
| mai- (maihami-) | your |
| bekiha- (bekihami-) | their |

Here is how they are used, remember, they attach to the front of the word:

| | | |
|------------------|----------------------|-------------------|
| wagaatch | wa- + gaatch | my grandfather |
| waimiitae | wai- + miitae | our mother |
| maixkawij | mai- + xkawij | your (plural) son |

Practice:

Draw lines to match the Bahtssal with the English.

| | |
|------------------|------------------|
| wabailae | your mother |
| wadaahuts | my husband |
| mijbailae | my son |
| wamehha | my father |
| wamiitae | my older brother |
| mijmiitae | your father |
| mijimehae | my daughter |
| wamehae | your husband |
| waxkawij | my mother |

Since you are now familiar with the terms you can become more comfortable using them in context. Write a brief description of your family in at least 6 sentences. You can give the names of family members, their ages, the number of siblings you have, etc.

Speak Bahtssal every day!

Now you know your words for people in your family. Use these words whenever you talk to your family. Replace the English words that you use now with the Bahtssal words. Your family will be very happy to hear you speaking your language to them. Teach them how to address each other and you in Bahtssal. This will really help you and everyone else learn to speak. If you hear it and use it every day, you own Bahtssal.

Expanding your experience of the language.

Here are kin terms with relationship pronouns used in some sentences. Each sentence is explained. You don't have to learn these sentences right away. They are given here so you can start getting familiar with the language. Notice how the words in the Bahtssal sentences go together.

duggah, miix gotch heh mukh hah ganul`eh

I talked with your Grandfather yesterday

wax miitae heh q`odji xhaduum heh duweh

my mother had a good dream last night

wax dahkats heh duggah xkawii k`uus xkawii heh`e

my son was born yesterday

miix thaetha heh wax thaetha mukh shabaexma

my uncle went fishing with your uncle

miip hijbax duxkatch/mexa heh ye.elma

he is jealous of his (younger/older) brother (about a woman)

hah shex mukh gaad

I visited with my aunt

hah shex mukh pashalgii

I visited with my aunt

wax hamii`eh heh mudalla

my father died (just now)

wax hamii`eh mudal heh`e

my dad died recently

Unit 5: Drawing and Art

Lesson 1: Colors

Lesson 2: Adverbs

Lesson 3: Adjectives

Unit 5: Drawing and Art

Introduction: A good way to learn a language is to use it during a creative activity. When you make objects and drawings, you need to talk about colors. You also need to talk about where you will put the next piece of your project. There are many decisions that you make and ways to talk about them. When describing what you are doing, you use colors, directions, and different adjectives. You will now learn to use these.

Lesson 1: Colors

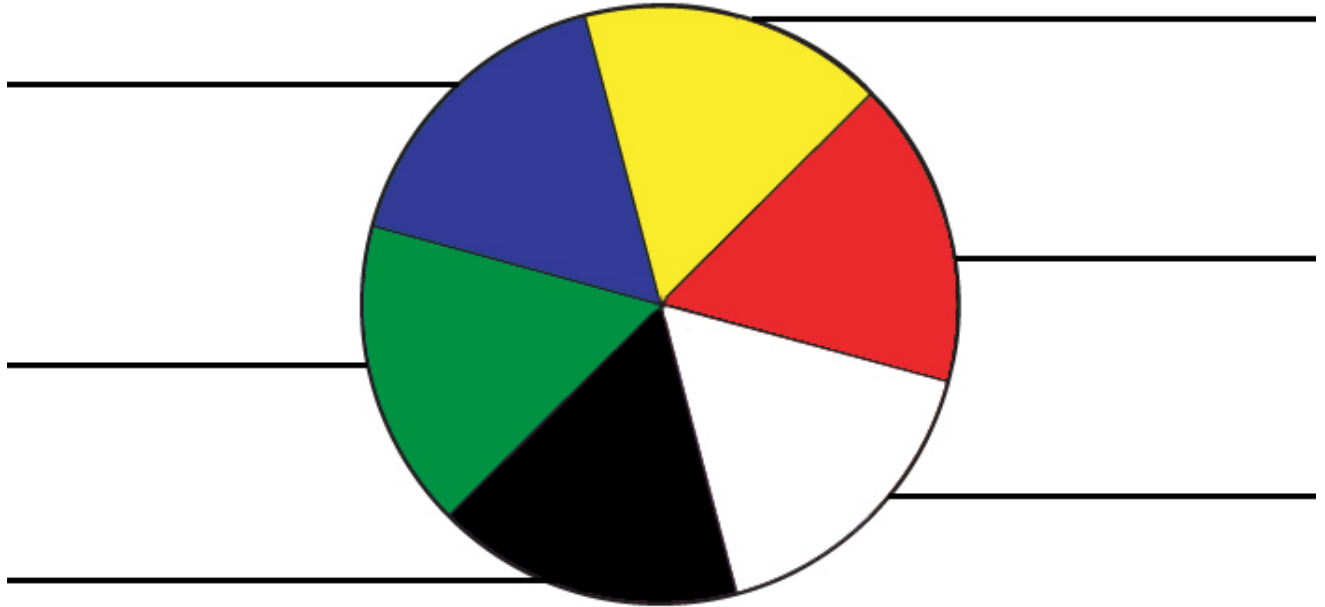
Vocabulary:

| | |
|------------------------|-------------------------|
| kijduk-ijdukh | red |
| xoshillij | yellow |
| kijketch-ijkehk | blue |
| tsabaht-tsabakh | green |
| mushuxk | black |
| piithaq | white |
| `qa'ro | gold |
| shiibah xkal | rainbow (sacred colors) |

Chiin shiiba' tha meh? What color is this?
Chiin shiiba' tha ba? What color is that?

Practice:

Label the color wheel on the next page.



Color vocabulary can be used on a daily basis to discuss objects in the world around you. *Green tree* **tsabaht-tsabakh khale**, *black dog* **mushuxk haiyu**, *white rabbit* **piithao moya**, etc. You can also play games like 'I Spy.' *I spy something* **kijketch-iikehk**. *I spy something* **xoshillij**.

The more you practice using these terms, the more automatically you will be able to recall them.

Lesson 2: Adverbs

When you want to describe where something is, the words you use are called adverbs. We use these all the time when we speak. Let's learn a few.

| | |
|----------------|-----------------------|
| gaw- | inside (in the house) |
| xow- | outside (at the fire) |
| na | in |
| guur- | here |
| baiya | there |
| xol- | closer (to the fire) |
| gath'ae | close to, by |
| tcha- | away |
| haayuwa | in front of |
| nowwa | behind |
| gal- | home (to the house) |

Examples of adverbs used in sentences

New words you will see in these sentences

| | | | |
|-------------------|------|---------------------|------------|
| mehchaxara | frog | xalae | tree |
| xabeh | rock | buduu wiihah | acorn meal |
| kaiyan | duck | tchoy | basket |
| xa | lake | baegal | dog |
| kakow | fox | ba ga | house |

Notice the order of the words.

Where does the adverb go?

mehchaxara heh xabeh yoh `eh
kaiyan heh xa gathae `eh
kakow heh xalae nowae `eh
buduu wiihah heh tchoy xkam `eh

The frog was under the rock
The duck was beside the lake
The fox is behind the tree
The acorn meal is inside the basket

wih xaiyu wah kuyem gohm
baegal xaiyu wah kuyem gohm
ba ga xaiyu kuyem gohm
miih xaiyu wah kuyem gohm
miih gathae kuyem gohm

Don't stand in front of me
Don't stand in front of the dog
Don't stand in front of that house
Don't stand in front of her
Don't stand beside her

Practice:

Below are several photos with many items and people. Use any of the photos to answer the questions below in Bahtssal. Remember to use adverbs, body parts, colors and names for family and friends.



Translate these sentences.

- Where is the dog? _____
- Where is the basket? _____
- Where is the girl? _____
- What color is the boy's shirt? _____
- Where are they playing? _____
- What color is the girl's hair? _____
- What is the dog doing? _____
- Who is sitting on a rock? _____
- What is on the grass? _____
- What is the family doing? _____

Using your language

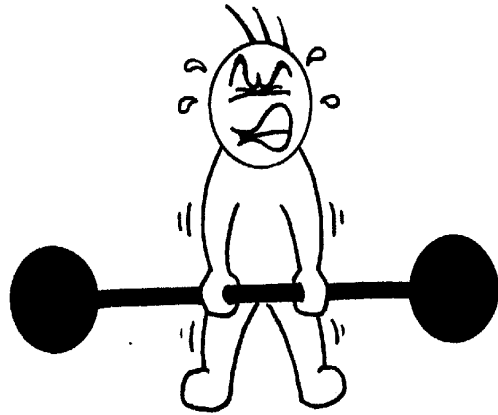
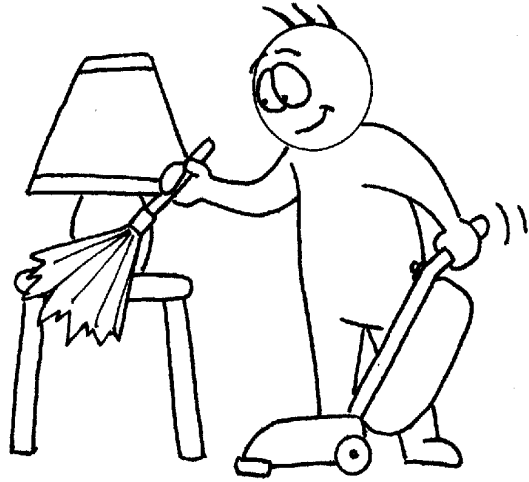
Look around your house and neighborhood. Find ways to use your new vocabulary to describe where objects or people are. Make 20 new phrases describing where things are around you. If you don't know the word for an object, see if you can find out what that word is. Ask someone or try to find it in a word list. Have fun!

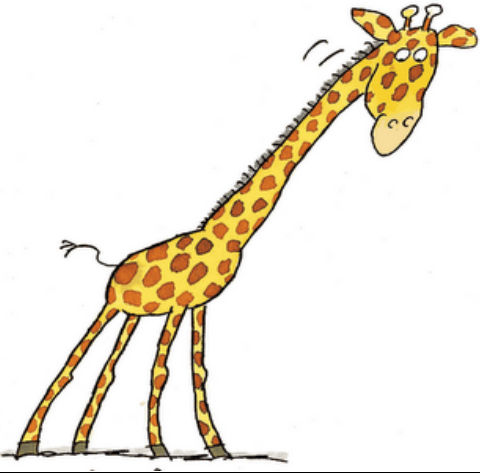
Lesson 3: Adjectives

Sometimes you can find the materials to use for your project in the forest, or by the lake. They may be rocks, pieces of wood, or any other materials found in nature. You can describe these using adjectives. Here are some examples:

| | |
|--------------------|---------------------------|
| bahten | big |
| k'aliki | heavy |
| kuk, kuca | short/little (sg, pl) |
| bagil, kula | long/tall object (sg, pl) |
| gar | clean |
| chotch | dirty |

Label the figures below with the appropriate adjectives. Use each adjective once only.





Unit 6: Doing Homework

Lesson 1: Activities at School and at Home

Lesson 2: Days of the Week

Lesson 3: Learning Bahtssal

Unit 6: Doing Homework

Introduction: You spend a lot of time learning and doing activities for school. You can talk about these things that you do at school or at home. The words and sentences you will learn now can be used every day or once in a while. You will see that they are very useful even when you are not doing schoolwork.

Lesson 1: Activities At School and At Home

These phrases will be useful at school. You can talk about what you are doing with your friends and teachers. You can also talk with your parents and brothers and sisters at home. You can use these phrases while you do homework or just when you are around other people.

New Words

| | |
|--------------------|---------|
| duyiiga | school |
| nowa xolohu | be late |

Going and Being Somewhere

| | |
|---------------------------------------|-----------------------------------|
| q`awiikh duiiga na `eh | the children are at school |
| miip yiipah nowa xolohuba.eh | he/she will be late |
| mah yippah nowa xolohuya | you're late again |
| chii`nissa tha mah nowa xolohu | why are you late? |
| kuyem nowa xolohu | don't be late (don't come behind) |

Settling In To Do Some Work

| | |
|----------------------|------------------------------|
| pji thum`kum | turn the light on |
| gaa | sit |
| gaa`gim | sit down |
| baiya gaam | (already sitting) sit there |
| baiya gaa`gim | (formal directive) sit there |

Figuring Out What To Do

| | |
|-------------------------------------|---------------------|
| am tha hah yehaela | what am I doing? |
| am tha mah yehaela | what are you doing? |
| hah kuyah mehel | I don't know |
| wal thaethel`gim am yehaekba | tell us what to do |
| wii thaethel`gim am yehaekba | tell me what to do |

Some Activities To Do At Your Desk

| | |
|---|---|
| mijx <u>tha</u> pencil eh (painting feather) | do you have a pencil? |
| mijx shih heh <u>kijlugim</u> | write your name. |
| meh gaxaam | cut this |
| meh thek`xham | glue this |
| ba hyek`eh | that's all |
| shoh xaduts`amim | start now (for doing particular things) |
| willaj | right now! |
| shoh yehaelim (it's happening now) | now we'll go on (start doing it) |

Sitting Together

| | |
|-------------------------------|--|
| <u>thaya</u>'im | sit still |
| wih <u>gathae</u> gaam | sit close |
| now gathae | sit a little closer |
| wih <u>gathae</u> gaam | sit by me |
| bekh <u>dijlae</u> | I'm sitting between you (two) |
| <u>ubai</u> gaam | (sit over there—singular) change seats |

Finishing Up and Sharing

| | |
|--------------------------------------|-------------------|
| <u>tha</u> mah <u>duxalla</u> | are you finished? |
| wah bekh nowa`eh | we're behind |
| wah duxalla | we're finished |
| ba hyeggi <u>daiyeh</u> | it's all done |
| mah <u>duxalla/duxalma</u> | you're finished |

| | |
|--|----------------------------|
| wih garr xham am mah <u>duyahkal</u> heh`e | show me what you made |
| wih garr xham am mah <u>duyahkalk</u> heh`e | show me what you just made |

| | |
|--|------------------------|
| shoduweh, wah <u>xomsa shok</u> heh`e | we learned a lot today |
| shoduweh, wah <u>thawaal sij yehaek</u> | we worked hard today |

What's Next? Physical Activity

| | |
|---|---------------------------------|
| wah <u>kuyah</u> am <u>yahaekaiya</u> | we're not doing anything. |
| am <u>tha</u> wah shoh <u>yehaegayax</u> | what shall we do next? (now) |
| mah <u>tha</u> basketball tal marra | do you want to play basketball? |
| ba <u>popel</u> heh <u>wajbax</u> shih heh <u>kijlukma</u> <u>tha chae</u> | where is the signup sheet? |

| | |
|-----------------------------|----------------------------|
| <u>gup</u>'gim | stand (jump)up! (singular) |
| <u>gupmum</u> | stand (jump)up! (plural) |
| <u>baiya</u> gohm'im | stand there |
| <u>maeya</u> gom'im | stand here |

| | |
|------------------------------------|----------------|
| <u>gup`gim</u> | jump (up now) |
| <u>gaiyu</u> <u>gup`gim</u> | jump up (high) |

Follow These Suggestions

| | |
|---------------------------|---------------------------------------|
| yaxk'im | look out/be alert |
| kuyem gakma | don't run |
| kuyem bakohmxa | don't push |
| tha`xam wallim | walk slowly |
| hyimk | wait |
| hyim`kim | wait a minute |
| ba pu`hyim | stop that! |
| pu`hyim | stop |
| pu`hyim kahm | stop it |
| kuyem mijinkii | don't do that |
| ba kuyem mijinkii. | don't do it like that |
| kuyem mijinkii | don't do it that way |
| q`odii'im | be good/behave |
| dushuk'im | be quiet |
| ba dakoyim | (pick that up!) pick up the trash |
| xko`heh da lumim | turn the light off (put out the fire) |

It is important to be able to use these phrases to alert others as well as to be able to understand when you are being warned or told to do or not to do something. Draw lines matching the Bahtssal to the corresponding English phrases below.

| | |
|---------------------------|---------------------------------------|
| kuyem mijinkii | don't run |
| ba pu`hyim | walk slowly |
| hyimk | stop that! |
| ba dakoyim | don't do it like that |
| q`odii'im | be quiet |
| kuyem bakohmxa | wait |
| pu`hyim kahm | (pick that up!) pick up the trash |
| yaxk'im | turn the light off (put out the fire) |
| kuyem mijinkii | stop it |
| xko`heh da lumim | be good/behave |
| hyim`kim | look out/be alert |
| pu`hyim | don't push |
| kuyem gakma | wait a minute |
| ba kuyem mijinkii. | stop |
| tha`xam wallim | don't do that |
| dushuk'im | don't do it that way |

Practice:

Using the phrases you learned in this lesson, write a dialogue between two people or a conversation among several people, using at least 8 phrases. You can also use words and sentences you learned in other lessons.

Dialogue

Activity

Share the dialogue you wrote with another learner or two. Learn the dialogue and act it out from memory. After you've finished this you can write more dialogues and act them out.

These activities will help you remember words and sentences so you can speak in Bahtssal. Record these dialogues and listen to them. This will also help you learn to speak well.

Lesson 2: Days of the Week

In this short lesson you will learn how to talk about the past and future by using the days of the week.

| | |
|--|-----------|
| <u>kalijmedikij</u> | Monday |
| <u>kilhikijxotch</u> | Tuesday |
| <u>kilhikijxomkah</u> | Wednesday |
| <u>kilhikijdol</u> | Thursday |
| <u>kilhikijlaemma</u> | Friday |
| <u>sawulaa</u> | Saturday |
| <u>domingoh</u> | Sunday |
| <u>sae</u> mano <u>gai'yah</u> | weekend |
| am <u>tha</u> mah <u>yehael`</u> eh <u>sawulaa</u> | |
| am <u>tha</u> mah <u>yehael</u> eh <u>sawulaa</u> | |
| am <u>tha</u> nal <u>yehaela</u> <u>sae</u> mano <u>gai'yah</u> | |

What did you do Saturday?
 What did you do Saturday?
 What are you doing this weekend?

Practice:

Mark a calendar with the names of the week and tell people around you what day it is each morning. You will learn the days of the week easily when you do this every day.

Lesson 3: Learning Bahtssal

**waibax ganu much ganulim
mah Bahtssal duyirxa**

Speak our language
you are learning Bahtssal

ba yippah nim.

say that again

tha xaan nim.

say that slowly

wih thaethae gim / am hah yippah niibax.

tell me what to say again

sho`gim

listen

miipal shij mashij mallim

listen to what he says

wih sho`gim

listen to me

chiin hah niiyax`eh

how (the way) I`m going to say it

miibax xkon`kae

you understand?

ba tha mah wii baxkoh`

do you understand that from me?

mii hah baxkoh`ya

I understand you

ba yipah nim

say that again

mex sij eh

this is hard

miiral miip hinthel ganu duyila

he`s teaching her to talk Indian now

miiral miip hinthel ganu duyilba

he`s going to teach her to talk Indian

miiral miip Bahtssal duyilba` eh

he`ll teach her Bahtssal someday

miiral miip Bahtssal duyilayaxa

he`ll teach her Bahtssal tomorrow

miiral miip Bahtssal duyii heh`e

he taught her Bahtssal

Unit 7: Getting Dressed and Doing Laundry

Lesson 1: Body Parts

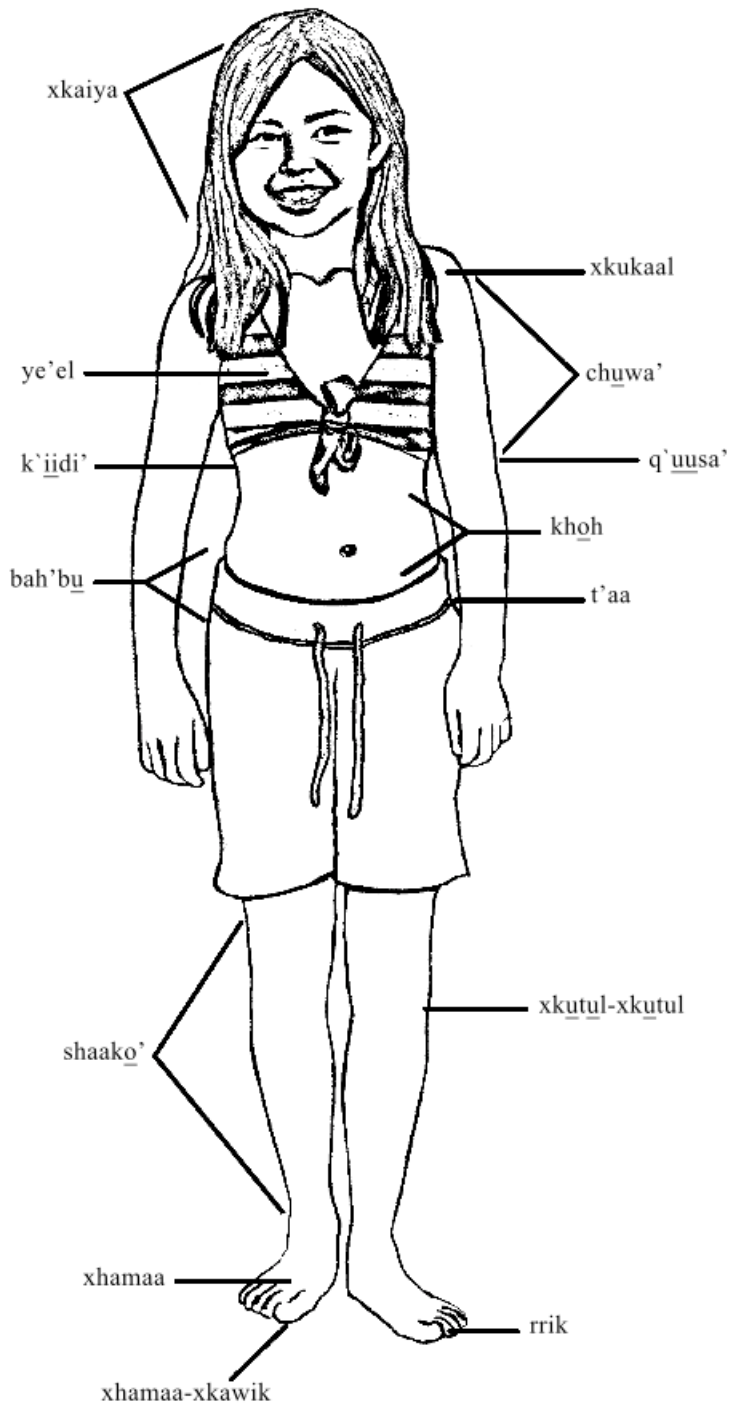
Unit 7: Getting Dressed and Doing Laundry

Introduction: It is important to be able to talk about our bodies, not only so we can describe ourselves and other people, but also so we can tell others when we are not feeling well. Once you know some basic body vocabulary you can then talk about getting dressed, how you're feeling, and play games that involve naming different parts of the body.

Lesson 1: Body Parts

You can start by learning some of the major body parts.

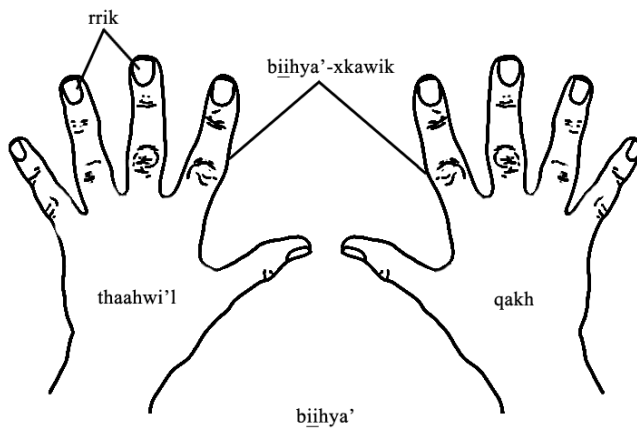
| | |
|----------------------|----------|
| xkukaal | shoulder |
| chuwa' | arm |
| q`uusa' | elbow |
| ye'el | chest |
| k`iidi' | back |
| khoh | belly |
| t'aa | butt |
| bah'bu | hip |
| shaako' | leg |
| xkutul-xkutul | knee |
| xhamaa | foot |
| xhamaa-xkawik | toes |
| rrik | toenails |



Practice:

Try pointing to these parts on your body as you say them in Bahtsal, this will help you to remember their names. Once you've practice these and are feeling comfortable with them you can add to the list with more specifics.

| | |
|--------------------|-------------|
| biihya' | hand |
| jawill | left hand |
| gakae | right hand |
| biiyaxkukii | fingers |
| rrik | fingernails |

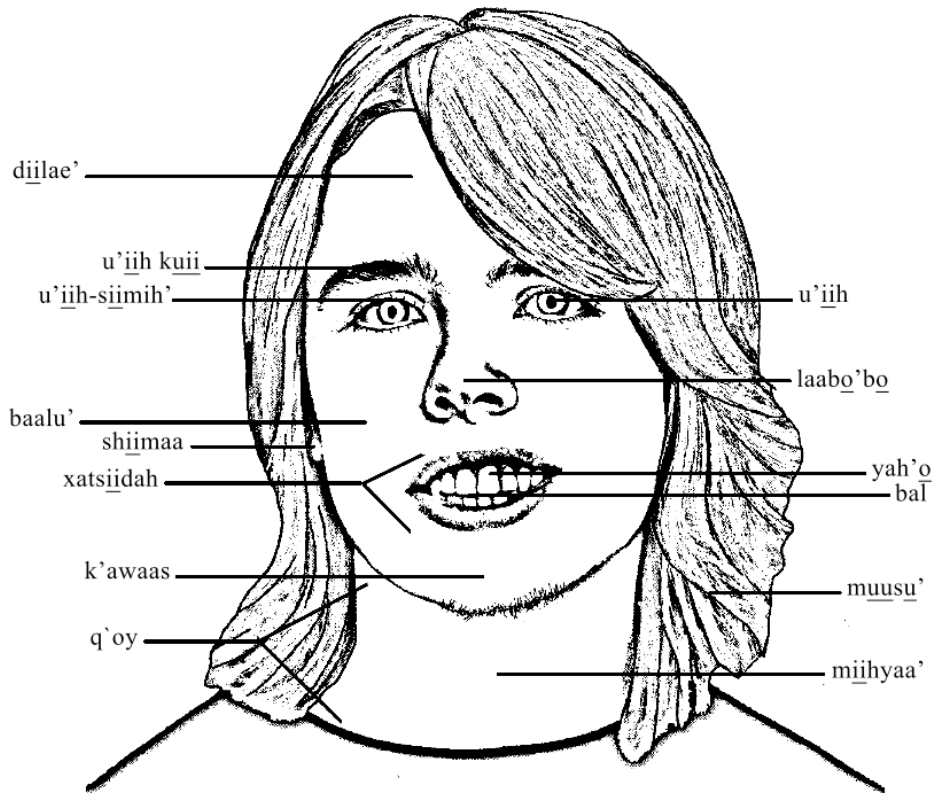


Practice:

Add these new words to the previous list of body parts, and practice these together by saying the words while indicating the part of the body you are naming. Now you're ready to learn the vocabulary for faces. Again, practicing these new terms regularly will help you to remember them.

| | |
|----------------------|-----------|
| xkaiya' | head |
| muusu' | hair |
| q`oy | neck |
| u`iih | eye(s) |
| u`iih-kuii | eyebrow |
| u`iih-siimih' | eyelashes |
| laabo`bo | nose |
| baalu' | cheeks |
| xatsiidah | mouth |
| yah`o | teeth |
| bal | tongue |
| k`awaas | chin |
| shijmaa | ear(s) |
| dijlae' | forehead |

xkaiya



Practice:

Now that you've practice the names for the body parts while pointing to them on yourself it's time for you to use these names to write a description. Describe yourself or another in a photo using the body part vocabulary and vocabulary from previous units (i.e. colors, adjectives, etc.). Your description should be at least 8 sentences long.

Use Bahtssal Words Daily:

Even if you don't know *all* the vocabulary for a phrase, you can still use what you know as a way to practice vocabulary on a daily basis. Examples:

- Brush your *muusu*
- My hurts *chuwa'*

Unit 8: Personal Feelings

Lesson 1: Discussing the Body/Health

Lesson 2: Emotions

Lesson 3: Friendship

Lesson 4: Compliments

Unit 8: Personal Feelings

Introduction: Talking about feelings is something we do all the time. You will now learn how to share your experiences with other people. These words and phrases will allow you to talk more personally with your friends.

Lesson 1: Discussing the Body/Health

Here's a brief review of body parts and possessive pronouns to get started. Pay attention to the order of the words, the use of the possessive, and the use of commands.

| | |
|--|-------------------|
| meh wax laboo eh. | this is my nose |
| meh wax shiima' `eh. | that is my ear |
| ba miribax shiima' `eh | that is her ear |
| ba miipiibax shiima' `eh | that is his ear |
| ba miix shiima' `eh | that is your ear |
| miix shiima' heh tiiya `eh | you have big ears |

Commands:

| | |
|--|--|
| miix uyimo heh dasolk`gim | wash your face |
| miix bii.hyuh heh dasolk`gim | wash your hands |
| miix uyimo xai bii.hyuh dasolk`gim | wash your face and hands |
| miix shebah daso`lim | take a bath or shower (wash your body) |

Asking Questions About How Someone Feels Physically

| | |
|---|--------------------------------------|
| Q. mah tha chiin eh? | how do you feel? |
| A. xah q`odii`eh | I'm fine |
| hah q`uyenkae q`odii-ta | I don't feel good |
| nis thunkae | I'm feeling bad/I'm not feeling well |

Getting Sick

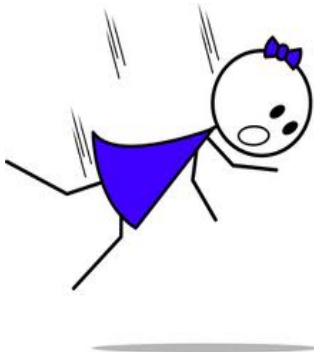
| | |
|--|------------------------------|
| Q. xkolu tha taalla? | are you sick? |
| A. xolu talinkae | I'm sick |
| wax khoh heh dutalinkae | my stomach hurts |
| Q. mah tha siiyelk marra | do you want to throw up? |
| mak xai tha siiyelk giyaxa | do you want to throw up too? |
| A. hah siiyelk marra | I threw up |
| Q. chiinai tha ma xkalal | when did you get sick? |
| chiin kahnk tha ma xkalalma | how long were you sick? |

Getting Hurt

- Q. **nis thunkae chijn issa** why are you feeling bad?
A. **hah lokxa** I fell
hah xhalae xhaam lokxa I fell out of the tree
wax giinal dutal' dubakh eh I hurt the back of my head
- Q. **hah kuyenkae gak (wal) marra** I don't want to walk
chijn issa? why is that?
A. **wax xama heh dutal'la** my foot hurts
mijn issa hah kuyenkae wal marra that's why I can't walk
- Q. **mah tha ga xkala xom gawohu marra** do you want to go to the hospital?

Practice:

Describe the pictures below.





Dialogue:

Using what you learned in other lessons and this one create a dialogue between two people about how they feel physically. Include both questions and answers. Write at least 8 lines of dialogue.

Lesson 2: Emotions

Talking about how you feel physically is not always enough. You should also know how to share your feelings. With the words and sentences you learn here you will be able to tell your friends how you are feeling.

Feeling Good

Vocabulary:

imakon cheer up, be in harmony
kwai to laugh

| | |
|---|-------------------------------|
| hah <u>k</u>waiya | I laughed |
| bekh wih <u>k</u>waiⁱmaxa | they made me laugh |
| bekh wih <u>k</u>waiⁱmaya | they're making me laugh |
| wah <u>k</u>waiⁱkma | they're making us laugh |
| bekh wih nal <u>k</u>waiⁱma | they're laughing at me |
| cha ahm <u>k</u>okae wih <u>k</u>waiⁱmaxa | something crazy made me laugh |

Feeling Bad

Vocabulary:

| | |
|------------------------------------|------------------------------------|
| yuxhaa | tears (face water) |
| yuxhaa'bahten | big tears |
| maxarra | to cry |
| hah kulmunkeh | I'm afraid |
| kuyem kulmuh | don't be afraid. |
| ba wii kulmuh | I'm scared of it. |
| hah nisstha | I'm sad (no word for sad, use bad) |
| kuyem nisstha | don't be sad. |
| mak xai kuyem nisstha | don't you be sad too! |
| miiit maxarra' / maxarra'ma | she's crying |
| kuyem maxarr' / maxarr'ma | don't cry |
| wih xai kii jariikma | she is angry at me too |
| hah mii ma.ashma | I hate you |
| mah tha ma.ashma | do you hate me? |
| mah tha wih xai ma.ashma | do you hate me too? |

Feeling Tired

| | |
|---|------------------------------------|
| pudalinkae | I'm tired/ tired of it |
| siima texk mahnkae | I'm getting sleepy |
| kuyem cosh/coshma | don't yawn/be yawning |
| siima tha marra | do you want to sleep? |
| dii thikba | let's rest |
| dii thikmum | let's all rest |
| siima neggim. Willaj | go to bed/sleep. Right now! |
| miiix duxkatch heh tha okae siima eh | is your brother sleeping? |
| miiix duxkatch heh tha okae mehrra | is your brother just laying there? |

Practice:

Describe the pictures on the next page.

Lesson 3: Friendship

hah mijx winnawah eh

I am your friend

mah wax winnawah eh

you are my friend

wax winnawah miitae

she is my friend

miit mijx winnawah eh

she is your friend

miit mijx winnawah wax iiku`ii

she is your friend, not mine

mijp baegiiba winnawah eh

he is a friend of theirs

wih sii putch gim

you can kiss me

Lesson 4: Compliments

mih q`odii bathankae

you sound good

mijx tsumai bahten`eh

you have a big heart

mah gaok q`odii`eh

you are a good person

mah gaok/dah tho makh`eh

you are a smart man/woman

mah q`odii yehael`eh / mah q`odii yehae`ga

you did well

na tha yoh piithaa

you look pretty

mijral kij maiyukhxaya

he is going to flirt with her

mijral kuyem maiyukh

don't flirt with her

mijp miral maiyukhma

he is flirting with her

Unit 9: Going for a Walk

Lesson 1: Plants and Animals

Lesson 2: Seasons and Weather

Lesson 3: Objects in the Natural World

Lesson 4: Directions

Lesson 5: Verbs of Motion

Unit 9: Going for a Walk

Introduction: The purpose of this unit is to encourage you to put everything you've learned so far together in a conversational format. By focusing on taking a walk, you have an opportunity to discuss what you see including items in the natural world such as the sun or moon. You will also be able to describe the weather, what direction you are going and what season you are enjoying. This unit would be even more valuable if done in regular consultation with a language speaker or teacher, as it encourages you to discover things you would like to say but don't have the words for yet.

Lesson 1: Plants and Animals

You will want to describe the plant and animal life you encounter on your walks. We will start with some of the basic terms you will need to describe what you see on your walks.

Plants:

| | | | | |
|----------------------|-------------------|--|------------------------|-------------------|
| <u>xaalae</u> | tree | | <u>gaakkill</u> | grass |
| <u>tsists</u> | tree roots | | <u>so.</u> | clover |
| <u>haalae</u> | oak tree | | <u>tjir</u> | thorn |
| <u>baku</u> | young willow tree | | <u>hihalae</u> | grape bush (vine) |
| <u>bachum</u> | young oak tree | | <u>kohum</u> | sedge |
| <u>bahgo</u> | round tule patch | | <u>siitaal</u> | Leaf |
| <u>Bu-dú</u> | Acorn | | | |

Animals:

| | | | | |
|---------------------------|---------------|--|-------------------------|--------------|
| <u>haiyu</u> | Dog | | <u>dulad</u> | Mosquito |
| <u>puush</u> | Cat | | <u>ka</u> | Spider |
| <u>gawa</u> | Horse | | <u>thun thun</u> | Ant |
| <u>jii'wa</u> | Goat | | <u>sha</u> | Fish |
| <u>paga</u> | Cow | | <u>chiiya</u> | Bird |
| <u>tho'ro</u> | Bull | | <u>chulii</u> | Black Bird |
| <u>biisheh'</u> | Deer | | <u>shae</u> | Eagle |
| <u>guunuula</u> | Coyote | | <u>tchai</u> | Blue Jay |
| <u>wii'qa</u> | Mountain Lion | | <u>shaxkah</u> | Quail |
| <u>chiiuu</u> | Wolf | | <u>siikomo</u> | Seagull |
| <u>nupehrr'</u> | Skunk | | <u>hlaal</u> | Goose |
| <u>moiihya</u> | Rabbit | | <u>boholot</u> | Turkey |
| <u>kahlutudqak</u> | Snake | | <u>yijai</u> | Feather |
| <u>paala</u> | Slug | | <u>koh</u> | Bird Eggs |
| <u>chamaal</u> | Fly | | <u>thunu'</u> | Mouse |
| <u>Ći-kómal</u> | Seagull | | <u>Du-kínaša</u> | Salmon |
| <u>xaass</u> | Rattlesnake | | <u>k'aiyaan</u> | Mallard Duck |

Lesson 2: Seasons and Weather

The month of year, seasons and weather are great ways to help describe your surroundings and experiences on a walk. For example; it rains often during the winter, especially in January.

Seasons:

| | | | | |
|---------------------------|--------|--|----------------------|--------|
| Kâ-y-xówakâx | Spring | | siitaal-pubek | Autumn |
| mtai nal (central) | Summer | | xucay | Winter |

Weather:

| | | | | |
|-----------------|------------|--|---------------|---------|
| kikii | Rain | | kalol | Dry |
| Kíw | Cool | | liakak | Thunder |
| Lóć | Lightning | | yimaw | Frost |
| xho | Hot | | yul | Snow |
| kaexho | Really Hot | | | |
| xak | Wet | | | |
| xkatchil | Cold | | | |

Lesson 3: Objects in the Natural World

Below are some words to help you describe things you may encounter on a walk that are neither plant nor animal.

| | | | | |
|------------------|-------------|--|----------------|--------------|
| Lá | Sun | | ta | Sand |
| duuwe'laa | Moon | | hya | Bone |
| wiiyaho | Star | | xabatan | Lake |
| habe | Rock | | konocti | Big Mountain |
| tataa | Dirt | | butu | Little Hill |
| bur | Mud | | ya. oh' | Tooth |
| chjimeh' | Fur | | lo | Fire |
| bidame | Creek/River | | qali | Sky |

Lesson 4: Directions

There are many ways to describe where you are going or where you have been. Here are several terms indicating direction that will help you communicate your whereabouts with others. You should also use directions learned in units 3 and 5.

| | | | | |
|---------------|--------|--|---------------|------------|
| thawil | Left | | danol | Upstream |
| qak | Right | | bidaw | Downstream |
| Lila | Far | | nal | North |
| thibal | Near | | yo | South |
| qalil | Uphill | | sho | East |
| kayu | Up | | bo | West |
| yow | Down | | kayuwa | Above |
| wina | On Top | | yowwa | Below |

Lesson 5: Verbs of Motion

In order to describe how you arrived at your destination and what you did when you got there, you will need to know some verbs describing motion.

| | | | | |
|----------------|--------------|--|---------------|----------|
| shog | Hear | | gak | Run |
| gaara | See | | gaagim | Sit Down |
| mijshae | Smell | | siik | Fast |
| mijmuk | Smell Plural | | xaqa | Swim |
| japikae | Step | | | |
| daxkum | Hide | | | |
| gahwal | Walk | | | |

Practice:

Here are some common questions or sentences you may use during a walk. Practice by converting the sentence to Bahtssal and selecting an object outdoors to answer the questions. If you go on a walk with someone you can use the same questions and sentences to communicate about what you experience.

What do you see?

I see _____.

Do you see the _____.

Look! Look over there. Look over here.

What is that?

chaemal tha mah walla?

Which way are you going (walking)?

mah tha am shog

Did you hear that noise?

mah tha haiyu nuwaxh shokh`eh

Did you hear that dog barking?

Activity:

Go for regular walks by yourself, with family members and Bahtssal speakers if possible. As you walk, describe everything you see; if you don't know the word for something, or how to say a sentence, make a note of it to ask your language teacher.

Try to incorporate at least one new word on each walk. Walk with a language speaker and ask them to describe what they see. If you don't understand something, ask them [in the language!] to point to it or to describe it further. Use one of the words you learn as the new word for your next walk.

By now you have the basic skills to carry on a conversation in the language for several sentences in a row. Start asking questions and giving responses in Bahtssal, use more than just single word answers. The more you communicate in the language the easier it becomes and it will begin to feel natural.

Unit 10: Telling a Traditional Story/Writing a Story

Lesson 1: Learn an Existing Story

Lesson 2: Writing Your Own Story

Lesson 3: Bringing the Story to Life

Unit 10: Telling a Traditional Story/Writing a Story

Introduction: The goal of this unit is for you to feel comfortable telling a memorized story, either traditional or of your own composition, in front of a group of people. Since oral history was largely preserved by passing stories down through generations, storytelling is an important part of this language and its history. You may choose to learn an existing story or to write your own. If you decide to write your own story, having access to a language teacher or speaker is advised.

Lesson 1: Learn an Existing Story

In order to become comfortable with storytelling, learning an existing simple story is an ideal place to begin. "The Little Acorn" by Sarah Supahan is a great example.

The story can be found online at:

http://www.youtube.com/watch?v=Eg7drk3wHuc&feature=em-share_video_user

The Little Acorn Translation:
Adapted from past to present tense
English – Eastern Pomo (Bahtssal)

The Little Acorn.

| | |
|--|---|
| <p>Buudu' kutch There is an acorn. Buudu' kuyem è The acorn is small. Buudu' kuwe? è The rain falls. Kikii pubek The sun shines. Lá [Shine] The acorn grows. Buudu' [to grow] The root grows. C^híc^h [grow] Then the leaf grows. Siitaal [grow then] The acorn grows more. Buudu' [more grow] First it is a small tree. Khale kuwe? bu·húš è</p> | <p>Then it grows into a big tree. Khale bahten buudu' [grow] The tree grows a new acorn. Khale [new] buudu' [grow] The acorn falls to the ground. Buudu' ká·y pubek Then there is an acorn. Buudu' kuyem è [then] The acorn is small... Buudu' kuwe? è</p> <p style="text-align: center;">-END-</p> |
|--|---|

Practice:

Begin to memorize one line at a time. Get family members to either repeat each sentence, or act out the story as you tell it. Acting out the story as you tell it will help you to remember the lines and also make the story more interesting. Continue this process until you have memorized the entire story.

Activity:

Now you have the entire story memorized and either you or a friend can act out lines while the story is told. You are ready to perform the story for an audience such as your classmates or family and friends!

Lesson 2: Writing Your Own Story

If you decide to write your own story, it will be helpful if you have regular meetings with a language teacher or speaker so that you have access to help with writing more complex sentences.

You may write about anything you choose. You should be able to memorize the story and tell it to a group of people. Utilize your language teacher or speaker to help with words you don't know and for complex sentences.

Practice:

Once your story is complete and translated to Bahtssal begin to memorize one line at a time. Have family members or friends repeat each sentence back to you. You may also want to act out the story as you tell it or have someone else act it out. Continue this process until you have memorized the entire story.

For a variation on acting out the story, consider finding some puppets that represent the characters of the story and use them to represent the action.

Activities:

Perform the story for an audience such as your classmates or family and friends!

Write your story down, one or two sentences per page and ask family members to help you illustrate the story. If possible, do this entire activity using only Bahtssal. If you attend regular class meetings, consider creating a language lesson outline that you could teach your class using this story as a springboard.