

NUNAKA

MY VILLAGE



SUGGESTUN LESSON SERIES:

1. Aularnirluta Sugcestun Nupulluta - Sugcestun for Beginners
2. Cacaneke - About Me
3. Nunaka - My Village

2018 PRINTING FUNDED BY
US DEPARTMENT OF EDUCATION
GRANT NUMBER S356A150066

TO PARENTS

This is the book your child's teacher is using to teach Sugcestun. If you keep track of which unit your child is studying, you will be able to help at home by using the words and phrases from that unit in your conversations with your child.

We have tried to write this book to include the language about the village so students will be able to understand and talk about the things and activities around them.

Learning language takes a lot of repetition and real communication. There just isn't enough time in school for all the repetition necessary. A student who spends $\frac{1}{2}$ hr. per day in Sugcestun class is only using Sugcestun 2.5 hours out of 168 hrs. per week or 1.48% of the time.

Students need to have a chance to hear and say the sentences more often. They will learn much faster when they hear and speak what they need to communicate. This is only possible in a real life setting.

The students need to have many speakers of a language talk with them. Just one teacher is not enough to give them the practice. Any time you can spend communicating in Sugcestun will strengthen the lessons taught in school.

Alice Traff
1981

TABLE OF CONTENTS

<u>CONTENTS</u>	<u>PAGE #</u>
To the Teacher	1
Unit 1 - Adjectives referring to terrain	2
Unit 2 - Topographical features	4
Unit 3 - More topographical features.....	7
Unit 4 - Plants.....	9
Unit 5 - Animals	14
Unit 6 - Parts of a house	17
Unit 7 - Buildings	20
Unit 8 - Roads, Trails, Airstrip.....	23
Unit 9 - Persons & Occupations	24
Unit 10 - Future	28
Unit 11 - Past.....	30
Unit 12 - Vehicles & Travel	31
Written Sugcestun	36
Appendix	38
Nominal Endings	
Examples of Noun declension	
Verb endings	
Verb conjugations	

NUNAKA
MY VILLAGE

To the Teacher

METHOD OF
INSTRUCTION:

These units should be taught with as much Sugcestun and as little English as possible. Since the conversations are about the model of the village the teacher should almost always be able to show what s/he is talking about by pointing to the model.

The object is to teach the students to speak and understand Sugcestun so most of the class time should be spent with the students talking and listening to each other. The teacher's role is to introduce the sentences and then make sure everyone has enough chances to talk. Students should ask each other the questions as well as answer them.

Whenever possible take students outside to use the sentences they've learned in class to talk about the real thing.

LESSONS

The units are designed to be extended over a year's time. Teachers will use their own judgement about how much conversational material should be included in each lesson depending on the length of class time and the students' moods and capabilities.

REVIEW

The objectives need to be reviewed constantly so students will remember the patterns and vocabulary. Thus Unit #1 material should be included while working on Unit #2 and so forth.

TEST

At the end of each unit each student should be tested orally on the objectives for that unit. A form is provided for notes on each student's progress in each unit. The teacher may check either Mastery indicating that the student is competent with all material in that unit or the teacher may check Needs Review. Comments might include items the student needs to review or items with which she/he is successful. After review a second oral test will show whether the student has mastered the objectives.

Space is provided at the end of each unit for teachers to add notes on such things as:

1. Successful Teaching Methods
2. Successful Student Activities
3. Supplemental Vocabulary Introduced
4. Supplemental Patterns Introduced
5. Remarks on Faults and Strengths in The Curriculum.

UNIT 1

Activities: Construct a model of the village terrain from paper mache.

Lead the students into discussion including the Unit 1 conversation.

Materials: 4 X 4' plywood

Newspapers

Wall paper paste

Linguistic Objectives: Distinguish verbally between; flat/bumpy, high/low, highest/lowest.

Ask and answer a question about present location.

. . . tuq = present singular 3rd person

. . . nerpaaq = most

una = this

Naama = where is

. . . qaq = the one.

Conversation: Una tumnirtuq (This is flat.)

Una tumniituq. (This is bumpy.)

Una qus'egtuq. (This is high.)

Una qus'egtuq. (This is high.)

Una aciqsegtuq. (This is low.)

Una aciqsenerpaaq. (This is lowest.)

UNIT 1 (cont.)

Unit 1 cont.

Conver-
sation:

<u>Naama tumnirqaq</u>	(Where is the flat part?)
<u>Naama tumniilnguq?</u>	(Where is the bumpy part?)
<u>Naama qus'egqaq?</u>	(Where is the high part?)
<u>Naamaqus'enerpaaq?</u>	(Where is the highest part?)
<u>Naama aciqsegqaq?</u>	(Where is the low part?)
<u>Naama aciqsenerpaaq?</u>	(Where is the lowest part?)
<u>Taugna.</u>	(That one by the questioner.)
<u>Ikna.</u>	(That one over there.)

UNIT 2

UNIT 2.

Activities: Paint the model terrain. Take students outside to discuss the real topographical features.

Lead students in discussion including Unit 2 conversation.

Materials: Tempera paint, brushes

Linguistic Objectives: Identify topographical features. Follow directions to paint the model. Ask 2nd person what is being painted. Answer about what is being painted in 1st person singular. Ask about the location of the features. Describe their location.

. . . rru or ggu = command, singular object.

ggwani = right here

ika = over there

. . . mek = (ablative modalis)- where it's from

. . . ua = 1st person singular present

. . . tuten = 3rd person singular present

Conver-
sation

<u>Una pehnaq.</u>	(This is a cliff)
<u>Una pehnguq.</u>	(This is a hill.)
<u>Una kuignayuk.</u>	(This is a gulch, ravine.)
<u>Una nanwaq.</u>	(This is a lagoon/pond/lake.)
<u>Una kuik.</u>	(This is a stream.)
<u>Una quta.</u>	(This is a beach.)

<u>Una imaq.</u>	(This is the sea.)
<u>Una ngigteq</u>	(This is the den, cave.)
<u>Una ungluq</u>	(This is the nest.)
<u>Una ing'iq</u>	(This is the mountain)
<u>Una qikuq</u>	(This is the mud.)
<u>Ellpet taugna pehnguq kelasiirru.</u>	(You paint that hill.)
<u>Ellpet taugna kuignayuk kelasiirru</u>	(You paint that valley.)
<u>Ellpet taugna nanwaq kelasiirru.</u>	(You paint that lagoon/pond.)
<u>Ellpet taugna kuik kelasiirru.</u>	(You paint the stream.)
<u>Ellpet taugna quta kelasiirru.</u>	(You paint that beach.)
<u>Ellpet taugna imaq kelasiirru.</u>	(You paint that sea.)
<u>Cacamek kelasii'iguten?</u>	(What are you painting?)
<u>Pehngumek kelasii'igua.</u>	(I'm painting a hill.)
<u>Kuignayugmek kelasii'igua.</u>	(I'm painting a valley.)
<u>Nanwamek kelasii'igua.</u>	(I'm painting a lagoon.)
<u>Kuigmek kelasii'igua.</u>	(I'm painting a stream.)
<u>Qutmek kelasii'igua.</u>	(I'm painting a beach.)
<u>Imarmek kelasii'igua.</u>	(I'm painting a sea.)
<u>Naama pehnguq?</u>	(Where is the hill?)
<u>Naama kuignayuk?</u>	(Where is the valley?)
<u>Naama nanwaq?</u>	(Where is the lagoon/pond?)
<u>Naama kuik?</u>	(Where is the stream?)
<u>Naama quta?</u>	(Where is the beach?)
<u>Naama imaq?</u>	(Where is the sea?)

<u>Ggwa pehnguq.</u>	(The hill is right here.)
<u>Ggwa kuignayuk.</u>	(The valley is right here.)
<u>Ggwa nanwaq.</u>	(The lagoon/pond is right here.)
<u>Ggwa kuik.</u>	(The stream is right here.)
<u>Ggwa quta.</u>	(The beach is right here.)
<u>Ggwa imaq.</u>	(The sea is right here.)
<u>Tua pehnguq.</u>	(The hill is there.) (closer to you)
etc.	
(Outdoors)	
<u>Ika pehnguq.</u>	(The hill is over there.) (away from us)
<u>Ika kuignayuk.</u>	(The valley is over there.) "
<u>Ika nanwaq.</u>	(The lagoon is over there.) "
<u>Ika kuik.</u>	(The stream is over there.) "
<u>Ika quta.</u>	(The beach is over there.) "
<u>Ika imaq.</u>	(The sea is over there.) "
<u>Pia pehnguq.</u>	(The hill is up there.) "
Substitute words above for <u>pehnguq.</u>	
etc.	
<u>Kana pehnguq.</u>	(The hill is down there.) "

- ACTIVITIES: Glue sand and rocks on the model.
Lead students in discussion of Unit 3 conversation.
- MATERIALS: Sand
Rocks
Glue
- Linguistic Objectives: Identify sand and rocks.
Ask about name of an item. Respond positively or negatively.
Describe location of items.
- . . . - qaa = question marker
. . . u... = to be
. . . n'et... = negative

Conver-
sation

<u>Una yaamaq.</u>	(This is a rock.)
<u>Ukuk yaamak.</u>	(These (2) are rocks.)
<u>Ukut yaamat.</u>	(These (3+) are rocks.)
<u>Una qaugyaq.</u>	(This is sand.)
<u>Una-qaa yaamaq?</u>	(Is this a rock?)
<u>Aa'a taugna yaamaq.</u>	(Yes it is a rock.)
<u>(Yaama)un'etuq.</u>	(That is not a (rock).)
<u>Pehnaun'etuq.</u>	(That's not a cliff)
<u>Pehngun'etuq.</u>	(That's not a hill)
<u>Kuignayuun'etuq.</u>	(That's not a valley)
<u>Nanwaun'etuq.</u>	(That's not a lake.)
<u>Kuigun'etuq.</u>	(That's not a river.)
<u>Qutngun'etuq.</u>	(That's not the beach.)
<u>Imaun'etuq.</u>	(That's not the sea.)

<u>Taugna qaugyaq.</u>	(That is sand.)
<u>Una-qaa qaugyaq?</u>	(Is this sand?)
<u>Aa'a taugna qaugyaq.</u>	(Yes, it's sand.)
<u>Qaugyaun'etuq.</u>	(That is not sand.)
<u>Taugna yaamaq.</u>	(That is a rock.)
<u>Nani yaamat et'ut?</u>	(Where are the rocks?)
<u>Yaamat qutmi et'ut.</u>	(The rocks are on the beach.)
<u>Nani qaugyaq et'uq?</u>	(Where is the sand?)
<u>Qaugyaq qutmi et'uq.</u>	(The sand is on the beach.)

- ACTIVITIES: Take students outside to identify vegetation.
Add vegetation to the model.
Lead students in discussion of Unit 4 conversation.
Choose any other plants from the plant names lists in dictionaries.
- MATERIALS: Toothpicks, cotton, styrofoam, glue, paint, grass, spruce needles.
- LINGUISTIC OBJECTIVES: Identify vegetation in singular, dual and plural. Describe location of vegetation types in relationship to topographical features.
Follow a command to make vegetation model.
Ask a question about what is being made.
Answer for 1st and 3rd person singular subject with singular and plural object.
- . . . q = singular
 - . . . K = dual
 - . . . t + plural
- Nani = where specifically (locative)
- . . . ki = command for plural object
- et'ut - they are
- . . . mi/ni = at, in, on. (locative)
 - . . . uq = 3rd person singular present, (intransitive)
 - . . . mek / nek = (ablative modalis) Where from
 - . . . it = question marker, 2nd person singular.
 - . . . a = question marker, 3rd person singular.
- ukut = these are
- . . . ua = 1st person singular.
- Take students outside.

CONVERSATION:

<u>Una uqgwik.</u>	(This is alder.)
<u>Una ciquq.</u>	(This is a cottonwood.)
<u>Una napaq.</u>	(This is a tree.)
<u>Una wek.</u>	(This is a blade of grass.)
<u>Una suitkaa.</u>	(This is a flower.)
<u>Ukut uqgwit.</u>	(These are alders.)
<u>Ukut ciqut.</u>	(These are cottonwoods.)
<u>Ukut napat.</u>	(These are trees.)
<u>Ukut weg'et.</u>	(This is grass.)
<u>Naama uqgwik?</u>	(Where is an alder?)
<u>Naama ciquq?</u>	(Where is a cottonwood?)
<u>Naama napaq?</u>	(Where is a spruce?)
<u>Tua uqgwik?</u>	(An alder is there.) (closer to you.)
<u>Tua ciquq?</u>	(a cottonwood is there.) "
<u>Tua napaq?</u>	(A spruce is there.) "
<u>Kana uqgwik.</u>	(An alder is down there.)
<u>Kana ciquq.</u>	(A cottonwood is down there.)
<u>Kana napaq.</u>	(A spruce is down there.)
<u>Ika uqgwik.</u>	(An alder is over there.)
<u>Ika ciquq.</u>	(A cottonwood is over there.)
<u>Ika napaq.</u>	(A spruce is over there.)
<u>Pia uqgwik.</u>	(An alder is up there.)
<u>Pia ciquq.</u>	(A cottonwood is up there.)
<u>Pia napaq.</u>	(A spruce is up there.)

UNIT 4 (cont.)

CONVER-
SATION
Cont. *

<u>Ggwa uqgwik.</u>	(An alder is right here.)
<u>Ggwa ciquq.</u>	(A cottonwood is right here.)
<u>Ggwa napaq.</u>	(A spruce is right here.)
<u>Nani uqgwit et'ut?</u>	(Where are the alders?)
<u>Nani ciquq et'ut?</u>	(Where are the cottonwoods?)
<u>Nani napat et'ut?</u>	(Where are the trees?)
<u>Uqgwit pehgumi et'ut.</u>	(The alders are on the hill.)
<u>Ciquq kuignayugmi et'ut.</u>	(The cottonwoods are by the stream.)
<u>Napat pehgumi et'ut.</u>	(The trees are on the hill.)
<u>Ellpet uqgwit piliaqiki.</u>	(You make the alders.)
<u>Ellpet ciquq piliaqiki.</u>	(You make the cottonwoods.)
<u>Ellpet napat piliaqiki.</u>	(You make the spruces.)
<u>Cacamek piliyuten?</u>	(What are you making?)
<u>Uqgwimek piligua.</u>	(I'm making an alder.)
<u>Ciqumek piligua.</u>	(I'm making a cottonwood.)
<u>Napamek piligua.</u>	(I'm making a tree.)
<u>Uqgwimek piligua</u>	(I'm making alders)
<u>Ciqumek piligua.</u>	(I'm making cottonwoods.)
<u>Napamek piligua.</u>	(I'm making trees.)
<u>Cacamek piliya?</u>	(What is she/he making?)
<u>Uqgwimek piliyuq.</u>	(She/he is making an alder.)
<u>Ciqumek piliyuq.</u>	(She/he is making a cottonwood.)
<u>Napamek piliyuq.</u>	(She/he is making a spruce.)

UNIT 4 (cont.)

UNIT 4 cont.

<u>Uqgwit pehgumi et'ut.</u>	(The alders are on the hill.)
<u>Ciquq kuignayugmi et'ut.</u>	(The cottonwoods are by the stream.)
<u>Napat pehgumi et'ut.</u>	(The trees are on the hill.)
<u>Ellpet uqgwit piliaqiki.</u>	(You make the alders.)
<u>Ellpet ciquq piliaqiki.</u>	(You make the cottonwood.)
<u>Ellpet napat piliaqiki.</u>	(You make the spruces.)
<u>Cacamek piliyuten?</u>	(What are you making?)
<u>Uqgwimek piligua.</u>	(I'm making an alder.)
<u>Ciqumek piligua.</u>	(I'm making a cottonwood.)
<u>Napamek piligua.</u>	(I'm making a tree)
<u>Uqgwimek piligua,</u>	(I'm making alders)
<u>Ciqumek piligua.</u>	(I'm making cottonwoods.)
<u>Napamek piligua.</u>	(I'm making trees.)
<u>Cacamek piliya?</u>	(What is she/he making?)
<u>Uqgwimek piliyuq.</u>	(She/he is making an alder.)
<u>Ciqumek piliyuq.</u>	(She/he is making a cottonwood.)
<u>Napamek piliyuq.</u>	(She/he is making a spruce.)
<u>Uqgwimek piliyuq.</u>	(She/he is making alders.)
<u>Ciqumek piliyuq.</u>	(She/he is making cottonwoods.)
<u>Napamek piliyuq.</u>	(She/he is making spruces.)

UNIT 4

UNIT 4 cont.

Uggwignek aqgwatua. (I'm going to get alders.)

Uggwignek cikllartua. (I'm chopping alders.)

Uggwigsurtua. (I'm getting an alder.)

Add others with the same post base.

Weg'tartua. (I'm getting grass.)

UNIT 5

ACTIVITIES: Make animals that live in the vicinity to add to the model.
Lead students in discussion including Unit 5 conversation.

MATERIALS: Modeling clay
Paper
Markers
Scissors

LINGUISTIC OBJECTIVES: Identify animals, describe where each type lives.

- sur - to get (hunt)

- tur - to eat

iqallug surtua I'm fishing

iqallug surtuten You're fishing

iqallug surtuq He's fishing

Nani (iqallug) surlarcit where do you hunt for

CONVERSATION: Una kuulicaaq. (This is a chicken.)

Una kускаq. (This is a cat.)

Una piugteq. (This is a dog.)

Una iqalluk. (This is a fish.)

Una arlluk. (This is a killer whale.)

Una wiinaq. (This is a sea lion.)

Una qaigyaq. (This is a seal.)

Una yual'ayak. (This is a crab.)

Una nantiinaq. (This is a big foot.)

Una tan'erliq. (This is a black bear.)

Una saqulek. (This is a duck.)

Una saqulengusaq. (This is a bird.)

UNIT 5 (cont.)

UNIT 5 cont.

Nani kuulicaat ell'artat? (Where does a chicken live?)

Add any other animals from dictionaries to substitute for kuulicaaq above.

Arllut ell'artut imarmi (Killer whales live in the ocean.)

Iqallut ell'artut mermi. (Fish live in the water.)

Qaigyat ell'artut imarmi. (Seals live in the ocean.)

Kuulicaat ell'artut kuulicaat eniitni. (Chickens live in a house.)

Kuskat ell'artut enmi. (Cats live in a house.)

Piugtet ell'artut llaami. (Dogs live outside.)

Tan'erlit ell'artut nunami. (Black bears live on land.)

Seasons	<u>iciwami</u>	in the spring
	<u>kiagmi</u>	in the summer
	<u>uksuarmi</u>	in the fall
	<u>uksumi</u>	in the winter

nani (animal) - t ell'artat (season)-mi?

Where do (animals) stay in (season)?

(animal) - t ell'artut (place) - mi.
(season) - mi.

(animals) stay in/on (place) in (season).

Nani (animal) - t saalartat?

where do (animals) sleep?

(animal) - t saalartut (place) - ni.
(animals) sleep in (places).

UNIT 5 cont.

UNIT 5 (cont.)

Nani (animal)-surlarcit?

(animal)-surlartua (place)-mi.

Nani (person) (animal)-surlarta?

(person) (animal)-surlartuq (place)-mi.

Cami (animal)-surlarcit?

(animal)-surlartua (season)-mi.

Q: Cacatuqarcit akguuwarpak?

A: (animal) tuqutartua.

Q: Cacatulraaten unuk?

A: (Animal) tulraanga.

Q: Cacaturyuumirlarcit?

A: (animal) turyuumirlartua.

Where do you hunt (animal)?

I hunt (animal) in/on (place)

Where does (person) hunt (animal)?

(person) hunts (animal) in/on (place).

When do you hunt (animal)?

I hunt (animal) in (season).

What are you going to eat this evening?

I'm going to eat animal.

What did you eat yesterday?

I ate animal.

What do you like to eat?

I like to eat animal.

UNIT 6

UNIT 6

Activities: Each student makes a model of her/his own house. All homes are added to the model.

Lead students in discussion including Unit 6 objectives.

Materials: Paper
Glue
Oak tag
Scissors
Markers

Linguistic Objectives: Identify exterior parts of a house. Ask about possession. Use possessive for 1st, 2nd, 3rd person singular.

Identify old/new.

. . . ka/qa = 1st person singular possessed

. . . ii = 3rd person singular possessed

. . . en = 2nd person singular possessed

ggwa = here is

naliat = which

kinam = whose

. . . rem = possessor, when name ends with consonant sound

. . . m = possessor, when name ends with vowel sound

**Conver-
sation**

Una enek. (This is a house.)

Una enka. (This is my house.)

Kinam una enii? (Whose house is this?)

Una (name)^{rem} enii? (This is (name's) house.)

UNIT 6 cont.

UNIT 6 (cont.)

Naama enen? (Where is your house?)

Ika enka. (There is my house.)

Taugna gaaleq. (That's the window.)

Taugna amiik. (That's the door.)

Taugna puyurwik. (That's the chimney.)

Taugna enem qainga. (That's the roof.)

Taugna estinaq. (That's the wall.)

Taugna cuunga (That's the front.)

Taugna tunua. (That's the back.)

Taugna senii. (That's the side.)

Taugna nateq (That's the floor.)

Naama gaaleq? (Where's the window?)

Naama amiik? (Where's the door?)

Naama puyurwik? (Where's the chimney?)

Naama enem qainga? (Where's the roof?)

Naama estinaq? (Where's the wall?)

Naama cuunga? (Where's the front?)

Naama tunua? (Where's the back?)

Naama senii? (Where's the side?)

Naama nateq (Where's the floor?)

Ggwa qaaleq. (Here is the window.)

Ggwa amiik. (Here is the door.)

Ggwa puyurwik. (Here is the chimney.)

Ggwa enem qainga. (Here is the roof.)

Ggwa estinaq. (Here is the wall.)

UNIT 6 (cont.)

<u>Ggwa cuunga.</u>	(Here is the front.)
<u>Ggwa tunua.</u>	(Here is the back.)
<u>Ggwa senii.</u>	(Here is the side.)
<u>Una nuta'aq.</u>	(This is new.)
<u>Una qangirllaq.</u>	(This is old.)
<u>Naliat nuta'aq?</u>	(Which is new?)
<u>Naliat qangirllaq?</u>	(Which is old?)

UNIT 7

Activities: Students construct models of all other buildings in the village.
Lead students in discussion including Unit 7 conversation.

Materials: Paper
Glue
Oaktag
Scissors
Markers

Linguistic Objectives: Identify all buildings, point out their locations, ask about activity in each building. Describe activity in each building.

. . . <u>lar</u> . . .	= habitual activity
. . . <u>tua</u> . . .	= 1st person singular subject
. . . <u>ni</u>	= at, in, on (locative)
. . . <u>mi</u>	= at, in, on - when singular + unpossessed (locative)
. . . <u>nun</u>	= to (terminalis)
. . . <u>men</u>	= to - when singular + unpossessed (terminalis)

Conver-
sation

<u>Una skuuluq.</u>	(This is the school.)
<u>Una puusirwik.</u>	(This is the church.)
<u>Una laugkaa^hq.</u>	(This is the store.)
<u>Una Community Hall</u>	(This is the Community Hall.)
<u>Una maqiq.</u>	(This is the banya.)
<u>Una ciqlluaq.</u>	(This is the smoke house.)
<u>Una kuulicaat enit.</u>	(This is the chicken coop.)

UNIT 7 (cont.)

Una sungcarwik. (This is the clinic.)
Una Sugpiat eniit. (This is the tribal office)
Una puusiq. (This is the cross.)
Una pelulukaq. (This is the wire.)
Ukut kuluk'uunat. (These are the bells.)

Naama skuuluq? (Where is the school?)
Naama puusirwik (Where is the church?)
Naama laugkaa? (Where is the store?)
Naama katurggwik? (Where is the Community Hall?)
Naama maqiq? (Where is the banya?)
Naama ciqlluq? (Where is the smoke house?)
Naama kuulicaat eniit? (Where is the chicken coop?)
Naama sungcarwik? (Where is the clinic?)
Naama Sugpiat eniit? (Where is the tribal office?)

<u>Ggwa</u>	} <u>skuuluq</u>	Here is	} the school.
<u>Ika</u>		Over there is	
<u>tawa</u>		There (near you) is	

Substitute other buildings for skuuluq above.

Calilarcit skuulum? (What do you do in school?)
Skuulum litnaurlartua. (In school I learn.)

Calilarcit puusirwigmi. (What do you do in church?)
Puusirwigmi puusirlartua. (In church I pray.)

UNIT 7 (cont.)

UNIT 7 cont.

Calilarcit laugkaami? (What do you do in the store?)
Laugkaami uka'arlartua. (In the store I buy.)
Calilarcit katurggwik. (What do you do in the Community Hall?)
Katurggwimi agnguarlartua. (In the Community Hall I dance.)
Calilarcit maqimi? (What do you do in the banya?)
Maqimi maqilartua. (In the banya I bathe.)
Calilarcit ciqlluami? (What do you do in the smoke house?)
Ciqlluami puyuetarlartua. (In the smoke house I smoke.)
Calilarcit kuulicaat entiitni? (What do you do in the chicken coop?)
Kuulicat eniitnun peksusurlartua. (In the chicken coop I get eggs.)
Calilarcit sungcarwigmi? (What do you do at the clinic?)
Sungcarwigmi sungcarlartua. (At the clinic I get well.)
Calilarcit Sugpiat eniitni? (What do you do at the tribal office?)
Sugpiat eniitni qayaguurlartua. (I make a phone call at the tribal office.)

Naama	(building)-m	(part)-a?
	enem	galra
	maqim	amiya
	ciqlluam	qainga
	laugkaam	cuunga
	puusirwim	tunua
	sungcarwim	senii
	skuulum	estina'a
		natra
		puyurwia

Activities: Students paint on roads, trails, airstrip. Lead students in discussion of Unit 8 conversation.

Materials: Paint
Brushes

Linguistic Objectives: Identify roads, etc. Describe the destination of each route. Differentiate between old and new routes.

Nat'en = where (is it headed?)

Conversation

Una miggwik. (This is the airstrip.)

Una aprun. (This is a trail or road.)

Una aprun nutaaq. (This is the new trail.)

Una aprun qangirllaq. (This is the old trail.)

Tenguulraat mill'artut miggwigmen. (Planes land at the airport.)

Nat'en aprun ag'uq? (Where is this trail going?)

Ag'uq aprun Paluwigmen. (The trail goes to Port Graham.)

Ag'uq aprun puusirwigmen. (The trail goes to church.)

Ag'uq aprun laúqkaamen. (The trail goes to the store.)

Ag'uq aprun maqimen. (The trail goes to the banya.)

Ag'uq aprun ciqlluamen. (The trail goes to the smoke house.)

Ag'uq aprun kuulicaat eniitnun. (The trail goes to the chicken coop.)

Ag'uq aprun sungcarwigmen. (The trail goes to the clinic.)

Ag'uq aprun Sugpiat eniitnun. (The trail goes to the Tribal office.)

Ag'uq aprun enemnun. (The trail goes to my house.)

Ag'uq aprun eniinun. (The trail goes to his/her house.)

Activities: Make clay figures of people to live in the model village. Lead class in discussion including Unit 9 conversation.

Materials: Modeling clay in bright colors.

Linguistic Objectives: Identify family members and jobs in the community. Ask about and describe present and habitual activities for all persons.

. . . sur . . . get that particular thing (with hunting & gathering)

<u>Singular</u>	<u>Dual</u>	<u>Plural</u>
-----------------	-------------	---------------

Present Declarative
person

1. waamua	waamukuk	waamukut
2. waamuten	waamutek	waamuci
3. waamuq	waamuk	waamut

Habitual (-lar plus present declarative)

1. wamlartua	wamlartukuk	wamlartukut
2. wamlartuten	wamlartutek	wamlartuci
3. wamlartuq	wamlartuk	wamlartut

Conversation:

Una taataq. (This is father.)

Una maamaq or anak. (This is mother.)

Una apaaq. (This grandfather.)

Una emaaq. (This is grandmother.)

Una ataaq. (This is uncle.) (pa's side.)

Una angaaq. (This is uncle.) (mom's side)

Una acaaq. (This is aunt.) (pa's side)

Una anaanaaq. (This is aunt.) (mom's side.)

Una anngaaq. (This is older brother.)

Una aryaa'aq. (This is a maiden.) (young woman)

Una tanyurraq. (This is a young man.)

UNIT 9 (cont.)

<u>Una alqaq.</u>	(This is older sister.)
<u>Una uyuwaq.</u>	(This is younger brother/sister.)
<u>Una angun.</u>	(This is older man.)
<u>Una ucinguq.</u>	(This is older woman.)
<u>Una nupallkiaq.</u>	(This is man/boy.)
<u>Una arnaq.</u>	(This is woman/girl.)
<u>Una kukuq.</u>	(This is baby.)
<u>Una apaasinaq.</u>	(This is priest.)
<u>Una uciitilaq.</u>	(This is teacher.)
<u>Una tenguurta.</u>	(This is pilot.)
<u>Una sungca'ista.</u>	(This is doctor.)
<u>Una iqallugsurta.</u>	(This is fisherman.)
<u>Una allaneq.</u>	(This is visitor.)
<u>Calilartuq (person)?</u>	(What does <u>person</u> do?)
<u>Pekllartuq.</u>	(She/he works.)
<u>Pisurlartuq.</u>	(She/he hunts.)
<u>Iqallugsurlartuq.</u>	(She/he hunts.)
<u>Apaasinaq puusiyarlartuq.</u>	(Priest goes to church.)
<u>Tenguurta tenguurlartuq.</u>	(Pilot flies.)
<u>Sungca'ista sungca'ilartuq.</u>	(Doctor cures.)
<u>Allaneq kula'irlartuq.</u>	(Visitor visits.)
<u>Wamlartuq.</u>	(She/he plays.)
<u>Calilartua?</u>	(What do I do?)
<u>Calilartuten?</u>	(What do you do?)
<u>Calilartuq?</u>	(What does he/she do?)
<u>Calilartukuk?</u>	(What do we 2 do?)
<u>Calilarcestek?</u>	(What do you 2 do?)
<u>Calilartuk?</u>	(What do they 3 do?)

UNIT 9 (cont.)

<u>Calilartukut?</u>	(What do we (3) do?)
<u>Calilartucii?</u>	(What do you (3) do?)
<u>Calilartat?</u>	(What do they (3) do?)
<u>Iqallugsurlartua.</u>	(I fish.)
<u>Iqallugsurlartuten.</u>	(You fish.)
<u>Iqallugsurlartuq.</u>	(She/he fishes.)
<u>Iqallugsurlartukuk.</u>	(We (2) fish.)
<u>Iqallugsurlartuk.</u>	(They (2) fish.)

Substitute other verbs for fish above.

<u>Caliyaa?</u>	(What am I doing?)
<u>Caliit?</u>	(What are you (1) doing?)
<u>Calia (3rd pers)?</u>	(What is (3rd pers.) doing?)
<u>Caliyukuk?</u>	(What are we (2) doing?)
<u>Caliyutek?</u>	(What are you(2) doing?)
<u>Caliyuk?</u>	(What are they (2) doing?)
<u>Caliyukut?</u>	(What are we (3) doing?)
<u>Caliyucii?</u>	(What are you (3) doing?)
<u>Caliyut?</u>	(What are they (3) doing?)
<u>Pektua.</u>	(I am working.)
<u>Pektuten.</u>	(You are working.)
<u>Pektuq.</u>	(He/she is working.)
<u>Pektukuk.</u>	(We (2) are working.)
<u>Pektukut.</u>	(We (3+) are working.)

Substitute other verbs below for work above.

UNIT 9 (cont.)

UNIT 9 cont.

<u>Pisurtuq.</u>	(She/he is hunting.)
<u>Iqallugsurtuq.</u>	(She/he is fishing.)
<u>Puusiyartuq.</u>	(She/he is going to church.)
<u>Tenguurtuq.</u>	(She/he is flying.)
<u>Sungca'iguq.</u>	(She/he is healing.)
<u>Kulairtuq.</u>	(She/he is visiting.)
<u>Waamuq.</u>	(She/he is playing.)

UNIT 10

- ACTIVITIES: Make clay figures of people to live in the model village.
Lead class in discussion including Unit 10 conversation.
- MATERIALS: Modeling clay in bright colors.
- LINGUISTIC OBJECTIVES: Identify family members and jobs in the community, Ask about and describe future activities for all persons.

Future (-ciq(e) plus present declarative)

	<u>Singular</u>	<u>Dual</u>	<u>Plural</u>
1.	wamciqua	wamciqukuk	wamciqukut
2.	wamciquten	wamciqutek	wamciquei
3.	wamciquq	wamciquk	wamefqt

CONVERSATION

<u>Caliciqua?</u>	(What am I going to do?)
<u>Caliciquten?</u>	(What are you going to do?)
<u>Caliciquq (3rd person)?</u>	(What is (3rd pers.) going to do?)
<u>Caliciqukuk?</u>	(What are we (2) going to do?)
<u>Caliciqukut?</u>	(What are we (3+) going to do?)
<u>Pekciqua.</u>	(I will work.)
<u>Pekciquten.</u>	(You will work.)
<u>Pekciquq (3rd person).</u>	(3rd pers.) will work.)
<u>Pekciqukuk.</u>	(We (2) will work.)
<u>Pekciqukut.</u>	(We (3+) will work.)

Substitute other verbs (below) for work above.

<u>Pisurciquq.</u>	(She/he will go hunting.)
<u>Iqallugsurciquq.</u>	(She/he will go fishing.)

UNIT 10 (cont.)

<u>Puusiyarciquq.</u>	(She/he will go to church)
<u>Tenguurciquq.</u>	(She/he will fly.)
<u>Sungca'iciquq.</u>	(She/he will cure.)
<u>Kula'irciquq.</u>	(She/he will visit.)
<u>Wamciquq.</u>	(She/he will play.)

Substitute other verbs for work above.

Test students orally.
Review where necessary.

UNIT 11

ACTIVITIES: Make clay figures of people to live in the model village.
Lead class in discussion including Unit 11 conversation.

MATERIALS: Modeling clay in bright colors.

LINGUISTIC OBJECTIVES: Identify family members and jobs in the community. Ask about and describe past activities for all persons.

<u>Past</u>	<u>Singular</u>	<u>Dual</u>	<u>Plural</u>
1.	waamelraanga	waamelraakuk	waamelraakut
2.	waamelraaten	waamelraatek	waamelraaci
3.	waamelraa	waamelriik	waamelriit

CONVER-
SATION:

<u>Calilraanga?</u>	(What did I do?)
<u>Calilraaten?</u>	(What did you do?)
<u>Calilraa?</u>	(What did he do?)
<u>Calilraakuk?</u>	(What did we (2) do?)
<u>Calilraakut?</u>	(What did we (3+) do?)
<u>Pektellraanga.</u>	(I was working.)
<u>Pektellraaten.</u>	(You were working.)
<u>Pektellraa.</u>	(She/he was working.)
<u>Pektellraakuk.</u>	(We (2) were working.)
<u>Pektellraakut.</u>	(We (3+) were working.)

Substitute other verbs for work above.

ACTIVITIES: Make vehicles for the model. Lead class in discussion including Unit 10 conversation.

Materials: Modeling clay
Paper
Scissors
Glue

Linguistic Objectives: Identify the vehicles. Differentiate between fast/slow. Ask and answer about ownership for all persons. Describe what vehicle is used for. Ask and answer about intended destination.

Ggwi - my

Taugum - his/her

Ellpet - your

Taug'ut - their

. . . suutngu . . . - to be used for

CONVERSATION: Una skaawaq. (This is a barge.)
Una qayqaq (This is a boat.)
Una tuulaq. (This is a skiff.)
Una kuskaq. (This is a cat.)
Una tenguulraaq. (This is a plane.)

Una skaawaq pirarqaq. (This is a fast barge.)
Una skaawaq pirailnguq. (This is a slow barge.)

Substitute other vehicles for skaawaq above.

Kinam skaawaa? (Whose barge?)
Kinam qayaa? (Whose boat?)
Kinam tuulaa? (Whose skiff?)
Kinam kuskaa? (Whose cat?)
Kinam tenguulraa'a? (Whose plane?)

Ggwi skaawaqa (My barge.)

Taug'um skaawaa. (His/her barge.)

Ellpet skaawan. (Your barge.)

Taug'ut skaawat. (Their barge.)

Iwanum skaawaa. (John's barge.)

Arnam skaawaa. (Girl's barge.)

Nupalkiam skaawaa. (Boy's barge.)

Substitute other vehicles with appropriate endings for skaawaa above.

Cacamen aturlartuq? (What is it used for?)

Cacamen skaawaq aturlartuq? (What is a barge used for?)

Skaawaq kiwegsuutngulartuq. (A barge is used for freight.)

Cacamen qayaq aturlartuq? (What is a boat used for?)

Cacamen tuulaq aturlartuq? (What is a skiff used for?)

Cacamen kuskaq aturlartuq? (What is a cat used for?)

Cacamen tenguulraaq aturlartuq? (What is a plane used for?)

Qayaq iqallugsursuutngulartuq. (A boat is used for fishing.)

Tuulaq iqallugsursuutngulartuq. (A skiff is used for fishing.)

Kuskaq caqtarsuutngulartuq. (A cat is used to tear up the land.)

Tenguulraaq kiwegsuutngulartuq. (A plane is used for freight.)

Nat'en ag'uten? (Where are you going?)

Paluwigmen agua. (I'm going to Port Graham.)

Skuulumen agua. (I'm going to school.)

Skuulumen ag'ug. (She/he is going to school.)

Skuulumen ag'ut. (They (3+) are going to school.)

Skuulumen ag'uk. (They (2) are going to school.)

Substitute other destinations with ... men for skuulu above.

	<u>going</u>	<u>carrying or taking along</u>	
		<u>Taking nothing</u>	<u>Taking something</u>
come	<u>taiyuq</u>	<u>taituq</u>	<u>taitaa</u>
go	<u>ag'uq</u>	<u>agutuq</u>	<u>agutaa</u>
go up	<u>tag'uq</u>	<u>tagutuq</u>	<u>tagutaa</u>
climb up	<u>mayurtuq</u>	<u>mayuutuq</u>	<u>mayuutaa</u>
go down	<u>atrartuq</u>	<u>atrautuq</u>	<u>atrautaa</u>
go in (enter)	<u>itertuq</u>	<u>itrutuq</u>	<u>itrutaa</u>
go out (exit)	<u>an'uq</u>	<u>anutuq</u>	<u>anutaa</u>
get in (vehicle, box, etc.)	<u>ek'uq</u>	<u>ekutuq</u>	<u>ekutaa</u>
get out	<u>yu'uq</u>	<u>yuutuq</u>	<u>yuutaa</u>
go up bay (P.G. - E.B.)	<u>al'artuq</u>	<u>alrautuq</u>	<u>alrautaa</u>
go down bay (P.G. - E.B.)	<u>kangiwartuq</u>	<u>kanqiwautuq</u>	<u>kangiwautaa</u>
go "out states"	<u>atertuq</u>	<u>atrutuq</u>	<u>atrutaa</u>
go down to beach (for sea food)	<u>aciwartuq</u>	<u>aciwautuq</u>	<u>aciwautaa</u>
go back, go home	<u>kiputuq</u>	<u>kipu'utuq</u>	<u>kipu'utaa</u>
fly, go by plane	<u>teng'uq</u>	<u>tengutuq</u>	<u>tengutaa</u>
go by boat	<u>ayuuq</u>	<u>ay'utuq</u>	<u>ay'utaa</u>
	<u>ayugiuq</u>	<u>aiwituq</u>	<u>aiwitaa</u>
go around	<u>wigtuq</u>	<u>wiiyutuq</u>	<u>wiiyutaa</u>

Q: <u>Nat'en ag'it?</u>	Where are you going?
A: <u>(place)-men aqua.</u>	I'm going to <u>(place)</u> .
Q: <u>Nat'en . . . ?</u>	Where are you . . . ?
<u>Nat'en ag'it?</u>	Where are you going?
<u>Nat'en tag'it?</u>	Where are you going up?
<u>Nat'en atrarcit?</u>	Where are you going down?
<u>Nat'en teng'it?</u>	Where are you flying?
<u>Nat'en ayugit?</u>	Where are you boating?
<u>Nat'en qeceng'it?</u>	Where are you running?
<u>Nat'en kuimarcit?</u>	Where are you swimming?
<u>Nat'en kuingcit?</u>	Where are you walking?
A: _____ <u>-men aqua.</u>	I'm going <u>(to place)</u> .
_____ <u>-men tagua.</u>	I'm going up <u>(to place)</u> .
_____ <u>-men atrartua.</u>	I'm going down <u>(to place)</u> .
_____ <u>-men tengua.</u>	I'm going flying <u>(to place)</u> .
_____ <u>-men ay'ugua.</u>	I'm going boating <u>(to place)</u> .
_____ <u>-men qeceng'ua.</u>	I'm going running.
_____ <u>-men kuimartua.</u>	I'm going swimming.
<u>Enmen aqua.</u>	I'm going home.
<u>Angagkitagnumen tengua.</u>	I'm flying to Seldovia.
<u>Ing'imen mayurtua.</u>	I'm climbing up to the mountain.
<u>Nauwamen tagua.</u>	I'm going up to the lake.
<u>Emaamen qecing'ua.</u>	I'm running to Grandma's.
<u>Qutmen kuimartua</u>	I'm swimming to the beach.

UNIT 12 (cont.)

- Q: Naten (person) ag'a? Where's (person) going?
 A: (Person) (place)-men aquq. (Person) is going to (place.)
- Q: Naken tai'it? Where are you coming from?
 A: (place)mek taigua. I'm coming from (place).
- Q: Naken (person) taiya? Where is (person) coming from?
 A: (Person) (place)-mek taiyuq. (person) is coming from (place.)
- Q: Nat'en (obj.) aquciu? Where are you taking (obj.)?
 A: (Obj.) (place)-men aqutaqa. I'm taking (obj.) to (place.)
- Q: Nat'en (person)-m (obj.) aqutau'u? Where is (person) taking (obj.)?
 A: (Person)-m (obj.) (place)-men agutaa. (Person) is taking (obj.) to (place.)
- Q: Naken (person)-m (obj.) taitau'u? Where is (person) bringing (obj.) from?
 A: (Person)-m (obj.) (place)-mek taitaa. (Person) is bringing (obj.) from (place).
- Q: Naken (obj.) taiciu? Where are you bringing (obj.) from?
 A: (Obj.) (place)-mek taitaqa. I'm bringing (obj.) from (place.)

Written Sugcestun

5th & 6th graders

NUNAKA

Suggested activities to teach writing & reading.

Teaching the sounds that go with the letters.

Have an alphabet chart on the wall. Work with one or two letters per lesson. They don't have to be taught in alphabetical order.

Some letters stand for the same sound in Sugcestun and English (k,l,m,n,p,s,t,w,y,..) Leave these until last since the students are already familiar with them.

Pick the letter you will work with, for instance C. Explain to the students "In Sugcestun C stands for the sound C". Have students imitate this sound together and individually.

"Can anyone think of a word that has the sound C in it?"

Write the words on the board that they come up with.

Mayaciik

cuukiik

etc.

Have students write the words on their own paper.

Say another word with C in it and have students try to figure out how to spell it. Let each one write it the way they think best on their own paper. Walk around and see who has the word right (if no one has it right fix up one that's closest to right) and let that student write it on the board. Have all students correct their papers from the board. This will be hard at first but will become easier as the students learn more letters.

Choose 3 words for students to learn to spell overnight. Test them the next day. Whoever gets all correct can say the words during the next day's test.

Proceed with all letters of the alphabet introducing one or two each session

On a big piece of paper on the wall write all the letters of the alphabet with enough space under each to list all the words introduced. Circle the ones given for spelling tests. Students can see how many words they came up with and keep track of words they've learned to spell.

a e e g gg ggw hm hn hng i k kw l ll

mayaciik
cuukit

n ng p q r rr r̄ s t u w y

Suikaag
 imaq
quta

TEACHING WRITING & READING

When the whole alphabet has been introduced begin to use Nunaka lessons to teach reading and writing.

Teach unit one orally using the model made by 3rd & 4th graders so students know what the words are and what they mean.

Say "Una nallqigutuq," and have students try to write it on paper. Have someone who spelled correctly write it on the board for the others to correct from. Proceed with the rest of the lesson. This process of dictation is very important because it excercises the students' ability to listen, write and read.

Have students read their papers and indicate on the model what they're reading about.

Let them draw a picture for each sentence. (Use 8½" x 5½" paper-half a regular sheet of white. We'll take the best of these and make a set of books to go with lessons.) They should write the sentence below the picture. Display the pictures on the wall. (Save the pictures when the display is changed. Make sure students put their names on the backs of their pictures so we can credit them if they're used in a book.)

Some of the sentences may be difficult to illustrate (-Ellpet taugna imaq kelasirru.) but maybe the kids will think of something.

Students can read their papers to each other. Maybe some time can be allocated so that 5th & 6th graders can read to 3rd & 4th graders.

APPENDIX *

DEMONSTRATIVES

1. Demonstrative Pronouns

	<u>Sing.</u>	<u>Dual</u>	<u>Plural</u>
This (near me)	<u>una</u>	<u>ukuk</u>	<u>ukut</u>
That (near you)	<u>taugna</u>	<u>taugkuk</u>	<u>taugkut</u>
that (over there)	<u>ikna</u>	<u>ikegkuk</u>	<u>ikegkut</u>

2. Demonstrative adverbs

	<u>Plain Form</u>	<u>Locative</u>
here (near me)	<u>ggwa</u> here (is)	<u>ggwani</u> (located) here (near me)
there (near you)	<u>tawa</u> there (is)	<u>tawani</u> (located) there (near you)
there (over there)	<u>ika</u> over there (is)	<u>ikani</u> (located) there (over there)
where	<u>naama?</u> (where is/are?)	<u>nani?</u> (located) where?

	<u>Terminalis (to)</u>	<u>Ablative (from)</u>
here	<u>ggut</u> (hither)	<u>ggwaken</u> (from here)
there (near you)	<u>tawa'ut</u> (thither)	<u>tawaken</u>
there (over there)	<u>ika'ut</u>	<u>ikaken</u>
where	<u>nat'en</u> or <u>natmen?</u> (whither)	<u>naken?</u>

NOMINAL ENDINGS

Non-Possessed

	<u>Sing.</u>	<u>Dual</u>	<u>Plural</u>
Absolutive	<u>-q</u>	<u>-k</u>	<u>-t</u>
Relative	<u>-m</u>	<u>-k</u>	<u>-t</u>
Locative (at/in/on)	<u>-mi</u>	<u>-gni</u>	<u>-ni</u>
Terminalis (to)	<u>-men</u>	<u>-gnun</u>	<u>-nun</u>
Ablative-Modalis (from)	<u>-mek</u>	<u>-gnek</u>	<u>-nek</u>

(also indef. obj. with intransitive verbs)

NOMINAL ENDINGS CONT.

Possessed

	<u>Sing.</u>	<u>Dual</u>	<u>Plural</u>
my	-qa/-ka	-gka	-nka
our (2)	+(g)pek	-pek	
our (3+)	+(g)pet	-pek	
your (1)	-n	-gken	-ten
your (2)	+(g)tek	-tek	
your (3+)	+(g)ci	-ci	
his/her	-a	-k	-i
their (2)	-ak	-ik	
their (3+)	-at	-it	

EXAMPLES OF NOUN DECLENSION

	<u>'boat'</u>	<u>'school'</u>	<u>'alder'</u>	<u>'house'</u>	<u>'dog'</u>	<u>'name'</u>
abs. sing.	qayaq	skuuluq	uqwik	{ <u>ena</u> <u>enek</u> }	{ <u>piugteq</u> <u>piugta</u> }	ateq
abs. plur.	qayat	skuulut	uqgwit	enet	piugtet	atret
rel. sing.	qayam	skuulum	uqgwim	enem	piugtem	atrem
abl.-modalis						
sing.	qayamek	skuulumek	uqgwimek	enmek	piugtehmek	atermek
plur.	qyanek	skuulunek	uqgwignek	en'ek	piugtehnek	aternek
<u>Possessed</u>						
my (sing.)	qayaqa	skuuluqa	uqgwika	enka	piugteka	atqa
your (sing.)	qayan	skuulun	uqgwin	enen	piugten	atren
his/her (sg.)	qayaa	skuulua	uqgwia	enii	piugtii	atra

VERB ENDINGS (INTRANSITIVE)PRESENT DECLARATIVE

	<u>Sing.</u>	<u>Dual</u>	<u>Plural</u>
1st pers.	(t)ua	(t)ukuk	(t)ukut
2nd pers.	(t)uten	(t)utek	(t)uci
3rd pers.	(t)uq	(t)uk	(t)ut

(preceded by t if verb stem ends in g or r)

Present Interrogative
(with question words, like English wh-words)

	<u>Sing.</u>	<u>Dual</u>	<u>Plural</u>
1st pers.	<u>(c)ia</u>	<u>ceshnuk</u>	<u>cesta</u>
2nd pers.	<u>(c)it</u>	<u>cestek</u>	<u>cesi</u>
3rd pers.	<u>(t)a</u>	<u>(t)ak</u>	<u>(t)at</u>

(preceded by c or t if verb stem ends in g or r)

Past (Declarative or Interrogative)

	<u>Sing.</u>	<u>Dual</u>	<u>Plural</u>
1st. pers.	<u>lraanga</u>	<u>lraakuk</u>	<u>lraakut</u>
2nd pers.	<u>lraaten</u>	<u>lraatek</u>	<u>lraaci</u>
3rd pers.	<u>lraa</u>	<u>lriik</u>	<u>lriit</u>

(final g or r of verb stem drop before these endings)

Others

Future:

-ciq- or -ciiqe plus present endings

Immediate future:

-kutar- } plus present endings
-qutar- }

Habitual:

-lar- plus present or past endings

EXAMPLES OF VERB CONJUGATION

<u>Present Declarative</u>	<u>Singular</u>	<u>Dual</u>	<u>Plural</u>
1.	<u>waamua</u>	<u>waamukuk</u>	<u>waamukut</u>
2.	<u>waamuten</u>	<u>waamutek</u>	<u>waamuci</u>
3.	<u>waamuq</u>	<u>waamuk</u>	<u>waamut</u>
 <u>Past</u>			
1.	<u>waamelraanga</u>	<u>waamelraakuk</u>	<u>waamelraakut</u>
2.	<u>waamelraaten</u>	<u>waamelraatek</u>	<u>waamelraaci</u>
3.	<u>waamelraa</u>	<u>waamelriik</u>	<u>waamelriit</u>

Future (-ciqe plus present declarative)

1.	<u>wamciqua</u>	<u>wamciqukuk</u>	<u>wamciqukut</u>
2.	<u>wamciquten</u>	<u>wamciqutek</u>	<u>wamciquci</u>
3.	<u>wamciquq</u>	<u>wamciquk</u>	<u>wamciqut</u>

Habitual (-lar plus present declarative)

1.	<u>wamlartua</u>	<u>wamlartukuk</u>	<u>wamlartukut</u>
2.	<u>wamlartuten</u>	<u>wamlartutek</u>	<u>wamlartuci</u>
3.	<u>wamlartuq</u>	<u>wamlartuk</u>	<u>wamlartut</u>

Declarative endings

Calilartua?
Calilartuten?
Calilartuq?
Calilartukuk?

etc.

Interrogative endings

Calilarcia? What do I do?
Calilarcit? What do you do?
Calilarta? What does he/she do?
Calilarceshnuk? What do we 2 do?

Declarative endings (cont.)

Caligua?

Caliyuten?

Caliyuq?

Caliyukuk?

Caliciqua?

Caliciquten?

Caliciquq?

Caliciquukuk?

Interrogative endings (cont.)

Caligia?

Cali'it?

Caliya?

Caliceshnuk?

Caliciqsia?

Caliciqsit?

Caliciqa?

Caliciqeshnuk?

What am I doing?

What are you doing?

What is he/she doing?

What are we (2) doing?

What will I do?

What will you do?

What will he/she do?

What will we (2) do?

(Intransitive)

	'do what?'	'play'	'work'	'hunt'	'future PB'
stem	<u>cali-</u>	<u>waame-</u>	<u>pekte-</u>	<u>pisur-</u>	<u>-ciqe-</u>

Present Declarative

1.s	<u>caligua/caliunga</u>	<u>waamua</u>	<u>pektua</u>	<u>pisurtua</u>	<u>-ciqua</u>
3.a	<u>caliyuq/caliuq</u>	<u>waamuq</u>	<u>pektuq</u>	<u>pisurtuq</u>	<u>-ciquq</u>

Present Interrogative

1.s.	<u>caligia/caliyia</u>	<u>waamia</u>	<u>pekcia</u>	<u>pisurcia</u>	<u>-ciqsia</u>
3.s.	<u>caliya</u>	<u>waama</u>	<u>pekta</u>	<u>pisurta</u>	<u>-ciqa</u>

Past

3.s.	<u>calilraa</u>	<u>waamelraa</u>	<u>pektellraa</u> ^①	<u>pisulraa</u>
------	-----------------	------------------	--------------------------------	-----------------

With Future Postbase

<u>caliciq (e)-</u>	<u>wamciq(e)</u> ^②	<u>pekciiq(e)</u> ^①	<u>pisurciq(e)-</u>
---------------------	-------------------------------	--------------------------------	---------------------

With Habitual Postbase

<u>calilar-</u>	<u>wamlar-</u>	<u>pekllar-</u> ^①	<u>pisurlar-</u>
-----------------	----------------	------------------------------	------------------

(Intransitive cont.)

'do what?' 'play' 'work' 'hunt'

Imperative

2.s. cali waami pekten pisuwa

① (Note that, after . . . te-, lraa becomes llraa.)

Also . . . te.. plus - ciqe → ciiqe

. . . te.. plus - lar → llar.)

② (Note also shortening of waame - before a consonant to wam-).

NUNAKA
MY VILLAGE

Student Progress Report

Student _____

UNIT 1. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

UNIT 2. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

My Village; Student Progress Report Cont.

Student _____

UNIT 3. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

UNIT 4. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

My Village; Student Progress Report Cont.

Student _____

UNIT 5. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

UNIT 6. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

My Village; Student Progress Report Cont.

Student _____

UNIT 7. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

UNIT 8. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

My Village; Student Progress Report Cont.

Student _____

UNIT 9. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

UNIT 10 Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

My Village; Student Progress Report Cont.

Student _____

UNIT 11. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

UNIT 12. Date of Evaluation _____

Mastery Needs Review

Comments: _____

Second Evaluation Date _____

Mastery Needs Review

Comments: _____

CLASS MASTERY CHECKLIST

Note date when each student masters each unit.

Student Names	UNITS									
	1	2	3	4	5	6	7	8	9	10
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										



