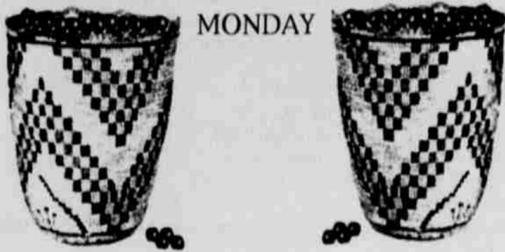


Wasco, Paiute lessons

Huckleberry Conversation Two
Getting Ready for Huckleberry Picking



Wordlist

Aqapúnitix	side basket
Ishkali	big berry basket
Itkikiqwl	lunch
Agabu	jacket
Waskán	box
Aq'istn	hatchet
Itk'amunak	wood
Awatúl	fire
Oxaq'íwalal	fresh
Dat'lá	warm
Agnoxa	I will be ...



TUESDAY

A: Kwt kwt alkduxama idunayax. Dan alma algiúkla? (We're going huckleberry picking. What do we need to take?)

B: Iyagaíl ishkali kwadáu amiqxapúnitix. (A big berry basket and your side basket.)

A: Dan wit'ax? (What else?)

B: Itkikiqwl. (Lunch.)

A: Kwadáu idmshagábu-max. (And your jackets.)

B: Ichagaíl ic'ac'umit waskán. (A big cooler.)

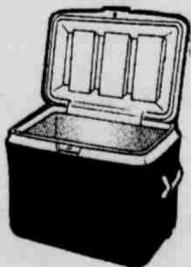
A: Kwadáu icak'aic aq'istn. (And a small hatchet.)

B: Dan bama aq'istn? (What's the hatchet for?)

A: Chux chux amduxa itk'amunak awatúl-bama. (To cut the wood for a fire.)

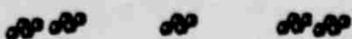


WEDNESDAY



A: Dan bama ic'ac'umit awaskán? (What's the cooler for?)

B: Bama idunayax oxaq'íwalal aluxoxa. (To keep the berries fresh.)



WEDNESDAY CONTINUED

A: Dan bama idmshagabu-max? (What are your jackets for?)

B: Kadúx alanzloxa kwapt dat'lá agnoxa. (To keep warm early in the morning.)

A: Dan bama itkikiqwl? (What's the lunch for?)

B: Adlxlmuxma. (We're going to eat it.)

A: Aga alxoya. (Now we're ready to go.)

B: K'aya amauwigwima itsk'intwamax! (Don't feed the bears!)



THURSDAY

A: Kwt kwt alkduxama idunayax. Dan alma algiúkla? (We're going huckleberry picking. What do we need to take?)

B: Iyagaíl ishkali kwadáu amiqxapúnitix. (A big berry basket and your side basket.)

A: Dan wit'ax? (What else?)

B: Itkikiqwl. (Lunch.)

A: Kwadáu idmshagábu-max. (And your jackets.)

B: Ichagaíl ic'ac'umit waskán. (A big cooler.)

A: Kwadáu icak'aic aq'istn. (And a small hatchet.)

B: Dan bama aq'istn? (What's the hatchet for?)

A: Chux chux amduxa itk'amunak awatúl-bama. (To cut the wood for a fire.)

A: Dan bama ic'ac'umit awaskán? (What's the cooler for?)

B: Bama idunayax oxaq'íwalal aluxoxa. (To keep the berries fresh.)

B: Dan bama idmshagabu-max? (What are your jackets for?)

A: Kadúx alanzloxa kwapt dat'lá agnoxa. (To keep warm early in the morning.)

A: Dan bama itkikiqwl? (What's the lunch for?)

B: Adlxlmuxma. (We're going to eat it.)

A: Aga alxoya. (Now we're ready to go.)

B: K'aya amauwigwima itsk'intwamax! (Don't feed the bears!)



WASCO LANGUAGE CLASSES
WILL START AGAIN IN
THE FALL WATCH THE
SPILYAY FOR INFORMATION ON
WHEN WE WILL GET STARTED AGAIN.

Paiute Language Lesson
Friday II



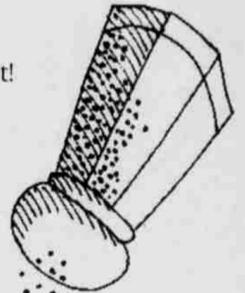
TUGOOHANE-COOK

Hemma u tugoohanekwe?
What are you gonna cook?
Masoo pesa tugoothane.
He cooks real good...!
Ewa tugoothane!
Cook lots!!



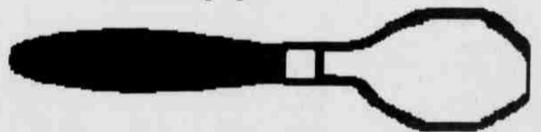
ONGABE-SALT

Hano osoo ongabe?
Where is the salt?
Kadoo ongabe mani!
There is no more salt!
Maka ongabe egeow.
Please pass the salt.



TUTSE'EGANA-SPOON

Hano u tutse'egana?
Where is your spoon?
Masoo tutse'egana tutseyoo!
That spoon is very small!
Mow hooba tutse'egana.
That is a soup spoon.



HAVE YOU HEARD THAT CHILDREN WHO ARE EXPOSED TO AND CAN SPEAK MORE THAN ONE LANGUAGE DO BETTER ACADEMICALLY? WATCH THIS SECTION AND WE WILL REPRINT A STUDY THAT SAYS "IT'S SO." (WHICH MEANS THOSE CHILDREN WHO KNOW THEIR NATIVE LANGUAGE WILL BENEFIT A LOT.)

Food for Thought

Important information from the the Conference on Stabilizing Indigenous Languages

In addition to interacting with these experts, the participants met in small groups led by moderators who encouraged everyone to speak. The outcome of the sessions has been a somewhat surprising convergence of ideas in terms of what impedes language maintenance and what promotes it. Among the most frequently discussed barriers were:

- the lack of opportunity to practice native languages at home;
- the parents' lack of proficiency in the native language;
- the teachers' criticism of those who speak the home language in school;
- the tendency to correct novice learners whenever they make a mistake;
- the likelihood of put-downs by non-speakers of the home language;
- the perception that English is a better vehicle for economic success; and
- the teaching of isolated vocabulary items instead of communicative skills.

In addition, some widespread misconceptions about language teaching and learning were identified as serious barriers to the success of native language maintenance and transmission. These misconceptions include:

- you have to give up your own language in order to master another one;
- you need special training to teach your own language to your children;
- schools can take over the job of teaching a language if families do not teach it; and
- writing a language is what keeps it alive.