

Language lesson focuses on numbers

Monday's Sahaptin Lesson "Animals Around the House"








Today's lesson will review some domestic animals that you might find around the house.

"Tun chi iwá?" means "What is this?"

"Chi iwá _____" means "This is _____."

Look at the pictures and fill in the blanks. Use the words at the end of the lesson.

Tun chi iwá?

1. Chi iwá _____ 
2. Chi iwá _____ 
3. Chi iwá _____ 
4. Chi iwá _____ 
5. Chi iwá _____ 
6. Chi iwá _____ 
7. Chi iwá _____ 

Words to use:

kitís kushú k'úsi k'usik'úsi
likúk músmuscñ p'úus xúlxul

Tuesday's Sahaptin Lesson "Pairs of Animals"

Today's lesson will work on how to talk about pairs of animals or two animals. Sahaptin has a special way to talk about people and some animals when there are two, not ONE. Not THREE. TWO.



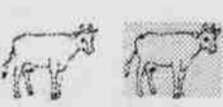




"Tun chi pawá?" means "What are these?"

"Nápt pawá _____" means "There are two _____."

Notice that the answer must end in "in". This "in" is a special ending that tells there are TWO of the person or animal being described. Not one, not three, TWO.

Look at the pictures and fill in the blanks. Use the words at the end of the lesson.

Tun chi pawá?

1. Nápt pawá _____ 
2. Nápt pawá _____ 
3. Nápt pawá _____ 
4. Nápt pawá _____ 
5. Nápt pawá _____ 
6. Nápt pawá _____ 
7. Nápt pawá _____ 

Words to choose from:

anahúin lákasin músuscñin wamáin wiyapnítin
xáalishin yáamashin p'ch'min

Wednesday's Sahaptin Lesson "Three or More Animals"

Today's lesson will work on how to talk about three or more animals.

"Tun chi pawá?" means "What are these?"








"Mtaat pawá _____" means

"These three are _____."

Notice that the answer must end in "ma." This "ma" is a special ending that tells there are three or more of the person or animal being described.

Look at the pictures and fill in the blanks. Use the words at the end of the lesson.

Tun chi pawá?

1. Mtaat pawá _____ 
2. Mtaat pawá _____ 
3. Mtaat pawá _____ 
4. Mtaat pawá _____ 
5. Mtaat pawá _____ 
6. Mtaat pawá _____ 
7. Mtaat pawá _____ 

Words to choose from:







p'ch'ma spilyama taxt
tnúunma twít'ashma
wiyapnítma wilalfkma wíshpushma

Thursday's Sahaptin Lesson "Animals that stay in Singular"

So far this week, we have covered how to talk about animals in singular, dual, and plural. But we don't *always* use the special dual and plural endings. Usually, fish and birds DON'T use the special endings. In today's exercise, we will make sentences about one, two, and lots of fish and birds.

Look at the pictures and fill in the blanks. Use the words at the end of the lesson.

Tun chi iwá?

1. Chi iwá _____ 
2. Chi iwá _____ 
3. Chi iwá _____ 
4. Chi iwá _____ 
5. Chi iwá _____ 5 buzzards
6. Chi iwá _____ 
7. Chi iwá _____ 

Words to choose from:

ách'ai aluq'at k'ástila
mfimanu mt'úla q'shpáli
qwalquálta xwáshxwai








Friday's Sahaptin Lesson "Lots of Things"

When we are talking in Sahaptin, we use the dual and plural ONLY for people and some animals. Never for THINGS.

Look at the pictures and fill in the blanks. Use the words at the end of the lesson.

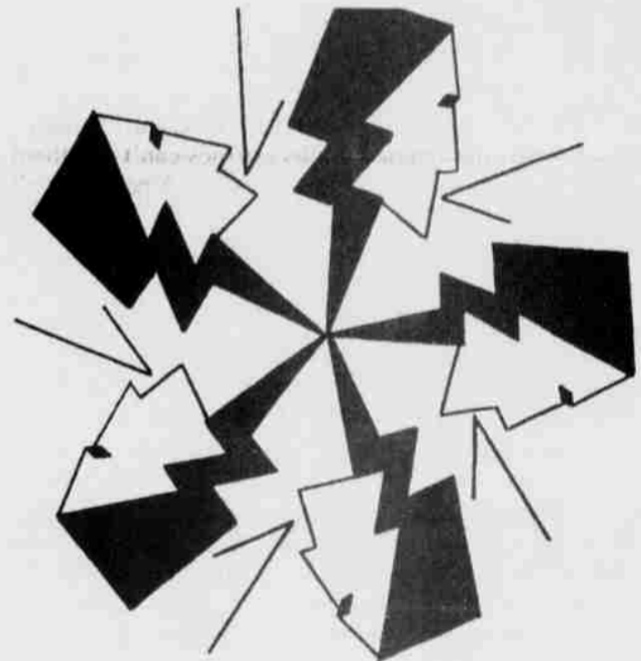
"Tun chi iwá?" means "What is this?"
and "What are these?"

Tun chi iwá?

1. Chi iwá xlak _____ 
2. Chi iwá xlak _____ 
3. Chi iwá xlak _____ 
4. Chi iwá xlak _____ 
5. Chi iwá xlak _____ 
6. Chi iwá xlak _____ 
7. Chi iwá xlak _____ 

Words to choose from:

chuush c'únips kapn kkaasu
latít papsh t'áit'ai t'píip



For further information concerning language classes, contact the Language Program at 553-2201.

Kalama—Continued from page 3

He has taken a team to Oregon State Games for five years. He has also put on tournaments for youth and one adult tournament for suicide prevention. He became a mentor for children and feels he has had a big impact on the youth.

Mona Baez saw potential in him and asked him to apply as a children's advocate in the court system. He walked children through the court system who were abused sexually, physically and emotionally. It was very painful for him to see these things happening to the children.

He began his training at this point.

He then worked as a juvenile probation officer. He had seventy-seven clients ages 12 to 18. Most of his clients have made it out of the court system and stayed out, because he feels, he worked with them very intensively and showed that he cared for them. They did what they said they were going to do and if they didn't, they paid the consequences in court, learning that they were responsible for their actions.

He became ill and resigned from

the probation office in April of 1995. He was hired as the deputy prosecutor but stayed a short time as the Liaison position became available.

Kalama is also involved with the Victim Assistance and the Victim Impact Panel as a volunteer. He is on-call 24-hours a day with Victim Assistance. The Victim Impact Panel holds meetings that Kalama attends. He is not afraid to speak his mind or challenge anybody. He says, "I do challenge the people to help break the cycles of abuse, neglect, rejections and abandonment. To break these cycles people need to start by breaking the cycle of alcohol and drug abuse."

He was also a Sunday school teacher and involved with the Baptist Church. He went with other church members on a trip to Belize in Central America and enjoyed it very much. He said, "I was even like a magnet to the children in Belize. I enjoyed talking with them and seeing the sights with the children."