

Introduction to Langualogy

By

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and others at B.B.T.I.

(See to review
EXHIBIT DEPT
SECTION)

For

Baptist International

School of the Scriptures

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INTRODUCTION TO LINGUALOLOGY - COURSE STATEMENT

This course looks at languages and language sounds. It covers the areas as production and mimicing of the humans speech sounds, and the transcription of the human speech sounds. This course will cover patterns in languages, semantics, signals and systems within languages. This will help the student realize the importance of being bi-lingual along with the need to be bi-lingual for the Lord's work.

I. COURSE REQUIREMENTS.

- A. Verses.....10%
 - B. Quizzes.....10%
 - C. Final Exam...30%
 - D. Attendance...20%
 - E. Notebook.....30%
- 100%

II. TABLE OF CONTENTS.

- A. There are 5 lessons in this course.

Lesson #1.....INTERNATIONAL PHONETICS AND LINGUALOLOGY.....	Page 2
Lesson #2.....INTRODUCTION TO PHONETICS.....	Page 5
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I. THE ORDER OF LEARNING LANGUAGE.

A. Proper Language

1. Tone (making noises)
2. Syllables (formation)
3. Words
4. Sentences
5. Paragraphs
6. Grammar

Note: You work from tone to grammar, not from grammar to tone.

B. Language is a set of habits

1. A word needs to be spoken 10,000 times before it becomes habit.
2. You don't need to write or read to learn a language.

Note: Sometimes cultures don't have reading material, not even one book.

C. Assets in being able to laugh at yourself (don't worry about getting laughed at and don't get discouraged).

1. Being able to laugh
2. Not having mental blocks

II. LEARNING A LANGUAGE IS HARD WORK.

A. You must learn culture along with learning a language (they go hand-in-hand).

B. Three basics in learning a language (the order of least importance).

1. Ability - Motor skills (involvement of muscles)
2. Exposure - being among the people

3. Motivation (be motivated to learn)
 - a. External motivation - gets you there.
 - b. Internal motivation - keeps you there.

Note: The Holy Spirit is the internal force of learning a language.

11-25
III. WHAT IS LANGUAGE.

(sound)

- A. A transmission of signals to convey ideas
- B. An agreed upon set of symbols (or signals)
- C. Language and culture are inseparable

Note: What we think we are and what we are we think.

IV. PEOPLE HAVE DEEP FEELINGS REGARDING THEIR OWN LANGUAGE.

Example: A man stranded on an island with no one that speaks his language to talk to. When someone that speaks his language lands on the island, he wants them to talk to him just so he can hear them talk.

- A. Where you learn the language is how you will pronounce the language.
- B. Language learning is extremely hard work.
 1. It is a necessary thing.
 2. Any time spent in learning a language is never wasted.
 3. We need to realize that our attitude shows (don't be negative in learning their language).

Note: Our testimony is the same there as it is here.

4. Don't think that they are stupid or backward - they aren't.

(They remember what you say and do to them.)

C. Fear not (there are 83 "Fear not's" in the Bible)

"Fear not"	63
"not fear"	14
"Fear them not"	4
"Fear him not"	2
	<hr/>
	83

D. Every language has vowel & consonant sounds

All common in Lang.

vowel consonant

Noun / verbs / Modifiers

Points of Articulation Manners of Articulation		Bilabial	Labio-dental	Inter-dental	Alveolar	Alveo-palatal	Palatal	Velar	Uvular	Pharyngeal	Glottal
		Stops	Vl. p ^{ph}			t th			k ^{kh}		
	Vd.	b		d			g				
Fricatives	Vl.	p	f	θ	s	ʃ	x			h	
	Vd.	b	v	ð	z	ʒ	g				
Nasals	Vl.	M			N	ɲ	ɲ				
	Vd.	m			n	ɳ	ŋ				
Laterals	Vl.				L						
	Vd.				l						
Flaps Trills	Vl.				ɾ			ʀ			
	Vd.				ɾ			ʀ			
Semi-vowels	Vl.						Y	W			
	Vd.						y	w			

BASIC VOWELS

FRONT

CENTRAL

BACK

	unrounded	unrounded	rounded
HIGH	i	ɪ "in"	u
LOWER HIGH	ɛ		ʊ
MIDDLE	e	ə	o
LOWER MIDDLE	ɛ		
LOW	æ	ʌ	ɔ
LOWER LOW	a	ɑ	

Introduction: Phonetics is the study of how sounds are formed.

I. GOALS.

- A. To sharpen the student's hearing of sounds which may be exotic or strange to him and make them conscious of sounds which he uses constantly but is unaware of.
- B. To gain flexibility of the speech apparatus so that the student can control the various parts of the mouth and throat used in pronunciation and is able to make sounds used in other languages.

II. LANGUAGE SOUNDS - A DESCRIPTION OF SOUNDS.

A. Introduction to sounds articulation and manner.

- 1. Sounds are made when air comes out of the lungs through the trachea and articulate at some point in a certain manner.
- 2. Three cavities which the air passes through:
 - a. Nasal
 - b. Oral
 - c. Pharyngeal
- 3. Ten points of articulation (the point where the air is modified)
 - a. Bilabial (making a "p" sound)
 - b. Labio-dental (the lips to the teeth as in "far")
 - c. Inter-dental (the change occurs at the teeth as in the word "thing")
 - d. Alveolar (as in the word "know" or "no")
 - e. Alveo Palatal (the tongue moves back as in "silly" to "shame")

Speech sounds
made only
by exhale

- f. Palatal ("y" as in "you" which is a semi-vowel)
 - g. Velar ("c" as in "cake" which is pronounced farther back in the mouth)
 - h. Uvular (hydroflex "r" - almost like a gargle)
 - i. Pharyngeal (in the throat - gargle)
 - j. Glottal (modifying at the vocal chords - felt in the throat)
4. Manner of Articulation (how the air is changed or modified)
- a. Stops (stopped at the lips as in "p" or "t")
 - b. Fricatives (does not make a complete stoppage of the air flow as in "fine" or "through")

Note: A bilabial fricative, as used in Spanish, does not stop the air.

- c. Nasals (shuts off the air/oral cavity and goes through the nasal cavity as in "now")
 - d. Laterals (mostly formed by air going around the tongue as in "leaf")
 - e. Flaps (flapping the "r" against the roof of the mouth as in the Spanish "Senior") *Señor*
 - f. Semi-vowels ("y" as in "you" and "w" as in "wow" - these have characteristics of vowels but are not)
- (There are voiced (vocal chords on) and voiceless (vocal chords off) manners of articulation.

Note: The rule of transcription:

- 1. Watch *listen*
- 2. Mimic

3. Write

Example: /tək/ = phonetic spelling

take = English spelling

*Vowels - There is no stoppage or friction in the oral cavity or throat, as there was with consonant sounds. Vowels are produced primarily by changing the shape of the oral and pharyngeal cavities by altering the position of the tongue, lips, and velic.

III. PITCH (MODULATION IN THE VOICE WHEN PRONUNCIATING A PHONEME) - THE TONE AT WHICH A CONSONANT OR A VOWEL IS SAID; IT DETERMINES THE NATURE OF THE WORD, WHETHER IT BE A QUESTION OR A REPLY.

- A. Example: John is coming. (This is an imperative sentence in which the tone falls)
John is coming? (This is an interrogative sentence in which the tone rises)
- B. Difference in the pitch can change the meaning of the sentence.
1. Tone - when pitch is used for a phoneme in a word.
 2. Intonation - when pitch is used to characterize a sentence.
- C. Example: The word "cotton" has a rising and falling sensation which is spelled /kəʔn/ phonetically.

IV. CONSONANT CLUSTER - ANY TWO CONSONANT SOUNDS TOGETHER WHICH OCCUR IN AN IMMEDIATE SEQUENCE.

Example: Skate - sk = consonant cluster

Begs - gs = the sound runs together

Thank - nk = runs together (the th is like thata)

Mention - nt = as in /mɛnʃtɪn/ phonetically (nt = /ns/)

- A. Affricate - one kind of a cluster in a sequence of a stop plus a fricative pronounced tightly together to make one sound.

Example: Church - the ch is the affricate (/tʃ/ = /č/ = /črč/ phonetically)

Judge - we're stopping the air on the d, but making it run together as /dʒ/ - it is a stop and a fricative combined.

V. SYLLABLE - A GROUP OF SOUNDS WHERE EACH GROUPING CARRIES ITS OWN WEIGHT AND BEAT GENERALLY MADE UP OF A CONSONANT-VOWEL CLUSTER.

A. Example: /mo.pi.ʃu/

/gla ksa sna/

- B. Stress - is a matter of relative peominence of one or more syllables in a sequence of syllables.
1. Primary stress - said the loudest and is marked above the letter (it flows)
 2. Secondary stress - said the next loudest in line and is stress below the letter, it is found in words with 3 or more syllables (it stops).

Example: American - /Amɛrɪkn/

- C. Syllabic - it is a syllable of one vowel or consonant which is marked under the letter.

Example: r
 |

1. It carries the beat and is the most prominent sound of a syllable.

Example: Smitten - /'smɪn/ (/ʔ/ = a glottal) (/./ = a different syllable)

ample - /'æm.pəl/

Pam - non-syllabic because the p and m carry the same amount of weight.

turtle - /'tɜr.tl/

I. THE MEANING:

A. Language

1. A set of habits that you reinforce by doing.
2. After learning one language, each succeeding language is easier to learn because you are reinforcing habits.
3. Language is signals as an agreed upon set of symbols.
4. An agreed upon set of signals equals a system.

Example: The chair is there. (this is a system as used in a sentence)

5. Signals plus the system equals areas of situation to provide a meaning.
 - a. Meanings are not a fixed point.
 - b. Learning the country's language is essential because it helps to encourage growth and communication.
 - c. The entire purpose of a missionary is to communicate.
6. There are no true synonyms in a language. No two languages have exact synonyms.
 - a. Language reflects culture.
 - b. Culture reflects language.

II. WORDS.

Words have meanings

A. Signals of what is in the mind, an idea or thought trying to be expressed.

1. Example: Saudia Arabia - they have 1,000 different words for the word "sword".

In New Guinea there are many words for a sweet potato. They have a word for every growth or development in the potato.

- B. In a new language to learn or teach the meanings of words we must first draw a word map.

Note: Find the overlap, find God's area, then develop the word "sin" from this point.

III. DEFINITION OF MEANING - ALL THE WAYS THAT A WORD CAN BE USED AND THE RESPONSES THAT IT CALLS FORTH IN THE HEARER.

A. How to find meaning

1. Group all circumstances into units.
2. Label all units.
3. Devise a method to string the units together.

B. Meanings are established by situations which are culturally determined. Neither the sounds or meanings are stable, they are always changing.

1. Taking a meaning from one thing and using it to describe another. This is a transferred meaning.

Example: Kaupau from New Guinea say that the bottom of a mountain is the belly of the mountain and the mouth of the river is the eye of the river.

2. Where a word is reduced from a general meaning to a specific meaning in a situation. This is the narrowed meaning.

Examples: glass-window-drinking receptacle

silver-silverware

3. Taking the specific meaning of a word and getting a general meaning in a situation. This is the widened meaning.

Example: cat-mammal

coke-soda

Puffs-kleenex

4. Connotation - an idea suggested beyond the real meaning.

Example: "My battery is run down today." We are talking about the physical rather than a car.

5. Obligatory - something that must be there.

a. We must show plurality and time in English.

b. Spanish has to show the sex or the word and/or the gender.

c. The Yana Indians in South America must show whether the speaker knows the facts to be true or simply heard it from another, but time and the number of actors are not important.

6. Optional - doesn't have to be there.

Example: Dr. Jim Smith as opposed to Jim Smith.

7. Idiomatic - phrases that must be memorized as a unit because they aren't the sum of their meaningful parts.

a. Most cannot be explained.

b. They are not reasonable.

c. They have no known source.

Examples: "Kick the bucket" meaning "dead".

"Hold your horses" meaning "slow down".

I. SIGNALS - MEANINGS ARE SIGNALLED BY SOUNDS MADE WITH THE VOCAL ORGANS.

A. Morpheme - the smallest unit of meaning.

Example: Dog = /dɔg/ - contains three sounds but only one morpheme (one meaning).

Elephant = /ɛlɪfənt/

Farmhouse = /farmhəʊs/ - it is one word but contains two morphemes because it has two meanings.

B. Two types of Morphemes

1. Bound - a morpheme that must be attached to another morpheme in order to have meaning (making a plural).

2. Free - can be said on it's own, can stand by itself and still have meaning.

C. How do we find morphemes in a new language.

1. Compare spelling and meaning.

2. Choose possible morphemes.

3. Check it with the rest of the material. Is it consistent?

4. Conclude what is the form and the meaning.

II. WORDS.

A. A word is the smallest unit spoken alone.

B. Morphological - where more emphasis is on the word than on the sentence. Some words are morphemes, but not all morphemes are words.

Example: iglukpiyumalaaktunga - iglu = house; kpi = cause something to be made; yuma = intend to do something; laak = too

anxious about doing something; tung = for one's self; a = I

English - I am anxious to build a house for myself.

- C. A word is made up of a stem and/or additives.
 - 1. The stem carries the bulk of the meaning.
 - 2. The additives affix (add a part to a word).
 - a. Prefix (beginning)
 - b. Suffix (end)
 - c. Infix (middle)
- D. Phrase Level
 - 1. By the use of signals a morpheme makes up a word, words make up a phrase, and phrases make up a sentence.
 - 2. A sentence is nothing more than a clustering of morphemes.
 - 3. A phrase is a cluster of words around a head word.

III. SYSTEMS - THE WAY WORDS AND SENTENCES ARE MADE UP.

- A. Word structure (three ways morphemes go together)
 - 1. Compounding (stem plus a stem)
 - 2. Prefixing (prefix plus a stem)
 - 3. Suffixing (stem plus a suffix)
 - 4. Infixing (stem with an infix)
- B. Reduplication
 - 1. Complete reduplication
 - 2. Partial reduplication
 - a. Initial - the first letters are reduplicated.
 - b. Final - the last letter reduplicated (difference in pro-

nunciation)

c. Medial - middle letters are reduplicated

3. Replacing - where part of the stem is removed and replaced by another morpheme.

a. Complete: go--went (completely change the word to change the meaning)

b. Partial: sit--sat; run--ran (take out a letter and replace it to change the meaning)

C. Morpho-Phonetics

1. Logical (you understand why the change was made)

2. Illogical (no reason for changing)

D. Sentence Structure

1. Slotting

a. Order

b. Parts of Sentence Structures

(1) Modifier = MD

(2) Doer = D

(3) Receiver = R

(4) Action = A

(5) Benefit = Ben

(6) Time = T

(7) Manner = Man

(8) Location = Loc

(9) Instrument = Inst

(10) Purpose = Pur

2. Types of Sentences

a. Action

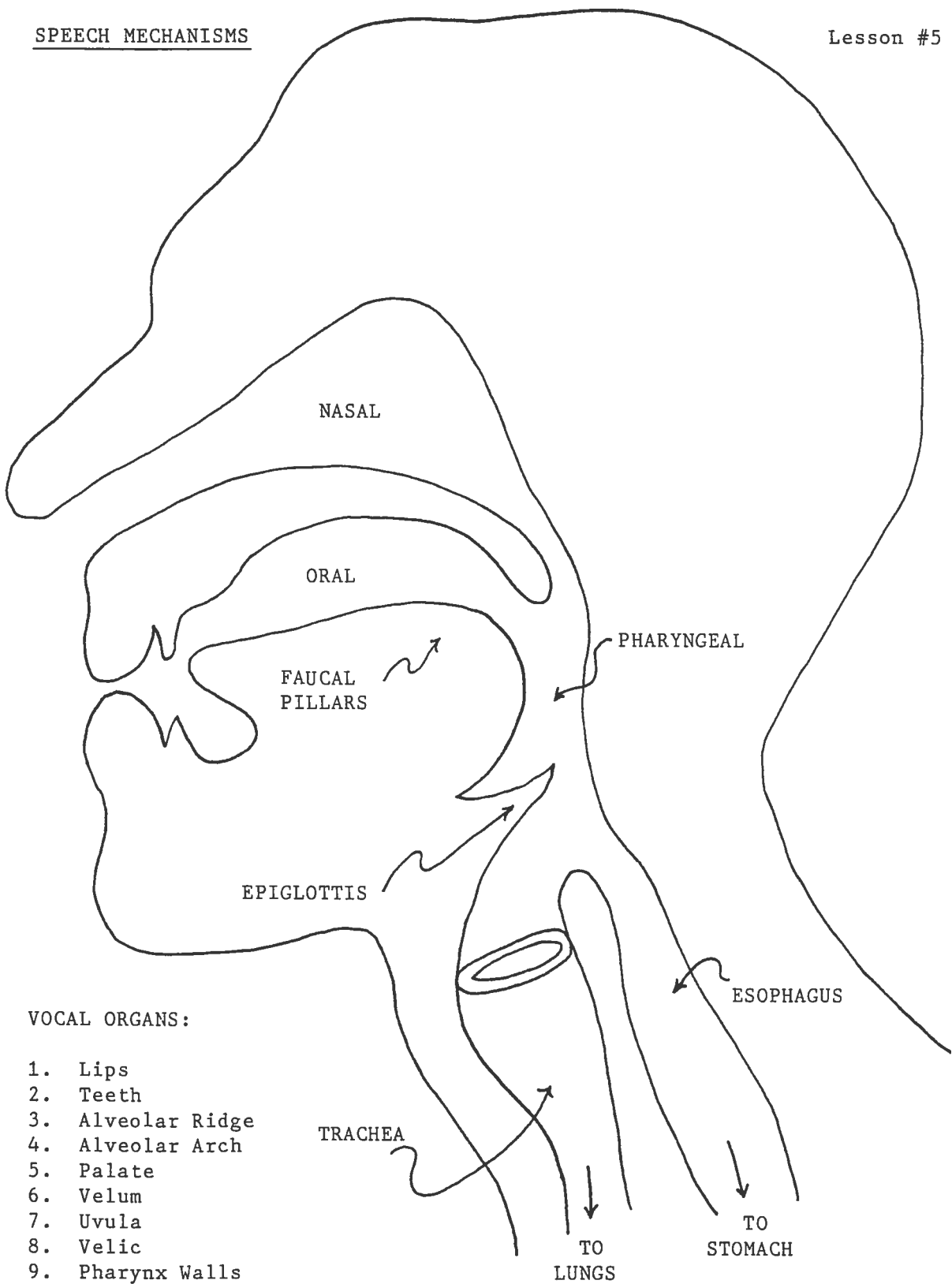
(1) Statement (positive or negative - "I go" or
"I don't go")

(2) Question

(3) Command ("go on" or "don't go")

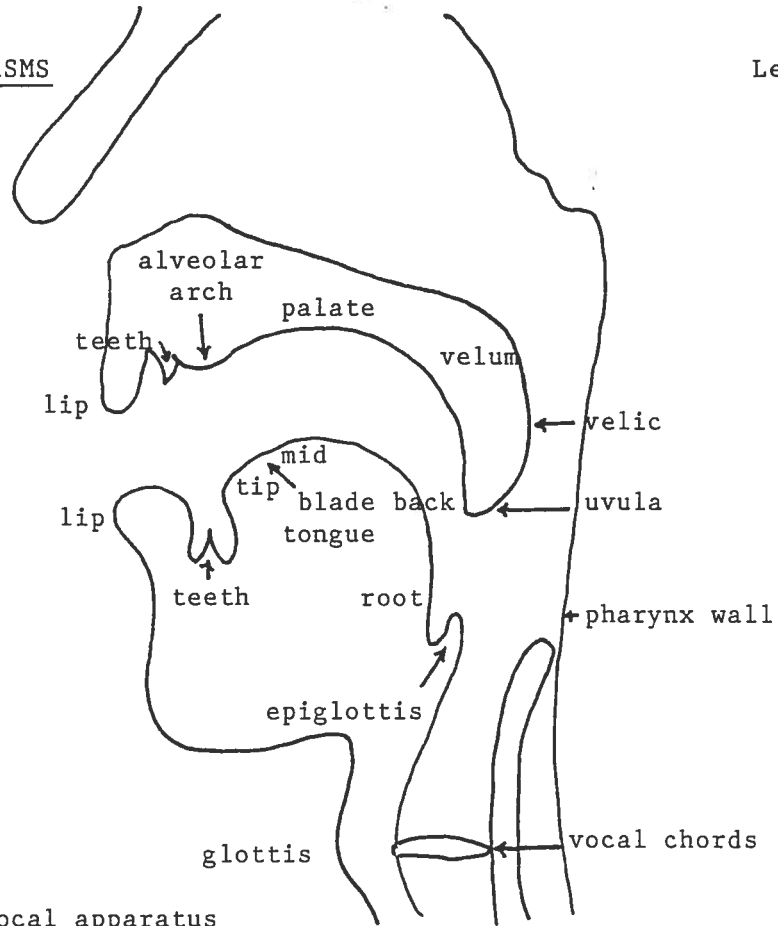
b. Equotional

Note: All of these can be positive or negative. Different types of sentences will probably carry the different types of meanings, but you can be sure that the same type of sentence will carry the same type of patterns.

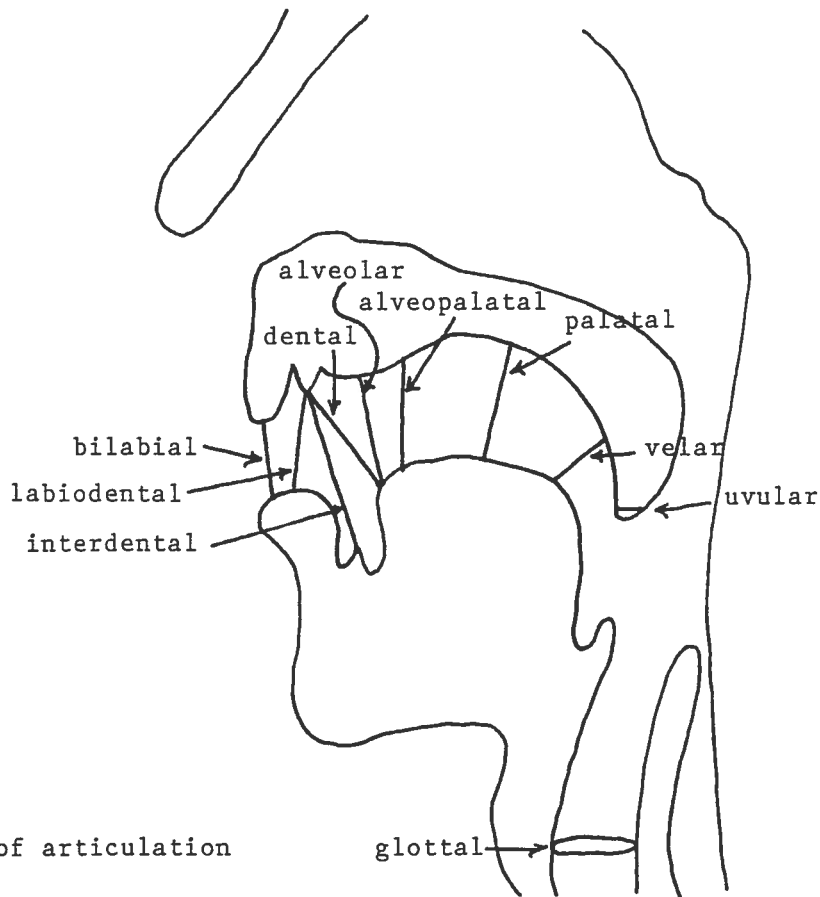


VOCAL ORGANS:

1. Lips
2. Teeth
3. Alveolar Ridge
4. Alveolar Arch
5. Palate
6. Velum
7. Uvula
8. Velic
9. Pharynx Walls
10. Esophagus
11. Trachea
12. Vocal Chords
13. Epiglottis
14. Tongue
15. Faucal Pillars



Parts of the vocal apparatus



Points of articulation

I. CAVITIES (THE HOLES WHERE A COLUMN OF AIR PASSES THROUGH).

- A. Nasal Cavity
- B. Oral Cavity
- C. Pharyngeal Cavity

II. VOCAL ORGANS (PARTS).

- A. Lips
- B. Teeth
- C. Alveolar Ridge
- D. Alveolar Arch
- E. Palate
- F. Velum
- G. Uvula
- H. Velic
- I. Pharynx Wall
- J. Exophagus
- K. Trachea
- L. Vocal Chords
- M. Epiglottis
- N. Tongue
- O. Faucal Pillars

III. ARTICULATIONS (THE MOVEABLE PARTS THAT CAUSE THE COLUMN OF AIR TO BE MODIFIED).

- A. Lips

- B. Tongue
 - 1. Tip
 - 2. Blade
 - 3. Mid
 - 4. Back
 - 5. Root
- C. Velic
- D. Vocal Chords

IV. POINTS OF ARTICULATION (THE STATIONARY POSITIONS WHERE THE COLUMN OF AIR IS MODIFIED).

- A. Bilabial
- B. Labio-dental
- C. Inter-dental
- D. Alveolar
- E. Alveo Palatal
- F. Palatal
- G. Velar
- H. Uvular
- I. Pharyngeal
- J. Glottal (muscles around the vocal chords)

V. MANNERS OF ARTICULATION (THE WAYS THE COLUMN OF AIR IS MODIFIED).

- A. Stops

SPEECH MECHANISMS

Lesson #5

- B. Fricatives
- C. Nasals
- D. Laterals
- E. Flaps
- F. Semi-vowels

SPEECH MECHANISMS

Lesson #5

Name _____

Date _____

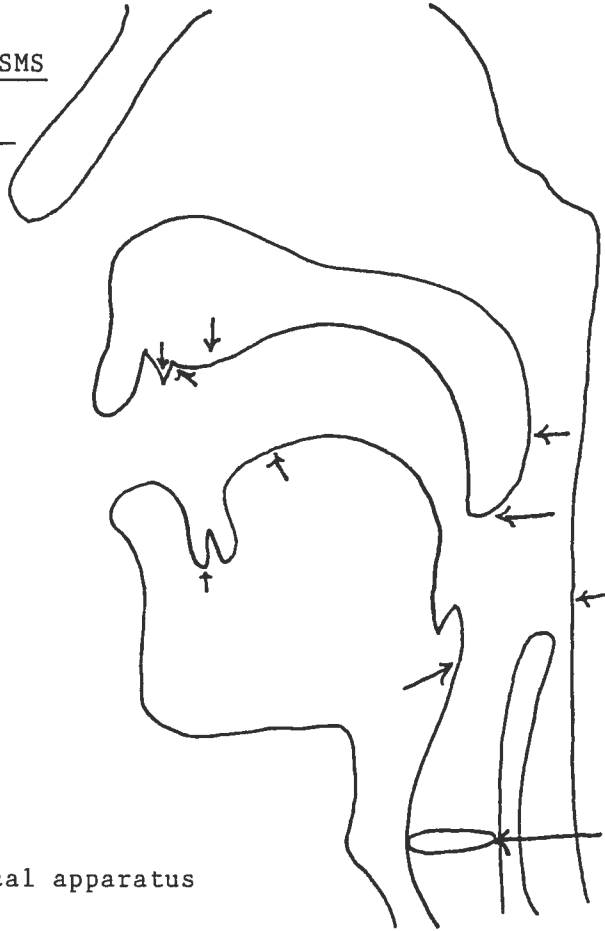


SPEECH MECHANISMS

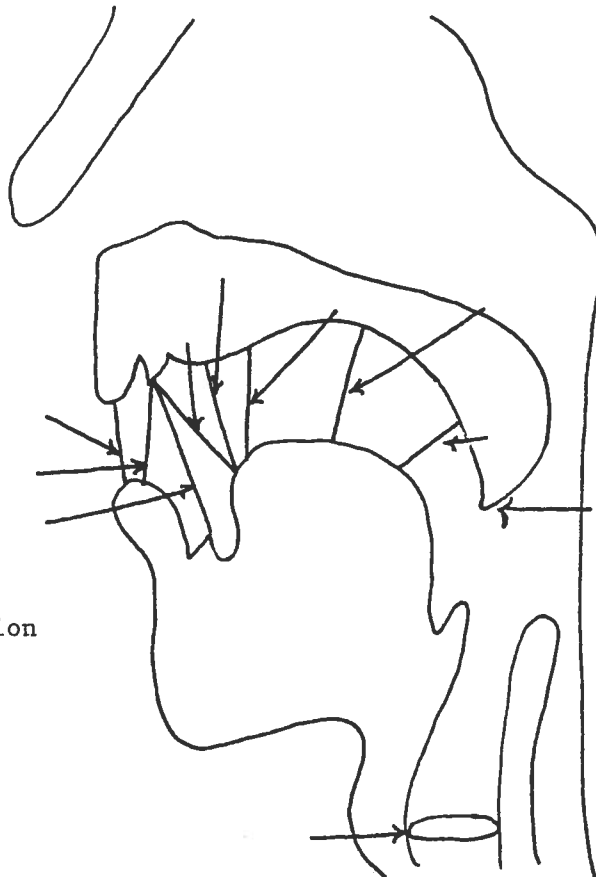
QUIZ - Lesson #5

Name _____

Date _____



Parts of the vocal apparatus



Points of articulation

Name _____

Date _____

I. INTRODUCTORY QUESTIONS.

A. Read Lk. 24:46, 47. As it "behoved Christ" to go to the cross.

We also should realize the " _____ " of tribal missions.

B. Read Rom. 10:14-17. If a man is going to "hear" the words of the missionary that is sent:

1. In what language are the 3,247+ tribes going to be reached?

2. Is the one sent to preach the Gospel obligated to learn the heart language of the people if they are to be reached by the preached WORD?

C. Read Mt. 7:12. What is the significance of this verse related to the unreached tribes of the world?

D. Learning language is not simple it is _____.

E. What are the three basics in LEARNING language?

1.

2.

3.

Which of these three is the most important?

F. Number these steps of learning language in their proper order from 1 to 6.

___ Sentences

___ Words

___ Tone

___ Syllables

___ Grammar

___ Paragraphs

G. Language reflects _____.

II. PHONOLOGY QUESTIONS.

A. Fill in the fifteen vocal organs on the blank Sammy.

Fill in the vowel chart and the consonant chart.

B. What is the difference between a POINT of articulation and a MANNER of articulation?

C. What are the two types of pitch systems used in language?

1.

2.

D. What are the three rules to follow in the taking of phonetic transcription?

1.

2.

3.

III. LINGUISTICS QUESTIONS.

A. _____ is all the ways in which a word can be used and the response that it calls forth in the hearer.

B. A _____ is the smallest unit of meaning.

C. A _____ is the smallest spoken unit of meaning.

D. A _____ morpheme can stand by itself and still have meaning.

A _____ morpheme must be attached to another morpheme in order to have meaning.

E. In word construction, there are three ways that morphemes may be joined together. Below, connect the proper illustration to the proper word.

- | | |
|-------------------|------------------------|
| ___ Replacive | 1. houseboat |
| ___ Addition | 2. go, went, gone |
| ___ Reduplication | 3. /sogo/ 'alone' |
| | /sogosogo/ 'all alone' |

F. There are two basic types of sentences. Below, connect the proper sentence and formula with the proper sentence type.

- | | |
|----------------|--|
| ___ Equational | 1. Ken is a bus captain.
(subject + verb + describer) |
| ___ Action | 2. John hit the ball.
(doer + action + receiver) |

IV. EXTRA CREDIT.

- A. Spell your first and last name phonetically _____.
- B. What does iglukpiyumalaaktunga mean?
- C. What have these introductory courses done for your attitude about learning another language?

WORK SHEETS

Appendix

ton	'stone'	bak	'bone'
k'atim	'to heat'	pam	'flat'
?ancil	'female'	muk'	'big'
ha?c'uht'	'diarrhea'	pante?	'bridge'
mut	'hen'	nick'ahk'	'spark'
cik'pom	'incense burner'	k'an	'to ask for'
c'ul	'holy'	nič	'flower'
?ot'an	'heart'	tat	'father'
hol	'head'	mel?ot'an	'sadness'
k'anpatan	'tax-collector'	muk'ha?	'river'
wic	'mountain'	cik'	'to burn'
te?	'wood'	k'atimbak	'hell'
holwic	'summit'	ha?	'water'
c'uht'	'stomach'	c'ultat	'god'
	'child'	?ancil?al	'daughter'
patan	'tax'	mel	'to explain'
'ahk'	'fire'	pom	'incense'
tonmut	'egg'		

Directions:

1. Make a list of the compounds.
2. Divide them into stems.
3. Give meaning of each stem.

Instructions: The following foreign words all mean "to take one to see" or 'to show'. See if you can find the area of meaning covered by each.

1. I /the/ a turban to him.
2. I /le'/ the knife to him.
3. I /loun/ a couple of boxes to him.
4. I /the/ the two shirts to him.
5. I /yau/ mother to him.
6. I /yau/ the bear to him.
7. I /chaun/ the pencil to him.
8. I /kaun/ the monkey to him.
9. I /yau/ the soldier to him.
10. I /phe'/ John's eye to him.
11. I /phe'/ the sleeve to him.
12. I /khun/ the note to him.
13. I /koun/ the dog to him.
14. I /khun/ the cheque to him.
15. I /chaun/ the rope to him.
16. I /chaun/ the road to him.
17. I /pin/ the hair to him.
18. I /shaun/ the school to him.
19. I /khun/ the book to him.
20. I /le'/ two hammers to him.
21. I /loun/ several houses to him.

WORK SHEETS

Appendix

22. I /loun/ a bunch of grapes to him.
23. I /loun/ eight balls to him.
24. I /yau/ a cripple to him.
25. I /pin/ the fine wire to him.
26. I /pin/ the blue thread to him.
27. I /shaun/ the monastery to him.
28. I /kaun/ the slave to him.
29. I /chaun/ the pole to him.
30. I /yau/ the three boys to him.
31. I /le'/ a large gun to him.
32. I /loun/ one yellow balloon to him.
33. I /phe'/ a glove to him.
34. I /phe'/ one leg to him.
35. I /the/ the three hats to him.
36. I /the/ some socks to him.
37. I /shaun/ the store to him.
38. I /khun/ the foot print to him.
39. I /shaun/ the courthouse to him.
40. I /pin/ the whisper to him. (whisker)
41. I /le'/ a little saw to him.
42. I /phe'/ my ear to him.
43. I /khun/ the word to him.
44. I /the/ a pair of pants to him.
45. I /shaun/ the temple to him.

WORK SHEETS

Appendix

46. I /kaun/ the spider to him.
47. I /kaun/ the donkey to him.
48. I /kaun/ the pig to him.
49. I /chaun/ the vine to him.

WORK SHEETS

Appendix

"AZTEC"

- | | |
|--------------------|---------------------------------------|
| 1. ničoka | 'I cry' |
| 2. ničoka | 'I cried' |
| 3. nimayana | 'I am hungry' |
| 4. nimayana? | 'I was hungry' |
| 5. nimayanaya | 'I was hungry (and may still be)' |
| 6. timayana | 'you (sg) are hungry' |
| 7. nimayanas | 'I will be hungry' |
| 8. tičoka | 'you (sg) cry' |
| 9. ničokaya | 'I was crying (and may still be)' |
| 10. ničokas | 'I will cry' |
| 11. ankwake? | 'you (pl) ate' |
| 12. nitehkawi | 'I climb' |
| 13. titehkawi? | 'you (sg) climbed' |
| 14. nitehkawiya | 'I was climbing (and may still be)' |
| 15. nitehkawis | 'I will climb' |
| 16. nikwake? | 'we ate' |
| 17. nimayanati | 'I go to be hungry' |
| 18. nimayanato | 'I went to be hungry' |
| 19. nimayanaki | 'I come to be hungry' |
| 20. nimayanako | 'I came to be hungry' |
| 21. nikmayanati | 'I cause him to be hungry' |
| 22. nikmayanati? | 'I caused him to be hungry' |
| 23. nimičmayanatis | 'I shall cause you (sg) to be hungry' |

WORK SHEETS

Appendix

launlan	'I sing'	yuon	'I drink'
laulat	'You sing'	yuot	'You drink'
laulavi	'He sings'		'He drinks'
laulamme	'We sing'	yuomme	'We drink'
laulatte	'You (pl) sing'		'You (pl) drink'
laulavat	'They sing'		'They drink'

Instructions: Write the words for: "He drinks", "You (pl) drink" and "They drink".

Michoacan Aztec

1. nokali	'my house'	9. mopelomes	'your dogs'
2. nokalimes	'my houses'	10. ipelo	'his dog'
3. mokali	'your house'	11. kwahmili	'cornfield
4. ikali	'his house'	Instructions: Write how you think	
5. kalimes	'houses'	they would say:	
6. kali	'house'	_____	'his cornfields'
7. nopelo	'my dog'		
8. mopelo	'your dog'		

1. pepa 'uki	'You are a man.'
2. nemanunci	'I who am a child.'
3. neminunuci	'Am I a child?'
4. nopa'uki	'I am a man.'
5. peti'uki	'Are you a man?'

Instructions: How would they say "I am a child?"

WORK SHEETS

Appendix

- | | | | | | | |
|----|---------------|---------------|-----------------|-----------------|--|--------------------|
| 1. | nala?o
man | bugi
boy | antemali
hit | | 'The man hit the boy.' | |
| 2. | bugi
boy | nala?o
man | antemali
hit | | 'The boy hit the man.' | |
| 3. | yebo
girl | nala?o
man | bugi
boy | antemali
hit | 'The man hit the boy for the girl.' | |
| 4. | bugi
boy | nala?o
man | yebo
girl | antemali
hit | 'The man hit the girl for thy boy.' | |
| 5. | nala?o
man | bugi
boy | yebo
girl | antemali
hit | 'The boy hit the girl for the man.' | |
| 6. | bugi
boy | yebo
girl | nala?o
man | antemali
hit | 'The girl hit the man for the boy.' | |
| 7. | bugi
boy | yebo
girl | nala?o
man | antemali
hit | 'The girl hit the man for the boy yesterday.' | |
| 8. | bugi
boy | yebo
girl | nala?o
man | tse?
strong | antemali
hit | gesum
yesterday |
| | | | | | 'The girl hit the man hard for the boy yesterday.' | |

- | | | |
|----|---------------------|------------------------------|
| 1. | idulak atulo ema | The man is planting grain. |
| 2. | idulak atulo aful | The man is planting peanuts. |
| 3. | abak atulo ezok | The man hit the dog. |
| 4. | ohonya eito erizo | The child is eating meat. |
| 5. | amata eito aari | The child is drinking water. |
| 6. | amata odwoti aari | The girl is drinking water. |
| 7. | ohonya odwoti erizo | The girl is eating meat. |
| 8. | ohonya ezok erizo | The dog is eating meat. |

WORK SHEETS

Systems - Appendix

1. yoya dolaka ofa maska poga tas saso
coyote old-the fox wise-the gopher fat saw-they
The old coyote and the wise fox saw a fat gopher.
2. babu pogaka sumipa peka
happy gopher-the full-very he
The gopher was happy and he was full.
3. pogaka rati leyo bol tatu
gopher-the carrots yellow orange eaten
The gopher had eaten yellow and orange carrots.
4. pogaka nega pale rati pale tatu
gopher-the greens many carrots many eaten
The gopher had eaten many greens and carrots.
5. yoyaka ofaka tagupa yad kus
coyote-the fox-the hated-very days many
The coyote had hated the fox a long time.
6. mastpa ofaka epalog yad ge
wise-very fox-the animals-among days few
The fox was wise among the animals only a short time.
7. ofaka yoyaka po tagupana wenku
fox-the coyote-the him hated knew
The fox knew the coyote hated him.
8. pogaka yalu pelu elut
gopher-the lay slept hole-near
The gopher lay down and slept by the hole.
9. yoyaka olemu olemu pogapat
coyote-the crept crept gopher-very-near
The coyote kept creeping till he was very near the gopher.
10. ofaka yoyala ladu ladu
fox-the Coyote called called
The fox called, "Coyote!" repeatedly.
11. lup dus pogaka
eyes good gopher-the
The gopher woke up.
12. peka yoya dolaka sasu
he coyote old-the saw
He saw the old coyote.

WORK SHEETS

Systems - Appendix

13. peka naru yoyakap ofa mastkat
he ran coyote-from fox wise-the-near
He ran from the coyote near the wise fox.

14. ofaka pogaka tatu yoyaka ofaka ganu
fox-the gopher-the eat coyote fox-the bite
The fox ate the gopher and the coyote bit the fox.

15. nots dol ofaka
stone cold fox-the
The fox died.

16. mast li ofaka
wise not fox-the
The fox was not wise.

INTRODUCTION TO LINGUALOLOGY

J. Stertz, 5-85

Prestige Elite, 12

Sears TEC, I

I. Every child is taught a vocal language

- a.) single syl. words - simple
- b.) 2 - 3 syl. complex
- c.) Sentences - simple
- d.) complex sentences

II. Grammar

! Vocabulary ! Pronunciation

- a.) child does not learn

III.

III

IV

Develop symbols for WORDS

~~IV~~

Develop symbols for SOUNDS

- Alphabet = series of sym. that represent sounds
- Sounds

V

Words -

Words -

- combining symbols
- rootword + suf & prefixes
- Spelling
- Vocabulary

VI

Sentences & Grammar (ideas)

- combining words
- Rules