

Native Language Instruction Guide

LEVEL V

DAKOTA

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DAKOTA

Manitoba
Education
Native Education



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NATIVE LANGUAGE INSTRUCTION GUIDE

D A K O T A

LEVEL V

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

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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.

The lessons in the Dakota Language Guide, Level V are written phonetically using the English sound system that the students of Sioux Valley are familiar with.

The teachers using the guide should bear in mind that the focus is on oral fluency and not the written at this point.

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

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

Appreciation is also extended to Paul Voorhis for helping with the introduction.

INTRODUCTION TO LEVEL V

Level 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 Dakota 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 24

These lessons continue the question and answer pattern as before, while introducing a new kind of Dakota word, which we call transitive verbs. Transitive verbs change their beginnings or in the middle to indicate different pronouns.

For example:

wanbdake	I see him/her/it
wanwicabdake	I see them
wandake	You see him, etc.
wanwicadake	You see them
waunyake	You and I see him
wawicaunyake	You and I see them.

Many verbs follow the wanbdake pattern, others are like nawah'un below:

nawah'un	I hear him/her/it.
nawicawah'un	I hear them.
nayah'un	You hear him, etc.
nawicayah'un	You hear them.
naunh'un	You and I hear him.
nawicaunh'un	You and I hear them.

As in the preceding lessons, the student should learn both the questions and the answers.

There is lots of material in Lessons 10 through 24. The teacher may wish to omit some sentences if the students catch on quickly.

Suggestions for the Teacher:

Teachers who plan to teach this course should be thoroughly familiar with the local Dakota 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, the teacher is a model for pupil imitation. To be a model, the teacher needs to have an accurate control of the pronunciation of words; knowledge of 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 facilitator of classroom activity. As a facilitator, the teacher decides how much practise is essential in 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.

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 student's 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.
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.

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, 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 "What is that?"

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

Later still, mix the near and far indicators.

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. How are you? | 1. Toked ya u? |
| 2. Fine. | 2. Waste do/ye. |
| 3. It's a nice day. | 3. Owashte chu ga. |
| 4. Yes it is. | 4. Ho-han. |
| 5. Who are you? | 5. Ne to way he? |
| 6. From where? | 6. Tokiyu tuhan yuhe he? |
| 7. Are you visiting? | 7. Te to ku ya he he? |
| 8. Yes, I'm visiting overnight. | 8. Ho/han hunyetu wanzi. |
| 9. Who are you visiting? | 9. Toway wawechu yug yahehe? |
| 10. My sister and brother-in-law. | 10. Tungu wayeghe / sheche wayeghe kche. |
| 11. What are their names? | 11. Toked ewechugeyapi ho? |
| 12. Who are they? | 12. He toway pe he?
Tukted teb sdodyayahe? |
| 13. She's the nurse and he's a councillor here. | 13. Tungu wayeg he woyuzu awunyunga hehan shecha wayeg he etunchum he wanzi. Mazopiag ekeyedu tepi. |
| 14. Do you know where the store is? | 14. Tukted mazopiag heg stodyaya he? |
| 15. No, I don't know. | 15. Hiya sdod waya shne ye/do. |
| 16. Just follow the road. It's not far from here; about half a mile from the bridge. | 16. De tunhan keyada, Chungug de ohni maku yutupi hunga ched. Chungugug ekeyeda do/ye. |

Introductory Lesson 2

Basic Conversation

- | | |
|---|---|
| 1. Is John here? | 1. John ded u he? |
| 2. No. | 2. Heya. |
| 3. Where is he? | 3. Tog eyaya he? |
| 4. I don't know but his father
is at the store. | 4. Sdod waye shne tku atgugug mazopia
ta oo. |
| 5. Really. Is his father
visiting? | 5. Wacheyakuhan. Titokan he ha? |
| 6. No, only John is visiting.
His father lives here now.
His name is Peter. | 6. Hiya, John echeda titokan he.
Atgugu he dehan ded te do/ye.
Me Peter acheyupi. |
| 7. Maybe John will soon go to
the store. | 7. Henanuh John wanu echuda
mazopiata eesu ya gta. |
| 8. Perhaps his father is still
there. | 8. Henoonuh atgugu henuth mazopia
to u nechache. |

LESSON 1

- | | |
|-----------------------------|--|
| 1. What is this? | 1. De taku he? |
| 2. This is a dog. | 2. De shunka ye. (female answer)
De shunka do. (male answer) |
| 3. What is that? (near) | 3. He taku he? |
| 4. That is a dog, too. | 4. He nakoo shunka ye. (female)
He nakoo shunka do. (male) |
| 5. What is that? (far) | 5. Ga taku he? |
| 6. That is a dog, too. | 6. Ga nakoo shunka ye. (female)
Ga nakoo shunka do. (male) |
| 7. What is this? | 7. Do taku he? |
| 8. This is a puppy. | 8. De shunhpudu ye. (female)
De shunhpudu do. (male) |
| 9. And this? | 9. De eesh to? |
| 10. This is a puppy, too. | 10. De nakoo shunhpudu ye. (female)
De nakoo shunhpudu do. (male) |
| 11. And what is that? | 11. He eesh taku he? |
| 12. That is a puppy, too. | 12. He nakoo shunhpudu. |
| 13. And that? | 13. He eesh to? |
| 14. That is a puppy, too. | 14. He nakoo shunhpudu. |
| 15. And what is that? (far) | 15. Ga eesh taku he? |
| 16. That is a puppy, too. | 16. Ga nakoo shunhpudu. |
| 17. And that? | 17. Ga eesh to? |

18. That is a puppy, too.

19. What are these?

20. These are dogs.

21. And what are these?

22. These are puppies.

23. And what are those? (near)

24. These are puppies, too.

25. And what are those? (far)

26. Those are puppies, too.

18. Ga nakoo shunhpudu.

19. Denu eesh taku pe he?

20. Denu shunku pe.

21. Denu eesh taku pe he?

22. Denu shunhpupedu.

23. Henu eesh taku pe he?

24. Henu nakoo shunhpupedu.

25. Ganu eesh taku pe he?

26. Ganu nakoo shunhpupedu.

LESSON 2

- | | |
|-----------------------------------|--|
| 1. What is this? | 1. De taku he? |
| 2. This is a rabbit. | 2. De mashtinchu ye. (female)
De mashtinchu do. (male) |
| 3. What is that? (near) | 3. He taku he? |
| 4. That is a rabbit, too. | 4. He eenzu mashtinchu ye. (female)
He eenzu mashtinchu do. (male) |
| 5. What is that? (far) | 5. Ga taku he? |
| 6. That is a rabbit, too. | 6. He eenzu mashtinchu ye. (female)
He eenzu mashtinchu do. (male) |
| 7. What is this? | 7. De taku he? |
| 8. This is a little rabbit. | 8. De mashtinchu cheenchudu
ye. (female)
De mashtinchu cheenchudu
do. (male) |
| 9. And this? | 9. De eeshto? |
| 10. This is a little rabbit, too. | 10. De eenzu mashteenchu cheenchudu. |
| 11. And what is that? (near) | 11. Ga eesh taku he? |
| 12. That is a little rabbit, too. | 12. Ga eenzu mashteenchu cheenchudu
ye. (female)
Ga eenzu mashteenchu cheenchudu
do. (male) |
| 13. And that? | 13. Ga eesh to. |
| 14. That is a little rabbit, too. | 14. Ga eenzu mashteenchu cheenchudu
ye. (female)
Ga eenzu mashteenchu cheenchudu
do. (male) |

- | | |
|------------------------------------|--|
| 15. And what is that? (far) | 15. Ga eesh taku he? |
| 16. That is a little rabbit, too. | 16. Ga eenzu mashteenchu cheenchudu
ye. (female)
Ga eenzu mashteenchu cheenchudu
do. (male) |
| 17. And that? | 17. Ga eesh to? |
| 18. That is a little rabbit, too. | 18. Ga eenzu mashteenchu cheenchudu
ye. (female)
Ga eenzu mashteenchu cheenchudu
do. (male) |
| 19. What are these? | 19. Denu taku he? |
| 20. These are rabbits. | 20. Denu mashtinchu pe. |
| 21. And what are these? | 21. Denu eesh taku pe he? |
| 22. These are little rabbits. | 22. Denu mashtinchu cheenchudu pe. |
| 23. And what are those? (near) | 23. Henu taku pe he? |
| 24. Those are little rabbits, too. | 24. Ganu mashtinchu cheenchudu
pe ye. (female)
Ganu mashtinchu cheenchudu
pe do. (male) |
| 25. And what are those? (far) | 25. Ganu taku pe he? |
| 26. Those are little rabbits, too. | 26. Ganu mashtinchu cheenchudu
pe ye. (female)
Ganu mashtinchu cheenchudu
pe do. (male) |

LESSON 3

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|-----------------------------|---|
| 1. Who is that? | 1. De tuwe he? |
| 2. This is a man. | 2. De wechushtu. |
| 3. Who is that? (near) | 3. He tuwe he? |
| 4. That is a man, too. | 4. He eenzu wechushtu ye. (female)
He eenzu wechushtu do. (male) |
| 5. Who is that? (far) | 5. Ga tuwe he? |
| 6. That is a man, too. | 6. Ga eenzu wechushtu ye. (female)
Ga eenzu wechushtu do. (male) |
| 7. Who is that? | 7. De tuwe he? |
| 8. This is a boy. | 8. De hokshedu ye. (female)
De hokshedu do. (male) |
| 9. And this? | 9. De eeshto? |
| 10. This is a boy, too. | 10. De eenzu hokshedu ye. (female)
De eenzu hokshedu do. (male) |
| 11. And who is that? (near) | 11. He tuwe he? |
| 12. That is a boy, too. | 12. He hokshedu ye. (female)
He hokshedu do. (male) |
| 13. And that? | 13. He eeshto? |
| 14. That is a boy, too. | 14. He eenzu hokshedu ye. (female)
He eenzu hokshedu do. (male) |
| 15. And who is that? (far) | 15. Ga tuwe he? |
| 16. That is a boy, too. | 16. Ga eenzu hokshedu ye. (female)
Ga eenzu hokshedu do. (male) |

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|-------------------------------|--|
| 17. And that? | 17. Ga eeshto? |
| 18. That is a boy, too. | 18. Ga eenzu hokshedu ye. (female)
Ga eenzu hokshedu do. (male) |
| 19. Who are these? | 19. Denu tuwe pe he? |
| 20. These are men. | 20. Denu wechushtu pe ye. (female)
Dunu wechushtu pe do. (male) |
| 21. And who are these? | 21. Denu eeshto tuwe pe he? |
| 22. These are boys. | 22. Denu hokshepedu ye. (female)
Denu hokshepedu do. (male) |
| 23. And who are those? (near) | 23. Henu tuwe pe he? |
| 24. Those are boys, too. | 24. Henu eenzu hokshepedu
ye. (female)
Henu eenzu hokshepedu
do. (male) |
| 25. And who are those? (far) | 25. Ganu tuwe pe he? |
| 26. Those are boys, too. | 26. Ganu hokshepedu ye. (female)
Ganu hokshepedu do. (male) |

LESSON 4

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|-----------------------------|--|
| 1. Who is this? | 1. De tuwe he? |
| 2. This is a woman. | 2. De wenuhchu. |
| 3. Who is this? (near) | 3. De tuwe he? |
| 4. That is a woman, too. | 4. He eenzu wenuhchu ye. (female)
He eenzu wenuhchu do. (male) |
| 5. Who is that? (far) | 5. Ga tuwe he? |
| 6. That is a woman, too. | 6. Ga eenzu wenuhchu ye. (female)
Ga eenzu wenuhchu do. (male) |
| 7. Who is this? | 7. De tuwe he? |
| 8. This is a girl. | 8. De wecheyanu. |
| 9. And this? | 9. De eeshto? |
| 10. This is a girl, too. | 10. De eenzu wecheyanu. |
| 11. And who is that? (near) | 11. He eesh tuwe he? |
| 12. That is a girl, too. | 12. He eenzu wecheyanu ye. (female)
He eenzu wecheyanu do. (male) |
| 13. And that? | 13. He eeshto. |
| 14. That is a girl, too. | 14. He eenzu wecheyanu ye. (female)
He eenzu wecheyanu do. (male) |
| 15. And who is that? (far) | 15. Ga eesh tuwe he? |
| 16. That is a girl, too. | 16. Ga eenzu wecheyanu ye. (female)
Ga eenzu wecheyanu do. (male) |
| 17. And that? | 17. Ga eeshto. |

18. That is a girl, too.

19. Who are these?

20. These are women.

21. And who are these?

22. These are girls.

23. And who are those? (near)

24. Those are girls, too.

25. And who are those? (far)

26. Those are girls, too.

18. Ga eenzu wecheyanu ye. (female)
Ga eenzu wecheyanu do. (male)

19. Denu tuwe pe he?

20. Denu wenuhchu pe ye. (female)
Denu wenuhchu pe do. (male)

21. Denu eesh tuwe pe he?

22. Denu wecheyanu pe ye. (female)
Denu wecheyanu pe do. (male)

23. Henu tuwe pe he?

24. Henu wecheyanu pe ye. (female)
Henu wecheyanu pe do. (male)

25. Ganu tuwe pe he?

26. Ganu wecheyanu pe ye. (female)
Ganu wecheyanu pe do. (male)

LESSON 5

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|------------------------------|--|
| 1. What is this? | 1. De taku he? |
| 2. This is a house. | 2. De tepe ye. (female)
De tepe do. (male) |
| 3. What is that? (near) | 3. He taku he? |
| 4. That is a house, too. | 4. He naku tepe ye. (female)
He naku tepe do. (male) |
| 5. What is that? (far) | 5. Ga taku he? |
| 6. That is a house, too. | 6. Ga nukoo tepe ye. (female)
Ga nukoo tepe do. (male) |
| 7. What is this? | 7. De taku he? |
| 8. This is a door. | 8. De teopu. |
| 9. And this? | 9. De eeshto? |
| 10. This is a window. | 10. De owanya. |
| 11. And this? | 11. De eeshto? |
| 12. This is a window, too. | 12. De nukoo owanya ye. (female)
De nukoo owanya do. (male) |
| 13. And this? | 13. De eeshto? |
| 14. This is a light. | 14. De petezuzu. |
| 15. And this? | 15. De eeshto? |
| 16. This is a roof. | 16. De teuguhpe. |
| 17. And what is that? (near) | 17. He taku he? |
| 18. That is a door. | 18. He teopu. |

19. And that?
20. That is a window.
21. And what is that? (far)
22. What are these?
23. These are windows.
24. And what are those? (near)
25. Those are windows, too.
26. And what are those? (far)
27. What are these?
28. And these?

19. He eeshto?
20. He owanya.
21. Ga eesh taku he?
22. Denu taku he?
23. Denu owanye.
24. Henu taku he?
25. Henu nakoo owanya.
26. Ganu eesh taku he?
27. Denu eesh taku he?
28. Denu eshto?

LESSON 6

- | | |
|------------------------------|-------------------------|
| 1. What is that? (far) | 1. Ga taku he? |
| 2. That is a table. | 2. Ga wahneyutupe. |
| 3. And what is that? (near) | 3. He eesh taku he? |
| 4. That is a chair. | 4. He chueyogutgape. |
| 5. And what is this? | 5. De eesh taku he? |
| 6. This is a book. | 6. De wowapi. |
| 7. And what is this? | 7. De eesh taku he? |
| 8. This is a piece of paper. | 8. De wowapi. |
| 9. And what is this? | 9. De eesh taku he? |
| 10. This is a pencil. | 10. De wowapi echuga. |
| 11. What are those? | 11. Henu taku he? |
| 12. Those are tables. | 12. Henu wahneyutupe. |
| 13. And what are those? | 13. Henu eesh taku he? |
| 14. Those are chairs. | 14. Henu chueyogutgape. |
| 15. And what are these? | 15. Denu eesh taku he? |
| 16. These are books. | 16. Denu wowape. |
| 17. And these are papers. | 17. Denu wowape. |
| 18. These are pencils. | 18. Denu wowapechuga. |

LESSON 7

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|----------------------------------|-------------------------------|
| 1. What is that? | 1. Ga taku he? |
| 2. That is the sun or moon. | 2. Ga weeg eh eesh hanweg eh. |
| 3. And what is that? | 3. Ga eesh taku he? |
| 4. That is the sun or moon, too. | 4. He weeg a eesh hanweeg eh. |
| 5. What is that? | 5. Ga taku he? |
| 6. That is a cloud. | 6. Ga amahpeyu. |
| 7. What are those? | 7. Ganu taku he? |
| 8. Those are clouds. | 8. Ganu amahpeyu. |
| 9. That is a star. | 9. Ga wechuhpeyu. |
| 10. What are those? | 10. Henu taku he? |
| 11. Those are stars. | 11. Henu wechuhpeyu. |
| 12. What is that? | 12. Ga taku he? |
| 13. That is the sky. | 13. Ga mahpeyu. |

- | | |
|--|--|
| <p>1. Is this a dog?</p> <p>2. Yes, that is a dog.</p>
<p>3. Are these puppies?</p> <p>4. Yes, those are puppies.</p>
<p>5. Is that a rabbit?</p> <p>6. Yes, that is a rabbit.</p>
<p>7. Are those little rabbits?
(bunnies)</p> <p>8. Yes, those are bunnies.</p>
<p>9. Is that a man? (far)</p> <p>10. Yes, that is a man.</p> | <p>1. De shunku he?</p>
<p>2. Ho he shunku. (male)
Ho he shunku do. (male)</p>
<p>Han he shunku. (female)
Han he shunku ye. (female)</p>
<p>3. Denu shunhpudu pe he?</p>
<p>4. Ho henu shunhpudu pe. (male)
Han henu shunhpudu pe. (female)</p>
<p>5. He mashtinchu he?</p>
<p>6. Ho he mashtinchu. (male)
Ho he mashtinchu do. (male)</p>
<p>Han he mashtinchu. (female)
Han he mashtinchu ye. (female)</p>
<p>7. Henu mashtinchu pe he?</p>
<p>8. Ho henu mashtinchu pe. (male)
Ho henu mashtinchu pe do. (male)</p>
<p>Han henu mashtinchu pe. (female)
Han henu mashtinchu pe ye.
(female)</p>
<p>9. Ga wechushtu he?</p>
<p>10. Ho ga wechushtu. (male)
Ho ga wechushtu do. (male)</p>
<p>Han ga wechushtu. (female)
Han ga wechushtu ye. (female)</p> |
|--|--|

11. Is that a woman? (far)

12. Yes, that is a woman.

13. Is that a boy?

14. Yes, that is a boy.

15. Is this a man? (near)

16. No, that is not a man.

17. That is a dog.

18. Is that a dog, too? (near)

19. No, that is not a dog.

20. That is a rabbit.

11. Ga wenuhchu he?

12. Ho ga wenuhchu. (male)

Ho ga wenuhchu do. (male)

Han ga wenuhchu. (female)

Han ga wenuhchu ye. (female)

13. He hokshedu he?

14. Ho he hokshedu. (male)

Ho he hokshedu do. (male)

Han he hokshedu. (female)

Han he hokshedu ye. (female)

15. He wechushtu he?

16. Heyu he wechushtu shne.

17. He shunku do. (male)

Hen shunku ye. (female)

Ga shunku do. (male)

Ga shunku ye. (female)

18. He nukoo shunku he?

19. Heyu he shunku shne do. (male)

Heyu he shunku shne ye. (female)

20. He mashtinchu.

Ga mashtinchu.

LESSON 9

- | | |
|----------------------------|---|
| 1. is this a door? (close) | 1. De teyopu he? |
| 2. Yes, that is a door. | 2. Ho he teyopu. (male)
Ho he teyopu do. (male)

Han he teyopu. (female)
Han he teyopu ye. (female) |
| 3. Is this a window? | 3. De owanyu he? |
| 4. Yes, that is a window. | 4. Ho he owanyu. (male)
Ho he owanyu do. (male)

Han he owanyu. (female)
Han he owanyu ye. (female) |
| 5. Is this a light? | 5. De petezuzu he? |
| 6. Yes, that is a light. | 6. Ho he petezuzu. (male)
Ho he petezuzu do. (male)

Han he petezuzu. (female)
Han he petezuzu ye. (female) |
| 7. Is that a door? (far) | 7. Ga teyopu he? |
| 8. Yes, that is a door. | 8. Ho ga teyopu. (male)
Ho ga teyopu do. (male)

Han ga teyopu. (female)
Han ga teyopu ye. (female) |
| 9. Is that a window? | 9. Ga owanyu he? |
| 10. Yes, that is a window. | 10. Ho ga owanyu. (male)
Ho ga owanyu do. (male)

Han ga owanyu. (female)
Han ga owanyu ye. (female) |

11. Is that a light?

12. Yes, that is a light.

13. Is that a door? (near)

14. Yes, that is a door.

15. Is that a window?

16. Yes, that is a window.

17. Is that a light?

18. Yes, that is a light.

19. Are these door? (close)

20. Yes, those are doors.

11. Ga petezuzu he?

12. Ho ga petezuzu. (male)
Ho ga petezuzu do. (male)

Han ga petezuzu. (female)
Han ga petezuzu ye. (female)

13. He teyopu he?

14. Ho he teyopu. (male)
Ho he teyopu do. (male)

Han he teyopu. (female)
Han he teyopu ye. (female)

15. He owanyu he?

16. Ho he owanyu. (male)
Ho he owanyu do. (male)

Han he owanyu. (female)
Han he owanyu ye. (female)

17. he petezuzu he?

18. Ho ga petezuzu. (male)
Ho ga petezuzu do. (male)

Han ga petezuzu. (female)
Han ga petezuzu ye. (female)

19. Denu teyopu he?

20. Ho henu teyopu. (male)
Ho henu teyopu do. (male)

Han henu teyopu. (female)
Han henu teyopu ye. (female)

21. Are these windows?

22. Yes, those are windows.

23. Are these lights?

24. Yes, those are lights.

21. Denu owanyu he?

22. Ho henu owanyu. (male)

Ho henu owanyu do. (male)

Han henu owanyu. (female)

Han henu owanyu ye. (female)

23. Denu petezuzu he?

24. Ho henu petezuzu. (male)

Ho henu petezuzu do. (male)

Han henu petezuzu. (female)

Han henu petezuzu ye. (female)

LESSON 10

1. What do you see?

2. I see a dog.

3. Do you see that dog?

4. Yes, I see him.

5. How many dogs do you see?

6. I see ~~de~~ dog.

u

1. Taku wanduku he?

2. Shunku wa wambduku.

3. Shunkag he wanduku he?

4. Ho wambduku. (male)

Ho wambduku do. (male)

Han wambduku. (female)

Han wambduku ye. (female)

5. Shunku tonu wuwechuduku he?

6. Shunku wanzi wambduku.

LESSON 11

1. What do you see?

2. I see some dogs.

3. Do you see those dogs? (near)

4. Yes, I see those dogs.

5. Yes, I see them.

6. How many dogs do you see?

7. I see two dogs.

1. Taku wanduku he?

2. Shunkug eya wanwechubduku.

3. Shunkug henu wawechuduga he?

4. Ho shunkug henu wawechubduga.
(male)

Ho shunkug henu wawechubduga
do. (male)

Han shunkug henu wawechubduga.
(female)

Han shunkug henu wawechubduga
(female)

5. Ho wawechubduga. (male)

Ho wawechubduga do. (male)

Han wawechubduga. (female)

Han wawechubduga ye. (female)

6. Shunku tonu wawechuduku he?

7. Shunku noom wanwechubduka.

LESSON 12

1. Who do you see?

2. I see a boy.

3. Do you see that boy?

4. Yes, I see that boy.

5. Yes, I see him.

6. How many boys do you see?

7. I see one dog.

1. Tuwe wandaku he?

2. Hokshedu wan wanbduku.

3. Hokshedug he wandaku he?

4. Ho hokshedu he wanbduku.
(male)

Ho hokshedu he wanbduku do.
(male)

Han hokshedu he wanbduku.
(female)

Han hokshedu he wanbduku ye.
(female)

5. Mo wambduka. (male)

Ho wambduka do. (male)

Han wambduka. (female)

Han wambduka ye. (female)

6. Hokshedu tonu wa wechuduku?

7. Shunku wanzidu wanbduka.

LESSON 13

1. Who do you see? (plural)

2. I see boys.

3. Do you see those boys?

4. Yes, I see those boys.

5. Yes, I see them.

6. How many boys do you see?

7. I see two boys.

1. Tuwe wanwechuduku he?

2. Hokshedu wanwechbduka.

3. Hokshedu g henu wanwechuduku he?

4. Ho hokshedu g henu wanwechubkuka.
(male)
Ho hokshedu g henu wanwechubkuka
do. (male)

Han hokshedu g henu wanwechubkuka.
(female)
Han hokshedu g henu wanwechubkuka
ye. (female)

5. Ho wanwechubduka. (male)
Ho wanwechubduka do. (male)

Han wanwechubduka. (female)
Han wanwechubduka ye. (female)

6. Hokshedu tonu wanwechuduku he?

7. Hokshedu noom wanwechubduka.

LESSON 14

1. Who do you see?

2. I see a girl.

3. Do you see the girl?

4. Yes, I see her.

5. How many girls do you see?

6. I see one girl.

1. Tuwe wanduku he?

2. Wecheyanu wan wanbduka.

3. Wecheyanug wanduku he?

4. Ho wanbduka. (male)

Ho wanbduka do. (male)

Han wanbduka. (female)

Han wanbduka ye. (female)

5. Wecheyanu tonu wanwechuduku he?

6. Wecheyanu wanzi wanbduka.

LESSON 15

1. Who do you see?

2. I see girls.

3. Do you see those girls?

4. Yes, I see those girls.

5. Yes, I see them.

6. How many girls do you see?

7. I see three girls.

1. Tuwe wanduku he?

2. Wecheyanu wan wechubduka.

3. Wecheyanug henu wanwechuduku he?

4. Ho wecheyanug henu wanwechubduka.
Ho wecheyanug henu wanwechubduka
do.

Ho wecheyanug ganu wanwechubduka.
Ho wecheyanug ganu wanwechubduka
do.

Han wecheyanug henu wanwechubduka.
Han wecheyanug henu wanwechubduka
ye.

Han wecheyanug ganu wanwechubduka.
Han wecheyanug ganu wanwechubduka
ye.

5. Ho wanwechubduka do.
Han wanwechubduka ye.

6. Wecheyanu tonu wanwechuduka he?

7. Wecheyanu yumne wanwechubduka.

LESSON 16

- | | |
|-------------------------------|--|
| 1. What do you see? | 1. Taku wanduku he? |
| 2. I see a house. | 2. Tepe wan wanbduka. |
| 3. What else? | 3. Nukoo taku? |
| 4. I see a door, too. | 4. Nukoo teyopu wan. |
| 5. What else do you see? | 5. Nukoo taku wanduku he? |
| 6. I see windows also. | 6. Owanye nukoo wanbduka. |
| 7. What else do you see? | 7. Nukoo taku wanbduka. |
| 8. I see a roof. | 8. Teaguhpe wanbduka. |
| 9. Do you see that house? | 9. Tepeg he wanduku he? |
| 10. Yes, I see that house. | 10. Ho tepeg he wanbduka.
Han tepeg he wanbduka. |
| 11. Yes, I see it. | 11. Ho wanbduka.
Han wanbduka. |
| 12. Do you see that door? | 12. Teopug he wanduku he? |
| 13. Yes, I see that door. | 13. Ho teopug he wanbduka. |
| 14. Yes, I see it. | 14. Ho wanbduka.
Han wanbduka. |
| 15. Do you see those windows? | 15. Owanyeg henu wandukuhe?
Owanyeg ganu wandukuhe? |
| 16. Yes, I see those windows. | 16. Ho owanyeg henu wanduku. |

LESSON 17

1. What things do you see?

2. I see houses.

3. What else?

4. I see doors, too.

5. Do you see those houses?

6. Yes, I see those houses.

7. Yes, I see them.

1. Taku wandaku he?

2. Tepe wambduku.

3. Nakoo taku?

4. Teyopug eya wambduke.

5. Tepeg henu wambduku he?

6. Ho tepeg henu wambduka.
Han tepeg henu wambduka.

7. Ho wambduku do.
Han wambduku ye.

LESSON 18

1. What do you see? (plural)
 2. I see a dog and a rabbit.
 3. What does this dog see?
 4. That dog sees a rabbit.
 5. He sees a rabbit.
 6. How many rabbits does that see?
 7. How many rabbits does he see?
 8. He sees one rabbit.
 9. And what does that rabbit see?
 10. The rabbit sees a dog.
 11. He sees a dog.
 12. How many dogs does he see?
 13. He sees one.
1. Taku wambduku he?
 2. Shunku wan wambduku, nukoo mastinchu.
 3. Shunkug de taku wayaku he?
 4. Shunkag he mashtinchu wan wayaga.
 5. Mashtinchu wan wayake.
 6. Shunkug de mashtinchu tonu wawechuyagu he?
 7. Mashtinchu tonu wawechuyagu he?
 8. Mashtinchu wanzi wanyaku.
 9. Mashtinchu he taku wanyaku he?
 10. Mashtinchu shunku wan wayuku.
 11. Shunku wan wayuku.
 12. He shunku tonu wawecheyuku he?
 13. He wanzi wanyuka.

LESSON 19

- | | |
|---|--|
| 1. What do you see? | 1. Taku wanduku he? |
| 2. I see a dog and some rabbits. | 2. Shunku wan wambduku nukoo
mashtinchu ayu. |
| 3. What does this dog see? | 3. Shunku de taku wanyaku he? |
| 4. The dog sees rabbits. | 4. Shunku mastinchug wanwechuyaga. |
| 5. He sees rabbits. (Or a rabbit) | 5. Mashtinchu wawechuyuga. |
| 6. How many rabbits does that
dog see? | 6. Shunkug he mashtinchu tonu
wawechuyugu he? |
| 7. How many rabbits does he see? | 7. Mashtinchu tonu wawechuyugu he? |
| 8. One, two, three, four. | 8. Wanzi, noompa, yanne, topa. |
| 9. He sees four rabbits. | 9. Mashtinchu tob wawechuyaga. |
| 10. Those rabbits see dogs. | 10. Mashtinchug hena shunku wa
wechuyugape.
Mashtinchug ganu shunku wa
wechuyugape. |
| 11. They see a dog. (or dogs) | 11. Shunku wan wayugu pe. |
| 12. How many dogs do they see? | 12. Shunku tonu wawechuyagu pe he? |
| 13. They just see one. | 13. Wanzidu wayagupe. |
| 14. What does this dog look like? | 14. Shunkug de tokechuchu he? |
| 15. He is black. | 15. Sape. |
| 16. How about these rabbits? | 16. Mashtinchug denu eeshto. |
| 17. They are black. | 17. Sapupe. |

18. These are small.

19. These are big.

20. Those are small.

21. Those are big.

18. Chestipedu or Chekchestinupe.

19. Tunkekeyumpe or Tunku pe.

20. Henu chekchestinupe.
Ganu chekchestinupe.

21. Henu tunkekeyumpe.
Ganu tunkekeyumpe.

LESSON 20

1. What do you see?
2. I see a rabbit and a horse.
3. Does the rabbit see the horse?
4. Yes, the rabbit sees the horse.
5. Yes, he sees him.
6. Does that horse see this rabbit?
7. No, the horse does not see this rabbit.

1. Taku wanduku he?
2. Mashtinchu wan wambduku nukoo showakan.
3. Mashtinchu he showakang wayuku he?
4. Ho mashtinchu he showakan wayaka do.
Han mashtinchu he showakan wayaka ye.
5. Ho he wayuku do.
Han he wayuku ye.
6. Showakang he mashtinchu wayuku he?
7. Heyu, showakang he mashtinchu wayuku sni do.
Heyu, showakang he mashtinchu wayuku sni ye.

LESSON 21

1. What do you see? (plural)
2. I see some rabbits and a dog.
3. Do these rabbits see that dog?
4. Yes, these rabbits see that dog.
5. Yes, they see him.
6. Does that dog see the rabbit?
7. No, he does not see them.

1. Taku wanduku he?
2. Mashtinchu eya wanwechubduku nakoo shunkug wan.
3. Mashtinchu denu shunkug wayuku pe he?
4. Ho, he wayukupe do.
Han, he wayukupe ye.
5. Ho he wayukape do.
Han he wayukape ye.
6. Shunkug mashtinchu wawechuyuga he?
7. Heyu, he wawechuyu ge sne.

LESSON 22

1. Who is this?
 2. That is a boy?
 3. And what is that? (far)
 4. That is a horse.
 5. What does that boy see?
 6. He sees that horse.
 7. How many horses does he see?
 8. He sees one horse.
1. De tuwe he?
 2. He hokshedu ye.
He hokshedu do.
 3. Ga eesh taku he?
 4. Ga or He showakan ye.
Ga or He showakan do.
 5. Hokshedug he taku wanyuku he?
 6. Showakang he wayuku.
 7. Showakan tonu wanyaku he?
Showakan tonu wawechuyuku he?
 8. Showakan wanzi wanyuku.

1. Who is this?

2. That is a boy.

3. And what are those?

4. Those are horses.

5. What does that boy see?

6. He sees those horses.

7. How many horses does he see?

8. He sees two horses.

1. De tuwe he?

2. He hokshedu do.
He hokshedu ye.

Ga hokshedu do.
Ga hokshedu ye.

3. Henu eesh taku he?
Ganu eesh taku he?

4. Henu showakan pe ye.
Henu showakan pe do.

Ganu showakan pe ye.
Ganu showakan pe do.

5. Hokshedug he taku wanyuku he?

6. Showakang wawechuguka.

7. Showakan tonu wawechuyuku he?

8. Showakan noom wawechuyuka.

LESSON 24

1. What does that girl see?
 2. She sees birds.
 3. What is that?
 4. That is a bird.
 5. And what are those? (far)
 6. Those are birds.
 7. What is that girl saying?
 8. She says, "I see birds."
 9. She says, "I see birds flying".
 10. Are these birds flying high?
 11. No, they are flying low.
1. Wecheyanug he taku wanyuku he?
Wecheyanug he taku wanyuku he?
 2. Zeetgudu wawechuyuga.
 3. Ga taku he?
He taku he?
 4. He zeetgudu ye.
He zeetgudu do.

Ga zeetgudu ye.
Ga zeetgudu do.
 5. Henu eesh taku he?
 6. Henu zeetgudu pe ye.
 7. Wecheyanung he takayu he?
 8. Zeetgudug "wawechubduku ye" aya.
 9. Zeetgudug geyam wawechubduga.
 10. Zeetgudug denu wagan wechshneyu
geyumpe he?
 11. Heyu, kuchedu geyum pe ye.
Heyu, kuchedu geyum pe do.