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# Native Language Instruction Guide LEVEL V (Cree)

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PROVINCE OF MANITOBA  
DEPARTMENT OF EDUCATION

NATIVE LANGUAGE INSTRUCTION GUIDE  
LEVEL V

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119 SUTHERLAND AVENUE,  
WINNIPEG, MANTIOBA.

This guide is subject to revision pending the receipt  
of information from teachers and schools.

A publication of the Native Education Branch

1980

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1911-1912  
1913-1914

1915-1916  
1917-1918

1919-1920

1921-1922  
1923-1924  
1925-1926  
1927-1928

1929-1930  
1931-1932

1933-1934  
1935-1936

This guide has been developed as part of an overall Native Languages program for Manitoba schools and comprises the level 5 of the program. The document incorporates the ideas and suggestions of students and teachers in the field who speak and teach or have taught a native language. This Native Language Instruction Guide - LEVEL V is subject to revision pending the receipt of further information and suggestions from the field.

#### A C K N O W L E D G E M E N T

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Appreciation is also extended to all administrative personnel of the schools, school divisions and institutions on whose staffs committee members regularly serve.

## INTRODUCTION TO LEVEL V

This course was originally designed as an introductory Spoken Cree program. With this revision, it will follow the Native Language Instruction Guide, Levels 1 to 4, as Level 5. The objectives for Level 5 is to acquaint the students to the structure and the grammar of the Cree language. The basic dialogue included with the lessons demonstrate the structure of the Cree language and some of the grammar differences. With students that are fluent in another language, it is wise to point out the differences in the grammar as compared to their language. The dialogue presented with these lessons should only serve as samples in the real lesson. Practical, real demonstrations would be more valuable in the teaching of distances.

Another objective for Level 5 is that the students should no longer rely on Roman Orthography as written communication, but only use syllabics in reading and writing. Practise in reading and writing should become an important part of the course. With Level 6, creative writing becomes a part of the program so Level 5 prepares the student for writing. Composing new sentences and writing them out could be a part of each lesson.

### Lessons 1 to 9

These lessons consist of a series of questions about the pictures and the appropriate answers. The students should learn both the questions and answers.

The teacher should point to the thing being talked about. The pictures printed with the book can be used, or they can be reproduced on the blackboard, or in some other way.

After learning these lessons, the students can use the questions in class to ask for the names of additional objects. They should be encouraged to use these questions with other Cree

speaking members of the community. But it is important not to let the class delay too long before going on in the lessons while collecting the names of everything. It is as important to know how to use words as it is to know the words themselves. The lessons in this level are designed to teach the student both the most important words and how to use them.

Lessons 10 to 18

These lessons continue the question and answer pattern as before, while introducing a new kind of Cree word, which we call transitive verbs. Transitive verbs change their endings and beginnings to indicate different pronouns. Moreover, the beginnings and endings are different in sentences with question words, such as awéna - who, kékwán - what, and tantahto - how many, and in sentences with no question word. As in the preceding lessons, the student should learn both the questions and the answers.

For example:

With no Question Word;

ni wá

amáw  
ni wá

amáwak  
ki wá

amáw  
ki wá

amáwak  
wá

améw  
wapaméwak

With a Question Word;

wá <p>amak</p>	I see him
wá <p>amakik</p>	I see them
wá <p>amat</p>	You see him
wá <p>amacik</p>	You see them
wá <p>amat</p>	He sees him or them
wá <p>amacik</p>	They see him or them

These are the forms of the transitive verb meaning see, when it is a k-noun that is being seen. When an a-noun is being seen, the verb is different.

For example:

With no Question Word;

niwá

htén  
kiwá

htén  
wá

htaman  
wapahtamwak

With a Question Word;

wá <p>htaman</p>	I see it or them
wá <p>htaman</p>	You see it or them
wá <p>htak</p>	He sees it or them
wá <p>htahkik</p>	They see it or them

All transitive verbs work the same way, different forms going with k-nouns and a-nouns.

For example:

nipéhtawáw      I hear him

nipéhtén        I hear it

### Lessons 18 to 24

These lessons introduce the student to the obviative form of nouns. The verb forms listed at the beginning of Lesson 10 can be divided into two groups.

#### Group 1;

niwápapáw

wápapak

niwápapáwak

wápapakik

kiwapáw

wápmat

kiwápapáwak

wápapacik

niwápahtén

wápahtamán

kiwápahtén

wápahtamán

#### Group 2;

wápapéw

wápapát

wápapéwak

wápapácik

wápahtam

wápahtahk

wápahtamwak

wápahtahkik

With verb forms of Group 2, the noun naming the thing that is seen must be in the obviative form. With verb forms of Group 1, the noun naming the thing seen is not in the obviative.



The obviative of k-nouns end in 'a'. It is the same in both singular and plural.

For example:

atim niwápmáw	I see a dog.
atimwak niwápmawak	I see dogs.
atimwa wápmew	He sees a dog, or dogs.

The obviative of a-nouns end in 'niw' in the singular. In the plural, the obviative is the same as the regular plural ending in 'a'.

For example:

cimán niwápahten	I see a boat.
cimána niwápahten	I see boats.
cimániniw wápahtam	He sees a boat.
cimána wapahtam	He sees boats.

### Suggestions For the Teacher:

Teachers who plan to teach this course should be thoroughly familiar with the local Cree dialect in their area, if there is any. Corrections should then be made if there are any dialect differences. The teacher has three main tasks in the teaching of the course. First, he is a model for pupil imitation. To be a model, the teacher needs only to have an accurate control of the pronunciation of the sentence structures and the materials to be learned. He is aided by tapes, which should be purchased or made. While both tapes and teacher are needed, the teacher supplies the needed flexibility and the important accompanying gesture and facial expressions. Second, the teacher is a judge of pupil accuracy in imitation and practise. Here again tapes are a help to the teacher since they provide a standard against which the performance of the class can be measured. However, tapes are aids, only teachers can notice and comment on a student's errors and difficulties. Consistent evaluation of each pupil's performance and progress in an aural - oral language course is of particular performance. Third, the teacher is a manager of classroom activity. As a manager, the teacher decides how much practise is essential to learning the material, without allowing too little or demanding too much. He must also be able to vary the activities so that the result is a well planned and effective performance.

The success of any language course depends upon the teacher, not the teaching materials. This is particularly true of an aural - oral language course, for it is the teacher alone who must present the materials, direct their practise and judge the effectiveness of the results. The teaching materials can make the task easier or more difficult, but in the last analysis, if the course is a success, it is the teacher who made it so. Therefore, the teacher must also be able to create situations which have meaning for the students and relate to their actual experiences. The teacher should make events of the community a real part of the program.

A method of teaching a language may consist of the following steps.

1. Imitation of course material
2. Interpretation of course material
3. Question and answer, using course material.
4. Substitution of words or word groups within a stimulus sentence.

For example:

awéniwa wápmat ana nápésis - Who does that boy see?

awéniwa wápmat ana iskwésis - Who does that girl see?

or

niso wáposa wápméw - He sees two rabbits.

nisto wáposa wápméw - He sees three rabbits.

or

péyak atimwa wápméw - He sees one dog.

péyak napéwa wápméw - He sees one man.

5. Extension of basic sentences, by the use of co-ordinating or sub-ordinating the sentences.

#### Lesson Guideline:

Timing of the lessons may be as follows;

TIME: Fifteen to Twenty minutes daily, for nine and ten year olds.

Twenty to Twenty-five minutes daily, for eleven and twelve year olds.

LESSON: May be divided into several sections for different activities of learning. Some of these may be:

Greetings

Review of yesterday's work

Review of older material presented to students through discussions or otherwise

Lesson for the day

Songs, Games, Drama to provide break after lesson

Discussion and questions about course from students

Recap of lesson learned that day

These are only suggestions! These can be modified and adapted

according to the needs, circumstances and conditions of the teachers and students' particular classroom.

The student should work through each of the stages at a rate best suited to his abilities. Although complete mastery of the work is improbable, a pupil should show reasonable competence before proceeding to the next step. In the early stages, so much material is repeated, the student who fails to learn something at its first appearance will have the opportunity to do so later.

The teacher must avoid boredom, on the one hand by not insisting that each pupil should know everything, and on the other hand avoid excessive speed and superficial treatment of the material that would lead to ignorance and frustration. To be able to reach a balance between these two is the mark of a good teacher.

#### ACTIVITIES and RESOURCES:

For supplementary materials, prepare tapes. Local dialect variations, recorded from local residents would be a valuable aid in the classrooms. Arrange visits from local residents to converse with the students. Encourage students to practise their language outside of school time.

Other activities suggested are:

1. Keeping scrap books of pictures, drawn or cut out. Print in syllabics beside them.
2. Make wall murals. Print names of things beside them.
3. Make models. Depict scenes. Seasonal activities and changes may be shown this way.
4. Have pictures of all local animals, trees, flowers, birds, fish and plants that are used, such as seneca root. Label them. Or, have the real thing in the classroom.
5. Encourage creative writing. Assign simple paragraph writing.

Testing suggestions are given after Lesson 10.



kíhtom	Again.	p"j°
akanasímo, akanasímok	Talk English	<b a r' j, <b a r' j'
éhé	Yes.	v"Δ
mwac	No.	j-
maskoc	Maybe.	L^d-
kékwan	What?	q d'
awéna	Who?	<v° a
tanéhki	What is the matter?	C°"P
na	requesting an answer	a
cí	okay?	r
tapwé	True.	CV
cíya	Okay?	r'>
akosi isi	Never/mind	<dσ Δr
kíyam	That's okay.	p'>
mwac nikiskéntén	I don't know	j- σp^q'U>
mwac nikiskénténan	We don't know.	j- σp^q'Ua>
ntohta	Listen.	j'>"C
ntohtawin	Listen to me.	j'>"CΔ°>
ntohtawik	Listen to them.	j'>"CΔ°\

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Lessons 1 - 4

Introduce the students to one kind of Cree word, which we call k-nouns. K-nouns are so called because their plural forms end in k, for example:

atim	dog	atimwak	dogs
acimosis	puppy	acimosisak	puppies
wapos	rabbit	waposak	rabbits
wapososis	little rabbit	wapososisak	little rabbits

The lessons also introduce the question words, awēna and awēniki(k), and the pointing out words, awa, ana, naha, and their plurals, which go with k-nouns.

Teaching Suggestions:

Students will need an explanation of the distances involved in the use of awa, this one (right here)  
ana, that one (there)  
naha, that one (farthest away)

Animate and Inanimate Demonstratives: Singular and Plural

	K-nouns (animate)	A-nouns (Inanimate)	
this (here)	awa	oma	
that	ana	anima	Singular
that (far)	naha	nema	
these (here)	okok	oho	
those	anikik	anihi	Plural
those (far)	nekik	nehi	

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The illustrations enclosed in the guide are to serve as a demonstration of these words. More practical devices would be to place different things at different distances. The sketches are only illustrations. Teaching distances will be so much more practical if done with materials that are right in the classroom.

To supplement sentences, names of other animals may be introduced also. This should depend on the animals known to the children.

Assignment Suggestions:

Practise syllabic writing and reading.

Make worksheets for students to fill in the blanks.

Ask questions. Have student write the answer in syllabics.

Xerox syllabic pages and have the students translate them into Cree and then English.





Introductory Lesson 1

Greetings

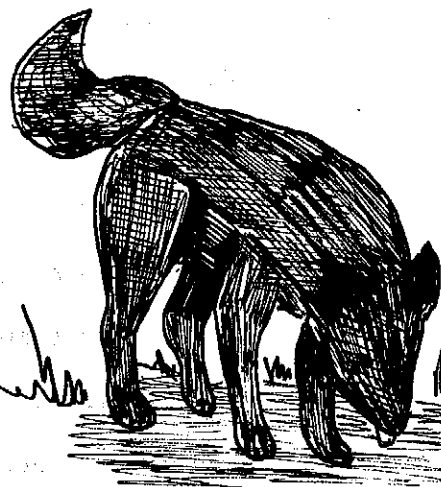
These first two introductory lessons can be used anytime in the course. This is some of the everyday language that is used.

- |   |   |
|---|---|
| 1. Tansi, ékwa                                | 1. Hello. How are you now?                    |
| 2. Monantaw                                   | 2. I am fine                                  |
| 3. Tansi ési ayayan                           | 3. Hello. How are you?                        |
| 4. Mitoni kwayask                             | 4. Very good.                                 |
| 5. Niminowayan                                | 5. I am fine                                  |
| 6. Waciyé                                     | 6. Shake hands                                |
| 7. Waciyé, mitoni niminwéntén<br>é wapamitan. | 7. Shake hands, I am very glad to<br>see you. |
| 8. Waciyé, kihtom kikawapamitin               | 8. Shake hands. I will see you<br>again.      |
| 9. Kína maka                                  | 9. How about you?                             |
| 10. Ana maka                                  | 10. How about him?                            |
| 11. Kimama maka                               | 11. How about your mother?                    |
| 12. Tansi                                     | 12. How are you?                              |
| 13. Tansi kimama (kikawi)                     | 13. How is your mother?                       |
| 14. Tansi kipapa (kohtawi)                    | 14. How is your father?                       |
| 15. Tansi kokom                               | 15. How is your grandmother?                  |
| 16. Tansi kohkominaw                          | 16. How is our grandmother?                   |
| 17. Tansi isinihkasoyan                       | 17. What is your name?                        |
| 18. Nitisinihkason                            | 18. ....is my name.                           |
| 19. Moch kwayask                              | 19. Not very good.                            |
| 20. Moch tapwe                                | 20. Not really.                               |

Introductory Lesson II

Weather

- |                                |  |
|--------------------------------|--|
| 1. Tansi esikísikak anohe      | 1. What kind of a day is it today?           |
| 2. Mino kísikaw anohe.         | 2. It is a nice day today.                   |
| 3. Tante wéhtik anohe          | 3. Where is the wind from today?             |
| 4. Kíwétin anohe               | 4. The wind is blowing from the North today. |
| 5. Nikapanahan anohe           | 5. The wind is blowing from the West today.  |
| 6. Wapanahan                   | 6. The wind is from the East.                |
| 7. Sawanahan                   | 7. The wind is from the South.               |
| 8. Machi kísikaw anohe         | 8. It is a bad day. (bad weather)            |
| 9. Kíschí mispon               | 9. It is snowing a lot.                      |
| 10. Kíschí kimowan             | 10. It is raining a lot.                     |
| 11. Kíschí notin               | 11. It is blowing a lot.                     |
| 12. Kíschí tahkayaw            | 12. It is very cold.                         |
| 13. Kíschí kiséw               | 13. It is very hot.                          |
| 14. Sohki mispon               | 14. It is snowing hard.                      |
| 15. Sohki kimowan              | 15. It is raining hard.                      |
| 16. Sohki notin                | 16. It is blowing hard.                      |
| 17. Ki pinésiwan na tipiskohk  | 17. Was there thunder last night?            |
| 18. Moch, ki wawastepano piko. | 18. No, it was only lightning.               |
| 19. Wíkimowan na anohe         | 19. Is it going to rain today?               |
| 20. Wawahtew                   | 20. Northern Lights                          |



Lesson 1

awéna awa  
atim awa  
awéna ana  
atim mina ana  
awéna naha  
atim mina naha  
awéna awa  
acimosis awa  
awa máka  
acimosis mina awa  
awéna maka ana  
acimosis mina ana  
ana máka  
acimosis mina awa  
awéna máka náha  
acimosis mina naha  
náha máka  
acimosis mina náha  
awénikik ókok  
atimwak ókok  
awénikik maka ókok  
acimosisak ókok  
awénikik maka anikik  
acimosisak mina anikik  
awénikik maka nékik  
acimosisak mina nékik

Who is this?  
This is a dog.  
Who is that? (near)  
That is a dog, too.  
Who is that? (far)  
That is a dog, too.  
Who is this?  
This is a puppy.  
And this?  
This is a puppy, too.  
And who is that? (near)  
That is a puppy, too.  
And that?  
That is a puppy, too.  
And who is that? (far)  
That is a puppy, too.  
And that?  
That is a puppy, too.  
Who are these?  
These are dogs.  
And who are these?  
These are puppies.  
And who are those? (near)  
These are puppies, too.  
And who are those? (far)  
Those are puppies, too.

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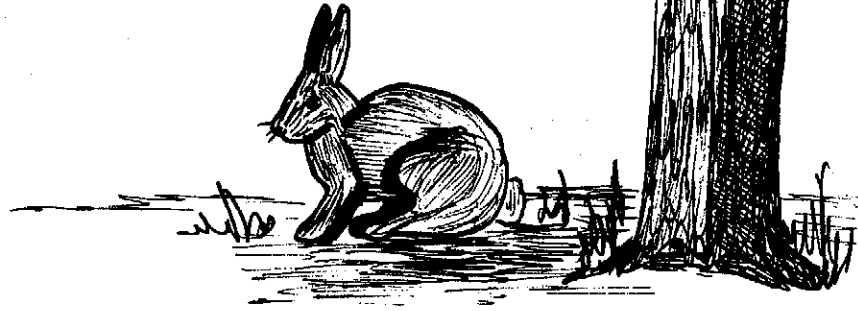
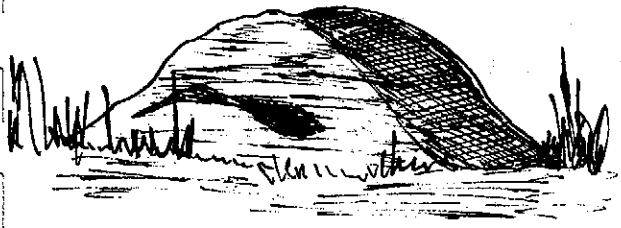
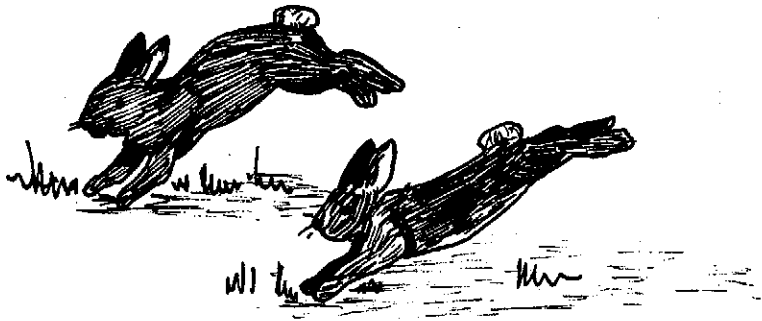
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back



Lesson 2

awéna awa

wápos awa

awéna ana

wápos mina ana

awéna náha

wápos mina ana

awéna awa

wápososis awa

awa máka

wápososis mina ana

awéna máka ana

wápososis mina ana

ana máka

wápososis mina ana

awéna máka náha

wápososis mina náha

náha máka

wápososis mina náha

awénikik ókok

wáposak ókok

awénikik máka ókok

wáposisak ókok

awénikik maka anikik

wáposisak mina anikik

awénikik máka nékik

wáposisak mina nékik

Who is this?

This is a rabbit.

Who is that? (near)

That is a rabbit, too.

Who is that? (far)

That is a rabbit, too.

Who is this?

This is a little rabbit.

And this?

This is a little rabbit, too.

And who is that? (near)

That is a little rabbit, too.

And that?

That is a little rabbit, too.

And who is that? (far)

That is a little rabbit, too.

And that?

That is a little rabbit, too.

Who are these?

These are rabbits.

And who are these?

These are little rabbits.

And who are those? (near)

Those are little rabbits, too.

And who are those? (far)

Those are little rabbits, too.



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ΔΔ•α Δα

Δ•>ρ Δα

Δ•>ρ Γα Δα

ΔΔ•α α"Δ

Δ•>ρ Γα α"Δ

ΔΔ•α ΔΔ•

Δ•>ρρ ΔΔ•

ΔΔ• Lb

Δ•>ρρ Γα ΔΔ•

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Δα Lb

Δ•>ρρ Γα Δα

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Lesson 3

awéna awa  
nápéw awa  
awéna ana  
nápéw mina ana  
awéna náha  
nápéw mina ana  
awéna awa  
nápésis awa  
awa maka  
nápésis mina awa  
awéna maka ana  
nápésis mina ana  
ana maka  
nápésis mina naha  
awéna máka naha  
nápésis mina naha  
náha máka  
nápésis mina náha  
awénikik ókok  
nápéwak ókok  
awénikik máka ókok  
nápésisak ókok  
awénikik máka anikik  
nápésisak mina anikik  
awénikik máka nékik  
nápésisak mina nékik

Who is this?  
This is a man.  
Who is that? (near)  
That is a man, too.  
Who is that? (far)  
That is a man, too.  
Who is this?  
This is a boy.  
And this?  
This is a boy, too.  
And who is that? (near)  
That is a boy, too.  
And that?  
That is a boy, too.  
And who is that? (far)  
That is a boy, too.  
And that?  
That is a boy, too.  
Who are these?  
These are men.  
And who are these?  
These are boys.  
And who are those? (near)  
Those are boys too.  
And who are those? (far)  
Those are boys, too.

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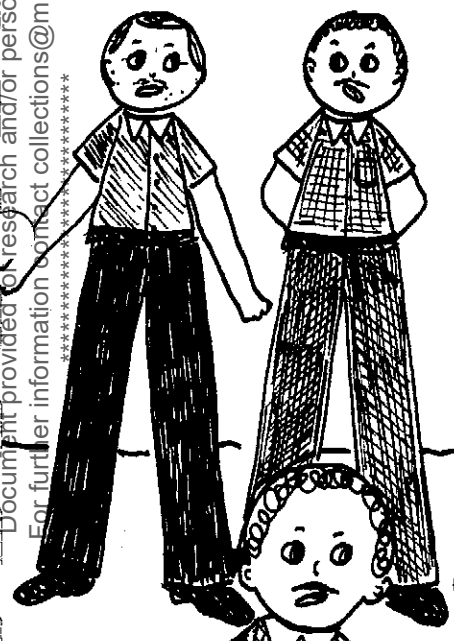
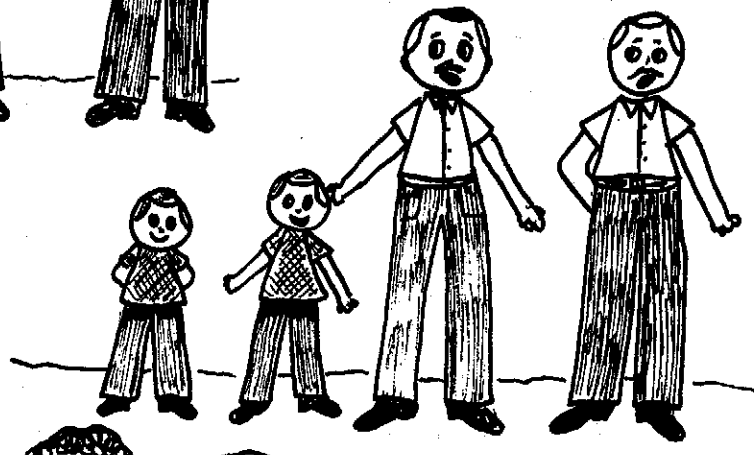
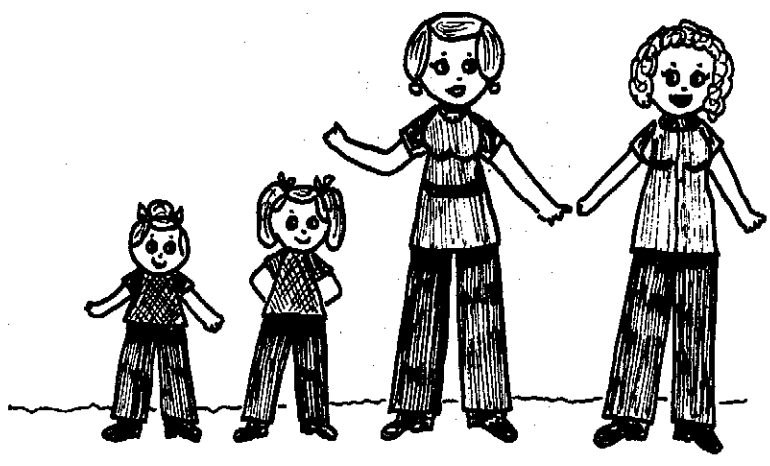
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Lesson 4

awéna awa  
iskwéw awa  
awéna ana  
iskwéw mina ana  
awéna naha  
iskwéw mina ana  
awéna awa  
iskwéwis awa  
awa máka  
iskwéwis mina awa  
awéna máka ana  
iskwéwis mina ana  
ana máka  
iskwéwis mina ana  
awéna máka náha  
iskwéwis mina náha  
náha máka  
iskwéwis mina náha  
awénikik ókok  
iskwéwak ókok  
awénikik máka ókok  
iskwéwisak ókok  
awénikik máka anikik  
iskwéwisak mina anikik  
awénikik máka nékik  
iskwéwisak mina nékik

Who is this?  
This is a woman.  
Who is this? (near)  
That is a woman, too.  
Who is that? (far)  
That is a woman, too.  
Who is this?  
This is a girl.  
And this?  
This is a girl, too.  
And who is that? (near)  
That is a girl, too.  
And that?  
That is a girl, too.  
And who is that? (far)  
That is a girl, too.  
And that?  
That is a girl, too.  
Who are these?  
These are women.  
And who are these?  
These are girls.  
And who are those? (near)  
Those are girls, too.  
And who are those? (far)  
Those are girls, too.

▷▷. ρρσΔΔΔ▷▷

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Δ▷▷.ρ Δ▷▷.

Δ▷▷.α Δ▷▷.

Δ▷▷.ρ Γ▷▷ Δ▷▷.

Δ▷▷.α α"Δ▷▷.

Δ▷▷.ρ Γ▷▷ α"Δ▷▷.

Δ▷▷.α Δ▷▷.

Δ▷▷.ρ.ρ.ρ Δ▷▷.

Δ▷▷. Lb

Δ▷▷.ρ.ρ.ρ Γ▷▷ Δ▷▷.

Δ▷▷.α Lb Δ▷▷.

Δ▷▷.ρ.ρ.ρ Γ▷▷ Δ▷▷.

Δ▷▷. Lb

Δ▷▷.ρ.ρ.ρ Γ▷▷ Δ▷▷.

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α"Δ▷▷ Lb

Δ▷▷.ρ.ρ.ρ Γ▷▷ α"Δ▷▷.

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Δ▷▷.ρ.ρ.\ ▷▷d\

Δ▷▷.σρ\ Lb ▷▷d\

Δ▷▷.ρ.ρ\ ▷▷d\

Δ▷▷.σρ\ Lb Δ▷▷σρ\

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Lessons 5, 6, 7

These lessons introduce the student to another kind of Cree words, which are called a-nouns. A-nouns are so called because their plural forms end in a, for example:

wáskahikan	house	wáskahikana	houses
iskwáhtém	door	iskwáhtéma	doors
wásenamáwin	window	wásenamáwina	windows
wásténikan	light	wásténikana	lights
apahkwán	roof	apahkwána	roofs

The lessons also introduce the question words, kékwán and kékwana, and the pointing-out words, oma, anima, and néma, and their plurals, which go with a-nouns.

It should be apparent at this point that k-nouns generally refer to people, or animals, and a-nouns generally refer to other things. For the most part, this is true, but there are a few k-nouns that do not refer to animals or people. Lesson 6 contains one such k-noun, and Lesson 7 contains two more. These are:

masinahikanahitik	pencil	masinahikanahitikwak	pencils
písim	sun or moon	písimwak	suns or moons
wacahkos	star	wacahkosak	stars

When saying, what, it is usual to use awena (plural -awenikik) for people and animals, and kekwan (plural -kekwana) for other things. However, people sometimes use awena and awenikik for other things when they know that the answer is a k-noun.



Teaching Suggestions:

Here again, as a supplement, names of other things in a house can be used or learned, as was suggested for Lessons 1-4. It will be left to the discretion of the teacher how many words are learned. An example game is included to review distances and nouns. Create situations which have meaning for the students, for example, a walk around the school yard, pointing out words that the class has already learned. Maybe visit a home for Lesson 6 and point out the names of various things in the home. It is not necessary to remember all the nouns mentioned, the practise is on the sentence structure and proper usage of distances with the proper replies. Children do get carried away with, "What's this?" So these need only to be learned at a later date. Games, like the one suggested are used only so children can become thoroughly familiar with basic sentences, questions and answers. A list is included of various things one may find in a house, but as these vary from dialect to dialect, you may be reminded again to check with the local dialect before proceeding, as is the case with all the lessons.

Game Example for Lesson 5:

Small groups of students.

Cards: Pictures of houses, near and far.  
Close-ups of parts of houses such as doors, windows, lights, roof, etc.

First practise with the near houses and close-ups.

Student 1 asks Student 2, showing him a card, "Kekwan oma."  
What is this?

Student 2 answers. He then asks Student 3 about another  
picture. Student should have the correct answer  
before he is allowed to continue the game.

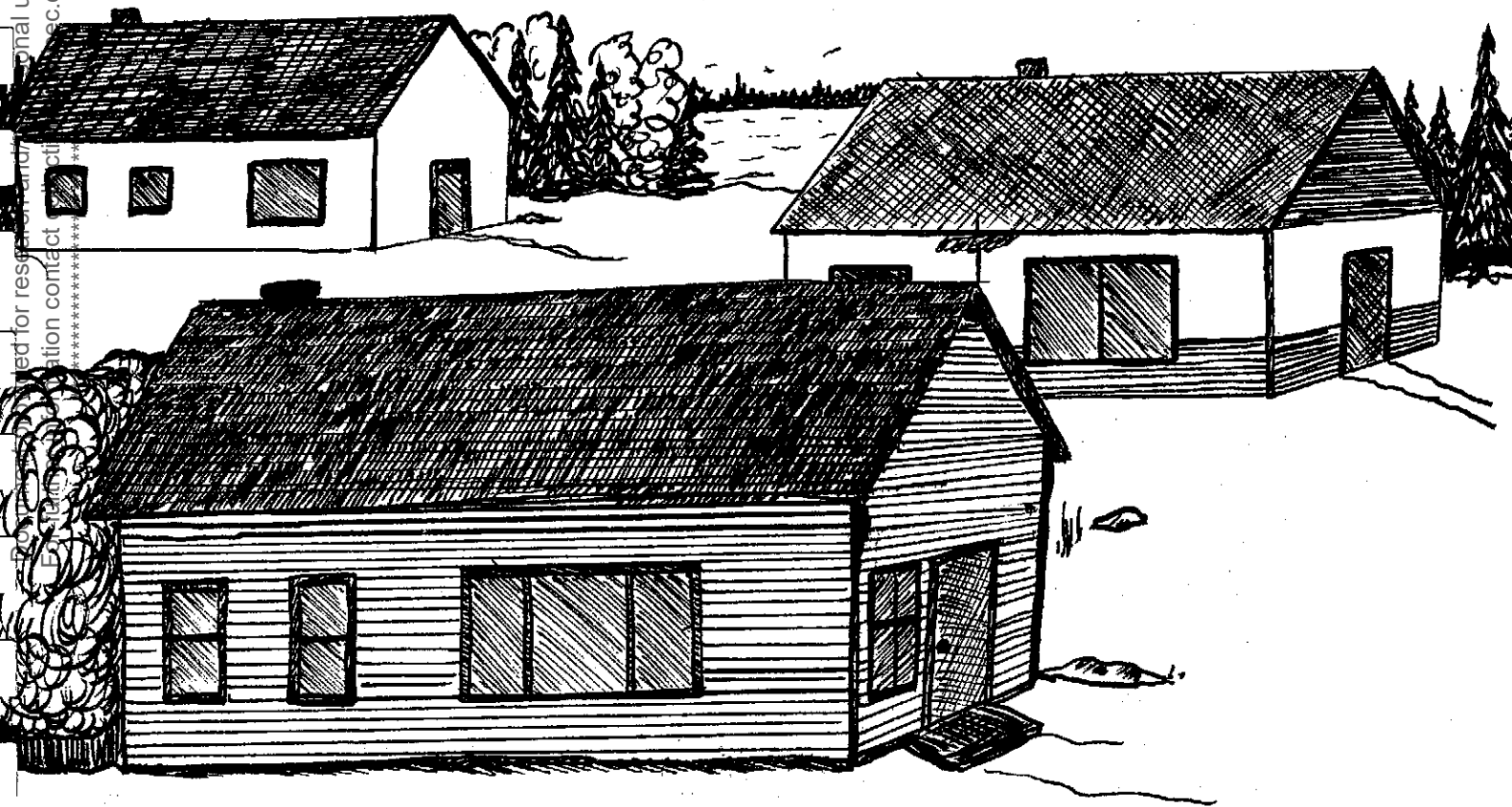
This can go around the group a couple of times before different  
pictures are introduced.

Second, introduce "Kékwan néma?" What is that.

Third, introduce "Kékwan néhi?" What is that (farther away).

Later still, mix the near and far indicators.

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Lesson 5

kékwán óma

wáskahikan óma

kékwán anima

wáskahikan anima

kékwán néma

wáskahikan mina néma

kékwán óma

iskwáhtem óma

óma máka

wasinamawin óma

óma máka

wasinamawin mina óma

oma maka

wásténikan óma

oma maka

apahkwan óma

kékwán máka anima

iskwáhtem anima

anima máka

wasénamawin anima

Continue as above but with anima, instead of oma.

kékwán maka néma

Continue as above but with néma in place of oma and anima.

kékwana oho

wásénamawina oho

kékwana maka anihi

wasénamawina mina anihi

kékwana maka néhi

kékwana oho

oho maka

What is this?

This is a house.

What is that? (near)

That is a house, too.

What is that? (far)

That is a house, too.

What is this?

This is a door.

And this?

This is a window.

And this?

This is a window, too.

And this?

This is a light.

And this?

This is a roof.

And what is that? (near)

That is a door.

And that?

That is a window.

And what is that? (far)

What are these?

These are windows.

And what are those? (near)

Those are windows, too.

And what are those? (far)

What are these?

And these?

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σ<sub>7a</sub>' P<sup>α</sup>P<sub>α</sub>Δ<sub>Δ</sub>'

9d' Δ<sub>L</sub>  
Δ<sup>α</sup>b''Δb' Δσ<sub>L</sub>  
9d' Δσ<sub>L</sub>  
Δ<sup>α</sup>b''Δb' Γ<sub>a</sub> Δσ<sub>L</sub>  
9d' σ<sub>L</sub>  
Δ<sup>α</sup>b''Δb' Γ<sub>a</sub> σ<sub>L</sub>

9d' Δ<sub>L</sub>  
Δ<sup>α</sup>d''U<sup>c</sup> Δ<sub>L</sub>  
Δ<sub>L</sub> L<sub>b</sub>  
Δ<sup>α</sup>γ<sub>a</sub>LΔ<sub>α</sub>' Δ<sub>L</sub>  
Δ<sub>L</sub> L<sub>b</sub>  
Δ<sup>α</sup>γ<sub>a</sub>LΔ<sub>α</sub>' Γ<sub>a</sub> Δ<sub>L</sub>  
Δ<sub>L</sub> L<sub>b</sub>  
Δ<sup>α</sup>Uσ<sub>b</sub>' Δ<sub>L</sub>  
Δ<sub>L</sub> L<sub>b</sub>  
Δ<b<sub>α</sub>' Δ<sub>L</sub>

9d' L<sub>b</sub> Δσ<sub>L</sub>  
Δ<sup>α</sup>d''U<sup>c</sup> Δσ<sub>L</sub>  
Δσ<sub>L</sub> L<sub>b</sub>  
Δ<sup>α</sup>γ<sub>a</sub>LΔ<sub>α</sub>' Δσ<sub>L</sub>  
Δσ<sub>L</sub> L<sub>b</sub>  
Δ<sup>α</sup>γ<sub>a</sub>LΔ<sub>α</sub>' Γ<sub>a</sub> Δσ<sub>L</sub>  
Δσ<sub>L</sub> L<sub>b</sub>  
Δ<sup>α</sup>Uσ<sub>b</sub>' Δσ<sub>L</sub>  
Δσ<sub>L</sub> L<sub>b</sub>  
Δ<b<sub>α</sub>' Δσ<sub>L</sub>

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σ<α' ρ'ρ<ΔΔ•' ρ<Λ-

9d' Lb ρL

Δ' d'' U' ρL

ρL Lb

<• ρLΔ•' ρL

ρL Lb

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ρL Lb

<• ρUσb' ρL

ρL Lb

<<b•' ρL

9da Δ''Δ

<• ρLΔ•a Δ''Δ

9da Lb <σ''Δ

<• ρLΔ•a Γα <σ''Δ

9da Lb σ''Δ

<• ρLΔ•a Γα σ''Δ

9da Δ''Δ

<• ρbΔba Δ''Δ

Δ''Δ Lb

Δ' d'' UL Δ''Δ

Δ''Δ Lb

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<<b•a Δ''Δ

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Lesson 6

kékwán néma  
micisowináhtik néma  
kékwán máka anima  
téhtapowin anima  
kékwán máka oma  
masinahikan oma  
kékwán máka oma  
masinahikanékan oma  
kékwán máka óma or  
awéna máka awa  
masinahikanáhtik awa  
kékwana néhi  
micisowináhtikwa néhi  
kékwána máka anihí  
téhtapowina anihí  
kékwána máka óho  
masinahikana óho  
masinahikanékanwa óho  
masinahikanáhtikwak okok

What is that? (far)  
That is a table.  
And what is that? (near)  
That is a chair.  
And what is this?  
This is a book.  
And what is this?  
This is a piece of paper.  
And what is this?  
This is a pencil.  
What are those?  
Those are tables.  
And what are those?  
Those are chairs.  
And what are these?  
These are books.  
And these are papers.  
These are pencils.

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σδϷ•ρ\ P•P•σΔLϷΔ•ρ

9d' ϷL

ΓΓ'Δ•α"Π\ ϷL

9d' Lb ΔσL

U"Ϸ>Δ•ρ ΔσL

9d' Lb ΔL

L'α"Δb' ΔL

9d' Lb ΔL

L'α"Δbσρ' ΔL

9d' Lb ΔL b' Δ∇•α Lb ΔΔ•

L'α"Δbα"Π\ ΔΔ•

9dα Ϸ"Δ

ΓΓ'Δ•α"Πd• Ϸ"Δ

9dα Lb Δσ"Δ

U"Ϸ>Δ•α Δσ"Δ

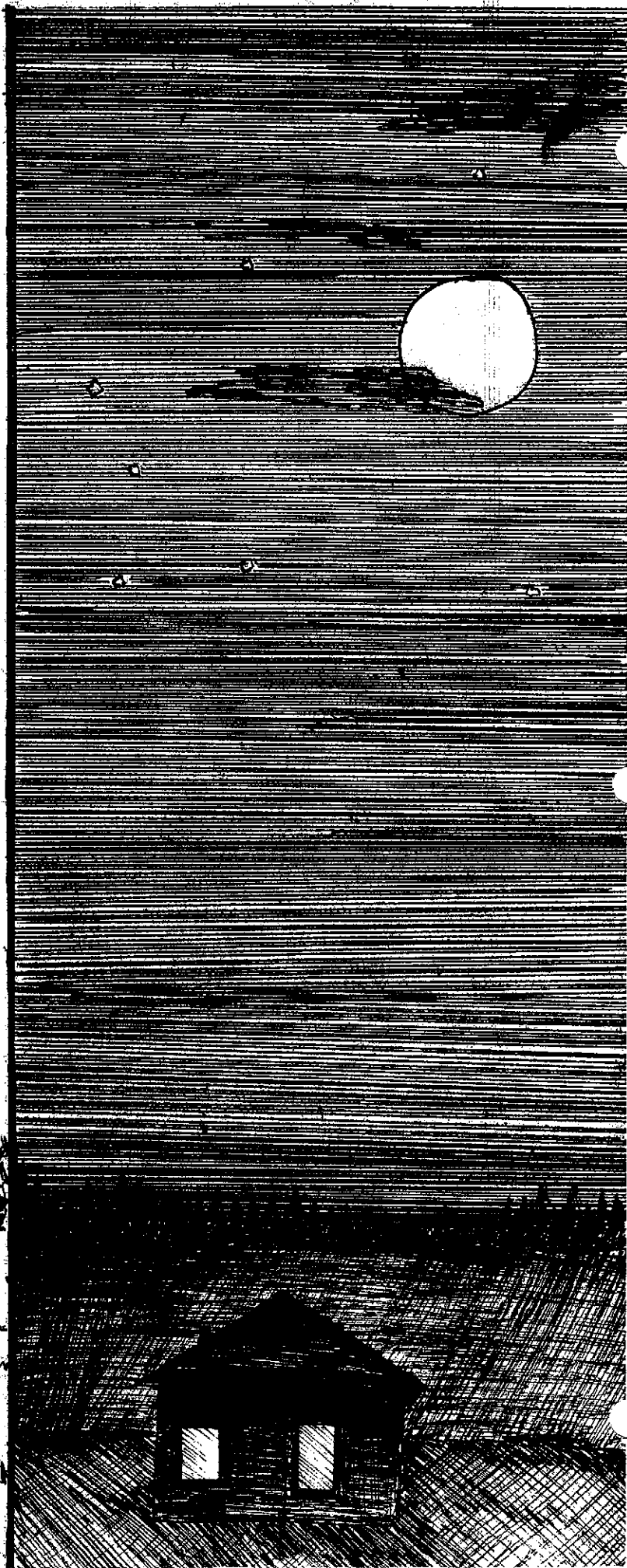
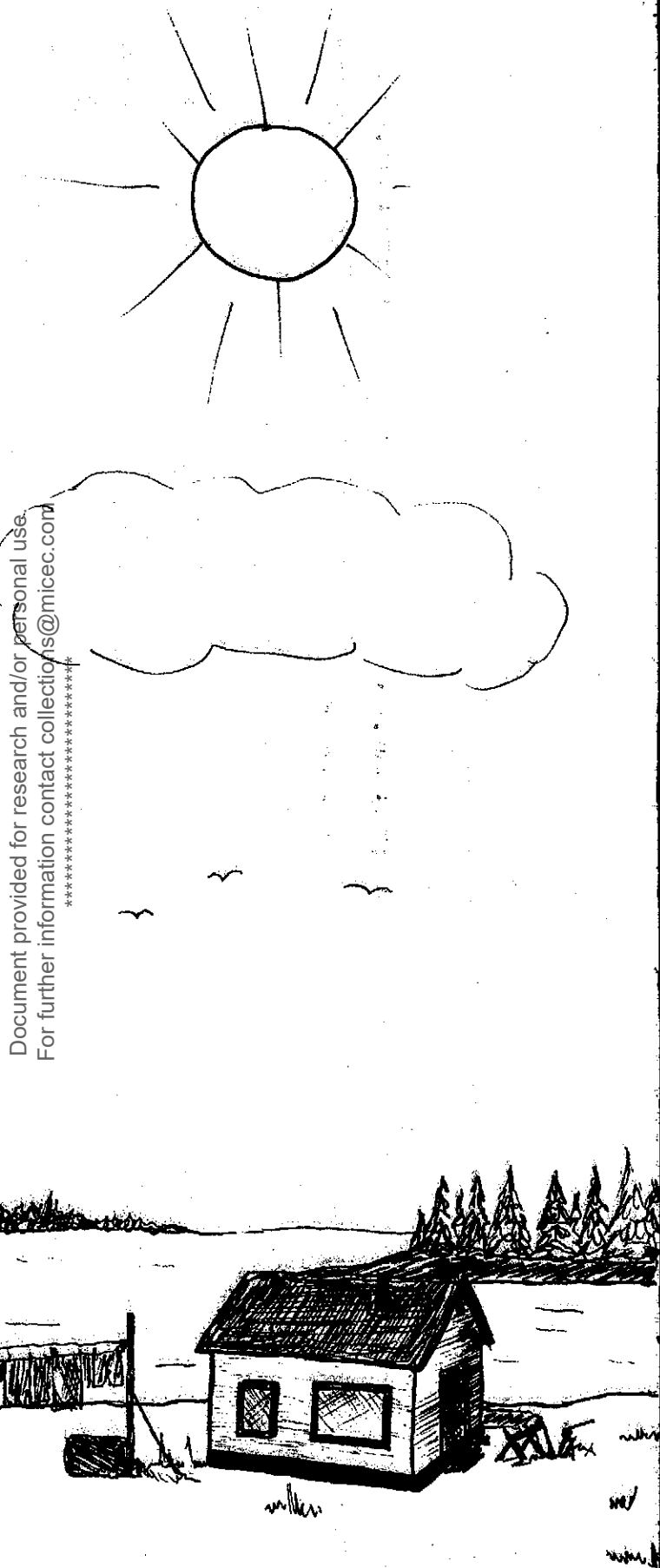
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L'α"Δbα Δ"Δ

L'α"Δbσρα• Δ"Δ

L'α"ΔbαΠd•\ Δd\

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Lesson 7

kísikaw oma, ékwa óma tipiskaw

This is day and this is night.

kékwán néma 'or' awéna naha

What is that?

písim naha

That is the sun 'or' moon.

kékwán maka néma 'or' awéna maka naha

And what is that? depending on animate or inanimate object.

písim mina naha

That is the sun 'or' moon, too.

písimwak nékik

Those are suns 'or' moons.

kísikawi písim naha, ékwa naha tipiskawi písim.

That is the sun, and that is the moon.

kékwán néma

What is that?

wasko néma

That is a cloud.

kékwána néhi

What are those?

waskoya néhi

Those are clouds.

kékwán néma 'or' awéna naha

That is a star.

kékwán néhi 'or' awénikik nékik

What are those? depending on object.

wacahkosak nékik

Those are stars.

kékwán néma

What is that?

kísik néma

That is the sky.

UKd' P^P\_ΔLΔΔ.3

P'P° DL ∇d DL ΠΛ^b°

9d' dL bP <∇•a a"Δ

Λr' a"Δ

9d' Lb dL

Λr' Γa. a"Δ

Λr' J•\ τP\

P'PΔ• Λr' a"Δ ∇d a"Δ ΠΛ^bΔ• Λr'ε

9d' dL

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9da τ"Δ

<•^d> τ"Δ

9d' dL bP <∇•a a"Δ

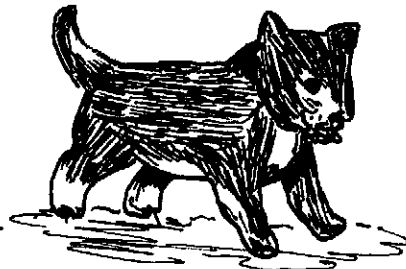
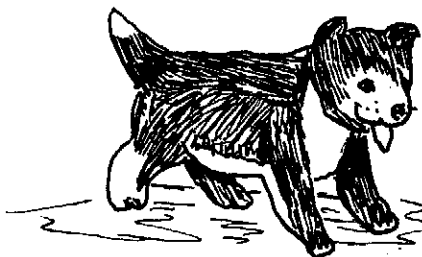
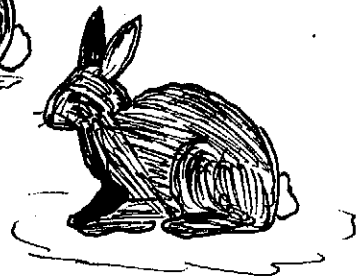
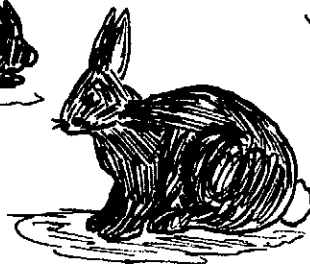
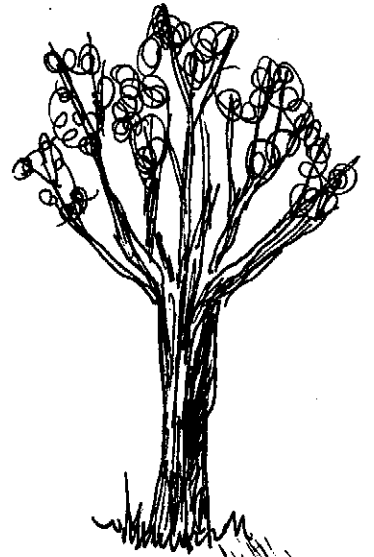
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Lesson 8

atim ná awa  
éhé, atim ana  
acimosisak ná okok  
éhé, acimosisak anikik

Is this a dog?  
Yes, that is a dog.  
Are these puppies?  
Yes, those are puppies.

wápos ná ana  
éhé, wápos ana  
wápososisak ná anikik  
éhé, wápososisak anikik

Is that a rabbit? (near)  
Yes, that is a rabbit.  
Are those little rabbits? (bunnies)  
Yes, those are bunnies.

nápéw ná náha  
éhé, nápéw ana  
iskwéw ná náha  
éhé, iskwéw ana  
nápésis ná náha  
éhé, nápésis ana

Is that a man? (far)  
Yes, that is a man.  
Is that a woman? (far)  
Yes, that is a woman.  
Is that a boy? (far)  
Yes, that is a boy.

nápéw ná awa  
mwac, mayéw ana nápéw  
atim ana

Is this a man? (near)  
No, that is not a man.  
That is a dog.

atim ná mina ana  
mwac, mayéw ana atim  
wápos ana

Is that a dog, too? (near)  
No, that is not a dog.  
That is a rabbit.

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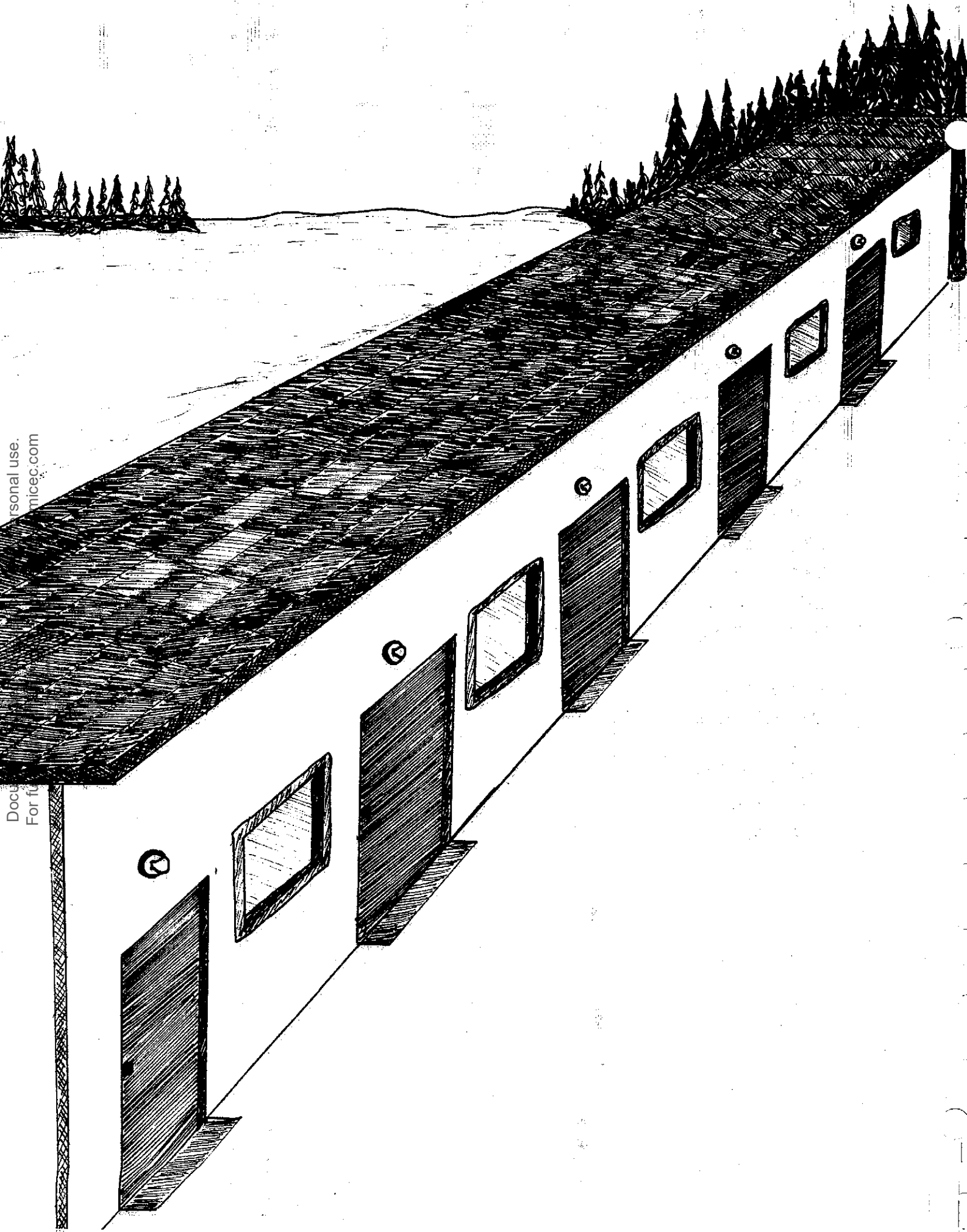
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Lesson 9

iskwáhtém ná óma  
éhé, iskwáhtém anima  
wásenamawin ná óma  
éhé, wásenamáwin anima  
wásténikan ná óma  
éhé, wásténikan anima

Is this a door? (close)  
Yes, that is a door.  
Is this a window?  
Yes, that is a window.  
Is this a light?  
Yes, that is a light.

iskwáhtém ná néma  
éhé, iskwáhtém néma  
wásenamáwin na néma  
éhé, wásenamáwin néma  
wásténikan na néma  
éhé, wásténikan néma

Is that a door? (far)  
Yes, that is a door.  
Is that a window?  
Yes, that is a window.  
Is that a light?  
Yes, that is a light.

iskwáhtém ná anima  
éhé, iskwáhtém anima  
wásenamáwin na anima  
éhé, wásenamáwin anima  
wásténikan na anima  
éhé, wásténikan anima

Is that a door? (near)  
Yes, that is a door.  
Is that a window?  
Yes, that is a window.  
Is that a light?  
Yes, that is a light.

iskwáhtéma ná óho  
éhé, iskwáhtéma anihi  
wásenamáwina ná óho  
éhé, wásenamáwina anihi  
wásténikana ná óho  
éhé, wásténikana anihi

Are these doors? (close)  
Yes, those are doors.  
Are these windows?  
Yes, those are windows.  
Are these lights?  
Yes, those are lights.

Lesson 9 (continued)

iskwáhtéma ná néhi  
éhé, iskwahtéma néhi  
wásenamáwina ná néhi  
éhé, wásenamáwina néhi  
wásténikana ná néhi  
éhé, wásténikana néhi

Are those doors? (far)  
Yes, those are doors.  
Are those windows?  
Yes, those are windows.  
Are those lights?  
Yes, those are lights.

iskwáhtéma ná anihi  
éhé, iskwáhtéma anihi  
wásenamáwina ná anihi  
éhé, wásenamáwina anihi  
wásténikana ná anihi  
éhé, wásténikana anihi

Are those doors? (near)  
Yes, those are doors.  
Are those windows?  
Yes, those are windows.  
Are those lights?  
Yes, those are lights.

iskwáhtém ná óma  
mwac, mayéw anima iskwáhtém  
wásenamáwin anima  
apahkwána ná néhi  
mwac, mayéw anihi apahkwána  
wásténikana anihi  
nápéw ná ana  
mwac, mayéw ana nápéw  
iskwahtém anima

Is this a door? (closest to you)  
No, that is not a door.  
It is a window.  
Are those roofs? (far)  
No, those are not roofs.  
Those are lights.  
Is that a man? (near)  
No, that is not a man.  
That is a door.

96-ΓCC# / P^P.ΔLΔ.3

Δ^d"U^ e ΔL  
 ▽"Δ Δ^d"U^ ΔσL  
 Δ.4αLΔ.3 e ΔL  
 ▽"Δ Δ.4αLΔ.3 ΔσL  
 Δ.^Uσb3 e ΔL  
 ▽"Δ Δ.^Uσb3 ΔσL

Δ^d"U^ e σL  
 ▽"Δ Δ^d"U^ σL  
 Δ.4αLΔ.3 e σL  
 ▽"Δ Δ.4αLΔ.3 σL  
 Δ.^Uσb3 e σL  
 ▽"Δ Δ.^Uσb3 σL

Δ^d"U^ e ΔσL  
 ▽"Δ Δ^d"U^ ΔσL  
 Δ.4αLΔ.3 e ΔσL  
 ▽"Δ Δ.4αLΔ.3 ΔσL  
 Δ.^Uσb3 e ΔσL  
 ▽"Δ Δ.^Uσb3 ΔσL

Δ^d"UL e Δ"Δ  
 ▽"Δ Δ^d"UL Δσ"Δ  
 Δ.4αLΔ.3 e Δ"Δ  
 ▽"Δ Δ.4αLΔ.3 Δσ"Δ  
 Δ.^Uσba e Δ"Δ  
 ▽"Δ Δ.^Uσba Δσ"Δ

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Lesson 10: Transitive Verbs

This lesson is a continuation of the question and answer pattern of lessons 1 to 9, while it introduces a new kind of Cree word, which is called a transitive verb.

Teaching suggestions:

As an enrichment, introduce counting as an aside. Counting may go as high as the students are capable of. Add simple arithmetic, as shown in the sample. Ask the question in English with the student answering in Cree, and then vice versa.

Simple arithmetic: An example

1. pēyak atim ayawat mina kotak. tantahto mamaw ayawacik  
One dog plus one more dog. How many dogs do you have altogether?

niso mamaw atimwak nitayawawaki  
I have two dogs altogether.

2. tantahto waskahikana wapahtaman  
How many houses do you see?

nisto waskahikana niwapahtén  
I see three houses.

3. Akihtaso 'or' akihta waskahikana  
Count 'or' Count the houses.

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Lesson 10

awéna wápmat  
atim niwápmaw  
kiwapamáw ná ana atim  
éhé, niwápmaw

Who do you see?  
I see a dog.  
Do you see that dog?  
Yes, I see him.

tántahto atimwak wápmacik  
péyak atim niwápmáw

How many dogs do you see?  
I see one dog.

ΓCC" / P" P. ΔLJΔ. 3

ΔV. e Δ. Δ /

Δη° σΔ. Δ°

PΔ. Δ° e Δ. Δη°

Δ"Δ σΔ. Δ° Δ. Δη° b r

Δ"Δ σΔ. Δ°

C" C" Δη' Δ. Δη'

Δη' Δη° σΔ. Δ°

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Testing suggestions:

After Lesson 10, testing may begin. Teachers judgement of pupils progress, achievement and ability should be verified by tests that are purposeful and systematic. This should be the main purpose of testing.

A. Principles of test construction

1. General considerations

- a) Instructions should be clear and brief. Directions given in the second language should be easily understood by the pupils. Where necessary, a model of the question and its answer might be supplied.
- b) The sampling of the items should be a fair representation of the skills and knowledge taught in the class.
- c) Tests in the elementary school should be brief, simple, flexible, integrated with the course and planned while teaching.

2. Testing the skills and knowledge

- a) A work sample of the student's performance should be in the second language.
- b) All the four skills, aural comprehension, speaking, reading and writing should be tested individually or collectively.
- c) Skills may be examined through group tests or individual tests. If the child is to be tested individually, the teacher will take longer than one period, per class.

B. Testing Aural Skills (Aural Discrimination)

- 1. This is measuring the understanding of the spoken word. It may be accomplished by testing the skill by itself or with other skills. Understanding a native speaker, speaking at normal speed should be an objective.
- 2. Suggestions:
  - a) True or False Tests

Testing, continued:

- 1) The teacher may read a number of statements in the second language. Each statement should be read twice. The pupils may answer yes or no on paper. Example: Houses can walk.
  - 2) The teacher holds up or points to a picture and makes a statement about it. The pupil indicates on an answer sheet. Example: Show a picture of a dog and say, "This is a horse." True or False.
  - 3) The teacher makes statements with or without accompanying action, depending on the statement. Pupils write True or False, according to the action. Example: Run, and say, I am walking.
  - 4) Teacher writes on the board, different numbers and says what they are. It is up to the student if the teacher has said the right number. Example: Write 2, and then say "Niso", or "Nəwo".
- b) Multiple Choice Items
- 1) Once the child has mastered his basic reading skills, he should be able to cope with this type of question.
  - 2) This is measuring aural comprehension through the visual recognition of the correct answer to a question presented orally. The speaker asks a question. The student is directed to check the statement which answers the question heard. Four answers appear on the student's paper. Example: What do you answer when someone says, "How are you?" Choices are, No, Ten, Horse, I'm fine.
  - 3) Teacher says number in Cree, student answers correct one from a choice of four different numbers.
  - 4) Simple arithmetic answers can be also given this way.
  - 5) Teacher distributes a sheet with ten different pictures. He then directs the students that as he reads different sentences, they are to write down the appropriate number of the picture described on a sheet.
  - 6) Measuring aural comprehension by visual recognition of the correct completion of an incomplete statement presented orally. The teacher reads an incomplete sentence. The student chooses the word or phrase

which best completes the sentence from among those on the student's paper. Example: Teacher says, "I want to eat because.....".

Choices are, I'm tired, I'm hungry, I do my duty,  
I like television.

### C. Testing the Speaking Skills

#### 1. a) Mimic or Echo Test

The simplest test of oral production is the mimic or Echo test. The pupil is instructed to repeat whatever the teacher says.

Example: I see a dog.  
I see a dog outside.  
I see a dog outside on the grass.  
I see a dog outside, running on the grass.

#### b) Scoring

To score the echo test, the teacher should prepare in advance a check list of the specific characteristics of speech production he wishes to measure. It is suggested that the teacher write these items across the top of a sheet of paper.

Examples: intonation  
stress  
junctures  
consonants  
nasala, etc.

#### c) Oral Reading

Reading a passage aloud is another form of speech production test. The difficulty of the passage to be read will of course vary with the student's level. It should also be material that has already been presented in class.

#### d) Answering Questions

The question - answer type of test measures the pupils ability to,

I. Understand the question and,  
II. To respond automatically. The response also measures his mastery of structural patterns. This type of evaluation is most highly recommended as it provides a work sample of performance mostly consonant with communicating goals.

Example: What is your name?  
How old are you?

## 2. Evaluation

The grading may be of the simplest kind, G for good performance which shows the need for further practise. Such day by day records, constantly maintained, show at a glance which students need more than average guidance and practise, especially at the imitation stage.

### D. Testing the Reading Skills

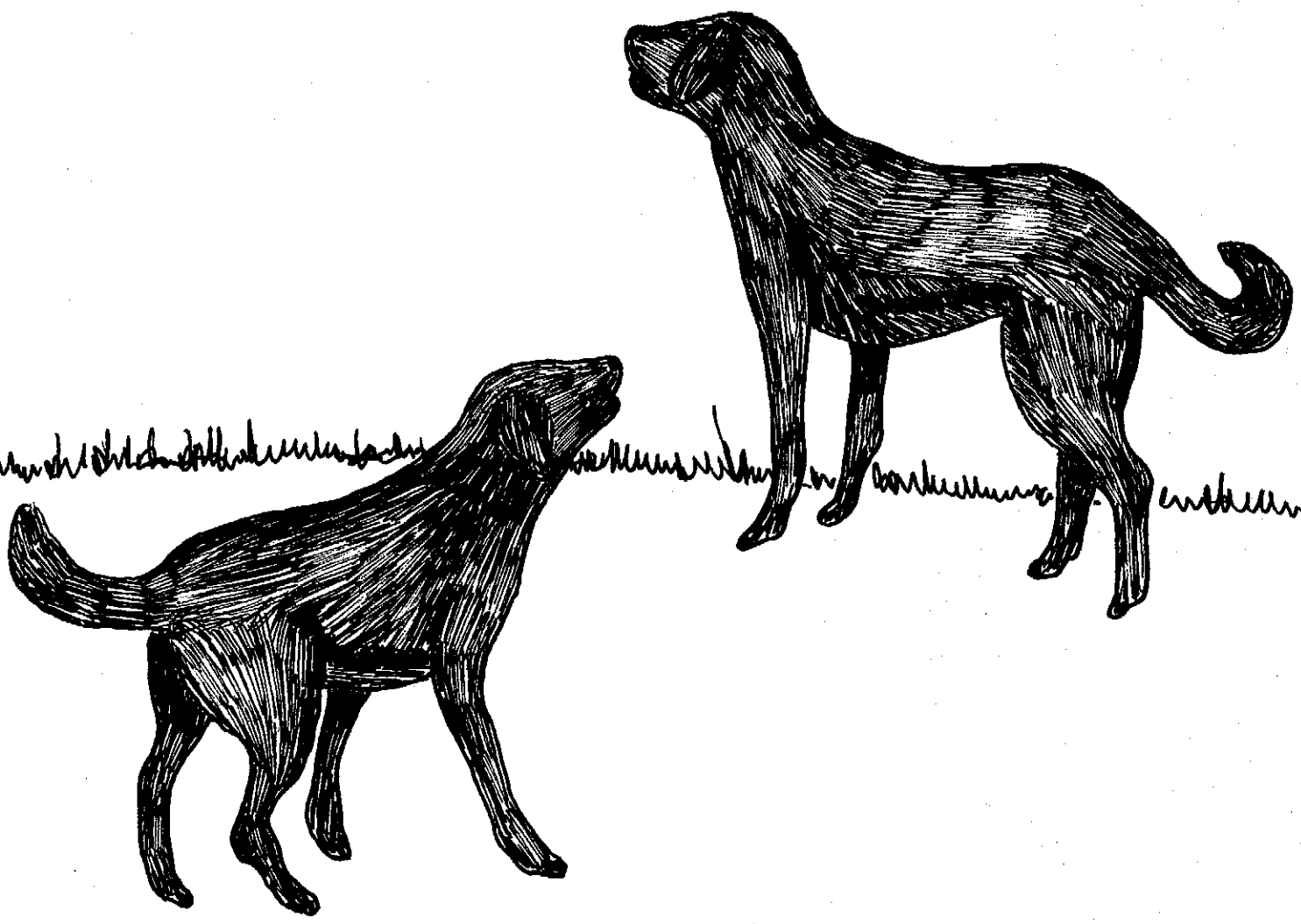
#### 1. Types of questions

Reading skills may be tested by means of many question types;

- 1) Answering questions on content in complete sentences in Cree.
- 2) Matching questions
- 3) Multiple choice questions
- 4) True - False questions, on beginning level of learning
- 5) Combination completion and multiple choice of questions

Note that these are just suggestions! The teacher is free to evaluate the student's progress in any way he wishes.

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Lesson 11

awēnikik wāpamacik  
atimwak niwāpamawak  
kiwāpamāwak na anikik atimwak  
éhé, niwāpamawak anikik atimwak  
éhé, niwāpamāwak  
tántahto atimwak wāpamacik  
níso atimwak niwāpamāwak

Who do you see? (plural)  
I see some dogs.  
Do you see those dogs? (near)  
Yes, I see those dogs.  
Yes, I see them.  
How many dogs do you see?  
I see two dogs.

ΓCC" / Λβδγϵ ρσπσδλκΔ.ο

δδ.σπ\ δ.κλρ\

δν\ σδ.κλδ.\

ρδ.κλδ.\ ε δσπ\ δν\

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δ"δ σδ.κλδ.\

ζζ"ζ δν\ δ.κλρ\

σδ ν\ σδ.κλδ.\

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Lesson 11      Teaching suggestions.

Instead of saying, "Who do you see?" say, "What do you see?"

Use plurals. Later mix the singular and plural words.

Example: Question: What do you see?

Answer: I see a dog and a rabbit.  
I see dogs and rabbits.  
I see a dog and two rabbits.

The CHAIN Game:

Teacher says "What do you see?"

First student answers. "I see a dog. What do you see?"

Second student answers, I see a dog and two rabbits. What do you see?"

Third student answers, "I see a dog, a rabbit, and a girl. What do you see?"

Points may be given for students that can add on a new word. If he can't he loses one point and the game starts again with one word. Teachers are warned that giving points and using competition is sometimes not advisable. Use this system only with discretion. Word chains should not exceed seven words. The problems of remembering the words given, the correct order and the correct structure and pronunciation make it more difficult to add words past this point, especially with younger children.

Variation of, I Spy

Materials: Fifteen to twenty cards of different objects spread out on the floor, with a group of six or seven students around.

Student 1 points to a card and asks, "Who do you see?"

Any student can answer.

Student 1 then questions individuals with chosen students answering.

Each student of the group then takes a turn to ask the set of questions to the rest of the group, using the different animals on the cards.



I Spy:

This game can be played with groups of students and starting with certain letters of animals on cards.

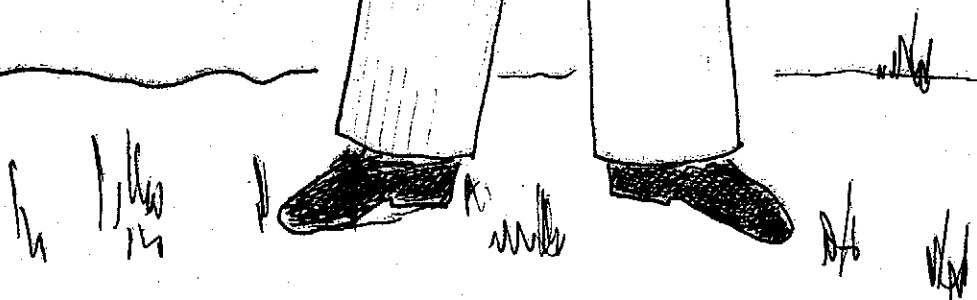
Student 1 holds out a card with a letter A on it and he says to Student 2, "I spy with my little eye, something that starts with the letter A."

Student 2 answers, "You see a dog and a puppy." atim ekwa acimosis

The game continues with students taking turns and asking.

Lessons 12 - 15

These lessons have the same basic structure as Lesson 10. The previous teaching suggestions may be used with these lessons. Another test is suggested after Lesson 15. Counting may be practised, if the counting has been regularly used.



Lesson 12

awéna wapamat  
napésis niwapamaw  
kiwapamaw na ana napésis  
éhé, niwapamaw ana napésis  
éhé, niwapamaw  
tantahto napésisak wapamacik  
péyak napésis niwapamaw

Who do you see?  
I see a boy.  
Do you see that boy?  
Yes, I see that boy.  
Yes, I see him.  
How many boys do you see?  
I see one dog.

ΓCC" / σρϋ ! ρ"ρδ<ΔΔ•ϑ

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αVρ" σΔ•<°

ρΔ•<° α Δα αVρ"

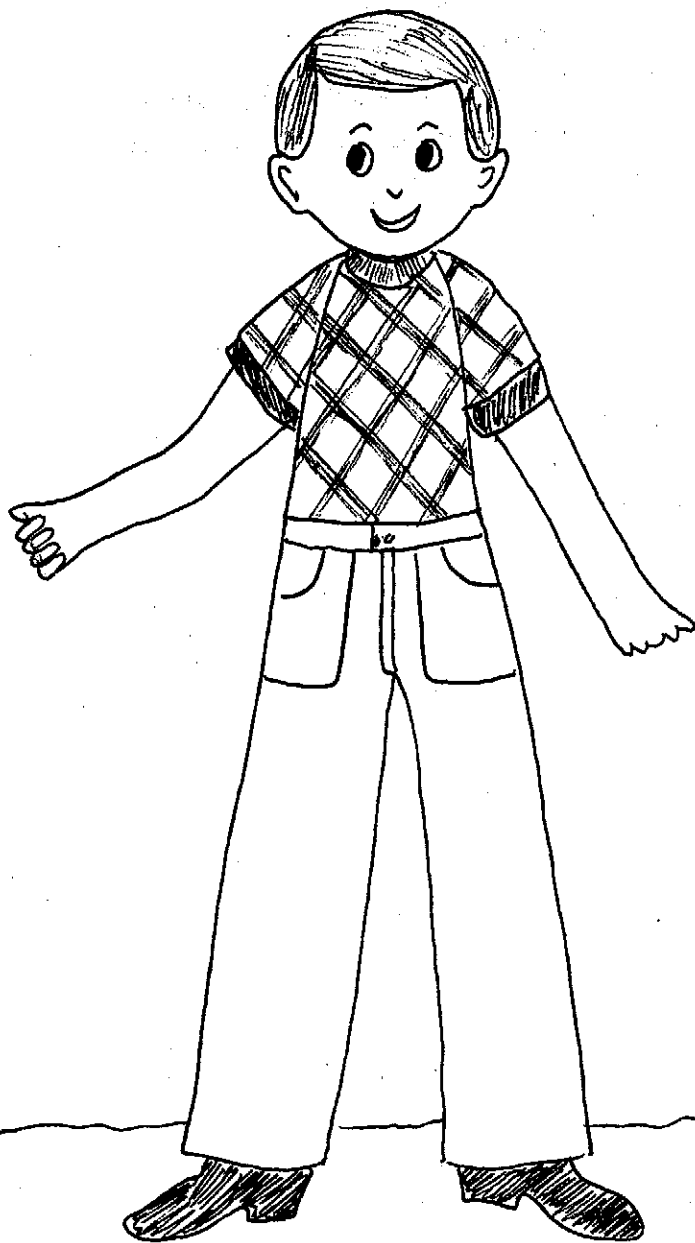
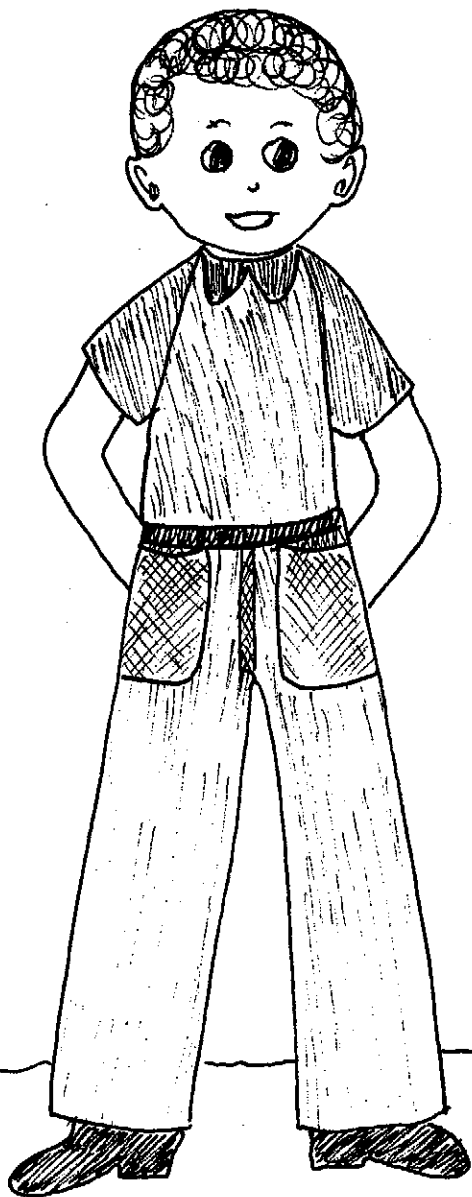
Δ"Δ σΔ•<° Δα αVρ" βΓ

Δ"Δ σΔ•<°

ΓϑΓ"Δ αVρϋ <•<ρϋ

Δϋ αVρ" σΔ•<°

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Lesson 13

awēnikik wapamacik

napēsisak niwapamawak

kiwapamawak na anikik napēsisak

ēhē, niwapamawak anikik napēsisak

éhé, niwapamawak

tantahto napēsisak wapamacik

nīso napēsisak niwapamawak

Who do you see? (plural)

I see boys.

Do you see those boys?

Yes, I see those boys.

Yes, I see them.

How many boys do you see?

I see two boys.

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Lesson 14

awēna wapamat  
iskwēsis niwapamaw  
kiwapamaw na ana iskwēsis  
ēhé, niwapamaw  
tantahto iskwēsisak wapamacik  
péyak iskwēsis niwapamaw

Who do you see?  
I see a girl  
Do you see the girl?  
Yes, I see her.  
How many girls do you see?  
I see one girl.

ΓCC" / d>•h' P"pδ<L>Δ•b

<∇•a <•L /

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p<•L° a <a Δ"q•r"

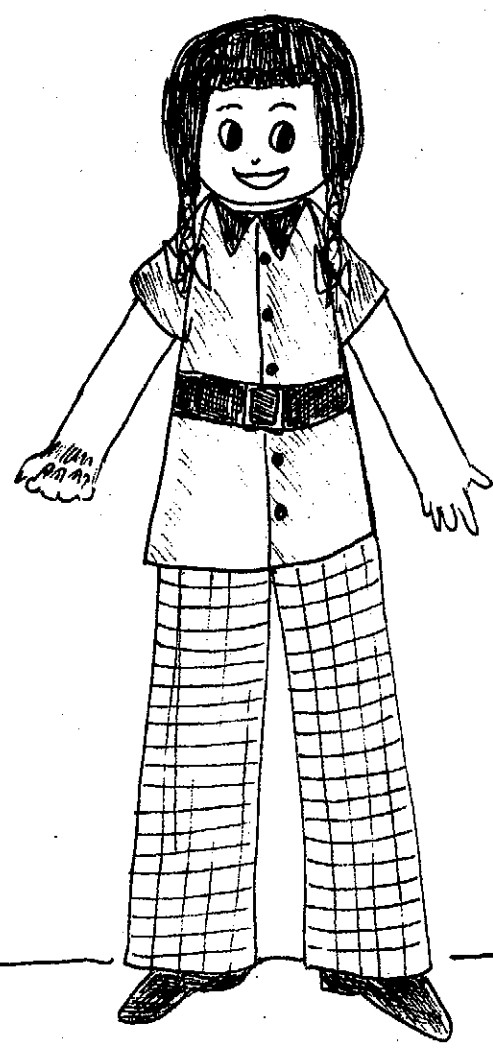
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∇"Δ σ <•L°

C>C" > Δ"q•r" h' <•Lr'

Λ>' Δ"q•r" σ<•L°

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Lesson 15

awénikik wapamacik	Whom do you see?
iskwésisak niwapamawak	I see girls.
kiwapamawak na anikik iskwésisak	Do you see those girls?
éhé, niwapamawak anikik iskwésisak	Yes, I see those girls.
éhé, niwapamawak	Yes, I see them.
tantahto iskwésisak wapamacik	How many girls do you see?
nisto iskwésisak niwapamawak	I see three girls.

Introduce comparisons.

Mawac is used in a comparison to mean the most or the greatest. It is used in comparing three or more.

Ask all the girls to stand up and ask the question,  
 "Awéna mawac kinoskosit? " "Who is the tallest?" or  
 "Awéna mawac cimisisit?" "Who is the shortest?"

Do the same for boys, and other nouns such as, books, pencils.

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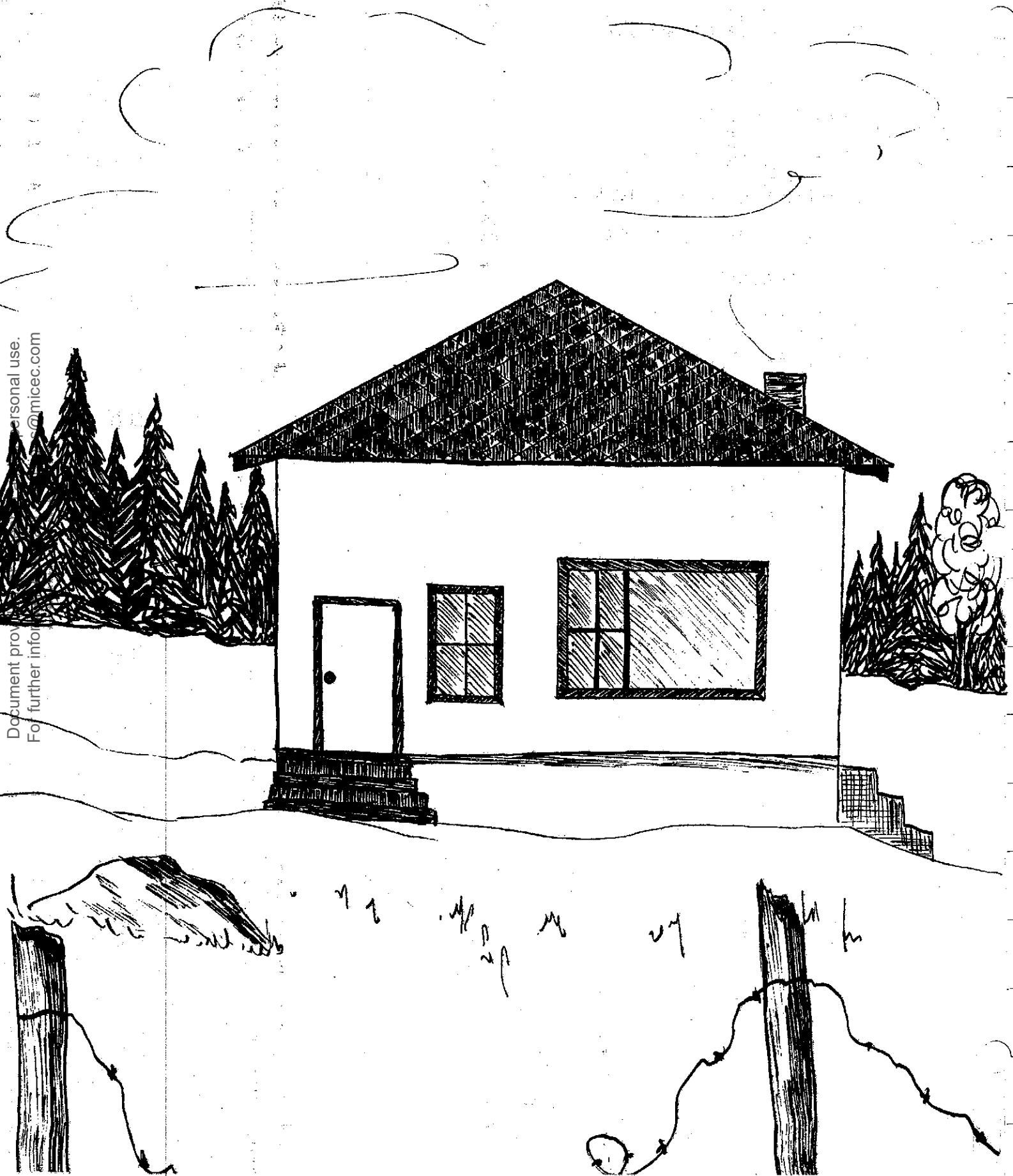
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Lesson 16

kékwán wápahtaman  
wáskahikan niwápahtén

kékwán mina

iskwahtém mina niwapahtén

kékwán mina asici wápahtaman

wásenamáwin asici niwápahtén

kékwán mina wapahtaman

apahkwán niwapahtén

What do you see?

I see a house.

What else?

I see a door, too.

What else do you see?

I see windows also.

What else do you see?

I see a roof.

kiwápahtén na anima wáskahikan  
éhé, niwápahtén anima wáskahikan  
éhé, niwápahtén

Do you see that house?

Yes, I see that house.

Yes, I see it.

kiwápahtén na anima iskwáhtém  
éhé, niwápahtén anima iskwáhtém  
éhé, niwápahtén

Do you see that door?

Yes, I see that door.

Yes, I see it.

kiwápahtén ná anihi wásenamáwina  
éhé, niwápahtén anihi wásenamáwina  
éhé, niwápahtén.

Do you see those windows?

Yes, I see those windows.

Yes, I see them.

Lesson 16 (continued)

tántahto wáskahikana wápahtaman      How many houses do you see?  
péyak wáskahikan niwápahtén      I see one house.

tántahto maka iskwáhtéma wápahtaman      And how many doors do you see?  
péyak iskwáhtém niwápahtén      I see one door.

tántahto maka wásénamáwina wapahtaman      And how many windows do you see?  
niso wasénamáwina niwápahtén      I see two windows.

tántahto máka apahkwána wápahtaman      And how many roofs do you see?  
péyak apahkwán niwápahtén      I see one roof.



ΓCC" / σδϑ•ϣ! ρϱρϑϑϑΔ•ϑ

ϑδϑ ϑ•ϑ"ϑϑ

ϑ•ϱϑΔϑϑ σϑ•ϑ"ϑϑ

ϑδϑ Γϑ

Δϱδ"ϑϑ Γϑ σϑ•ϑ"ϑϑ

ϑδϑ Γϑ ϑϱϱ ϑ•ϑ"ϑϑ

ϑ•ϣϑΔ•ϑ ϑϱϱ σϑ•ϑ"ϑϑ

ϑδϑ Γϑ ϑ•ϑ"ϑϑ

ϑϑ"ϑ•ϑ σϑ•ϑ"ϑϑ

ρϑ•ϑ"ϑϑ ϑ ϑϑϑ ϑ•ϱϑΔϑϑ

ϑ"ϑ σϑ•ϑ"ϑϑ ϑϑϑ ϑ•ϱϑΔϑϑ      ϑϱ

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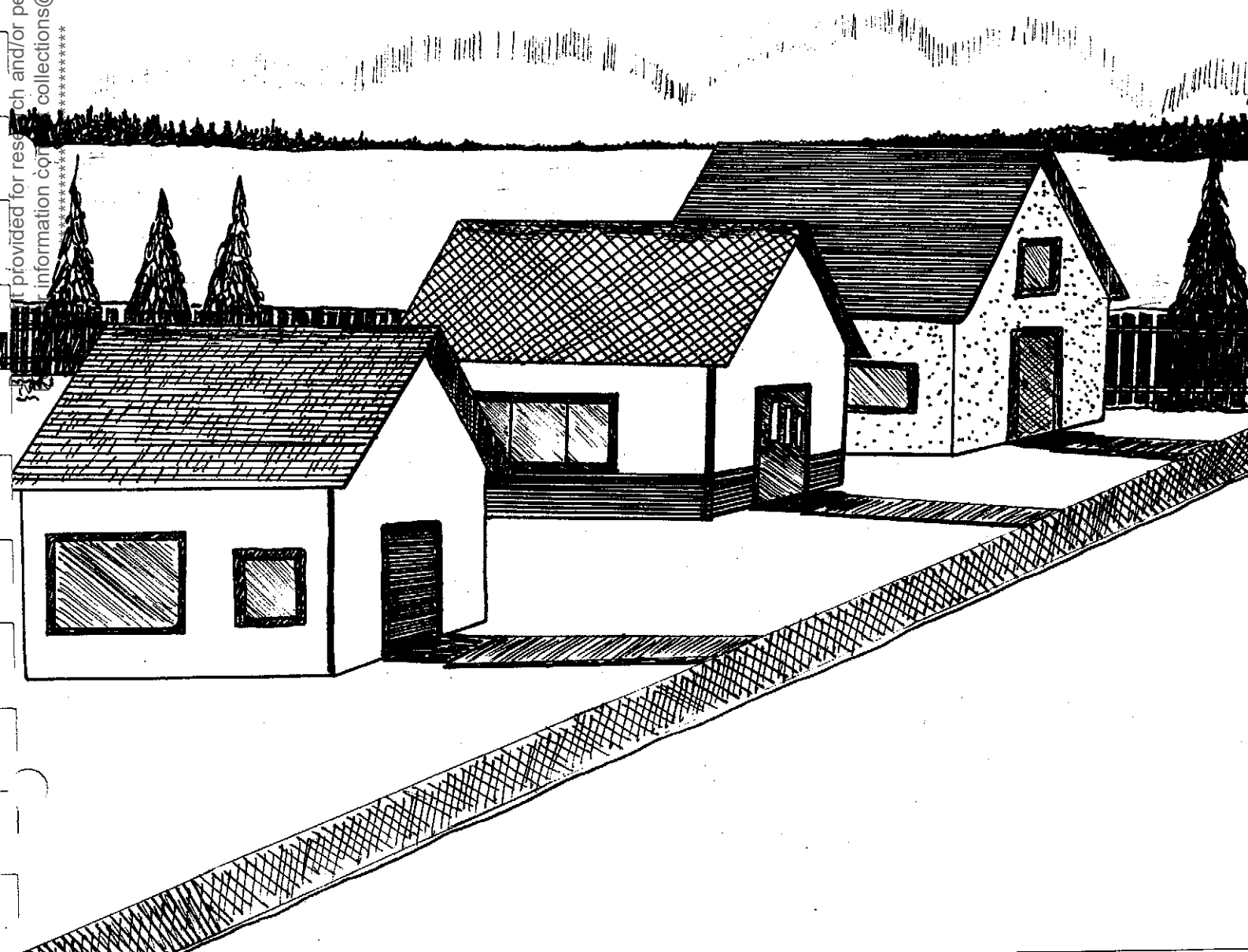
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Lesson 17

kékwána wápahtaman	What things do you see?
wáskahikana niwápahtén	I see houses.
kékwána mina	What else?
iskwáhtéma mina niwápahtén	I see doors, too.

Follow the same question pattern with, wásénamáwina - windows, apahkwana - roofs, in place of iskwáhtéma - doors.

kiwápahtén ná anihi wáskahikana	Do you see those houses?
éhé, niwápahtén anihi wáskahikana	Yes, I see those houses.
éhé, niwápahtén	Yes, I see them

Follow the same question pattern as before, with the above nouns.

Activity

Have students draw or make model houses to use for new vocabulary development. To introduce different - pahkan and look like - isinakono.

Say, "What do these houses look like?"

Some of the answers could be: misaw - big, apisasin - small, nayinikok - just right, ispinowan - it has upstairs, kayasi - old, oski - new

Also could translate "The Three Bears", and illustrate.

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∇"Δ σΔ.<"U ϑ

ρΔ.<"U ϑ Δσ"Δ Δ.ϑeLΔ.ϑ

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∇"Δ σΔ.<"U ϑ

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∇"Δ σΔ.<"U ϑ Δσ"Δ Δ<b.ϑ      bΓ

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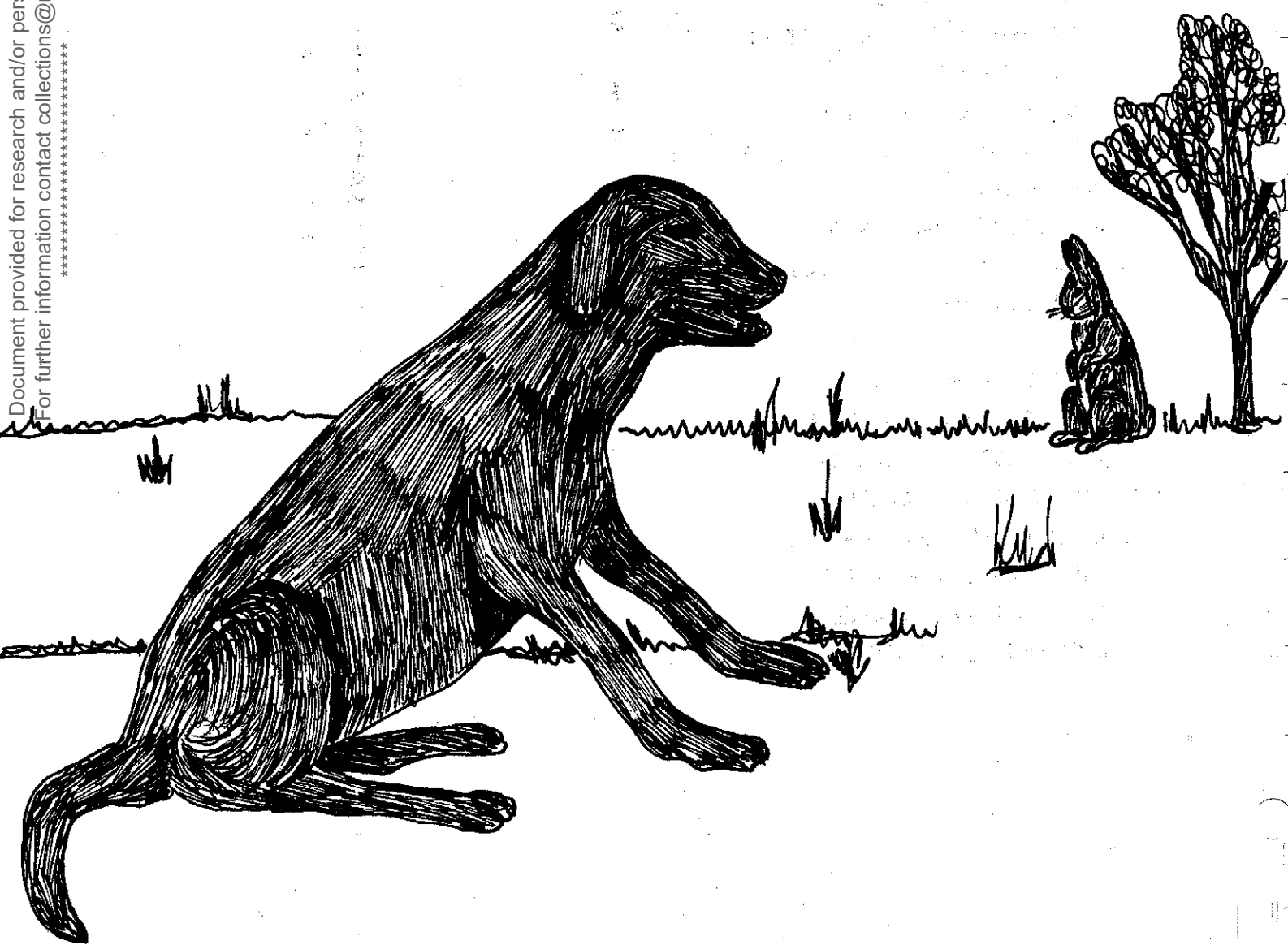
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Lesson 18

awēnikik wāpamacik  
atim niwāpamaw ēkwa mina wāpos  
awēniwa awa atim wāpamat  
wāposa wāpamēw ana atim  
wāposa wāpamēw  
tāntahto wāposa wāpamat ana atim  
tāntahto wāposa wāpamat  
pēyak wāposa wāpamēw

awēniwa māka ana wāpos wāpamat  
atimwa wāpamēw ana wāpos  
atimwa wāpamēw  
tāntahto atimwa wāpamat  
pēyak wāpamēw

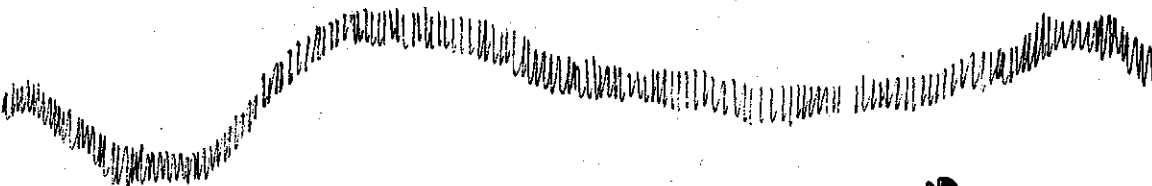
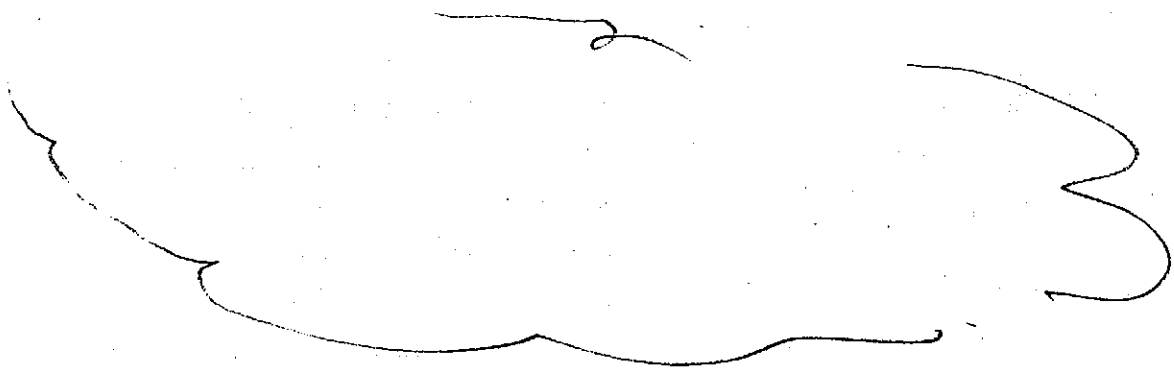
Who do you see? (plural)  
I see a dog and a rabbit.  
Who does this dog see?  
That dog sees a rabbit.  
He sees a rabbit.  
How many rabbits does that dog see?  
How many rabbits does he see?  
He see one rabbit.

And who does that rabbit see?  
The rabbit sees a dog.  
He sees a dog.  
How many dogs does he see?  
He sees one.

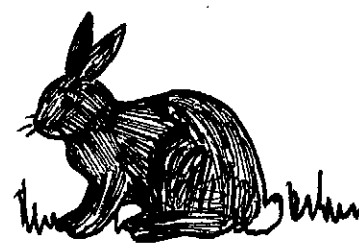




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*Handwritten scribbles and lines, possibly representing a fence or a path.*



Lesson 19

awēnikik wāpamacik  
atim niwāpamāw ākwa mina waposak  
awēniwa awa atim wāpamat  
wāposa wapamēw ana atim  
wāposa wapamēw  
tāntahto wāposa wāpamāt ana atim  
tāntahto wāposa wāpamāt  
pēyak, nīso, nisto, nēwo  
nēwo wāposa wāpamēw

Who do you see? (plural)  
I see a dog and some rabbits.  
Who does this dog see?  
The dog sees rabbits.  
He sees rabbits. (Or a rabbit)  
How many rabbits does that dog see?  
How many rabbits does he see?  
One, two, three, four  
He sees four rabbits.

awēniwa māka anikik wāposak wāpamācik

And who do those rabbits see?

atimwa wāpamēwak anikik wāposak  
atimwa wāpamēwak  
tāntahto atimwa wāpamācik  
pēyak piko wāpamēwak

Those rabbits see dogs.  
They see a dog. (Or dogs)  
How many dogs do they see?  
They just see one.

tansi ēsinakosit awa atim  
kaskitēso  
ōkō māka wāposak  
kaskitēsowak  
apisisowak oko  
misikitowak oko  
apisisowak anikik  
misikitowak anikik

What does this dog look like?  
He is black.  
How about these rabbits?  
They are black.  
These are small.  
These are big.  
Those are small.  
Those are big.

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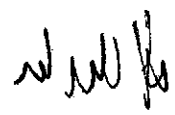
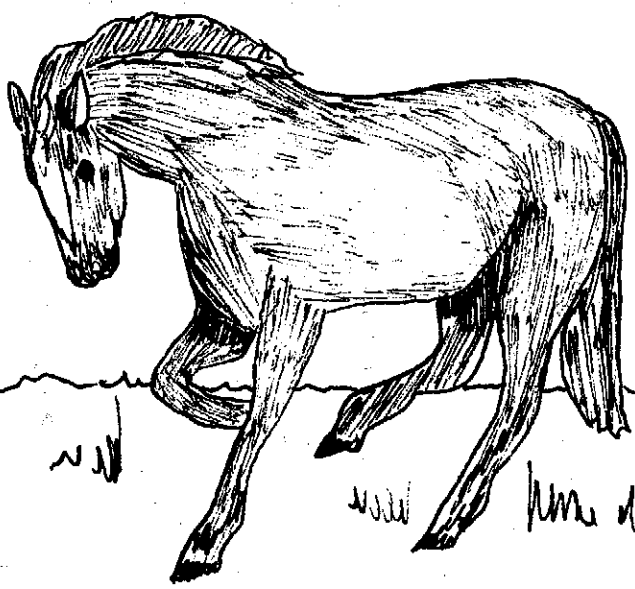
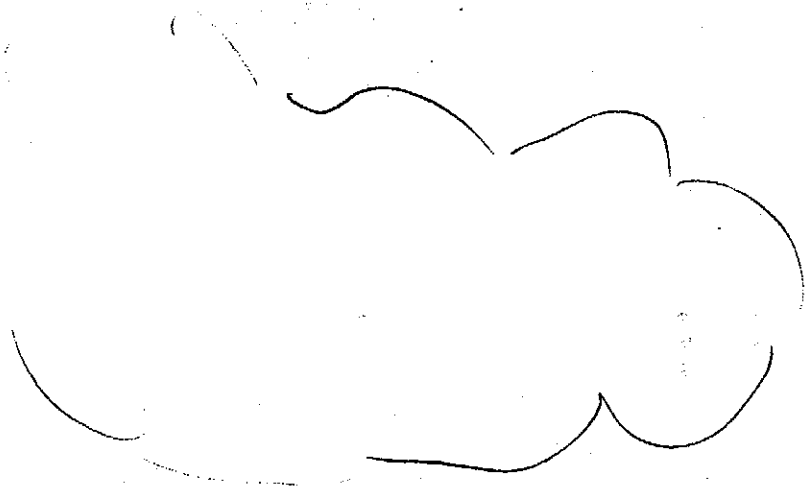
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Lesson 21

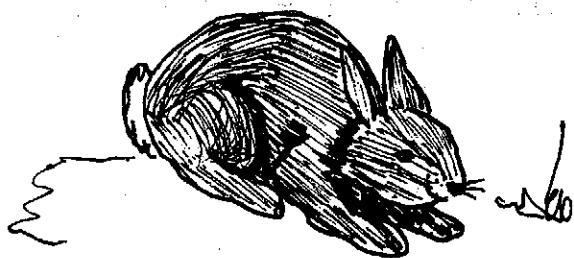
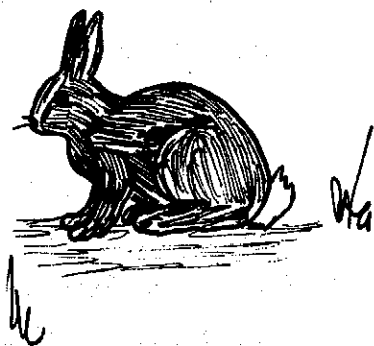
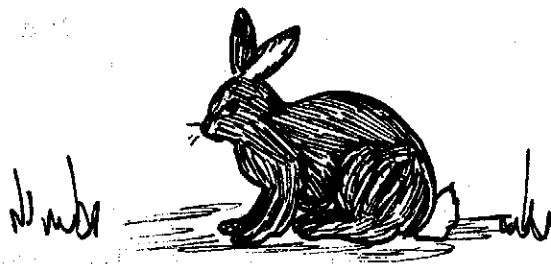
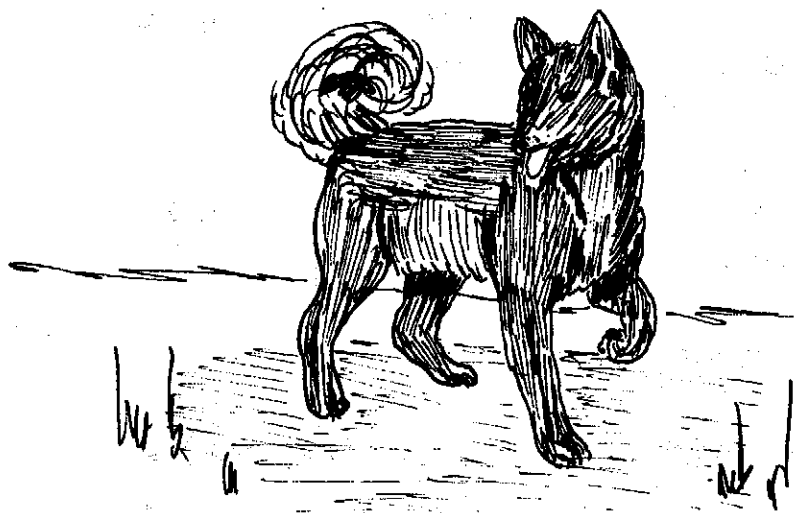
Note use of 'anihi' with noun in fourth person (Obviative), an extension of inanimate plurals, now animate in obviative. Here, teachers can refer back to the teaching suggestions of Lessons One to Four, where the distances were explained in the use of awa, ana, and naha. With Lesson 21 there is a further complication to these distances.

K-nouns (Animate)		A-nouns (Inanimate)	
this (here)	awa	ōma	
that	ana	anima	Singular
that (far)	nāha	nēma	
these (here)	ōkok	ōho	
those	anikik	anihi	Plural
those (far)	nēkik	nēhi	

Obviative - starting with Lesson 21

K-nouns (Animate)		A-nouns (Inanimate)	
this	ōho	ōmēniniw	
that	anihi	animēniniw	Singular
that (far)	nēhi	nēmēniniw	
these	ōho	ōho	
those	anihi	anihi	Plural
those (far)	nēhi	nēhi	

With obviative K-nouns, the pointing out words are ōho, anihi, and nēhi. With the obviative singular of A-nouns, the pointing out words are ōmēniniw, animēniniw and nēmēniniw. The obviative of awēna and awēnikik is awēniwa or awēnihi. The obviative of kēkwan is kēkwaniniw.





Lesson 21

awénikik wápmacik

Who do you see? (plural)

wáposak niwápmawak ékwa mina atim

I see some rabbits and a dog.

wápméwak nā ókok wáposak anihi atimwa

Do these rabbits see that dog?

éhé, wápméwak ókok wáposak anihi atimwa

Yes, these rabbits see that dog.

éhé, wápméwak

Yes, they see him.

wápméw na ana atim wáposa

Does that dog see the rabbits?

mwac wápméw

No, he does not see them.

σ<sup>α</sup>C<sub>α</sub>° Λ<sup>β</sup>δ<sup>γ</sup>! ρ<sup>α</sup>ρ<sub>α</sub>Δ<sup>β</sup>Δ<sup>γ</sup>••

Δ<sup>α</sup>•σ<sup>β</sup>\ Δ<sup>γ</sup>•Δ<sup>δ</sup>\

Δ<sup>α</sup>•><sup>β</sup>\ σ<sup>γ</sup>•Δ<sup>δ</sup>•\ ∇<sup>ε</sup> Γ<sub>α</sub> Δ<sup>β</sup>°

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Δ<sup>α</sup>•<<sup>β</sup>°

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Lesson 22

awéna awa

Who is this?

nápésis ana

That is a boy.

awéna máka náha

And who is that? (far)

mistatim ana

That is a horse.

awéniwa wápmat ana nápésis

Who does that boy see?

anihi mistatimwa wapaméw ana nápésis

That boy sees that horse.

anihi mistatimwa wápméw

He sees that horse.

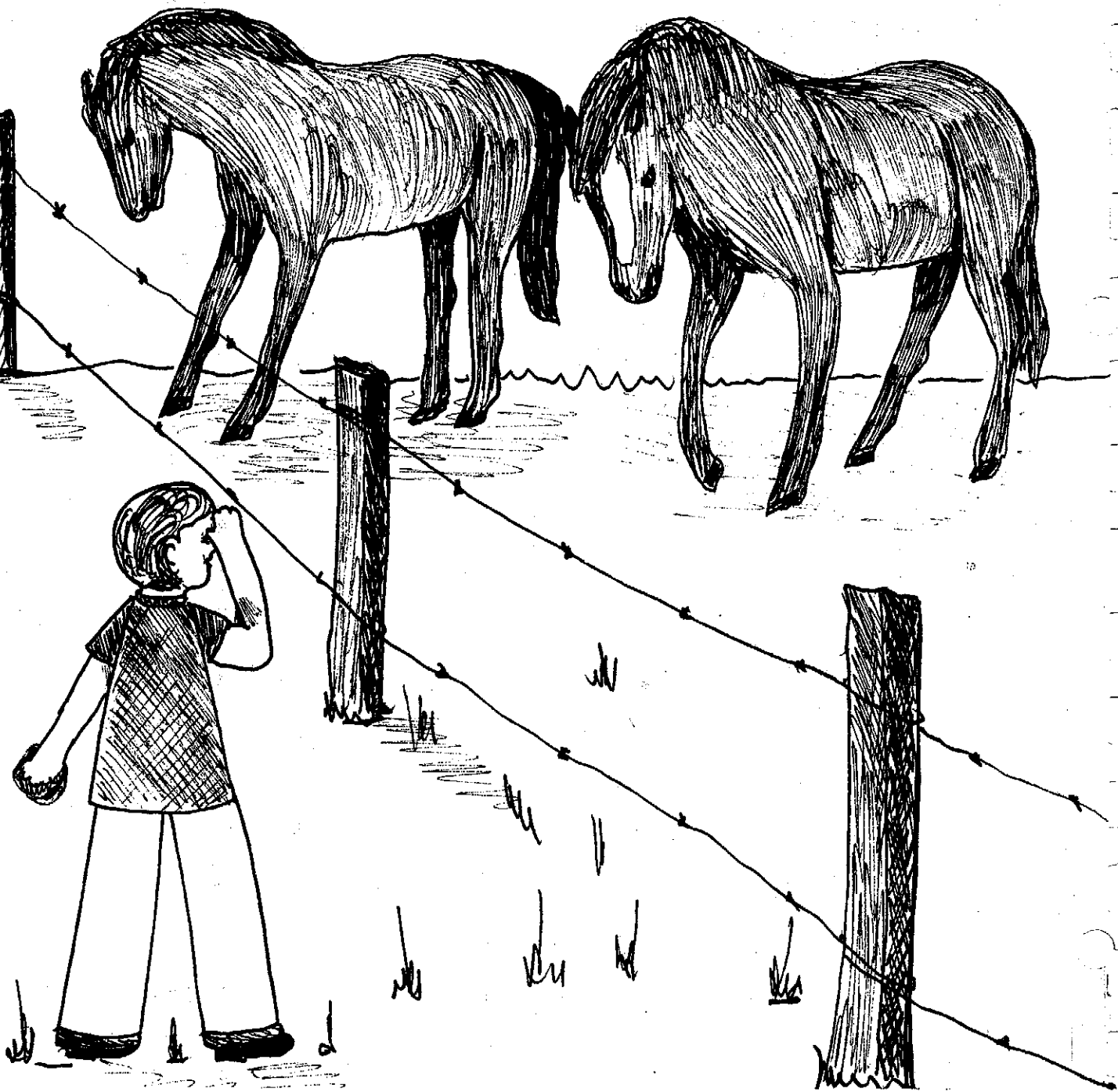
tántahto mistatimwa wápmát

How many horses does he see?

péyak mistatimwa wápmew

He sees one horse.





Lesson 23

awēna awa

Who is this?

nāpēsis ana

That is a boy.

awēnikik māka nēkik

And who are those?

mistatimwak anikik

Those are horses.

awēnihi wāpamat ana nāpēsis

Who does that boy see?

anihi mistatimwa wāpamēw ana nāpēsis

That boy sees those horses.

anihi mistatimwa wāpamēw

He sees those horses.

tāntahto mistatimwa wāpamāt

How many horses does he see?

nīso mistatimwa wāpamēw

He sees two horses.

σ<sup>α</sup>σ<sup>β</sup> σ<sup>γ</sup>σ<sup>δ</sup> ρ<sup>ε</sup>ρ<sup>ζ</sup>Δ<sup>η</sup>Δ<sup>θ</sup>

Δ<sup>α</sup>σ<sup>β</sup> Δ<sup>γ</sup>

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Lesson 24

awēniwa wāpamāt ana iskwēsis  
pinēsis wāpamēw

Who does that girl see?

She sees birds.

awēna naha

Who is that?

pinēsis ana

That is a bird.

awēnikik māka nēkik

And who are those? (far)

pinēsisak anikik

Those are birds.

tansi étwēt ana iskwēsis

What is that girl saying?

niwāpamawak pinēsisak itwēw

She says, "I see birds."

niwāpamawak pinēsisak é piminacik itwēw

She says, "I see birds flying."

ispimihk na piminawak okok pinēsisak

Are these birds flying high?

mwac, capasis piminawak

No, they are flying low.

Activity:

To introduce this lesson, demonstrate high and low, ispmihk and capasis. Ask these questions;

ispimihk na oma

Is this high?

capasis na oma

Is this low?

éhé, ispmihk anima

Yes, that is high.

éhé, capasis anima

Yes, that is low.

mwac, mayēw anima ispmihk

No, that is not high.

mwac, mayēw anima capasis

No, that is not low.

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