

The final is 10:15 Wednesday, March 19th. Study the weekly handouts, listen to the sound files, do your homework this last week of class: it will be review. You should also look over the review sheet from last term. Since language learning is cumulative, you are responsible for what we have learned from the first day of class – the final will focus on this term, with an emphasis on the legend we've been working on the past couple of weeks.

Here are some of the things you can now understand and say in Ichishkíin. You'll be responsible for these for the final.

- Talk about food, preparing food, wanting certain foods, and helping in the kitchen. Name utensils, common kitchen objects, and types of food.
 - Ask and answer questions about the weather. Describe weather conditions.
 - Name the seasons and a few things that happen in each season
 - Name and describe Columbia River wildlife and other animals
 - Briefly tell the habitual activities of the animals we've studied
 - Understand words and phrases from the legend Asumyáy ku Waxpushyáy
 - Identify the main events of the legend and the order in which they occurred (in Ichishkiin and English).
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- Read and write familiar words and phrases
 - Write short words and phrases that Virginia says with a fair degree of accuracy
 - Begin to use accent marks correctly
 - Recognize and be able to write letters of the alphabet, and know what sounds they represent
 - Recognize the consonant sounds of Sahaptin. Begin to say them correctly
 - Begin to recognize the difference between long and short vowels and perhaps begin to produce the difference
 - Recognize and pronounce Sahaptin diphthongs.
 - Talk about past, present, future, and usual activities and events: Recognize and use verb suffixes to indicate tense
 - Recognize and use verb prefixes to indicate s/he/it and they
 - Recognize and use clitics to indicate you, I and we - both the full form and the reduced form
 - Recognize and use pronouns along with the verb prefixes and clitics
 - Understand some basic instructions, commands and requests

I. Talking about food, talking about the weather: from Weeks 1-4

1. Conversational phrases:

Tun nam áwanik nxa _____?	<i>How do you say _____?</i>
Ánach'axi?	<i>Again?</i>
Mish nam mísha?	<i>What are you doing?</i>
Mish nam míya?	<i>What did you do?</i>
Mish na aw míta?	<i>What will we all do now?</i>
Mish nam aw míta?	<i>What will you do now?</i>
Mish nam aw mitát'asha?	<i>What do you want to do now?</i>
Aw na!	<i>Let's go!</i>

Aw na is also sometimes translated as “let’s” at the beginning of a sentence: Aw na tkwátatasha tkwatatpamáyaw

Conversation:

Aw nash anísha lakamíin.	<i>I'm making lakamíin.</i>
Anáwishaash lakamiinmí.	<i>I'm hungry for lakamíin.</i>
Waat nam páwapiitataxnay?	<i>Would you help me?</i>
Ku mish, túkin mash wapítata?	<i>Ok, how can I help you?</i>

2. Verbs:

tkwáta-	<i>eat</i>
anáwi-	<i>be hungry</i>
ílachx-	<i>fry (cook in hot grease)</i>
aní-	<i>make</i>
t 'ix-	<i>want, desire</i>
t'úxt'ux-	<i>rain</i>
shápní-	<i>question, ask questions</i>

3. Conversational phrases

Aw, iwá tkwátat.	Now, it's time to eat.
Aptúkatak tikáynan.	Go set the table.
M nán nam níchxa tikáytikay?	Where do you keep the dishes?
Cháw nam láakta áwshniksh.	Don't forget the tablecloth.
Tuumín, siil u ' xlí?	What kind, cloth or tule mat?
Áwiyaxshak chíshnan wat'úy.	Pour the water first.
Túkin nash yáxshata, mts'uxlíki?	What should I pour it with, a pitcher?
Áwiix nk tikáytikaynan dishesku ánichk tikaypamáyaw.	Wash the and put them in the cupboard
Míimiish náwna'ya.	I finished already (a long time ago).
Áw na tkwátatasha tkwatatpamáyaw.	Let's go eat at the restaurant.
Ím n na wínata?	Where shall we go?
Tun nam át 'ixsha?	What do you want?

Tun nam át 'ixsha tkwátat?
 Páwiinim sapl l.
 Anáwishaash twiixtmí.
 Nayáyas chaw it 'ixsha panáanas.

What do you want to eat?
 Please give me some bread.
 I'm hungry for soup.
 My older brother does not want a banana.

4. Eating and Drinking

Tikáy íchi iwá / Íchi iwá tikáy.

This is a dish.

sut 'wanpáwaas / sutl'wanpáwaas
 pakw'aakáwaas
 xapi mí
 súxaas
 áwshniksh
 tikáy
 tikaypamá
 suul
 yápaash
 stuup

cup or dipper
 fork
 knife
 spoon
 tablecloth
 dish, bowl
 cupboard
 salt
 oil/grease
 stove

Tun na chíxa?

What do we drink?

chiish
 kúpi
 ts'i chiish
 tmaanít chiish

water
 coffee
 Kool aid, soda
 juice

Tun iwá tkwátat?

What kind of food do we have?

Iwá aytalú
 kushúu
 sasílaw / tamám
 ílachxi likúuk
 inát'yi yaamashmí
 támaki núsux
 twiixt
 sapl l
 xyaaw sapl l
 wáptu
 lakamíin
 áp ls
 panáanas
 úlinchish
 chílish
 wíwnu

There's oatmeal.
 bacon
 eggs
 fried chicken
 barbecued deer meat
 baked salmon
 soup, broth
 bread
 flour
 potato
 salmon stew
 apples
 bananas
 oranges
 cherries
 huckleberries

5. Míshxit iwá amchnik?

Iwá ts'muuy.	It's warm.
Aw itxánasha ts'muuy.	Now it's getting warm.
K'p s iwá.	It's cold.
K's t iwá.	It's freezing cold
Iwá ayx.	It's clear.
iwá	it is
itxánasha	it is getting, becoming

Note that the order of the words in these sentences is flexible!

Here are some other words that fit into the above sentences:

ta'ám	cloudy
wa'áax	mild, comfortable weather
k'saat	cool (weather)
láuuyxt	hot

For some weather conditions, we use verbs:

ipúuyisha	it's snowing
ihulíyisha	it's windy
itamkw'íkw'iyisha	it's hailing
it'úxt'uxisha	it's raining
is mmisha	it's drizzling
itk'núksha	There is frost
i'átyasha	it's blizzarding, storming

II. Naming and describing Columbia River wildlife and other animals: from weeks 5-7:

1. Short descriptions:

Alu 'át : Frog

Alu 'át iwá chiishpamá ttuush, ku ttuush tiichampamá.

Itkwátaxa muxlí ku ikks wyanin ánan tun sk lwisá tun. Áwa l kl k

wáwnakwshash. Awa kkaatnam w xáwxa t úpt uptay ku nch'ínch'i áchaash ku

nch'i m. Sts'átpa i'ín mwxa “ w'aak, w'aak.” M x shpyát áwa

wáwnakwshash kunkínk iwá amáay. Chaw pá 'inuta wisalil áyin, tuman

ámashma u íyama.

Shúshaynsh: Steelhead

Shúshaynsh atáchiishknik iwáypx nxamsh wúuxmiki anakú píniiptipa anwíktpa taxnúna 'ina 'itpa. Itúx nxa íkwín anakwnák iwáp'kwa súxknik. Ipanátixamsh Nch'iwánapa íkw n wánayaw anakwnák iwíilst'aksha wánawana yipáxshi atáchiishknik íchna niimípa tiichámpa. Átaw áwa yápaash shushaynshmi ítwash ch'láypa ku ts' pts' ppa.

Ámash: Owl

Ámash iwá sts'átpa wisalil á. Áwa ch' m k'lík'lii a á'a a. Áwa nch'i amt x ku k'lii núshnu. Áwa lch'ilch'i áchaash ku k tu il k'pl k'p nxa. L kw' m pátatpa ṭúnipa i'aníxa ishích. Iwisalílxá sts'atpa ikks kákyayaw, tun lákas, tiichampamá l myá ku ap'úus. Muun iw sháynakta miimá k'usimamí nítyaw ku nam áykta ín mtyaw “huut huut” sts'átpa.

2. Vocabulary:**wáwnakwshash**

áchaash

a á

m

amt x

núshnu

w xá

body

eyes

fingernail, claw

mouth

head

nose

leg, foot

Kákyama:

aluk'át / alukw'át

ámash

ap'úus

súx

kákyá

k'úsi

íya

lákas

l myá

muxlí

shúshaynsh

sk lwisá

wyanin á

k'usík'usi

tiskáy

frog

owl

cat

fish egg, salmon egg

birds, creatures

horse

hawk

mouse

prairie dog

fly (insect)

steelhead

ant

crawling bugs

dog

skunk

wilalík	jackrabbit
twís a a	robin
wala wála	butterfly
kálux	blueback salmon
anahúy	black bear

Verbs:

aní-	make
áyk-	hear
áwa	special verb meaning s/he has, it has
ín m-	call (an animal does this)
ínu-	see
l k'pl k'p-	blink
panáti-	travel, migrate
tkwáta-	to eat
t úp-	jump
túx-	return home
wá-	be
walptáyk-	sing
wap'kw-	hatch
wáypx-	travels to a tributary stream, comes upriver
wisalíl-	hunt
w sháynak-	stay
wáyxti-	run

Places:

atáchiish	ocean
chiish	water
nít	house
Nch'iwána	Columbia River
pátat	tree
tiichám	land, earth, country
t úni	hole
wána	river
waypxt	tributary, stream

A few more words:

anwíkt	year
átaw	honored, revered, valued
ch' m	sharp
ikks	little
ishích	nest
ítwash ch'laypa	mixer with ch lay
káatnam	long
kkáatnam	long (plural)
k tu	fast

k'lii	bent
lch'i	like nch'i
l kl k	slime
l kw' m	dry rot wood, rotted tree, trunk, log
amáay	hidden, camouflaged, lost
míima	old
m x shpyát	green
nch'i	big
niimí	our
sts'at	night
taxnuna 'ina 'it	end of maturity. Just maturity: taxnúna 'it
ttuush	sometimes
ts' pts' p	dried salmon chips
wisalil á	hunter
wúux	springtime
yipáxshi	downriver
ayáyat	beautiful
a'áw	swift
nch'i	big
wapsúx	smart

3. Seasons:

án m, ánmiki	winter, in winter
wúuxam, wúuxmiki	spring, in spring
shát m, shátmiki	summer, in summer
tiyám, tiyámiki	fall, in fall

III. Waxpushyáy ku Asumyáy: from weeks 8-9

Review the legend in Ichishkiin and English. Use the complete version handed out in class. Know the order things happen in. Know where it is set. Also, know the following introduction, excerpt, and vocabulary (some of the vocab is repeated from earlier):

1. Introduction:

Míimi t 'aáxw tun íchna tiichámpa is nwixana anakúsh namák na íkuuk s nwixa. Íchi watít anakú Waxpúuya ku Asumyáyin pawachá tiin. Pas nwixana ku patkw'ánatixana anakúsh imk ku ink.

Nay!

2. Excerpt

- | | | |
|-----|---|--|
| 6. | Wíiyat iwínana ku iwiyá amayka. “Miin nash awku wínata,” ipxwína. | He went far and lost his direction. “I wonder where I should go now?” he thought. |
| 7. | Awku ts’áak’a Pátuyaw kwnak iwiyách’aaka Waxpúuyanan. “Ay xay, mish nam íchi mísha íchna?” pá’ na Asúmnan. | And then when he was nearing Mt. Adams he met Rattle Snake. Rattle Snake greeted him. “Greetings friend, what are you doing here?” |
| 8. | Ku iwíinpa, “Ay xay, aw nash paysh wiyá amayksha kush aw k’asáwisha kush anáwisha.” | Eel answered: “Greetings friend, I believe I’m lost and I’m cold and hungry.” |
| 9. | “Aw, áw nam wínamta inmíyaw níityaw ku mash sáypta.” pá’ na Asúmnan. | Rattle Snake said to Asumyay: “You must come to my home and I will feed you.” |
| 10. | Awku Asúm itkwátana ku iláts’muyna. Ámchnik awku ipúuya ku k’p s itxánana. | Asum ate and warmed himself. Outside it began to snow and it became cold. |
| 11. | Pá’ na Waxpúuyayin; “Chaw nam awku míshkin túxta. Aw nam anwíкта íchna. Aw nash awku lalíwanxa ilksá.” | Waxpuuya told him: “You can’t go home now. You must spend the winter here. I get lonesome here all by myself.” |

3. Vocabulary from Waxpushyáy ku Asumyáy

míimi	long ago
tiichám	earth, land
s nwi-	speak
watít	legend
tk’wánati-	walk around
tiin	people, Indian people
pawachá	there was, there were
miyánashma	children
kw’ i	day
w sháyinak-	stay, move into, camp
anwíkt	year

wisalíl-	hunt
Nch'iwána	Columbia River
wína-	go
ámchnik	outside
túx-	return home
k'aywá	short
txána-	become
tkwáta-	eat
k'p s	cold
iksíks	little (sg.)
pxwí-	think
xay	male friend
mish nam mísha?	What are you doing?
anáwi-	be hungry
nít	house
ts'muuy	warm
shch t	path, road
wána	river
shix	good
chíish	water
asúm	eel
Asumyáy	Legendary Eel
Wáxpash	rattlesnake
Waxpushyáy	Legendary Rattlesnake
Waxpúuya	Legendary Rattlesnake
Pátu	Mt. Adams
tánawit	cave

áxmi	away from water
wínam-	come
sáypta-	feed
wiyá amayk-	get lost
n-	say, talk
paysh	maybe
k'asáwi	cold (a person)
pawilawíix-	race
wiláalakw-	outrace
isíkw'a-	show
chilwít	bad
yanwáy	pitiful
saptayák-	cheat
núkwshi-	smell

IV. Grammar points:

1. From last term, review tenses and subject marking: Patterns for making sentences with I, we, you, and s/he and they:

tkw'anáti-	'walk'
tkw'anátisha	'walking'
tkw'anátishaash	'I'm walking'
tkw'anátishaataash	'we're walking' (for inclusive and exclusive we)
tkw'anátishaam	'you are walking?' (using a question intonation makes this sentence a more reasonable thing to say: "You are walking" is odd.)
tkw'anátisha pam?	'you all are walking?'
itkw'anátisha	's/he's walking'
patkw'anátisha	'they're walking'

	<i>I</i>	<i>you (one person)</i>	<i>s/he, it</i>	<i>they</i>
<i>ongoing /present</i>	walptáykshaash	walptáykshaam	iwalptáyksha	pawalptáyksha

<i>habitual</i>	walptáyk nxaash	walptáyk nxaam	iwalptáyk nxa	pawalptáyk nxa
<i>past</i>	walptáykaash	walptáykaam	iwalptáyka	pawalptáyka
<i>future</i>	walptáyktaash	walptáyktaam	iwalptáykta	pawalptáykta

2. Know the difference between: Áwna wínasha and Áwnatash wínasha

3. Know these subject pronouns. Be able to read, write and say sentences that include pronouns.

I ink
 we two napiiník
 we all namák

you imk
 you two iminík
 you all imák

s/he/it p nk
 they two piiník
 they all pmak

Know how they fit in sentences:

Ink nash waníksha Maali.

Imk nam waníksha Sam.

Pmak patkwátana ílachxi sapl l.

4. Express location and describe animals and things. (Use iwá and áwa with –mí and –nmí)

5. Know these ikks tímat:

-knik suffix meaning "from" a location
 ku and
 -mí /-nmí suffix indicating possession
 -mamí suffix indicating animate plural possession
 -pa suffix indicating location
 -pamá suffix indicating thing for or from. timatpamá: thing
 for writing on