

Arapaho Grammatical Knowledge: Progressive Scale

[These are topics which would be covered in formal support sessions, to supplement the less structured learning that would go in Master-Apprentice situations.]

YEAR ONE

Command-Based Usage:

[Commands are grammatically the easiest aspect of the language, and also allow students to begin comprehending and using language in real-life situations immediately. In addition, the Total Physical Response method is widely used in classrooms, so these elements of the language should already be widely familiar.]

- 1) Basic commands (verb stem): 'run' 'stop' 'sit' 'stand' etc.
Basic locational particles for use with commands: 'here' 'there' etc.

- 2) Basic commands with transitive/subject-and-object verbs:
 'look at it' 'look at me' look at him/her' etc.
Basic nouns, for use with commands: 'look at the dog' 'give me the book' etc.
Basic determiners for use with commands:
 Nehe' this
 Nuhu' this
 Hini' that
 Hinee that

- 3) Basic possession prefixes with nouns (singular only):
 Ne/no- my
 He/ho- your
 Hi- his/her
Basic noun plurals:
 -no/-ho/-ii/-uu (inan)
 -no'/-ho'/-ii/-uu (an)

- 4) Basic prefixes for use with verb command forms:
 Cesis- start to...
 Ciin- stop...
 Bee3- finish...
 Ciibeh- don't...
 Nouutowu- keep on...
 Won- go and...
 Ce'- ...again
 Koxo'- slowly...
 Nihi'nee- quickly...

Bebis- properly...

Statement-Based Usage:

[More advanced students on the reservation, particularly those who have taken community-college-based courses, will already have reasonable mastery of the concepts in this section though #8.]

- 5) Learning of basic adjectival verbs, including introduction of inanimate subjects:
Colors, sizes, weather terms
- 6) Person marker suffixes with intransitive (subject-only) verbs:
I, you, s/he, we, you (pl), they
[At this point, elements of #1,2,3,4 can be combined to form statements such as:
I am walking quickly, Your book is red, That man is talking, I am sitting here,
her mother is starting to work, etc.]
- 7) Additional verb prefixes for use with verbs in #6
Noowoh- I like to...
Niibeet- I want to...
Niini'- I am able to...
Niicoon- I am unable to...
Nii[te]co'on.. I always...
- 8) Tense/aspect markers:
Nih- past
Heet- future
Nii- regularly/habitually
Henis- already
Introduction of basic time vocabulary:
Yesterday, today, tomorrow, this week, next week, last week
- 9) Negative verb prefixes, singular only:
Ne-ihoow- I not/don't
He-ihoow- You not/don't
(Hi)-ihoow- S/he isn't/doesn't, it isn't/doesn't
Grammar of Personal Names (based on pattern of negatives)

Question-Based Usage:

[Very few learners have active control of question forms. The only questions they normally know are memorized ones.]

- 10) Question prefix and personal prefixes, singular only:
Koo-ne/no- 'do I...'
Koo-he/ho- 'do you...'

Koo- 'does s/he...' 'does it...'

2-3 basic wh- question forms:

Tous- 'what/how?'

Toot- 'where?'

At this point, a large amount of time needs to be spent consolidating this basic knowledge, as this constitutes the essence of Arapaho grammar structure. At this point, learners could carry on a conversation of the form:

A. Do you want to drive to town? It is not raining.

B. Yes, I want to drive to town. I like to eat in town. I ate in town last week.

A. Do you have any money?

B. No, I don't have any money.

A. Well then, go ask your mother for some money.

B. Okay. I will do that. Don't run off. Stay here.

Note that combination of negative and question forms with tense and aspect markers is complex, and would not be expected at this point. Tense and aspect would be used for the moment only with positive statements. Thus #8 would not yet be combined with #9 and #10. We feel it is crucial to introduce all the elements necessary for conversation (questions, positive and negative statements) as soon as possible, because these are the central features of actual language usage, and allow learners to begin interacting immediately or at least as soon as possible in real-life situations. With just the elements above, they will also be able to at least partially understand much more complex input from fluent speakers, even if they cannot yet respond adequately do it, or do not yet technically understand all the forms being used. They will recognize questions and negative statements, for example, even if these involve transitive/subject-and-object verbs, which they have not yet formally been introduced to.

Transitive/subject-and-object Verb Usage:

[Few or no current learners on the reservation have any active control of grammar from this point on.]

11) Return briefly to #2, where this concept was introduced with commands

12) Transitive verbs with inanimate objects, singular only:

Verb-owoo I...it

Verb-ow You...it

Verb-o' S/he it

Build on vocabulary of inanimate nouns

13) Transitive verbs with animate objects, limited set only:

Verb-e3en I...you

Verb-oot S/he...him/her

Verb-o'	I...him/her
Verb-ot	You...him/her
Verb-ein	S/he...you
Verb-in	You...me

- 14) Intregation of #12, 13 with #4,7,8
- 15) Integration of #12, 13 with #9,10
- 16) Intregation of #14 and #15

YEAR TWO

Plurality:

[By this point many learners will likely have acquired some common plurals on their own. But the plural system in verbs is quite complex because with questions and negatives, persons/participants are marked with prefixes, but plural persons/participants are marked with suffixes. We have avoided this complexity up to this point. We begin with plurals of affirmative verbs, which are simply suffixes of the type with which the learners are already familiar.]

- 17) Plural markers for intransitive/subject-only verbs
- 18) Plural markers for transitive/subject-and-object verbs with inanimate objects
- 19) Plural markers for transitive/subject-and-object verbs with animate subjects
- 20) Plurals with negatives and questions
- 21) Plural possessors on nouns

At this point, a good deal of consolidation is necessary, in order for learners to fully integrate the learning from the first year with these new elements.

Vocabulary:

- 22) Additional lexical verb prefixes, verb, nouns and particles
- 23) full wh- question forms:

Toot-	where?
Tous-	what/how?
Tohuu-	what kind of?
Tohuutox-	how many?
Tohuucis-	how long/far?

- Tou3ee- why?
Etc.
- 24) Back-reference forms:
Nee'eet- 'that's where'
Nee'ees- 'that's what/how'
Nee'eetox- 'that's how many' etc.
Etc.
- 25) 'Have a...' noun-incorporation verbs
'Put on a...' noun-incorporation verbs
'Take off a...' noun-incorporation verbs
'Make a...' noun-incorporation verbs
'Have a [descriptor] [body part]' noun-incorporation verbs
- 26) Obligatorily possessed items: full-scale introduction
- 27) Particle formation from verbs: a shortcut for passive understanding many Arapaho nouns and their relationship to verbs.
- 28) Causative suffix -(v)h for making new verbs
- 29) Number verbs

Year Three

- 27) Simple subordinate clauses:
Tih- when...
Toh- when/after...
Hei'- when/once...
Heetih- so that/in order to...
Heecis- while...
Heescii- before...
Etc.
- 28) Full set of all participant markers for verbs
- 29) Proximate/Obviative system
- 30) Delayed/Future imperative
- 31) Subjunctive mode
- 32) Introduction to traditional narrative (special grammar and vocabulary) – passive knowledge only

NOTE: Grammatical items *not* formally covered in these three years:

Suggestive/Potential Imperative

Indirect Imperative

Relative Clauses

Adverbial Clauses and Relative Roots (heet- 'where...' hees- 'what/how...' etc)

Complement Clauses

Possession by Obviative Persons/4th-person possession

Iterative Mode

Instrumental Prefix and Constructions

Less-common Derivational Forms of Verbs (Passives, Benefactives, Goal-oriented forms,

Substitutional/On-behalf-of forms, Inchoatives)

Less-common object-incorporation verb structures

Topic-incorporation/classificatory verb structures

Method/means-incorporation verb structures

Reduplication

Many constructions in which specific particles, proclitics or prefixes force specific (normally non-affirmative or iterative) verb inflections, with the entire clause having idiomatic meaning related especially to irrealis mode