Unit 1: The sounds of Bahtssal

Lesson 1: The vowel sounds

Lesson 2: The consonant sounds
Unit 1: The sounds of Bahtssal

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
baekh they
shal wing
gaa to sit
mer to lie down The r is like a Spanish r.
paeth 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:
hai what?
gii head louse
shih name
piil to carry in your arms
tsits root
diile’ forehead The accent means the stress is on the second syllable.
gaai land
eee 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)
- liibuu’ (whistle made of bone)
- mu’la (mule)
- yiibu’ (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.

<table>
<thead>
<tr>
<th>Long</th>
<th>Short</th>
</tr>
</thead>
<tbody>
<tr>
<td>haa</td>
<td>ma</td>
</tr>
<tr>
<td>gii</td>
<td>les</td>
</tr>
<tr>
<td>ngat</td>
<td>kol</td>
</tr>
<tr>
<td>baekh</td>
<td>gu'ra</td>
</tr>
<tr>
<td>duuwe'</td>
<td>shih</td>
</tr>
<tr>
<td>shii</td>
<td>no</td>
</tr>
<tr>
<td>gaa</td>
<td>shal</td>
</tr>
<tr>
<td>shgal</td>
<td>mer</td>
</tr>
</tbody>
</table>

**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.

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

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>ga'yu</td>
<td>bijla'</td>
</tr>
<tr>
<td>bai'le</td>
<td>duuwe'</td>
</tr>
<tr>
<td>gu'ra</td>
<td>baabu'</td>
</tr>
<tr>
<td>bae'kal</td>
<td>diyle'</td>
</tr>
<tr>
<td>mu'la</td>
<td>baatin'</td>
</tr>
<tr>
<td>shae'la</td>
<td>yilbu'</td>
</tr>
<tr>
<td></td>
<td>fish worm</td>
</tr>
<tr>
<td></td>
<td>big</td>
</tr>
<tr>
<td></td>
<td>branch</td>
</tr>
</tbody>
</table>
Complete Vowel Chart

Vowels

\[
a, \, ah \, aa \, ae \, e, \, eh \, i, \, ih \, ii, \, eee \, i, \, ai \, o, \, oh \, oa \, oii \, u, \, uh \, u, \, uu \n\]

\[
\]

Consonants

\[
b \, ch \, d \, g \, h \, j \, k \, k\` \, l \, m \, n \, p \, p\` \, q \, r
\]

\[
\]

\[
rr \, s \, sh \, tch \, t \, t\` \, th \, th\` \, ts \, ts\`/ds\` \, w \, x \, y
\]

\[
\]

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.

<table>
<thead>
<tr>
<th>Bahtssal letter</th>
<th>English sound</th>
<th>Bahtssal word</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>bone and baby</td>
<td>baabu‘</td>
</tr>
<tr>
<td>ch</td>
<td>chart and lunch</td>
<td>chaemal chair</td>
</tr>
<tr>
<td>d</td>
<td>daughter and down</td>
<td>dijle‘</td>
</tr>
<tr>
<td>g</td>
<td>go and bag</td>
<td>ga’yu</td>
</tr>
<tr>
<td>h</td>
<td>hike and home</td>
<td>maahaa‘ brother in law</td>
</tr>
<tr>
<td>Letter</td>
<td>Example in English</td>
<td>Example in Bahtssal</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>j</td>
<td>jeep and june</td>
<td>jil’wa</td>
</tr>
<tr>
<td>k</td>
<td>keep and poker</td>
<td>kol</td>
</tr>
<tr>
<td>l</td>
<td>loss and goal</td>
<td>laa sun</td>
</tr>
<tr>
<td>m</td>
<td>mile and clam</td>
<td>mu’la</td>
</tr>
<tr>
<td>n</td>
<td>near and fun</td>
<td>ngat</td>
</tr>
<tr>
<td>p</td>
<td>pole and hop</td>
<td>paako’a’ to pierce</td>
</tr>
<tr>
<td>r</td>
<td>? (Spanish or English)</td>
<td>mer</td>
</tr>
<tr>
<td>s</td>
<td>send and best</td>
<td>soii</td>
</tr>
<tr>
<td>sh</td>
<td>shoot and mash</td>
<td>shoal</td>
</tr>
<tr>
<td>tch</td>
<td>pitch and catch</td>
<td>miitch’e pounding basket</td>
</tr>
<tr>
<td>t</td>
<td>tomato and tall</td>
<td>twg rafter</td>
</tr>
<tr>
<td>ts</td>
<td>cats and its</td>
<td>tsits</td>
</tr>
<tr>
<td>w</td>
<td>walk and will</td>
<td>waa we</td>
</tr>
<tr>
<td>y</td>
<td>young and yes</td>
<td>ga’yu</td>
</tr>
</tbody>
</table>

**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.
\textbf{Practice:}

\begin{tabular}{ll}
ma'\text{thi} & doe, female deer \\
thuunu' & mouse \\
paeth & thin \\
\text{thiiba}'l & near \\
\end{tabular}

\textit{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.

\begin{itemize}
\item \text{\text{x}} this letter is used for a sound a bit like a scraping at the back of your mouth.
\item \text{\text{xh}} sometimes this sound is written this way, by adding an \text{h}.
\item \text{\text{xk}} it is also written this way, with a \text{k}.
\end{itemize}

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 \text{j} in Spanish \text{conejo} (rabbit). It is also like the \text{ch} in German \text{noch} (yet). It is not a difficult sound to make. Listen closely to the audio recording of this sound.

\textbf{Practice:}

\begin{tabular}{ll}
x\text{a'ka} & wet \\
xaabo' & fog \\
\text{waex} & paternal aunt \\
\text{daex} & elder sister \\
xhamaa & foot \\
x\text{kuukaal} & shoulder \\
\end{tabular}

\begin{itemize}
\item \text{\text{q}} this letter is similar to \text{k} but the sound is made further back in your throat. This sound is not easy to make and it might sound like a \text{k} to you at first. Spend some time listening to the audio recording to learn this sound.
\end{itemize}

\textbf{Practice:}

\begin{tabular}{ll}
qaawii' & boy \\
quul & dried cooked fish \\
qoii & swan \\
qaaqo' & valley, meadow \\
\end{tabular}

\textit{A group of sounds that include the sound \text{h}}

These sounds are different from English because there is usually a vowel after \text{h} in English. In Bahtssal there are five letters that are said with an \text{h} sound in front. These are written with the \text{h} sound so you know how to pronounce them. It is important to say the \text{h} sound so it can be clearly heard.
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  yawn
puk`
real, true

p`
mjip`  he
p`okh  to smoke tobacco

q`
q`uusa`  elbow
q`a  to drink

t`
t`aalaa`  tick
dat`  wife

th`
loth`  green brush
th`o  brains

tch`
gutch`  young

ts`
ts`aa  to break off by twisting
ts`ae  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:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>boa.o’</td>
<td>to hunt</td>
</tr>
<tr>
<td>hoa’la.</td>
<td>sack</td>
</tr>
<tr>
<td>yii.i’</td>
<td>feather</td>
</tr>
<tr>
<td>ke’ke.</td>
<td>crazy</td>
</tr>
<tr>
<td>maa.ai’</td>
<td>food</td>
</tr>
</tbody>
</table>

**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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>`uy</td>
<td>eye</td>
</tr>
<tr>
<td>`ii</td>
<td>yes</td>
</tr>
<tr>
<td>`ae.ae.ae</td>
<td>thank you</td>
</tr>
</tbody>
</table>
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]  [æ]  [a:]  [e]  [e]  [i]  [i:]  [ai]  [o]  [o:]  [oi]  [u]  [u:]

Consonants
b  ch  d  g  h  j  k  k`  l  m  n  p  p`  q  r
[b]  [tʃ]  [d]  [g]  [h]  [k]  [kʰ]  [l]  [m]  [n]  [p]  [pʰ]  [ʔ]  [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: Bahtssal 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,

<table>
<thead>
<tr>
<th>Bahtssal:</th>
<th>mijith<code>k</code>uus qaawiya</th>
</tr>
</thead>
<tbody>
<tr>
<td>English:</td>
<td>she baby give birth</td>
</tr>
<tr>
<td>Bahtssal:</td>
<td>buudu dokakime</td>
</tr>
<tr>
<td>English:</td>
<td>acorns pound</td>
</tr>
</tbody>
</table>

Adjectives
The adjective usually comes after the noun.

For example:

<table>
<thead>
<tr>
<th>Bahtssal:</th>
<th>baekh ga shiiwae qaaowimkhmaa</th>
</tr>
</thead>
<tbody>
<tr>
<td>English:</td>
<td>they house new build</td>
</tr>
<tr>
<td>Bahtssal:</td>
<td>mijip`gaawkh nis eh</td>
</tr>
<tr>
<td>English:</td>
<td>he man bad is</td>
</tr>
</tbody>
</table>
**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 shuutahe**  
          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 kudii** I am fine  (kudii means fine)

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

- **ma** is you
- **miip** is he
- **miit** is she

So you can say:

- **ma kudii** you are fine
- **miip kudii** he is fine
- **miit kudii** 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:

- **miit 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.*
- **miippal** is him
- **miirral** is her

So you can say:

- **miit mi garra** she is looking at you
- **miit miippal garra** she is looking at him
- **hah miirral garra** I am looking at her

**Practice:**
*Translate the following sentences.*

- **miip miirral garra** _____________________________________________________________
- **hah mi garra** ________________________________________________________________
- **ma wi garra** ________________________________________________________________
- **hah miippal 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:

- **mijt 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:

- **mijt mal garra** she is looking at you (Plural *you*)
- **mijt bekhal garra** she is looking at them
Practice:
*Translate the following sentences:*

maal wi garra

wah miirral garra

bekha mi garra

hah bekhal garra

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.

**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.

wax  my
miix  your
mjippibax  his
mijribax/miribax  her
waibax  our
maibax  your
bekibax/baegiibax  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

<table>
<thead>
<tr>
<th>haiyu</th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>ba</td>
<td>that</td>
</tr>
<tr>
<td>meh</td>
<td>this</td>
</tr>
<tr>
<td>puush</td>
<td>cat</td>
</tr>
</tbody>
</table>

**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?
- **chiinnissa** why?/why is that?
- **chiin** what/how?
- **giiyaa** 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**
yehaela = doing

[more]
am tha (hah) yehaela?  what am I doing?
am tha (mah) yehaela?  what are you doing?
am tha hah shoh iiba/nijba  what shall I do/say next?

wih thaethae gim.  tell me about this
ba “poh” heh tha chiin  tell me about this/that “poh”
wii thaethae gim.  tell me what to do

Yes and No

eee  yes
k’uyeh / k’uyii  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

mijx shih heh tha chiin?  what’s your name?  Notice the use of pronouns
miriibax shih heh tha am?  what is her name?

wax shih heh ______  my name is_______
miriibax shih heh ______  her name is _______
mijibax shih heh ______  his name is _______

chiin kahtah tha mah `eh  how old are you?/How worn out are you?
chirrmii kahtah tha mah `eh  how many—old—are you?
mah tha chae ga/chae tha mah ga  where do you live?
mah tha chaebax?  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)

-uhuum  to come/go
gawuhuum  to come in  (in the house-come/go)
galuhuum  to go home  (to the house-come/go)
tchayhuum  to go away  (away-come/go)
xowuhuum  to go outside  (at the fire-come/go)
xoluhuum  to come closer  (to the fire-come/go)
guruhu  to come here  (here-come/go)

gaghuum  come in
gappiiliimaes  come in (plural)
gulpiiliimay  come over (to a group)
gaghuum wiimuk iiba  come in to be with me
guruuu  come here (close)
xolohuum  come here
guruuhu xkawii  come here son
guruuhu_buchegae  come here old man
gaa`gim  sit down
siimaas 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

chiin tha eh?  how are you?
mii x mii`eh tha chijn  how is your father?
mii x miitae tha chijn  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’piilii daiyeh’  it’s time to go home
gal piilii-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.
mijj 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

guruuum  come here
xolohuum  come here, close
chijj 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 piilliba  let’s go out
hah wadugiyaxa  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
mijj galohuyaxa  she is going home
miip galohuyaxa  she is going home
miit gaohoo he is going home
wah gal piiliyaxa we’re going home
galohum go home
gal nal piiliiba go towards home
gal piiliiba let’s go home
miip galohuya he went home

hah wadugiiyaxa I have to leave
mijt kuyah wadugii she didn't leave
mijt kuyah wadugii marra she won't (doesn't want to) leave
mijt kaehell wadugiiyaxa she’s going alone
mijt kaehell wadugiiya she went alone
hah wadugiiya I left

hah thawal ba wadugiiyaxa I have to go to work
hah gym na wadugiiyaxa 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.

- **kallii** one
- **xotch** two
- **xomkah** three
- **doal** four
- **laemma** five
- **ts’aadii** 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 **kallii 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 **mjit 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 notch 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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>hametgii</td>
<td>relatives</td>
</tr>
<tr>
<td>matey</td>
<td>mother</td>
</tr>
<tr>
<td>ma’eh</td>
<td>father</td>
</tr>
<tr>
<td>qaaawa’lip`</td>
<td>son</td>
</tr>
<tr>
<td>qaaawa’lit`</td>
<td>daughter</td>
</tr>
<tr>
<td>mekah</td>
<td>brother</td>
</tr>
<tr>
<td>kaputsa</td>
<td>sister</td>
</tr>
</tbody>
</table>

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.

Qaaawa’lip` gal pijii-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
- mjj- your
- miippiha- his
- miirri- 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
- **waimjitaee**  **wai- + mijtaae**  our mother
- **maixkawii**  **mai- + xkawii**  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
- **mijimijtaee**  your father
- **miimehae**  my daughter
- **wamehae**  your husband
- **waxkawii**  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 mijtae heh q`odii 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

- **mijx thaetha heh wax thaetha mukh shabaexma**
  my uncle went fishing with your uncle

- **miip hiibablex xukatch/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 hamij`eh heh mudalla**
  my father died (just now)

- **wax hamij`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:

<table>
<thead>
<tr>
<th>Kiiduk-Iidukh</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xoshillii</td>
<td>Yellow</td>
</tr>
<tr>
<td>Kijketch-Ijkehk</td>
<td>Blue</td>
</tr>
<tr>
<td>Tsabaht-Tsabakh</td>
<td>Green</td>
</tr>
<tr>
<td>Mushuxk</td>
<td>Black</td>
</tr>
<tr>
<td>Piithao</td>
<td>White</td>
</tr>
<tr>
<td><code>Oa</code>ro</td>
<td>Gold</td>
</tr>
</tbody>
</table>

| Shibah 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 piiithao moya,* etc. You can also play games like ‘I Spy.’ *I spy something kijketch-iijkehk. I spy something xoshillii.*

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

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Word</th>
<th>Adverb</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>mechaxara</td>
<td>frog</td>
<td>xalae</td>
<td>tree</td>
</tr>
<tr>
<td>xabeh</td>
<td>rock</td>
<td>buduu wiitah</td>
<td>acorn meal</td>
</tr>
<tr>
<td>kaiyan</td>
<td>duck</td>
<td>tchoy</td>
<td>basket</td>
</tr>
<tr>
<td>xa</td>
<td>lake</td>
<td>baegal</td>
<td>dog</td>
</tr>
<tr>
<td>kakow</td>
<td>fox</td>
<td>ba ga</td>
<td>house</td>
</tr>
</tbody>
</table>

Notice the order of the words.
Where does the adverb go?

mekchaxara heh xabeh yoh `eh The frog was under the rock
kaiyan heh xa gathae `eh The duck was beside the lake
kakow heh xalae nowae `eh The fox is behind the tree
buduu wiitah heh tchoy xkam `eh The acorn meal is inside the basket

wih xaiyu wah kuyem gohm Don’t stand in front of me
baegal xaiyu wah kuyem gohm Don’t stand in front of the dog
ba ga xaiyu kuyem gohm Don’t stand in front of that house
miit xaiyu wah kuyem gohm Don’t stand in front of her
miit gathae kuyem gohm 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’alikij**: 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

<table>
<thead>
<tr>
<th>duyiiga</th>
<th>school</th>
</tr>
</thead>
<tbody>
<tr>
<td>nowa xolohu</td>
<td>be late</td>
</tr>
</tbody>
</table>

Going and Being Somewhere

- q`awiikh duyiiga na `eh: the children are at school
- mjip yiipah nowa xolohubah: 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

- pii 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 yehaelkba: tell us what to do
- wii thaethel`gim am yehaelkba: tell me what to do
**Some Activities To Do At Your Desk**

- miix tha pencil eh (painting feather) do you have a pencil?
- miij shih heh kijlugim 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**

- thaya’im sit still
- wih gathae gaam sit close
- now gathae sit a little closer
- wih gathae gaam sit by me
- bekh diijae I’m sitting between you (two)
- _ubai gaam (sit over there—singular) change seats

**Finishing Up and Sharing**

- tha mah duxalla are you finished?
- wah bekh nowa’ eh we’re behind
- wah duxalla we’re finished
- ba hyeggi daiyeh it’s all done
- mah duxalla/duxalma you’re finished

- wih garr xham am mah duyahkal heh`e show me what you made
- wih garr xham am mah duyahkalk heh`e show me what you just made

- shoduweh, wah xomsa shok heh`e we learned a lot today
- shoduweh, wah thawaal sii yehaek we worked hard today

**What’s Next? Physical Activity**

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

- gup’gim stand (jump)up! (singular)
- gupmum stand (jump)up! (plural)
- baiya gohm’im stand there
- maeya gom’im stand here

- gup’gim jump (up now)
- gaiyu gup’gim 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 mijnkii` don’t do that
- `ba kuyem mijnkii` don’t do it like that
- `kuyem mijnkii` don’t do it that way
- `q`odii`im` be good/behave
- `dyshuk`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 mijnkii` 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 mijnkii` 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 mijnkii` stop
- `thaxam wallim` don’t do that
- `dyshuk`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.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaliimedikii</td>
<td>Monday</td>
</tr>
<tr>
<td>kilhikijxotch</td>
<td>Tuesday</td>
</tr>
<tr>
<td>kilhikijxomkah</td>
<td>Wednesday</td>
</tr>
<tr>
<td>kilhikijidol</td>
<td>Thursday</td>
</tr>
<tr>
<td>kilhikijlaemma</td>
<td>Friday</td>
</tr>
<tr>
<td>sawulaa</td>
<td>Saturday</td>
</tr>
<tr>
<td>domingoh</td>
<td>Sunday</td>
</tr>
<tr>
<td>sae mano gai’yah</td>
<td>weekend</td>
</tr>
</tbody>
</table>

am tha mah yehael’ eh sawulaa
What did you do Saturday?

am tha mah yehael eh sawulaa
What did you do Saturday?

am tha nal yehaela sae mano gai’yah
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

**wa`ibax gany much ganulim**  
speak our language  
**mah Bahtssal duyiyirxa**  
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 shii mashii mallim**  
listen to what he says  
**wih sho`gim**  
listen to me  
**chiin hah niijax`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 sii eh**  
this is hard

**miiral miip hinthel gany duyiiila**  
he’s teaching her to talk Indian now  
**miiral miip hinthel gany duyiiilba**  
he’s going to teach her to talk Indian  
**miiral miip Bahtssal duyiiilba `eh**  
he’ll teach her Bahtssal someday  
**miiral miip Bahtssal duyiiilayaxa**  
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.

<table>
<thead>
<tr>
<th>Xkukaal</th>
<th>Shoulder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chuwa'</td>
<td>Arm</td>
</tr>
<tr>
<td>Q'uusa'</td>
<td>Elbow</td>
</tr>
<tr>
<td>Ye'el</td>
<td>Chest</td>
</tr>
<tr>
<td>K'ijdi'</td>
<td>Back</td>
</tr>
<tr>
<td>Khoh</td>
<td>Belly</td>
</tr>
<tr>
<td>T'aa</td>
<td>Butt</td>
</tr>
<tr>
<td>Bah'bu</td>
<td>Hip</td>
</tr>
<tr>
<td>Shaako'</td>
<td>Leg</td>
</tr>
<tr>
<td>Xkutul-xkutul</td>
<td>Knee</td>
</tr>
<tr>
<td>Xhamaa</td>
<td>Foot</td>
</tr>
<tr>
<td>Xhamaa-xkawik</td>
<td>Toes</td>
</tr>
<tr>
<td>Rrik</td>
<td>Toenails</td>
</tr>
</tbody>
</table>
Practice:
Try pointing to these parts on your body as you say them in Bahtssal, 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.
bijhya’  hand
jawill  left hand
gakae  right hand
bijyaxukkii  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’iij  eye(s)
u’iij-kuiii  eyebrow
u’iij-sijmih’  eyelashes
laabo’bo  nose
baalu’  cheeks
xatsijdah  mouth
yah’o  teeth
bal  tongue
k’awaas  chin
shiimaa  ear(s)
diilae’  forehead
Practice:
Now that you’ve practiced 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 labqbo `eh.  
  meh wax shiijd`eh.  
  ba miriibax shiijd`eh 
  ba mijiiijax shiijd`eh 
  ba mijix shiijd`eh 
  mijix shiijd`eh tiiya `eh
```

**Commands:**

```
  mijix uyijimo heh dasolk`gim  
  mijix biij.hyuh heh dasolk`gim 
  mijix uyijimo xai biij.hyuh dasolk`gim 
  mijix shebah daso`lim
```

**Asking Questions About How Someone Feels Physically**

**Q.** mah tha ciiin `eh?  
**A.** xah q`odi`eh 
  hah q`uyenkae q`odii-ta 
  nis thunkae

**Getting Sick**

**Q.** xkolu tha taalla?  
**A.** xol`u talinkae 
  wax khoj heh dutalinkae

**Q.** mah tha siiyelk marra  
**A.** hah siiyelk marra

**Q.** chiinai tha ma xkalal  
**Q.** chiin kahnk tha ma xkalalma

**A.** I threw up

**Q.** when did you get sick?
**Q.** how long were you sick?
**Getting Hurt**

Q. *nis thunkae chijn issa*  
A. *hah lqkxa*  
    *hah xhalæ xhaam lqkxa*  
    *wax giinal dutal`dubakh eh*  
why are you feeling bad?  
I fell  
I fell out of the tree  
I hurt the back of my head

Q. *hah kuyenkae gak (wal) marra*  
A. *chijn issa?*  
    *wax xama heh dutal`la*  
    *miin issa hah kuyenkae wal marra*  
I don’t want to walk  
why is that?  
my foot hurts  
that’s why I can't walk

Q. *mah tha ga xkala xom gawohyu 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:**

- jimakon: cheer up, be in harmony
- kuwai: to laugh

- hah kuwaiya: I laughed
- bekh wih kuwajmaxa: they made me laugh
- bekh wih kuwajmaya: they're making me laugh
- wah kuwajkma: they're making us laugh
- bekh wih nal kuwajma: they're laughing at me
- cha ahm kokæ wih kuwajmaxa: something crazy made me laugh
### Feeling Bad

**Vocabulary:**

<table>
<thead>
<tr>
<th>Yuyxhaa</th>
<th>tears (face water)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuyxhaa’bahten</td>
<td>big tears</td>
</tr>
<tr>
<td>Maxarra</td>
<td>to cry</td>
</tr>
<tr>
<td>Hah Kulmunkeh</td>
<td>I’m afraid</td>
</tr>
<tr>
<td>Kuyem Kulmuh</td>
<td>don’t be afraid.</td>
</tr>
<tr>
<td>Ba Wii Kulmuh</td>
<td>I’m scared of it.</td>
</tr>
<tr>
<td>Hah Nisstha</td>
<td>I’m sad (no word for sad, use bad)</td>
</tr>
<tr>
<td>Kuyem Nisstha</td>
<td>don’t be sad.</td>
</tr>
<tr>
<td>Mak Xai Kuyem Nisstha</td>
<td>don’t you be sad too!</td>
</tr>
</tbody>
</table>

| Mijt Maxarra’/ Maxarra’mä | she’s crying       |
| Kuyem Maxarr’ / Maxarr’mä | don’t cry          |
| Wih Xai Kij Jariikma     | she is angry at me too |
| Hah Mij Ma.asha          | I hate you         |
| Mah Tha Ma.asha          | do you hate me?    |
| Mah Tha Wih Xai Ma.asha  | do you hate me too?|

### Feeling Tired

<table>
<thead>
<tr>
<th>Pudalinkae</th>
<th>I’m tired/ tired of it</th>
</tr>
</thead>
<tbody>
<tr>
<td>SiiMa Texk Mahnkae</td>
<td>I’m getting sleepy</td>
</tr>
<tr>
<td>Kuyem Cosh/Coshma</td>
<td>don’t yawn/be yawning</td>
</tr>
<tr>
<td>SiiMa Tha Marra</td>
<td>do you want to sleep?</td>
</tr>
<tr>
<td>Dii Thikba</td>
<td>let’s rest</td>
</tr>
<tr>
<td>Dii Thikmum</td>
<td>let’s all rest</td>
</tr>
<tr>
<td>SiiMa Neggim. Willaj</td>
<td>go to bed/sleep. Right now!</td>
</tr>
<tr>
<td>Mijx Duxkatch Heh Tha Okae SiiMa Eh</td>
<td>is your brother sleeping?</td>
</tr>
<tr>
<td>Mijx Duxkatch Heh Tha Okae Mehrra</td>
<td>is your brother just laying there?</td>
</tr>
</tbody>
</table>

**Practice:**

Describe the pictures on the next page.
Lesson 3: Friendship

hah miix winnawah eh  I am your friend
mah wax winnawah eh  you are my friend
wax winnawah mijtae  she is my friend
mijt miix winnawah eh  she is your friend
mijt mijix winnawah wax iiku’ii  she is your friend, not mine
miip baegijba winnawah eh  he is a friend of theirs
wih sii putch gim  you can kiss me

Lesson 4: Compliments

mih q’odii bathanke  you sound good
miix 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
miiral kii maiyukhxaya  he is going to flirt with her
miiral kuyem maiyukh  don’t flirt with her
miip 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:

<table>
<thead>
<tr>
<th>xaalæ</th>
<th>tree</th>
<th>gaakkill</th>
<th>grass</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsists</td>
<td>tree roots</td>
<td>so.</td>
<td>clover</td>
</tr>
<tr>
<td>haalæ</td>
<td>oak tree</td>
<td>tjiir</td>
<td>thorn</td>
</tr>
<tr>
<td>baku</td>
<td>young willow tree</td>
<td>hijhalæ</td>
<td>grape bush (vine)</td>
</tr>
<tr>
<td>bachum</td>
<td>young oak tree</td>
<td>koolum</td>
<td>sedge</td>
</tr>
<tr>
<td>bahgo</td>
<td>round tule patch</td>
<td>siitaal</td>
<td>Leaf</td>
</tr>
<tr>
<td>Bu-du</td>
<td>Acorn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Animals:

<table>
<thead>
<tr>
<th>haiyu</th>
<th>Dog</th>
<th>dylad</th>
<th>Mosquito</th>
</tr>
</thead>
<tbody>
<tr>
<td>puush</td>
<td>Cat</td>
<td>ka</td>
<td>Spider</td>
</tr>
<tr>
<td>gawa</td>
<td>Horse</td>
<td>thun thun</td>
<td>Ant</td>
</tr>
<tr>
<td>jii’wa</td>
<td>Goat</td>
<td>sha</td>
<td>Fish</td>
</tr>
<tr>
<td>paga</td>
<td>Cow</td>
<td>chiiya</td>
<td>Bird</td>
</tr>
<tr>
<td>tho’ro</td>
<td>Bull</td>
<td>chulii</td>
<td>Black Bird</td>
</tr>
<tr>
<td>bijisheh’</td>
<td>Deer</td>
<td>shae</td>
<td>Eagle</td>
</tr>
<tr>
<td>guunuula</td>
<td>Coyote</td>
<td>tchaj</td>
<td>Blue Jay</td>
</tr>
<tr>
<td>wij’qa</td>
<td>Mountain Lion</td>
<td>shaxkah</td>
<td>Quail</td>
</tr>
<tr>
<td>chijmuu</td>
<td>Wolf</td>
<td>siikemo</td>
<td>Seagull</td>
</tr>
<tr>
<td>nupehrr’</td>
<td>Skunk</td>
<td>hlaal</td>
<td>Goose</td>
</tr>
<tr>
<td>moihiya</td>
<td>Rabbit</td>
<td>boholot</td>
<td>Turkey</td>
</tr>
<tr>
<td>kahlutudoak</td>
<td>Snake</td>
<td>yiilaj</td>
<td>Feather</td>
</tr>
<tr>
<td>paala</td>
<td>Slug</td>
<td>koh</td>
<td>Bird Eggs</td>
</tr>
<tr>
<td>chamaal</td>
<td>Fly</td>
<td>thunu’</td>
<td>Mouse</td>
</tr>
<tr>
<td>Či-kómá</td>
<td>Seagull</td>
<td>Du-kínáša</td>
<td>Salmon</td>
</tr>
<tr>
<td>xaass</td>
<td>Rattlesnake</td>
<td>k’aiyaan</td>
<td>Mallard Duck</td>
</tr>
</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th>Ká·y-xówakâx</th>
<th>Spring</th>
<th>siitaal-pubek</th>
<th>Autumn</th>
</tr>
</thead>
<tbody>
<tr>
<td>mtaí nal</td>
<td>Summer</td>
<td>xucay</td>
<td>Winter</td>
</tr>
<tr>
<td>(central)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Weather:**

<table>
<thead>
<tr>
<th>kikii</th>
<th>Rain</th>
<th>kalol</th>
<th>Dry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kíw</td>
<td>Cool</td>
<td>liakak</td>
<td>Thunder</td>
</tr>
<tr>
<td>Lóc</td>
<td>Lightning</td>
<td>yimaw</td>
<td>Frost</td>
</tr>
<tr>
<td>xho</td>
<td>Hot</td>
<td>yul</td>
<td>Snow</td>
</tr>
<tr>
<td>kaexho</td>
<td>Really Hot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xak</td>
<td>Wet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xkatchil</td>
<td>Cold</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Lá</th>
<th>Sun</th>
<th>ta</th>
<th>Sand</th>
</tr>
</thead>
<tbody>
<tr>
<td>duuwe'laa</td>
<td>Moon</td>
<td>hya</td>
<td>Bone</td>
</tr>
<tr>
<td>wiiyaho</td>
<td>Star</td>
<td>xabaten</td>
<td>Lake</td>
</tr>
<tr>
<td>habe</td>
<td>Rock</td>
<td>konocti</td>
<td>Big Mountain</td>
</tr>
<tr>
<td>tataa</td>
<td>Dirt</td>
<td>butu</td>
<td>Little Hill</td>
</tr>
<tr>
<td>bur</td>
<td>Mud</td>
<td>ya. oh'</td>
<td>Tooth</td>
</tr>
<tr>
<td>chijmeh'</td>
<td>Fur</td>
<td>lo</td>
<td>Fire</td>
</tr>
<tr>
<td>bidame</td>
<td>Creek/River</td>
<td>qali</td>
<td>Sky</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>thawil</td>
<td>Left</td>
</tr>
<tr>
<td>qak</td>
<td>Right</td>
</tr>
<tr>
<td>Lila</td>
<td>Far</td>
</tr>
<tr>
<td>thibal</td>
<td>Near</td>
</tr>
<tr>
<td>qalil</td>
<td>Uphill</td>
</tr>
<tr>
<td>kayu</td>
<td>Up</td>
</tr>
<tr>
<td>yow</td>
<td>Down</td>
</tr>
<tr>
<td>wina</td>
<td>On Top</td>
</tr>
<tr>
<td>danol</td>
<td>Upstream</td>
</tr>
<tr>
<td>bidaw</td>
<td>Downstream</td>
</tr>
<tr>
<td>nal</td>
<td>North</td>
</tr>
<tr>
<td>yo</td>
<td>South</td>
</tr>
<tr>
<td>sho</td>
<td>East</td>
</tr>
<tr>
<td>bo</td>
<td>West</td>
</tr>
<tr>
<td>kayuwa</td>
<td>Above</td>
</tr>
<tr>
<td>yowwa</td>
<td>Below</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>shog</td>
<td>Hear</td>
</tr>
<tr>
<td>gaara</td>
<td>See</td>
</tr>
<tr>
<td>miishae</td>
<td>Smell</td>
</tr>
<tr>
<td>mijmuk</td>
<td>Smell Plural</td>
</tr>
<tr>
<td>japikae</td>
<td>Step</td>
</tr>
<tr>
<td>daxkum</td>
<td>Hide</td>
</tr>
<tr>
<td>gahwal</td>
<td>Walk</td>
</tr>
<tr>
<td>gak</td>
<td>Run</td>
</tr>
<tr>
<td>gaagim</td>
<td>Sit Down</td>
</tr>
<tr>
<td>siik</td>
<td>Fast</td>
</tr>
<tr>
<td>xaqa</td>
<td>Swim</td>
</tr>
</tbody>
</table>
**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=Eq7drk3wHuc&feature=em-share_video_user

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

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.
Chíc [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

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

-END-
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.