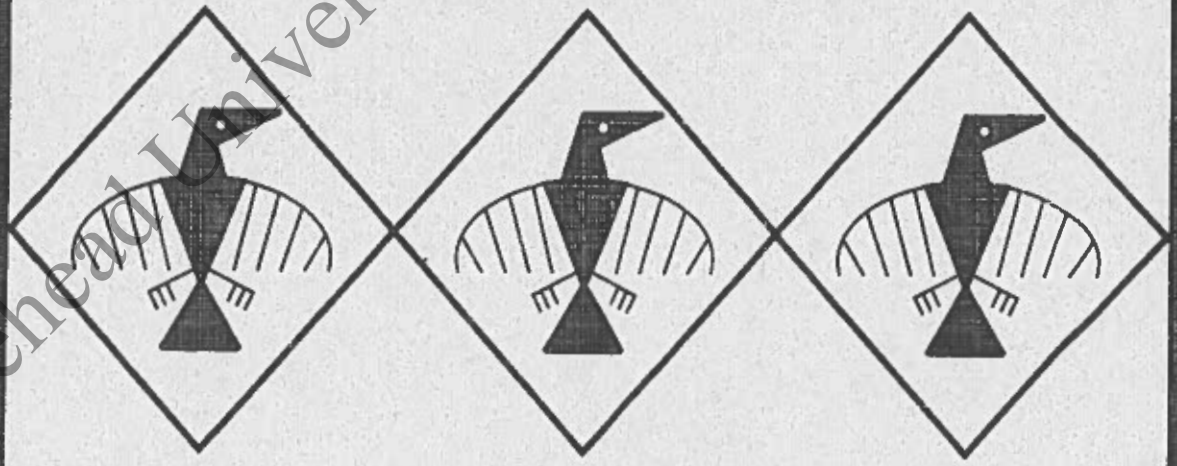


INTRODUCTORY OJIBWE

Parts One and Two
In Severn Dialect



Tom Beardy

Lakehead University Faculty of Education

Introductory Ojibwe: Parts One and Two in Severn Dialect
By Tom Beardy
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INTRODUCTORY OJIBWE:
PARTS ONE AND TWO
IN SEVERN DIALECT

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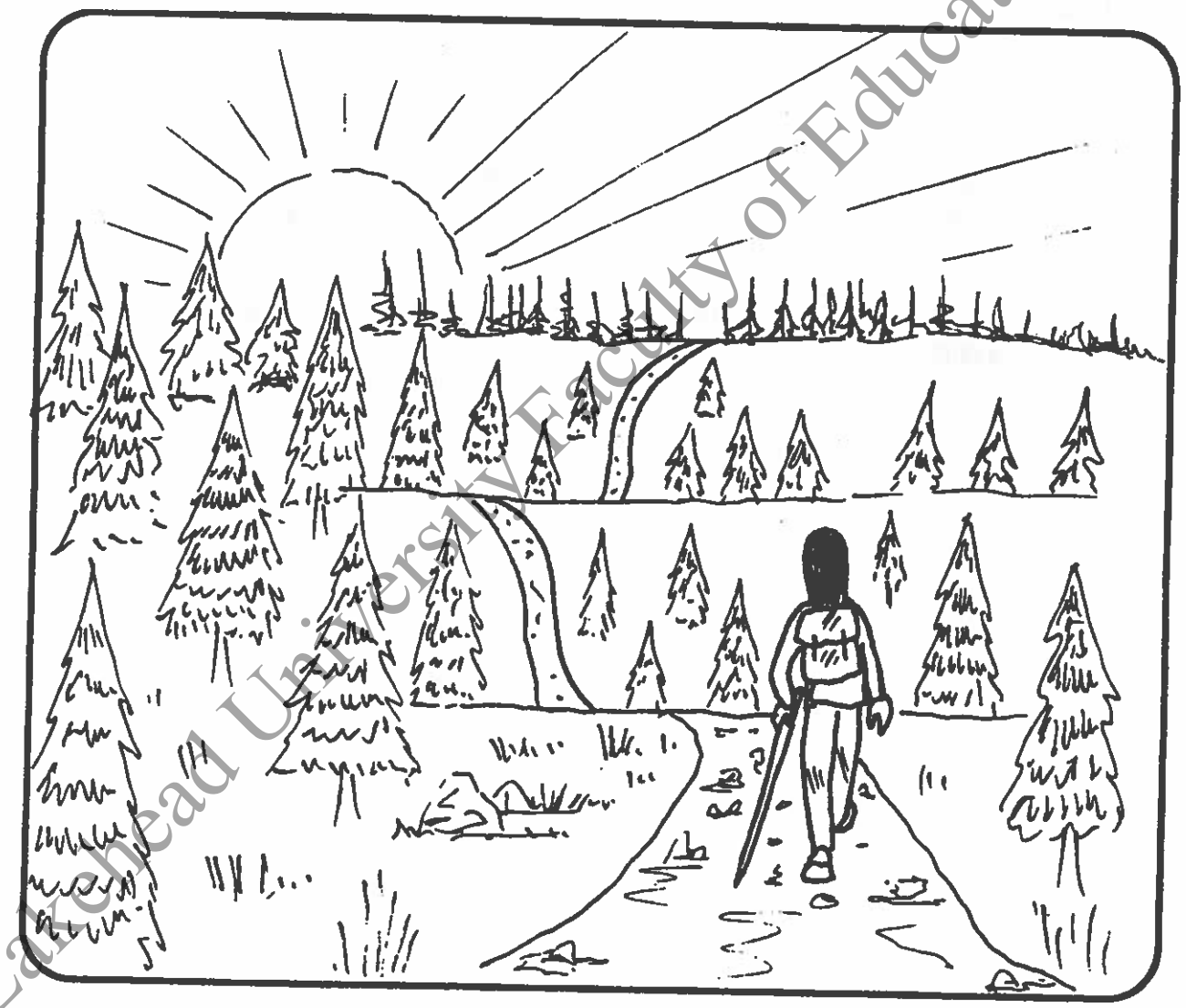
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Course Description

This is the beginning of a journey in Ojibwe (Severn Dialect) which will introduce students to the language and culture of the indigenous people of Northern Ontario. Students will learn basic vocabulary through listening, speaking, reading, and writing in Ojibwe. Students will develop basic communication skills in Ojibwe through study and practice. They will also become familiar with the traditional values and culture, which are vital when working with indigenous people.



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LET'S BEGIN OUR JOURNEY UP THE RIVER
TO DISCOVER SEVERN OJIBWE

What is Severn Ojibwe?

Severn Ojibwe is a dialect of the Ojibwe and Cree language. It is spoken mostly around the Severn River in Northwestern Ontario and areas around it.

It is different from Ojibwe spoken in communities south, east, and west of the Severn River area. Some people call it an Oji-Cree, an Ojibwe, or even a Cree language. In some ways, Severn Ojibwe is similar to Cree. Today, as many as 5,000 people speak Severn Ojibwe.

What is in this subject?

There are two units of study, which are used along with cassette tapes.

In these units, you will be given instructions in English and guided through exercises that go along with the tapes to continue learning basic vocabulary in Severn Ojibwe. You will be studying the one dialect of Severn Ojibwe and will learn through conversation both vocabulary and the structure of the language.

At the end of the course of studies, you will be able to carry on a short conversation in Severn Ojibwe.

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SUBJECT OUTLINE

Subject Name: Introductory Ojibwe (Severn dialect)

Subject Number: OJ 1010 Part One and OJ 1012 Part Two

Subject Description:

The aim of this subject is to provide students with the skills necessary to speak Severn Ojibwe. In this functional and conversational program, students will learn basic vocabulary through listening, speaking, writing and understanding and optional laboratory facilities.

Objectives:

- to understand through conversation the structure of the Severn Ojibwe.
- to listen with understanding and to converse at a basic level in the Severn dialect of the Native language.
- to pronounce words accurately
- to demonstrate effective use of the Severn Ojibwe dialect in culturally appropriate contexts.

What is this subject about?

This is an introductory Severn Ojibwe subject for students who wish to learn to speak the Severn Ojibwe dialect. It is designed to give practice in conversation using everyday situations that students might encounter as they live and work in a Native community. It can be used to practice Native language by students of Native ancestry or by students from other backgrounds. Learning a Native language can lead to a better appreciation and understanding of the whole society who uses it. Both Native and non-Native learners can gain a sense of the traditions, the customs, and both the historical and modern view of Native life.

What is dialect?

Generally speaking, dialect means the difference in how words are formed and said.

Linguists, or people skilled in the science of languages, believe dialect shows what area people come from because of the special way that they use a language. Although there are differences in dialect or the way people speak, the root or basic language is still the same. It may be that because of the way Native people once travelled easiest...up and down the river systems...that areas shared a river system for transportation, the dialect is different.

How do these dialects affect how Native people can communicate with one another?

Many Native language speakers claim that they can understand most of what speakers of a different dialect are saying. Sometimes misunderstanding does occur.

But most Native language speakers also say that they quickly become familiar with the differences in vocabulary when they need to frequently communicate with speakers of another dialect.

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Indeed, there are many dialects in the Native language. There is no standard dialect that can be learned and used everywhere.

Two students at Lakehead University, Richard Jourdain and Judith Petch, wrote a paper about how people in different geographical areas say words. Look at the chart below. Then consider how these words might be used in your community.

AREA COMMUNITY		OJIBWE TRANSLATION FROM ENGLISH				
		One	Two	Three	Water	Sun
Severn	**Big Trout Lake**	Peshik	niishin	nihsin	nipi	piihsim
North-western Ontario	**Macdiarmid**	bazik	nihsin	nihshin	nibi	kiiziis
	Savant Lake	bejik	nijzhin	niso	nibi	kiiziis
	Lake Helen	bejik	nijin	niswe	nibi	gissis
	Longlac	bezhik	niinzhin	niswi	nisib	kiiziis
Southern Ontario	**Manitoulin Island**	bezhik	niish	sweh	nipi	keesiim
	Spanish River	bejik	neesh	niswei	nebi	gissis
	Walpole Island	bashique	neesh	swehi	beesheh	geesus
	Cape Croker	bashig	niizh	neswi	nipi	geezis

Adapted from an unpublished paper An Elementary Comparative Study of Morphological and Phonological Features of Several Ontario Dialects of Ojibwe, R. Jourdain and J. Petch, NL 2711 North American Linguistics course, Lakehead University, November 1988.

Where should the learning begin?

There is no right or wrong dialect. What is **important** is to keep the **Native language** alive and growing in use. Perhaps then, it is **important** to become familiar with **one dialect** of the language to start, and it would be simple from there to learn the differences in sounds of words to learn other dialects. Appreciating the dialects of other communities takes a trained ear and a curiosity to understand one another. Perhaps this first step will help to bring a stronger unity among our Native communities to keep alive the Native culture.

Although people in their own communities must be the ones to decide how to carry on their language through the generations, this advanced course of studies uses Severn Ojibwe.

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Writing Anihshininiimowin (Severn Ojibwe)

In this section we discuss the writing system which is used in all three books in this series. First there is a discussion of the basic letters and combinations of letters which are used to write Anihshininiimowin (Severn Ojibwe). Following this there is a discussion of some issues which arise in writing and reading Severn Ojibwe. You do not need to read all the information at once. You may find it helpful to read it over from time to time as you progress through the courses. Some of the topics discussed here will become more understandable to you after you have been exposed to the language for some time.

The Writing System

In this book Severn Ojibwe is written with Roman (alphabetic) letters. Severn Ojibwe uses some of the letters used in writing English. However Severn Ojibwe is written in a way that is more consistent than English writing. Although English writing is basically fairly regular, there are enough irregularities found in English writing that we would not want to import them into Severn Ojibwe writing. When we use letters or combinations of letters in Severn, these consistently represent the same sound or combination of sounds. Each letter corresponds to a certain sound, and is only used to represent that sound.

Sounds in Severn Ojibwe are divided into two basic types: **vowels** and **consonants**.

Vowels

There are seven vowel sounds in Severn Ojibwe. Vowels are divided into two types: **long** vowels and **short** vowels. Long vowels take longer to say. With one exception, there is a long vowel corresponding to each short vowel. In elementary school you may have learned that certain English vowels were long and others were short. However, the way that vowels are analysed as long and short in Severn Ojibwe is different from the way they are presented in English, and you should ignore the English usage.

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Here is a chart of the long and short vowels. You will learn how they are pronounced in the following paragraphs.

LONG	SHORT
ii	i
oo	o
aa	a
e	

You can see that the first three long vowels are represented by writing them double. Each is still one vowel, though. Further, each of the first three long vowels has a corresponding short vowel, and each short vowel is written with a single letter. The last long vowel, **e**, has no corresponding short vowel. Because there is no need to indicate a distinction between a long and short **e** sound, the long **e** is written with a single letter.

You will find that some of the letters do not represent what we might expect them to in English. But remember that when we use these letters to write words in Severn Ojibwe, they are Severn Ojibwe letters! So the letters represent Severn Ojibwe sounds and you should not expect them to be pronounced the same way they are pronounced in English. Every language has its own rules for how letters are to be pronounced, and Severn Ojibwe is no exception.

Here are some examples of Severn Ojibwe words that contain long vowels. The examples show the vowel in three positions: beginning, middle, and end of a word. The vowel in question in each word is written in bold type. The approximate English equivalent of the Ojibwe vowel sound is also given.

Vowel	Ojibwe word	Approximate English Equivalent
ii	**ii**tok 'supposedly' n**ii**n 'I, me' anohk**ii** 'he/she is working'	seat
oo	**oo**cii 'fly' m**oo**s 'moose' pimipaht**oo** 'he/she runs by'	note, toot

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aa	**aa**kim 'snowshoe' n**aa**pe 'man' maac**aa** 'he/she leaves'	father
e	**e**mihkwaan 'spoon' p**e**hkaac 'slowly' kiiw**e** 'he/she goes home'	bed

Now here are some examples of words that contain short vowels.

Vowel	Ojibwe word	Approximate English Equivalent
i	**i**hkwe 'woman' n**i**hka 'Canada goose' aahkos**i** 'he/she is sick'	sit
o	**o**naakan 'plate' animoh**s**h 'dog' onaak**o** 'yesterday'	put
a	**a**hki 'land, moss' k**a**ye 'and, also' ekw**a** 'and, so'	but

Consonants

There are more consonants than vowels in Severn Ojibwe. All the letters used to write consonants are also found in English. Some have a pronunciation very similar to that which they have in English, while others are quite different.

Some of the letters used for consonants are virtually the same as ones used in English: **m, n, w, y** and **h.** They should not cause you any difficulty. The sounds **m, n** and **w** can appear in any position in a word: beginning, middle, and end.

Phonetic	Ojibwe examples	English equivalent
m	**m**ahkisin 'shoe' oho**m**aa 'here' saakaha**m** 'goes out'	man
n	**n**aape 'man' pi**n**e 'partridge' koo**n** 'snow'	name

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w	waahsa 'far' kaawin 'no' waaw 'egg'	win

The sound **y** never appears at the beginning of a word.

Phonetic	**Ojibwe examples**	**English equivalent**
y	kiiyaapic 'still' ehshay 'oh yuck!'	yes

The sound **h** never appears at the end of a word. As well, it only appears at the beginning of a word if a preceding short vowel is optionally dropped. For example, **ohomaa** 'here' is often pronounced and spelled **homaa.**

Phonetic	**Ojibwe examples**	**English equivalent**
h	ohowe 'this'	him

The remaining six consonants **(p, t, k, c, s, sh)** occur in both a **weak** and a **strong** form. In their weak form, these consonants may occur anywhere in a word: at the beginning, in the middle, or at the end of a word. They may not be preceded by the consonant **h**, but they may be preceded by any of the other consonants or a vowel. The weak consonants may have slightly different pronunciation depending upon where they appear in a word. For example, at the end of a word the letter **p** usually sounds the same as it does in English. But when it appears in the middle of a word it may sound more like an English **b.** You may also find that the Severn **p** sound resembles a weakly pronounced **b** at the beginning of a word. Listen carefully as your instructor or another fluent Severn speaker says these words and see if you can notice the difference. You may find that there is a minor amount of variation in how these letters are pronounced by different speakers.

Notice also that in Severn Ojibwe the sequence of letters **sh** is used to represent a single sound even though two letters are used.

In the examples that follow, each Severn Ojibwe sound corresponds to two sounds in the **English equivalent** column. The second English equivalent sound is the one that occurs between vowel (or between **n** or **m** and a vowel sound; see the discussion below in the 'Spelling Notes' section).

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Sound	Ojibwe examples	English equivalent
p	**p**ine 'partridge' ni**p**i 'water' ahsa**p** 'net'	**p**it, bit
t	**t**epwe 'really' aci**t**amoo 'squirrel' keka**t** 'nearly'	**t**ime, dime
c	**c**iimaan 'canoe' kohtaa**c**i 'he/she is afraid' kiimoo**c** 'secretly'	**ch**ip, **j**udge
k	**k**iin 'you' naa**k**osi 'he/she is visible' kota**k** 'other'	**k**eep, **g**ame
s	**s**aakahikan 'lake' aahko**s**i 'he/she is sick' waapoo**s** 'rabbit'	**s**it, **z**ip
sh	**sh**iihshiip 'duck' pe**sh**ik 'one' pii**sh** 'bring him!'	**sh**ip, measure

In the **strong** form each of these six consonants is preceded by the letter **h.** The **h** is quite clearly pronounced, although you may find it harder to hear before **s.** The strong consonants appear in the middle of a word or at the end of a word, but do not appear at the beginning of a word.

Sounds	Ojibwe examples
hp	a**hp**ii 'when' nipaa**hp** 'I laugh'
ht	e**ht**a 'only'
hc	a**hc**aap 'bow' miikwe**hc** 'thank you'
hk	i**hk**ito 'he/she says'

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	ati**hk** 'caribou'
hs	a**hs**in 'stone' wiiyaa**hs** 'meat'
hsh	Ani**hsh**inini 'person, Indian' ta**hsh** 'but, and'

A sequence of two weak consonants may also occur in the middle of a word or at the end of a word, but not at the beginning of a word.

Sounds	**Ojibwe examples**
sk	mi**sk**wi 'blood'
shp	i**shp**imink 'above'
sht	ni**sht**ikwaan 'my head'
shk	we**shk**ac 'long ago' kiiyaa**shk** 'seagull'

Severn Ojibwe also allows for other combinations of **n** or **m** followed by a weak consonant. These are discussed separately below, in the first point of the 'Spelling Notes' section.

SPELLING NOTES

1. Pronunciation of 'n' and 'm' before weak consonants

1.0 Severn Ojibwe allows a combination of the letters **n** or **m** followed by one of the weak consonants. However, there is a very important difference found in Severn Ojibwe which influences the pronunciation of these sequences. There are three different groups of communities in which Severn Ojibwe is spoken in northern Ontario.

(A) West Severn:

Bearskin Lake, Muskrat Dam, Sachigo Lake, Big Trout Lake, Wapekeka (Angling Lake)

(B) East Severn:

Kingfisher Lake; Wunnumin Lake, Kasabonika Lake

(C) Sandy Lake:

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Sandy Lake, Deer Lake, North Spirit Lake

The way people speak is very similar in these three areas. However, in West Severn communities the sounds **n** and **m** are not pronounced when they appear before a weak consonant. So in the words in the table below the **n** and **m** sounds in bold type are 'silent.'

Sounds	**Ojibwe examples**
mp	o**mp**iki 'he/she grows up'
nt	pii**nt**ike 'he/she comes inside'
nc	o**nc**ii 'he/she is from there' pehsho**nc** 'near, close'
nk	pa**nk**ii 'a little bit' maa**nk** 'loon'
ns	o**ns**aam 'too much' nimihse**ns** 'my older sister'
nsh	akaahshe**nsh**i 'he/she is small' kinwe**nsh** 'a long time'

THE FOLLOWING IS VERY IMPORTANT:

In these books these 'silent' letters are written in all words in which they are pronounced in East Severn and Sandy Lake.

So, if your instructor is from a West Severn community you will find that there are words in which **n** and **m** are written but not pronounced. You should listen carefully to your instructor or to a fluent speaker to determine if they pronounce **n** or **m** in words of this type. Writing these words with **n** and **m** allows these books to be used by instructors from a wide variety of Severn Ojibwe communities.

1.1 There are some common grammatical endings that are affected by this form of variation. They are briefly reviewed here. More information about each of these grammatical topics can be found in the appropriate section of the textbooks.

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1.2 The 'locative' suffix indicates the location where something is happening. This suffix usually ends in **nk**. In West Severn communities, the **n** is silent.

Ordinary Noun	**Locative Form of Noun**
tehsapiwin 'chair'	tehsapiw**ink** 'on the chair'
ahkihk 'kettle'	ahkih**konk** 'in the kettle'

1.3 Verbs may add a suffix to indicate the negative form of the verb. If the verb ends in **n** or **m** then that sound will be silent when the suffix is added.

Ordinary Verb	**Negative Verb**
minwenta**m** 'he/she is glad'	kaawin minwenta**n**siin 'he/she is not glad'
kitayamihi**n** 'I talk to you'	kaawin kitayamihi**n**sinoon' 'I don't talk to you'

1.4 Some verbs may add a suffix **k** to indicate a third-person subject. If the verb ends in **n** then that sound will be silent when the ending is added.

Ordinary Verb	**Verb with Suffix**
pipoo**n** 'it is winter'	pipoo**nk** '(that) it is winter'
waapa**n** 'it is dawn'	waapa**nk** 'be tomorrow'

There are some Inanimate Intransitive verbs which end in the sound **n**, but behave differently when the suffix **k** is added. A very small number of these verbs shift the **n** to **h** when a grammatical ending such as **k** 'third-person inanimate' is added.

No ending	**Ending k**
ihki**n** 'it happens'	ihki**hk** '(that) it happens'

A few words of this type will appear in the materials presented in your textbooks. There is no special rule for telling which verbs which end in **n** will shift their final **n** to **h** when the suffix is added. You should simply make note of the fact that they do occur.

As well, if the verb ends in **m** then that sound is written **n** when the suffix **k** is added, but the **n** is still silent (**n** is written here because that is what is pronounced in East Severn and Sandy Lake).

Ordinary Verb	**Verb with Suffix**
minwenta**m** 'he/she is glad'	minwenta**nk** '(that) he/she is glad'
inenta**m** 'he/she thinks'	inenta**nk** '(that) he/she thinks'

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1.5 There is a very small number of words in which **n** and **m** are always pronounced before weak consonants. These are usually very short words, such as the following.

Sounds	Ojibwe examples
nt	aan**t**i 'where?'
	aan**t**a 'some'
	kwan**t**a 'no reason'
	naan**t**a 'maybe'

As well, there are many verbs in Severn Ojibwe which contain a suffix **entam** or **entan**. In these words the **n** before the **t** is always pronounced.

Sounds	Ojibwe examples
nt	minwe**nt**am 'he/she is happy'
	mace**nt**am 'he/she is sad'

2. Pronunciation of 'o' after 's,' 't,' 'n,' 'c'

In Severn Ojibwe the pronunciation of the short **o** sound may sometimes sound more like a short **i** when **o** is preceded by one of the consonants **s, t, n,** or **c.** Listen carefully when your instructor or a Severn Ojibwe speaker says the following words. You may find that not all speakers display this variation, but some do.

Sounds	Ojibwe examples
t	ihkit**o** 'he/she says'
s	pimipis**o** 'he/she is driving by'
n	minohpikwan 'it tastes good'

To be consistent, we still write these words with the letter **o.**

3. Dropping of short vowels

When you listen to people say words in Severn Ojibwe you may notice that sometimes the short vowel **i** is not pronounced even though it is included in the written form of the word. This is particularly common in the middle of a word, but is rare at the beginning of a word. It does not happen at the end of a word.

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If you listen to someone say the following word you may find that the short vowel **i** in the second syllable is not pronounced.

pim**i**piso 'he/she drives'

Similarly the short vowels in the second and fourth syllables of the following word may not be pronounced.

Anihshinini 'Indian, person'

In the writing system used in these publications we write these vowels even if they are not always pronounced. You may find that there is some variation in the way different speakers pronounce words that contain short **i**. Listen carefully and you will become familiar with the rhythm of words in Severn Ojibwe.

You may be aware that something similar happens in English. For example, often the first syllable of English 'suppose' is not pronounced, but English speakers write the word with the vowel letter included just the same.

4. Pronunciation variation of 'i'

Sometimes the letter **i** sounds more like **o** when it is next to the sounds **m, p,** or **w.** Listen carefully as someone says the following word. You may hear an **o** between the **m** and the **w,** rather than an **i.**

kim**i**wan 'it is raining'

Similarly you may hear an **o** in the third syllable of the following word.

tehsap**i**win 'chair'

This type of variation is very common. All three of the sounds **m, p,** and **w** are produced with the lips in a rounded position, as is **o**. Try making these sounds while looking in a mirror and observe the position of your lips. When the sound **i,** which is not made with the lips in a rounded position, appears next to one of these sounds, it often will be pronounced like an **o,** because the rounding of the lips is being transferred from one sound to an adjacent one. We will write **i** in these words.

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SYLLABICS CHART
(with alphabetic equivalents)

					FINALS	
					WEST	EAST
SHORT VOWELS	ᐁ e	ᐃ i	ᐅ o	ᐊ a		
WEST	ᐁ· we	ᐃ· wi	ᐅ· wo	ᐊ· wa	°	
EAST	·ᐁ	·ᐃ	·ᐅ	·ᐊ		°
	ᐯ pe	ᐱ pi	ᐳ po	ᐸ pa	ˈ	ᑉ
	ᑌ te	ᑎ ti	ᑐ to	ᑕ ta	ˊ	ᑦ
	ᕆ ke	ᕈ ki	ᕐ ko	ᕋ ka	ˋ	ᕃ
	ᕇ ce	ᕉ ci	ᕓ co	ᕌ ca	-	ᕒ
	ᒣ me	ᒥ mi	ᒧ mo	ᒪ ma	ᑦ	ᒻ
	ᓄ ne	ᓇ ni	ᓅ no	ᓈ na	˃	ᓐ
	ᓴ se	ᓯ si	ᓰ so	ᓱ sa	˂	ᓵ
	ᔅ she	ᔨ shi	ᔪ sho	ᔩ sha	ˇ	ᔭ
	ᕽ ye	ᖁ yi	ᖃ yo	ᖄ ya	ˆ	ᖏ

EXTRA SIGNS:

᙭	for christ	ᐦ	for H
ᖇ	for R	ᖅ	for L
᙮	for end of sentence		

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SYLLABICS CHART
(with alphabetic equivalents)

					FINALS	
					WEST	EAST
LONG VOWELS	ᐁ e	ᐃ ii	ᐅ oo	ᐊ aa		
WEST	ᐌ we	ᐄ wii	ᐆ woo	ᐋ waa	ᐧ	
EAST	ᐧᐁ	ᐧᐃ	ᐧᐅ	ᐧᐊ		ᐦ
	ᐯ pe	ᐱ pii	ᐳ poo	ᐸ paa	ᑊ	ᑉ
	ᑌ te	ᑎ tii	ᑐ too	ᑕ taa	ᐟ	ᑦ
	ᑫ ke	ᑭ kii	ᑯ koo	ᑲ kaa	ᑉ	ᑳ
	ᒉ ce	ᒋ cii	ᒍ coo	ᒐ caa	-	ᒡ
	ᒣ me	ᒥ mii	ᒧ moo	ᒪ maa	ᐣ	ᒼ
	ᓀ ne	ᓂ nii	ᓄ noo	ᓇ naa	ᐢ	ᓐ
	ᓭ se	ᓯ sii	ᓱ soo	ᓴ saa	ᐩ	ᓵ
	ᓫ she	ᓭ shii	ᓯ shoo	ᓲ shaa	ᐨ	ᓶ
	ᔪ ye	ᔨ yii	ᔩ yoo	ᔭ yaa	ᔮ	ᔮ

EXTRA SIGNS:

ᚷ	for christ	ᚺ	for H
ᚱ	for R	ᚳ	for L
᙮	for end of sentence		

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Part One



Mikisi

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 1

Exercise A

What's on the Kitchen Table

Listen carefully as your instructor says these words. Each word will be repeated three or four times.
English translation on page 70.

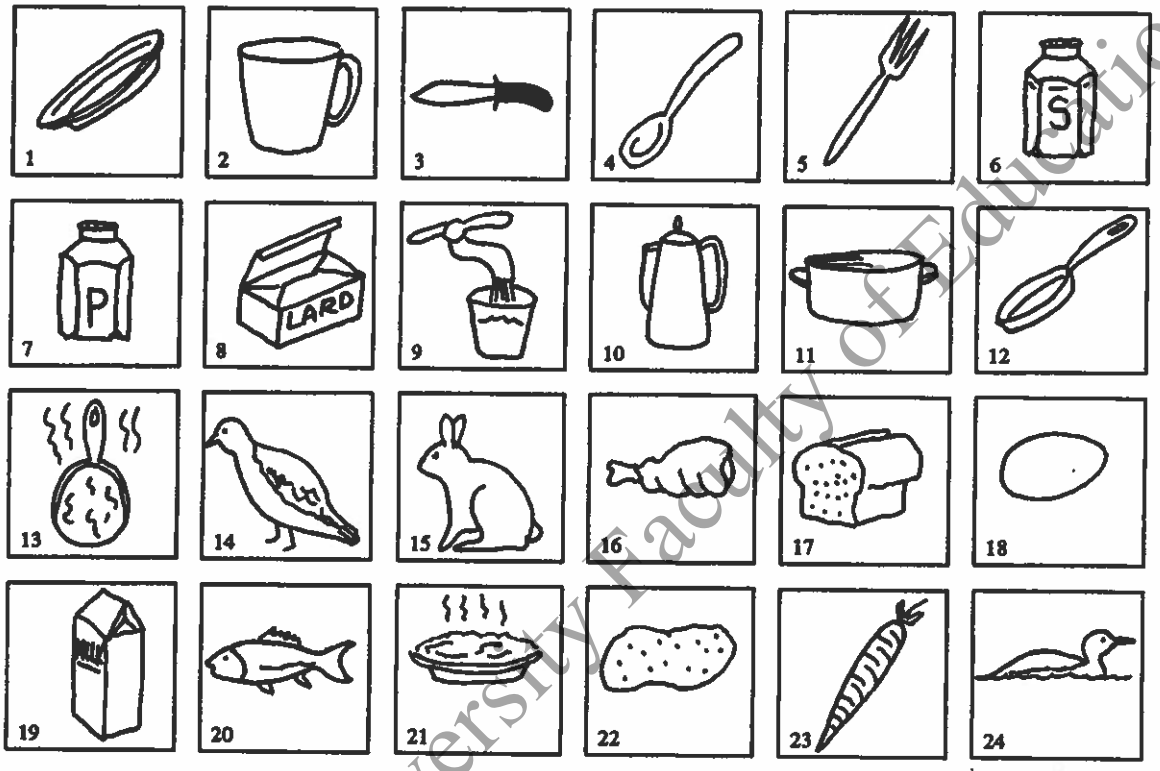


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INTRODUCTORY OJIBWE - UNIT 1; LESSON 1

Exercise B

In this exercise, there are 24 numbered pictures. Accompanying the words is a small box to the left of the word. Using a pencil, write the number which matches the picture in the appropriate box.



☐ wiiyaahs	☐ waapoos	☐ pepaa
☐ paanahkihk	☐ shiihshiip	☐ aanahkonaa
☐ moohkomaan	☐ pimite	☐ coocoohshaapoo
☐ shiiwihtaakan	☐ kinooshe	☐ waaw
☐ nipi	☐ emihkwaan	☐ ahkihk
☐ ciishtahikan	☐ tiiwahkihk	☐ pine
☐ minihkwaakan	☐ onaakan	☐ piihswe-aanahkonaa
☐ ashkipwaaw	☐ ohkaataahk	☐ anoominaapoo

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 1

In the Native Language, two different words are used when asking for an article to be brought, or passed to you. The language has a structural rule that divides all nouns into two classes, called **GENDER**. One gender is called "animate". In this gender, are found all living things, animals, birds, reptiles, bugs, people, etc., and also some other things such as stars, tobacco, drums, fishnets, and kettles that we don't usually think of as living. The other gender is called "inanimate", and in it are found all the nouns that are not animate.

Since there is no way to figure out whether a noun is animate or inanimate, you will just have to remember each one.

You have already learned the gender of 24 nouns. If you say "piish" with a noun, it's because it's an animate noun. If you say "piitoon", it's because the noun is inanimate. For writing and thinking practice, you may now rewrite all 24 nouns with either "piish/animate or piitoon/inanimate.

(Note: Some people use the word "piiciwish" or "piicowish" instead of "piish".)



Miikwan

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 1

Exercise C

1. In this exercise you will need to remember the gender of each of the numbered items below. For each one, in your notebook write the sentence that means "Bring____", and write the gender of the noun in brackets after the sentence. The first two responses have been done for you.

For example:

1 - Piitoon wiiyaahs (ni).
2 - Piish paanahkihk (na).

1. wiiyaahs *	9. waapoos	17. pepaa
2. paanahkihk *	10. shiihshiip	18. aanahkonaa
3. moohkomaan	11. pimite	19. coocoohshaapoo
4. shiiwihtaakan	12. kinooshe	20. waaw
5. nipi	13. emihkwaan	21. ahkihk
6. ciishtahikan	14. tiiwahkihk	22. pine
7. minihkwaakan	15. onaakan	23. piihswe-aanahkonaa
8. ashkipwaaw	16. ohkaataahk	24. anoominaapoo

2. In this exercise you will need to refer to the 24 numbered pictures in Unit 1, Lesson 1, Exercise B. For each picture write the sentence that means "Bring___" and write the gender on the same line. The first two responses have been done for you.

	Gender		Gender
1.		13.	
2.		14.	
3.		15.	
4.		16. *Piitoon wiiyaahs	ni
5.		17.	
6.		18.	
7.		19.	
8.		20.	
9.		21.	
10.		22.	
11.		23.	
12. *Piish paanahkihk	na	24.	

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Exercise D

Using the language that you have learned:

You now know the names of 24 items often used on the kitchen table and how to ask for them. The secret to learning the language well will be to **USE** what you learn whenever you get the chance.

In this exercise, work in pairs taking turns asking for an article to be brought, or passed to you using the word either "piish or piitoon". Individual articles in picture form will be provided by the instructor for this exercise.

Exercise E

Here are two listening exercises to work on:

Assemble all the articles (or pictures of the articles) you see at the beginning of this lesson.

spoon	salt	pepper	frying pan	rabbit	bread
knife	fork	duck	pot	porridge	plate
egg	milk	cup	fish	meat	carrot
potato	teakettle	water	bannock	partridge	lard

Reading and writing:

Here is a list of all the articles you have learned, given in mixed order. Use the numbered pictures on page 1 to match up numbers and letters in the spaces below.

(a)	wiiyaahs	(i)	waapoos	(q)	pepaa
(b)	paanahkihk	(j)	shiihshiip	(r)	aanahkonaa
(c)	moohkomaan	(k)	pimite	(s)	coocoohshaapoo
(d)	shiiwihtaakan	(l)	kinooshe	(t)	waaw
(e)	nipi	(m)	emihkwaan	(u)	ahkihk
(f)	ciishtahikan	(n)	tiiwahkihk	(v)	pine
(g)	minihkwaakan	(o)	onaakan	(w)	piihswe-aanahkonaa
(h)	ashkipwaaw	(p)	ohkaataahk	(x)	anoominaapoo

1._____ 7. _____ 13._____ 19._____
2._____ 8. _____ 14._____ 20._____
3._____ 9. _____ 15._____ 21._____
4._____ 10._____ 16._____ 22._____
5._____ 11._____ 17._____ 23._____
6._____ 12._____ 18._____ 24._____

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Exercise F

For review, listen carefully to your instructor say these following words, and imitate what you hear. You can also practise saying these words with your partner.

(1) onaakan
(2) minihkwaakan
(3) moohkomaan
(4) emihkwaan
(5) ciishtahikan
(6) shiiwihtaakan
(7) pepaa
(8) pimite
(9) nipi
(10) tiiwahkihk
(11) ahkihk
(12) paanahkihk
(13) aanahkonaa
(14) pine
(15) waapoos
(16) wiiyaahs
(17) piihswe-aanahkonaa
(18) waaw
(19) coocoohshaapoo
(20) kinooshe
(21) anoominaapoo
(22) ashkipwaaw
(23) ohkaataahk
(24) shiihshiip

Exercise G

Listen carefully as your instructor says these words. Notice how they can be broken down into syllables. To help you identify the syllables we have written a space between each one.

(1) o naa kan
(2) mi nih kwaa kan
(3) mooh ko maan
(4) e mih kwaan
(5) ciish ta hi kan
(6) shii wih taa kan
(7) pe paa
(8) pi mi te
(9) ni pi
(10) tii wah kihk
(11) ah kihk
(12) paa nah kihk
(13) aa nah ko naa
(14) pi ne
(15) waa poos
(16) wii yaahs
(17) piih swe-aa nah ko naa
(18) waaw
(19) coo cooh shaa poo
(20) ki noo she
(21) a noo mi naa poo
(22) ash ki pwaaw
(23) oh kaa taahk
(24) shiih shiip

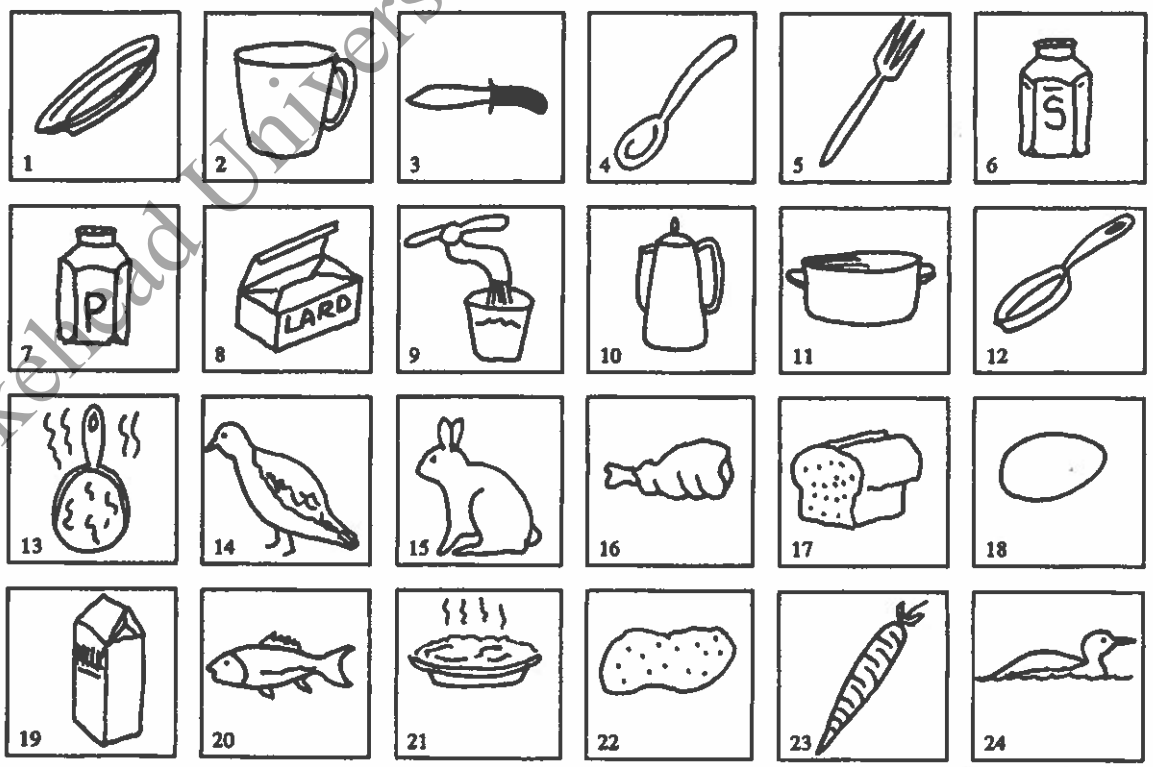
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INTRODUCTORY OJIBWE - UNIT 1; LESSON 1

Exercise H

For each of the following words, fill in the missing letters. Then match up the pictures with the words by writing the number which corresponds to each picture beside the correctly spelled word.

- ☐ _ i _ e
- ☐ _ _ nih _ waa _ _ _
- ☐ _ _ nah _ _ _ aa
- ☐ _ e _ _a
- ☐ _ _ _ nah _ _ h _
- ☐ _ _ _ wah _ _ _ k
- ☐ a _ _ _ min _ _ _ oo
- ☐ ah _ _ _ k
- ☐ _ ii _ _ ta _ _ ka _
- ☐ _ ooh _ _ m _ _ n
- ☐ _ _ ihk _ _ _ n
- ☐ _ i _ i
- ☐ _ ii _ aa _ s
- ☐ cooc _ _ h _ _ _ _ p _ _
- ☐ _ _ aa _ _ n
- ☐ _ _ ii _ ih _ aa _ _ n
- ☐ _ aa _ oo _
- ☐ _ _ _ oo _ _ e
- ☐ _ _ _ kip _ _ _ _
- ☐ _a _ _
- ☐ _ _ k _ _ t _ _ _ k
- ☐ _ _ ii _ _ _ ii _
- ☐ _ i _ _ _ _
- ☐ _ ii _ _ we-_ _ nah _ _ _ aa



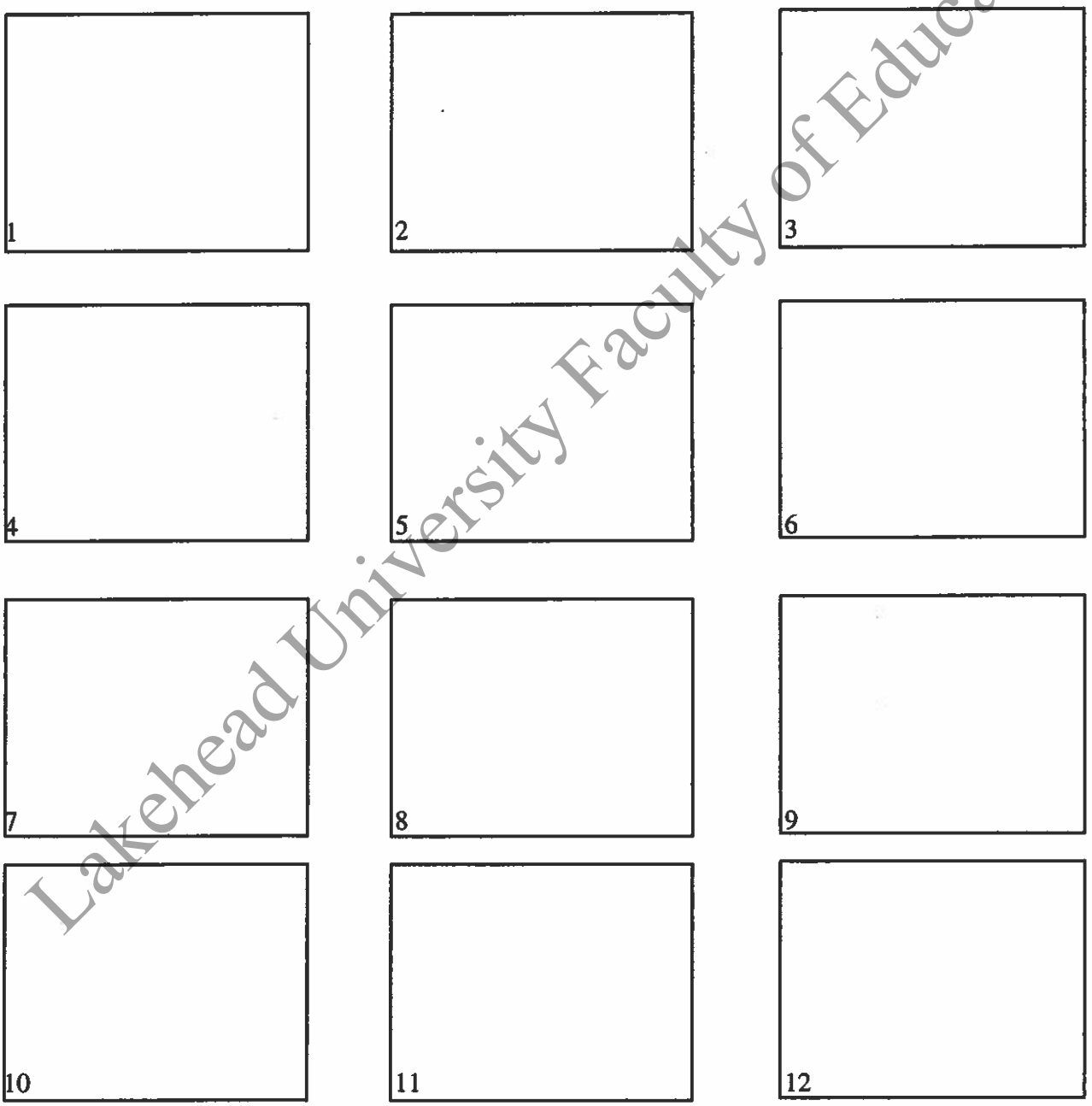
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INTRODUCTORY OJIBWE - UNIT 1; LESSON 1

Exercise I

1. Your instructor will say twelve words from the vocabulary you have learned. Listen carefully as your instructor says each word. Then you can either write the word in a square or make a little drawing in the square to represent the word your instructor said. Check your answers with the instructor.

Listening Exercise: Nouns = Animate and Inanimate



2. Now, go back over each of the words and for each one decide whether you would say "piitoon" or "piish". Write your answers in the squares.

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Exercise J

Look back to the pictures at the beginning of this lesson and listen while your instructor gives the plural forms of these nouns. Did you notice that there are two kinds of "endings" that form the plural?

The ending -n is heard on _____ nouns.

The ending -k is heard on _____ nouns.

The plural endings of "inanimate" nouns are _____, ____, and _____.

The plural endings of "animate" nouns are _____, ____, and _____.

Do the following exercise as shown in the example:

Gender	Noun	Plural	Gender	Noun	Plural
Piish	emihkwaan	-ak		onaakan	
	wiiyaahs			tiiwahkihk	
	minihkwaakan			shiihshiip	
	shiiwihtaakan			moohkomaan	
	coocoohshaapoo			paanahkihk	
	anoominaapoo			ciishtahikan	
	aanahkonaa			ashkipwaaw	
	ohkaataahk			waapoos	
	kinooshe			waaw	
	pimite			ahkihk	
	pine			pepaa	
	nipi			piihswe-aanahkonaa	

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 2

Introduction to Numbers

Using numbers is part of daily life. Numbers are found everywhere. Now you will learn the numbers from 1 to 24 in Severn Ojibwe. This will be especially useful to you as you will hear the numbers from 1 to 24 constantly in the lessons that follow.

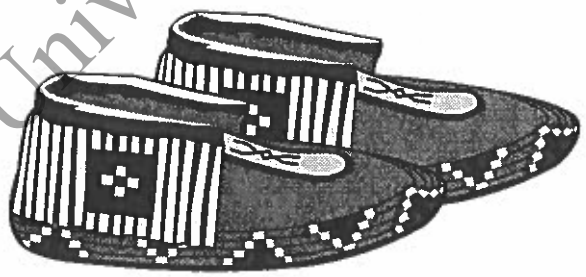
In this exercise, you will be introduced to the numbers 1 to 24 in Severn Ojibwe. After completing these lessons, you will be able to ask the question "how much/many?" "Aani minikohk?" and respond appropriately by stating a number from 1 to 24.

1. Look at the numbers on the opposite page.

2. You will hear the Severn Ojibwe words for the numbers from 1 to 24.

   Listen as the instructor calls the numbers in the order that they are shown in the pictures. Each number will be repeated three times.

3. Practice makes perfect: Practice until you are sure that you can name each number. You must know them well in order to do the rest of the exercises.



Mahkisinan

(plural form)

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 2

Exercise A

Listen carefully as your instructor says these words.
English translation on page 70.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 2

Exercise B

Reading and writing practice:

In this exercise, you will practice recognizing the words in writing for numbers.
Listen carefully as your instructor says these words. Notice how they can be broken down into syllables.

Pe shik	Nih so shaap
Nii shin	Nii wi shaap
Nih sin	Ni yaa na no shaap
Nii win	Nin ko twaah so shaap
Ni yaa nan	Nii shwaah so shaap
Nin ko twaah so	A yi naa ne wi shaap
Nii shwaah so	Saan kah so shaap
A yi naa new	Nii shi ta na
Saan kah so	Nii shi ta na pe shi ko shaap
Mi taah so	Nii shi ta na nii sho shaap
Pe shi ko shaap	Nii shi ta na nih so shaap
Nii sho shaap	Nii shi ta na nii wi shaap

Exercise C

In this exercise, you will practice pronunciation and recognizing the number words.

1. On the next page are twenty-four boxes labelled A to X. In each box are 5 numbers.

2. The instructor will tell you which row you are to look at, then he/she will call a number in Severn Ojibwe and you are to circle the number that you hear.

3. Remember to use a pencil to mark your answers so that you can try this exercise again if you wish.

* As an example, the answer in Row A have been circled for you.

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A	6 10 1 15 ④	B	2 16 19 22 6
C	20 8 12 9 5	D	8 4 11 20 21
E	22 15 2 7 10	F	3 12 9 1 5
G	17 3 9 23 14	H	11 6 16 14 11
I	2 8 18 13 24	J	9 10 24 13 4
K	16 2 19 22 6	L	23 15 3 19 23
M	4 8 11 21 20	N	20 22 12 17 9
O	9 12 3 5 1	P	1 15 6 10 4
Q	16 2 6 11 14	R	5 20 8 12 9
S	10 4 9 13 24	T	2 10 22 15 7
U	15 3 21 23 19	V	23 3 9 17 14
W	17 9 20 12 22	X	13 24 2 18 8

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 2

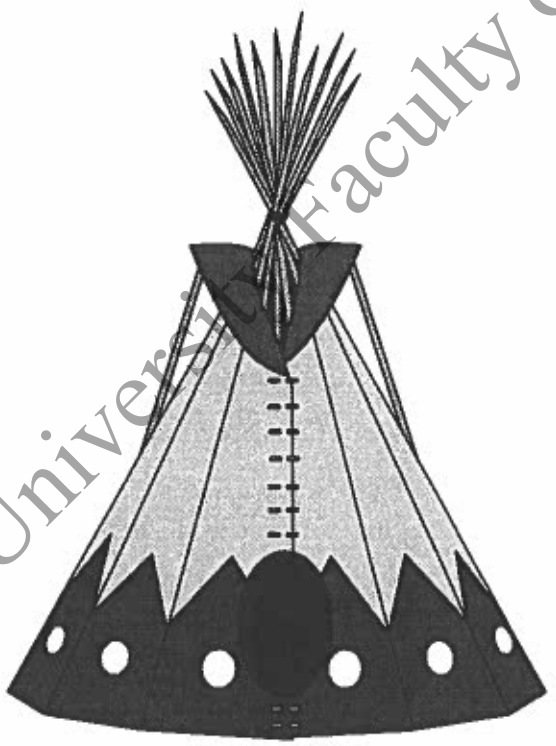
Exercise D

This Exercise will give you more practice recognizing words for numbers.

1. On the next page are twenty-four boxes labelled A to X.

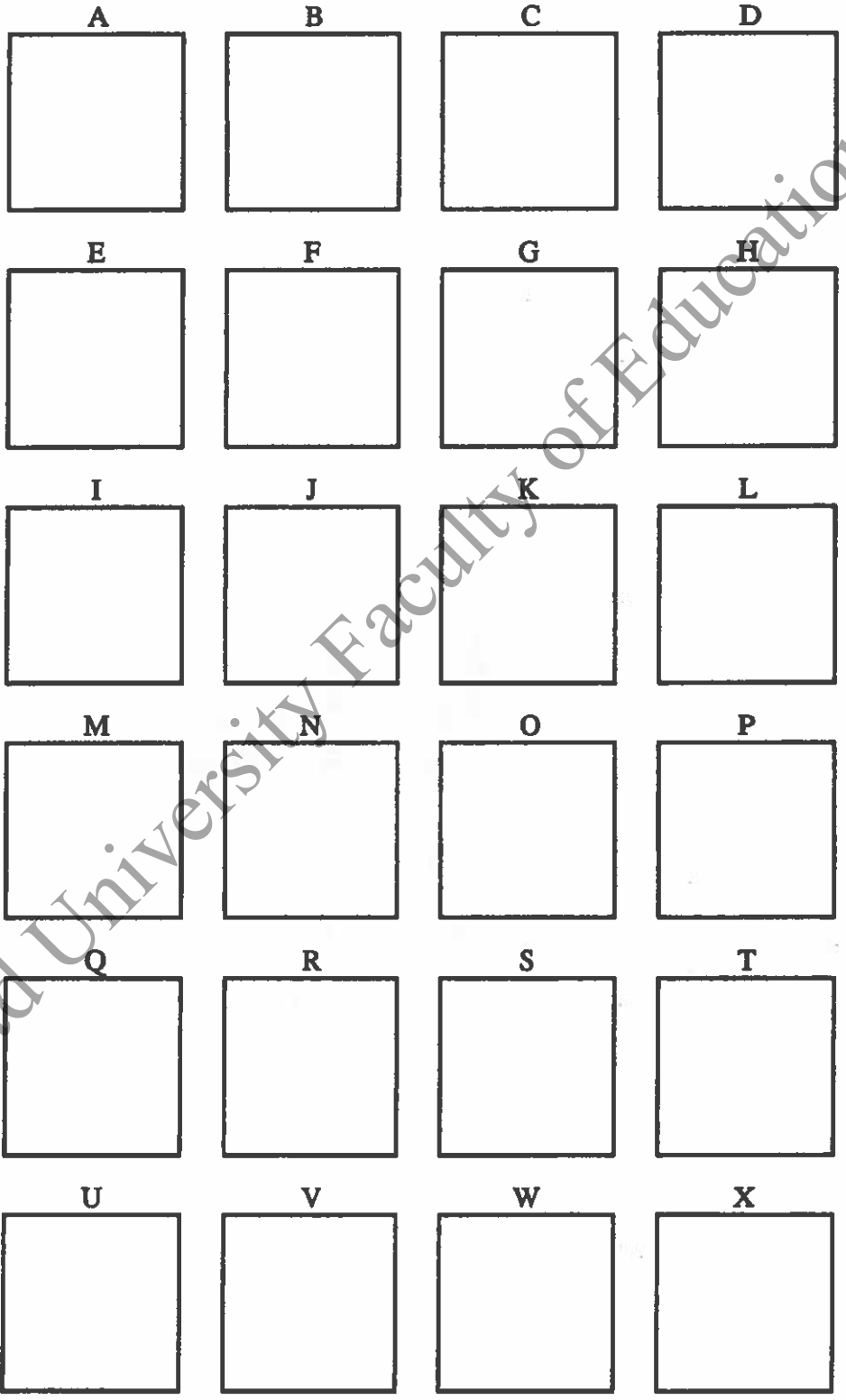
2. The instructor will tell you which box to look at. Then he will call the number in Severn Ojibwe and you are to write the number that you hear, (you don't have to write number in Ojibwe).

3. Remember to use a pencil to mark your answers so that you can try this exercise again if you wish.



Matokwaan

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 2

Exercise E

In this exercise, you will learn a question, "Aani minikohk" "How much/many?" and you will answer by naming a number from one to twenty-four (1 to 24).

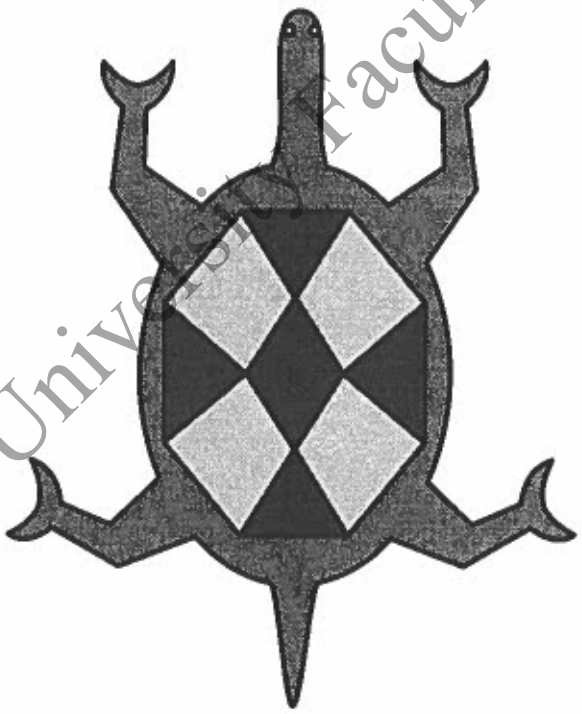
1. On the next page are boxes labelled A to X.

2. The instructor will tell you which box you are to look at. Then he will ask you a question "How many?" You are to answer by saying out loud the number of dots that you see in each box.

3. The instructor will give you the answer so that you can check to see if you are correct.

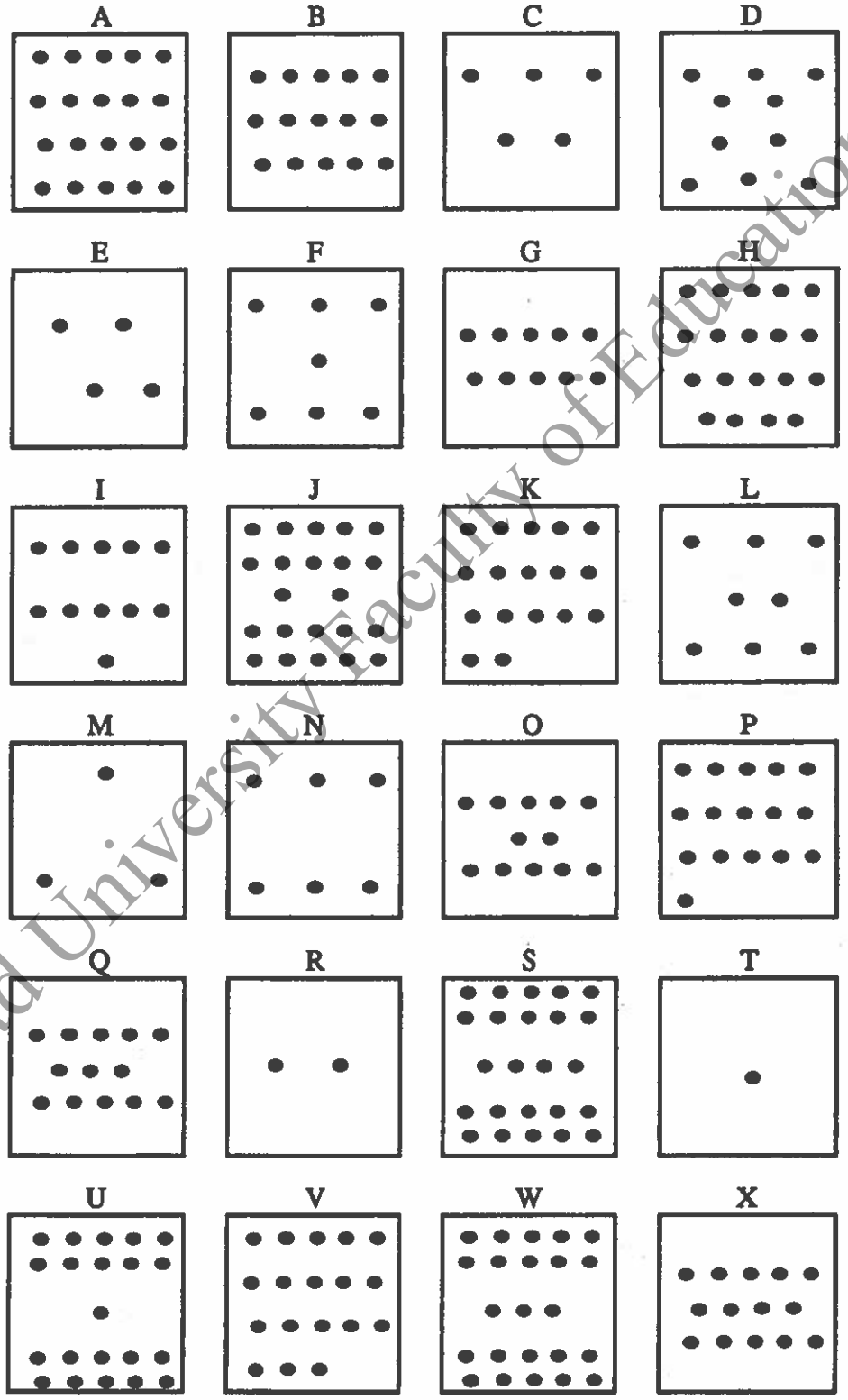
4. When you have completed the exercise, practice more until you can easily state the number of dots you see in each box.

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Miskwaatehs

(turtle)



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INTRODUCTORY OJIBWE - UNIT 1; LESSON 2

Exercise F

Reading exercise for number recognition.
Do the exercise as shown in example A.

A) Ninkotwaahso = 6

B) Saankahso = _____

C) Niiwishaap = _____

D) Niishwaahso = _____

E) Niyaanan = _____

F) Niishin = _____

G) Niishoshaap = _____

H) Ayinaanew = _____

I) Nihsoshaap = _____

J) Peshik = _____

K) Mitaahso = _____

L) Niiwin = _____

M) Niishitana = _____

N) Peshikoshaap = _____

O) Ayinaanewishaap = _____

P) Saankahsoshaap = _____

Q) Niyaananoshaap = _____

R) Niishitana peshikoshaap = _____

S) Ninkotwaahsoshaap = _____

T) Niishitana niiwishaap = _____

U) Niishwaahsoshaap = _____

V) Niishitana niishoshaap = _____

W) Nihsin = _____

X) Niishitana nihsoshaap = _____

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Exercise G

In this exercise, fill in the missing letters for each of the following words. The numbers are in order.

P__ __ __ __k
N__ __sh__ __
N__ __ __ __n
N__ __w__ __
N__y__ __n__ __
N__ __k__ tw__ __ __s__
N__ __ __ __w__ __ __ __ __
A__ __n__ __n__ __
S__ __n__ __ __s__
M__ __ __ __h__ __
P__sh__k__sh__ __ __
N__ __sh__ __ __ __ __p
N__ __ __ __sh__ __ __
N__ __w__ __ __a__ __
N__y__ __ __a__ __sh__ __ __
N__ __k__ __ __ __ __ __so__ __ __ __p
N__ __s__ __ __ __h__ __s__ __ __p
A__ __n__ __n__w__ __h __ __p
S__ __n__ __ __so__ __ __ __ __
N__ __s__ __ __a__ __
N__ __ __h__ __ __n__ p__s__ __k__s__ __ __p
__ii__ __ __t__ __ __ n__ __ __h__ __h__ __p
__ __ __sh__ __ __ __a __ __h__ __s__ __ __ __
N__ __ __ __ __t__ __ __ __ __ __ __w__s__ __ __ __



Aamoo
(bee)

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Exercise H

Using Numbers in Verb Forms:

In this lesson, you have learned to count from 1 to 24. Often, numbers are in verb form, as in:

Q. Aan tahsiwaac(t)? — How many (animate)?
A. Peshiko waapoos. — There is one rabbit, the rabbit is alone.

Q. Aan tahsinkin? — How many (inanimate)?
A. Peshikwan waaw. — There is one egg, the egg is alone.

Notice that in order to use "verbs" of number, you must know whether what you are describing is animate or inanimate. Listen carefully as your instructor says these sentences. Check with your instructor to make sure you understand what they mean. English translation on page 70.

Peshiko waapoos.	Peshikwan waaw.
Niishiwak pinewak.	Niishinoon onaakanan.
Nihsiwak kinooshek.	Nihsinoon moohkomaanan.
Niiwiwak emihkwaanak.	Niiwinoon ciishtahikanan.
Niyaananiwak ohkaataahkwak.	Niyaananinoon waawan.
Ninkotwaahsiwak aanahkonaak.	Ninkotwaahsinoon pepaan.
Niishwaahsiwak ahkihkwak.	Niishwaahsinoon pimiten.
Ayinaanewiwak shiihshiipak.	Ayinaanewinoon wiiyaahsan.
Saankahsiwak tiiwahkihkwak.	Saankahsinoon coocoohshaapoon.
Mitaahsiwak paanahkihkwak.	Mitaahsinoon shiiwihtaakanan.

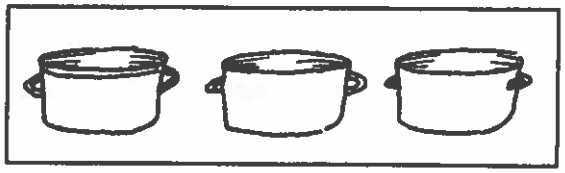
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INTRODUCTORY OJIBWE - UNIT 1; LESSON 2

Exercise I

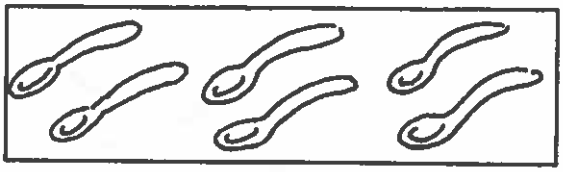
Read and answer each question correctly using the appropriate number verb. The first one has been done for you.

1. Aan tahsiwaac(t)?

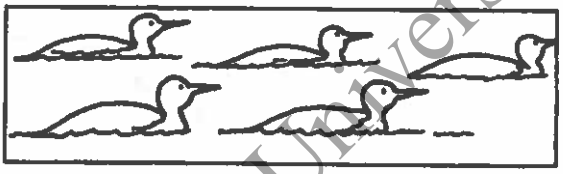


nihsiwak ahkihkwak

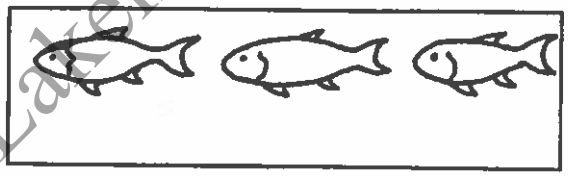
2. Aan tahsiwaac(t)?



3. Aan tahsiwaac(t)?



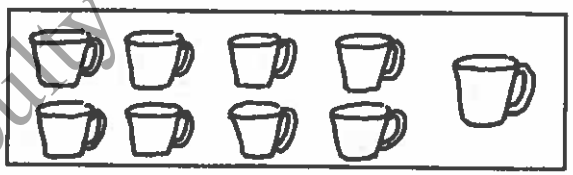
4. Aan tahsiwaac(t)?



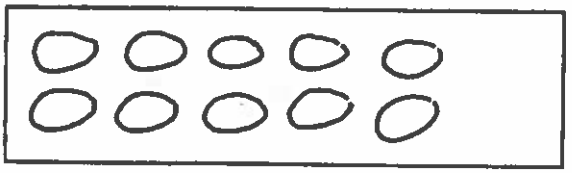
5. Aan tahsinkin?



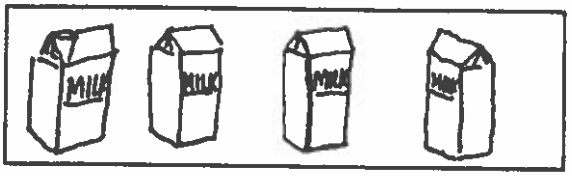
6. Aan tahsinkin?



7. Aan tahsinkin?



8. Aan tahsinkin?

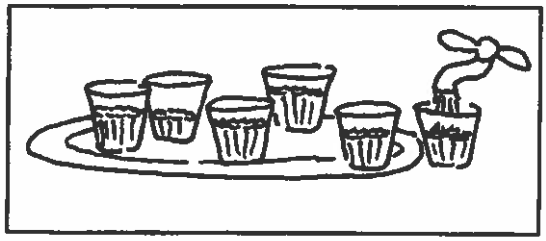


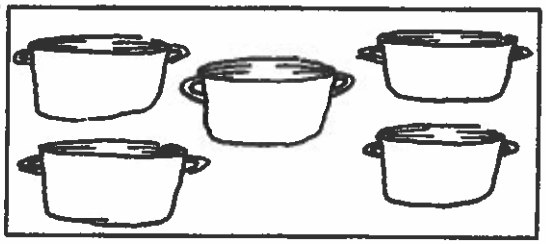
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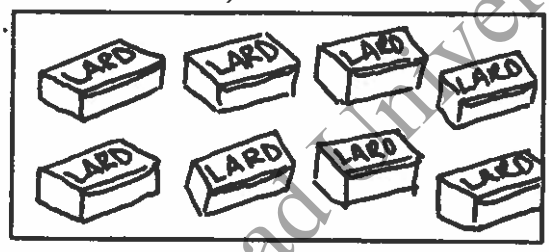
INTRODUCTORY OJIBWE - UNIT 1; LESSON 2

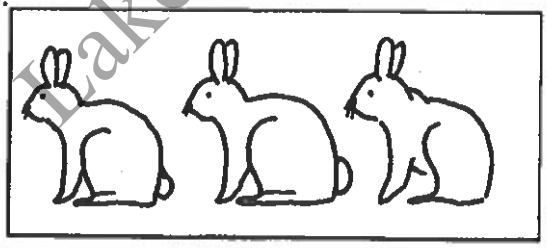
Exercise J

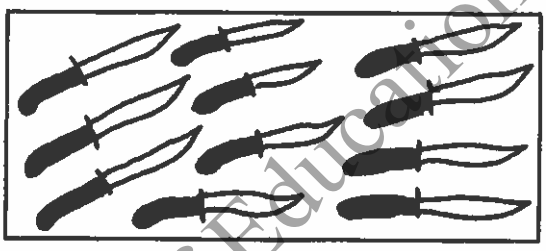
In Ojibwe, for each picture, write the appropriate form of the question "how many" in Severn dialect and answer with the correct "number verb form.

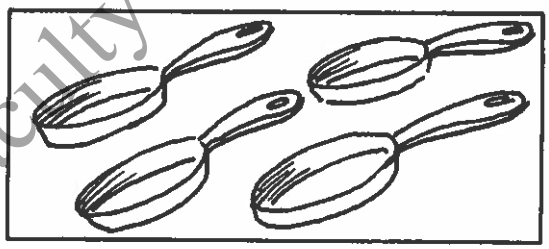
1. 

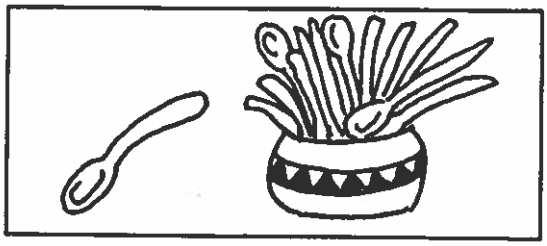
2. 

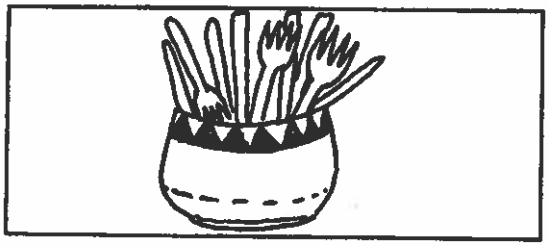
3. 

4. 

5. 

6. 

7. 

8. 

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Exercise K

The following two columns give the Animate and Inanimate number verbs for numbers eleven through twenty-four.

Animate Verb Form	Inanimate Verb Form
Peshikoshaap tahsiwak.	Peshikoshaap tahsinoon.
Niishoshaap tahsiwak.	Niishoshaap tahsinoon.
Nihsoshaap tahsiwak.	Nihsoshaap tahsinoon.
Niiwishaap tahsiwak.	Niiwishaap tahsinoon.
Niyaananoshaap tahsiwak.	Niyaananoshaap tahsinoon.
Ninkotwaahsoshaap tahsiwak.	Ninkotwaahsoshaap tahsinoon.
Niishwaahsoshaap tahsiwak.	Niishwaahsoshaap tahsinoon.
Ayinaanewishaap tahsiwak.	Ayinaanewishaap tahsinoon.
Saankahsoshaap tahsiwak.	Niishitana tahsinoon.
niishitana tahsiwak.	Niishitana peshikoshaap tahsinoon.
niishitana peshikoshaap tahsiwak.	Niishitana niishoshaap tahsinoon.
niishitana niishoshaap tahsiwak.	Niishitana nihsoshaap tahsinoon.
niishitana nihsoshaap tahsiwak.	Niishitana niiwishaap tahsinoon.
niishitana niiwishaap tahsiwak.	

Here are the plural forms of twenty-four nouns. Some are animate and some are inanimate.

minihkwaakanan	moohkomaanan	shiiwihtaakanan	kinooshek
emihkwaanak	ahkihkwak	aanahkonaak	paanahkihkwak
wiiyaahsan	ohkaataahkwak	onaakanan	shiihshiipak
waawan	pepaan	ashkipwaawan	piihswe-aanahkonaak
pinewak	coocoohshaapoon	tiiwahkihkwak	pimiten
ciishtahikanan	waapoosook	anoominaapoon	nipiin

Using nouns of your choice from the above list, give the appropriate question that means "How many_____ are there?" in the first column. Then in the second column, give the answer that uses the appropriate form of the number verb. The first two have been done for you.

1. Aan tahsinkin minihkwaakanan?	Peshikoshaap tahsinoon minihkwaakanan.
2. Aan tahsiwaac emihkwaanak?	Niishitana tahsiwak emihkwaanak.
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 3

Exercise A

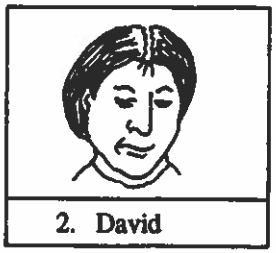
May I Introduce Myself?

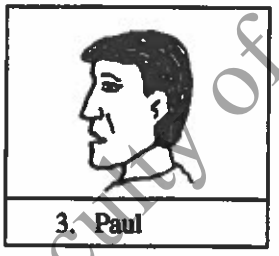
Before you begin listening to the instructor, read these instructions:

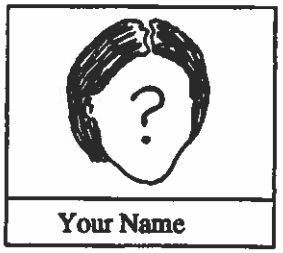
1) When you listen to the instructor, you will hear in Severn Ojibwe:
   - the number of the picture you are to look at.
   - the instructor will ask, "Aan eshinihkaasoyan?" ("What is your name?")
   - an answer, "_____ nitishinihkaas." ("My name is (shown in the picture)".)

2) Follow the pictures 1 to 7 below as the names shown are used in the answer. Listen carefully as the instructor repeats each question and answer 2 times.


1. Don

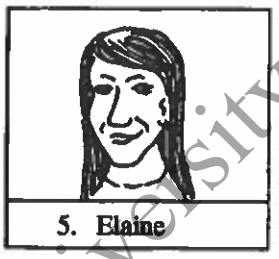

2. David

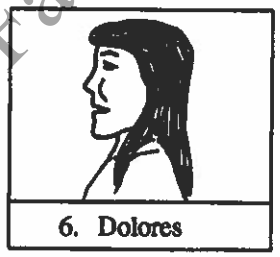

3. Paul



Your Name


4. Maida


5. Elaine


6. Dolores

Exercise B

Before you begin listening to the instructor, read these instructions.

1) Look at the illustrations on the opposite page. Notice that there are six pictures around the map. Each box has an arrow pointing to a community on the map from which each person illustrated comes from.

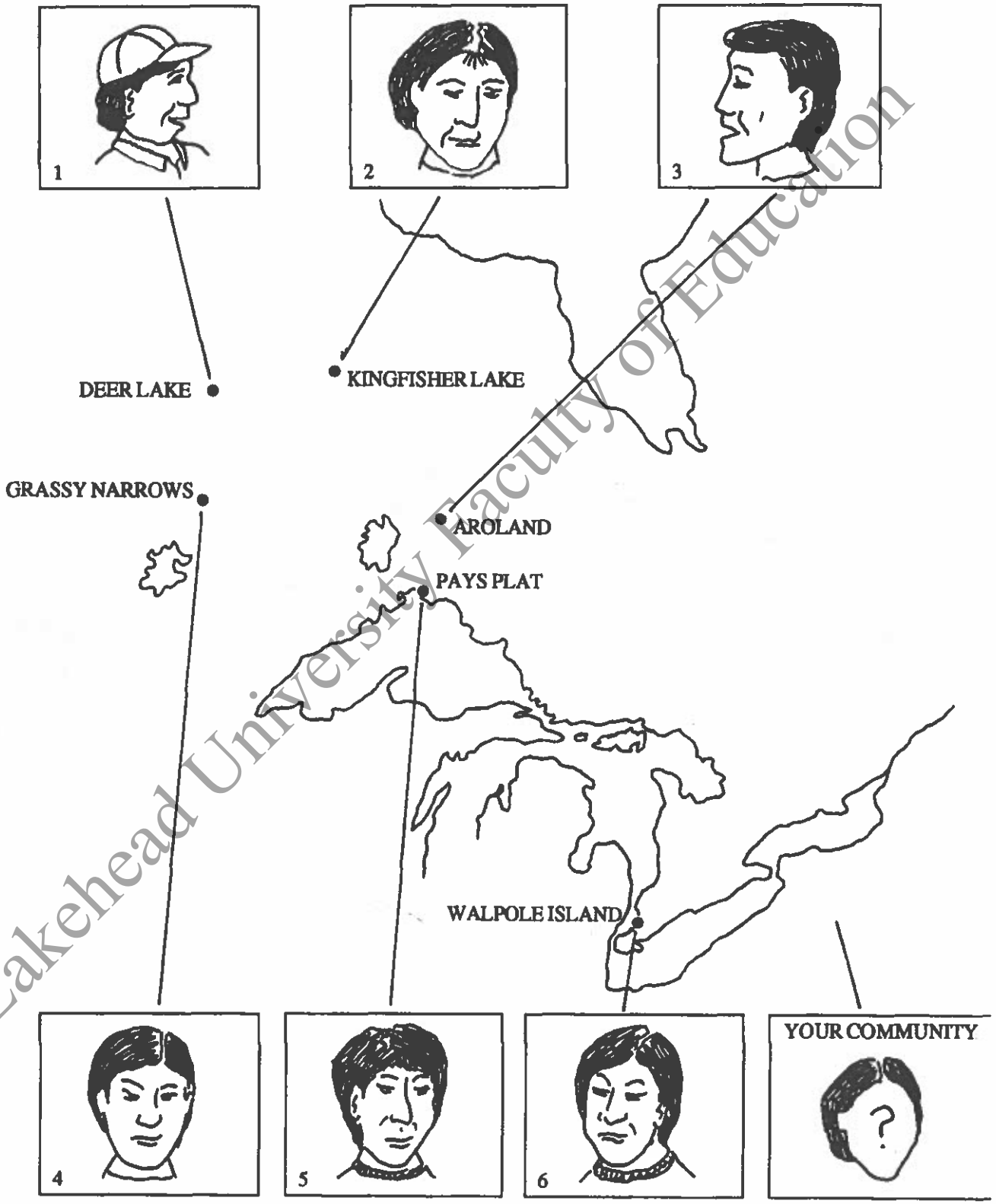
2) When you listen to the instructor, you will hear in Severn Ojibwe:
   - the number of the picture you are to look at.
   - the question, "Aanti wenciiyan?" ("Where are you from?")
   - the answer, "nitooncii." ("I am from (the community shown on the map).)

3) Look at each picture and listen to the instructor ask the question. Follow the arrow pointing to the community on the map. Then you will hear the answer to the question, naming the community shown.

4) Keep practicing until you feel comfortable with the questions and answers.

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Exercise B

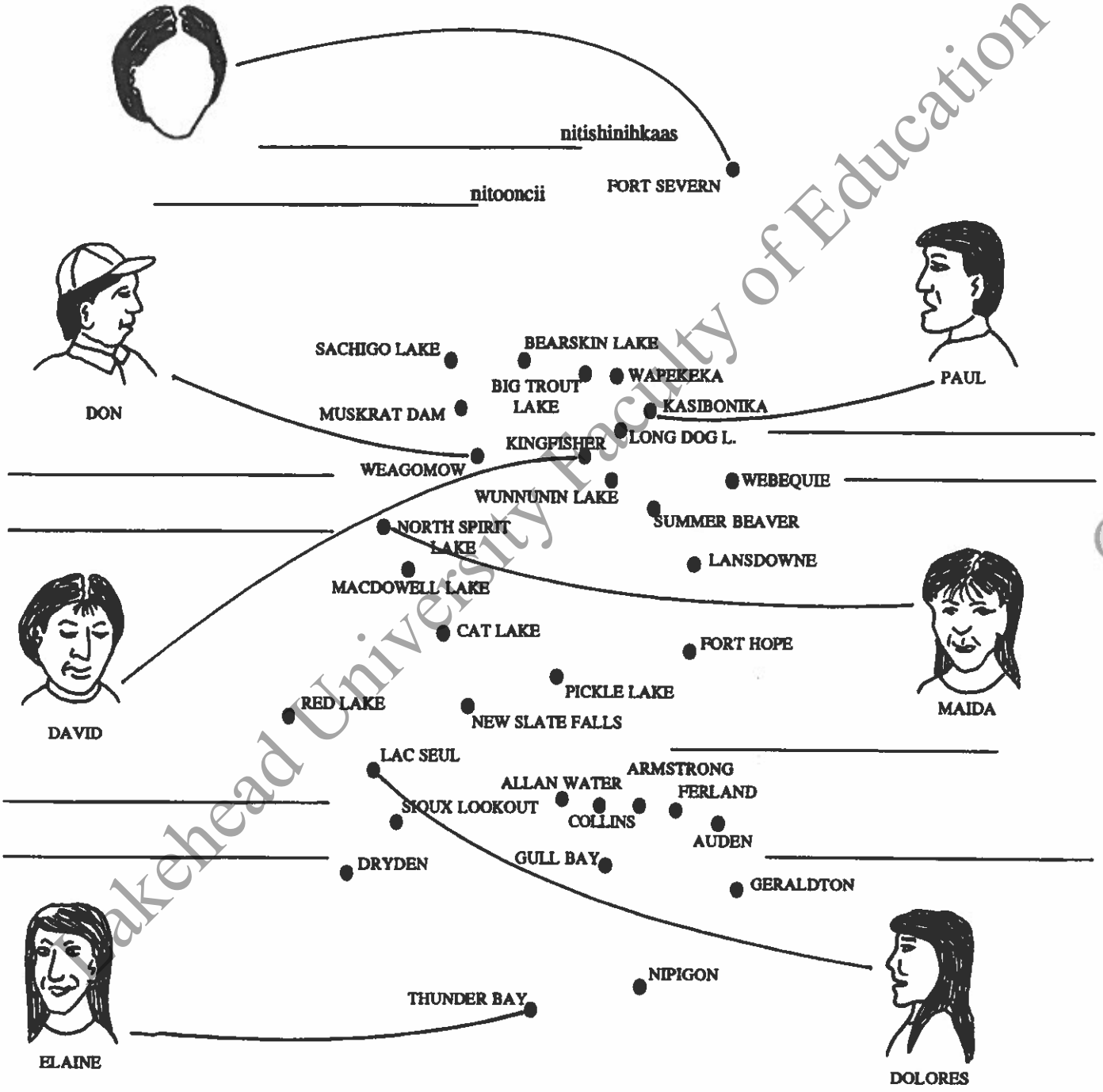


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INTRODUCTORY OJIBWE - UNIT 1; LESSON 3

Exercise C

In this exercise, you are talking to each of the following people. Write their answers in the spaces below their names.



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Exercise D

Give each of the following people a name and a place that they come from. Then working with a partner, ask and answer questions about them.



_____

_____

FORT SEVERN





_____

SACHIGO LAKE
BEARSKIN LAKE
WAPEKEKA
BIG TROUT LAKE
MUSKRAT DAM
KASIBONIKA
LONG DOG L.
KINGFISHER
WEAGOMOW
WEBEQUIE
WUNNUNIN LAKE
SUMMER BEAVER
NORTH SPIRIT LAKE
LANSDOWNE
MACDOWELL LAKE
CAT LAKE
FORT HOPE
PICKLE LAKE
RED LAKE
NEW SLATE FALLS
LAC SEUL
ARMSTRONG
ALLAN WATER
FERLAND
SIOUX LOOKOUT
COLLINS
AUDEN
DRYDEN
GULL BAY
GERALDTON
NIPIGON
THUNDER BAY

_____

_____

_____

_____









_____

_____

_____

_____

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 3

Exercise E

SOME USEFUL PHRASES

1.	Eha/Ehe	Yes
	Kaawin	No
	Miikwehc	Thank you
	Nitishinihkaas	My name is _____ .
	Aan eshinihkaasoyan?	What is your name?
	Aanti wenciiyan?	Where are you from?
	Nitooncii.	I am from _____.
	Keniin	Me too.
	Kiin tahsh wiin?	How about you?
	Miina ihkiton!	Say it again.
	Pehkaac ihkiton!	Say it slowly.
	Kinihsitohtaan ina?	Do you understand?
	Eha, ninihsitohtaan.	Yes, I understand.
	Kaawin ninihsitohtahsiin.	I do not understand.
	Kekonen ihi?	What is that (inanimate)?
	Awanen aha?	Who is/what is that (animate)?
	Aan eshinihkaasoc(t)?	What is his/her name?
	_____ ishinihkaaso.	His/her name is _____ .

2. Fill in the missing words using the words above. Write English translations in this column. Check your translations from the above list.

1. Mary _____ .	_____
2. Aan _____ .	_____
3. Thunder Bay _____ .	_____
4. _____wenciiyan?	_____
5. Miina _____ .	_____
6. _____ ihkiton!	_____
7. Kiin _____wiin?	_____
8. _____ ina?	_____
9. Eha, _____ .	_____
10. Kaawin _____ .	_____
11. _____ ihi?	_____
12. Awenen _____ .	_____
13. Aan _____ .	_____
14. Tanya _____ .	_____

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3. For each of the following words, fill in the missing letters.

Ni__ __sh__ nih__ __ __ s.
__ __ n e__ __ __ n __ __k__ __ __o__ __ n?
Aa __ __ i w__ n c __ __y__ __?
__ __t__ __ n c __ __. K __ __ __ __n.
K__ __ __ __ __ __sh __ __ __n?
m __ __n__ __h__ __ t __ n!
P __ __k__ __ c i __ki __ __ n!
K __ n __h__ __to__ t __ __n __ __ a?
__ h __ n__ __ ihs__ t __ __ t __ __n.
K__ __ __ __ n n__ __ i __sit __ __ ta__ s __ __ n.
K__ k __ __ __ n __h__? A __ __ n __n __ h __?
A __ __ e __ h __n__ hk__ __ s __ c?
Is __ __n__ __ k __ __ s o .

Exercise F

Complete these exercises:

(a) Write these in English:

1. Naanihsii nitishinihkaas.
2. Piish shiihshiip.
3. Miina ihkiton!
4. Piitoon wiiyaahs!
5. Aanti wenciiyan?
6. Piitoon onaakan!
7. Piish ohkaataahk.
8. Keniin.
9. Kiin tahsh wiin?
10. Webique nitooncii.
11. Kinihsitohtaan ina?
12. Miikwehc

(b) Write these in Ojibwe:

1. I don't understand.
2. Bring the salt!
3. Bring the fork!
4. Bring the partridge!
5. What is your name?
6. How about you?
7. What is that (animate)?
8. Bring the teakettle!
9. I am from Thunder Bay.
10. Say it slowly!
11. My name is Nancy.
12. Bring the bread!

(c) Ask and answer these questions in Ojibwe:

1. Do you understand?
2. What is his/her name?
3. Where are you from?
4. My name is _____. How about you?
5. I am from _____. How about you?
6. What is your name?

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 4

Exercise A

Introduction to Imperatives

Imperatives are those words we use when we want to "tell" someone what to do. They are, in fact, commands. Now you will learn ten imperatives in the following lesson.

In this exercise, you will be introduced to sentences for making commands or imperatives.

1) On the opposite page are pictures of ten imperative sentences.
2) When you listen to the instructor, you will hear the number of the picture you are to look at, and an imperative statement. They are presented in this order. For your convenience, each word is written twice, the first time in 'regular' writing, and the second time with the word broken into syllables. English translations are on page 71.

1. Piintiken!	Piin ti ken
2. Apin!	A pin
3. Niipawin!	Nii pa win
4. Piishaan!	Pii shaan
5. Maacaan!	Maa caan
6. Pootawen!	Poo ta wen
7. Kiiwen!	Kii wen
8. Nikamon!	Ni ka mon
9. Nipaan!	Ni paan
10. Wanishkaan!	Wa ni shkaan

You are to clearly understand what imperative statement each picture represents.
Once you are certain that you know which statement each picture represents, you must think of these sentences in Severn Ojibwe only.

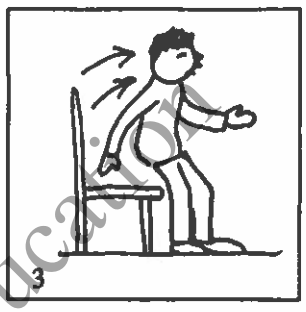
3) Look at each picture and listen as an instructor repeats each imperative statement. Keep practicing on your own until you are sure you can easily recognize and use these ten imperatives.

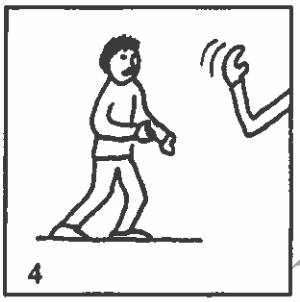
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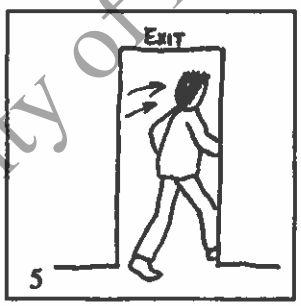
Exercise A





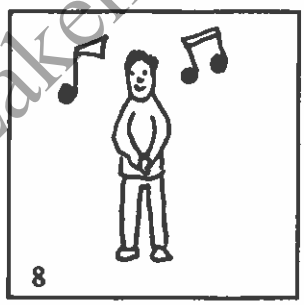


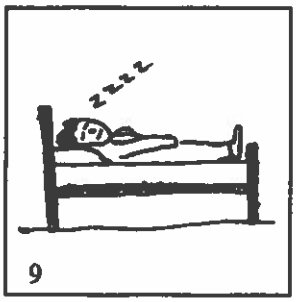


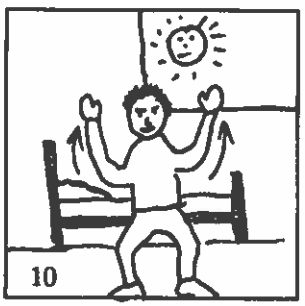












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INTRODUCTORY OJIBWE - UNIT 1; LESSON 4

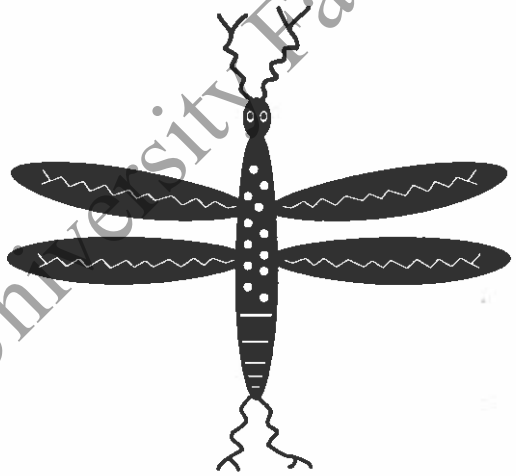
Exercise B

In this exercise, you will practice recognizing imperatives.

1) On the opposite page are six rows labelled A to F. In each row are four pictures representing the imperatives you are studying. In the upper left hand corner of each picture is a small box.

2) When you listen to the instructor, he will tell you which row you are to look at. Then you will hear in Severn Ojibwe an imperative expression. In each row you may hear more than one imperative.

3) Place a check mark or a nmuber in the box matching the imperative you hear. As an example, the first row has been done for you. Pay particular attention to the pronunciation as you are going along doing the exercise.



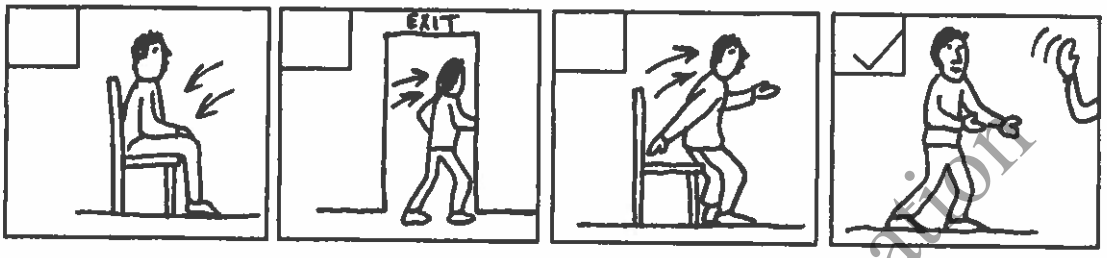
Ciihwhwe

(dragon fly)

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Exercise B

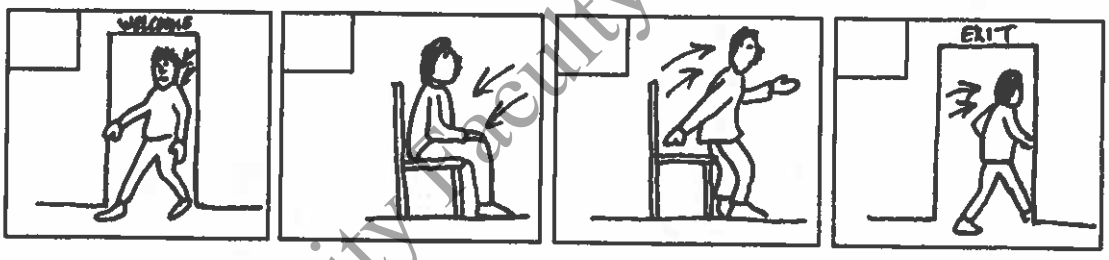
ROW A



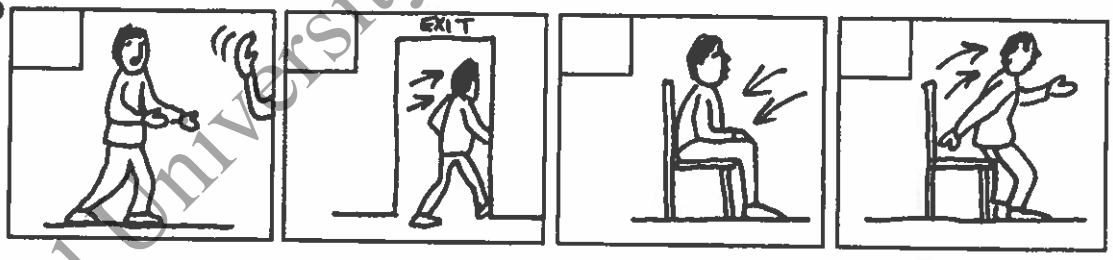
ROW B



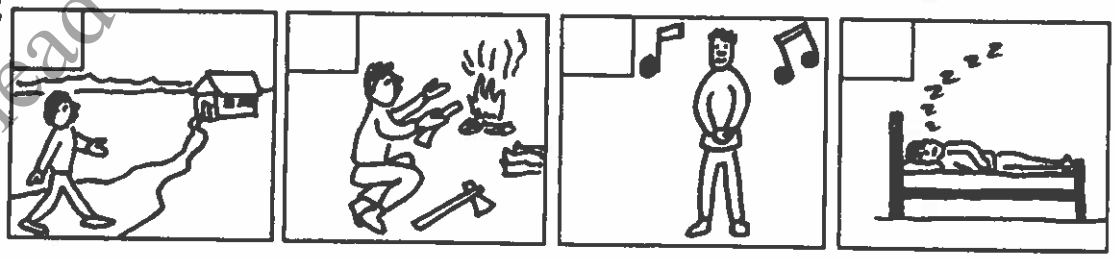
ROW C



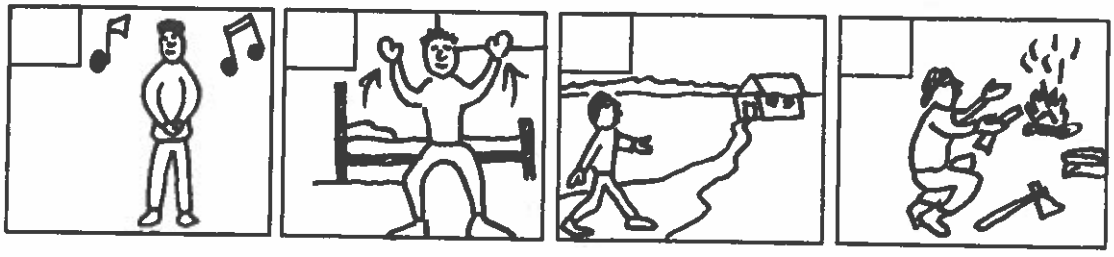
ROW D



ROW E



ROW F



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INTRODUCTORY OJIBWE - UNIT 1; LESSON 4

Exercise C

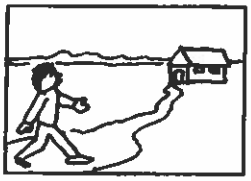
Listening:

1. Your instructor will give some commands. Watch for clues as to meaning, and try to respond correctly to each command. Notice that sometimes the instructor is speaking to only one person (singular) and sometimes to two or more people at once (plural). Here are the imperatives you'll be asked to do (in any order).

Niipawin	Maacaan	Kiiwen	Nipaan	Piintiken
Niipawik	Maacak	Kiiwek	Nipaak	Piintiken
Pootawen	Nikamon	Piishaan	Apin	Wanishkaan
Pootawek	Nikamok	Piishaak	Apik	Wanishkaak

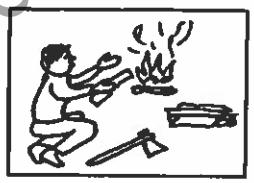
SINGULAR IMPERATIVES

2. Write the correct imperative for each of the following:

1. 
_____

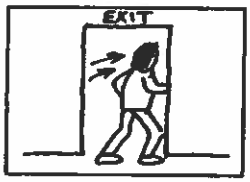
2. 
_____

3. 
_____

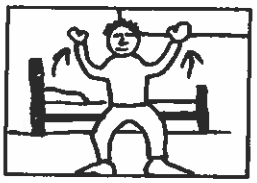
4. 
_____

5. 
_____

6. 
_____

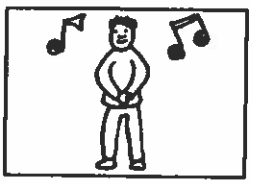
7. 

_____

8. 
_____

9. 

_____

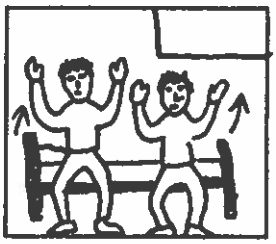
10. 
_____

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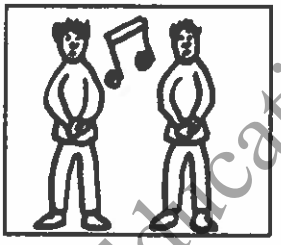
Exercise D

PLURAL IMPERATIVES

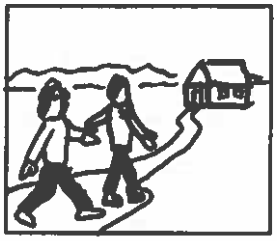
Write the correct plural imperatives for each of the following:

1. 

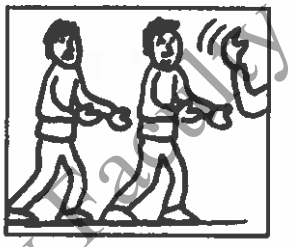
_____

2. 

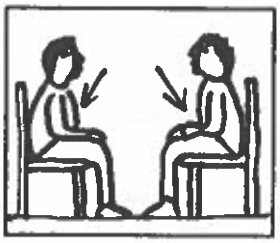
_____

3. 

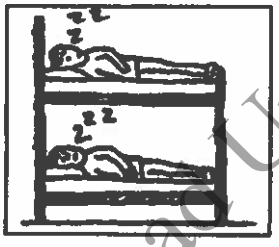
_____

4. 

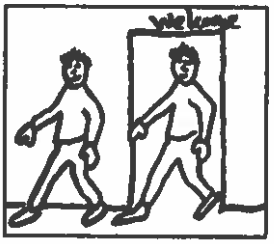
_____

5. 

_____

6. 

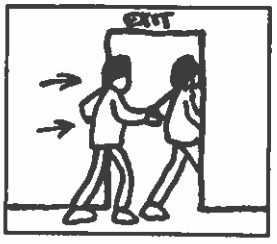
_____

7. 

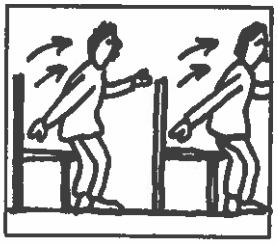
_____

8. 

_____

9. 

_____

10. 

_____

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 4

Exercise E

Reading and Writing:

Here are the words you have been using. Try sorting them out for meaning by filling in the chart below. Your instructor will help you check your answers. For the plural imperatives, you may find that some speakers use the ending yok rather than k. These endings are listed.

Nipawin	Pootawe	Maacaan	Nikamon	Kiiwen
Niipawik	Pootawek	Maacaak	Nikamok	Kiiwek
Niipawiyok	Pootaweyok	Maacaayok	Niikamoyok	Kiiweyok
Piishaan	Nipaan	Apin	Piintiken	Wanishkaan
Piishaak	Nipaak	Apik	Piintikek	Wanishkaak
Piishaayok	Nipaayok	Apiyok	Piintikeyok	Wanishkaayok

	Singular	**Plural**
Come in!		
Stand up!		
Go away!		
Go home!		
Go to sleep!		
Sit down!		
Come here!		
Make (build) a fire		
Sing!		
Get up!		

Speaking:

When you think you've heard and understood the commands well, try telling someone (or several people) to do some of these things. If you do it successfully, you should have all the people making the appropriate responses.

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Exercise F

Fill in the missing letters to complete the words.

1. P_ _nt_k_n	2. n_ _p_w_n	3. _iish_ _n	4. p_ _t_w_k (y_k)
5. _p_k (_o_)	6. _iiw_ _ (_ _k)	7. _ii_a_ik (y_ _)	8. _aa_aa_
9. _ii_aw_ _ (_o_)	10. _ _nish_aa_	11. _oo_a_e_	12. _pi_(y_ _)
13. _p_n	14. n_k_m_n	15. wan_ _ _k_ _k (_o_)	16. _ii_ _aa_(_o_)
17. _i_a_o_ (_ _k)	18. _ii_ _i_ek (y_ _)	19. k_ _w_n	20. m_ _c_ _k (_ _ _)

Exercise G

In this exercise, fill in the chart below by using the words from the previous page exercise E.

English	Singular Imperative	Plural Imperative

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Exercise H-1

Word Search:

1. The words listed in 1-30 below can be found in the puzzle. Look for these and circle each one as you find it.

C	R	Y	U	K	I	I	N	T	A	H	S	H	W	I	I	N	Q	U	D	C	E	E	M
P	K	E	K	O	N	E	N	I	H	I	X	R	G	W	A	C	A	J	W	S	H	H	Z
B	I	P	C	Q	G	M	D	N	P	A	A	Q	C	E	V	P	X	I	W	H	A	A	E
N	Q	N	I	X	N	Q	D	X	E	A	W	M	O	H	E	V	I	O	W	I	T	N	Q
A	I	C	E	I	M	W	Q	J	S	A	A	N	T	A	H	S	I	N	K	I	N	I	K
V	J	U	H	Q	S	V	P	A	H	Q	A	N	C	Q	E	D	W	I	V	S	O	N	X
K	I	N	O	O	S	H	E	C	I	Z	P	N	F	P	I	M	I	T	E	H	S	I	W
O	E	Q	W	E	R	T	P	G	K	N	O	I	F	V	R	T	N	O	O	I	H	H	E
T	Y	N	K	Q	W	E	A	W	U	T	O	S	N	X	I	R	N	O	E	I	A	S	B
W	N	S	I	C	O	O	C	O	O	H	S	H	A	A	P	O	O	N	N	H	A	I	C
A	I	N	I	I	I	S	H	I	N	I	H	I	A	M	Q	B	U	C	A	P	T	T	S
A	W	F	W	D	N	V	Y	E	R	W	G	N	H	N	U	U	W	I	N	O	I	O	P
A	A	N	E	S	H	I	N	I	H	K	A	A	S	O	Y	A	N	I	A	W	M	H	Z
R	A	V	K	N	I	K	A	M	O	N	F	E	I	G	E	R	Q	Y	Y	A	R	T	W
H	K	O	M	I	T	A	A	H	S	O	N	I	I	S	H	I	N	W	I	A	N	A	Q
A	N	O	O	M	I	N	A	A	P	O	O	D	P	T	A	H	S	I	I	W	A	A	C
M	O	E	U	T	Q	J	F	J	S	P	V	R	Z	I	U	C	D	J	N	S	A	N	K
K	A	A	W	I	N	N	I	I	N	K	E	I	I	I	N	I	H	K	I	W	E	T	U

2. For each of the following give the English translation.

1. kiin tahsh wiin? = _____
2. piish = _____
3. nipaan = _____
4. aan tahsinkin? = _____
5. niiwin = _____
6. peshik = _____
7. kaawin = _____
8. kinooshe = _____
9. keniin = _____
10. coocoohshaapoo = _____
11. piishaan = _____
12. nitooncii = _____
13. pimite = _____
14. niyaanan = _____
15. apin = _____
16. shiihshiip = _____
17. eha, ninihsitohtaan = _____
18. kekonen ihi? = _____
19. mitaahso = _____
20. waapoos = _____
21. eha = _____
22. nihsin = _____
23. kiiwek = _____
24. nikamon = _____
25. pepaa = _____
26. aan eshinihkaasoyan? = _____
27. niishoshaap = _____
28. anoominaapoo = _____
29. waaw = _____
30. pine = _____

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Exercise H-2

Word Search:

There are thirty Ojibwe words or phrases in the puzzle. As you find each one, circle the letters. Then write the Ojibwe word or phrase in the appropriate space in 1-30 below.

P	E	H	K	A	A	C	I	H	K	I	T	O	N	W	E	R	K	D	F	E	B	Q	P
C	I	C	V	A	Z	R	T	G	W	P	A	A	N	T	Z	Q	I	K	N	H	W	N	I
A	Y	I	N	A	A	N	E	W	C	I	A	E	J	R	T	N	N	A	I	A	A	I	I
V	P	P	H	O	U	W	G	H	Q	N	N	H	X	T	E	B	I	A	G	I	A	I	N
T	Y	I	K	S	H	I	I	W	I	H	T	A	A	K	A	N	H	T	E	G	W	N	T
O	L	N	W	A	W	D	S	N	M	E	A	L	O	R	A	V	S	A	O	R	I	E	I
F	G	I	B	A	Z	E	N	I	I	S	H	I	T	A	N	A	I	A	S	O	N	K	K
R	O	T	O	N	N	L	-	E	A	T	S	G	O	R	W	B	T	K	H	S	N	Z	E
E	G	I	T	K	Q	I	D	A	F	E	I	V	O	A	V	B	O	H	A	H	L	C	N
N	R	S	D	A	F	Q	S	R	A	H	W	T	Y	A	L	S	H	O	A	A	P	D	K
I	I	H	W	H	D	W	Q	H	K	N	A	O	P	N	T	E	T	I	W	A	H	M	Q
P	N	I	I	S	H	I	N	E	K	I	A	O	N	A	A	K	A	N	T	W	G	A	C
N	O	N	P	O	H	I	T	W	F	A	C	H	R	H	W	S	A	N	O	H	Q	A	D
T	P	I	R	A	K	I	N	O	R	T	A	Y	K	K	C	A	N	F	K	S	G	C	L
M	I	I	H	K	W	E	H	C	K	P	O	N	W	O	R	T	I	O	N	I	P	A	Q
B	K	R	I	W	I	I	Y	A	A	H	S	O	W	N	N	L	N	B	I	I	W	A	B
F	Q	R	C	S	K	J	N	A	W	E	N	E	N	A	H	A	A	P	N	N	X	N	R
N	I	M	O	Q	H	P	O	O	T	A	W	E	K	A	N	G	A	K	I	O	S	K	Q

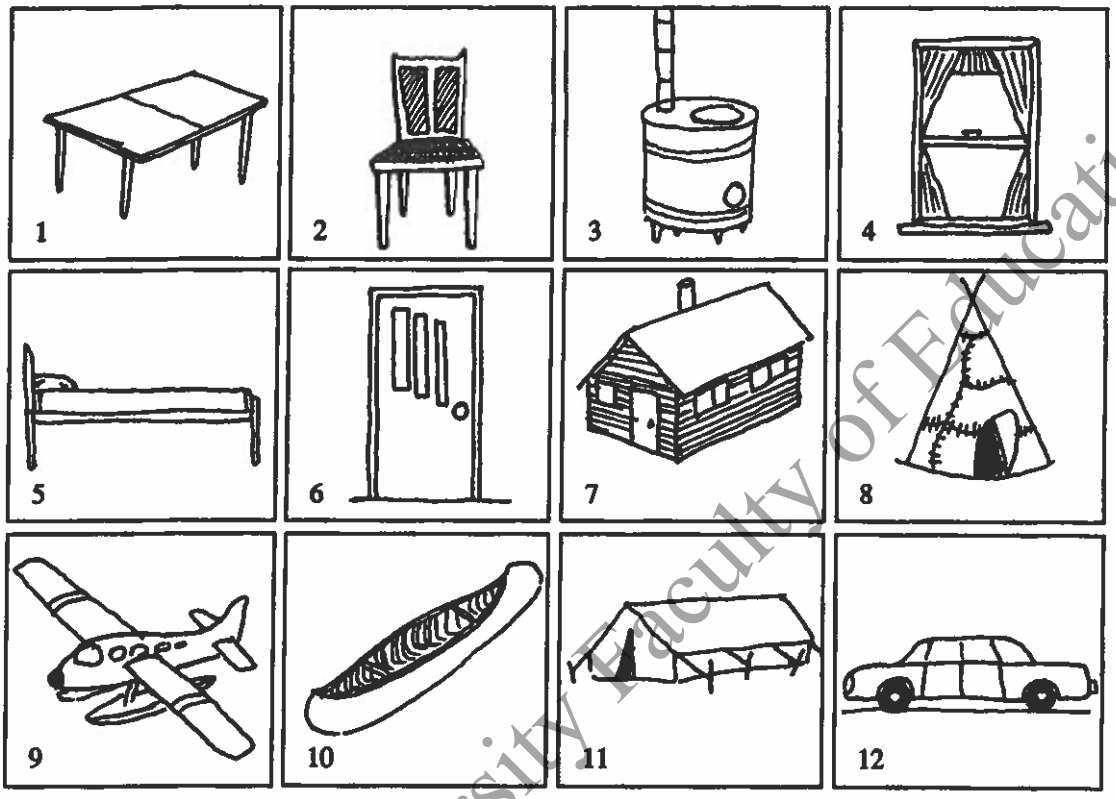
1. Bring it (animate) = _____
2. plate = _____
3. No = _____
4. Water = _____
5. Me too = _____
6. Bannock = _____
7. Meat = _____
8. Bread = _____
9. An egg = _____
10. Twenty = _____
11. Nine = _____
12. Two = _____
13. Six = _____
14. Eight = _____
15. Seven = _____
16. Yes = _____
17. Salt = _____
18. Thank you = _____
19. Carrot = _____
20. Say it slowly = _____
21. Partridge = _____
22. Come in! = _____
23. How many (animate)? = _____
24. Do you understand? = _____
25. Go home(plu.)! = _____
26. Stand up! = _____
27. Wake/get up! = _____
28. Who/what's that (animate)? = _____
29. Go/go away! = _____
30. Build a fire (plu.)! = _____

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 4

Exercise I - 1

Introduction to Nouns:



1. Listen as your instructor pronounces the names of the things pictured above. After you have heard each word several times, try to match the pictures to the words written below: English translations are on page 71.

ishkotehkaanaapihk	#_____
pimihsewin	#_____
ishkwaantem	#_____
ciimaan	#_____
tehsapiwin	#_____
waahkaahikan	#_____
pahpaapiwin/waahsecikan	#_____
otaapaan	#_____
wiihsiniiwinaahtik	#_____
wiiskwehokaan	#_____
nipewin	#_____
matikwaan	#_____

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2. Fill in the missing letters to complete the words. The numbers are in order from section 3 below. Check your own spelling.

1. w __ __hs ini __ __ i __ __ __ h __ __ k
2. t __ __s__ __ i __ __ n
3. i __ __ ko__ __ hk __ __ n __ __ p __ __ k
4. p __ __ p __ __ pi __ __ n
5. n __ __ e __ __ n
6. i __ __ k__ __ __ n __ __ m
7. w __ __hk __ __ hi __ __ n
8. m __ t __ __w__ __ n
9. p __ __ ih __ __ w __ n
10. c __ __ m__ __ n
11. w __ __ s__ __ __ ho __ __ __ n
12. o __ __ __ p__ __ n

3. Listen carefully as your instructor repeats these words. Notice the words are broken down into syllables. This will help you to concentrate on pronunciation.

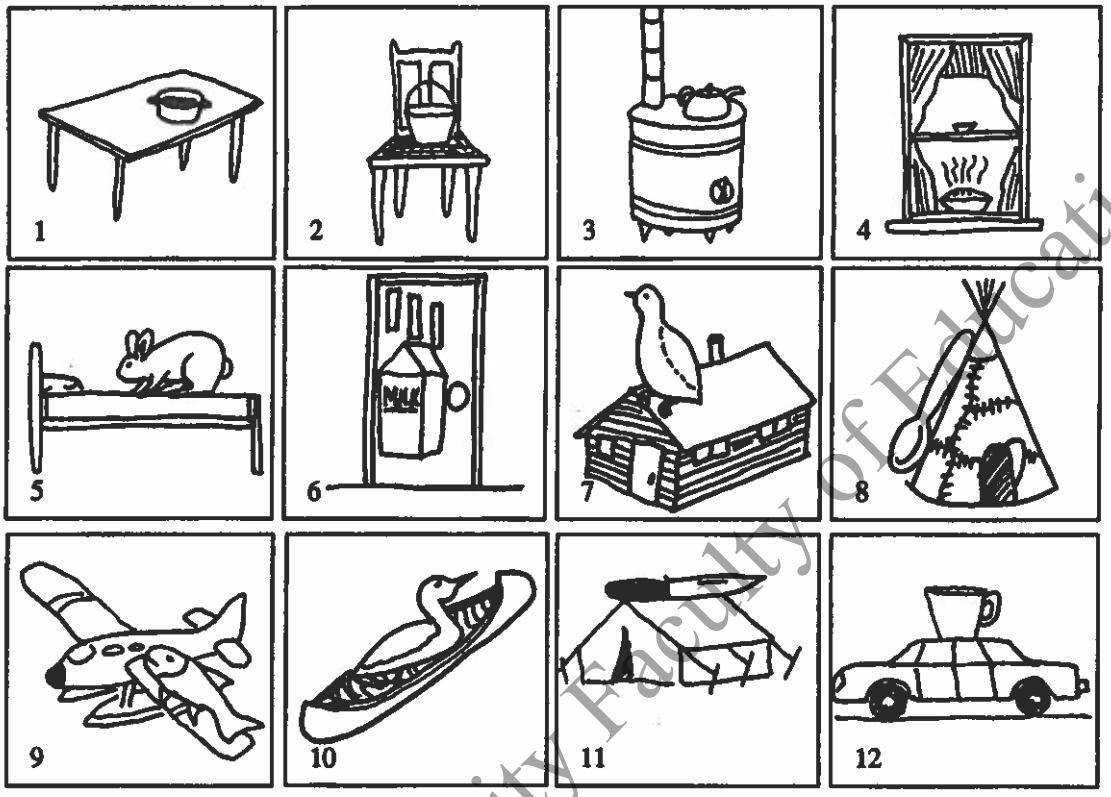
1. wiih si nii wi naah tik
2. teh sa pi win
3. i shko teh kaa naa pihk
4. pah paa pi win
5. ni pe win
6. i shkwaan tem
7. waah kaa hi kan
8. ma ti kwaan
9. pi mih se win
10. cii maan
11. wii skwe ho kaan
12. o taa paan

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 4

Exercise I - 2

Introduction to Locatives



Now, watch and listen as your instructor repeats the names of the items you have just learned. Pay special attention to the new ending on each word. English translation on page71.

"LOCATIVE" means the form that tells you where something is located.

ishkotehkaanaapihkonk
ishkwaantemink
tehsapiwinink
pahpaapiwinink
wiihsiniiwinaahtikonk
nipewinink
pimihsewinink
ciimaanink
waahkaahikanink
otaapaanink
wiiskwehokaanink
matikwaanink

Remember, locative endings can mean "in", "at" or "on". Repeat the pronunciation as many times as you want. When you think you understand the names of the items with the locative endings, learn the word for "where". It should look like this: "Aanti".

Now that you know these locative forms, in this exercise, work in pairs. Your partner will now ask you questions such as: "aanti minihkwaakan?", "Aanti moohkomaan?", by referring to the following pictures. By taking turns asking and answering questions, complete this exercise until you have mastered these questions and answers.

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Exercise J

How can you make a noun locative?

(a) Usually, just add /-ink/ to the simple noun.
(b) However, if the simple noun ends with a /-k/ or /-hk/, add /-onk/ instead.
(c) And, if the simple noun ends in a vowel, just add /-nk/.

A few nouns don't follow these rules, but they will be pointed out to you as we come to them.

Using what you have learned:

To continue practicing with locative forms, look back to the 24 pictures on page 1 of your text. For exercise writing, list those 24 articles with locative forms and underline the locative endings.

Continue reading and writing practice:

If you want to be more specific about a location, it is helpful to use one of the following words with the locative form of the noun:

naaniyahii	beside	piiciyahii	inside
wakiciyahii	on top	shiipaahii	under
anaamiyahii	under it	ohpimeyahii	on the side
niikatehii	away from	pehshociyahii	closer/nearer

(piintikamink (indoors) and akwaciink (outdoors) are used without nouns.)

New Vocabulary

ahsi!	put (animate)
ahtoon!	put (Inanimate)
pahkihteho!	hit him!
kwayahk	well (correctly, thoroughly)
nah!	Look!
pankii	a little
ehta	only
pankii ehta	only a little bit
(o)hsha!	emphatic particle: also hsa
ihimaa	right there
ohomaa	right here
ohoweti	over here, this way
weti	there
ihiweti	over there, that way
waahsa	way over there, far
aanahpii?	when?, in question only
ahpii	when

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 4

Exercise K

1. Working in pairs with the language. Read until you understand well the following mini-dialogues. For further study of the meaning of the dialogues, translations are on page 71.

(a)
Nah! Weti!
Aanti?
Ihiweti!
Awanen aha?
Waapoos ekwa pine.
Miina ihkiton!
Pine ekwa waapoos.
Aasha ninihsitohtaan.
Miikwehc.

(b)
Piishaan!
Aanti?
Ohoweti! Apin ohomaa!
Ahtoon miicim wiihsiniiwinaahtikonk.
Aanti shiiwihtaakan ekwa pepaa?
Ihimaa naaniyahii onaakanink.
Piish aanahkonaa kaye pimite.
Kekiin wiihsinin!
Ahaaw, miikwehc.

2. Using what you have learned, now, write two mini-dialogues of your own by trying to use all the nouns and verbs and particles that you can think of.

3. Continue working in pairs with the language. Share what you have learned and take turns with your partner sharing your own dialogue. Make sure that you both understand!

Note: At this time, your instructor will be concentrating on pronunciation and grammatical structure.

4. Review this lesson with your instructor. Pay particular attention to pronunciation.

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 5

Introduction to Intransitive Verbs (VAI)

What is an intransitive verb? An intransitive verb is a word that:

- describes what the activity is.
- describes what the state is.
- describes what the condition is.

In the Native language, all intransitive verbs are complete sentences. For example, "Anohkii" means "He/she is working". English translation on page 72.

Exercise A

(1)



The pictures above show persons who are:

(1) nikamo	(2) kishiwaasi	(3) nipaa	(4) wiihsini
(5) aahkosi	(6) kiiwe	(7) niimi	(8) tepi-wiihsini
(9) pootawe	(10) kiishitepo	(11) anohkii	(12) metawe

Watch the pictures as you listen to your instructor.

(2) **Pronunciation Practice:**

As your instructor says these words, listen to how they are broken down into syllables.

(1) ni ka mo	(2) ki shi waa si	(3) ni paa	(4) wiih si ni
(5) aah ko si	(6) kii we	(7) nii mi	(8) te pi-wiih si ni
(9) poo ta we	(10) kii shi te po	(11) a noh kii	(12) me ta we

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(3) Practice speaking with a partner by asking questions and giving answers. First, learn the sentence for "What is he/she doing?" It should look like this: "Aan entootank?" Your partner will now ask you questions such as: "Aan entootank?" the answer would be "Nikamo" or "Anohkii" etc. Pay particular attention to good pronunciation on both questions and answers. Repeat taking turns asking questions and answers until you have completely mastered the pronunciation.
Example:

Question: Aan entootank?
Answer: Nikamo

Exercise writing

(4) Fill in the blank spaces for your answers by using the pictures from the previous page.

Aan entootank?

1._____ 2._____
3._____ 4._____
5._____ 6._____
7._____ 8._____
9._____ 10._____
11._____ 12._____

Exercise B

1. In this exercise, you will continue practice speaking with your partner by asking questions and answers. This time, your partner will ask questions such as, "Is Mary going home?" Translation in the Native language should look like this "Kiiwe na Mary?" For now, the answer should be either "Kaawin" or "Ehe". Continue this exercise until you complete all 12 verbs. Once again, pay particular attention to good pronunciation. Beside each of the questions below, write positive or negative answers. The first one is done for you.

Nikamo na Jane? Ehe.
Aahkosi na Richard? _____
Pootawe na Aaron? _____
Kiishitepo na? _____
Anohkii na Duane? _____
Metawe na Tony? _____
Tepi-wiihsini na? _____
Wiihsini na Judy? _____
Nipaa na shiihshiip? _____
Kishiwaasi na Ann? _____
Kiiwe na Nancy? _____
Niimi na? _____

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Exercise C

Reading and Writing:

(a) Here is a list of the verbs you have been learning, given in mixed order. See if you can identify them by matching numbers and letters and the numbers which correspond to each picture. Remember, the pictures are at the beginning of this lesson in Exercise A.

(A)	wiihsini	(E)	aahkosi	(I)	kiiwe
(B)	tepi-wiihsini	(F)	pootawe	(J)	anohkii
(C)	niimi	(G)	nipaa	(K)	metawe
(D)	kishiwaasi	(H)	kiishitepo	(L)	nikamo

1._____	4._____	7._____	10._____
2._____	5._____	8._____	11._____
3._____	6._____	9._____	12._____

Answer key:	1 - L	4 - A	7 - C	10 - H
	2 - D	5 - E	8 - B	11 - J
	3 - G	6 - I	9 - F	12 - K

Exercise D

Introduction to Negatives

Listening:

1. Turn back to the beginning of this lesson, and use the twelve verb pictures for reference as you listen to your instructor ask and answer questions like these

Nikamo na Jane? Ehe, nikamo Jane.
Nikamo na Jane? Kaawin nikamohsiin Jane.

As you listen to the examples your instructor gives, notice how to give a NEGATIVE ("no") answer correctly.

Negative responses always follow the pattern of:

Kaawin + Verb +"hsiin"

As an example:

kaawin — nikamo — hsiin Jane.

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Reading and Writing:

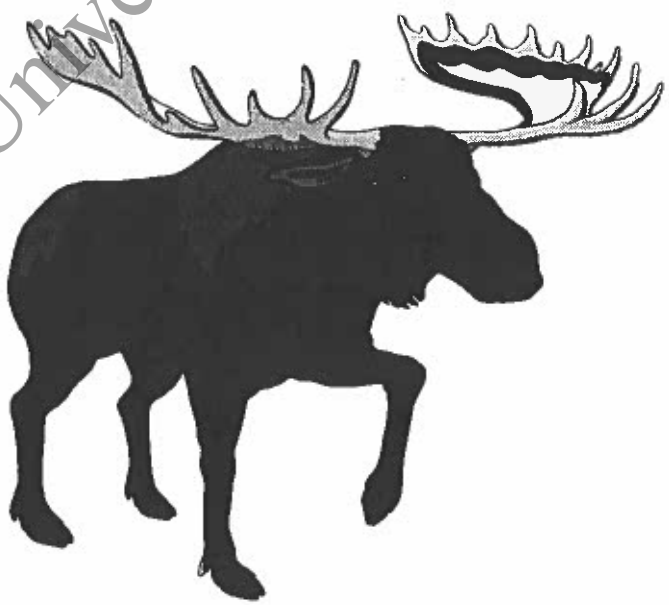
2. Answer the following questions in the negative only. The first one has been done for you.

Kiiwe na Nancy?	Kaawin kiiwehsiin Nancy.
Kishiwaasi na?	_____
Nikamo na Kim?	_____
Aahkosi na Richard?	_____
Nipaa na shiihshiip?	_____
Niimi na John?	_____
Wiihsini na pine?	_____
Pootawe na Scott?	_____
Tepi-wiihsini na?	_____
Kiishitepo na?	_____
Anohkii na Duane?	_____
Metawe na Tony?	_____

Exercise E

Speaking:

When you believe you've got it ... answer the questions the instructor asks using the negative forms of the verbs.



Moos

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Exercise F

Positive and Negative Responses

Answer the following questions with either a positive or a negative response. Make sure each answer makes sense. Remember, you have to do this exercise on your own.

1. Nikamo na Jane? _____
2. Metawe na Don? _____
3. Pootawe na Paul? _____
4. Nipaa na Sarah? _____
5. Wiihsini na pine? _____
6. Tepi-wiihsini na Maida? _____
7. Aahkosi na Betty? _____
8. Kiishitepo na Delores? _____
9. Kishiwaasi na? _____
10. Niimi na Dave? _____
11. Kiiwe na Jonathan? _____
12. Tepi-wiihsini na? _____
13. Wiihsini na Elaine? _____
14. Metawe na Lisa? _____
15. Nikamo na Sally? _____
16. Anohkii na Lena? _____
17. Nipaa na John? _____
18. Pootawe na Paul? _____
19. Aahkosi na Susan? _____
20. Niimi na Wendy? _____
21. Kiiwe na Paul? _____
22. Kiishitepo na? _____
23. Anohkii na Dave? _____
24. Kishiwaasi na Don? _____

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 5

Exercise G

Introduction to Person:

Listening Exercise:

Listen to your instructor as he/she says these words in Ojibwe (Severn dialect) and watch him as he identifies what each word means. When you think you've got it, tell which word below is first person, which is second person, and which is third person:

niin kiin wiin

(a) You'll need to know how to express these ideas:

"I" or "Me" _____called "first" person".

"You" _____called "second person".

"He/she" or Him/her" _____called "third person".

(b) In lesson three, page 28, you learned to say "Kiin tahsh wiin". Now listen to your instructor so you'll hear and understand the meaning of:

"Niin tahsh wiin?" and "Wiin tahsh wiin?".

What would these mean? "Linda tahsh wiin?" and "Jimmy tahsh wiin?"

(c) Now listen to these phrases until you understand them easily too. English translations are on page 72.

1. keniin	5. kaawin niin	9. ehe niin	13. niinishtam
2. kekiin	6. kaawin kiin	10. ehe kiin	14. kiinishtam
3. kewiin	7. kaawin wiin	11. ehe wiin	15. wiinishtam
4. kaye James	8. kaawin Joan	12. ehe Mary	16. wiinishtam Tim

(d) Listen to your instructor and pay particular attention to the pronunciation and to find out the exact meaning of each of the following words on the next page. English translations are on page 72.

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ninikam	nikishiwaas	ninipaa	niwiihsin	nitaahkos	nikiiwe
kinikam	kikishiwaas	kinipaa	kiwiihsin	kitaahkos	kikiiwe
nikamo	kishiwaasi	nipaa	wiihsini	aahkosi	kiiwe



niniim	nitepi-wiihsin	nipootawe	nikiishitep	nitanohkii	nimetawe
kiniim	kitepi-wiihsin	kipootawe	kikiishitep	kitanohkii	kimetawe
niimi	tepi-wiihsini	pootawe	kiishitepo	anohkii	metawe

Exercise H

(a) Now you know twelve verbs. Before you continue, practice how to ask and answer questions with them in the first, second, and third person forms. First you have to learn some phrases for asking questions. Here they are:

Aan entootaman?	What are you doing?
Aan entootamaan?	What am I doing?
Aan entootank?	What is he/she doing?

(b) Working with the language, in pairs, take turns going through all twelve verbs, both asking and answering questions. For example:

Question	Answer
Aan entootaman?	Nitanohkii.
Aan entootamaan?	Kikiiwe.
Aan entootank?	Nipaa.

Before doing some exercise speaking with your partner, look back to the words under the pictures in exercise G (d) of this lesson. They seem to follow a fairly regular pattern. What information do you understand from "ni-" at the beginning of a verb? What information do you understand from "ki-" at the beginning?

Notice the verb listed for pictures 5, 8, 11. Is there anything different about these examples? How do you account for these irregularities? (The added "t" is just slipped in to make the word easier to pronounce, in much the same way we add and "n" in English phrases such as "an apple".)

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Notice too, that the first and second person forms of the verb sometimes keep the final vowel and sometimes drop it. From your own observation, can you think of any "rule" you could make to predict when the vowel will drop? The third person form of the verb is also the verb STEM.

(c) Here are some exercises for you to complete using the pictures and phrases from the previous page. The first one has been done for you.

Aan entootaman? Ninikam.

_____. _____. _____.
_____. _____. _____.
_____. _____. _____.
_____. _____. _____.

Aan entootamaan? Kinikam.

_____. _____. _____.
_____. _____. _____.
_____. _____. _____.
_____. _____. _____.

Aan entootank? Nikamo.

_____. _____. _____.
_____. _____. _____.
_____. _____. _____.
_____. _____. _____.

(d) Continue working in pairs and take turns going through all twelve verbs, both asking and answering questions. This time, questions and answers should look like this:

Question	Answer
Kitaahkos na?	Kaawin nitaahkosihsiin.
Nitaahkos na?	Kaawin kitaahkosihsiin.
Aahkosi na?	Kaawin aahkosihsiin.
Aahkosi na Mary?	Kaawin aahkosihsiin Mary.

Here are some questions for you to answer in the negative form only.

Kinikam ina? _____
Kikishiwaas ina? _____
Nipaa na Jane? _____
Niwiihsin na? _____
Kikiiwe na? _____
Nimi na Paul? _____

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Kitepi-wiihsin ina? _____

Nipootawe na? _____

Nikishiwaas ina? _____

Dave na anohkii? _____

Metawe na Susan? _____

Kimetawe na? _____

(e) Continue working in pairs. This time mix asking questions and answers. For example:

Kikiiwe na?		Ehe, nikiiwe.
	or	Kaawin nikiiwehsiin.
Nikiiwe na?		Ehe, kikiiwe.
	or	Kaawin kikiiwehsiin.
Kiiwe na?		Ehe, kiiwe.
	or	Kaawin Kiiwehsiin.
Kiiwe na Mary?		Ehe, kiiwe Mary.
	or	Kaawin kiiwehsiin Mary.

SOME USEFUL PHRASES

Miina	Again, and
Kaye	Also, too
Wiipac!	Hurry! quick! soon (not a verb)
Kiiyaapic	More, still
Aasha	Now, then, yet, already
Tepwe	Really ("It's the truth")
Tepwe na?	Really? ("Is that true?")
Shemaak	Right away
Naanta	Maybe, perhaps

Exercise I

(a) Read the following mini-dialogues until you fully understand them. Translations are on page 73.

(1)
Henry piishaan!
Pi-wiihsinin!
Apin, wiihsinin!
Piish kinooshe kaye
Ashkipwaaw! Miikwehc.
Kiiyaapic ina ashkipwaaw?
Kaawin, aasha nitepi-wiihsin.

(2)
Kitanohkii ina?
Ehe, kiin tahsh wiin?
Kaawin, nitaahkos.
Kikiiwe na shemaak?
Ehe, nikiiwe wiipac.
Kaawin niin. Naanta kiiyaapic nitanohkii.

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(b) Now, write one of your own.

(c) Working in pairs, share your dialogue with your partner. Both of you should read it through, making sure that you can understand it all, and that you can pronounce all the words. Check with your instructor if you need help.

(d) Complete these exercises. Translations are on page 73.

(1) Say in English:

Miina ihkiton!	Tepwe na?
Aasha na kiiwe?	Piishaan shemaak!
Mary nitishinihkaas.	Pi-wiihsinin!
Kiiyaapic na kinooshe?	Kikishiwaas ina?
Nipaa na Samuel?	Kitepi-wiihsin ina?
Kaawin nimaacaahsiin.	Ehe, miikwehc.
Piitoon moohkomaan kaye onaakan.	Piish emihkwaan kaye shookaa.

(2) Say in Ojibwe:

I'm sick.
Are you sick?
He/she is sick.
Is Sam sick?
You are sick.

Do all five of the sentences in (2) above again, changing the verb to:

(3)	eating	(8)	sleeping
(4)	angry	(9)	dance
(5)	going home	(10)	playing
(6)	make a fire	(11)	cooking
(7)	full	(12)	working

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(e) Say these pronouns in Ojibwe:

(1)	Not me!	You too!	How about him?	My turn.
(2)	Not you!	Jane too!	How about me?	Your turn.
(3)	Not him/her.	Me too!	How about you?	Jack's turn.

Exercise J

Practice writing these following mini-dialogues. Translations are on page 74.

Write in Ojibwe:

(1) What is your name? _____

My name is George. _____

Where are you from? _____

I'm from Big Trout Lake. _____

Really? Big Trout Lake. _____

Me too, I'm from Big Trout Lake. _____

(2) Sam is sleeping. Are you sleeping too? _____

Not me... I'm eating. _____

Bring the bannock! Partridge too. _____

Bring the knife! Fork too. _____

More bannock? _____

No, I'm already full. Thank you. _____

(3) Is Mary dancing? _____

No, she's working. _____

How about you? Are you working? _____

Yes, me too, I am working. _____

Me, I am not dancing also I'm not working. _____

I am eating. _____

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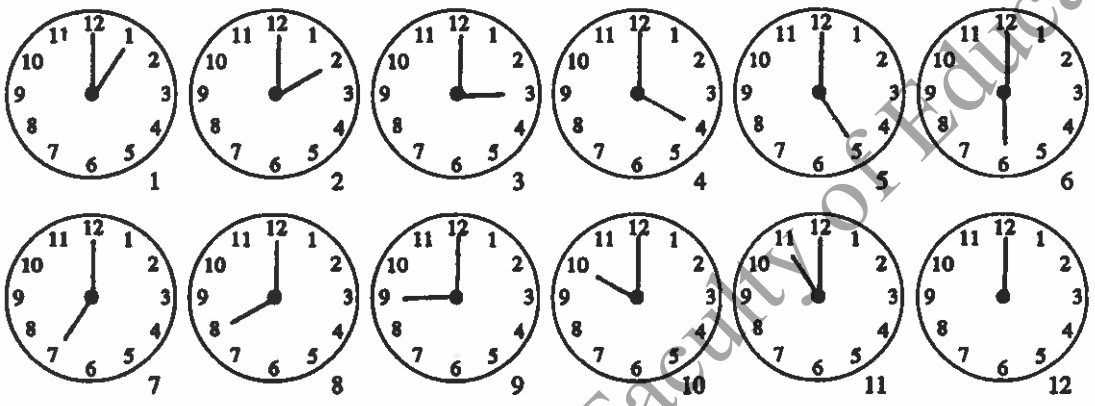
INTRODUCTORY OJIBWE - UNIT 1; LESSON 6

Exercise A

What Time Is It?

Listening and Speaking:

1. Listen carefully as your instructor reads the times displayed on the following clocks. The instructor will repeat the words three times the first time around, then, repeat after him. English translations are on page 74.

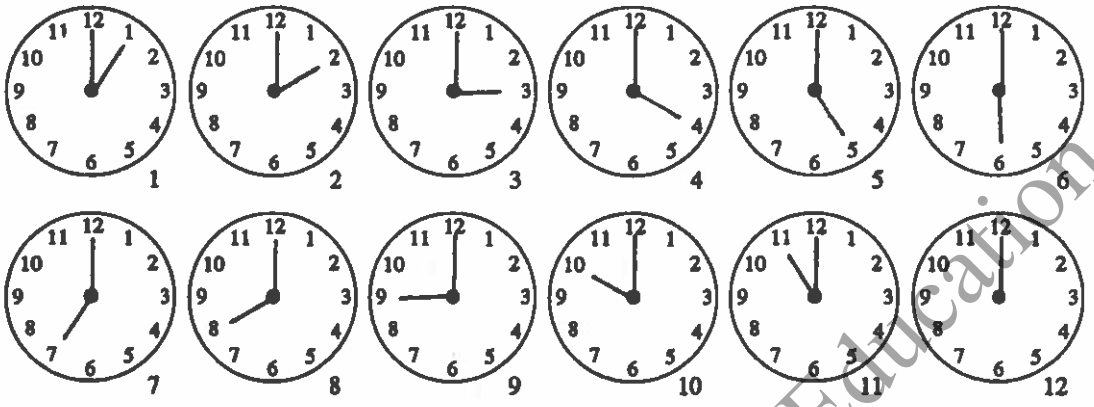


Aan eshihsek?

Peshik	ishihse
Niishin	ishihse
Nihsin	ishihse
Niiwin	ishihse
Niyaanan	ishihse
Ninkotwaahso	ishihse
Niishwaahso	ishihse
Ayinaanew	ishihse
Saankahso	ishihse
Mitaahso	ishihse
Peshikoshaap	ishihse
Niishoshaap	ishihse

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Understanding and Practice Writing:



2. In this exercise you should look at the clocks above and say the time in Severn Ojibwe. Then write it in the corresponding space below. The first one is done for you. Check your answers and spelling from the previous page.

Aan eshihsek?

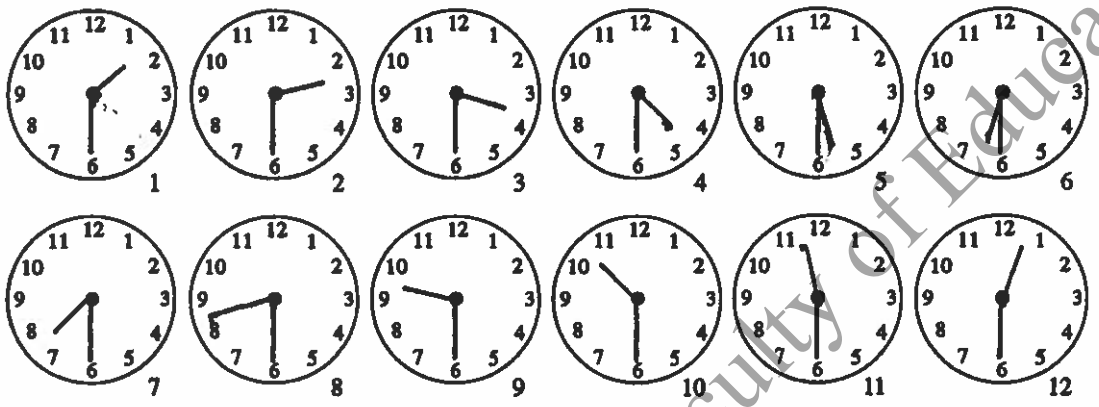
1. Peshik ishihse
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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Exercise B

Listening and Speaking:

1. Listen carefully as your instructor reads the time displayed on the following clocks. The instructor will repeat the words three times the first time around, then, repeat after him. English translations are on page 74 and 75.

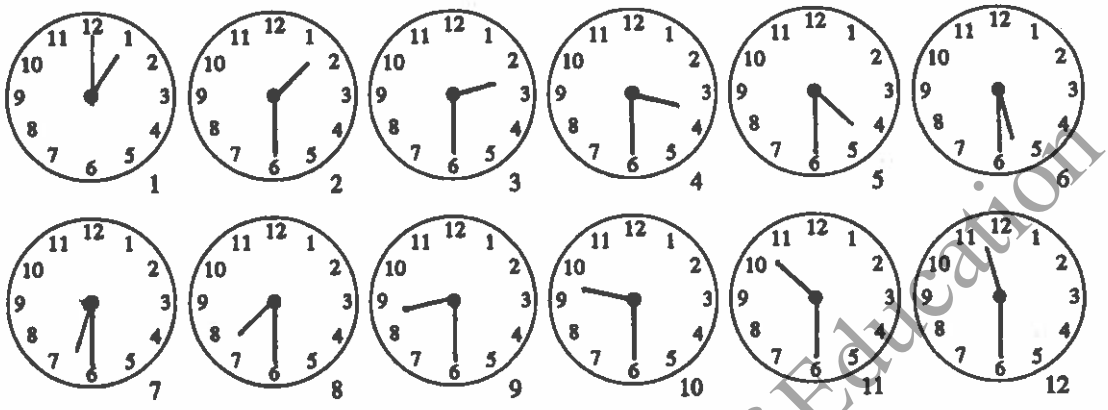


Aan eshihsek?

Peshik aapihta	ishihse
Niishin aapihta	ishihse
Nihsin aapihta	ishihse
Niiwin aapihta	ishihse
Niyaanan aapihta	ishihse
Ninkotwaahso aapihta	ishihse
Niishwaahso aapihta	ishihse
Ayinaanew aapihta	ishihse
Saankahso aapihta	ishihse
Mitaahso aapihta	ishihse
Peshikoshaap aapihta	ishihse
Niishoshaap aapihta	ishihse

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Understanding and Practice Writing:



2. In this exercise you should look at the clocks above, and say the time in Severn Ojibwe. Then write it in the corresponding space below. The first one is done for you. Check your answers and spelling from the previous page.

1. Peshik ishihse
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 6

Exercise C

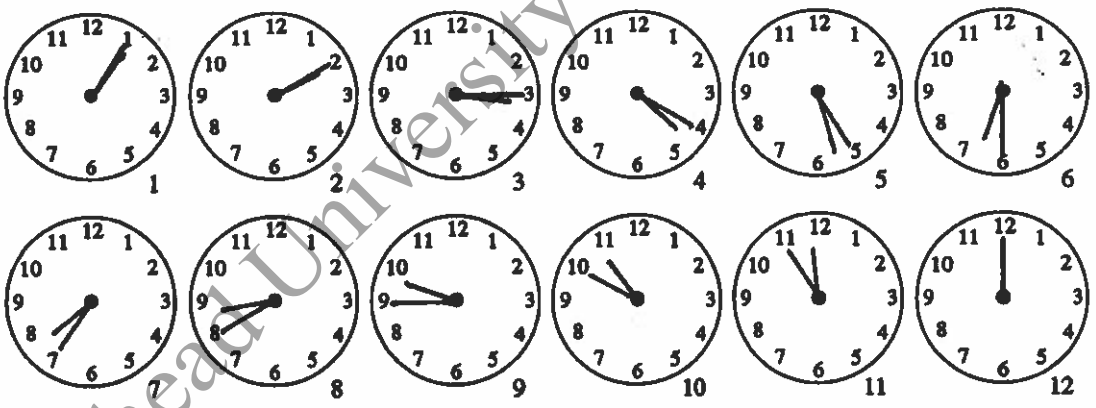
Listening and Speaking:

1. Before we move on asking what time it is, we need to add some numbers first. Let's start from fifteen (15) to sixty (60). Translations are on page 75.

Niyaananoshaap _____
Niishitana _____
Niishitana niyaananoshaap _____
Nihsomitana _____
Nihsomitana niyaananoshaap _____
Niimitana _____
Niimitana niyaananoshaap _____
Niyaananomitana _____
Niyaananomitana niyaananoshaap _____
Ninkotwaahsomitana _____

Listening and Speaking:

2. Listen carefully as your instructor reads the time displayed on the following clocks. Translations on page 75.

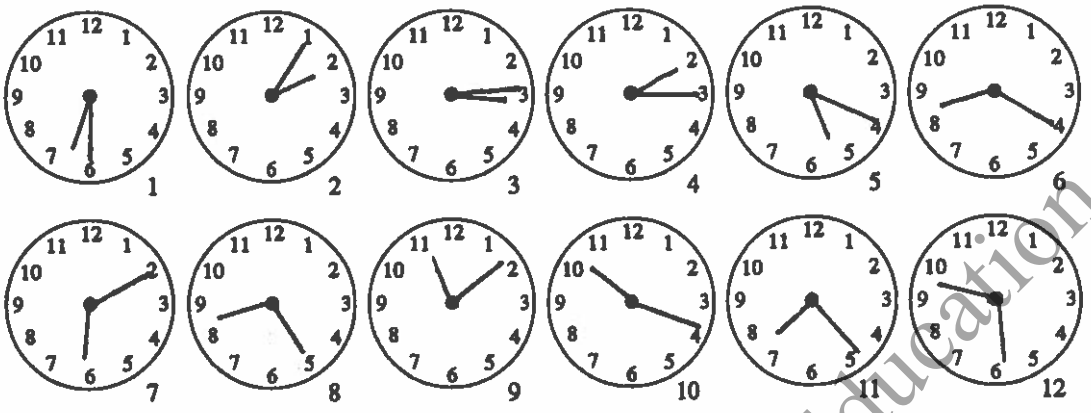


Aan eshihsek?

1. Niyaanan aatihse ishkwaa-peshik (ishihse).
2. Mitaahso aatihse ishkwaa-niishin (ishihse).
3. Niyaananoshaap aatihse ishkwaa-nihsin (ishihse).
4. Niishitana aatihse ishkwaa-niiwin (ishihse).
5. Niishitana niyaananoshaap aatihse ishkwaa-niyaanan (ishihse).
6. Nihsomitana aatihse ishkwaa-ninkotwaahso (ishihse).
7. Nihsomitana niyaananoshaap aatihse ishkwaa-niishwaahso (ishihse).
8. Niimitana aatihse ishkwaa-ayinaanew (ishihse).
9. Niimitana niyaananoshaap aatihse ishkwaa-saankahso (ishihse).
10. Niyaananomitana aatihse ishkwaa-mitaahso (ishihse).
11. Niyaananomitana niyaananoshaap aatihse ishkwaa-peshikoshaap (ishihse).
12. Aapihtaa-kiishikaa (mid-day) OR aapihtaa-tipihkaa (mid-night)

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Understanding and Practice Writing:



3. In this exercise, you should look at the clocks above and say the time in Severn Ojibwe. Then write it in the corresponding space below. All of the answers will contain the words aatihse, which means "minutes" and ishkwaa- which means "after".

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

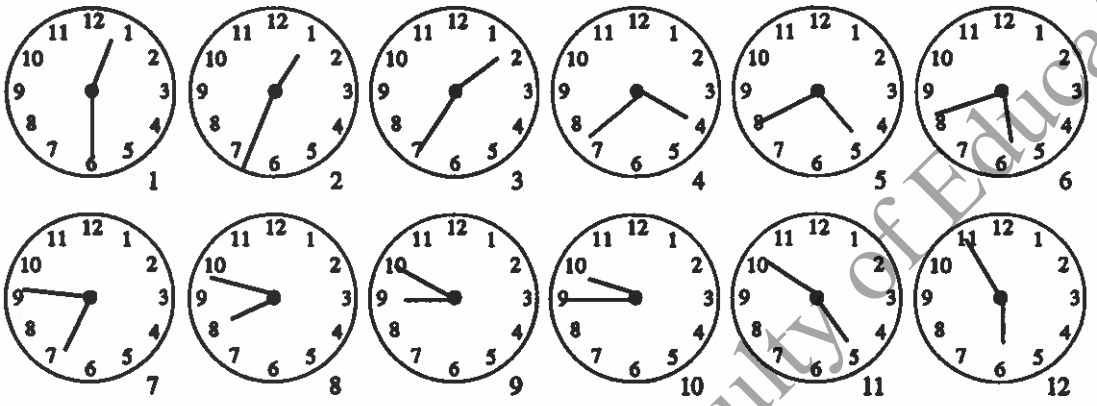
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INTRODUCTORY OJIBWE - UNIT 1; LESSON 6

Exercise D

Listening and Speaking:

1. Listen carefully as your instructor reads the time displayed on the following clocks. All of the answers will contain the word "mwaye-" which means "before" except #1 which is twelve thirty. The English translations are on page 75.



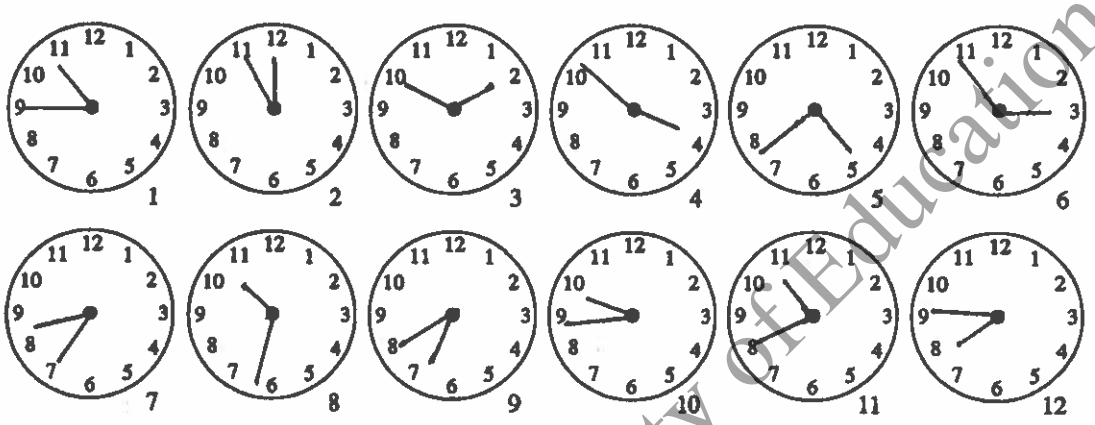
Aan eshihsek?

1. Niishoshaap aapihta (ishihse).
2. Niishitana niishwaahsoshaap aatihse mwaye-peshik (ishihse).
3. Niishitana niyaananoshaap aatihse mwaye-niishin (ishihse).
4. Niishitana nihsoshaap aatihse mwaye-niiwin (ishihse).
5. Niishitana aatihse mwaye-niyaanan (ishihse).
6. Ayinaanewishaap aatihse mwaye-ninkotwaahso (ishihse).
7. Niiwishaap aatihse mwaye-niishwaahso (ishihse).
8. Niishoshaap aatihse mwaye-saankahso (ishihse).
9. Mitaahso aatihse mwaye-saankahso (ishihse).
10. Niyaananoshaap aatihse mwaye-mitaahso (ishihse).
11. Ayinaanew aatihse mwaye-niyaanan (ishihse).
12. Ninkotwaahso aatihse mwaye-ninkotwaahso (ishihse).

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Understanding and Practice Writing:

2. Listen carefully as your instructor reads the time displayed on the following clocks. All of the answers will contain the word mwaye- 'before'. You have to do this exercise on your own. If you are doing this exercise in class, check your answers with your instructor.



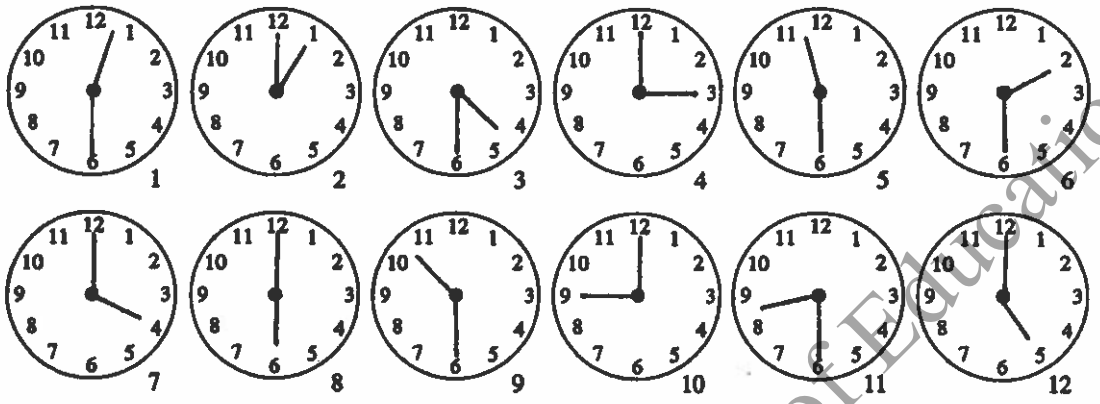
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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INTRODUCTORY OJIBWE - UNIT 1; LESSON 6

Exercise E

Understanding and Practice Writing:



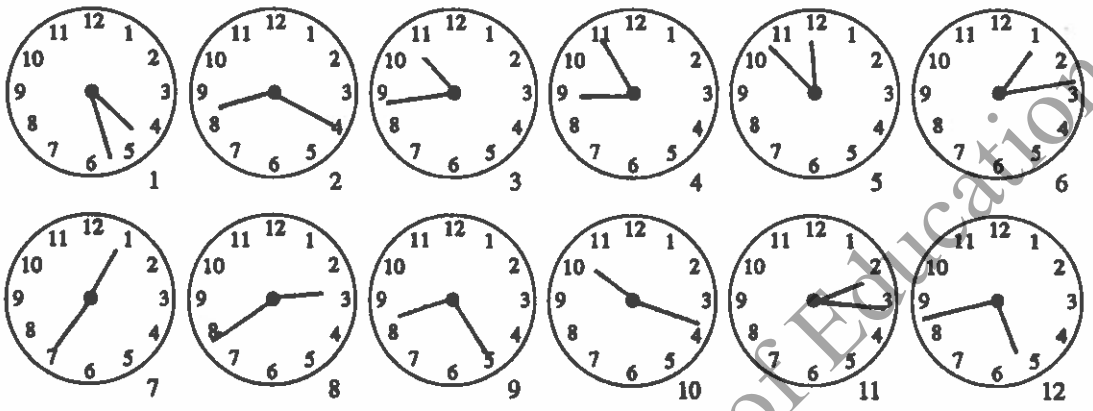
1. Look at the clocks above and say the time in Severn Ojibwe. Then write it in the corresponding space below. You have to do this exercise on your own. If you are doing this exercise in class, check your answers with your instructor.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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Exercise F

Continuation of Understanding and Practice Writing:



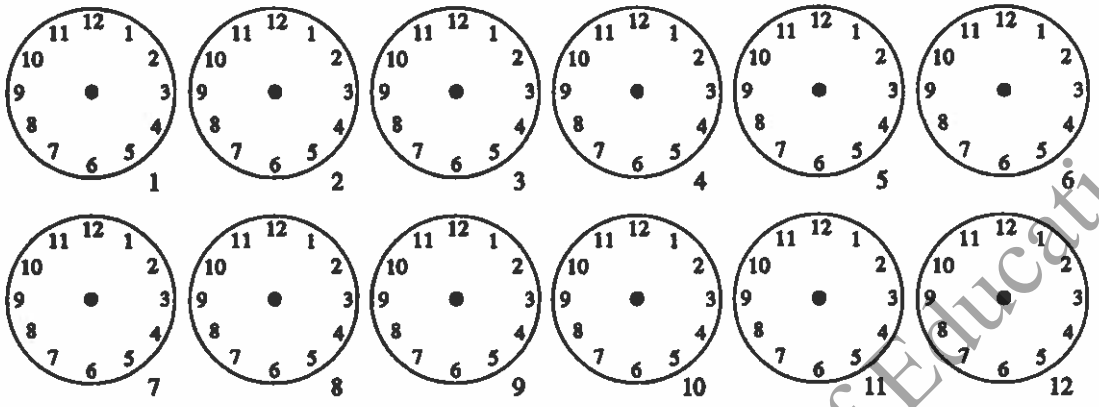
Look at the clocks above and say the time in Severn Ojibwe. Then write it in the corresponding space below. The answers may contain either ishkwaa- or mwaye-. You have to do this exercise on your own. If you are doing this exercise in class, check your answers with your instructor.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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Exercise G

Review Test



Translate each of the following sentences into English. Then draw the hands in the appropriate position on the clocks above. Translations are on page 76.

1. Peshik ishihse._____
2. Peshik aapihta ishihse._____
3. Niishitana niiwishaap aatihse ishkwaa-niishin ishihse._____
4. Nihsoshaap aatihse ishkwaa-niyaanan ishihse._____
5. Niyaananoshaap aatihse mwaye-saankahso ishihse._____
6. Niishitana aatihse ishkwaa-mitaahso ishihse._____
7. Niishitana niishwaahsoshaap aatihse mwaye-ninkotwaahso ishihse._____
8. Ayinaanew aatihse mwaye-ayinaanew ishihse._____
9. Niishoshaap aatihse ishkwaa-nihsin ishihse._____
10. Ninkotwaahso aatihse mwaye-ninkotwaahso ishihse._____
11. Niishitana niishoshaap mwaye-peshikoshaap ishihse._____
12. Niishitana aatihse mwaye-niishoshaap ishihse._____

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INTRODUCTORY OJIBWE - UNIT 1; REVIEW LESSONS

UNIT 1: Let's Look Back at What You Have Learned - Lessons 1 to 6

1. Vocabulary - Review the words you know: Translations are on pages 77 and 78.

A. Nominals

Animate Nouns:

aanahkonaa	ohkaataahk	shiihshiip
ahkihk	paanahkihk	tiiwahkihk
emihkwaan	piihsimohkaan	waapoos
ishkotehkaanaapihk	piihswe-aanahkonaa	
kinooshe	pine	

Pronouns:

niin	kiin	wiin

Inanimate Nouns:

anoominaapoo	moohkomaan	shiiwihtaakan
ashkipwaaw	nipewin	tehsapiwin
ciimaan	nipi	tii
ciishtahikan	onaakan	waaw
coocoohshaapoo	otaapaan	waahkaahikan
ishkwaantem	pahpaapiwin	wiihsiniiwinaahtik
matikwaan	pepaa	wiiskwehokaan
miicim	pimihsewin	wiiyaahs
minihkwaakan	pimite	

B. Verbs

You have learned the following IMPERATIVE forms:

Ahsi!	Maacaan!	Piish!
Ahtoon!	Niipawin!	Piishaan!
Anohkiin!	Nikamon!	Piitoon!
Apin!	Nipaan!	Pi-wiihsinin!
Ihkiton!	Pahkihteho!	Pootawen!
Kiiwen!	Piintiken!	Wanishkaan!

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INTRODUCTORY OJIBWE - UNIT 1; REVIEW LESSONS

You have also learned the following verbs and can make simple statements with them (you should also be able to make imperative forms for them as well):

Independent Verbs

aahkosi	kiiwe	nipaa
anohkii	kohtaaci	tepi-wiihsini
kishiwaasi	niimi	wanishkaa
kiishitepo	nikamo	wiihsini

C. Number Verbs

Animate Verbs:

peshiko	niiwiwak	niishwaahsiwak
niishiwak	niyaananiwak	ayinaanewiwak
nihsiwak	ninkotwaahsiwak	saankahsiwak
		mitaahsiwak

Inanimate Verbs:

peshikwan	niwinoon	niishwaahsinoon
niishinoon	niyaananinoon	ayinaanewinoon
nihsinoon	ninkotwaahsinoon	saankahsinoon
		mitaahsinoon

D. Particles

Numbers:

peshik	ninkotwaahso	peshikoshaap
niishin	niishwaahso	niishoshaap
nihsin	ayinaanew	nihsoshaap
niiwin	saankahso	niiwishaap
niyaanan	mitaahso	niyaananoshaap

ninkotwaahsoshaap	niishitana peshikoshaap
niishwaahsoshaap	niishitana niishoshaap
ayinaanewishaap	niishitana nihsoshaap
saankahsoshaap	niishitana niiwishaap
niishitana	

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Particles:

aanti	kaye	ohoweti
aanahpii?	kiiyaapic	ohpimeyahii
aasha	kwayahk	pehshonciyahii
ahpii	miikwehc	piinciyahii
akwaciink	miina	piintikamink
anaamiyahii	mooshak	shiipaahii
ehe/eha	na (ina)	tepwe
ehta	nah!	wakiciyahii
ekwa	nahke piko	waahsa
ihimaa	naanta	weti
ihiweti	niikatehi	wiipac
kaawin	ohomaa	

E. Expressions

Aan eshihsek?	Kekonen ihi
Aan entootaman?	Kiin tahsh wiin?
Aan entootamaan?	Kinihsitohtaan ina?
Aan entootank?	(O)hsha!
Aan eshinihkaasoyan?	Miina ihkiton!
Aan minikohk?	Nitishinihkaas
Aan tahsinkin?	Nitooncii
Aan tahsiwaac?	Ninihsitohtaan
Aanti wenciiyan?	Pehkaac ihkiton!
Awanen aha?	Ishihse

2. Structure - Things you can <u>do with</u> the words you know:

- Find the difference between an animate and an inanimate noun by using them in different kinds of sentences.
- Give singular and plural commands.
- Give first, second, and third person forms of verbs.
- Ask questions in writing and answer them with positive and negative statements.
- Use locative endings to indicate where things are. To be more specific about a location, use additional particle locative forms.
- Recognize an use counting numbers and number verbs.
- Tell time.

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INTRODUCTORY OJIBWE - UNIT 1: TRANSLATION SECTION

Unit 1; Lessons 1-6

In this section we have provided English translations for the Severn Ojibwe words and sentences introduced in Unit 1.

Lesson 1:

24 Articles:

1. Plate	2. Cup	3. Knife	4. Spoon
5. Fork	6. Salt	7. Pepper	8. Lard
9. Water	10. Teakettle	11. Pot	12. Frying pan
13. Bannock	14. Partridge	15. Rabbit	16. Meat
17. Bread	18. Egg	19. Milk	20. Fish
21. Porridge	22. Potatoe	23. Carrot	24. Duck

Lesson 2:

Numbers:

1. One	2. Two	3. Three	4. Four
5. Five	6. Six	7. Seven	8. Eight
9. Nine	10. Ten	11. Eleven	12. Twelve
13. Thirteen	14. Fourteen	15. Fifteen	16. Sixteen
17. Seventeen	18. Eighteen	19. Nineteen	20. Twenty
21. Twenty one	22. Twenty two	23. Twenty three	24. Twenty four

Verb Numbers:

There is one rabbit.
There are two partridges.
There are three fish.
There are four spoons.
There are five carrots.
There is one egg.
There are three knifes.
There are five eggs.
There are seven cartons of lard.
There are nine cartons of milk.
There are seven pots.
There are eight ducks.
There are nine teakettles.
There are ten frying pans.
There six bannock.
There are two plates.
There are four forks.
There are six peppers.
There are eight pieces of meat.
There are ten salts.

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INTRODUCTORY OJIBWE - UNIT 1; TRANSLATION SECTION

Lesson 4:

Imperatives:

1. Come in!
2. Sit down!
3. Stand up!
4. Come here !
5. Go away or leave!
6. Build the fire!
7. Go home!
8. Sing!
9. Go to sleep!
10. Get up!

Lesson 4, Exercise I (1):

1. Kitchen table	2. Chair	3. Stove	4. Window
5. Bed	6. Door	7. House	8. Tipi
9. Airplane	10. Canoe	11. Tent	12. Car

Lesson 4, Exercise I (2):

Locatives:

1. On the kitchen table
2. On the chair
3. On the stove
4. At the window
5. On the bed
6. At the door
7. On the house
8. On the tipi
9. On the airplane
10. In the canoe
11. On the tent
12. On the car

Lesson 4, Exercise K:

Dialogues:

1. (A) Look! There!
Where?
Over there?
Who is that?
Rabbit and partridge.
Say it again!
Partridge and rabbit.
I understand now.
Thank you.

(B) Come here!
Where?
Over here? Sit right here!
Put food on the kitchen table.
Where the salt and pepper?
Right there beside the plate.
Pass the bannock and lard.
You too eat!
Okay, thank you.

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INTRODUCTORY OJIBWE - UNIT 1: TRANSLATION SECTION

Lesson 5, Exercise A:

Verbs:

1. Singing	2. Angry	3. Sleeping	4. Eating
5. Sick	6. Going home	7. Dancing	8. Full
9. Build a fire	10. Cooking	11. Working	12. Playing

Lesson 5, Exercise G (c):

1. Me too	5. Not me	9. Yes me	13. My turn
2. You too	6. Not you	10. Yes you	14. Your turn
3. Her/Him too	7. Not him/her	11. Yes her/him	15. Him/her turn
4. Also James	8. Not Joan	12. Yes Mary	16. Jim's turn

Lesson 5, Exercise G (d):

Verbs;

1. I am singing
   You are singing
   He/she is singing

2. I am angry
   You are angry
   He/she is angry

3. I am sleeping
   You are sleeping
   He/she is sleeping

4. I am eating
   You are eating
   He/she is eating

5. I am sick
   You are sick
   He/she is sick

6. I am going home
   You are going home
   he/she is going home

7. I am dancing
   You are dancing
   He/she is dancing

8. I am full
   You are full
   He/she is full

9. I am building a fire
   You are building a fire
   He/she is building a fire

10. I am cooking
    You are cooking
    He/she is cooking

11. I am working
    You are working
    He/she is working

12. I am playing
    You are playing
    He/she is playing

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INTRODUCTORY OJIBWE - UNIT 1; TRANSLATION SECTION

Lesson 5 Exercise I:

Dialogues:

(a) (1)

Henry, come here!
Come and eat!
Sit down, eat!
Pass the fish also potato. Thank you.
More Potato?
No, I am already full.

Are you working?
Yes, How about you?
No, I am sick.
Are you going home right now? (right away?)
Yes, I am going home soon.
Not me. Maybe I am working still.

(d) (1)

Say it again!
Are you going home now?
My name is Mary.
Do you want some more fish?
Is Samuel sleeping?
I am not leaving.
Bring the knife also plate.

Is that true?
Come here right now! (right away)
come and eat!
Are you angry?
Are you full?
Yes, thanks.
Bring the spoon also sugar.

(2) Say in Ojibwe:

Nitaahkos.
Kitaahkos ina?
Aahkosi.
Sam ina aahkosi?
Kitaahkos.

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INTRODUCTORY OJIBWE - UNIT 1: TRANSLATION SECTION

Lesson 5 Exercise J:

Write in Ojibwe:

(1) Aan eshinihkaasoyan?
George nitishinihkaas.
Aanti wenciiyan?
Kihci-namekohsipiik nitooncii.
Tepwe na? Kihci-namekohsipiik?
Keniin, kihci-namekohsipiik nitooncii.

(2). Sam nipaa. Kekiin ina kinipaa?
Kaawin niin. Niwiihsin.
Piish aanahkonaa! Kaye pine.
Piitoon moohkomaan! Ciishtahikan kaye.
Kiiyaapic na aanahkonaa?
Kaawin, aasha nitepi-wiihsin. Miikwehe.

(3). Mary na niimi?
Kaawin, anohkii.
Kiin tahsh wiin? Kitanohkii na?
Ehe, keniin nitanohkii.
Niin, kaawin niniimihsiin kaye kaawin nitanohkiihsiin. Niwiihsin.

Lesson 6:

Exercise A

What time is it?

It is one o'clock.
It is two o'clock.
It is three o'clock.
It is four o'clock.
It is five o'clock.
It is six o'clock.
It is seven o'clock.
It is eight o'clock.
It is nine o'clock.
It is ten o'clock.
It is eleven o'clock.
it is twelve o'clock.

Exercise B

What time is it?

It is half past one. / It is one-thirty.
It is half past two. / It is two-thirty.
It is half past three. / it is three-thirty.
It is half past four. / It is four-thirty.

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It is half past five. / It is five-thirty.
It is half past six. / It is six-thirty.
It is half past seven. / It is seven-thirty.
It is half past eight. / It is eight-thirty.
It is half past nine. / It is nine-thirty.
It is half past ten. / It is ten-thirty.
it is half past eleven. / It is eleven-thirty.
It is half past twelve. / It is twelve-thirty.

Exercise C

(1).

fifteen	forty
twenty	forty-five
twenty-five	fifty
thirty	fifty-five
thirty-five	sixty

(2). What time is it?

1). Five minutes after one o'clock.
2). Ten minutes after two o'clock.
3). Fifteen minutes after three o'clock.
4). Twenty minutes after four o'clock.
5). Twenty five minutes after five o'clock.
6). Thirty five minutes after seven o'clock.
8). Forty minutes after eight o'clock.
9). Forty five minutes after nice o'clock.
10). Fifty minutes after ten o'clock.
11). Fifty five minutes after eleven o'clock.
12). Explained in text already.

Exercise D

What time is it?

1). It is half past twelve. / It is twelve thirty.
2). It is twenty seven minutes before one o'clock.
3). It is twenty-five minutes before two o'clock.
4). It is twenty-three minutes before four o'clock.
5). It is twenty minutes before five o'clock.
6). It is eighteen minutes before six o'clock.
7). It is fourteen minutes before seven o'clock.
8). It is twelve minutes before eight o'clock.
9) . It is ten minutes before nine o'clock.
10). It is fifteen minutes before ten o'clock.
11). It is eight minutes before five o'clock.
12). It is six minutes before six o'clock.

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INTRODUCTORY OJIBWE - UNIT 1: TRANSLATION SECTION

Exercise G Review Test

1). It is one o'clock.
2). It is half past one. / It is one-thirty.
3). It is twenty-four minutes after two o'clock.
4). It is thirteen minutes after five o'clock.
5). It is fifteen minutes before nine o'clock.
6). it is twenty minutes after ten o'clock.
7). It is twenty-seven minutes before six o'clock.
8). It is eight minutes before eight o'clock.
9). It is twelve minutes after three o'clock.
10). It is six minutes before six o'clock.
11). It is twenty-two minutes before eleven o'clock.
12). It is twenty minutes before twelve o'clock.

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INTRODUCTORY OJIBWE - UNIT 1; TRANSLATION SECTION

A. Nominals

Animate Nouns:

Bannock	carrot	duck
pail/pot	frying pan	kettle
spoon	clock	rabbit
stove	bread	
fish	partridge	

Pronouns:

me	you	him/her

Inanimate nouns:

porridge	knife	salt
potato	bed	chair
canoe	water	tea
fork	plate	egg
milk	car	house
door	window	kitchen table
teepee	pepper	tent
food	airplane	meat
cup	lard	

B. Verbs

Imperative Verbs:

Put/place him.	Go away!	Bring! (animate)
Put/place it!	Stand up!	Come here!
Work!	Sing!	Bring (inanimate)
Sit down!	Sleep!	Come and eat!
Say it again!	Hit him!	Build a fire!
Go home!	Come in!	Get up!

Independent Verbs:

sick	going home	sleep
work	afraid	full
angry	dance	get up
cooking	sing	eat

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C. Number Verbs

Animate Verbs:

there is one of animate	there are four of animate	there are seven of animate
there are two of animate	there are five of animate	there are eight of animate
there are three of animate	there are six of animate	there are nine of animate
		there are ten of animate

Inanimate Verbs:

there is one of inanimate	there are four of inanimate	there are seven of inanimate
there are two of inanimate	there are five of inanimate	there are eight of inanimate
there are three of inanimate	there are six of inanimate	there are nine of inanimate
		there are ten of inanimate

D. Particles

Numbers:

one	six	eleven	sixteen	twenty-one
two	seven	twelve	seventeen	twenty-two
three	eight	thirteen	eighteen	twenty-three
four	nine	fourteen	nineteen	twenty-four
five	ten	fifteen	twenty	

Particles:

where	also, and	this way (over this way)
when?	more, still	on the side
now, then, already	right, straight, correct	closer/nearer
when	thank you	inside
outside (outdoors)	again	indoors
under (underneath)	always	beneath
yes	question marker	truth
only	Look!	on the top of
and, so	I don't know.	far away (distant)
right there	maybe	over there
over there/that way	away from	in a while (soon)
no	right here	

E. Expressions

What time is it?	How many? (animate)	Say it again?
What are you doing?	Where are you from?	My name is . . .
What am I doing?	Who is that?	I am from . . .
What is he doing?	What is that?	I understand.
What is your name?	How about you?	Say it slowly.
How much?	Do you understand?	The time is . . .
How many? (inanimate)	Emphatic, particle	

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Part Two



Mahkwa

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Exercise A

Singular and Plural Nouns and Verbs

1. Here are some nouns to learn, with their singular and plural forms given. Listen carefully as the instructor says these words. Pay particular attention to the endings of the plural forms. English translations are on page 169.







1. ihkwe	3. naape	5. awaashihsh	7. naapenhs	9. ihkwesenhs
2. ihkwewak	4. naapewak	6. awaashihshak	8. naapenhsak	10. ihkwesenhsak

#____ awaashihsh
#____ naapewak
#____ ihkwesenhsak
#____ ihkwe
#____ awaashihshak
#____ naapenhs
#____ ihkwewak
#____ naape
#____ ihkwesenhs
#____ naapenhsak

2. Fill in the missing letters to complete the words.

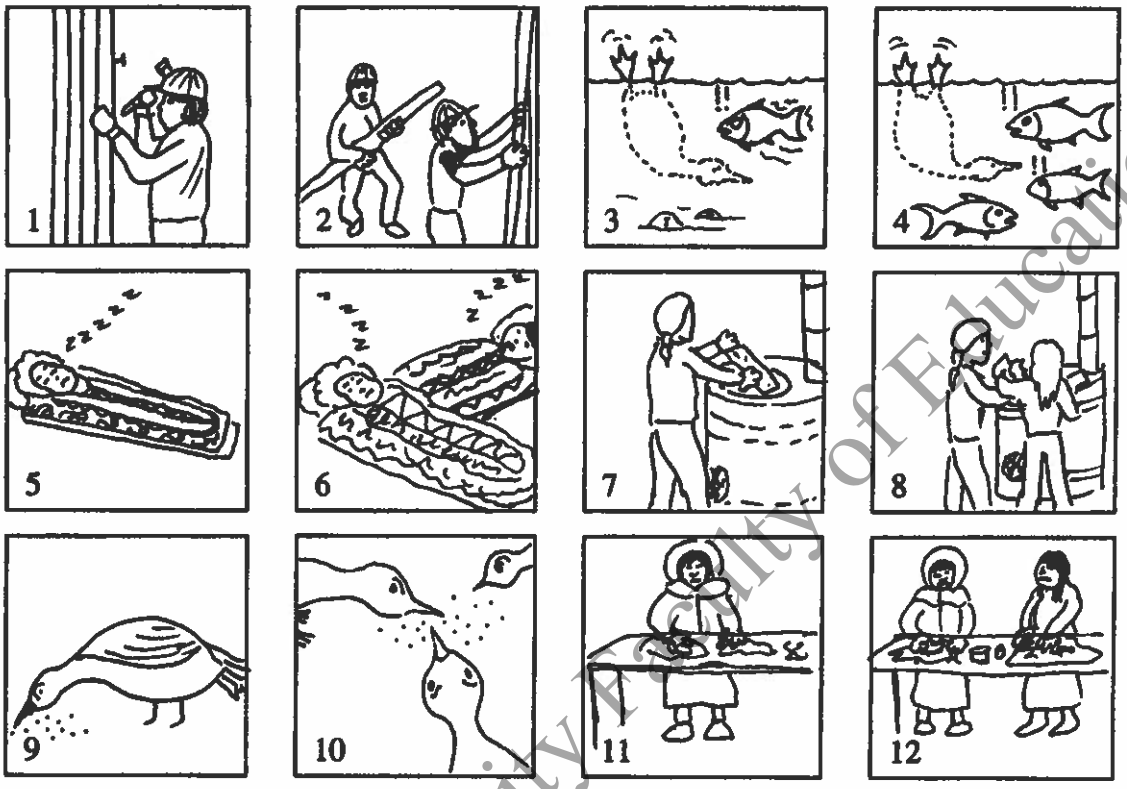
1.	i _ _ _ e	6.	a _ _ _ sh _ _ sh _ _
2.	i _ kw _ w _ _	7.	n _ _ p _ _ _ s
3.	_ _ _ pe	8.	n _ _ p _ nh _ _ k
4.	n _ _ p _ _ _ k	9.	_hk _ _ _ _ _ hs
5.	a _ _ _ sh _ _ sh	10.	_ _ kw _ _ _ nh _ _ _

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 1

Exercise B

What are They Doing?



1. Listen to and imitate the sentences describing the following pictures. Then identify each one by number. English translations on page 169.

#____ Wiihsini pine.
#____ Kohtaaciwak kinooshek.
#____ Anohkiiwak naapewak.
#____ Anohkii ihkwe.
#____ Wiihsiniwak pinewak.
#____ Pootawe ihkwesenhs.
#____ Anohkiiwak ihkwewak.
#____ Nipaa awaashihsh.
#____ Kohtaaci kinooshe.
#____ Anohkii naape.
#____ Nipaawak awaashihshak.
#____ Pootawewak ihkwesenhsak.

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2. Read and understand the sentences below. Then translate them in the Native language.

A. _____

The man is working.

B. _____

The men are working.

C. _____

The fish is afraid.

D. _____

The fish are afraid.

E. _____

The baby is sleeping.

F. _____

The babies are sleeping.

G. _____

The girl is building (or making) a fire.

H. _____

The girls are building (or making) a fire.

I. _____

The partridge is eating.

J. _____

The partridges are eating.

K. _____

The woman is working.

L. _____

The women are working.

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3. Now you know four verb forms as follows. English translations on page 169. (Practice by reading aloud.)

1)	I'm_____	ninipaa	nimetawe	nikishiwaas
2)	You're_____	kinipaa	kimetawe	kikishiwaas
3)	He/she's_____	nipaa	metawe	kishiwaasi
4)	They're_____	nipaawak	metawewak	kishiwaasiwak

Let's also practise these forms in the negative.

1)	I'm not_____	kaawin ninipaahsiin	nimetawehsiin	nikishiwaasihsiin
2)	You're not_____	kaawin kinipaahsiin	kimetawehsiin	kikishiwaasihsiin
3)	He/she's not_____	kaawin nipaahsiin	metawehsiin	kishiwaasihsiin
4)	They're not_____	kaawin nipaahsiiwak	metawehsiiwak	kishiwaasihsiiwak

Although you already have a very good idea how to form the negative response, do more practice in writing by using the verbs that you already have learned.

4. Here are some verbs listed below to be used for further exercises. You might have to use a seperate sheet to do the exercises properly.

	anohkii aahkosi	pootawe kiiwe	nikamo wanishkaa
1. I'm_ _ _ _	_____	_____	_____
2. You're_ _ _	_____	_____	_____
3. He/she's_ _	_____	_____	_____
4. They're_ _ _	_____	_____	_____
1. I'm_ _ _ _	_____	_____	_____
2. You're_ _ _	_____	_____	_____
3. He/she's_ _	_____	_____	_____
4. They're_ _	_____	_____	_____

5. **Negatives:** English translations on page 169.

1. I'm not_ _ _ _	_____	_____	_____
2. You're not_ _ _	_____	_____	_____
3. He/she's not	_____	_____	_____
4. They're not	_____	_____	_____
1. I'm not_ _ _ _	_____	_____	_____
2. You're not_ _ _	_____	_____	_____
3. He/she's not	_____	_____	_____
4. They're not	_____	_____	_____

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6. Read each phrase below, and be sure to pronounce the words carefully. Be sure you know the meaning of each phrase you read. Use your textbook to help you with the meanings of the words, if necessary.

Kohtaaciwak awaashihshak.

Kiiwewak naapenhsak.

Ninipaa.

Anohkiiwak ihkwesenhsak.

Tepi-wiihsiniwak ina pinewak? (or pinek)

Kishiwaasiwak ina naapenhsak?

Kaawin, pootawewak.

Naanta aahkosiwak.

Wiihsiniwak wiipac.

Nikamowak ihkwewak.

Kohtaaciwak ina kinooshek?

7. **Say in Ojibwe:**

They're angry.	They're sleeping.	They're going home.
They're working.	They're sick.	They're full.
They're playing.	They're eating.	They're cooking.
They're making a fire.	They're singing.	They're afraid.
They're getting up.	They're dancing.	

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Exercise C

In this exercise, write your own dialogue by using singular and plural nouns and verbs and as many particles as you can. English translations on page 170.

For example:

1 - Aanti awaashihshak?
2 - Metawewak akwaciink.
1 - Aanti akwaciink?
2 - Ihiweti naaniyahii matikwaanink.
1 - Kekiin na kimetawe?
2 - Kaawin, nitanohkii. Kiin tahsh wiin?
1 - Kaawin, keniin nitanohkii.

Sharing What You Have Learned:

With your partner practice reading the above dialogue, as well as your own. Pay particular attention to pronunciation and grammar structure. Your instructor will give you further instructions.

Exercise D

The Voluntative

1. It is possible to put the prefix "wii-" on most verbs. Doing this gives the idea of "want to" or "intend to". Listen to, read, and understand the following:

Example: Voluntative Prefix + Verb

wii- + wiihsini
"wants to" "eat"

Here are some more examples both in statement and negative forms.

1st line	kiiwe	wii-kiiwe	wii-kiiwe na?	kaawin wii-kiiwehsiin
2nd line	nipaawak	wii-nipaawak	wii-nipaawak na?	kaawin wii-nipaahsiiwak
3rd line	kitanohkii	kiwii-anohkii	kiwii-anohkii na?	kaawin kiwii-anohkiihsiin
4th line	pootawe	wii-pootawe	wii-pootawe na?	kaawin wii-pootawehsiin

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2. Now let's work with some new verbs. Practice reading aloud the verbs under each picture. As you read, think about what each verb means. Pay particular attention to the prefixes on each verb. These prefixes indicate the person who is doing the action of the verb. English translations on page 170.



niminihkwe
kiminihkwe
minihkwe
minihkwewak



nimaw
kimaw
mawi
mawiwak



nipaahp
kipaahp
paahpi
paahpiwak



niwiihsin
kiwiihsin
wiihsini
wiihsiniwak

Now read each of the verbs again, this time adding the voluntative prefix to each one. Here are some examples for you. English translations on page 170.

niwii-minihkwe kiwii-paahp wii-mawi

3. Read and understand the following dialogues with a partner for practice speaking.

A.
1 - Mawi awaashihsh.
2 - Naanta wii-minihkwe.
1 - Coocoohshaapoo na?
2 - Minihkwe aasha.
1 - Wii-nipaa.
2 - Nipaa aasha.

B.
1 - Aanti ihkwewak?
2 - Pootawewak. Wii-kiishitepowak.
1 - Aanti?
2 - Weti matikwaanink.
1 - Wii-wiihsiniwak na?
2 - Ehe.
1 - Kekiin pi-wiihsinin.

C.
1 - Kishiwaasiwak na naapenhsak?
2 - Kaawin, anohkiiwak.
1 - Wii-kiiwewak na wiipac?
2 - Ehe wii-kiiwewak?
1 - Wii-wiihsiniwak kaye wii-nipaawak. Kiin tahsh wiin?
2 - Keniin niwii-kiiwe naake.

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4. Some Useful Expressions

Nahke piko.	I don't know.
Aan entootaman?	What are you doing? (singular)
Aan entootamaan?	What am I doing?
Aan entootank?	What is he/she doing?
Aan entootamowaac?	What are they doing?
Aan entootamek?	What are you doing? (pl.)
Aan entootamak?	What are we doing? (pl. inclusive)
Aan waa-tootaman?	What do you want to do?
Aan waa-tootamaan?	What do I want to do?
Aan waa-tootank?	What does he/she want to do?
Aan waa-tootamowaac?	What do they want to do?
Aan waa-tootamek?	What do you want to do? (pl.)
Aan eshinihkaasoc?	What is he/she called? (What's his name?)
Aan eshinihkaatek?	What is it called? (What's its name?)
Kakwecim!	Ask him!
Wiintamaw!	Tell him!

5. Now write your own dialogues. Try to use sentences which contain the prefix wii- in your dialogue.

6. Sharing what you have learned with your partner, practice reading the dialogues in section #3 a, b, and c, as well as your own. Concentrate mainly on pronunciation and grammar structure. Your instructor will give you further instructions.

Exercise E

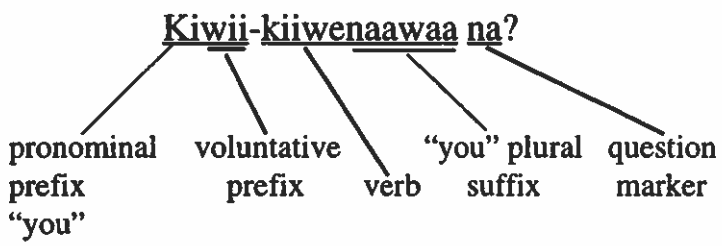
Reading and Understanding:

1. Remember in Lesson One how it was important to distinguish singular from plural forms when giving commands? In the same way one must distinguish between these two ideas:

   Kiwii-kiiwe na?
   Do you want to go home? (talking to one person)

   Kiwii-kiiwenaawaa na? (talking to more than one person)
   Do you want to go home? (You plural)

Example:

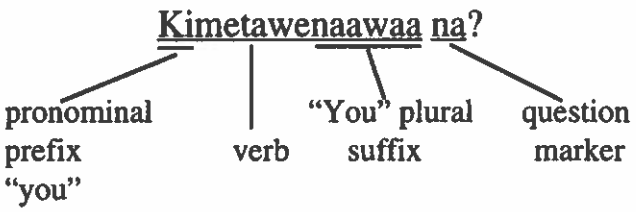


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Here are some more examples:

Do you want to:	**play?**	**work?**
Singular:	Kiwii-metawe na?	Kiwii-anohkii na?
Plural:	Kiwii-metawenaawaa na?	Kiwii-anohkiinaawaa na?

Are you:	**playing?**	**working?**
Singular:	Kimetawe na?	Kitanohkii na?
Plural:	Kimetawenaawaa na?	Kitanohkiinaawaa na?



To practice this distinction, work in groups of three. Each member of your group takes a turn asking "you" questions, first to only one member of the group, then to both. Ask different questions by using different AI verbs. Some are listed below.

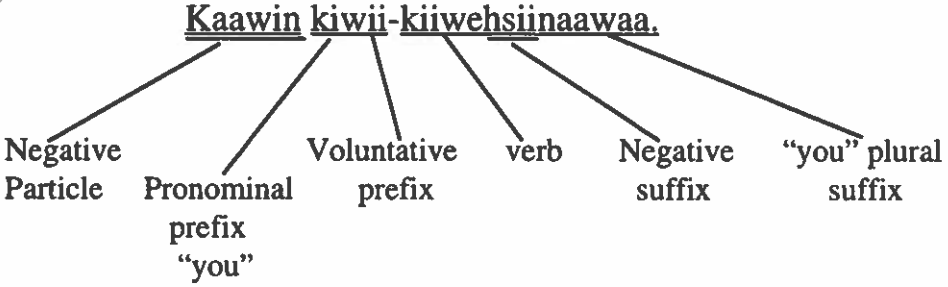
aahkosi	kiiwe	tepi-wiihsini
anohkii	kohtaaci	wanishkaa
kishiwaasi	nikamo	wiihsini
kiishitepo	nipaa	niimi

2. Negative forms with "you" plural

Continue practice speaking in groups with negative forms by using same verbs from the box above. Listen as your instructor says these examples. Notice particularly where the negative suffix "hsii" occurs.

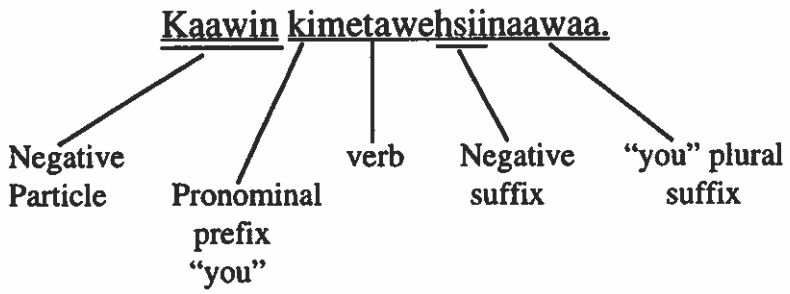
Examples:

You (plural) don't want to go home.



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You (Plural) are not playing.



Exercise F

Read the following two dialogues. Then write two of your own, using as many of the new expressions you have learned at the beginning of this lesson as you can. Here are 2 examples.

1. A: Aan entootaman?
   B: Niin ina?
   A: Eha kiin.
   B: Nikiishitep. Kiin tahsh wiin?
   A: Kaawin niwii-kiishitepohsiin. Niwii-metawe
   B: Kiwii-wiihsin ina?
   A: Ahaaw, pankii ehta.
   B: Keniin pankii niwii-wiihsin.

2. A: Aan entootamowaac?
   B: Kaawin anohkiihsiiwak. Nipaawak.
   A: Kiin tahsh wiin?
   B: Kaawin niwii-nipaahsiin. Niwii-anohkii.
   A: Aanti?
   B: Naaniyahii waahkaahikanink.
   A: Keniin niwii-anohkii.

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Exercise G

Yesterday, Today and Tomorrow

1. **Past, Present and Future Tenses.** When talking about time, you will need to know these expressions: English translations on page 171.

onaako	yesterday
awahsinaako	day before yesterday
weshkac	a long time ago
noonkom kaa-kiishikaak	today
noonkom	now
waapank	tomorrow
awahsiwaapank	day after tomorrow
wiipac	hurry!, soon
naake	later
paanimaa	much later
ikaa mahshi!	wait!
ikaa mahshi pinamaa!	wait a minute! wait a second!
aanahpii?	when?
ahpii	when

Note: Use "aanahpii" only in a question. Use "ahpii" only in a statement.

2. **Starting with the Present Tense**

nikiiwe
kikiiwe
kiiwe
kikiiwenaawaa
kiiwewak

What do you do to form the Past Tense?

nikii-kiiwe
kikii-kiiwe
kii-kiiwe
kikii-kiiwenaawaa
kii-kiiwewak

What do you do to form the Future Tense?

nika-kiiwe
kika-kiiwe
ta-kiiwe
kika-kiiwenaawaa
ta-kiiwewak

What did you do in Unit 2, Lesson 1, Exercise D to form the Voluntative?

niwii-kiiwe
kiwii-kiiwe
wii-kiiwe
kiwii-kiiwenaawaa
wii-kiiwewak

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3. Listen to these sentences, and think about what they mean: English translation on pages 172 and 173.

Noonkom kaa-kiishikaak nitanohkii.	Noonkom metawe.
Onaako nikii-anohkii.	Awahsinaako kii-metawe.
Waapank nika-anohkii.	Awahsiwaapank ta-metawe.
Kiwii-nipaa na noonkom?	Noonkom ina kitaahkos?
Kikii-wii-nipaa na onaako?	Weshkac ina kikii-aahkos?
Kika-wii-nipaa na waapank?	Paanimaa na kika-aahkos?

4. Now try using the tenses in your own speech. The first few are done for you: English translations on pages 172 and 173.

	going home	laughing	cooking	sick
I am_____	nikiiwe	_____	_____	_____
I was_____	nikii-kiiwe	_____	_____	_____
I'll_____	nika-kiiwe	_____	_____	_____

	making a fire	crying	sleeping	angry
He is_____	pootawe	_____	_____	_____
He was_____	kii-pootawe	_____	_____	_____
He'll be_____	ta-pootawe	_____	_____	_____

	working	scared	drinking	singing
They are_____	anohkiiwak	_____	_____	_____
They were____	kii-anohkiiwak	_____	_____	_____
They'll be____	ta-anohkiiwak	_____	_____	_____

	eating	drinking	playing	crying
You're(singular)__	kiwiihsin	_____	_____	_____
You were_____	kikii-wiihsin	_____	_____	_____
You'll be_____	kika-wiihsin	_____	_____	_____

		laughing	sleeping	full
Are you(plural)___	kipaahpinaawaa na?	_____	_____	_____
Were you_____	kikii-paahpinaawaa na?_____		_____	_____
Will you be_____	kika-paahpinaawaa na?_____		_____	_____

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Exercise H

Using the Tenses

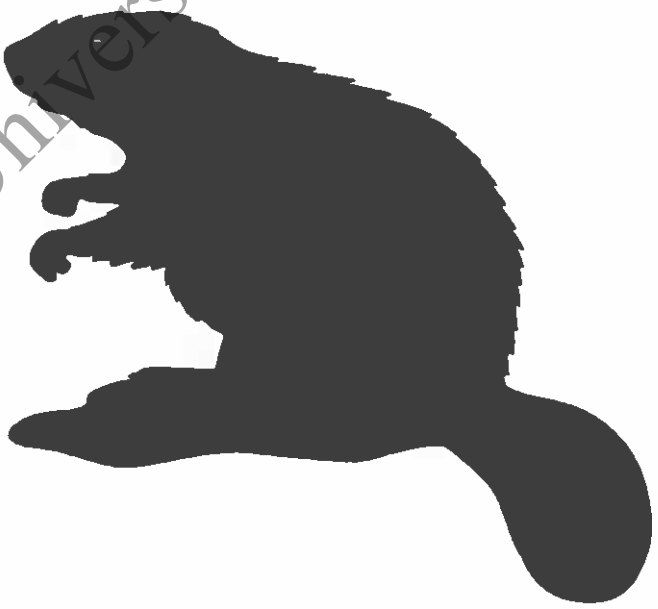
1. For practice speaking, work with a partner to create mini-dialogues using some of the words in numbers 3 and 4 on the previous pages. Make sure to use different tense forms.

2. Continue working with a partner, and think of your own short dialogues to write in which you will need to use past, present and future tenses.

For example:

A. Kikii-anohkii na onaako?
Kaawin, nikii-aahkos.
Noonkom tahsh wiin, kitanohkii na?
Eha, pankii ehta. Kiin tahsh wiin?
Eha, keniin nika-anohkii.

B. Kikii-aahkos na awahsinaako?
Kaawin, nikii-nipaa.
Noonkom kaa-kiishikaak nimetawe.
Kekiin na kiwii-metawe.
Kaawin, paanimaa waapank nika-metawe.



Amihk

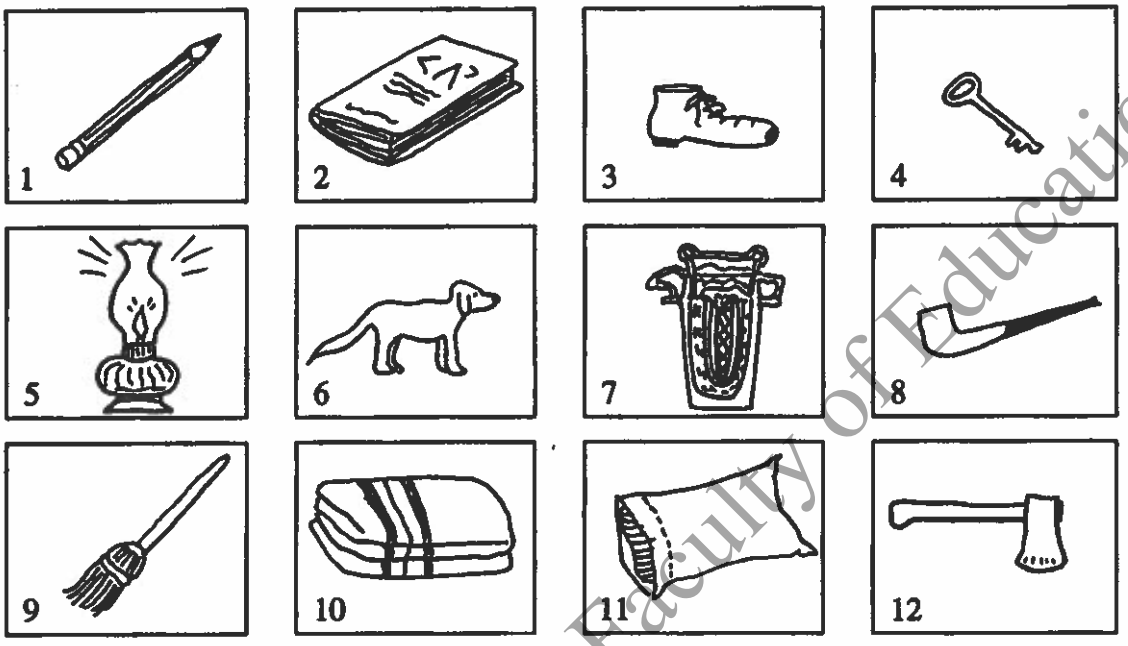
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INTRODUCTORY OJIBWE - UNIT 2; LESSON 1

Exercise I

New Vocabulary

1. Listen carefully as your instructor says the following words.



Match the pictures to the words by writing the appropriate number beside each word. English translation on page 173.

Animohsh	#_____	Masinahikanaahtik[2]	#_____
Mahkisin	#_____	Waapoyaan	#_____
Masinahikan[1]	#_____	Ahpihkwehshimon	#_____
Tihkinaakan	#_____	Ohpwaakan	#_____
Waashtenikan	#_____	Waakaahkwat	#_____
Wepahikan	#_____	Aapihsakahikan	#_____

Note:

1. This word can mean: book, textbook, notebook, bill, writing paper, newspaper, letter, etc. It really just means "anything on which something is written".
2. This word can mean "pen" or "pencil". It refers to almost any writing utensil.

Excercise J

For a final exercise in this lesson, review your new vocabulary and the words you already know by writing two mini-dialogues of no less than six lines each. Your instructor will help you to review pronunciation.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 2

Exercise A

Plural Pronouns

Listening and Understanding:

1. In Unit 1, Lesson 6, Exercise A, you learned the meaning of niin, kiin, and wiin. These are all singular pronouns, because each one refers to only one person. Now you will look at the plural pronouns, each of which stands for more than one person.

niinawint	first person plural	we/us
kiinawint	first person plural	we/us
kiinawaa	second person plural	you
wiinawaa	third person plural	they/them

Note that Ojibwe has two ways of saying 'we' or 'us'. These will be discussed below.

2. Listen to and then practice saying these phrases until their meaning is clear to you, and you can pronounce them clearly. English translations on page 173.

Ehe, niinawint.	Niinawint tahsh wiin.	Keniinawint.
Ehe, kiinawint.	Kiinawint tahsh wiin.	Kekiinawint.
Ehe, kiinawaa.	Kiinawaa tahsh wiin.	Kekiinawaa.
Ehe, wiinawaa.	Wiinawaa tahsh wiin.	Kewiinawaa.

Niinawint nishtam.	Kaawin niinawint.
Kiinawint nishtam.	Kaawin kiinawint.
Kiinawaa nishtam.	Kaawin kiinawaa.
Wiinawaa nishtam.	Kaawin wiinawaa.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 2

First Person Plural

The English word "we" can mean "you and I". For example, if you call someone with whom you're going on a trip, and say, "We'll be leaving at six," you are including the person you're talking to in the "we" you use. This kind of "we" is expressed in examples like the following:

Kikiiwe**min**	**Ki**taahkosi**min**	**Ki**nikamo**min**
Kiwiihsini**min**	**Ki**masinahike**min**	**Ki**paahpi**min**
Kipootawe**min**	**Ki**mawi**min**	**Ki**tanohkii**min**

This form of the verb is called the first person plural inclusive. It corresponds to the pronoun kiinawint which we introduced above in 1. The important thing to remember about the inclusive is that the person doing the action or asking the question is included among those that the verb or pronoun refers to. For example, if we ask the following question,

Aan entootamak? What are we (inclusive) doing?

then we could answer with any of the inclusive verb forms above.

3. The English word "we" can also mean I and someone else (him/her/them), but not you. For example, if you call someone who is not going on the trip with you, you may say, "We will be leaving at six." This "we" is different from the inclusive "we", because that "we" INCLUDES the person you're talking to, while the exclusive "we" EXCLUDES the person you're talking to. This second kind of "we" is expressed in the following:

Niminihkwe**min**	**Ni**wii-wiihsini**min**	**Ni**kiishitepo**min**
Nimasinahike**min**	**Ni**tepi-wiihsini**min**	**Ni**pootawe**min**
Nikohtaaci**min**	**Ni**nipaa**min**	**Ni**tanohkii**min**

This form of the verb is called the first person plural exclusive. It corresponds to the pronoun niinawint which we introduced above in 1. The important thing to remember about the exclusive is that the person doing the action or asking the question is excluded from those that the verb or pronoun refers to. For example, if we ask the following question,

Aan entootamek? What are you (plural) doing?

then we could answer with any of the exclusive verb forms above.

4. Since English speakers don't make a distinction between the two meanings of "we" you will have to pay close attention to these ideas for awhile, until they become automatic to you.

Take extra time to Review these two kinds of "we". Answer the following questions.

What part of both sets of words is the same?_____

What part is different between the first and second sets?_____

In which set of words are the speaker excluded?_____

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Using What You Have Learned:

5. Ask questions and answers by using the question phrases "Aan entootamak?" and "Aan entootamek?" You can use the AI verbs below. Try these with a partner, and then write them down. English translation on page 174.

Wanishkaa	Nikamo
Maacaa	Piishaa
Piintike	Kishiwaasi
Pootawe	Niimi

6. Reply in full sentences to these questions: English translation on page 174.

Aan entootaman?	(getting up)
Aan entootamaan?	(crying)
Aan entootank?	(drinking)
Aan entootamowaac?	(dancing)
Aan entootamek?	(making a fire)
Aan entootamak?	(entering)
Aan waa-tootaman?	(working)
Aan waa-tootamaan?	(sleeping)
Aan waa-tootank?	(singing)
Aan waa-tootamowaac?	(eating)
Aan waa-tootamek?	(playing)
Aan waa-tootamak?	(going home)

Exercise B

Reading and Understanding:

1. Work in groups of three, being careful to look at the person you're talking to, and clearly understand these mini-dialogues, thinking about who you mean by "we" in each case. English translation on pages 174 and 175.

Kitanohkiinaawaa na noonkom kaa-kiishikaak?
Ehe, nitanohkiimin.

Kika-anohkiimin ina noonkom kaa-kiishikaak?
Ehe, kika-anohkiimin.

Kika-kiiwenaawaa na waapank?
Kaawin, kaawin nika-kiiwehsiimin.

Kika-maacaamin ina waapank?
Kaawin kika-maacaahsiimin waapank.

Kikii-nikamonaawaa na onaako?
Ehe, nikii-nikamomin.

Wiipac ina kika-kiishitepomin?
Ehe, wiipac kika-kiishitepomin.

Aasha na kinipaanaawaa?
Kaawin mahshi ninipaahsiimin.

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2. Translate these sentences and reply in full sentences. English translations on page 175.

Kiwii-wiihsininaawaa na?_____

Kika-kiiwe na waapank?_____

Kikii-aahkosinaawaa na awahsinaako?_____

Kika-anohkiimin na awahsiwaapank?_____

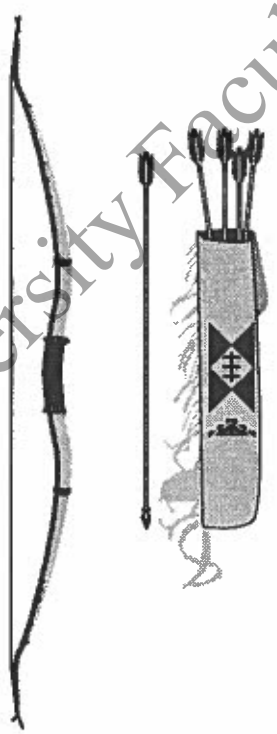
Aasha na wiipac kika-maacaamin?_____

Aasha na wii-nipaawak?_____

Aasha na kitepi-wiihsin?_____

Waapank na kika-pootawemin ishkotehkaanaapihkonk?_____

3. For practice speaking, work with a partner using the questions and answers you just completed.

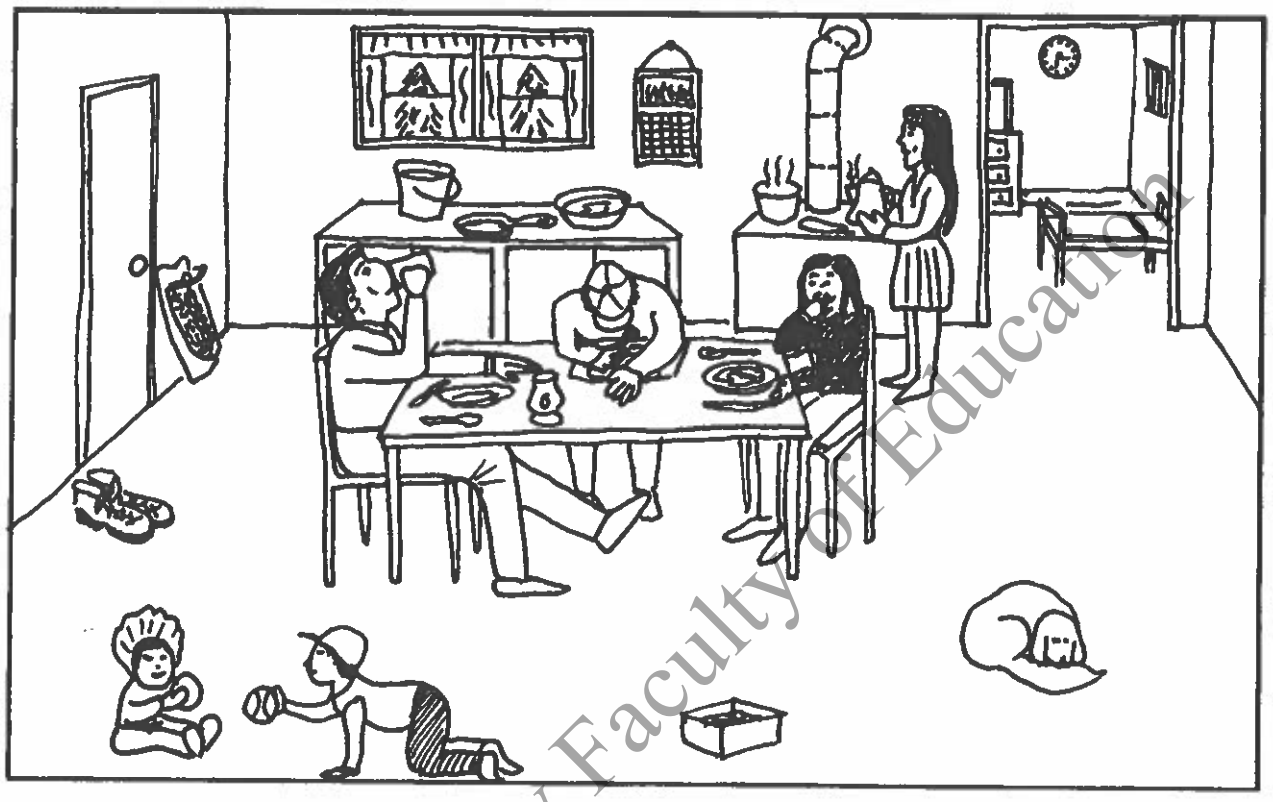


Ahcaap ekwa Pihkwahk

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Exercise C

Let's Talk Around the Table



Reply to these questions in full sentences by using locative endings and location words. The first one is done for you. English translations on page 175.

Aanti piihsimoo-masinahikan?___Naaniyahii paapaahpiwinink.

Aanti piihsimohkaan?_____

Aanti animohsh?_____

Aanti waashtenikan?_____

Aanti tihkinaakan?_____

Aanti masinahikan?_____

Aanti waahkaahikan?_____

Aanti waakaahkwat?_____

Practice Speaking:

Study this picture, and see how many things and events you can see. For example, you could:

- Ask and answer questions about the naming of articles.
- Ask and answer questions about the naming of people.
- Ask and answer questions about the locations of things.
- Ask and answer questions about the activities or people.
- Repeating the same questions and answers by using past and future tenses.
- Make plural forms of the articles.

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Exercise D **Read and Understand:**

1. Your instructor will ask you the following questions about the picture. Try not to look at the questions; just listen to what your instructor says and answer each question with either **tepwe** or **kaawin**. English translations on page 175.

   a. Aaasha nipaa animohsh.
   b. Piihsimohkaan wiihsiniiwinaahtikonk.
   c. Mawiwak awaashihshak.
   d. Aasha kiishitepo ihkwe ishkotehkaanaapihkonk.
   e. Waashtenikan wiihsiniiwinaahtikonk.
   f. Aasha minihkwe naape.
   g. Aasha pootawe ihkwesenhs.
   h. Tihkinaakan ishkwaantemink.
   i. Aasha masinahike naapenhs.
   j. Piihsimoo-masinahikan tehsapiwinink.
   k. Mahkisinan ishkwaantemink.
   l. Paahpi ihkwe.
   m. Nikamo animohsh.
   n. Naape, naapenhs ekwa ihkwesenhs wiihsiniwak wiihsiniiwinaahtikonk.
   o. Pine pahpaapiwinink.
   p. Pootawewak awaashihshak.

Dialogues:

2. Listen to these dialogues carefully in class, then practice them with your partner. English translations on page 176.

   A.
   1 - Aanti animohsh?
   2 - Ihiweti naaniyahii matikwaanink.
   1 - Aan entootank?
   2 - Wiihsini.
   1 - Kiin tahsh wiin? Aan entootaman?
   2 - Keniin niwii-wiihsin.
   1 - Kaawin niin niwii-wiihsinihsiin. Niwii-maacaa.

   B.
   1 - Aan waa-tootaman?
   2 - Piish anahkonaa kaye waawan! Kekiin na kiwii-wiihsin?
   1 - Kaawin, niwii-anohkii.
   2 - Aanti?
   1 - Waahsa noohpimink. Kekiin na?
   2 - Kaawin, niwii-nipaa.

   C. Knock! Knock!
   1 - Awanen aha?
   2 - Niin (oh)sha John.
   1 - Ahaaw piintiken! Apin ohomaa! Kiwii-minihkwe na tii?
   2 - Kaawin, nipi ehta

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D. 1 - Aan entootank ihkwe?
2 - Pootawe ishkotehkaanaapihkonk.
Wii-kiishitepo.
1 - Aasha na kii-wiihsiniwak naapenhsak?
2 - Kaawin. Wii-wiihsiniwak shemaak.
1 - Kiin tahsh wiin? Kekiin na kiwii-wiihsin?
2 - Kaawin. Aasha niin nikii-wiihsin.
Niwii-anohkii shemaak.

E. 1 - Aan waa-tootamek noonkom kaa-kiishikaak?
2 - Niwii-masinahikemin.
1 - Keniinawint.
2 - Aanti masinahikanaahtikoon?
1 - Weti naaniyahii masinahikanink.
2 - Aahti piitoonan ohomaa?
1 - Kekiin ohomaa apin!
2 - Ahtoonan kimasinahikanan ohomaa.

Practice writing: English translations on pages 176 and 177.

3. Write full answers to these questions about the picture at the beginning of this lesson.

Aan entootamowaac awaashihshak?_____
Aanti piihsimohkaan?_____
Aan entootank ihkwe?_____
Wiihsiniwak ina naape ekwa naapenhs?_____
Aanti mahkisinan?_____
Aasha na kii-pootawe ihkwe?_____
Wiipac na ta-tepi-wiihsiniwak ihkwesenhsak?_____
Aanti waashtenikan?_____
Aan entootank naapenhs?_____
Aan entootank animohsh?_____

4. Answer these questions from your own experience.

Aan entootaman noonkom?_____
Aan eshinihkaasoyan?_____
Aanti wenciiyan?_____
Kiwii-wiihsin ina?_____
Kiwii-nikam ina?_____
Kiwii-nipaanaawaa na?_____
Kikii-aahkosinaawaa na awahsinaako?_____
Aan entootamek noonkom kaa-kiishikaak?_____
Kika-maacaanaawaa na awahsiwaapank?_____
Kipootawenaawaa na?_____

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5. Complete each of these phrases with a suitable word.

A. Wiipac! Pahkiteho _____!
B. Piitoon shiiwihtaakan ekwa _____.
C. Wiipac piishaan pi-_____!
D. Kekiin ina _____?
E. Ahtoon masinahikan _____.
F. Waapank kika-_____.
G. _____ noonkom kaa-kiishikaak?
H. Nitanohkii. _____?
I. Kikiiwe na _____?
J. _____ ta-maacaawak.
K. Kiinawaa _____ wiin?
L. Keniinawint _____ waapank.
M. Animohsh tahsh _____? Kewiin na _____?
N. _____ nitishinihkaas.
O. _____ eshinihkaasoyan?
P. Paahpiwak _____.
Q. Ta-nikamo _____.
R. _____ niwii-nipaa.
S. Tepwe _____?
T. _____ kii-kohtaaciwak.

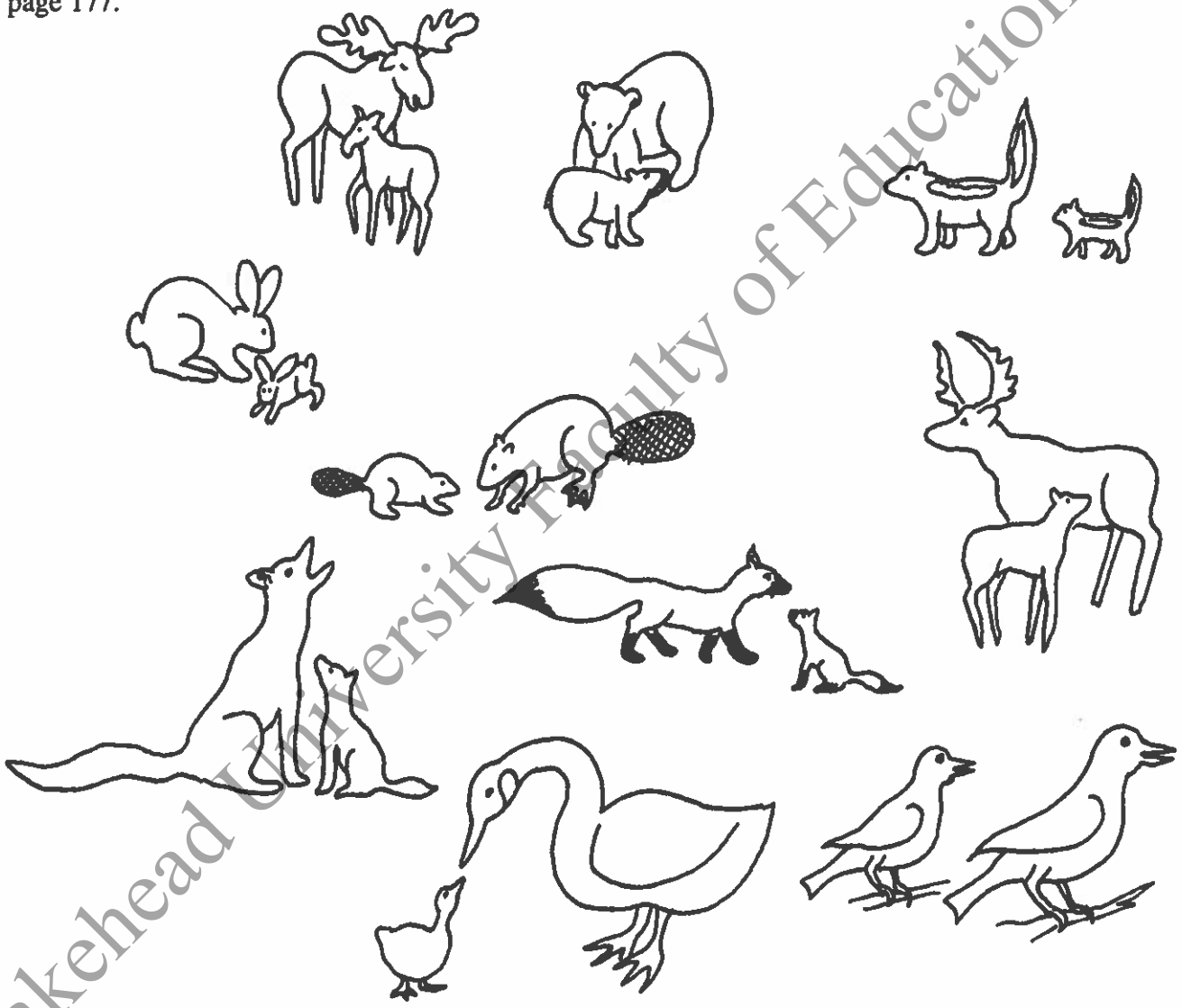
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Exercise E

Noohpimink

Diminutives:

1. Listen to the names of the animals listed below and watch as your instructor points to them. When you think you can identify them yourself, try doing so, imitating Ojibwe pronunciation carefully. Next, write the correct identifying number beside each picture. English translations on page 177.



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1. shikaak
2. shikaakoonhs
3. moos
4. moosoonhs
5. mahkwa
6. mahkoonhs
7. waapoos
8. waapoosoonhs
9. amihk
10. amihkoonhs
11. atihk
12. atihkoonhs
13. nihka
14. nihkenhs
15. pinehshiinsh
16. pinehshiinshenhs
17. mahiinkan
18. mahiinkanenhs
19. mahkehshi
20. mahkehshiinhs

2. How does an Ojibwe speaker indicate a "small" (young) animal? When the ending (**nhs**) is used to indicate smallness, the form is called a DIMINUTIVE. Diminutive forms can be made from animate and inanimate nouns. Listen, for example, to these: English translation on page 177.

tehsapiwin	emihkwaan	aanahkonaa
tehsapiwinenhs	emihkwaanenhs	aanahkonaanhs
masinahikan	onaakan	kinooshe
masinahikanenhs	onaakanenhs	kinooshenhs
animohsh	pahpaapiwin	tihkinaakan
animoonhs	pahpaapiwinenhs	tihkinaakanenhs

3. You may find that the form of the diminutive suffix changes slightly when you add it to different nouns. Look at the dimunitive forms above and see if you can spot the differences we are talking about. Can you see a pattern which predicts when the forms are different? For the following list of nouns, write the dimunitive form beside each one. Check your answers with the instructor if you need help. English translationn on page 178.

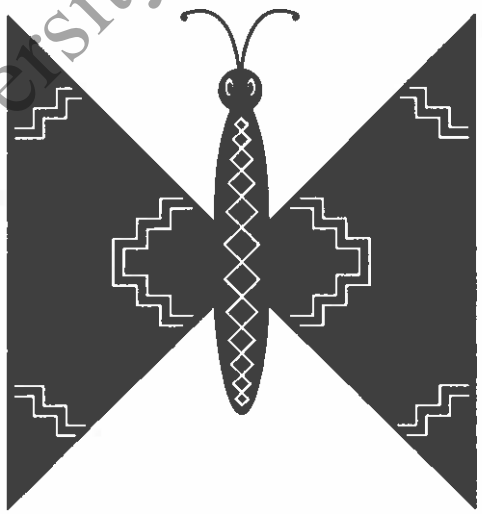
a. shikaak = _____
b. amihk = _____
c. pimite = _____
d. moos = _____
e. atihk = _____
f. ahkihk = _____
g. ciimaan = _____
h. nihka = _____
i. onaakan = _____
j. nipewin = _____
k. kinooshe = _____
l. animohsh = _____
m. ciishtahikan = _____
n. mahkwa = _____
o. moohkomaan = _____
p. minihkwaakan = _____
q. waapoos = _____
r. pahpaapiwin = _____
s. shiiwihtaakan = _____
t. tehsapiwin = _____
u. shiihshiip = _____
v. mahiinkan = _____
w. tihkinaakan = _____
x. waashtenikan = _____

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4. In this exercise, put the dimunitive nouns from part 3 above into the proper columns.

Animate Nouns	Inanimate Nouns
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

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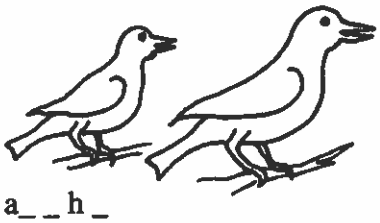
Memenkwe

(butterfly)

INTRODUCTORY OJIBWE - UNIT 2; LESSON 2

5. Diminutives are used in Ojibwe to refer to small and young animals. Fill in the missing letters and then write the correct diminutive form as shown in the example. Go back to page 101 for spelling corrections.

1. pinehshiinsh
2. pinehshiinshenhs



3. n_ _ ka
4. _____



5. a_ _ h _
6. _____



7. _t _ _ k
8. _____



9. mah_ _ _ shi
10. _____



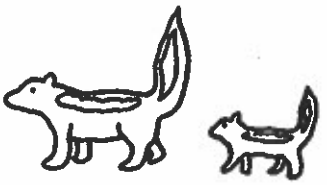
11. _ _ hiin _ _
12. _____



13. mahk _ _
14. _____



15. _ _ _ kaak
16. _____



17. sh _ _ hsh _ _ _
18. _____



19. _ _ _ poos
20. _____



21. _ _ _ _
22. _____



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Exercise F

Introduction to Transitive Verbs

1. Listen to understand, and then pronounce the following sentences. In each sentence the verb means "see": English translations on page 178 for sections 1 to 5.

Niwaapamaa moos.	Niwaapantaan tihkinaakan.
Kiwaapamaa na nihka?	Kiwaapantaan ina masinahikanaahtik?
Mahkoonhs niwaapamaa.	Tehsapiwinenhs niwaapantaan.
Kiwaapamaa na waapoos?	Kiwaapantaan ina atihko-wiiyaahs?
Niwaapamaa amihk.	Niwaapantaan masinahikan.

2. Now, with a partner, turn back to the picture of the animals at the beginning of this lesson, and put each of the animal names in one of the sentences: "I see _____." or "Do you see _____?" Experiment with a variety of word orders, as the sentences above illustrate.
It is also possible to simply say "Niwaapamaa" or Niwaapantaan" without any other words to form a complete sentence. In this case, you would mean, "I see him" or "I see it."

3. Did you notice in section 1 that the Ojibwe word for "see" was written in two different ways? How do you account for this difference?

Niwaapamaa and Kiwaapamaa are _____ forms.
Niwaapantaan and Kiwaapantaan are _____ forms.

4. Now look at these sentences. In each case below, the verb means "eat".

Nitamwaa waapoos.	Nimiicin wiiyaahs.
Kitamwaa na mahkwa?	Kimiicin ina anoominaapoo?
Kinooshe nitamwaa.	Ashkipwaaw nimiicin.
Atihk ina kitamwaa?	Pimite ina kimiicin?

You now know three Ojibwe words for "eat". How are they different?

1. niwiihsin
2. nitamwaa
3. nimiicin

5. Using the verbs niwaapamaa, niwaapantaan, nitamwaa and nimiicin, go back over all the nouns you have learned so far in the course, and, using one of these four verbs, put each into at least one sentence. If you can make more than one, do so. Use your file cards for this, supplemented with the list of animal names from Exercise E of this lesson.
Now go through your noun list again, asking the following questions of each noun:

1. Kiwaapamaa na?
   or
   Kiwaapantaan ina?
2. Kitamwaa na?
   or
   Kimiicin ina?

In both 1 and 2 use whichever form is appropriate for the noun in question.

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Thinking about verb types:

6. In the chart below, you'll notice that all three of the sentences have subjects and verbs, but that only two of the sentences have objects.

Subject	Verb	Object
I	eat.	
I	eat	fish.
I	eat	meat.

- Verbs that take an object are called TRANSITIVE VERBS.
- Verbs that do not take an object are called INTRANSITIVE VERBS.

When we talk about subjects and objects, what do we mean? Roughly, the subject of a sentence is the person or thing that is doing the action, or in some cases, the person or thing that is being described. The object is the person or thing that the action is being done to, or in some way is affected by the verb. If you look at the English translations in the box above, you can see how these rough definitions apply.

Which of the following verbs are transitive and which are intransitive? Put a 'T' beside the transitive one and an 'I' beside the intransitive ones.

niwiihsin	nitamwaa	nimiicin
niwaapamaa	niwaapantaan	nitanohkii
piish	piitoon	apin

Notice that on each line above there are two transitive verbs but only one intransitive verb. What is the difference between the two transitive verbs in each case (look back to section 3)?

Some transitive verbs take an ANIMATE object. These are called TRANSITIVE ANIMATE verbs or (VTA) for short. Other transitive verbs take an INANIMATE object. These are called TRANSITIVE INANIMATE or (VTI) for short. From now on, when we need to talk about verb types, we'll use the short forms: VTA and VTI verbs.

Now you should be able to fill in this chart, using the nine verbs from above:

Intransitive Verbs	VTA Verbs	VTI Verbs

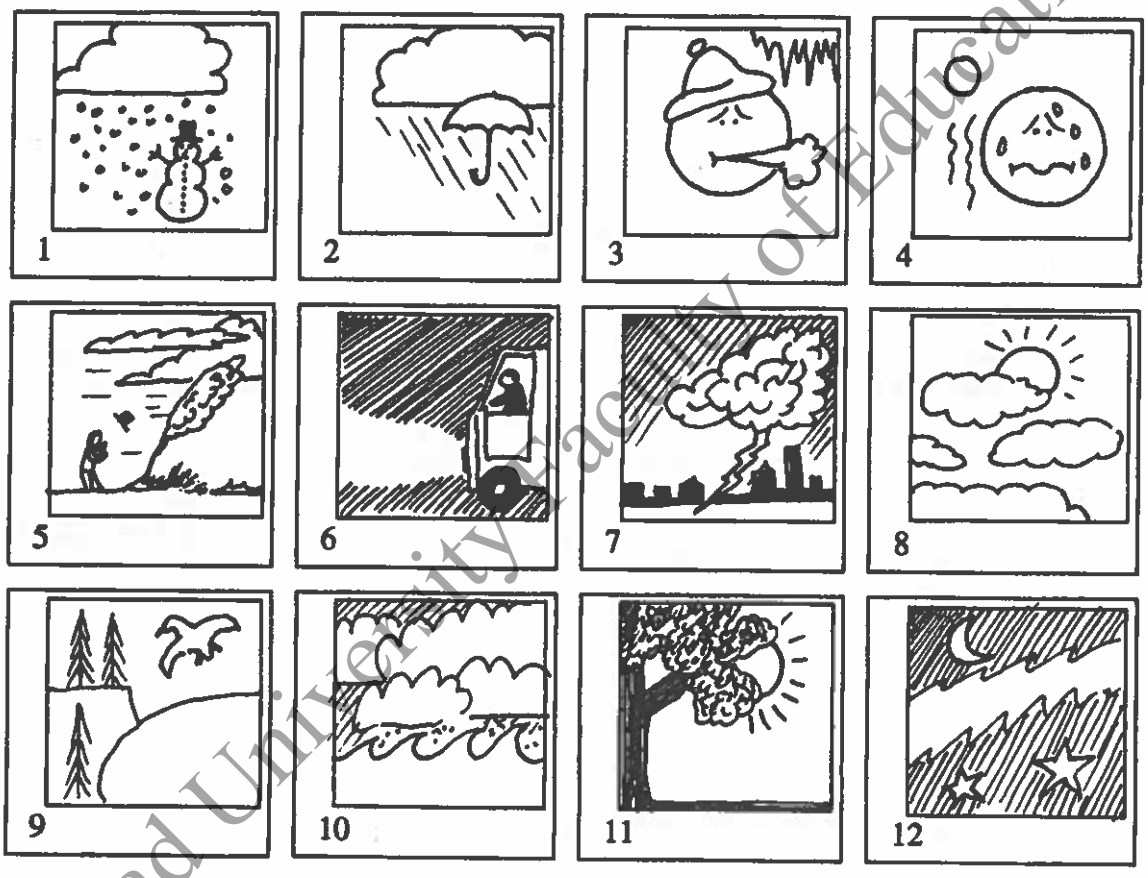
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Exercise G

New Vocabulary (VII)

1. Listen carefully as your instructor says the words that correspond to each of the following pictures.

Aan eshiwepahk? / How is the Weather?



Write the number which corresponds to each picture. English translations on page 179.

Nootin	#_____	Waahshehkwan	#_____	Kashkawan	#_____
Tahkaayaa	#_____	Kimiwan	#_____	Anwaahtin	#_____
Kishite	#_____	Pinehsiiwan	#_____	Ninkwahkwan	#_____
Sookihpwan	#_____	Waawaahte	#_____	Papiihkwaanakwan	#_____

2. Learn this vocabulary in the usual way: Listen, then pronounce the words, then in your notebook make up a little sentence for each of the words. Be creative when writing sentences. For example: "Naanta ta-tahkaayaa waapank." "Kii-waahshehkwan onaako."

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 2

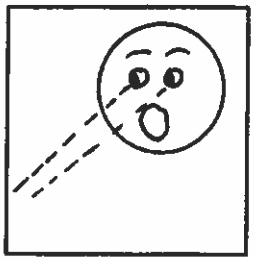
Exercise H

Working with the Language:

1. Say these words and sentences in the Native language.

   - a little canoe, a small house, a baby partridge.
   - far away in the bush, the dog is under the table.
   - by the tipi, a moose is in the bush, it was hot yesterday.
   - maybe it will rain tomorrow, it was snowing yesterday.
   - today is windy, today is a sunny day.

2. **Some More Transitive Verbs:** English translations on page 179.



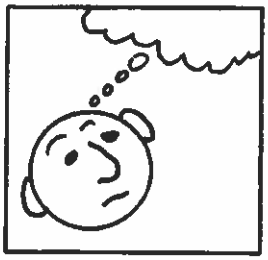
niwaapamaa (VTA)
niwaapantaan (VTI)



nitamwaa (VTA)
nimiicin (VTI)



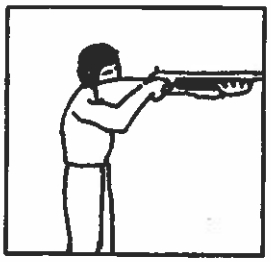
ninanaantawaapamaa (VTA)
ninanaantawaapantaan (VTI)



nimaamitonenimaa (VTA)
nimaamitonentaan (VTI)



niminohpwaa (VTA)
niminohpitaan (VTI)



ninihsaa (VTA)
ninipahtoon (VTI)

3. With which picture does each of the following words go?

   look for, see, like the taste of, eat, kill, think

Some Useful Expressions

Kekonen?	What?
Kekonen natawentaman?	What do you want?
Kekonen tahsh?	What about? or what for?
Aan tahsh ekaa?	Why not?
Aan tahsh wiin ihi ekaa?	Why is it not so?
Aan tahsh wiin ihi?	How come?
Aanti eshaayan?	Where are you going? (sing.)
Aanti eshaayek?	Where are you going? (plur.)
Aan eshiwepahk?	How's the weather?
Aan enahkamikank?	What's going on?
Maawac	Exceedingly, most, most of all

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Reading and understanding exercise:

4. Read these dialogues carefully and make sure you understand them. Work with a partner for practice speaking.

A.
1 - Aanti eshaayan?
2 - Nikiiwe.
1 - Kekonen tahsh?
2 - Nitaahkos.

B.
1 - Kekonen natawentaman?
2 - Kaawin kekoon ninatawentahsiin.
1 - Aan tahsh ekaa?
2 - Niwii-nipaa.

C.
1 - Kiwii-nipaa na?
2 - Kaawin.
1 - Aan tahsh wiin ihi ekaa?
2 - Nimaamitonenimaa nitootem.

D.
1 - Aan eshiwepahk?
2 - Sookihpwan.
1 - Kiwii-metawe na akwaciink?
2 - Kaawin, niwii-nipaa.

E.
1 - Aanti eshaayek?
2 - Nikiiwemin.
1 - Aan tahsh wiin ihi?
2 - Niwii-wiihsinimin ekwa maawac niwii-nipaamin.

F.
1 - Nah! Aasha sookihpwan!
2 - Kiwii-metawe na ackwaciink?
1 - Kaawin, nimaacaa.
2 - Kah! Aanti eshaayan?
1 - Waahsa noohpimink. Niwii-nanaantawaapamaa waapoos.
2 - Kikii-waapamaa na tahsh waapoos onaako?
1 - Eha, peshik ehta nikii-waapamaa.

G.
1 - Kikii-waapamaa na moos awahsinaako.
2 - Eha, nikii-waapamaa.
1 - Aanti?
2 - Ihiweti pehshonc noohpimink.
1 - Kikii-nihsaa na moos?
2 - Eha. Kiminohpwaa na moos?
1 - Miina ihkiton!
2 - Kiminohpitaan ina mooso-wiiyaahs?
1 - Eha, maawac niminohpitaan.

Exercise I

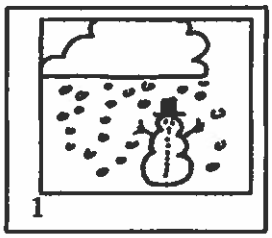
In this exercise, write two mini-dialogues of no less than eight lines each. After you have done that, practice speaking using these mini-dialogues. You can also work with the dialogues from Exercise H - 4 (A-G) and the expressions from Exercise H - 3.

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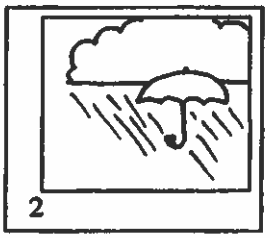
INTRODUCTORY OJIBWE - UNIT 2; LESSON 2

Exercise J

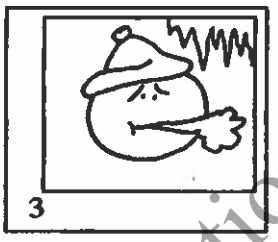
Write sentences in Ojibwe using the Present, Past and Future tenses.



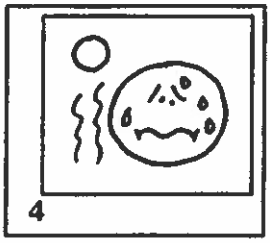
1._____
2._____
3._____



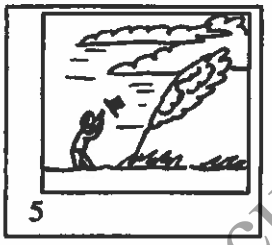
1._____
2._____
3._____



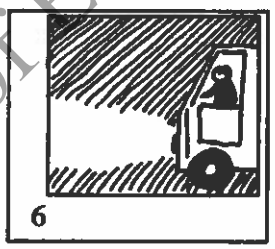
1._____
2._____
3._____



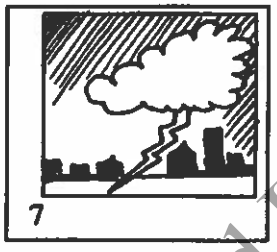
1._____
2._____
3._____



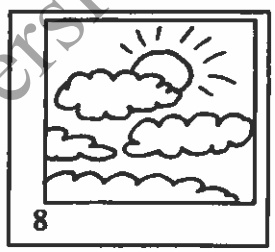
1._____
2._____
3._____



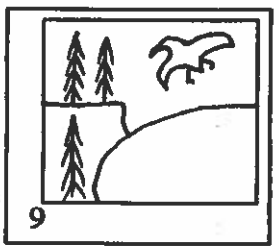
1._____
2._____
3._____



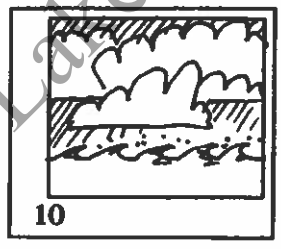
1._____
2._____
3._____



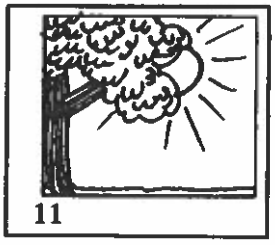
1._____
2._____
3._____



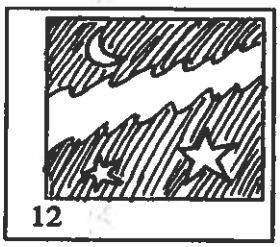
1._____
2._____
3._____



1._____
2._____
3._____



1._____
2._____
3._____



1._____
2._____
3._____

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Exercise K

Translate the following sentences into Ojibwe.

1. I see the bear cub.

_____

2. I am looking for the skunk.

_____

3. I am eating one potatoe.

_____

4. I will kill a moose tomorrow.

_____

5. I am thinking about a small canoe.

_____

6. I like the taste of bannock.

_____

7. I saw a pipe the day before yesterday.

_____

8. I am eating bread.

_____

9. I am looking for a small plate.

_____

10. I saw a small house yesterday.

_____

11. I am thinking about the small bed.

_____

12. I like the taste of moose-meat.

_____

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 3

Exercise A

Introduction to the Obviative

1. Listen to and imitate these sets of sentences: Translation on page 180.

Nitamwaa kinooshe.	Nimiicin wiiyaahs.
Kitamwaa kinooshe.	Kimiicin wiiyaahs.
Otamwaan kinooshen.	Omiicin wiiyaahsini.
Niwaapamaa shikaak.	Niwaapantaan waahkaahikan.
Kiwaapamaa shikaak.	Kiwaapantaan waahkaahikan.
Owaapamaan shikaakwan.	Owaapantaan waahkaahikanini.

Look carefully at the objects of each sentence. Do you notice anything different about some of these sentences?

Look back to Unit 1, Lesson 5, Exercise G, if you need a reminder about what we mean when we say "first", "second", and "third" person. It's in sentences with _____ person subjects that you may have noticed an extra ending on the noun object. Nouns having this form are called OBVIATIVES. Can you make a rule about when you can expect to find obviative nouns?

_____

2. It is common in paradigm work to use numbers for the different persons to help in an orderly arrangement and identification of your work. The following numbers are used in Severn Ojibwe paradigms:

1	First Person	13	First Person Exclusive
2	Second Person	21	First Person Inclusive
3	Third Person	22	Second Person Plural
		33	Third Person Plural

Think about why the numbers 13 and 21 are used for the first person exclusive and inclusive. The order in which these numbers occur is also important. Notice that singular forms always come before the plural forms and that the numerical order is 1, 2, 3. Translation on page 180.

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TA Verbs

Nitamwaa nihka.	Niwaapamaa mahkehshi.
Kitamwaa nihka.	Kiwaapamaa mahkehshi.
Otamwaan nihkan.	Owaapamaan mahkehshiwan.
Nitamwaamin nihka.	Niwaapamaamin mahkehshi.
Kitamwaamin nihka.	Kiwaapamaamin mahkehshi.
Kitamwaawaa nihka.	Kiwaapamaawaa mahkehshi.
Otamwaawaan nihkan.	Owaapamaawaan mahkehshiwan.

TI Verbs

Nimiicin pimite.	Niwaapantaan paashkisikan.
Kimiicin pimite.	Kiwaapantaan paashkisikan.
Omiicin pimiteni.	Owaapantaan paashkisikanini.
Nimiicimin pimite.	Niwaapantaamin paashkisikan.
Kimiicimin pimite.	Kiwaapantaamin paashkisikan.
Kimiicinaawaa pimite.	Kiwaapantaanaawaa paashkisikan.
Omiicinaawaa pimiteni.	Owaapantaanaawaa paashkisikanini.

Write out and practice reading aloud full paradigms for these verbs. Use the paradigms in Section 2 if you have forgotten anything.

	TA Verbs	**TI Verbs**
1	Ninihsaa mahkehshi.	niwaapantaan waahkaahikan.
2	_____	_____
3	_____	_____
13	_____	_____
21	_____	_____
22	_____	_____
33	_____	_____

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Forming the Obviative:

To make the obviative form of an inanimate noun, simply add (oni) to inanimate nouns that have singular forms ending in (k); add (ini) to a noun that ends in any other consonant; for nouns that end in vowels, add (ni).

ciimaan	to	ciimaanini
masinahikanaahtik	to	masinahikanaahtikoni
pimite	to	pimiteni
waahkaahikan	to	waahkaahikanini

Making the obviative form of an animate noun is simple if you know the plural. Simply change the final (k) of the plural to (n), and you have the obviative form.

Change	mahkwak	to	mahkwan
	mahkehshiwak	to	mahkehshiwan

3. Check the rule you made in Section 1, above, to see if it works all through the paradigm. If not, adjust your rule to fit what's really happening.

Does your rule apply to: animate nouns?
inanimate nouns?
both animate and inanimate nouns?

Working with the Language:

4. In groups of three using all your new VTA and VTI verbs, each person take a turn asking to the other two:

(a) Do you (plural) like the taste of _____?
Answer: Yes, we like the taste of him/it.

Are we (inclusive) looking for _____?
Answer: Yes, we're looking for him/it.

(b) Using as many different animals as possible, work with your partner asking and answering questions:

Do you (singular) see _____? Yes, I see _____.

Does he see _____? Yes, he sees _____.

Be certain in this exercise to use the obviative form when it's needed.

(c) Using as many different things that you can eat as possible, work with your partner asking:

Are you (singular) eating _____? Yes, I _____.

Is he/she eating _____? Yes he/she _____.

Be certain in this exercise to use the obviative form when necessary.

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(d) Make up several little two or three line dialogues with this pattern:

Nika-nanaantawaapamaa waapoos waapank.
Kekiin na kiwii-piishaa?
Kaawin, niwii-nipaa.

Exercise B

More About Verb Types

1.	a. Nantawencike	He hunts
	b. Maaciipiso	He sets out by vehicle
	c. Takohshin	He arrives
	d. Takohse	It arrives
	e. Niwiicihaa	I am helping him
	f. Niwiicihtoon	I am helping it
	g. Niwiiciiwaa	I am going with him/her
	h. Nikiishiswaa	I cook it (animate)
	i. Nikiishisaan	I cook it (inanimate)
	j. Ninantawenimaa	I need him/she, want him/she
	k. Ninantawentaan	I need it, want it
	l. Nimiinaa	I give to him (TA)
	m. Nipiinahwaa	I put him in (a container/packsack); I pack him
	n. Nipiinahaan	I put it in (a container/packsack); I pack it
	o. Mah!	Listen!
	p. Awiya	Someone, person

2. **Reading and Understanding Exercise:**

a. Nantawencike John. Owii-nihsaan moosoon.
b. Maaciipiso Mary. Kiiwe.
c. Mary waapank ta-takohshin. Ta-anohkii.
d. Ta-takohse pimihsewin awahsiwaapank.
e. Niwiicihaa nitootem noonkom kaa-kiishikaak.
f. Niwiicihtoon anohkiiwin.
g. Nika-wiiciiwaa nitootem waapank.
h. Nikiishiswaa kinooshe.
i. Nikiishisaan wiiyaahs.
j. Ninantawenimaa niwiiciiwaakan.
k. Ninantawentaan ciimaan.
l. Nimiinaa minihkwaakanini.
m. Nipiinahwaa waapoos.
n. Nipiinahaan waapoyaan.
o. Mah! Aasha pimihsewin takohse.
p. Nah! Awiya pi-naakosi. (visible)

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3. Read these dialogues carefully. Pay attention to proper pronunciation. Check with your instructor if you need help understanding any of the sentences. Translations on page 181.

A.
1 - Aanti waa-ishaayek noonkom kaa-kiishikaak?
2 - Noohpimink niwii-ishaamin.
1 - Aanahpii waa-maacaayek?
2 - Shemaak niwii-maacaamin.
1 - Aan waa-tootamek weti.
2 - Niwii-nantawencikemin ehta.
1 - Naanta kaana moos kika-nihsaawaa.
2 - Siyaaken maawin.

B.
1 - Mah! Aasha awiya takohshin.
2 - Aanti?
1 - Akwaciink ishkwaantek.
2 - Kekonen tahsh, kikohtaac na?
1 - Eha, nikohtaac. Wiipac piitoon nipaashkisikan!
2 - Kaawin! Kaawin niin nikohtaacihsiin.
1 - Aahti inaapin akwaciink?
2 - Ahaaw.
1 - Awiya na kiwaapamaa?
2 - Kaawin. Animohsh ehta niwaapamaa.

4. Write your own two mini-dialogues. Then get someone to work with you for practice speaking, using those dialogues above plus your own.

Exercise C

Introduction to Possession

1. Listen, understand and repeat these words:

nipaashkisikan	niwaahkahikan	niwiiskwehokaan
kipaashkisikan	kiwaahkahikan	kiwiiskwehokaan
opaashkisikan	owaahkahikan	owiiskwehokaan
niciimaan	nikinooshem	nipinem
kiciimaan	kikinooshem	kipinem
ociimaan	okinoosheman	opineman
nitaanahkonaam	nimoohkomaan	nitiiwahkihk
kitaanohkonaam	kimoohkomaan	kitiiwahkihk
otaanohkonaaman	omoohkomaan	otiiwahkihkwan
nitemihkwaan	nitonaakan	nicoocoohshaappoom
kitemihkwaan	kitonaakan	kicoocoohshaapoom
otemihkwaanan	otonaakan	ocoocoohshaapoom

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2. Observations:

   - What prefix means "my"?
   - What prefix means "yours"?
   - What prefix means "his"?
   - What suffix do you find on third person forms?
   - Why is there a (t) in ni (t) emihkwaan?

3. In this exercise, translate the following words in the Native language: Check with your instructor for your corrections.

My chair	My egg	My clock	My fork
Your pencil	My door	Your kettle	Your knive
His tea	His bread	His cup	His bannock

4. **An exception.** There is a special way to say "dog" (animohsh) when it is possessed:

   nitayihsh "my dog"
   kitayihsh "your dog"
   otayihshan "his dog"

5. Listen, understand and repeat:

   Aanti nitanoominaapoom?
   Onantawentaan nipaashkisikanini.
   Aan eshinihkaasoc kitayish?
   Piitoon kiwaakaahkwat!
   Kiwaapantaan ina John owaahkaahikan?
   Aanti kimasinahikanaahtik?
   Nikii-miinaa opineman.

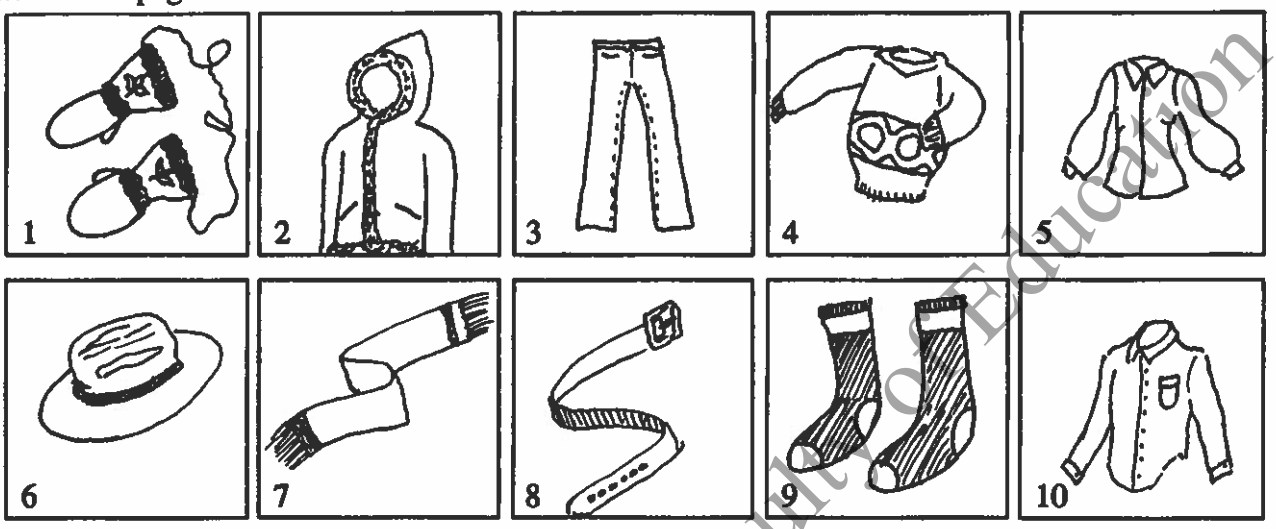
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INTRODUCTORY OJIBWE - UNIT 2; LESSON 3

Exercise D

New Vocabulary

Listen carefully as your instructor pronounces the names of the nouns pictured here. After you have heard each word several times, match the pictures to the written words below: Translations and answers on page 182.



#____ shiipiikwaan
#____ makoot
#____ ashtotin
#____ pihkwan

#____naapihkaakan
#____ashikan
#____pakwaan

#____micihkaawan
#____mitaahs
#____kihcipison

In this exercise, write the three possessive forms for each of the nouns. The first set is done for you.

my = nimicihkaawan
your = kimicihkaawan
his/hers = omicihkaawanan

my = _____
your = _____
his/hers = _____

my = _____
your = _____
his/hers = _____

my = _____
your = _____
his/hers = _____

my = _____
your = _____
his/hers = _____

my = _____
your = _____
his/hers = _____

my = _____
your = _____
his/hers = _____

my = _____
your = _____
his/hers = _____

my = _____
your = _____
his/hers = _____

my = _____
your = _____
his/hers = _____

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Exercise E

Understanding Different Classes of Words

1. This exercise is to give practice identifying the different types of words (nouns, verbs, and particles). Underline each word and then write its abbreviation underneath. The first sentence has been done for you.

A. Animohsh! Ninantawentaan nimahkisin! Wiipac piitoon!
Na VTI Ni PC VTI

B. Kiwii-wiiciiwaa na Peter? Onanaantawaapamaan atihkwan.

_____

C. Okii-nantawentaan moohkomaanini, nikii-miinaa tahsh.

_____

D. Kaawin owiicihaahsiin ihkwesenhs ihkwewan. Aasha nipaa.

_____

E. Nika-wiicihaa naapenhs waapank. Kaye awahsiwaapank.

_____

F. Kaawin okii-waapamaahsiin moosoon. Naapewan ehta okii-waapamaan.

_____

G. Kinanaantawaapantaanaawaa na ciimaan?

_____

H. Kiwii-miicinaawaa na mooso-wiiyaahs? Kaawin, shiihshiip niwii-amwaamin.

_____

I. Mahkoonhs okii-waapamaan shikaakwan. Kii-kohtaaci!

_____

J. Nitayihsh okii-amwaan waapoosoon.

_____

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Exercise F

Reading and Understanding:

1. Answer these questions with full sentences using both positive and negative responses. Translations on page 182.

   A. Kikii-wiicihaawaa na naape?
   Kii-nantawencikewak ina?
   Okii-waapamaan ina mahkehshi pinewan?
   Aanti pimihsewin?
   Kiminohpwaawaa na anahkonaa?
   Kiwii-wiiciiwaawaa na Frank?
   Kikii-miinaa na mooso-wiiyaahsini?

Listen as your instructor reads the dialogues in B and C below. Then work with your partner to practice them.

B. 1 - Aan ke-tootank waapank? or (with obviative "waapaninik")
2 - Wii-maacaa waapaninik. Aasha kwayaacii.
1 - Aanti waa-ishaac(t)?
2 - Waahsa noohpimink.
1 - Kika-wiiciiwaa na?
2 - Eha, nika-wiiciiwaa iitok.
1 - Kekiin na kiwii-piishaa?
2 - Kaawin.

C. 1 - Aanti Henry?
2 - Aasha kii-maacaa.
1 - Aanahpii?
2 - Awahsinaako.
1 - Aanti kaa-ishaac?
2 - Noohpimink nanaantawencike.
1 - Peshiko na?
2 - Kaawin. Otayihshan owiiciiwaan.
1 - Naapenhs tahsh wiin? Kewiin na maacaa?
2 - Kaawin. Kiiyaapic nipaa.

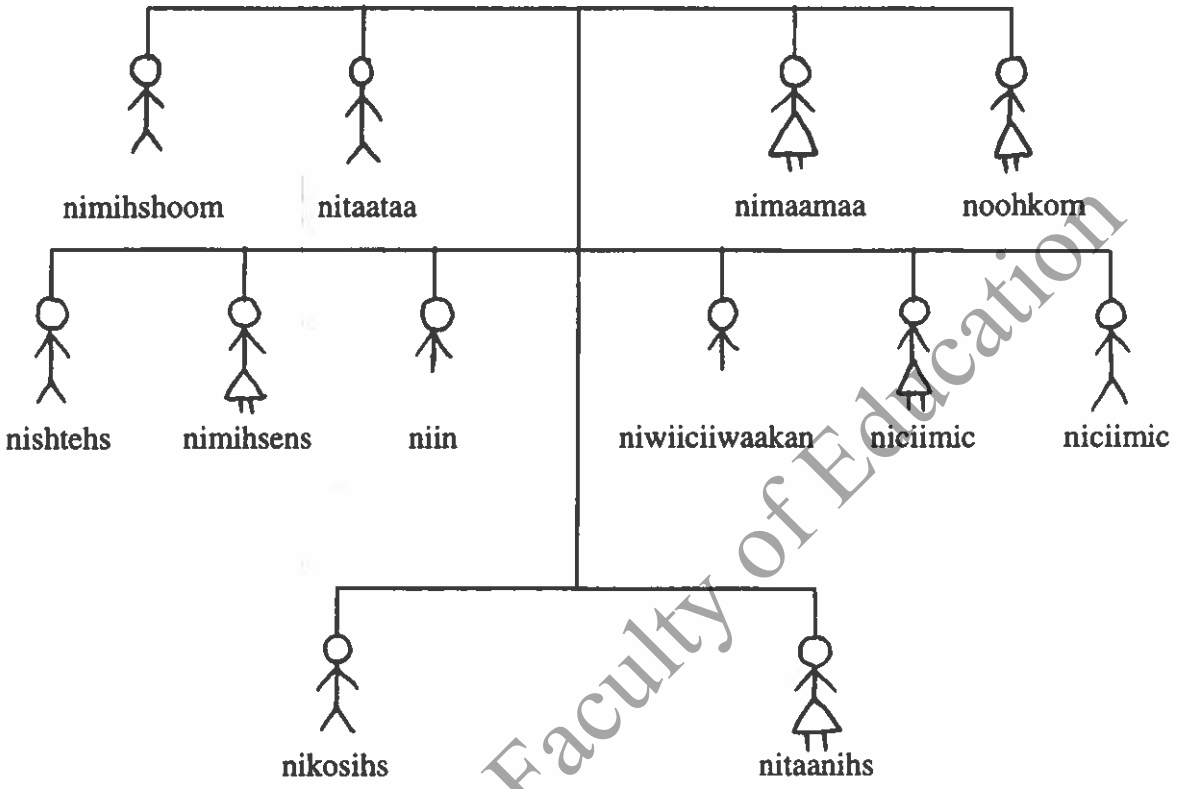
D. Write two of your own mini-dialogues containing obviative endings. Practice these with your partner.

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Exercise G - Translations on page 183.

Introduction to Kinship; "My Family"

1.



Note that: 1) There are three terms for siblings in Ojibwe, one for an older brother, one for an older sister, and one for a younger brother or sister.

2) Kinship words are always found in the possessive form.

3) The suffix "pan", when used with kin terms, means that the relation is no longer living. For example, nimaamaapan means my late mother.

Kinship charts are structured from the point of view of a particular family member, referred to as EGO. On the chart above, EGO is identified a "niin", the Ojibwe pronoun.

Now make your own chart, similar to the one above, but with your own family depicted. Draw a line through deceased family members.

Then, with a friend, ask and answer questions about relatives' names such as:

1) Aan eshinihkaasoc kimihshoom?	Peter ishinihkaaso nimihshoom.
2) Aan eshinihkaasoc koohkom?	Mary ishinihkaaso noohkom.
3) Aan eshinihkaasoc kitaataa?	Jacob ishinihkaaso nitaataa.
4) Aan eshinihkaasoc kimaamaa?	Sarah ishinihkaaso nimaamaa.
5) Aan eshinihkaasoc kikosihs?	Thomas ishinihkaaso nikosihs.
6) Aan eshinihkaasoc kitaanihs?	Emily ishinihkaaso nitaanihs.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 3

Ojibwe Kinship:

2. In English, we have one word for "aunt" which means "sister(s) of your father or mother". In Ojibwe, there are two words for "aunt". The first is used for your father's sister(s) and the other is used for your mother's sister(s). The same division is found with the word for uncle. In Ojibwe, there are two terms whereas in English there is but one.

This is just the beginning of an important difference between the Ojibwe and the English kinship systems. In the Ojibwe system, there are two types of aunts, uncles, and cousins. In the first category are mother's sister and her children and father's brother and his children. These are called "parallel" aunts, (uncles and cousins) because they are related to you through siblings (brothers or sisters) of the same sex.

The second category consists of those aunts, uncles and cousins who are related to you through siblings of opposite sexes. In this category are your mother's brother and his children and your father's sister and her children. These are called "cross" aunts, uncles and cousins.

The concepts of "parallel" and "cross" relatives are necessary for understanding the Ojibwe terms for cousins. You will find that parallel cousins use the same terms as "brothers" and "sisters" but cross-cousins are designated by different terms.

Certain kin terms are used when a male is speaking and others if a female is speaking. The following list covers these specific terms. Remember on your own family chart to use the appropriate terms.

	Male speaker	**Female Speaker**
Cross-cousin	(female) niinim	(male) niinim
Brother-in-law	niihtaawihs	niinim
Sister-in-law	niinim	nicaahkohsh
sister (unspecified)*	nitawemaa	niitihkwe
brother (unspecified)*	niicihkiwesi	nitawemaa

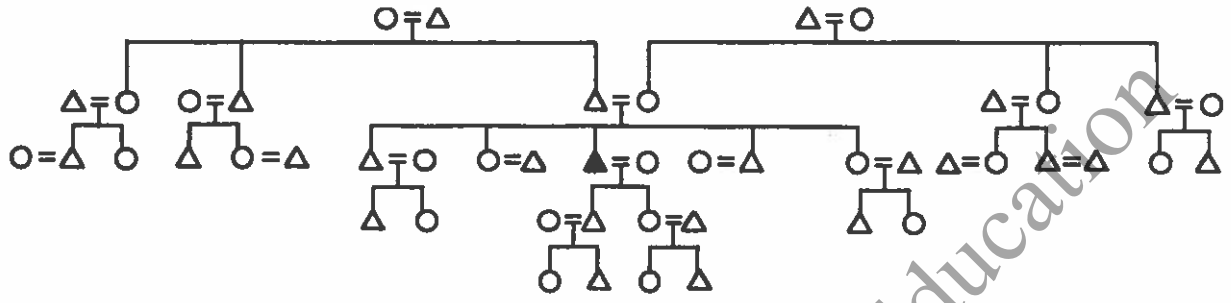
*"unspecified" means whether older or younger.

You will notice that the word for a cross cousin of the opposite sex of EGO in the diagram is the same as the word for brother-in-law (for a female), or sister-in-law (for a male). This is because traditionally it was common (and even preferred) for a person to marry his cross-cousin. So, in a way, these cross-cousin terms mean "marriageable relative". Ask your instructor for the words for mother-in-law and father-in-law. Where else on the chart do you find these words?

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Additional Vocabulary (Optional):

3. Below is a basic chart of the Ojibwe family. Using the words given under the diagram, produce a colour key and colour each person on the chart according to their kin name. This chart has a male as EGO, so be sure to use the correct terms for a male speaker.



	Ojibwe	English Equivalent
Line /-2/	noohkom	my grandmother
	nimihshoom	my grandfather
line /-1/	nimaamaa	my mother
	nitaataa	my father
	nitoosihs	my parallel aunt/parallel uncle's wife
	noohkomihs	my parallel uncle/parallel aunt's husband
	nisikohs	my cross aunt/cross uncle's wife
	nishihshensh	my cross uncle/cross aunt's husband
Line /0/	niin	I (EGO)
	nimihsens	my older sister/older parallel female cousin
	nishtehs	my older brother/older parallel aunt's husband
	niciimic	my younger brother or sister/my younger parallel cousin
	niinim	my cross cousin of the opposite sex/my sibling-in-law of the opposite sex.
	niicimohsh	my cross cousin of the opposite sex
	nicaahkohsh	my female cross cousin/sister-in-law (female speaking)
	niihtaawihs	my brother-in-law (male speaking)
Line /+1/	nitaanihs	my daughter
	nikosihs	my son
	nitooshimihkwem	my parallel niece
	nitooshim	my parallel nephew
	ninahaankanihkwem	my cross niece/daughter-in-law
	ninahaankihshiim	my cross nephew/son-in-law
Line /+2/	noosihs	my grandchild

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Pages 89 and 91 of this text are adapted from a language learning book called **L.A.M.P.** (which stands for "Language Acquisition Made Practical"), by E. Thomas and Elizabeth Brewster. (Published by Lingua House, 915 West Jackson, Colorado Springs, CO 80907, 1976. Material here is from pp. 206-208. Use restricted.)

L.A.M.P. is designed to help learners of languages for which teaching aids such as grammars and dictionaries are not readily available. Many of the methods in L.A.M.P. are adaptable to Ojibwe language learning, easpecially if one has the opportunity of living in a community of Ojibwe speakers. L.A.M.P. is recommended for students who wish to continue their Ojibwe studies after this course is over.

4. Here are some questions and answers involving kinship terms. English translations on page 183.

Aan entootank kishtehs akwaciink?
Nahke piko. Naanta anohkii.

Aan entootank kimihsens piintikamink?
Kiishitepo. Wii-wiihsini.

Aan entootank kiwiiciiwaakan waapaninik?
Ta-anohkii noohpimink.

Aan waa-tootank kitaataa noonkom kaa-kiishikaanik?
Wii-nanaantawencike.

Aan kaa-tootank kimaamaa onaako?
Kii-pootawe akwaciink. Kii-kiishitepo.

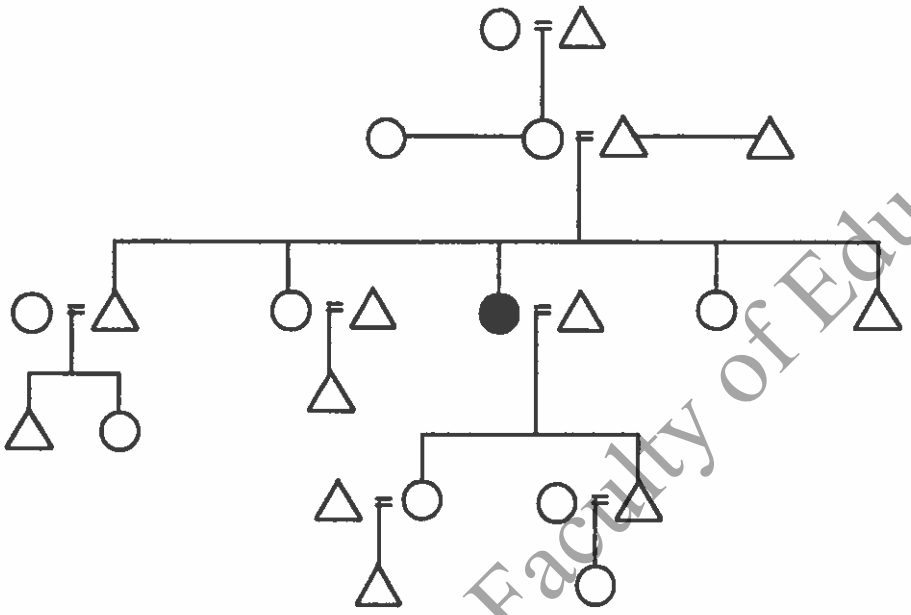
5. Now, try making up some questions and answers that use kinship terms.

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Exercise H

Ojibwe Kinship

Using the diagram below, and the vocabulary on kinship terms: Produce a legend using a colour key and colour each person on the chart according to their kin name. This chart has "niin" as EGO, so be sure to use the correct terms for a male or female speaker.



= NIIN (EGO)

= _____ = _____

= _____ = _____

= _____ = _____

= _____ = _____

= _____ = _____

= _____ = _____

= _____ = _____

= _____ = _____

= _____ = _____

= _____ = _____

= _____ = _____

= _____ = _____

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 3

Exercise I

More About TA Verbs

1. The following words express actions with different subjects (the doers of the action) and objects (those who have the action done to them). A heading such as;

(1 acting on 2)

means a first person (1), "niin", is doing something to a second person (2), "kiin". English translation on page 184.

(1 acting on 2)	(1 acting on 3)	(2 acting on 1)
kiwaapamin	niwaapamaa	kiwaapamihsh
kinanaantawaapamin	ninanaantawaapamaa	kinanaantawaapamihsh
kiwiichihin	niwiicihaa	kiwiicihihsh
kiwiiciiwin	niwiiciiwaa	kiwiiciiwihsh
(2 acting on 3)	(3 acting on 1)	(3 acting on 2)
kiwaapamaa	niwaapamik	kiwaapamik
kinanaantawaapamaa	ninanaantawaapamik	kinanaantawaapamik
kiwiicihaa	niwiicihik	kiwiicihik
kiwiiciiwaa	niwiiciiwik	kiwiiciiwik
(3 acting on 4)		
owapaamaan		
onanaantawaapamaan		
owiicihaan		
owiiciiwaan		

The verb **stem** is the part that doesn't change when you change the subject and the object:

niwaapamaa kiwaapamihsh

Here, the verb stem is <u>waapam.</u>

2. Copy all the above examples into your notebook, and underline each verb stem. Working with first person markers (ni-) and second person markers (ki-), highlight all the SUBJECTS in yellow and all the OBJECTS in blue.

Questions and Answers Exercise:

(2 acting on 1)
Q. Kiwaapamihsh na?

(1 acting on 2)
A. Eha, kiwaapamin.

(2 acting on 3)
Q. Kiwaapamaa na?

(1 acting on 3)
A. Eha, niwaapamaa.

(3 acting on 1)
Q. Niwaapamik na?

(3 acting on 2)
A. Eha, kiwaapamik.

Now try making up some questions and answers by using TA verbs listed above.

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Observation: In some Ojibwe verbs, the subject marker comes at the beginning. These are called DIRECT forms. In other Ojibwe verbs, the object marker comes at the beginning. These are said to be INVERSE forms.

You'll need lots of practice in using these forms until you can understand and use them without thinking. First, try reading them in the comics on page 130. When the comics make sense to you, work with a partner and create your own short dialogues, to include as many forms as possible in meaningful contexts.

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Ohpwaakan

(smoking pipe)

INTRODUCTORY OJIBWE - UNIT 2; LESSON 3

The Unspoken Language

In English, we associate certain qualities or ideas with specific animal, for example: "as sly as a fox", "as busy as a beaver", "as wise as an owl", etc. Ojibwe speakers often make different associations than English speakers do.

As you learn the Ojibwe language and culture, watch for concepts that connect with the various animals in Ojibwe; don't bring your English associations with you to Ojibwe!

3. In exercise I, you learned seven combinations of Transitive Animate (VTA) forms. Here is one more:

4 acting on 3 owaapamikoon "he (obv) sees him"

This form would only be used when you've already been referring to the two people involved, and the subject of the action has previously been referred to in the obviative. For example:

3 acting on 4:	Does John (3) see her (4)?	John na owaapamaan?
4 acting on 3:	Yes, and she (4) sees him (3).	Ehe, owaapamikoon kaye.

Other verbs in the 4 acting on 3 form:

owiiciiwikoon omiinikoon

Now, let's TRANSFORM some TA combinations: English translations on page 184.

VTA	Negative	Past
owiicihikoon	kaawin owiicihikohsiin	okii-wiicihikoon
kitamwaa	kaawin kitamwaahsiin	kikii-amwaa
niwaapamik	kaawin niwaapamikohsiin	nikii-waapamik
ominohpwaan	kaawin ominohpwaahsiin	okii-minohpwaan
	Voluntative	**Future**
kiwiiciiwin	kiwii-wiiciiwin	(ki)ka-wiiciiwin*
kimiinik	kiwii-miinik	(ki)ka-miinik

*The sequence of prefix kika- is usually reduced to ka-.

Practicing with TA Verbs

4. You have learned to handle eight different VTA subject-object combinations. Here they are:

2 on 1	ki——ihsh	**1 on 2**	ki——in
2 on 3	ki——aa	**3 on 2**	ki——ik
1 on 3	ni——aa	**3 on 1**	ni——ik
3 on 4	o——aan	**4 on 3**	o——ikoon

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Practice the forms above by combining various stems with the prefix-suffix combinations above. Here are some stems to practice with: English translations on page 185.

-waapam-	-nantawenim-
-wiicih-	-saakih-
-wiiciiw-	-kanawenim-
-miin-	-waniihkenotaw-

Exercise J **New Vocabulary**

1.	Nisaakihaa	I love him/her.
	Nisaakihtoon	I love it.
	Nikanawenimaa	I take care of him/her.
	Nikanawentaan	I take care of it.
	Niminwenimaa	I like him/her.
	Niminwentaan	I like it.
	Nimikoshkaatentaan	I am worried.
	Niwaniihkenotawaa	I forget him/her.
	Niwaniihkenotaan	I forget it.
	Niwiintamawaa	I tell him/her.
	Nikakwecimaa	I ask him.

Go through the appropriate language learning steps for each word. If you're not sure of what any word means, your instructor will help you. Listen carefully as your instructor pronounces these words.

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2. English translations on page 185.

Nimaacaa



Aanti nitootem



Romance



Chief and Counselor



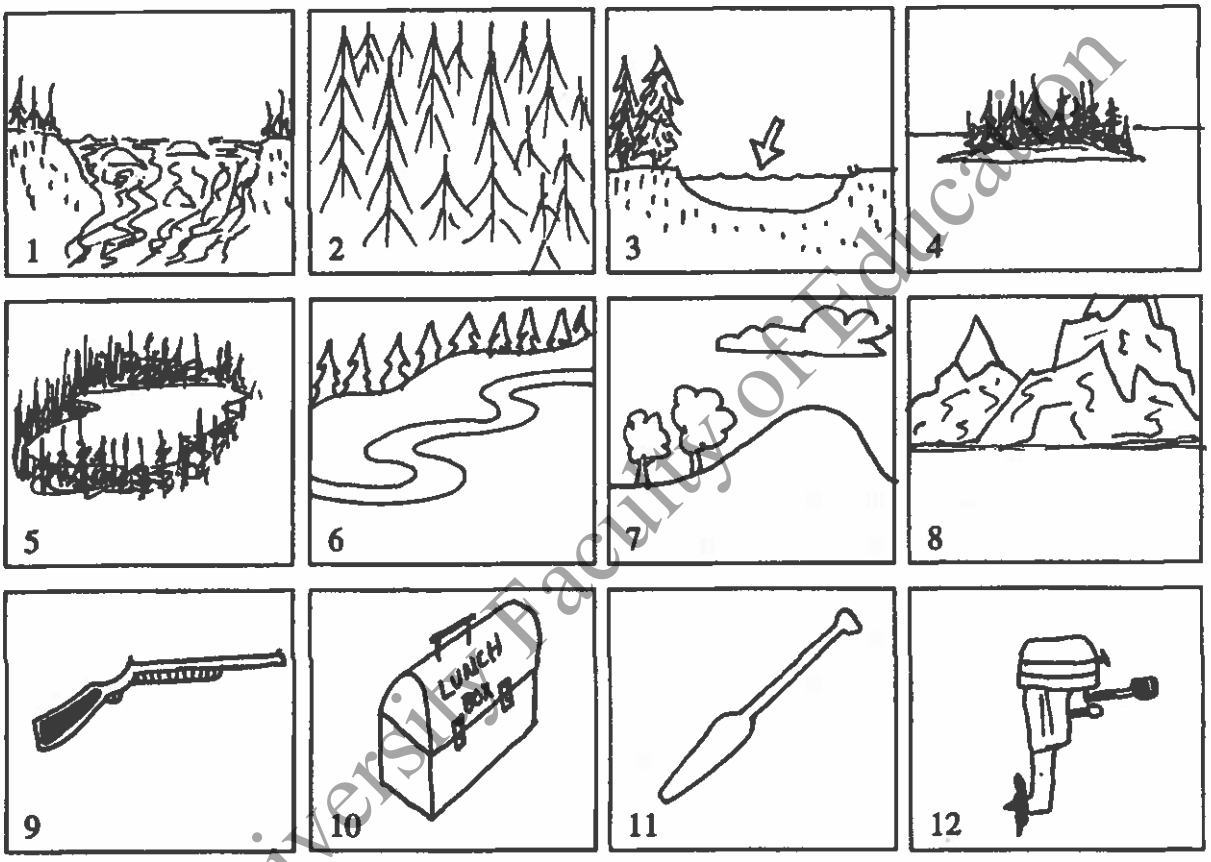
3. For further exercise, create your own comic strips and write mini-dialogues.

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Exercise A

Scenery and Useful Articles

1. Listen carefully as your instructor says the words which correspond to each of the following pictures.



Write in the number which corresponds to each picture. English translation on page 186.

Saakahikan	#_____	Paashkisikan	#_____
Paawihtik	#_____	Siipi	#_____
Waanipiiyaa	#_____	Pihkwaamatinaa	#_____
Apwi	#_____	Pimipanihcikan	#_____
Niimaawiniwash	#_____	Pikwatahkamik	#_____
Minihtik	#_____	Wacii	#_____

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 4

Reading and Understanding:

2. Listen carefully to the following questions and answers. Notice that many of the answers contain locative particles and endings. Notice also the obviative forms. English translation on page 186.

Aanti kinooshek?
Weti paawihtikonk.

Aan entootank Piitan (Peter) pikwatahkamik?
Pinewan onanaantawaapamaan.

Aan entootank amihk waanipiiyaak?
Onanaantawaapantaan siipiini.

Kekonen ihiweti saakahikaniink?
Minihtik.

Aanti saakahikan?
Weti naaniyahii siipiink

Aanti eshaayan?
Naaniyahii siipiink.

Kiwaapamaa na ahtihk wakiciyahii pihkwaamatinaak?
Eha, niwaapamaa.

Kinanaantawaapamaa na mikisi pehshonciyahii waciik?
Kaawin. Ninanaantawaapamaa mahkoonhs.

Aanti nipaashkisikan? Niwii-nihsaa mahiinkan.
Kaawin kekoon kipaashkisikan ohomaa.

Aanti niniimaawiniwash? Niwii-wiihsin.
Weti wakiciyahii wiihsiniiwinaahtikonk.

Kinantawenimaa na nitapwi?
Kaawin. Kaawin mahshi. Paanimaa waapank.

Kipimipanihcikan tahsh wiin? Kinantawentaan na?
Eha, shemaak ninantawentaan.

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Exercise B

Translation:

1. Translate the following questions and answers in Ojibwe.

A. What are you doing today?_____
I am working today._____

B. Where are you going tomorrow?_____
I am going home tomorrow._____

C. Are you going hunting now?_____
No, I want to sleep._____

D. Are you always dancing at night?_____
No, I am always eating._____

E. Are you going to kill the moose?_____
No, I want to kill the caribou._____

F. Will you be going to the forest today?_____
Yes, I will be going with Frank._____

G. Does this man always sleep?_____
Yes, he is always sleeping._____

H. What do you want to do today?_____
I want to go home._____

I. What will you be doing the day after tomorrow?_____
I don't know. Maybe I'll be working._____

J. Are you going by the river?_____
Yes, I want to look for ducks._____

K. Did you see the eagle at the mountain yesterday?_____
No, I only saw a bear._____

L. Did Sally see the dog the day before yesterday?_____
No, she only saw a wolf._____

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 4

Exercise C

Mini-dialogues:

1. Listen to the following dialogues in class and then read them on your own. Practice speaking these with your partner. English translation on page 187.

A: 1 - Aanti nipaashkisikan?
Niwii-nanaantawencike.
2 - Aanti waa-ishaayan?
1 - Weti naaniyahii pihkwaamatinaak.
2 - Kitayihsh na kika-wiiciiwik?
1 - Eha.
2 - Kikosihs tahsh wiin? Kewiin na kiwiiciiwik?
1 - Kaawin. Wii-nipaa kiyaapic.

B: 1 - Aanti niniimaawiniwash?
2 - Nahke piko. Kekonen tahsh?
1 - Niwii-maacaa.
2 - Kah! Kekonen tahsh? Kiwii-nanaantawaapamaa na awiyaashihsh.
1 - Eha, niwii-nanaantawaapamaak awiyaashihshak.
2 - Kitaanihs na kiwiiciiwik?
1 - Eha, kewiin owii-waapamaan awiyaashihshan.
2 - Ahaaw, naake kika-waapamin.

C: 1 - Wiipac piitoon paashkisikan!
2 - Kekonen tahsh?
1 - Kekoon niwaapantaan weti.
2 - Aanti? Kaawin kekoon niin niwaapantansiin.
1 - Piishaan ohomaa.
Kiwaapamaa na? Moos (o)hsha aha!
2 - Kiwii-paashkiswaa na?
1 - Kaawin. Kiin paashkiso.

2. Now write two dialogues of your own of up to eight lines each. Practice these with your partner.

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Exercise D

Introduction to Preverbs

1. Increase your own "word power". Since the beginning of the course, you have been using preverbs, as in "pi-wiihsinin" and "tepi-wiihsini". The preverbs in these words are:

   pi - here, come towards
   tepi- enough, sufficient

These are the ones you already know, but there are plenty more where they came from. Here are a few more preverbs to add to your vocabulary. Remember the hyphen (-) is important when joining preverbs to the verbs.

pooni-	stop, quit
nihtaa-	skilled at, knows how, can do
ani-	away from, in progress towards
ishkwaa-	after, done, complete
mwaye-	before
kakwe-	try, to make an effort towards
kiimooci-	secretly
kwenawi-	unable to find, fail at, no place for
maacii-	start, begin, proceed, move forward
antawi- or natawi-	go to do, to go there and to do something
wani-	in error, wrongly, mistake
noonte-	want to, anxious, need to do something (before usual time)
mate-	visible (at a distance)
kihci-	big, great, very

2. Here are some examples of how to use preverbs for the third person in sentences. Study and understand these sentences.

Tepi-wiihsini	He/she has eaten enough.
Pooni-minihkwe	He/she is stop drinking.
Nihtaa-kiishitepo	He/she is skilled at cooking.
Ani-kiiwe	He/she is getting ready to go home.
Ishkwaa-anohkii	He/she completes the work.
(Mwaye-) Piishaan mwaye-kimiwak!	Come before it rains.
Kakwe-nikamo	He/she is trying to sing.
Kiimooci-maacaa	He/she is secretly leaving.
Kwenawi-minihkwe	He/she is unable to find something to drink.
Maacii-masinahike	He/she is starting to write.
Antawi- or natawi-niimi	He/she is going out to the dance.
Wani-tootam	He/she is making a mistake./wrong doing.
Noonte-wii-kiiwe	He/she want to go home anxiously.
Mate-metawe	He/she is playing (over there)
Kihci-wiihsini	He/she eats a big meal.

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3. Here are some examples of how to use preverbs for the first person in sentences. Study and understand these sentences.

Nitepi-wiihsin	I have eaten enough.
Nipooni-minihkwe.	I stop drinking.
Ninihtaa-kiishitep.	I am skilled at cooking.
Nitani-kiiwe.	I am getting ready to go home.
Nitishkwaa-anohkii.	I complete the work.
Nipiishaa mwaye-kimiwak.	I am coming before it rains.
Nikakwe-nikam.	I am trying to sing.
Nikiimooci-maacaa.	I am secretly leaving.
Nikwenawi-minihkwe.	I am unable to find something to drink.
Nimaacii-masinahike.	I am starting to write.
Nitantawi- (or) Ninatawi-niim.	I am going out ot the dance.
Niwani-tootaan.	I am making a mistake/wrong doing.
Ninoonte-wii-kiiwe.	I want to go home anxiously.
Nimate-metawe.	I am playing (over there).
Nikihci-wiihsin.	I am eating a big meal.

4. Here are some examples of how to use preverbs for the second person in sentences. Study and understand these sentences.

Pi-wiihsinin!	Come and eat!
Kitepi-wiihsin.	You have eaten enough.
Kipooni-minihkwe.	You stop drinking.
Kinihtaa-kiishitep.	You are skilled at cooking.
Kitani-kiiwe.	You are getting ready to go home.
Kitishkwaa-anohkii.	You complete the work.
Kipiishaa mwaye-kimiwak.	You are coming before it rains.
Kikakwe-nikam.	You are trying to sing.
Kikiimooci-maacaa.	You are secretly leaving.
Kikwenawi-minihkwe.	You are unable to find something to drink.
Kimaacii-masinahike.	You are starting to write.
Kitantawi- (or) Kinatawi-niim.	You are going out to the dance.
Kiwani-tootaan.	You are making a mistake/wrong doing.
Kinoonte-wii-kiiwe.	You want to go home anxiously.
Kimate-metawe.	You are playing (over there).
Kikihci-wiihsin.	You are eating a big meal.

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Exercise E

Understanding How to Use Preverbs:

In this exercise, write your own sentences using preverbs. The examples given were in Exercise D and refer to first, second and third person. Repeat this exercise until you completely understand how to use preverbs in sentences.

Exercise F

More Preverbs:

In this exercise, write complete sentences using the following words. Each sentence should have a minimum of three words. The first one is done for you as an example.

Preverbs	Verbs	Nouns
kakwe-	anohkii	naapenhs
nihtaa-	takohse	pimihsewin
kwenawi-	sookihpwan	awaashihsh
ishkwaa-	kiiwe	wiiciiwaakan
antawi-	wiihsini	*ihkwesenhs
ani-	kimiwan	pine
wani-	nipaa	ihkwe
mwaye-	maacaa	animohsh
kihci-	maaciipiso	kinooshe
noonte-	aahkosi	wiipac
maacii-	niimi	paanimaa
mate-	*metawe	otaapaan
kii-	piintike	wemihtikooshi
ta-	pootawe	naape

1. Pooni-metawe ihkwesenhs
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

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Exercise G

New Vocabulary and Expressions

1. ishinihkaate. It is called
   ishinihkaaso. His/her name is (or He/she is called)

anihshinini / anihshinaape	Indian
anihshininiiwihkwe / anihshinaapekwe	Indian woman
wemihtikooshi / shakanaahsh	whiteman
wemihtikooshiihkwe / shakanaahshiikwe	white woman
anihshininiimo / anihshinaapewimo	He speaks "Indian".
wemihtikooshiimo / shakanaahshiimo	He speaks English.
(k)ooshta!	An expression roughly translated: "oops!" or "Oh my!"

Introduction to the Dubitative

2. Ojibwe speakers make an important distinction between what they are certain about and what they have some doubts about. For example: English translations on page 187.

	Certain	Uncertain
1	nitaahkos	nitaahkosinaatok
2	kitaahkos	kitaahkosinaatok
3	aahkosi	aahkositok
13	nitaahkosimin	nitaahkosiminaatok
21	kitaahkosimin	kitaahkosiminaatok
22	kitaahkosinaawaa	kitaahkosinaawaatok
33	aahkosiwak	aahkositokwenak

Listen to and repeat the paradigm above. Note and underline the part of each word that indicates information is uncertain or there is some doubt about it. Verbs taking this form expressing doubt are said to be DUBITATIVE.

A dubitative form indicates that the speaker is unable or unwilling to say for sure that the action/state of the verb has really occurred. The speaker may be unwilling because he did not personally witness the event, or because he has only inferred or supposed the action. He may feel that he has forgoten some details, and so doesn't want to wholly commit himself to what he has said.

The dubitative may also be used with knowledge that is of a traditional nature. The dubitative is expressed in English by adding words such as "seems to be", or "must be" to the basic idea. For example:

Certain	Uncertain
He's sick.	He must be sick.
	He seems to be sick

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An important difference between the dubitative in Ojibwe and English is in the consistency of its usage. In Ojibwe, most information that you assume or have not personally verified by direct observation is presented in the dubitative. So, if someone tells you something that you have not personally verified, you would normally use a dubitative in Ojibwe if you were to tell anyone else this information. Compare the following sentences.

Aahkosi Bill.
Bill is sick. (I've seen it with my own eyes.)
Aahkositok Bill.
Bill seems to be sick. (I've heard it, but haven't seen it.)

Watch for dubitatives as you listen to people speaking, and try to use them in your own speech, when appropriate.

Now, ask and reply to the following questions which assume, rather than observe, the answers given. Then ask and answer some questions of your own in the same way. English translations on page 187.

Aan entootank kishtehs?	Nantawenciketok.
Aan entootank kimihsens?	Maaciipisotok.
Aan entootank kiwiiciiwaakan?	Kiishitepotok.
Aan entootank kiciimic?	Metawetok.

3. Reply to the following questions using the dubitative form for your answers. The first one has been done for you. English translation on page 188.

Aanti anihshininiiwihkwe? Maacaatok
Aanti wemihtikooshi?_____
Aanti kikosihs?_____
Aanti Soosan?_____
Aanti nishtehs?_____
Aanti kiciimic?_____
Aanti Piitan?_____
Aanti animohsh?_____

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 4

Exercise H

Mini-dialogues

1. Listen to the following dialogues in class, and then practice them with your partner. English translation on page 188.

A: 1 - Aanti kishtehs?
2 - Nahke piko. Anohkiitok akwaciink.
1 - Nimihsens onanaantawaapamaan kishtehsan.
2 - Kekonen tahsh?
1 - Nahke piko. Owii-wiiciiwaatokwen maawiin. (or Maawin)
2 - Kiin tahsh wiin? Aanti waa-ishaayan?
1 - Niwii-kiiwe. Niwii-wiihsin.

B: 1 - Aanti kiciimic?
2 - Kiiyaapic maawin nipaatok.
1 - Aan ke-tootaman noonkom ke-kiishikaak?
2 - Nika-nanaantawaapamaak pinewak.
1 - Aanti? Noohpimink na?
2 - Kaawin. Weti naani-saakahikaniink.
1 - Keniin nika-piishaa.

2. In this exercise, write two mini-dialogues using dubitative forms. Practice your dialogues with your partner. Check each other's pronunciation, and get help from your instructor if you need it.



Mahkehshi

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 4

Exercise I

Dubitatives

Change each of the following verbs into the dubitative form. Be sure to include the English translation also. Do as shown in the example. English translation on page 188.

Certain	Uncertain
Aahkosi	Aahkositok
He is sick.	He seems/must be sick.
1. Anohkii	
2. Anihshininiimo	
3. Ishinihkaate	
4. Kishitepo	
5. Kohtaaci	
6. Macaa	
7. Masinahike	
8. Niimi	
9. Nikamo	
10. Mawi	
11. Piintike	
12. Takohse	
13. Tahkaayaa	
14. Wemihtikooshiimo	
15. Waawaahte	

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Exercise J

Dubitatives

In this exercise, answer the following questions in the dubitative only. Use the verbs listed below. Give three different answers to each question. English translation on page 188.

1. Aan entootank naapenhs?
   a)_____
   b)_____
   c)_____
2. Aan entootank kitayihsh?
   a)_____
   b)_____
   c)_____
3. Aan waa-tootank wemihtikooshi?
   a)_____
   b)_____
   c)_____
4. Aan waa-tootank awaashihsh?
   a)_____
   b)_____
   c)_____
5. Aan eshiwepahk akwaciink?
   a)_____
   b)_____
   c)_____

anohkii	wemihtikooshi	maaciipiso	kiiwe	mawi
aahkosi	tepi-wiihsini	kishiwaasi	metawe	nipaa
kishite	ishinihkaaso	masinahike	maacaa	niimi
pootawe	anihshininiimo	kishitepo	piishaa	paahpi
tahkose	ishinihkaate	tahkaayaa	piintike	nikamo
kohtaaci	waawaahte	wanishkaa	minihkwe	wiihsini

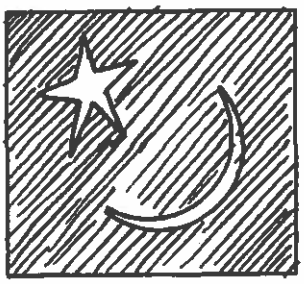
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Exercise A

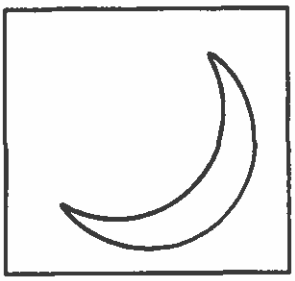
The Sun and the Moon

1. Listening and Understanding:

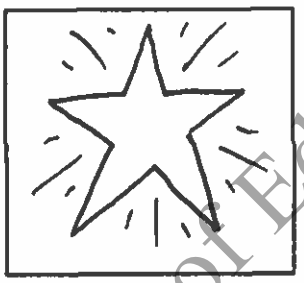
In this exercise, listen carefully as your instructor pronounces the names of the words pictured below. After you have heard each word several times, rewrite the words until you completely understand the meaning of the words. English translation on page 189.



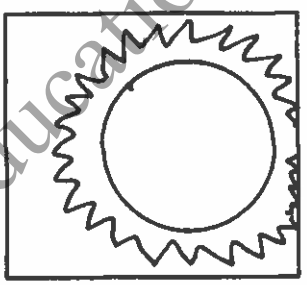
tipihkaa



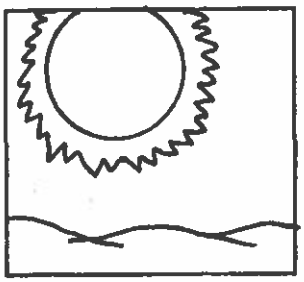
tipihki-piihsim



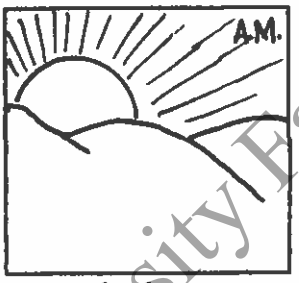
wanankohsh



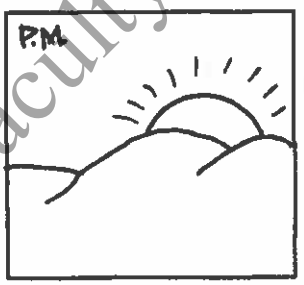
piihsim



kiishikaa



saakaahte



pankihshimon



(1) tipaacimo
(2) aatihsoohke

2. Listening, speaking and understanding: English translation on page 189.

A) 1 - Aasha tipihkaa ekwa nipaan!
2 - Kaawin, kaawin mahshi niwii-nipaahsiin.
Kiiyaapic niwii-metawe.
1 - Wiipac hsha kika-wanishkaa waapank.
2 - Kekonen tahsh?
1 - Kika-antawi-anohkii waapank.

B) 1 - Kiwaapamaa na tipihkii-piihsim?
2 - Kaawin. Aanti?
1 - Weti waasha naaniyahii wanankohshink.
2 - Aanti? Kaawin niwaapamaahsiin.
Pine ehta niwaapamaa.

C) 1 - Aasha saakaahte ekwa wanishkaan!
2 - Kekonen tahsh? Kiiyaapic hsha niwii-nipaa.
1 - Kika-maacii-anohkii aasha wiipac.
2 - Kaawin niwii-anohkiihsiin noonkom kaa-kiishikaak.
Nitaahkosiiwamacih. Wiintamaw nitookimaam.
1 - Kaawin. Kiin wiintamaw.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 5

Exercise B

Writing, Reading and Understanding:

1. In this exercise, write some of your own mini-dialogues. After completing your dialogues, work in pairs to practice the dialogue out loud. Make sure you understand the meanings of each sentence, and get help from your instructor with pronunciation if you need it.

Exercise C

Introduction to the Preterit

1. Ojibwe speakers distinguish between past activities or states that contrast with the present situation and those that do not. The PRETERIT marker "pan" indicates an action or state that was cut off in the past and no longer occurs, or an action or state that happened/existed in the remote past. We have already seen the use of "pan" at the end of a kin term, to indicate the contrast between a former, living relationship, and the present. In verbs, this contrast would be expressed in such ideas as:

   "We went there every summer."

   Nikii-ishaamin tahso-niipin.
   (Inference: "and we still do.")

   Nikii-ishaaminaapan tahso-niipin.
   (Inference: "but we no longer do.")

   "He got married five years ago.

   Kii-wiikito niyaananoyahki otaanaank.
   (Inference: "and is still married.")

   Kii-wiikitoopan niyaananoyahki otaanaank.
   (Inference: "but is not longer married.")

   "I bought a house."

   Nikii-ataawe waahkaahikan.
   (Inference: "and I still own it.")

   Nikii-ataawenaapan waahkaahikan.
   (Inference: "but I no longer own it.")

2.

	Neutral	Preterit
1	nitipaacim	nitipaacimonaapan
2	kitipaacim	kitipaacimonaapan
3	tipaacimo	tipaacimoopan
13	nitipaacimomin	nitipaacimominaapan
21	kitipaacimomin	kitipaacimominaapan
22	kitipaacimonaawaa	kitipaacimonaawaapan
33	tipaacimowak	tipaacimoopaniik

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Preterit-like ideas can be expressed in English by means of phrases, such as "formerly."

I (formerly) worked on a trap line.
He was (formerly) a sick child.

Exercise D

Tipaacimo

1. Understanding the difference between "Tipaacimo and Aatihsoohke."





Verb:	Tipaacimo	Verb:	Aatihsoohke
Noun:	Tipaacimowin	Noun:	Aatihsoohkewin

There are basically two kinds of stories in Ojibwe. A tipaacimowin is an ordinary story, true or fictional, short or long. An aatihsoohkewin is a legend story. An aatihsoohkaan is a legend, with traditional (and sometimes religious) importance. In some areas, it is appropriate to tell aatihsoohkewin only in certain seasons. Check this out in your area to ensure you do not cause offense.

After work is finished for the day, a family on the trapline can enjoy the evening together by telling stories. But don't stay up too late! Everyone will be up early the next morning for a full day of hard work: men checking and setting traps, women scraping and stretching skins, preparing and smoking meat and fish caught, in addition to the everday tasks, and children carrying water, gathering wood, setting snares. And so to sleep...

2. Some examples:

A) Ahaaw, pankii nika-tipaacim.
Weshkac peshikwaa mekwaac
kii-niipik, nikii-nanaantawaapamaa moos.
Wiipac piko nikii-waapamaa moosoonhs.
Kaawin nitoonci-paashkiswaahsiin.
Osaam kii-akaahsheshi.

B) Ahaaw, pankii nika-aatihsoohke.
Weshkac peshikwaa aatihsoohkaan.
Cahkaapehsh kii-ishinihkaaso.
Kii-nihtaa-papiikonike.
Mooshak kii-kakwe-pahkinaake.
Niin kahkina kekoon nitipentaan kii-inentam.
Mooshak kii-mawinehike.
Kii-nihtaa-nootikwewe kaye.
Kaawin wiihkaa onci-pahkinaakehsiin.
Mooshak kii-pahkinawaakanoo.
Amihiwe pinamaa minikohk ke-aatihsoohkeyaan.
Paanimaa miina waapank.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 5

In order for you to understand the sentences on the previous page, you have to work with your instructor. Listen very carefully as your instructor pronounces the words. After you have heard each word several times, list the words that you don't know the meaning of. The instructor will give you proper translations.

More About Preterits:

There are many cases of preterit use in Ojibwe that are not matched by English equivalents. Therefore, it will be important for you to listen carefully to fluent speakers, note when they use "-pan" and think about what they mean. Gradually, as you grasp the idea, you'll be able to start using the preterit in you own speech.

3. Here are some dialogues in which the preterit is used. Ask your instructor to read them to you, and to explain any words you're not sure of: English translation on page 190.

A) Aanti kiicihkiwesi e-ayaac?
Peshiko maacaapan hsha ntiko.
Kiwiiciiwaapan na tahsh ahko?
Mooshak hsha nikii-nanaantawencikeminaapan.
Noonkom hsha tahsh kaawin wiihkaa ci-wiiciiwak.

B) Kiwii-wiihsininaapan na?
Ehe, weshkac hsha kaa-kii-wiihsiniyaapaan.
Ishkotehkanaapihkonk ayinaapin. Wiiyaahs hsha ihimaa ahtepan onaako.
Aasha kaana miina kii-onci-kocipaniheikaatetok.

C) Aanti tahsh wiin kimoohkomaan?
Nahke piko aanti, amohshahi ahpin e-kii-wanihtooyaapaan awahsinaako.
Aapin ekaa e-saakihtooyaampaan.

Do not be concerned, for a while, about mastering the preterit in your own speech. Do, however, work on recognizing and understanding it when you hear the preterit in the speech of others.

For further practice with the preterits, with your instructor's assistance, try to write some of your own sentences.

For example; Nikii-nihtaa-masinahikenaapan.
I used to be good at writing, (but not anymore).

Reading and Writing Practice:

4. Rewrite the following sentences using the preterit form of the verb: English translation on page 190.

Kii-pootawe weti saakahikaniink._____

Anihshininiiwihkwe kii-kiishitepo._____

Kikii-masinahike na?_____

Aasha kii-maaciipiso._____

Kikii-kishiwaasimin._____

Kikii-paahp ina?_____

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Exercise E

An Introduction to the Pejorative

1. Sometimes a speaker wants to indicate that something he is talking about is for some reason not very good. In English he may describe it as: nasty, useless, poorly made, broken down, good-for-nothing, worn-out, and the like. In Ojibwe, all these ideas (and more!) are conveyed in one neat way. Check the examples below to see how it is done:

ciimaanjhsh	ahkihkohsh
waakaahikanjhsh	pimitewihsh
paashkisikanjhsh	waawihsh

2. The word PEJORATIVE is usually used to denote this "ihsh" suffix. To give yourself lots of practice in hearing and understanding pejoratives, collect and bring to class "sets" of articles: a regular comb and a comb with missing teeth, a good cup and a cracked or chipped cup, etc. Have your teacher name these things for you. The more articles you bring, the more words you'll hear, and the easier it will be for you to recognize and use pejoratives in your own conversations.

3. What is done to the word to give this "not very good" idea? Could you try doing it yourself with the following words?

a.	moohkomaan	mahkisin
	minihkwaakan	waapoyaan
	matikwaan	tehsapiwin
b.	ishkotehkaanaapihk	piihsimohkaan
	wiiskwehokaan	pimihsewin
	wiihsiniiwinaahtik	wanihiikan

If you're not sure about any of your answers, look back to the work that you did on diminutives, pages 101 and 102. Notice that the idea of "not very good" works similar in fashion to the idea of "small in size." Now check your answers:

a.	moohkomaanihsh	mahkisinihsh
	minihkwaakanihsh	waapoyaanihsh
	matikwaanihsh	tehsapiwinihsh
b.	ishkotehkaanaapihkohsh	piishimohkaanihsh
	piihsimohkaanihsh	pimihsewinihsh
	wiihsiniiwinaahtikohsh	wanihiikanihsh

4. **Other notes on the Pejorative:**

a. An expression, roughly translated as "yuk!" carries the pejorative sound: ihshay!

b. Like the diminutive, the pejorative may be used also as a term of affection. Ask your teacher for examples of this.

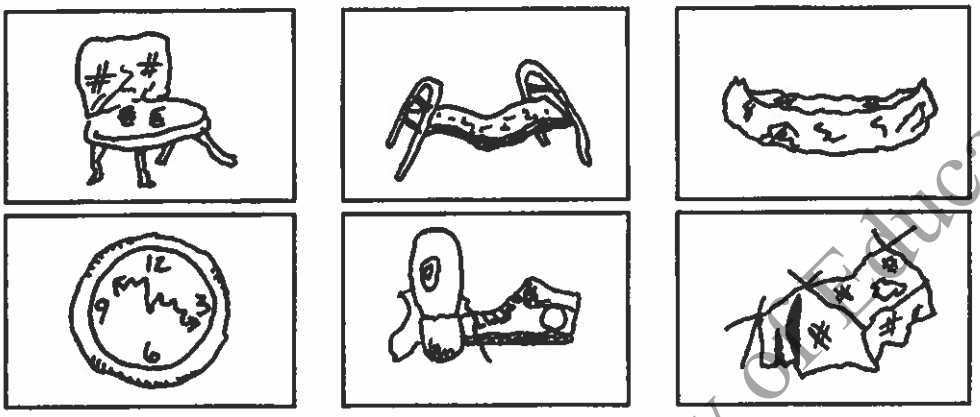
c. Sometimes you may have occasion to use both the dimunitive and the pejorative endings at the same time. If you do, your word will sound something like this:

ciimaanenhsihsh

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Which ending comes first? Ask your instructor for lots of other examples so that you will become very familiar with the sound and the usage of the pejorative, and of the combination of pejorative and diminutive forms.

Write a sentence about each of the following pictures. Be sure the pictured nouns take the pejorative or diminutive/pejorative forms.



Exercise F

Reading, Understanding and Translation:

1. Before you begin your translation, you may find it helpful to look at the comment in Exercise E above. Remember that the pejorative endings look like "ihsh" or "ohsh". English transalation on page 190.

	Pejorative		Pejorative
A:	potato_____	B:	frying pan_____
	salt_____		pot_____
	teakettle_____		fish_____
	duck _____		plate_____
	carrot_____		lamp_____
	dog_____		pipe_____
	cradleboard_____		key_____

2. Sometimes you may have occasion to use both the diminutive and the pejorative endings at the same time. If you do, your word will sound something like this:

ciimaanenhshihsh / ciimaan enhs ihsh

noun diminutive pejorative

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In this exercise, again use the words in (1) above. This time, try using both diminutive and pejorative form together.



Kapehshiiwi-pootawaan

(campfire)

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 5

Exercise G **Preterit and Pejorative and Diminutive**

In this exercise, use the preterit "pan", pejorative "ihsh" or the diminutive "enhs" / "oonhs". Add the most appropriate suffix to each of the following words below.

Example: tipihkaapan = It was night then.

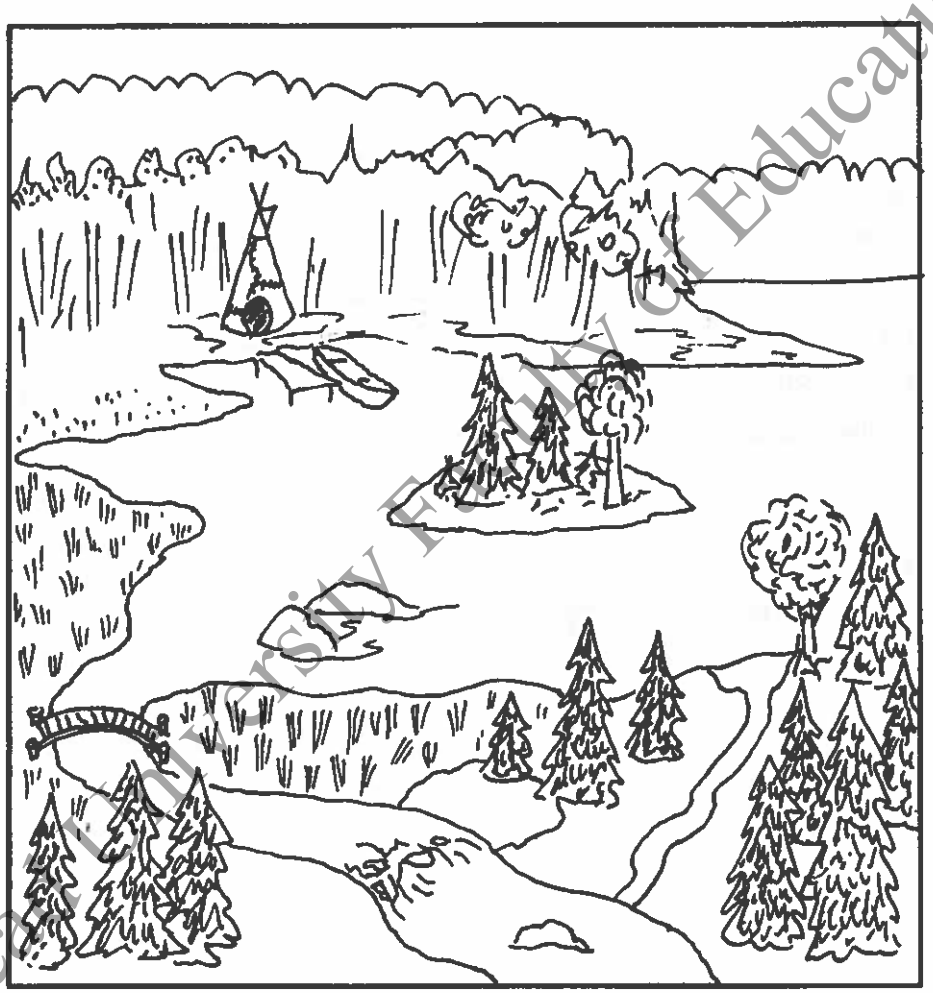
1. wanankohsh_____ = _____
2. pootawe_____ = _____
3. wanishkaa_____ = _____
4. piihsim _____ = _____
5. niciimic_____ = _____
6. animoonhs_____ = _____
7. kiwiiciiwaa_____ = _____
8. saakaahte_____ = _____
9. moohkomaan _____ = _____
10. aatihsooke_____ = _____
11. pimihsewin_____ = _____
12. pakihshimon_____ = _____
13. shiihshiip_____ = _____
14. maaciipiso_____ = _____
15. nitayihsh_____ = _____
16. tipaacimo_____ = _____
17. pahkinaake_____ = _____
18. piihsimohkan_____ = _____
19. nootihkwewe_____ = _____
20. shiiwihtaakan_____ = _____
21. nipaaskihswaa_____ = _____
22. nikosihs_____ = _____
23. mahkisin_____ = _____
24. kihcipison_____ = _____
25. kiishikaa_____ = _____
26. onaakan_____ = _____
27. masinahike_____ = _____
28. nipewin_____ = _____
29. ishkotehkanaapihk_____ = _____
30. nanaantawencike_____ = _____
31. tipihki-piihsim_____ = _____
32. ishinihkaaso_____ = _____

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Exercise H

Geographical Map

Listen carefully as your instructor points to different places on the map. When you have heard each one several times, see if you can locate where the numbered terms go on the map. Ask your instructor to repeat the terms if you need to hear them again. English translation on page 191.



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1. noohpimink
2. mashkiik
3. aashokan
4. neyaahsh
5. akaami-siipi
6. niminaaweyaatawaan
7. naanew
8. onikam
9. akaamink
10. minihtikwaapihk
11. waashahaa
12. minihtik

INTRODUCTORY OJIBWE - UNIT 2; LESSON 5

Exercise I

Geographical map (terms)

In this exercise, answer the following questions In some cases you may need to use the locative endings on nouns.

1. Aanti ciimaan?_____
2. Aanti eshaayan?_____
3. Aanti matikwaan?_____
4. Aanti minihtik?_____
5. Aanti neyaahsh?_____
6. Aanti aashokan?_____
7. Aanti kinooshenhsak?_____
8. Aanti tahsh apwiyak?_____
9. Aanti waa-noonte-ishaayan?_____
10. Aanti iitok tahsh shiihshiip?_____
11. Aanti iitok kihci-kinooshe?_____
12. Aanti onikam?_____

Exercise J

Now draw your own map and use the list of words below to label the geographical features.

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aashokan	niminaaweyaatawaan	akaamink
waashahaa	akaami-siipi	pihkwaamatinaa
mashkiik	minihtikwaapihk	neyaahsh
waanipiiyaa	noohpimink	saakahikan
minihtik	paawihtik	naanew
onikam	wacii	siipi

INTRODUCTORY OJIBWE - UNIT 2; LESSON 6

Unit 1 and Unit 2 Review

Exercise A **Twenty-Four Articles**

1. This final lesson will review lessons 1 to 5. To successfully complete the review you will need to go over the vocabulary and structures you have learned, and review the pronunciation of each item.. After each exercise is completed, you will be given a variety of mini-tests, both oral and written. Let's begin with the twenty-four kitchen articles. Translate the following into Ojibwe. Write your answers in your notebook and check them.

Plate	Pepper	Bannock	Milk
Cup	Lard	Partridge	Fish
Knife	Water	Rabbit	Porridge
Spoon	Teakettle	Meat	Potatoe
Fork	Pot	Bread	Carrot
Salt	Frying pan	Egg	Duck

2. After completing the translation, you will be given a quiz in both oral and written formats.

Exercise B **Using Numbers**

1. Numbers are very common words in Ojibwe. Review the pronunciation and the meaning of the words which are listed below. Translate the following into Ojibwe. Write your answers in your notebook and check them.

One	Seven	Thirteen	Nineteen
Two	Eight	Fourteen	Twenty
Three	Nine	Fifteen	Twenty-one
Four	Ten	Sixteen	Twenty-two
Five	Eleven	Seventeen	Twenty-three
Six	Twelve	Eighteen	Twenty-four

2. After completing the translation, you will be given a quiz in both oral and written formats.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 6

Exercise C **Using Numbers in Verb Forms**

1. In lesson one, exercise H, you learned how to use numbers in verb form. Review your notes and textbook before you start to work on this exercise. Check the pronunciation of each Ojibwe word, and make sure you understand the meaning of each Ojibwe and sentence. Translate the following into Ojibwe. Write your answers in your notebook and check them.

VAI	VII
There is one rabbit.	There is one egg.
There are two partridges.	There are two plates.
There are three fish.	There are three knives.
There are four spoons.	There are four forks.
There are five carrots.	There are five eggs.
There are six bannocks.	There are six peppers.
There are seven pots.	There are seven pieces of lard.
There are eight ducks.	There are eight pieces of meat.
There are nine teakettles.	There are nine cartons of milk.
There are ten frying pans.	There are ten containers of salt.

2. After completing the translation, you will be given a quiz in both oral and written formats.

Exercise D **May I Introduce Myself?**

1. When visiting Native language speaking communities, you will need to know some words, phrases and sentences to introduce yourself. Study the useful phrases listed below. Translate the following into Ojibwe. Write your answers in your notebook and check them.

Yes
No
Thank you
What is your name?
My name is _____.
Where are you from?
I am from _____.
Me too.
How about you?
Say it again.
Say it slowly.
Do you understand?
Yes, I understand.
No, I don't understand.
What is that (inanimate)?
Who is/what is that (animate)?
What is his/her name?
His/her name is _____.

2. After completing the translation, you will be given a quiz in both oral and written formats.

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Exercise E **Imperatives and Locatives**

1. Imperative:

Imperatives are those words we use when we are telling someone what to do. You already have a very good idea how to use imperatives. Study those words which are listed below. Translate the following into Ojibwe. Write your answers in your notebook and check them.

Come in!
Stand up!
Go away!
Go home!
Go to sleep!
Sit down!
Come here!
Make (build) a fire!
Sing!
Get up!

2. Locatives:

In the Native language, nouns with locative endings could mean "in", "at" or "on". Study the meaning of the words listed below, and check the pronunciation with your instructor if necessary. Translate the following into Ojibwe. Write your answers in your notebook and check them.

On the stove.
At the airplane.
At the door.
In the canoe.
On the chair.
In the house.
At the window.
On the car.
On the kitchen table.
In the tent.
On the bed.
At the teepee.

3. After completing the translation, you will be given a quiz in both oral and written formats.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 6

Exercise F **Intransitive Verbs (VAI)**

1. As you are already aware, in the Native language, all intransitive verbs are complete sentences. Study the meaning of the words listed below, and check the pronunciation with your instructor if necessary. Translate the following into Ojibwe. Write your answers in your notebook and check them. Translate the following verbs with the form that means he/she...

Singing	Sleeping
Sick	Dancing
Make a fire	Working
Angry	Eating
Go home	Enough eating
Cooking	Playing

2. After completing the translation, you will be given a quiz in both oral and written formats.

Exercise G **What Time is it?**

1. Using what you have learned. In this review exercise, you will study some of the telling time phrases. Translate the following into Ojibwe. Write your answers in your notebook and check them.

Q. What time is it?
1. It is one o'clock.
2. It is two o'clock.
3. It is three o'clock.
4. It is four o'clock.
5. It is five o'clock.
6. It is six o'clock.
7. It is seven o'clock.
8. It is eight o'clock.
9. It is nine o'clock.
10. It is ten o'clock.
11. It is eleven o'clock.
12. It is twelve o'clock.

2. After completing the translation, you will be given a quiz in both oral and written formats.

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Exercise H **What Are They Doing?**

1. In Unit 2, Lesson 1, Exercise A, you learned nouns and expressions. Study the meaning of the words listed below, and check the pronunciation with your instructor if necessary. Translate the following into Ojibwe. Write your answers in your notebook and check them.

Woman	Man	Child	Boy	Girl
Women	Men	Children	Boys	Girls

I don't know.
What are you doing? (singular)
What am I doing?
What is he/she doing?
What are they doing?
What are you doing? (pl.)
What are we doing? (pl. inclusive)
What do you want to do?
What do I want to do?
What does he/she want to do?
What do they want to do?
What do you want to do? (pl.)
What is he/she called? (What's his name?)
What is it called? (What's it's name?)
Ask him!
Tell him!

2. After completing the translation, you will be given a quiz in both oral and written formats.

Exercise I **Voluntatives**

1. As you already know, it is possible to put the prefix "wii-" before most verbs. Doing this expresses the idea "want to" or "intend to". Study the meaning of the words listed below, and check the pronunciation with your instructor if necessary. Translate the following into Ojibwe. Write your answers in your notebook and check them.

I want to drink water.
Do you want to drink water too?
The man wants to work today.
He/she wants to work today.
He/she wants to make a fire outside.
No, I don't want to play.
How about the children. Do they want to play?
Do you want to go home? (pl)

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2. **Past, Present and Future Tenses:**

I am going home today.
Did you work yesterday?
He/she will be leaving tomorrow.
You slept yesterday. (pl)
They will be dancing soon.

3. After completing the translations, you will be given a quiz in both oral and written formats.



Omatwehike

(Drummer)

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Exercise J **Vocabulary**

Study the meaning of the words listed below, and check the pronunciation with your instructor if necessary. Translate the following into Ojibwe. Write your answers in your notebook and check them.

Dog	Ax
Shoe	Lamp
Book	Broom
Cradleboard	Key
Pencil	Pipe
Blanket	Pillow

2. **First Person Plural:**

We are going home. (incl.)
We are eating. (incl.)
We are making a fire. (incl.)
We are working. (incl.)

We are writing. (excl.)
We are sleeping. (excl.)
We are playing. (excl.)
We are leaving. (excl.)

3. **Diminutives:**

Skunk	Beaver	Wolf	Duck
Baby skunk	Baby beaver	Baby wolf	Baby duck

4. After completing the translations, you will be given a quiz in both oral and written formats.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 6

Exercise K **Transitive Verbs**

1. Study the meaning of the words listed below, and check the pronunciation with your instructor if necessary. Translate the following into Ojibwe. Write your answers in your notebook and check them.

I see a woman.

Do you want/need a dog?

I am looking for a boy.

You are eating a fish.

Do you see an airplane?

I want/need a book.

Are you looking for a knife?

I am eating moose meat.

2. **How is the Weather?**

a) Windy	e) Northern lights	i) Foggy
b) Cold	f) Thundering	j) Calm
c) Hot	g) Raining	k) Overcast
d) Snowing	h) Sunny	l) Cloudy

3. **Some Useful Expressions:**

What?

What do you want?

What for?

Why not?

Where are you going? (sing)

Where are you going? (pl.)

How is the weather?

What's going on?

Exceedingly, most, most of all

4. After completing the translations, you will be given a quiz in both oral and written formats.

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Exercise L **Obviatives**

1. In this review exercise, concentrate on the meanings of the words, phrases and sentences. Pay particular attention to extra endings. Look carefully at the objects of each sentence. Translate the following into Ojibwe. Write your answers in your notebook and check them.

I am eating fish.	I am eating meat.
You are eating fish.	You are eating meat.
He/she is eating fish.	He/she is eating meat.

2. **Third Person Only:**

He/she sees the partridge.
He/she likes the taste of bear.
He/she is looking for goose.
He/she is cooking skunk.
He/she wants/needs a spoon.
He/she loves the dog.
He/she is taking care of my older brother.

He/she is eating an egg.
He/she sees the house.
He/she likes the taste of meat.
He/she is looking for a lard.
He/she is cooking a potatoe.
He/she loves milk.
He/she takes care of the canoe.

3. After completing the translations, you will be given a quiz in both oral and written formats.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 6

Exercise M **Possessive Nouns**

1. In this review exercise, concentrate on the meanings of the words, phrases and sentences. As you are already aware, the possessive nouns do not have any particular rule that you can follow. Pay particular attention to extra endings. Translate the following into Ojibwe. Write your answers in your notebook and check them.

My chair	My eggs	My clock	My forks
Your pencil	My doors	Your kettle	Your knives
His tea	His bread	His cups	His bannock

2. **Vocabulary:**

Sweater	Shirt	Sock	Scarf
Hat	Belt	Mitten	
Blouse	Pants	Coat	

3. **My Family:**

My grandfather	Myself	My younger brother
My grandmother	My spouse	My younger sister
My father	My older sister	My son
My mother	My older brother	My daughter

4. After completing the translations, you will be given a quiz in both oral and written formats.

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Exercise N **More About TA Verbs**

1. In this review exercise, concentrate on the meanings of the sentences listed below. The following words express actions with different subjects (the doers of the action) and objects (those who have the action done to them). A heading such as;

(1 acting on 2)

means a first person (1), "niin" is doing something to a second person (2), "kiin".

Translate the following into Ojibwe. Write your answers in your notebook and check them.
Note: The verb stem is the part that doesn't change when the subject and object do.

(1 acting on 2)

I see you.
I am looking for you.
I am helping you.
I am going with you.

(1 acting on 3)

I see him/her.
I am looking for him/her.
I am helping him/her.
I am going with him/her.

(2 acting on 1)

You see me.
You are looking for me.
You are helping me.
You are going with me.

(2 acting on 3)

You see him/her.
You are looking for him/her.
You are helping him/her.
You are going with him/her.

(3 acting on 1)

He/she sees me.
He/she is looking for me.
He/she is helping me.
He/she is going with me.

(3 acting on 2)

He/she sees you.
He/she is looking for you.
He/she is helping you.
He/she is going with you.

(3 acting on 4)

He/she sees him.
He/she is looking for him/her.
He/she is helping him.
He/she is going with him.

2. After completing the translations, you will be given a quiz in both oral and written formats.

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INTRODUCTORY OJIBWE - UNIT 2; LESSON 6

Exercise O **Scenery and Useful Articles**

1. In this review exercise, study the meanings of the words listed below. Translate the following into Ojibwe. Write your answers in your notebook and check them.

Lake	Gun
Rapid	River
Bond	Hill
Paddle	Outboard Motor
Lunch Box	Forest, Wilderness
Island	Mountain

2. **Vocabulary and Expressions:**

It is called	White woman
His/her name is	He speaks "Indian".
Indian	He speaks English
Indian woman	Whiteman

3. **Certain and Uncertain:**

He is sick	He must be playing
He is working	He must be sick
He must be working	He must be sleeping

4. After completing the translations, you will be given a quiz in both oral and written formats.

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Exercise P **More II Verbs (VII)**

1.In this review exercise, study the meanings of the words listed below. Translate the following into Ojibwe. Write your answers in your notebook and check them.

It is night	Sun
Moon	It is sun rise
It is day	Telling story
Star	Telling a lengend story
It is sunset	

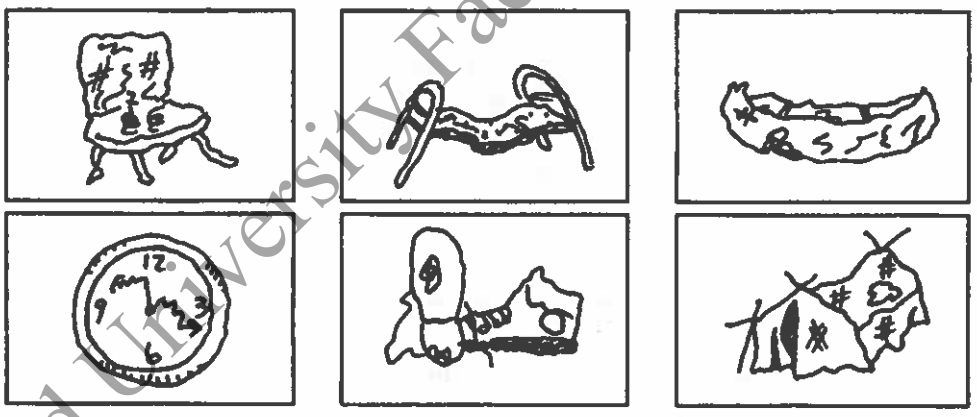
2. **Preterit:**

We went there every summer but we no longer do.

He got married five years ago but is no longer married.

I bought a house but I no longer own it.

3. **Name these articles in pejorative form:**



4. After completing the translations, you will be given a quiz in both oral and written formats.

Exercise Q **Geographical Terms**

1. In this review exercise, study those words which are listed below. Translate the following into Ojibwe. Write your answers in your notebook and check them.

In the bush (in the forest)	On the shore
Swamp	Portage
Bridge	Across the lake or river
There is a peninsula (point in the lake)	Dock
Across the river	There is a bay.

2. After completing the translations, you will be given a quiz in both oral and written formats.

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INTRODUCTORY OJIBWE - UNIT 2; REVIEW LESSONS

Let's Look Back at What You Have Learned
Unit 2; Lessons 1 to 5

1. Review the words you know:

A. Nominals

Animate Nouns:

animohsh	micihkaawan	nihka
nitayihsh, otayihshan	mitaahs	nimihshoom, omihshooman
awaashihsh	mahiinkan	noohkom, oohkoman
aatisoohkaan	mahkwa	nitaataa, otaataaman
anihshinini	mahkehshi	nimaamaa, omaamaaman
anihshininiihkwe	moos	nishtehs, oshtehsan
amihk	naape	nimihsens, omihsensan
atihk	naapenhs	niwiiciiwaakan, owiiciiwaakanan
apwi	ihkwe	niciimic, ociimican
ashikan	ihkwesenhs	nikosihs, okosihsan
naapihkaakan	nitaanihs, otaanihsan	
	ohpwaakan	
	piihsimohkaan	
	piihsim	
	shikaak	
	wemihtikooshi	
	wemihtikooshiihkwe	
	wanahkohsh	
	tipihki-piihsim	

Inanimate Nouns:

aapihsakahikan	pikwatahkamik
ahpikweshimon	pimihsewin
ashtotin	pimipanihcikan
kihcipison	piihsimoo-masinahikan
masinahikan	saakahikan
masinahikanaahtik	siipi
makoot	shiipiikwaan
mahkisin	tihkinaakan
mashkiik	tipaacimowin
matikwaan	waakahkwat
minihtik	waapoyaan
noohpimink	wepahikan
niimaawiniwash	wacii
pakwaan	waashtenikan
paawihtik	wiiskwehokaan
paashkisikan	
pihkwan	
pihkwaamatinaa	

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INTRODUCTORY OJIBWE - UNIT 2; REVIEW LESSONS

Pronouns:

ninawint	kiinawint	kiinawaa
wiinawaa	awiiya	

B. Verbs

Intransitive Animate Verbs:

minihkwe	aatisoohke	taashkikahike
metawe	anihshininiimo	tipaacimo
mawi	kwayaacii	saakaham
maaciipiso	kahkiiwe	wemihtikooshiimo
masinahike	kawaci	
nantawencike	pimaatisi	
naatahipii	takohshin	

Intransitive Inanimate Verbs:

anwaahtin	papiikwaanakwan	waanipiiyaa
kashkawan	pinehsiiwan	
kimiwan	takohse	
kishite	tahkaayaa	
nootin	sookihpwan	
ninkwahkwan	waahshekwan	
pankihshimon	waawaahte	

Transitive Animate Verbs:

niwaapamaa	nimiinaa
nitamwaa	niwiicihaa
ninanaantawaapamaa	niwiiciiwaa
niminohpwaa	nikiishiswaa
ninihsaa	nipiinahwaa
ninantawenimaa	nisaakihaa
nikanawenimaa	nikocaanimentamihik
niwaniihkenotawaa	niwiintamawaa
nikakwecimaa	nimaamitonenimaa

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Transitive Inanimate Verbs:

niwaapantaan	ninipahtoon
nimiicin	ninantawentaan
ninanaantawaapantaan	niwiicihtoon
niminohpitaan	nikiishisaan
nipiinahaan	nisaakihtoon
nikanawentaan	nikocaanimentamihikon
niwaniihkenotaan	nikocaanimentaan
nimaamitonentaan	

C. Particles

aanahpii?	mah!	waapank
aan tahsh ekaa?	kekonen tahsh?	weshkac
aan tahsh wiin ihi?	noonkom	wiipac
awahsinaako	onaako	kekonen?
awahsiwaapank	paanimaa	maawac!

D. Preverbs

pi-	ani-	kakwe-	antawi-	or
tepi-	ishkwaa-	kiimooci-	natawi-	
poonі-	mwaye-	kwenawi-	wani-	
nihtaa-	kihci-	maacii-	noonte-	
mate-				

E. Expressions

nahke piko.	Aan waa-tootamek?
Aan entootaman?	Aan eshinihkaasoc?
Aan entootamaan?	Aan eshinihkaatek?
Aan entootank?	Aan eshiwepahk?
Aan entootamowaac?	Aan enahkamikahk?
Aan entootamek?	Aan tahsiwaac?
Aan entootamak?	Aan tahsh ekaa?
Aan waa-tootaman?	Aan tahsh wiin ihi ekaa?
Aan waa-tootamaan?	Aani minikohk?
Aan waa-tootank?	Aanti eshaayan?
Aan waa-tootamowaac?	Aanti eshaayek?
Kekonen nantawentaman?	
Kekonen tahsh?	
Kakwecim?	
(k)ooshta!	
Wiintamaw	

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Unit 2; Lessons 1-6

In this section, we have provided English translations for the Severn Ojibwe words and sentences introduced in Unit 2.

Lesson 1.

Exercise A

1st Row	woman	man	child	boy	girl
	women	men	children	boys	girls

Some Useful Expressions: Note: Translations are done in text.

Exercise B

1. The partridge is eating.
   The fish are afraid.
   The men are working.
   The women is working.
   The partridges are eating.
   The girl is building / making a fire.
   The women are working.
   The child is sleeping.
   The fish is afraid.
   The man is working.
   The children are sleeping.
   The girls are building / making a fire.

3.

1).	I am sleeping.	I am playing.	I am angry.
2).	You are sleeping.	You are playing.	You are angry.
3).	H/she's sleeping.	H/she's playing.	H/she's angry.
4).	They're sleeping.	They're playing.	They're angry.

5. Negative Forms:

1).	I'm not sleeping.	I'm not playing.	I'm not angry.
2).	You're not sleeping.	You're not playing.	You're not angry.
3).	H/she's not sleeping.	H/she's not playing.	H/she's not angry.
4).	They're not sleeping.	They're not playing.	They're not angry.

6. The children are afraid.
   The boys are going home.
   I am sleeping.
   The girls are working.
   Are the partridges full / had enough to eat?
   Are the boys angry?
   No, they're building / making a fire.
   Maybe they are sick.
   They're eating soon.
   The women are singing.
   Are the fish afraid?

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Exercise C

Example:
1 - Where are the children?
2 - They are playing outside.
1 - Where outside.
2 - Over there beside the teepee?
1 - Are you playing too?
2 - No, I'm working. How about you?
1 - No, I'm working too.

Exercise D

The Voluntative:

1st Line	H/she's going home.	H/she wants to go home.
	Does h/she want to go home?	No, h/she does not want to go home.
2nd Line	They're sleeping.	They want to sleep.
	Do they want to sleep?	No, they don't want to sleep.
3rd Line	You are working.	You want to work.
	Do you want to work?	No, you don't want to work.
4th Line	H/she's making a fire.	H/she wants to make a fire.
	Does h/she want to make a fire?	No, h/she does not want to make a fire.

2.

I am drinking.	I am crying.
You are drinking.	You are crying.
H/she's drinking.	H/she's crying.
They're drinking.	They're crying.
I am laughing.	I am eating.
You are laughing.	You are eating.
H/she's laughting.	H/she's eating.
They're laughing.	They're eating.

* I want to drink. You want to laugh. H/she wants to cry.

3. A).
1 - The child is crying.
2 - Maybe h/she want to drink.
1 - Milk?
2 - H/she's drinking now.
1 - H/she wants to sleep.
2 - H/she's sleeping now.

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B). 1 - Where are the women?
2 - They're building a fire.
They want to cook.
1 - Where?
2 - There in the teepee.
1 - Do they want to eat / Are they hungry?
2 - Yes
1 - You (too) come and eat. (too)

C). 1 - Are the boys angry? No, they're working.
2 - Do they want to go home soon?
1 - Yes, they want to go home soon.
2 - They want to eat and they want to go to sleep. How about you?
1 - I'll go home too later. (in a while)

Exercise F

1. A). What are you doing?
B). Me?
A). Yes, you.
B). I'm cooking. How about you?
A). I don't want to cook. I want to play.
B). Do you want to eat?
A). Okay, only a little bit.
B). Me too. I want to eat a little bit/some.

2. A). What are they doing?
B). They're not working, they're sleeping.
A). How about you?
B). I don't want to sleep; I want to work.
A). Where?
B). By the house.
A). Me too, I want to work.

Exercise G

1. Past, present and future tenses:

Note: Translations are done in text.

2. Present Tense:

I am going home.
You are going home.
H/she is going home.
You (plural) are going home.
They are going home.

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Past Tense:

I went home / I did go home.
You went home. / You did go home.
H/she went home. / h/she did go home.
You (plural) went home.
They went home.

Future Tense:

I will be going home.
You will be going home.
H/she will be going home.
You (plural) will be going home.
They will be going home.

What did you do to form the voluntative:

I want to go home.
You want to go home.
H/she wants to go home.
You (plural) want to go home.
They want to go home.

3. Today, I am working.
Yesterday, I worked / I did work.
Tomorrow, I'll work / I'll be working.

Do you want to sleep now?
Were you sleeping yesterday?
Are you going to be sleeping tomorrow?

H/she is playing now.
H/she played the day before yesterday.
H/she will play the day after tomorrow.

Are you sick now?
Were you sick a long time ago?
Are you going to be sick much later?

4. I am going home.
I went home / I did go home.
I will be going home.

He is making a fire.
He was making a fire.
He'll be making a fire.

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They are working.
They were working.
They will be working.

You (singu.) are eating.
You were eating.
You will be eating.

Are you (plural) laughing?
Were you (plural) laughing?
Will you be (plural) laughing?

Exercise J

New Vocabulary:

dog	pencil / pen
shoe	blanket
book / paper	pillow
cradleboard	pipe
lamp	axe
broom	key

Lesson 2:

Plural Pronouns;

Note: Translations are done in text.

2).

Yes. We/us. (exclusive)	How about us (exclusive)?
Yes. We/us. (inclusive)	How about us (inclusive)?
Yes. You (plural)	How about you (plural)?
Yes. They/them.	How about them/they?

Us, too (exclusive).	Us first/next, our turn (exclusive).
Us, too (inclusive).	Us first/next, our turn (inclusive).
You (plural) too.	You (plural) first/next, your turn.
They/them too.	Them first/next, their turn.

Not us/we (exclusive)
Not us/we (inclusive).
Not you (plural).
Not them/they.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

First Person Plural:

We are going home. (inclusive)
We are eating. (inclusive)
We are making a fire. (inclusive)
We are sick. (inclusive)
We are writing. (inclusive)
We are crying. (inclusive)
We are singing. (inclusive)
We are laughing (inclusive)
We are working (inclusive)

3. We are drinking (exclusive)
We are writing. (exclusive)
We are afraid. (exclusive)
We want to eat / We're hungry.
We are full / had enough to eat.
We are sleeping. (exclusive)
We are cooking.
We are making a fire (exclusive)
We are working.

5. Using what you have learned;

getting up	singing
leaving	coming
come in	angry
building a fire	dancing

6.

What are you doing?	What do you want to do?
What am I doing?	What do I want to do?
What is h/she doing?	What does h/she want to do?
What are they doing?	What do they want to do?
What are you (plural) doing?	What do you (plural) want to do?
What are we doing?	What do we want to do?

Exercise B

I Are you (plural) working today?
Yes, we are working.

Are we going to work today?
Yes, we are going to work.

Are you (plural) going home tomorrow?
No, we're not going to go home.

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Are we leaving tomorrow?
We are not leaving tomorrow.

Were you (plural) singing yesterday.
Yes, we sang / we did sing.

Are we going to cook soon?
Yes, we will cook soon.

Are you (plural) sleeping now?
We're not sleeping yet.

2. Do you (plural) want to eat?
Are you going home tomorrow?
Were you (plural) sick the day before yesterday?
Are we going to work the day after tomorrow?
Are we going to leave soon?
Do they want to sleep now?
Are you full now / did you have enough to eat now?
Are we going to make a fire in the stove tomorrow?

3. Note: Translations are done in text.

Exercise C

Where is the calendar? Beside / near the window.
Where is the clock?
Where is the dog?
Where is the lamp?
Where is the cradleboard?
Where is the book?
Where is the house?
Where is the axe?

Exercise D

1. a. The dog is sleeping /asleep now.
b. The clock is on the table.
c. The children are crying.
d. The woman is cooking on the stove, (now, then)
e. The lamp is on the table.
f. The man is drinking (now, already).
g. The girl is making a fire already.
h. The cradleboard is at the door.
i. The boy is writing (now, already).
j. The calender is on the chair.
k. The shoes are by the door.
l. The woman is laughing.
m. The dog is singing.
n. The man, boy and girl are eating at the table.
o. The partridge is by the door.
p. The children are making a fire.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

2. A) 1 - Where is the dog?
2 - Over there by the teepee.
1 - What is he doing?
2 - He is eating.
1 - How about you? What are doing?
2 - I want to eat, too.
1 - Not me, I don't want to eat. I want to leave / go.

B) 1 - What do you want to do?
2 - Bring the bannock and eggs!
Do you want to eat, too?
1 - No, I want to work.
2 - Where?
1 - Far away in the bush.
You too?
2 - No, I want to sleep.

C) Knock! Knock!
1 - Who's there / Who's that?
2 - Me, it's John.
1 - Well, come in! Sit down here!
Do you want to drink tea?
2 - No, only water.

D) 1 - What is the woman doing?
2 - She is making a fire in the stove.
She wants to cook.
1 - Did the boys eat already?
2 - No, they want to eat right away.
1 - How about you? Do you want to eat, too?
2 - No, I ate already. I want to work right away / right now.

E) 1 - What do you (plural) want to do today?
2 - We want to write.
1 - Us, too.
2 - Where are the pencils / pens?
1 - There beside the book.
2 - Please, bring them here!
1 - You too, sit down here!
2 - Put your books here!

3. What are the children doing?
Where is the clock?
What is the woman doing?
Is/ are the man and boy eating?
Where are the shoes?

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Did the woman make a fire already?
Are the girls going to be full soon?
Where is the lamp?
What is the boy doing?
What is the dog doing?

4.. What are you doing now?
What is your name?
Where do you come from?
Do you want to eat?
Do you want to sing?
Do you (plural) want to sleep?
Were you (plural) sick the day before yesterday?
What are you (plural) doing today?
Are / will you (plural) be leaving the day after tomorrow?
Are you (plural) making a fire?

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Exercise E

Inland:

1. Skunk	11. Caribou
2. Baby skunk	12. Baby caribou
3. Moose	13. Goose
4. Baby moose	14. Baby goose
5. Bear	15. Bird
6. Baby bear	16. Baby bird
7. Rabbit	17. Wolf
8. Baby rabbit	18. Baby wolf
9. Beaver	19. Fox
10. Baby beaver	20. Baby fox

2. Chair	Spoon	Bannock
Small chair	Small spoon	Small bannock
Book	Plate	Fish
Small book.	Small plate	Small fish (minnow)
Dog	Window	Cradleboard
Small dog (pup)	Small window	Small cradleboard

3.

a. skunk	g. canoe	m. fork	s. salt
b. beaver	h. goose	n. bear	t. chair
c. lard	i. plate	o. knife	u. duck
d. moose	j. bed	p. cup	v. wolf
e. caribou	k. fish	q. rabbit	w. cradleboard
f. pail / bucket	l. dog	r. window	x. lamp

4. Done in text by student.

5. Done in text by student.

Exercise F

TA Verbs:

1.

I see a moose.	I see a cradleboard.
Do you see a goose?	Do you see a pencil /pen?
I see a bear cub.	I see a small chair.
Do you see a rabbit?	Do you see the caribou-meat?
I see a beaver.	I see a book.

Note: #2/3 are done in text.

4.

I am eating a rabbit.	I am eating meat.
Are you eating a bear?	Are you eating porridge.
I am eating fish.	I am eating a potato.
Are you eating a caribou?	Are you eating lard?

1) I am eating. 2). I am eating (animate). 3. I am eating (inanimate).

5. 1). Do you see (animate)?
Do you see (inanimate)?
2). Are you eating (animate)?
Are you eating (inanimate)?

6. I am eating.
I see him/her.
Bring something (animate).
I am eating something (animate).
I see it (inanimate).
Bring something (inanimate).
I am eating something (inanimate).
I am working.
Sit down.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Exercise G — How is the weather? (VII)

It is windy.
It is cold.
It is hot.
It is snowing.
It is a sunny day.
It is raining.
It is thundering.
There are northern lights.
It is foggy.
It is calm.
It is overcast.
It is cloudy.

Exercise H

I see something animate.
I see something inanimate.
I'm looking for something animate.
I'm looking for something inanimate.
I like the taste of something animate.
I like the taste of something inanimate.
I am eating something animate.
I am eating something inanimate.
I am thinking of something animate.
I am thinking of something inanimate.
I am killing something animate.
I am killing something inanimate.

4. A)
1 - Where are you going?
2 - I am going home.
1 - What for? or what about?
2 - I am sick.

B)
1 - What do you want?
2 - I don't want anything.
1 - Why not?
2 - I want to sleep.

C)
1 - Do you want to sleep?
2 - No.
1 - Why is it not so?
2 - I am thinking about my friend.

D)
1 - How is the weather?
2 - Snowing.
1 - Do you want to go outside?
2 - No, I want to sleep.

E)
1 - Where are you going? (plural)
2 - We are going home. (exclusive)
1 - How come?
2 - We want to eat and most of all we want to sleep. (exclusive)

F)
1 - Look! It's snowing now.
2 - Do you want to play outside?
1 - No, I am leaving / going.
2 - Oh yeah! Where are you going?
1 - Far away in the bush. I want to look for a rabbit.
2 - So did you see a rabbit yesterday?
1 - Yes, I saw one only.

G)
1 - Did you see a moose the day before yesterday.
2 - Yes, I saw him.
1 - Where?
2 - Over there near the woods / bush.
1 - Did you kill the moose?
2 - Yes. Do you like the taste of the moose?
1 - Say it again!
2 - Do you like the taste of moose-meat?
1 - Yes, I like the taste of it very much.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Lesson 3:

Obviative:

1) I am eating fish. / I am eating meat.
You are eating fish. / You are eating meat.
H/she's eating fish. / H/she's eating meat.

I see a skunk. / I see a house.
You see a skunk. / You see a house.
H/she sees a skunk. / H/she sees a house.

2) VTA Verbs:

I am eating a goose.
You are eating a goose.
H/she's eating a goose.
We are eating a goose (exclusive)
We are eating a goose (inclusive).
You (plural) are eating a goose.
They are eating a goose.

I see a fox.
You see a fox.
H/she sees a fox.
We see a fox. (exclusive)
We see a fox. (inclusive)
You (plural) see a fox.
They see a fox.

VTI Verbs:

I am eating lard. / I see a gun.
You are eating lard. / You see a gun.
H/she's eating lard. / H/she sees a gun.
We're eating lard (exclusive) / We see a gun. (exclusive)
We're eating lard. (inclusive) / We see a gun. (inclusive)
You (plural) are eating lard. / You (plural) see a gun.
They are eating lard. / They see a gun.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Exercise B

3. A) 1 - Where do you(plural) want to go today?
2 - We want to go in the woods / bush.
1 - When are you (plural) going to leave?
2 - We want to leave right away.
1 - What are you (plural) going to do over there?
2 - We want to hunt only.
1 - Maybe it is possible that you (plural) will kill a moose.
2 - I hope so.

B) 1 - Listen! Someone is arriving now.
2 - Where?
1 - Outside the door / at the door.
2 - What for, are you afraid?
1 - Yes, I am afraid. Bring the gun, hurry!
2 - No, I'm not afraid.
1 - Why don't you look outside!
2 - Okay.
1 - Do you see someone?
2 - No, I only see a dog.

Exercise C

Possession;

1.

My gun	my house	my tent
Your gun	your house	you tent
h/her gun	h/her house	h/her tent
my canoe	my fish	my partridge
your canoe	your fish	your partirdge
h/her canoe	h/her fish	h/her partridge
my bannock	my knife	my tea-pot
your bannock	your knife	your tea-pot
h/her bannock	h/her knife	h/her tea-pot
my spoon	my plate	my milk
your spoon	your plate	you milk
h/her spoon	h/her plate	h/her milk

5. Where is my porridge?
H/she wants my gun.
What is your dog's name:
Bring your axe!
Do you see John's house?
Where is your pencil / pen?
I gave him his partridge.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Exercise D

4. sweater	7. scarf	1. mitten
2. coat	9. sock	3. pants
6. hat	10. shirt	8. belt
5. blouse		

Exercise E

A). Dog! I want my shoe! Hurry, bring it!
B). Do you want to go with Peter? He's looking for a caribou.
C). H/she wanted a knife, so I gave it to him/her.
D). The girl is not helping the woman. She's sleeping already.
E). I will help the boy tomorrow. The day after tomorrow, too.
F). They did not see the moose. They only saw a man.
G). Are you (plural) looking for a canoe?
H). Do you (plural) want to eat moose-meat?
No, we want to eat the skunk. They were afraid.
J). My dog ate the rabbit.

Exercise F

1. A) Did you (plural) help the man?
Were they hunting?
Did the fox see the partridge?
Where is the airplane?
Do you (plural) like the taste of bannock?
Do you (plural) want to go with Frank?
Did you give him/her the moose-meat?

B). 1 - What is he/she going to do tomorrow?
2 - H/she wants to leave tomorrow. H/she is ready now.
1 - Where is h/she going to go?
2 - Far away in the bush.
1 - Will you be going with h/her?
2 - Yes, probably I'll be going with h/her.
1 - Do you want to come along too?
2 - No.

C). 1 - Where is Henry?
2 - He left already.
1 - When?
2 - The day before yesterday.
1 - Where did he go?
2 - He is hunting in the bush.
1 - Is he alone? / Go by himself?
2 - No, he went with his dog.
1 - How about the boy? Did he go, too?
2 - No, he is still sleeping.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Exercise G

Kinship:

1.	my grandfather	me, I
	my grandmother	my spouse, campanion
	my father	my younger sister
	my mother	my younger brother
	my older brother	my son
	my older sisiter	my daughter

1). What is your grandfather's name?
Peter is my grandfather's name?
2). What is your grandmother's name?
Mary is my grandmother's name.
3). What is your father's name?
Jacob is my father's name.
4). What is your mother's name?
Sarah is my mother's name.
5). What is your son's name?
Thomas is my son's name.
6). What is your daughter's name?
Emily is my daughter's name.

4. What is your older brother doing outside? (outdoors)
I don't know. Maybe he is working.

What is your older sister doing indide? (indoors)
She is cooking. She is hungry.

What is your spouse going to do tomorrow?
H/she is going to work in the bush.

What is your father going to do today?
He wants to go hunting.

What did your mother do yesterday.
She made a fire outside. She cooked.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Exercise I

1 on 2	1 on 3
I see you.	I see him/her.
I'm looking for you.	I'm looking for h/her.
I help you.	I help h/her.
I accompany you.	I accompany him/her.
2 on 1	**2 on 3**
You see me.	You see h/her.
You're looking for me.	You're looking for h/her.
You help me.	You help him/her.
You accompany me.	You accompany him/her.
3 on 1	**3 on 2**
H/she sees me.	H/she sees you.
H.she's looking for me.	H/she's looking for you.
H/she helps me.	H/she helps you.
H/she accompanys me.	H/she accompanys you.

3 on 4

H/she sees him/her.
H/she's looking for him/her.
H.she's helping him/her.
H/she accompanys him/her.

Transforming some TA combinations;

Present (4 on 3)	Negative	Past
He helps her.	He doesn't help her.	He helped her.
Present (2 on 3)	Negative	Past
You are eating (animate)	You are not eating (animate)	You ate (animate)
Present (3 on 1)	Negative	Past
He sees me.	He doesn't see me.	He saw me.
Present (3 on 4)	Negative	Past
He like the taste of (animate)	He doesn't like the taste of (animate)	He liked the taste of (animate)
Present (1 on 2)	Voluntative	Future
I accompany you.	I want to accompany you.	I will accompany you.
Present (3 on 2)	Voluntative	Future
He gives you.	He wants to give you.	He will give you.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Verb Stems:

See / to see	want / to want
help / to help	love / to love
accompany / to accompany	keep / to keep
give / to give	forget / to forget

Comic Strips

1. I am leaving:

1st Caption

Where are you going? I'm going to Thunder Bay.
Is Alec going with you?
Yes, he's going with me / he wants to see Richard.
Where is Richard? He's in Thunder Bay, already.
Are you going to see Sally?
Probably I'll see her.
Can you give her this book please?
Okay, I'll give it to her if I see her.
Thank you!

Where is my friend?

2nd Caption

Where is Gordon?
I don't see him.
Now, I see him over there. Where?
Over there, do you see him now?
Now, I see him in the canoe.

Romance:

3rd Caption

I love you. Oh, he loves me.
I love you lots; how about you, do you love me?
Yes, I love you, too!

Chief and counselor:

4th Caption

The boss is looking for you.
Oh my! Is he looking for me?
Are you sure?
Yes, hurry! He wants to see you right away.
I'm afraid! Please come with me!
No, he wants to see you only.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Lesson 4

Exercise A

1.

lake (s)	gun(s)
falls / rapids	river(s)
pond	hill(s)
paddle(s)	motor(engine)(s)
lunch box(s)	wilderness
island(s)	mountain

2. Where are the fish?
Over there at the rapids / falls.

What is Peter doing in the wilderness?
He is looking for a partridge.

What is the beaver doing in the pond?
He is looking for the river.

What is over there in the lake?
An island.

Where is the lake?
There by the river.

Where are you going?
By the river!

Do you see a caribou on top of the hill!
Yes, I see him/her.

Are you looking for an eagle near the mountain?
No, I'm looking for a bear cub.

Where is my gun? I want to kill a wolf.
Your gun is not here.

Where is my lunch-box? I want to eat!
There on top of the table.

Do you want my paddle?
No, not yet. Later on tomorrow.

How about your motor? Do you want it?
Yes, I want it right away/right now.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Exercise C

A). 1 - Where is my gun? I want to go hunting.
2 - Where do you want to go?
1 - There by the hill.
2 - Is your dog going along with you?
1 - Yes.
2 - How about your son? Is he going with you, too?
1 - No, he still wants to sleep some more.

B). 1 - Where is my lunch-box?
2 - I don't know, what about it?
1 - I want to go.
2 - Oh yeah! Do you want to look for an animal?
1 - Yes, I want to look for animals.
2 - Is your daughter going along with you?
1 - Yes, she wants to see the animals too.
2 - Okay, I'll see you later on.

C). 1 - Hurry, bring the gun!
2 - What for?
1 - I see something over there!
2 - Where? I don't see anything.
1 - Come over here! Do you see it? It's a moose!
2 - Do you want to shoot him/her?
1 - No, you shot him!

Exercise D

Note: Explained in text.

Exercise E

Note: Done in text by the student.

Exercise G

2. 1.	I am sick.	I seem to be sick.
2.	You are sick.	You must be sick.
3.	H/she is sick.	H/she must be sick.
13.	We are sick. (exclusive)	We must be sick.
21.	We are sick. (inclusive)	We seem to be sick.
22.	You (plural) are sick.	You (plural) must be sick.
33.	They are sick.	They must be sick.
	What is your older brother doing?	He must be hunting.
	What is your older sister doing?	She must be driving off.
	What is your spouse doing?	She must be cooking.
	What is your younger sibling doing?	He must be playing.

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2. Where is the native woman? She must be leaving.
   Where is the white man?
   Where is your son?
   Where is Suson's husband?
   Where is my older brother?
   Where is your younger sibling?
   Where is Peter's older sister?
   Where is the dog?

Exercise H

1. A. 1 - Where is your older brother?
   2 - I don't know. He must be working outside.
   1 - My older sister is looking for your older brother.
   2 - What for ?
   1 - I don't know. Maybe she wants to go with him.
   2 - How about you? Where do you want to go?
   1 - I want to go home. I want to eat.

B. 1 - Where is your younger sibling?
   2 - H/she must still be sleeping.
   1 - What will you be doing today?
   2 - I'll go looking for the partridges.
   1 - Where? In the woods / bush?
   2 - No? Over there by the lake.
   1 - I'll come along too.

Exercise I

1. H/she is working.
2. H/she speaks the native language.
3. It is called...
4. H/she is cooking.
5. H/she is afraid.
6. H/she is leaving.
7. H/she is writing.
8. H/she is dancing.
9. H/she is singing.
10. H/she is crying.
11. H/she enters (comes in)
12. It arrives (inanimate)
13. It is cold (weather).
14. H/she speaks English.
15. There is Northern Lights.

Exercise J

1). What is the boy doing?
2). What is your dog doing?
3). What does the white person want to do?
4). What does the child want to do?
5). How is the weather outside?

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Lesson 5

Exercise A:

1.	It is night	moon	star	sun.
	It is day	sun rise	sun sets	(1) tell news
				(2) tell legend

2. A) 1 - It is night now, go to sleep!
2 - No, I don't want to go sleep yet.
I want to play more.
1 - You will be getting up early tomorrow morning.
2 - What for?
1 - You will be going to work tomorrow.

B). 1 - Do you see the moon?
2 - No. Where?
1 - There far away beside the star.
2 - Where?
I don't see it. (animate)
I only see a partridge.

C). 1 - The sun is rising now, get up!
2 - What for? I want to sleep more.
1 - You will start working soon.
2 - I don't want to work today.
I feel sick. Tell my boss.
1 - No. You tell him.

Exercise D

1. Tell news and tell legends.

Verbs: tell news. Tell legends.
Nouns: News. Legends

2. Some examples:

A). Okay, I will tell a short story.
Long ago, once during the summer,
I was hunting/looking for moose.
Soon I saw a baby moose/calf.
I didn't shoot him. He/she was too small.

B). Okay, I will tell a short story about legend.
Long ago, once there was this legend.
His name was Cahkaapehsh.

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He was always causing problems.
He was always trying to win.
"I know everything", he thought.
He was always competing.
He was always after the women too.
He never did win.
He was always losing.
That is all for now.
I will tell a legend again tomorrow.

Dialogues in which the preterit is used;

3. A). Where is your brother?
He must have gone alone.
Do you usually go with him?
We usually always go hunting.
Now I don't go with him anymore.

B). Did you want to eat?
Yes, it has been a long time since I ate.
Look in the stove. There was meat in there yesterday.
Probably someone swallowed it up again already.

C). Where is your knife?
I don't know where.

Reading and Writing Practice:

4. He built the fire there beside the lake.
Indian women were cooking.
Did you write?
He/she already drive away.
We were angry. (inclusion)
Did you laugh?

Exercise E Note: This exercise will be done in the text. Corrections will be done by the instructor.

Exercise F

A). ashkipwaawihsh
shiiwihtaakanihsh
tiiwahkihkohsh
shiihshiipihsh
ohkaataahkohsh
animohshihsh
tihkinaakanihsh

B). paanahkihkohsh
ahkihkohsh
kinooshewihsh
onaakanihsh
waashtenikanihsh
ohpwaakanihsh
aapihsakahikanihsh

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Exercise G Note: Corrections will done by the instructor.

Exercise H

1. In the bush
2. swamp
3. bridge
4. peninsula
5. across the river
6. dock
7. on the shore
8. portage
9. across the lake or river
10. rocky island
11. there is a bay
12. island

Exercise I Note: Corrections will be done by the instructor.

Exercise J Note: Corrections will be done by the instructor.

Lesson 6, Review Lessons:

Exercise A - Twenty Four Articles:

onaakan	aanahkonaa
minihkwaakan	pine
moohkomaan	waapoos
emihkwaan	wiiyaahs
ciishtahikan	piihswe-aanahkonaa
shiiwihtaakan	waaw
pepaa	coocoohshaapoo
pimite	kinooshe
nipi	anoominaapoo
tiiwahkihk	ashkipwaaw
ahkihk	ohkaataahk
paanahkihk	shiihshiip

Exercise B - Numbers:

peshik	nihsoshaap
niishin	niiwishaap
nihsin	niyaananoshaap
niiwin	ninkotwaahsoshaap
niyaanan	niishwaahsoshaap
ninkotwaahso	ayinaanewishaap
niishwaahso	saankahsoshaap
ayinaanew	niishitana
saankahso	niishitana peshikoshaap
mitaahso	miishitana niishoshaap
peshikoshaap	miishitana nihsoshaap
niishoshaap	niishitana niiwishaap

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Exercise C

Using Numbers in Verb Forms:

VTA	VTI
Peshiko waapoos	Peshikwan waaw.
Niishiwak pinewak.	Niishinoon onaakanan.
Nihsiwak kinooshek	Nihsinoon moohkomaanan.
Niiwiwak emihkwaanak	Niiwinoon ciishtahikanan.
Niyaananiwak ohkaataahkwak.	Niyaananinoon waawan.
Ninkotwaahsiwak aanahkonaak	Ninkotwaahsinoon pepaan.
Niishwaahsiwak ahkihkwak.	Niishwaahsinoon pemiten.
Ayinaanewiwak shiihshiipak.	Ayinaanewinoon wiiyaahsan.
Saankahsiwak tiiwahkihkwak.	Saankahsinoon coocoohshaapoon.
Mitaahsiwak paanahkihkwak.	Mitaahsinoon shiwihtaakanan.

Exercise D

May I Introduce Myself?

Eha/ehe
Kaawin
Miikwehc
Aan eshinihkaasoyan?
Nitishinihkaas
Aanti wenciiyan?
Nitooncii.
Keniin
Kiin tahsh wiin?
Miina ihkiton!
Pehkaac ihkiton!
Kinihsitohtaan ina?
Eha, ninihsitohtaan.
Kaawin, kaawin ninihsitohtahsiin.
Kekonen ihi?
Awenen aha?
Aan eshinihkaaso?
_____ishinihkaaso.

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Exercise E

Imperatives:

1. 1. Piintiken!
   2. Niipawin!
   3. Maacaan!
   4. Kiiwen!
   5. Nipaan!
   6. Apin!
   7. Piishaan!
   8. Pootawen!
   9. Nikamon!
   10. Wanishkaan!

Locatives:

2. ishkotehkaanaapihkonk
   ishkwaantemink
   tehsapiwinink
   pahpaapiwinink
   wiihsiniiwinaahtikonk
   nipewinink
   pimihsewinink
   ciimaanink
   waahkaahikanink
   otaapaanink
   wiiskwehokaanink
   matikwaanink

Exercise F

Intransitive Verbs:

nikamo	kishiwaasi	nipaa	wiihsini
aahkosi	kiiwe	niimi	tepi-wiihsini
pootawe	kishitepo	anohkii	metawe

Exercise G

Aan eshihsek?

Peshik	ishihse
Niishin	ishihse
Nihsin	ishihse
Niiwin	ishihse
Niyaanan	ishihse
Ninkotwaahso	ishihse
Niishwaahso	ishihse
Ayinaanew	ishihse
Saankahso	ishihse
Mitaahso	ishihse
Peshikoshaap	ishihse
Niishoshaap	ishihse

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Exercise H

What Are They Doing?

ihkwe	naape	awaashihsh	naapenhs	ihkwesenhs
ihkwewak	naapewak	awaashihshak	naapenhsak	ihkwesenhsak

Nahke piko.
Aan entootaman?
Aan entootamaan?
Aan entootank?
Aan entootamowaac?
Aan entootamek?
Aan entootamak?
Aan waa-tootaman?
Aan waa-tootamaan?
Aan waa-tootank?
Aan waa-tootamowaac?
Aan waa-tootamek?
Aan eshinihkaasoc?
Aan eshinihkaatek?
Kakwecim!
Wiintamaw!

Exercise I

Voluntatives:

1. Niwii-minihkwe nipi.
   Kekiin na kiwii-minihkwe nipi?
   Naape wii-anohkii noonkom kaa-kiishikaak.
   Wii-anohkii noonkom kaa-kiishikaak.
   Wii-pootawe akwaciink.
   Kaawin, kaawin niwii-metawehsiin.
   Awaashihshak tahsh wiin. Wii-metawewak na?
   Kiwii-kiiwenaawaa na?

2. Nikiiwe noonkom kaa-kishikaak.
   Kikii-anohkii na onaako?
   Ta-maacaa waapank.
   Kikii-nipaanaawaa onaako.
   Wiipac ta-niimiwak.

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

Exercise J

Vocabulary:

1. Animohsh — Waakaahkwat
   Mahkisin — Waashtenikan
   Masinahikan — Wepahikan
   Tikinaakan — Aapihsakahikan
   Masinahikannahtik — Ohpwaakan
   Waapoyaan — Ahpihkwehshimon

First Person Plural:

2. Kikiiwemin — nimasinahikemin
   Kiwiihsinimin — ninipaamin
   Kipootawemin — nimetawemin
   kitaahkosimin — nimaacaamin

Diminutives:

3.

shikaak	amihk	mahiinkan	shiihshiip
shikaakoonhs	amihkoonhs	mahiinkanenhs	shiihshiipenhs

Exercise K

Transitive Verbs:

1. Niwaapamaa ihkwe.
   Kinantawenimaa na animohsh?
   Ninanaantawenimaa naapenhs.
   Kitamwaa kinooshe.

   Kiwaapantaan ina pimihsewin?
   Ninantawentaan masinahikan.
   Kinanaantawaapantaan ina moohkomaan?
   Nimiicin mooso-wiiyaahs.

How is the Weather?

2.

a). nootin	e). waawaahte	i). kashkawan
b). tahkaayaa	f). pinehsiiwan	j). anwaahtin
c). kishite	g). kimiwan	k). nikwahkwan
d). sookihpwan	h). waashekwan	l). papiikwaanakwan

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Some Useful Expressions:

3. Kekonen?
   Kekonen nantawentaman?
   Kekonen tahsh?
   Aan tahsh ekaa?
   Aanti eshaayan?
   Aanti eshaayek?
   Aan eshiwepahk?
   Aan enahkamikahk?
   Maawac.

Exercise L

Obviatives:

1. Nitamwaa kinooshe. Nimiicin wiiyaahs.
   Kitamwaa kinooshe. Kimiicin wiiyaahs.
   Otamwaan kinooshen. Omiicin wiiyaahsini.

Third Person Only:

2. Owaapamaan pinen or pinewan.
   Ominohpwaan mahkwan.
   Onanaantawaapamaan nihkan.
   Okiishiswaan shikaakwan.
   Onantawenimaan emihkwaanan.
   Osaakihaan animohshan.
   Okanawenimaan nishtehsan.

   Omiicin waawini.
   Owaapantaan waahkaahikanini.
   Ominohpitaan wiiyaahsini.
   Onanaantawaapantaan pimiteni.
   Okiishisaan ashkipwaawini
   Osaakhtoon coocoohshaapooni.
   Okanawentaan ciimaanini.

Exercise M

Possessive Nouns:

1. Nitehsapiwin Niwaawiman
   Kimasinahikanaahtik Kitishkwaanteman
   Otiim Opiihswe-aanahkonaaman

   Nipiihsimohkaan Niciishtahikanan
   Kitiiwahkihk Kimoohkomaanan
   Ominihkwaakanan Otaanahkonaaman

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Vocabulary:

2.	shiipiikwaan	pakwaan	ashikan
	ashtotin	kihcipison	micihkaawan
	pihkwan	mitaahs	makoot
	naapihkaakan		

My Family:

3.	nimihsoom	niin	niciimic
	noohkom	niwiiciiwaakan	niciimic
	nitaataa	nimihsens	nikosihs
	nimaamaa	nishtehs	nitaanihs

Exercise N

More about TA Verbs:

(1 acting on 2)

means a first person (1), "niin", is doing something to a second person (2), "kiin".

(1 acting on 2)	(1 acting on 3)	(2 acting on 1)
kiwaapamin	niwaapamaa	kiwaapamihsh
kinanaantawaapamin	ninanaantawaapamaa	kinanaantawaapamihsh
kiwiichihin	niwiicihaa	kiwiicihihsh
kiwiiciiwin	niwiiciiwaa	kiwiiciiwihsh
(2 acting on 3)	(3 acting on 1)	(3 acting on 2)
kiwaapamaa	niwaapamik	kiwaapamik
kinanaantawaapamaa	ninanaantawaapamik	kinanaantawaapamik
kiwiicihaa	niwiicihik	kiwiicihik
kiwiiciiwaa	niwiiciiwik	kiwiiciiwik
(3 acting on 4)		
owapaamaan		
onanaantawaapamaan		
owiicihaan		
owiiciiwaan		

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Exercise O

Scenery and Useful Articles:

1. Saakahikan
   Paawihtik
   Waanipiiyaa
   Apwi
   Niimaawiniwash
   Minihtik
   Paashkisikan
   Siipi
   Pihkwaamatinaa
   Pimipanihcikan
   Pikwatahkamik
   Wacii

Vocabulary and Expressions:

2. ishinihkaate
   ishinihkaaso
   anihshinini
   anhshininiiwihke
   wemihtikooshiihkwe
   anihshininiimo
   wemihtikooshiimo
   wemihtikooshi

Certain and Uncertain:

3. aahkosi
   anohkii
   anohkiitok
   metawetok
   aahkositok
   nipaatok

Exercise P

Moon and Sun:

1. tipihkaa
   tipihki-piihsim
   kiishikaa
   wanankohsh
   pakihshimon
   piihsim
   saakaahte
   tipaacimo
   aatihsoohke

Preterits:

2. nikii-ishaaminaapan tahso-niipin
   kii-wiikitoopan niyaananoyahki otaanaank.
   nikii-ataawenaapan waahkaahikan

Pejorative:

3. tehsapiwinihsh
   onaakanihsh
   nipewinihsh
   mahkisinihsh
   ciimaanihsh
   wiiskwehokaanihsh

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Exercise Q

Map:

1. noohpimink
   mashkiik
   aashokan
   neyaahsh
   akaami-siipi

   naanew
   onikam
   akaamink
   minihtikwaapihk
   niminaaweyaatawaan
   waashahaa

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INTRODUCTORY OJIBWE - UNIT 2; TRANSLATION SECTION

A. Nominals

Animate Nouns:

dog	bear	star
my dog, his dog	fox	moon
child	moose	goose
legend	man	my grandfather, his grandfather
native man	boy	my grandmother, his grandmother
native woman	woman	my father, his father
beaver	girl	my mother, his mother
caribou	my daughter, his daughter	my older brother, his older brother
paddle	smoke pipe	my older sister, his older sister
sock	clock	my spouse, his spouse
scarf	sun	my younger brother/sister, his younger brother/sister
mitten	skunk	my son, his son
pants	White man	
wolf	white woman	

Inanimate Nouns:

key	engine/motor
pillow	calendar
hat	lake
belt	river
book	sweater
pencil/pen	cradleboard
coat	story
shoe	ax
swamp	blanket
teepee	bloom
island	mountain
inland	lamp
lunch box	
shirt	
rapids	
gun	
blouse	
hill	
forest/wilderness	
airplane	

Pronouns:

we/us (exc.)	we/us (inc.)	you (pl)
they/them	person/someone	

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B. Verbs

Intransitive Animate Verbs:

drink	get ready/prepare
play	portages
cry	cold
drive off	alive
write	arrive
hunt	split wood
fetch water	tell news
tell legend	go out
speaks native language	speaks English

Intransitive Inanimate Verbs:

calm	cloudy	pond
foggy	thundering	
rain	it arrives	
hot	cold	
wind	snowing	
overcast	sunny	
sunset/sundown	northern lights	

Transitive Aimate Verbs:

I see him.	I give it to him.
I eat him.	I help him.
I look around for...	I go with him.
I like the taste of...	I cook him.
I kill him.	I put him in a container.
I need/want...	I love him.
I take care of...	I am worrying about him.
I forget him.	I tell him.
I ask him.	I think about him.

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Transitive Inanimate Verbs:

I see it.	I kill it.
I eat it.	I need/want it.
I look around for it.	I help it.
I like the taste of it.	I cook it.
I put it in a container.	I love it.
I take care of it.	I am worried about it.
I forget it.	I am worried.
I think about it.	

C. Particles

When?	What about/what for?	tomorrow
Why not?	now	long time ago
Why is not so?	yesterday	hurry/soon
The day before yesterday	after a long while	What?
The day after tomorrow		exceedingly, most of all
Listen		

D. Preverbs

here, towards	big, great
enough, sufficient	try
stop, quit	secretly
skilled at, knows how, can do	unable, fail to
visible, (a distance)	start, begin
away from, in progress towards	go to do
after, complete	in error, wrongly
before	need to do (before usual time)

E. Expressions

I don't know	Oh my! Oops.
What are you doing?	Tell him.
What am I doing?	What do you want to do? (pl)
What is he/she doing?	What's his name?
What are they doing?	What's it called?
What are you doing? (pl)	How's the weather?
What are we doing?	What's happening?
What do you want to do?	How many are they?
What do I want to do?	Why not?
What does he/she want to do?	Why is it not so?
What do they want to do?	How much?
What do you want/need?	Where are you going?
What about/what for?	Where are you going? (pl)
Ask him.	

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INTRODUCTORY OJIBWE GLOSSARY

Guide to the Glossaries

This section is divided into two parts: Anihshininiimowin-English Glossary, and English-Anihshininiimowin Glossary. The glossaries contains listings of basic words (word stems) and some prefixes. In order to make the glossaries more useful we will explain the way that entries are organized and the information they contain. We will treat the Anihshininiimowin-English and English-Anihshininiimowin sections separately, because they are organized differently.

The glossaries are intended only to be a listing of words used in the books in this series. Because there are often local variations in pronunciation and vocabulary, students are encouraged to make notes in the glossaries about aspects of the usage and vocabulary of their instructor which are not already indicated there. As well, the glossaries do not present detailed information about all the possible different forms which many Anihshininiimowin words may take, especially nouns and verbs.

In both sections the following alphabetic order is used for Anihshininiimowin words, in which long vowels are sorted after the corresponding short vowels:

a aa c e h i ii k m n o oo p s sh t w y

ANIHSHININIIMOWIN-ENGLISH GLOSSARY

In the Anihshininiimowin-English section, each entry contains at least an Anihshininiimowin HEAD WORD, an abbreviation for the WORD CLASS code, and an English translation, as in the following entry. Notice that the Anihshininiimowin head word is in **bold** print, the word class code is in *italic* type, and the English translation is in plain type.

kiiwe *vai* go home, return

Each Anihshininiimowin word is assigned a word class code. We will review examples of each type, and will explain the types of information which may be found in entries for different word classes.

Nouns

There are two main types of nouns, ANIMATE and INANIMATE. Their word class codes are as follows.

na animate noun

ni inanimate noun

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INTRODUCTORY OJIBWE GLOSSARY

Typical entries for each are given here.

ahcaap -iik *na* bow
minihkwaakan -an *ni* cup

The head word for a noun is usually the SINGULAR form of the noun. PREFIXES and SUFFIXES may be added to this form to give extra meaning and grammatical information. The head word for a noun is followed by the form of the PLURAL suffix that the noun takes. This suffix can be added directly to the head word (minus the hyphen) to make the plural form. So for example, the entry for the noun **ahcaap** 'bow' given above contains the plural suffix **-iik.** They can be combined to give the plural form **ahcaapiik** 'bows.'

There are also two other types of nouns, which are called DEPENDENT nouns. Their word class codes are as follows.

nad	dependent animate noun
nid	dependent inanimate noun

Dependent nouns are nouns that must always occur with a POSSESSIVE prefix to indicate who the noun belongs to (the 'possessor'). Dependent nouns are nearly always words for body parts or kinship terms. In the glossary dependent nouns for kinship terms are always given in the form in which the basic word is preceded by the first-person prefix **ni** or **n.**

nimihsens -ak *nad* my older sister (E). Stem: /-mihses-/. Also: **nimihsens** (W)

The head word is the prefixed form that means 'my older sister.' You will see that after the English translation appears the notation 'Stem: /-mihses/.' The form that is given in angled brackets is called the STEM. It is the basic form of the word without any prefixes or suffixes. This is the form of the word that is used when you wish to make other forms of this word by adding prefixes or suffixes. For many glossary entries the head word and the stem are identical, so the entry does not need to give any special indication of what the stem is. As with dependent nouns, we will see that other types of words may contain information indicating that the stem is slightly different from the head word.

Entries for dependent nouns for body parts are slightly different from those for kinship terms. They are given in the form that contains the prefix **mi** or **m,** which means 'someone's.' Here is an example.

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misit -an *nid* foot. Stem: /-sit-/

Note that the entry is indicates what the stem of the word is.
There are also a small number of entries that have the following class code:

na-pt	animate noun with participle

Entries of this type are mostly only found with names for months of the year.

kaa-tahkwekisoc piihsim *na-pt* shorter month, February

This is a noun which consists of two parts. The first part is a participle form of an Animate Intransitive verb (in this case **kaa-tahkwekisoc** 'the one which is shorter') and the second part is an animate noun (in this case **piihsim** 'moon, month')

Verbs

Apart from nouns, there are several different types of VERBS. We will first discuss the two main types of INTRANSITIVE verbs. ANIMATE INTRANSITIVE verbs are those that have an animate grammatical SUBJECT but no OBJECT. Their word class codes are as follows.

vai	animate intransitive verb
vai2	animate intransitive verb (-am/aa)
vai+o	animate intransitive verb + object

The head word for any animate intransitive verb is usually the THIRD-PERSON singular form, that is, the one that means 'he/she is…' Such forms have no prefix or suffix on the head entry.
Here is a typical entry for an animate intransitive *(vai)* verb.

anohkii *vai* work

The class of animate intransitive verbs referred to as *vai2* are very similar to animate intransitive verbs of the *vai* class. Here is the entry for a typical example.

saakaham *vai2* go out, exit

The entry for a verb of the *vai2* class will always have a head word that ends in **am**. *Vai2* verbs are

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slightly different than other animate intransitive verbs because in any form that involves a FIRST- or SECOND-PERSON the end of the verb stem changes. For example the first-person form for the *vai2* verb stem just mentioned is **nisaakahaan** 'I go out' (first person).

There is one other type of animate intransitive verb, refererred to as *vai+o*. Verbs of this class resemble ordinary verbs of the *vai* class, but frequently occur with a grammatical object. There are not many verbs of this type, and only a few are used in the books in this series. Here is an entry for a verb of this type.

ataawe *vai+o* buy s.t.

INANIMATE INTRANSITIVE verbs are those that have a grammatically inanimate subject but no grammatical object. There is only one word class code for inanimate intransitive verbs.

vii inanimate intransitive verb

The head word for any inanimate intransitive verb is usually the third-person singular form, that is, the one that means 'it is…' Such forms have no prefix or suffix on the head entry.

Here is a typical entry for an inanimate intransitive *(vii)* verb.

ahte *vii* be in a certain place

Some animate intransitive verbs, particularly verbal forms of numbers, always occur in a plural form. In the glossary the head entry is the third-person plural form (the form that means 'they…'). As a result the head entry consists of the basic verb stem and the third-person plural suffix, usually **wak**. The stem is identified between diagonal slashes. Here is an example.

nihsiwak *vai* be three. Stem: /nihsi-/

Similarly, some inanimate intransitive verbs, particularly verbal forms of numbers, always occur in a plural form. In the glossary the head entry is the third-person plural form (the form that means 'they (inanimate)…'). As a result the head entry consists of the basic verb stem and the third-person plural suffix, usually **oon**. The stem is identified between diagonal slashes. Here is an example.

nihsinoon *vii* be three. Stem: /nihsin-/

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Transitive verbs are those that have a subject and an object. There are several different types of transitive verbs. Their word class codes are as follows.

vta	transitive animate verb
vti	transitive inanimate verb (-am/-aa)
vti2	transitive inanimate verb (-oo)
vti3	transitive inanimate verb (-i)

All transitive verbs have a grammatically animate subject. TRANSITIVE ANIMATE verbs are those that have a grammatically animate object.

For transitive animate verbs, the head word of the glossary entry is always the form of the verb that means you are telling someone to do the action to someone, or to some entity that is grammatically animate (this is called the IMPERATIVE form).

The entries for some transitive animate verbs contain extra information about what the stem is, as in the following example.

amo *vta* eat s.o. Stem: /amw-/

The head word is still the imperative form, but you will notice there is extra information about the stem of the word. To make other forms of the word, prefixes and suffixes are added to the form between the diagonal slashes, rather than to the head word.

The head word for some transitive animate verbs ends in **sh**. When a transitive animate verb ends in **sh**, the stem is not identical to the head word.

miish *vta* give (s.t.) to s.o. Stem: /miiN-/

Notice that the stem of this word is given in the entry as /miiN-/. The capital **N** means that in certain forms the final consonant of the stem is an **n** sound, as in **nimiinaa** 'I give it to him/her' (with prefix **ni** and suffix **aa**). But in others the final consonant of the stem is **sh**, as in command forms such as the head entry.

If the entry for a transitive animate verb does not contain information about the stem, then other forms of the verb may be made by adding prefixes and suffixes directly to the head word of the entry. Here is a typical example.

kanawaapam *vta* look at s.o.

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Notice also that the entries for transitive animate verbs given above all contain the abbreviation 's.o.' This is short for 'someone.' We know that the grammatical object of a transitive animate verb must be animate, and so it may refer to a human being, an animal, or anything else that is classified as animate in Anihshininiimowin. For convenience, we use the abbreviation 's.o.' to refer to any of these possibilities.

Here is a typical entry for a TRANSITIVE INANIMATE verb which has the word class code *vti*.

caakisan *vti* burn s.t.

Verbs of this class nearly always have a head word that ends in **an.** To make other forms of verbs of this class it is necessary to change the final **an** to **aan** for many of the forms that will be used in the books of these series. For example, 'I am burning it up' is **nicaakisaan,** with the first person prefix **ni.** More rarely the **an** is changed to **am** when other endings are added: '(that) I burn it up' would be **caakisamaan,** with the suffix **aan.**

Here is a typical entry for a transitive inanimate verb which has the word class code *vti2*.

ahtoon *vti2* put s.t. in a certain place. Stem: /ahtoo-/

Verbs of the *vti2* class contain a long vowel **oo** at the end of the basic stem. The final **n** which follows the long **oo** in the head word is a suffix found in the command forms. You will find that nearly all of the different forms of words of the *vti2* class which you will learn also have a suffix of the form **n.**

There are very few verbs of the *vti3* class. Here is an example.

miicin *vti3* eat s.t. Stem: /miici-/

The **n** at the end of the head word is an imperative suffix. As with the *vti2* verbs, most of the forms of *vti3* forms that you will learn also have a suffix of the form **n.**

The entries for transitive inanimate verbs given above all contain the abbreviation 's.t.' This is short for 'something.' We know that the grammatical object of a transitive inanimate verb must be inanimate, and so it may refer to anything that is classified as inanimate in Anihshininiimowin. For convenience, we use the abbreviation 's.t.' in glossary entries.

Particles

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There are several other word classes in Anihshininiimowin. There are two different types of PARTICLES. This term is used to refer to words that do not take any prefixes or suffixes to indicate information such as person or number. Here are the word class codes for the two types of particles.

pc	uninflected particle
nu	number particle

The term 'uninflected particle' emphasizes that these particles never take suffixes for what are sometimes called 'inflectional' information, such as person and number. Here is a typical entry for an uninflected particle.

mitoni *pc* really, entirely so, completely. Also: **tetako**

The number particles are forms of numbers which never take any prefixes or suffixes. Here is a typical entry for a number particle.

peshik *nu* one

In Anihshininiimowin, numbers may take many different forms. This means that not all of them are number particles. Some may be verbs, prenouns, or preverbs.

Pronouns

The word class code for PRONOUNS is as follows.

pr	pronoun

Here is an example of a entry for a pronoun.

niin *pr* I, me. [first person singular personal pronoun]

Prenouns and Preverbs

All of the word classes we have discussed are for items that can be words on their own. However there are certain word classes whose members never occur on their own, but must always be followed by another word.

pren	prenoun
prev	preverb
pre	preverb and prenoun

A PRENOUN must always be directly followed by a noun. The head word of the entry for a prenoun is

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always followed by a hyphen, to indicate that the prenoun must be followed by a noun. Because prenouns may be followed by many different nouns, the entry for a prenoun does not attempt to list any of the possible combinations (examples will be presented in several different lessons in the books in this series). A typical example of an entry for a prenoun follows.

shiipaa- *pren* beneath

A PREVERB must always be directly followed by a verb. The head word of the entry for a preverb is always followed by a hyphen, to indicate that the preverb must be followed by a verb. Because preverbs may be followed by many different verbs, the entry for a preverb does not attempt to list any of the possible combinations (examples will be presented in several different lessons in the books in this series). A typical example of an entry for a preverb follows.

saakici- *prev* out

Some elements may be used both as a preverb and as a prenoun. The word class code *pre* is assigned to these. A typical entry is as follows.

kihci- *pre* big, great, very

Other Information in Glossary Entries

Some glossary entries contain information about sub-dialects of Anihshininiimowin. In the section 'Writing Anihshininiimowin (Severn Ojibwe)' we discussed how in the 'Western' Anihshininiimowin communities, such as Bearskin Lake and Muskrat Dam, the sound **n** is not pronounced before another consonant. Information about pronunciation variation is recorded in glossary entries, such as the following one.

kwayaancii *vai* get ready, prepare (E). Also: **kwayaacii** (W)

This notation '(E)' indicates that the head word reflects the 'Eastern' pronunciation, which includes the sound **n** before the **c**. As an alternative form, the entry also includes the 'Western' form of the word, in which the **n** before **c** is dropped (the 'W' indicates that it is the 'Western' form):kwayaacii (W).

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Some entries also include information about alternative pronunciations of the word, as in the following entry.

aha *pr* that. Also: **ahawe**. [animate singular demonstrative]

Note that this entry also contains further information about the head word in square brackets.
A few entries for preverbs contain an abbreviation 'IC' in their translation.

waa- *prev* will, want to. IC< wii-

This abbreviation refers to INITIAL CHANGE, which is a change in the pronunciation of the vowel in the first syllable of certain forms of verbs. The notation 'IC<wii-' means that **waa-** is the form of the preverb **wii-** which has undergone Initial Change. **Wii-** also has an entry. The differences in the use of **waa-** and **wii-** are explained in the lessons.
Some entries may also tell you what the form with Initial Change is.

ishi- *prev* to. Also: in a certain place, in a certain way. Also: **shi-**. IC> **eshi-**

The notation 'IC> **eshi-**' means that the form of the preverb **ishi-** with Initial Change is **eshi-**.
Now look at the following entry, which also makes use of the right-pointing arrowhead.

ishinihkaaso *vai* be called or named a certain way. IC> **eshinihkaaso=**

The entry for this verb tells us what the form of the basic verb is when it has Initial Change. However there is an equal sign (=) at the end of the form with Initial Change. This is to indicate that appropriate endings need to be added. For example if you were asking 'someone what their name was you would need to add the suffix **yan** 'second-person Conjunct Order': **Aan eshinihkaasoyan?** 'What is your name?'
You will also find that other entries contain an arrowhead '>' or '<.'

amohsha *pc* it is indeed. < **amii ohsha**

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INTRODUCTORY OJIBWE GLOSSARY

The left-pointing arrowhead indicates that the head word is based on a sequence of words which are contracted, much like English 'don't' is a contraction of 'do not.'

Some entries may also contain further information about related words, as in the following.

naaniimi *vai* keep on dancing. Reduplication of: **niimi**

The notation 'Reduplication of: **niimi**' indicates that the head word is related to the separate word **niimi** 'he/she dances' by a pattern of word formation called REDUPLICATION. In this case reduplication involves copying the first consonant of the shorter word at the beginning of the word and adding the vowel **aa,** as if the basic word **niimi** is modified and becomes **n-aa-niimi** (the hyphens are only used for illustrative purposes and are not normally written). The meaning of the reduplicated word is related to the shorter word, but slightly different. Hence **niimi** means 'he/she dances,' but **naaniimi** means 'he/she keeps on dancing.'

ENGLISH-ANIHSHININIIMOWIN GLOSSARY

In the English-Anihshininiimowin section the head word is an English word or phrase. Each head word may include reference to one or more Anihshininiimowin words. The following entry contains information about one Anihshininiimowin term.

AIRPLANE

pimihsewin -an *ni* airplane, plane

The Anihshininiimowin entry given under this head word is identical to the entry given in the Anihshininiimowin-English section.

Some headwords may include entries for more than one Anihshininiimowin term.

AND

ekwa *pc* and, and so, then, and then, wait! please

kaye *pc* and, also, too, as for.

miina *pc* and, again

tahsh *pc* and, but

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Word Class Codes

na	animate noun
ni	inanimate noun
nad	dependent animate noun
nid	dependent inanimate noun
na-pt	animate noun with particle
vai	animate intransitive verb
vai2	animate intransitive verb (-am/-aa)
vai+o	animate intransitive verb + object
vii	inanimate intransitive verb
vta	transitive animate verb
vti	transitive inanimate verb (-am/-aa)
vti2	transitive inanimate verb (-oo)
vti3	transitive inanimate verb (-i)
pc	uninflected particle
nu	number particle
pren	prenoun
prev	preverb
pre	prenoun and preverb
pr	pronoun

Other Abbreviations

s.o.	someone, something animate
s.t.	something

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aha *pr* that. Also: **ahawe.** [animate singular demonstrative]

ahawe *pr* that. Also: **aha.** [animate singular demonstrative]

ahaweniwan *pr* that, those. [animate obviative demonstrative]

ahcaap -iik *na* bow

ahcanihsh -ak *na* ring

ahcikanaahtik -oon *ni* table. Also: **ahcikan**

ahkihk -wak -ook *na* pail, kettle

ahko *pc* usually, formerly, used to, keep on

ahko- *prev* as far as, as long as, a certain length

ahpihkwehshimon -an *ni* pillow

ahpii *pc* when, at that time

ahpii ahpin *pc* finally when

ahpii piko *pc* anytime

ahpiihci- *prev* to a certain extent. Also: **apiihci-**

ahpiihcikini *vai* be a certain size. Also: **apiihcikini**

ahpin *pc* when, since, then, for a reason, gone, subsequently

ahsap -iik *na* net

ahsapaahtik -ook *na* shuttle (with twine) for net making

ahshanke *vai* give food to people (E). Also: **ahshake** (W)

ahshawaapam *vta* lie in wait for s.o.

ahshawaapantan *vti* lie in wait for s.t., look out for s.t. (E). Also: **ahshawaapantan** (W)

ahshawaapi *vai* be on the lookout, lie in wait

ahsi *vta* put s.o. in a certain place. Stem: /ahs-/

ahsin -iik *na* stone, rock

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ahsiniiwan *vii* be rocky

ahtaahsonikamik -oon *ni* warehouse

ahtay -ak *na* pelt, fur for trade

ahte *vii* be in a certain place

ahtoon *vti2* put s.t. in a certain place. Stem: /ahtoo-/

akaahshenshi *vai* be small (E). Also: **akaahsheshi** (W)

akaahsihtikweyaa *vii* be a narrow river

akaahsikamaa *vii* be a small lake

akaamahkiink *pc* in Europe, abroad (E). Also: **akaamahkiik** (W)

akaami- *pren* across, right across

akaami-kihcikam *pc* across the ocean

akaamihkana *pc* across the road or trail

akaamink *pc* across the lake or river (E). Also: **akaamik** (W)

akaawaac *pc* hardly, scarcely

akohke *vai* stick on, adhere

akoncin *vai* float, soak (E). Also: **akocin** (W)

akontin *vii* float, soak (E). Also: **akotin** (W)

akoocin *vai* hang, be in sky (as sun, moon, and stars)

akoote *vii* hang

akwaciink *pc* outside (E). Also: **akwaciik** (W)

akwanahan *vti* cover s.t.

akwanaho *vta* cover s.o. Stem: /akwanahw-/

amacihi *vta* wake s.o. up. Stem: /amacih-/

ami ahko *pc* used to, usually

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amihi *pc* so, it is. < **amii ihiwe**. Also: **amihiwe**

amihi *pc* that's

amihimaa *pc* that is where, there in a certain location

amihiwe *pc* so is that

amihk -wak *na* beaver

amihko-wanihikan -an *ni* trap for beaver. Also: **amihko-wanihiikan**

amihko-wiiyaahs *ni* beaver meat

amihkohkonim -iin *ni* beaver dam

amii *pc* so, it is

amiicikahi *pc* that is so

amiinahi *pc* is that so, is that right

amo *vta* eat s.o. Stem: /amw-/

amohsha *pc* it is indeed. < **amii ohsha**

amohshahi *pc* it is indeed so. < **amii ohsha ihiwe**. Also: **amohshahii**

anaamaakonak *pc* under the snow

anaamenim *vta* suspect s.o., blame s.o.

anaamentan *vti* suspect s.t., blame s.t.

anaamink *pc* under something (E). Also: **anaamik** (W)

anaamipiik *pc* underwater

ani- *prev* away from, in progress toward, gradual onset, from that time

ani-naakosi *vai* be seen going (from the speaker)

anihshaa *pc* by chance, at the last minute

anihshinaape -k *na* Indian, person

anihshinini -wak *na* Indian, person

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anihshininiimo *vai* speak the Native language

anihshininiiwihkwe *na* Native woman, Indian woman. Also: **anihshininiihkwe**

aniipiiwaa *vii* be green

aniipiiwisi *vai* be green

animohsh -ak *na* dog

anohkii *vai* work

anohkiinaakan -ak *na* worker

anohkiiwi-kiishikaa *vii* be Monday

anohkiiwin -an *ni* job, employment, work

anoominaapoo *na* porridge

anoonaakohshin *vii* be late in the afternoon

anwaahtin *vii* be calm (not windy)

anwaahtinikamin *vii* be a nice and calm body of water

anwepiiwikamik -oon *ni* restroom/washroom

api *vai* be in a certain place, sit, be at home

apwi -yak -wak *na* paddle, oar. Also: **apoy -yak**

ashepite *vii* go backwards

ashikan -ak *na* sock

ashkipwaaw -an *ni* potato

ashtotin -an *ni* hat; cap

ataawe *vai+o* buy s.t.

ataawikamik -oon *ni* store, trading post

atihk -wak *na* caribou (locally called deer)

atihkamek -wak *na* whitefish

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atihko-wiiyaahs *ni* caribou meat

atihtemini-piihsim *na* ripe berry month, August

awaashihsh -ak *na* child

awaashihshiiwi *vai* be a child

awahshime *pc* to greater extent, more and more

awahsinaako *pc* day before yesterday

awahsite *pc* beyond, back

awahsiwaapank *pc* day after tomorrow (E). Also: **awahsiwaapak** (W)

awanen -ak *pr* who. Also: **awenen**

awaso *vai* warm oneself

awiya -k *pr* person, someone, somebody, anyone, anybody. Also: **awiiya**

awiyaashiihsh -ak *na* animal. Also: **awiiyaashiihsh**

awiyaashiihshiwi *vai* be an animal. Also: **awiiyaashiihshiwi**

ayaa *vai* be, be there

ayaan *vti* have s.t.

ayaan *vti* my possession, it belongs to me

ayaaw *vta* have s.o., have permission to use s.o.

ayahaa -k *na* that being, person, or animate thing. Also: **ehaa, ahaa**

ayami *vai* speak, talk

ayamihaa *vai* pray

ayamihe-kiishikaa *vii* be Sunday

ayamihewikamik -oon *ni* church

ayamiihtamaw *vta* speak for s.o.

ayamiihtan *vti* speak for s.t.

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ayapi *vai* sit around, stay around. Reduplication of: **api**

ayinaanemitana *nu* eighty

ayinaanew *nu* eight. Also: **enaanew**

ayinaanewaapihk *na* eight dollars

ayinaanewinoon *vii* be eight. Stem: /ayinaanewin-/

ayinaanewishaap *nu* eighteen

ayinaanewishaap tahswaapihk *na* eighteen dollars

ayinaanewiwak *vai* be eight. Stem: /ayinaanewi-/

ayinaapi *vai* look around. Reduplication of: **inaapi**

ayintootam *vai2* do something (E). Reduplication of: **tootam.** Also: **ayitootam** (W)

aacaan *pc* go!

aahkosi *vai* be sick

aahkosiwin -an *ni* sickness, illness

aahkwatin *vii* be frozen up, be frozen over

aahte- *pv* fade away, disappear

aahti *pc* please, why don't you, let me! Also: **maahti**

aakim -ak *na* snowshoe

aamoo -k *na* bee

aan *pc* how, in what manner, why, what. Also: **aani, aaniin**

aan tahsin *pc* how many

aana- *pv* in vain, to attempt, effort, anyway, anyhow,

aanahkonaa -k *na* bannock

aanahpii *pc* when?

aanci-taa *vai* move one's residence (E). Also: **aaci-taa** (W)

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aanciko *pc* to do anyway regardless of... (E). Also: **aaciko** (W)

aancipo *vai* be fat, be chubby (E). Also: **aacipo** (W)

aani *pc* how, in what manner, why, what. Also: **aaniin, aan**

aaniin *pc* how, in what manner, why, what. Also: **aan, aani**

aaniman -oon *vii* be difficult, be hard

aanimihse *vai/ii* have difficulties, run into problems, get complicated

aanimisi *vai* be difficult, be argumentative, be hard to get along with, be cranky

aanta *pc* some, few

aanti *pc* where

aanti nehke *pc* whereabouts, which direction

aanti piko *pc* anywhere

aapacihcikan -an *ni* tool, useful thing, equipment

aapacihtoon *vti2* use it. Stem: /aapacihtoo-/

aapatan *vii* be useful, be useable

aapatisi *vai* be useful

aapihsakahikan -an *ni* key

aapihta *pc* half

aapihtaa- *prev* half

aapihtawaapihk -ook *na* half dollar

aapihtawan *vii* be Wednesday

aapikoshiihsh -ak *na* mouse (W). Also: **waapikoshiihsh** (E)

aasha *pc* now, then, yet. Also: **aashay**

aashokan bridge

aatisoohkaan -an *ni* legend

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aatisoohke *vai* tell legends

aaw *pc* well, well then, sure

caahcaamohki *vai* sneeze a lot

caakihse *vai/ii* get used up, run out, be exhausted

caakii *vai* be too tired to do anything, have no more energy

caakin *vta* use s.o. up

caakinan *vti* use s.t. up

caakisan *vti* burn s.t.

caakiso *vai* be lit, be on fire, have one's house on fire, burn up, be burned up

caakiso *vta* burn s.o. up. Stem: /caakisw-/

caakite *vii* burn up, be burned up

caam *ni* jam

cahkaahtehsicikan -an *ni* camera

capashiihsh *pc* low, lower level

ci- *prev* to, that, will, would, could, should. [conjunct future and modal]

ci-kii- *prev* could. **ci-** + **kii-** 'potential'

ciikahikan -an *ni* ax (W). Also: **waakaahkwat** (E)

ciikic *pc* by, close to, near to

ciimaan -an *ni* canoe, boat

ciipay -ak *na* ghost, corpse

ciipayi-mihtikowash -an *ni* coffin

ciishtahikan -an *ni* fork

ciiweyaa *vii* be silent, be no sound

cike *pc* for sure. Also: **cikema**

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coocoohsh -ak *na* breast

coocoohshaapoo *ni* milk

cwaapiihsh -ak *na* jackfish. Also: **nicwaapiihsh**

e- *prev* [conjunct subordinator]

ehe *pc* yes. Also: **eha**

ehshay *pc* oh yuck!

ehta *pc* only

ekaa *pc* no, not. [conjunct negative word]

ekaawin *pc* don't (E). Also: **ikaawin** (W)

ekwa *pc* and, and so, then, and then

ekwa tahsh *pc* and so, and then, but then

emihkwaan -ak *na* spoon, ladle

eni-tipihkaak *vii* last evening. IC < **ani-tipihkaa**

enikohk *pc* with more effort, harder

eniwehk *pc* anyways, effort, at least, anyhow

eshkam *pc* sometimes

eshkan -an *ni* ice chisel

himaa *pc* there. Also: **ihimaa**

homaa *pc* here. Also: **ohomaa**

hsa *pc* emphatic

hsha *pc* [emphatic particle]. Also: **ohsha**

ihi *pr* that. Also: **ihiwe.** [inanimate singular demonstrative]

ihimaa *pc* there. Also: **himaa**

ihiwe *pr* that. Also: **ihi, ihiwe, hi.** [inanimate singular demonstrative]

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ihiweti *pc* over there, that way. Also: **hiweti**

ihkin *vii* happen a certain way, be a certain problem

ihkito *vai* say, speak in a certain way

ihkwaamaciwe *vai* climb a hill

ihkwaantawe *vai* climb up a ladder or stairs (E). Also: **ihkwaatawe** (W)

ihkwe -wak *na* woman, female

ihkwesenhs -ak *na* girl (E). Also: **ihkwesehs -ak** (W)

ihpahiwe *vai* run to a certain place for cover

iitok *pc* maybe, must be

ikaawin *pc* don't (W). Also: **ekaawin** (E)

ikiweniwak *pr* those. Also: **ikiweniwak.** [animate plural demonstrative]

iko *pc* emphatic

iko *pc* [emphatic]

ina *pc* [yes-no question marker]. Also: **na.**

inaakoomaakan -ak *na* relation, person one is related to

inaapi *vai* take a look, take a peek

inankiso *vai* cost so much, have such a price, be such a date of the month (E). Also: **inakiso** (W

inankite *vii* cost so much, have such a price (E). Also: **inakite** (W)

inehke *pc* in direction of

inentam *vai2* think so, feel so

inentan *vti* think so of s.t., think s.t. to be so

inenti *vai* be gone so long, be absent so long (E). Also: **ineti** (W)

inihtaakwan *vii* sound so, be understood so

iniweniwan *pr* those. Also: **inweniwan.** [inanimate plural demonstrative]

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ishaa *vai* go to a certain place

ishi *vta* say to s.o. Stem: /iN-/

ishi- *prev* to. Also: in a certain place, in a certain way. Also: **shi-**. IC> **eshi-**

ishi-taa *vai* live there, reside there

ishiciwan *vii* flow in a certain direction, flow so

ishihse *vii* it happens so, continues so, ran so, the time is. Also: **isihse**

ishihse *vai* fly in a certain direction

ishinan *vti* look at s.t. which looks so, see s.t. a certain way

ishinihkaaso *vai* be called or named a certain way. IC> **eshinihkaaso=**

ishinihkaate *vii* be called or named a certain way. IC> **eshinihkaate=**

ishiwepan *vii* be certain weather, happen in a certain way. IC: **eshiwepa=**

ishkii *vai* be tired of doing something

ishkooniwikamik -oon *ni* school

ishkoonoo *vai* attend school. Also: **ishoonoowi, ishkoonii**

ishkotehkaanaapihk -ook *na* stove, heater

ishkotewaapoo *ni* whisky, liquor

ishkwaa- *prev* after, completed

ishkwaahkamikan *vii* event is over

ishkwaantem -an *ni* door (E). Also: **ishkwaatem** (W)

ishkwaayaac *pc* end, last, ultimate

ishpimink *pc* up above (E). Also: **ishpimik** (W)

iskaaciwaso *vai* be boiled dry

iskaaciwate *vii* be boiled dry

iti *vai* have such things happen to one

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kaa- *prev* one who, one that. [conjunct relativizer]

kaa-tahkwekisoc piihsim *na-pt* shorter month, February

kaahcitin *vta* catch s.o., capture s.o.

kaahsanii *ni* gasoline

kaahsaniiwikamik -oon *ni* gas station

kaahshaa *vii* be sharp

kaahsiin *vta* wipe s.o., clean s.o., wash s.o.

kaahsiinan *vti* wipe s.t., clean s.t., wash s.t.

kaahsiinike *vai* wipe things for cleaning

kaahsiininaakane *vai* wash dishes

kaahsiinitiso *vai* clean oneself

kaahsiinkwe *vai* wash one's face (E). Also: **kaahsiikwe** (W)

kaak -wak *na* porcupine

kaakaaki -wak *na* raven

kaana *pc* is it possible that, would you, perhaps

kaanika *pc* I wonder, I wish, I hope

kaash *vta* hide s.o., hide s.t. animate. Stem: /kaaN-/

kaatoon *vti2* hide it

kaawin *pc* no, not. Also: **kwaan**

kaawin mahshi *pc* not yet

kaawin wiihkaa *pc* never

kaawiniin *pc* no < **kaawin + wiin**

kahkiiwe *vai* to portage, make a prtage, go across land to water

kahkina *pc* all, every

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kakwecim *vta* ask s.o.

kamaawin *pc* think not so, probably not so. <**kaawin maawin**

kanake *pc* at least

kanawaapam *vta* look at s.o.

kanawaapantan *vti* look at s.t. (E). Also: **kanawaapatan** (W)

kanawenim *vta* look after, take care of s.o.

kanawentan *vti* look after, take care of s.t.

kanoohke *vai+o* remember

kanoohkem *vta* remind s.o.

kanoohkentaw *vta* remember s.o.

kanoosh *vta* call, address, speak to s.o. Stem: /kanooN-/

kanootan *vti* call s.t., address s.t., speak to s.t.

kapaa *vai* get off, disembark

kapat -an *ni* cupboard

kape- *pre* all the time, all the way, through

kapehshiwin -an *ni* camp, campsite, hotel room

kashkatin *vii* freeze up

kashkatinoo-piihsim *na* freeze-up month, November

kashkawan *vii* be misted over, fogged in

kashkihi *vta* be able to manage, can do to s.o.; let s.o. go Stem: /kashkih-/

kashkii-tipihkaa *vii* be pitch dark

kashkii-tipihkanihse *vii* be night

kawaci *vai* be cold (of a person)

kawihshimo *vai* lie down, go to bed

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kayaash *pc* originally, long ago, former

kaye *pc* and, also, too, as for

kaye piko *pc* likely, to be expected, probably

ke *pc* as for. See: **keniin, keniinawint, kekiin, kekiinawint, kekiinawaa, kewiin, kewiinawaa**

ke- *prev* will, should, could. [Changed future and modal]

kehcin *pc* probably,possibly

kehcinaac *pc* certainly, for sure

keka *pc* finally, eventually

kekaat *pc* nearly, almost

kekiin *pr* you too, as for you. [second person singular personal pronoun]

kekiinawaa *pr* you too, as for you. [second person plural personal pronoun]

kekiinawint *pr* us too, as for us. [first person inclusive personal pronoun] (E). Also: **kekiinawit** (W)

kekishep *pc* this morning (past). Also: **kekishepaa**

kekishepaanehkwe *vai* have breakfast

kekishepaayaa *vii* be morning

keko *pc* what kind or sort, which one or sort

kekonen -an *pr* what

keniin *pr* me too, as for me. [first person singular personal pronoun]

keniinawint *pr* us too, as for us. [first person exclusive personal pronoun]. (E) Also: **keniinawit** (W)

ketahtawen *pc* all of a sudden, suddenly

kewiin *pr* him too, her too, as for him, as for her. [third person singular personal pronoun]

kewiinawaa *pr* them too, as for them. [third person plural personal pronoun]

kicikwaashkoni *vai* jump out

kihci- *pre* big, great, very

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kihci-ayaa *na* elder

kihci-mitaahsomitana *nu* thousand. **niishwaa kihci-mitahsomitana** 'two thousand', etc.

kihcinihkiink *pc* on the right (E). Also: **kihcinihkiik** (W)

kihcipison -an *ni* belt

kihkenim *vta* know s.o.

kihkentaakwan -oon *vii* be known

kihkentam *vai2* know

kihkentamoosh *vta* inform s.o., let s.o. know. Stem: /kihkentamooN-/

kihkentan *vti* know s.t.

kihkinoohamaw *vta* teach s.o.

kihkinoohamaw *vta* teach someting to s.o., give direction to s.o.

kihsaapaawanitiso *vai* wash oneself

kihtimi *vai* be lazy

kii- *prev* [past tense]. Also: **kiih-**, IC> **kaa-**

kiin *pr* you. [second person singular personal pronoun]

kiinawaa *pr* you. [second person plural personal pronoun]

kiinawint *pr* we, us. [first person inclusive personal pronoun] (E). Also: **kiinawit** (W)

kiinehta *pr* you alone, you only

kiinehtawaa *pr* you alone, you only (plural)

kiinehtawint *pr* we alone, us only (inclusive) (E). Also: **kiinehtawit** (W)

kiinishtam *pr* you next, you first. [second person personal pronoun]. Also: **niinihtam**

kiishihi *vta* finish s.o. Stem: /kiishih-/

kiishihtoon *vti2* finish s.t., be done with s.t. Stem: /kiishihtoo-/

kiishik *ni* sky, day

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kiishikaa *vii* be day

kiishikaahte *vii* be moonlight

kiishipakaawi-piihsim *na* leaves are fully grown month, July

kiishisan *vti* cook s.t., done

kiishiso *vai* be cooked done

kiishite *vii* be cooked, done

kiishitepo *vai* cook

kiishiwaayaa *vii* be warm weather

kiishkaayawaa *vii* be deep water

kiishkipoocike *vai* saw things, cut things with the saw

kiishowaayaa *vii* be warm weather

kiishpin *pc* if

kiiwe *vai* go home, return

kiiwe- *prev* returning, going home, going back

kiiwekoote *vii* fly back

kiiwenotan *vti* return to s.t.

kiiwetinonk *pc* north (E). Also: **kiiwetinok** (W)

kiiwewish *vta* take s.o. home. Stem: /kiiwewiN-/

kiiwewitoon *vti* take s.t. home. Stem: /kiiwewetoo-/

kiiweyaahsin *vii* return through air, blow back

kiiwike *vai* visit (especially in one's own community)

kiiwite *vai* visit (especially outside one's own community)

kiiyaapic *pc* still, yet, more. Also: **kiyaapic**

kimiwan *vii* rain. Also: **kimowan**

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kimooti *vai+o* steal s.t.

kinepik -ook *na* snake. Also: **kinepik -wak**

kinika *pc* mix

kinipi- *pv* fast

kinipihse *vai/ii* be quick, be fast, be used up quickly (money or time)

kinipii *vai* hurry, be quick, be fast

kinokaapawi *vai* stand tall, be tall

kinooshe -k *na* fish

kinooshenhs -ak *na* minnow (E). Also: **kinooshehs** (W)

kinwaakaash *pc* for a long time

kinwaanihkwe *vai* have long hair

kinwensh *pc* for a long time (E). Also: **kinwesh** (W)

kipaahkwahitiiwikamik -oon *ni* jail

kipihcii *vai* stop

kipihsin -oon *vii* be closed

kipihtinan *vti* block s.t. (in an action), stop s.t.

kishaakamite *vii* be hot (liquid)

kishiiciwan -oon *vii* be a fast current

kishiiwemakan *vii* be loud

kishite *vii* be hot (atmosphere)

kishiwaasi *vai* be angry, be mad

kisiihsipaso *vai* take a shower

kisiipiikii *vai* take a bath, wash self

kisiipiikinike *vai* wash clothes

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kisiipiikinikewikamik -oon *ni* laundromat

kitohcike *vai* play a musical instrument

kiyaashk -wak *na* seagull. Also: **kiiyaashk**

koci- *pv* try to do, to attempt

kocihcikaate *vii* be tried

kocihpitan *vti* take a taste of, try a taste of s.t. inanimate

kocihpo *vta* take a taste of, try a taste of s.t. animate. Stem: /kocihpw-/

kocihtoon *vti2* try s.t. Stem: /kocihtoo-/

kohsi *vta* fear s.o., afraid of s.o. Stem: /kohs-/

kohtaaci *vai* be afraid, get scared

koncipanihcikaate *vii* be swallowed (E). Also: **kocipanihcikaate** (W)

koncipanihi *vta* swallow s.o. (E). Stem: /koncipanih-/ Also: **kocipanihi** (W). Stem: /kocipanih-/

koohkoohkohoo -k *na* owl

kookii *vai* dive

koon -ak *na* snow

kooshta *pc* oops! oh my! Also: **ooshta**

koshkosi *vai* awaken

koshkosi *vai* be awake, wake up

kotak -iyak *pr* the other. [animate alternative pronoun]

kotak -iyan *pr* the other. [inanimate alternative pronoun]

kwaashkoni *vai* jump

kwaashkwepicikan -ak *na* fishhook

kwaashkwepicike *vai* fish with a hook

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kwaashkwepine *vai* fish with a hook

kwaashkwepish *vta* hook s.o. Stem: /kwaashkwepiN-/

kwaashkwepiso *vai* be hooked

kwanta *pc* for no reason or purpose

kwayaancii *vai* get ready, prepare (E). Also: **kwayaacii** (W)

kwayaantahcike *vai* be ready or available things (E). Also: **kwayaatahcike** (W)

kwayahk *pc* right, straight, correct(ly), proper(ly)

kwiikwiihs -ak *na* Canada jay. Also: **kwiihwiihshi -wak**

maacaa *vai* go, leave

maacaamakan *vii* go, leave

maaciciwan *vii* start to flow

maacihtan *vii* be ice breaking up

maacii- *prev* start, begin

maaciihatoo *vai* start off on a trail, go for a walk

maaciihkwashiwe *vai* start to paddle, paddle off

maaciihs -ak *na* match

maaciihse *vai/ii* fly off (as a bird), starts (as a motor)

maaciikitowin -an *ni* telephone

maaciipahiwaash *vta* run away from s.o. Stem: /maaciipahiwaaN-/

maaciipahiwaatan *vti* run away from s.t.

maaciipahiwe *vai* run away from

maaciipahtoo *vai* set out running, start running

maaciipiso *vai* set out by vehicle, speed off, drive off

maaciiwicikaate *vii* be taken away, be carried away

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maaciiwish *vta* take along with s.o. Stem: /maaciiwiN-/

maaciiwitoon *vti* 2 take along with s.t., take s.t. away. Stem: /maaciiwitoo-/

maaciiyaahoote *vii* be carried away on the waves

maacishikan -an *ni* scissors

maacisho *vta* cut s.o. Stem: /maacishw-/

maaham *vai2* go on a shopping trip, shop

maamahkaac *pc* amazing, astounding, that is so amazing

maamaw *pc* all together, in total

maamihcaashkaa *vii* be big waves

maamitonenim *vta* think about s.o., consider s.o.

maamitonentam *vai* be thinking

maamitonentan *vti* think about s.t., consider s.t.

maanencike *vai* disobey, bother things

maank -wak *na* loon (E). Also: **maak** (W)

maashkooc *pc* perhaps, maybe, also, else

maataho *vta* scrape s.o. Stem: /maatahw-/

maatanohkii *vai* start to work

maatinawe-kiishikaa *vii* be Saturday

maawac *pc* most; most of all

maawacihitowin *ni* gathering, meeting

maawatoonan *vti* gather s.t.

maawin *pc* most likely; perhaps; maybe; must be. Also: **maawiin**

macentaakwan *vii* be dull, boring

maci- *pre* bad

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maci-miskwaawaa *vii* be a red-coloured sky that predicts bad weather

maci-naakosi *vai* be bad looking

macihcike *vai* do something bad, get into trouble

macihpo *vta* taste s.o. who tastes bad. Stem: /macihpw-/

macihse *vai* have something bad happen, have things go wrong

mah! *pc* listen!

mahiinkan -ak *na* wolf (E). Also: **mahiikan** (W)

mahkatewaa *vii* be black

mahkatewaanihkwe *vai* have black hair

mahkatewisi *vai* be black

mahkehshi -wak *na* fox. Also: **waakohsh**

mahkisin -an *ni* shoe, moccasin

mahko-piihsim *na* bear month, May

mahkoonhs -ak *na* bear cub (E). Also: **mahkoohs** (W)

mahkwa -k *na* bear

mahshi *pc* yet

makohshe *vai* feast, give a feast

makohshe-kiishikani-piihsim *na* feast day month, December

makohshewin -an *ni* feast

makoot -ayan. Also: **-an** *ni* coat; dress; skirt; jacket

mamaanii *vai* do something bad, make mistakes

mamishim *vta* tell on s.o.

mamishintan *vta* tell on s.t. (E). Also: **mamishitan** (W)

mamisiwe- *prev* all over, everything

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manehtek -wak *na* smoke fish

manicoohsh -ak *na* bug, insect

manihse *vai* get firewood

manipahi *vta* grab s.o., pick s.o. up quickly. Stem: /manipah-/

maniwaahkaahikane *vai* buy a house

mankihtikweyaa *vii* be a wide river (E). Also: **makihtikweyaa** (W)

manoway -ak *nad* cheek. Stem: /-anoway-/

mashkash -iik *nad* fingernail/toenail. Stem: /-ashkash-/

mashkawaahkwatin -oon *vii* be frozen solid

mashkawii *vai* be strong

mashkihki -in *ni* medicine, drug

mashkihkiiwikamik -oon *ni* nursing station

mashkihkiiwinini -wak *na* medicine person, doctor

mashkiik -oon *ni* muskeg, bog, swamp

masinaahtehsicikan -an *ni* television

masinahamaw *vta* write to or for s.o., owe to s.o., borrow from s.o.

masinahikan -an *ni* book, document, paper, letter, newspaper

masinahikanaahtik -oon *ni* pencil, pen

masinahikanikamik -oon *ni* library

masinahike *vai* write, borrow, get credit

masinahikewikamik -oon *ni* office, band office

mate- *prev* visible (at a distance)

matokwaan -an *ni* tipi. Also: **matokaan, matikwaan**

matwehikan -ak *na* drum

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matwehike *vai* be drumming

mawi *vai* cry

mawinehike *vai* compete, attack

mayaam *pc* exactly

mekwaa *pc* while, during, at the time

mekwaac *pc* while, during, at the (same) time, now

memecikaahcike *vai* examine things, check up on things

memecikaayaapantan *vti* examine s.t., investigate s.t., check up on s.t. (by looking) (E). Also: **memecikaayaapatan** (W)

memenkwe -k *na* butterfly (E). Also: **memekwe** (W)

memepiso *vai* swing oneself

memepison -an *ni* swing, blanket cradle

metawaakan -an *ni* toy, plaything

metawe *vai* play

metawewikamik -oon *ni* recreation hall

micaap -an *nid* eye. Stem: /-caap-/

mihkaat -an *nid* leg. Stem: /-hkaat-/

mihkan *vti* find s.t.

mihkaw *vta* find s.o.

mihkwam -iik *na* ice

mihsan *ni* firewood. Stem: /mihs-/ Plural of: **mihsi**

mihsat -an *ni* stomach

mihsawaac *pc* even though, anyhow, although

mihshiin *pc* many, much, a lot

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mihshiinatinoon *vii* be a lot of, be many of. Stem: /mihshiinatin-/

mihshiiniwaa *pc* many times, often. Also: **mihshiinwaa**

mihshiinowak *vai* be many. Stem: /mihshiino-/

mihshikamaa *vii* be a big lake

mihsi *ni* stick of firewood. Stem: /mihs-/ Plural: **mihsan** 'firewood'

mihtawak -an *nid* ear. Stem: /-htawak-/

mihtik -ook *na* tree (deciduous)

mihtik -oon *ni* stick, piece of wood, yard (measurement)

mihtikowash -an *ni* suitcase, wooden box.

miicim *ni* food

miicimihkancikan -an *ni* bait (E). Also: **miicimihkacikan -an** (W)

miicin *vti3* eat s.t. Stem: /miici-/

miihkana -n *ni* trail, path, road

miihsaweshkishii *vai* have a mustache

miihshitoone *vai* have a beard

miikaash *vta* fight s.o. Stem: /miikaaN-/

miikaaso *vai* fight

miikaasowin -an *ni* fight, violence. Also: **miikaatiwin**

miikaatan *vti* fight s.t.

miikihsikwaahson -an *ni* beaded article

miikwehc *pc* thanks

miina *pc* and, again, next

miinkwan -ak *na* feather. Also: **miikwan**

miish *vta* give (s.t.) to s.o. Stem: /miiN-/

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miishkoc *pc* in exchange, instead of, in turn

mikaash *vta* fight s.o. Stem: /miikaaN-/

mikanakaap -an *nid* forehead. Stem: /-kanakaap-/

mikihtik -oon *nid* knee. Stem: /-kihtik-/

mikisiiwi-piihsim *na* bald eagle month, March

mikonew *nid* inside of mouth. Also: **mikwinew**. Stem: /-konew-/

mikoshkaatenim *vta* worry about s.o., be concerned about s.o.

mikoshkaatentam *vai2* worry, be concerned, wonder

mikoshkaatentan *vti* worry about s.t., be concerned about s.t.

mikot -an *nid* nose. Stem: /-kot-/

mikotashkway -an *nid* throat. Stem: /-kotashkway-/

mikwayaw -an *nid* neck. Stem: /-kwayaw-/

mincihkaawan - ak *na* mitt, glove (E). Also: **micihkaawan** (W)

mincinawesi *vai* be sorry, be regretful (E). Also: **micinawesi** (W)

minihk -an *nid* arm. Stem: /-nihk-/

minihkwaakan -an *ni* cup

minihkwe *vai* drink, drink s.t.

minihkwewin -an *ni* drink, booze

minihtik -oon *ni* island

minihtikwaapihk -oon *ni* rocky island

minikohk *pc* much, many. Also: **minikwahk**

mininc -iin *nid* finger (E). Stem: /-ninc-/. Also: **minic** (W)

mino- *pre* nice, good

mino-ayaawamaciho *vai* feel well, feel better

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mino-kiishikaa *vii* be a nice day

mino-miskwaawaa *vii* be a red-coloured sky that predicts good weather

mino-naakosi *vai* look nice, good looking. Also: **minonaakosi**

minohpakosi *vai* taste good. Also: **minohpikosi**

minohpakwan *vii* taste good

minohpitan *vti* like taste of s.t.

minohpo *vta* like taste of s.o. Stem: /minohpw-/

minomaakosi *vai* smell nice, smell good

minomaakwan *vii* smell nice, smell good

mintito *vai* be big (E). Also: **mitito** (W)

minwaahshin *vii* be nice, look nice

minwancike *vai* eat well, enjoy one's meal (E). Also: **minwacike** (W)

minwenim *vta* like s.o.

minwentaakwan *vii* be enjoyable, be liked, be fun, be a good time, be appreciated

minwentam *vai2* be happy, be glad

minwentan *vti* like s.t., enjoy s.t.

mipiiway -an *nid* hair. Stem: /-piiway-/. Also: **piiway**

mipwaam -an *nid* thigh. Stem: /-pwaam-/

mishookan -an *nid* hip. Stem: /-shookan-/

mishtahi *pc* much, a lot. Also: **mistahi**

mishtikwaan -an *nid* head. Stem: /-shtikwaan-/

misit -an *nid* foot. Stem: /-sit-/

misiwe *pc* all over, everything, whole

miskosi *vai* be red

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miskwaa *vii* be red

miskwaawaa *vii* be a red-coloured sky at dawn or after sunset

mitaahs -ak *nad* pants. Stem: /-taahs-/

mitaahsinoon *vii* be ten. Stem: /mitaahsin-/

mitaahsiwak *vai* be ten. Stem: /mitaahsi-/

mitaahso *nu* ten

mitaahso piiwaapihkonhsh -ak *na* ten cents (E). Also: **mitaahso piiwaapihkohsh** (W)

mitaahsomitana *nu* hundred. **niishwaa mitaahsomitana** 'two hundred', etc.

mitaahsoopiihikan -ak *na* ten dollar bill

mitaahswaapihk *na* ten dollars

mitaamihkan -an *nid* chin. Stem: /-taamihkan-/

mitehi -in *nid* heart. Stem: /-tehi-/

mitenan -iin *nid* tongue. Stem: /-tenan-/

mitihs -iin *nid* navel. Stem: /-tihs-/

mitihtiman -an *nid* shoulder. Stem: /-tihtiman-/

mitoni *pc* really, entirely so, completely. Also: **tetako**

mitoon -an *nid* mouth (especially outer part of mouth; lips). Stem: /-toon-/

mitoontan -an *nid* heel (E). Stem: /-toontan-/. Also: **mitootan** (W)

mitooskwan -an *nid* elbow. Stem: /-tooskwan-/

miyaw -an *nid* body. Stem: /-yaw-/. Also: **miiyaw**

moohkomaan -an *ni* knife

moos -ook *na* moose

mooshak *pc* always, all the time

mooshkahan *vii* flood, be high water

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mooshkine *vii* be full

mooso-wiiyaahs *ni* moose meat

mwaye- *prev* before. Usually **e-mwaye**

na *pc* [yes-no question marker]. Also: **ina**.

naaci- *pv* get, fetch, go for

naacihkomaane *vai* get a knife

naacimiicime *vai* go for food, fetch food

naaciwanihikane *vai* go to check traps. Also: **naaciwanihiikane**

naahpic *pc* really, very, to a high degree, extensively

naake *pc* later

naakosi *vai* be visible, show up. (**pi-naakosi** be seen coming this way)

naakwan *vii* be visible, show up. (**pi-naakwan** be seen coming this way)

naanaakacihi *vta* investigate s.o., watch for s.o. Stem: /naamaakacih-/

naanew *pc* down at the shore, on the shore

naanewi- *pren* on shore

naani- *pren* near, by

naaniimi *vai* keep on dancing. Reduplication of: **niimi**

naanipaawe -wak *vai* yawn. Also: **naanipaayawe**

naaniyahii *pc* near something

naanta *pc* maybe, perhaps, in some way. Also: **naanita**

naapakwaash *vta* snare s.o. Stem: /naapakwaaN-/

naapakwe *vai* set snares

naape -wak *na* man

naapenhs -ak *na* boy (E). Also: **naapehs -ak** (W)

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naapi- *prev* put together, assemble

naapihkaakan -ak *na* kerchief; scarf

naashaantawe -wak *vai* climb down a tree, go downstairs (E). Also: **naashaatawe** (W)

naasihkan *vti* get s.t., fetch s.t.

naasihkaw *vti*a get, fetch s.o.

naasipii *vai* go to the shore, go to the water

naataham *vai2* go to get by boat

naatahan *vti* go to get s.t. by boat

naatahipii *vai* get water, go for water

naatahsapii *vai* get one's net, check one's net

naatakwe *vai* go to check snares

naawi- *pren* center of, middle of

nah! *pc* look! look out!

nahke piko *pc* I don't know

nahsaw *pc* middle of

nahsemaa -k *na* tobacco

nahshine *pc* often, all the time, frequently

nakash *vta* leave s.o. behind Stem: /nakaN-/

nakatan *vti* leave s.t. behind

nakwaakan -an *ni* snare

nakwaakanaahtik -oon *ni* snare stick (wooden frame)

nakwaakaniyaap -iin *ni* snare wire

nakwaash *vta* snare s.o. Stem: /nakwaaN-/

nakwaaso *vai* be snared

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namancinihklink *pc* on the left. Also: **namacinihkiik** (W)

namatapi *vai* sit down, be seated

name -wak *na* sturgeon

namekohs -ak *na* lake trout

nanaahkom *vta* thank s.o

nanaantawaapam *vta* look around for s.o., hunt for s.o. (E). Also: **nanaatawaapam** (W)

nanaantawencike *vai* hunt (E). Also: **nanaatawencike** (W)

nanaantawenim *vta* look around for s.o., search for s.o. (E). Also: **nanaatawenim** (W)

nanaantawentan *vti* look around for s.t., search for s.t. (E). Also: **nanaatawentan** (W)

nanaantawi-oociiwe *vai* go about looking for flies (E). Also: **nanaatawi-oociiwe** (W)

nanaantawi-*prev* seek, go around for (E). Reduplication of: **nantawi-, ntawi-**. Also: **nanaatawi-** (W)

nanaatihkosii *vai* do mean things, tease, make fun of people

nanahacike *vai* tidy things

nantawencike *vai* hunt (E). Also: **natawencike** (W)

nantawenim *vta* want/need s.o. (E). Also: **natawenim** (W)

nantawentaakosi *vai* be wanted, be desirable (E). Also: **natawentaakosi** (W).

nantawentan *vti* want/need s.t. (E). Also: **natawentan** (W)

nantohtamowin *ni* radio

nantohtan *vti* listen to s.t.

nantohtaw *vta* listen to s.o. (E). Also: **natohtaw** (W)

nantonaw *vta* look for s.o.

natawihiwe *vai* heal people. Also: **antawihiwe**

nato- *pre* real, natural, plain

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natohtamoowikamik -oon *ni* radio station

natohtan *vti* listen to s.t.

natok *pc* suddenly, miraculously, as a suprise

nawac *pc* more, quite (-er)

nehpici- *pv* permanently, not knowing when to quit

nekaapiihanonk *pc* west (E). Also: **nekaapiihanok** (W)

neyaa *vii* be a peninsula, be a point in the lake

neyaahsh -iin *ni* point of land, peninsula

nicaahkohsh -ak *nad* my (woman's) (female cross-)cousin, my (woman's) sister-in-law. Stem: /-caahkohsh-/

niciimic -ak *nad* my younger brother. Also: sister, my younger sibling. Stem: /-ciimic-/

nihka -k *na* Canada goose

nihkaakone *vai/ii* be covered with snow

nihki-piihsim *na* goose month, April

nihsaapaawe *vai* drown

nihshiwanaatan -oon *vii* be spoiled

nihsi *vta* kill s.o. Stem: /nihs-/

nihsin *nu* three

nihsinoon *vii* be three. Stem: /nihsin-/

nihsitawinan *vti* recognize s.t. by sight, realize s.t.

nihsitohtam *vai2* understand

nihsitohtan *vti* understand s.t.

nihsiwak *vai* be three. Stem: /nihsi-/

nihsomitana *nu* thirty

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nihsoshaap *nu* thirteen

nihsoshaap tahswaapihk *na* thirteen dollars

nihswaa *pc* three times, thrice

nihswaapihk *ni* three dollars

nihtaa- *prev* can do, skilled at, know how

nihtaawanohkii *vai* work well, be a good worker

nihtaawe *vai* know how to talk, can talk

nihtaawihse *vai* know how to walk, can walk, walks well

niici-kihcihaa -k *nad* my fellow elder. Stem:/-iici-kihcihaa-/

niici-naape -wak *nad* my fellow man. Stem: /-iici-naapew-/

niici-toohkan -ak *nad* my name-sake. Stem: /-iici-toohkan-/

niicihkiwesi -wak *nad* my (man's) brother. Stem: /-iicihkiwesiw-/

niiciihaa -k *nad* my spouse. Stem: /-iiciihaa-/

niicimohsh -ak *nad* my (cross-)cousin of opposite sex. Stem: /-iicimohsh-/

niihsiikinincaan -an *ni* finger. Also: **niihsiikinicaan**

niihsiikisitaan -an *ni* toe

niihtaawihs -ak *nad* my (man's) brother-in-law. Stem: /-iihtaawahs-/. Also: **niihtaawahs**

niikate *pc* a ways off, far away

niikateshkaa *vai* go away

niimaawiniwash -an *ni* provisions box, container

niimi *vai* dance

niimitana *nu* forty

niin *pr* I, me. [first person singular personal pronoun]

niinamii *vai* be weak

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niinawint *pr* we, us (E) [first person exclusive personal pronoun]. Also: **niinawit** (W)

niinehta *pr* I alone, me only

niinehtawint *pr* we alone, us only (exclusive) (E). Also: **niinehtawit** (W)

niinim -ook *nad* my (cross-)cousin of opposite sex, my sibling-in-law of opposite sex. Stem: /-iinimw-/

niinishtam *pr* me next, me first. [first person singular pronoun]. Also: **niinihtam**

niipaa- *pv* at night, happening at night, nocturnal

niipawi *vai* stand, be standing

niipin *vii* summer

niishin *nu* two

niishinoon *vii* be two. Stem: /niishin-/

niishitana *nu* twenty

niishitana tahswaapihk *na* twenty dollars

niishitanawepiihikan -ak *na* twenty dollar bill

niishiwak *vai* be two. Stem: /niishi-/

niisho-kiishikaa *vii* be Tuesday

niishoopiihikan -ak *na* two dollar bill

niishoshaap *nu* twelve, (decade number) plus two

niishoshaap tahswaapihk *na* twelve dollars

niishwaa *pc* twice

niishwaahsinoon *vii* be seven. Stem: /niishwaahsin-/

niishwaahsiwak *vai* be seven. Stem: /niishwaahsi-/

niishwaahso *nu* seven

niishwaahsomitana *nu* seventy

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niishwaahsoshaap *nu* seventeen, (decade number) plus seven

niishwaahsoshaap tahswaapihk *na* seventeen dollars

niishwaahswaapihk *na* seven dollars

niishwaapihk *na* two dollars.

niiskaatan *vii* be miserable weather

niitihkwe -wak *nad* my (woman's) sister. Stem: /-iitihkwew-/

niitihkwe -wak *nad* my fellow woman. Stem: /-iitihkwew-/

niiwaa *pc* four times

niiwaapihk *na* four dollars

niiwi-kiishikaa *vii* be Thursday

niiwin *nu* four

niiwinoon *vii* be four. Stem: /niiwin-/

niiwishaap *nu* fourteen, (decade number) plus four

niiwishaap tahswaapihk *na* fourteen dollars

niiwiwak *vai* be four. Stem: /niiwi-/

nikamo *vai* sing

nikamowin -an *ni* song

nikayaashim -ak *nad* my ex-spouse. Stem: /-kayaashim-/

nikosihs -ak *nad* my son. Stem: /-kosihs-/

nimaamaa -mak *nad* my mother. Stem: /-maamaa(m)-/

nimihsens -ak *nad* my older sister (E). Stem: /-mihses-/. Also: **nimihsens** (W)

nimohshoom -ak *nad* my grandfather. Stem: /-mohshoom-/. Also: **nimihshoom**

nimoosom -ak *nad* my sweetheart. Stem: /-moosom-/

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ninahaankanihkwem -ak *nad* my daughter-in-law, my (cross-)niece (E). Stem: /-nahaakanihkwem-/. Also: **ninahaakanihkwem** (W)

ninahaankihshiim -ak *nad* my son-in-law, my (cross-)nephew (E). Stem: /-nahaakihshiim-/. Also: **ninahaakihshiim** (W)

niniikihik -ook *nad* my parent. Stem: /-niikihikw-/

nininc -iin *nid* my hand (E). Stem: /-nincy-/. Also: **ninic**. Stem: /-nicy-/ (W)

ninkik -wak *na* otter (E). Also: **nikik** (W)

ninkiko-wanihikan -an *ni* trap for otter (E). Also: **nikiko-wanihikan** (W), **ninkiko-wanihiikan** (E)

ninkiso *vai* be melted (E). Also **nikiso** (W)

ninkotwaahsinoon *vii* be six (E). Stem: /ninkotwaahsin-/. Also: **nikotwaahsinoon** (W)

ninkotwaahsiwak *vai* be six (E). Stem: /ninkotwaahsi-/. Also: **nikotwaahsiwak** (W)

ninkotwaahso *nu* six (E). Also: **nikotwaahso** (W)

ninkotwaahsomitana *nu* sixty (E). Also: **nikotwaahsomitana** (W)

ninkotwaahsoshaap *nu* sixteen (E). Also: **nikotwaahsoshaap** (W)

ninkotwaahsoshaap tahswaapihk *na* sixteen dollars (E). Also: **nikotwaahsoshaap tahswaapihk** (W)

ninkotwaahswaapihk *na* six dollars (E). Also: **nikotwaahswaapihk** (W)

ninkwahkwan *vii* be overcast (E). Also: **nikwahkwan** (W)

nintawi- *prev* go to do. Also: **nantawi-, ntawi-** (E). Also: **nitawi-, natawi-, ntawi-** (W)

nipaa *vai* sleep

nipaaciyaa *vii* be dirty, slimy

nipahtoon *vti2* kill s.t. Stem: /nipahtoo-/

nipewin -an *ni* bed

nipi *ni* water

nipiihkaank *pc* in the water (E). Also: **nipiihkaak** (W)

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nipo *vai* die, be dead

nishihsensh -ak *nad* my (cross-) uncle, my father-in-law (E). Stem: /-shihsensh-/. Also: **nishihsesh** (W)

nishtam *pc* first, next

nishtehs -ak *nad* my older brother. Stem: /-shtehs-/

nisikohs -ak *nad* my (cross-) aunt; my mother-in-law. Stem: /-sikohs-/

nitaanihs -ak *nad* my daughter. Stem: /-taanihs-/

nitaataa -mak *nad* my father. Stem: /-taataa(m)-/

nitawaac *pc* might as well, rather. Also: **ntawaac**

nitawemaa -k *nad* my (man's) sister, my (woman's) brother. Stem: /-tawemaa-/

nitayihihsh -ak *nad* my dog. Stem: /-tayihsh-/

nitiko *pc* it seems, probably. Also: **ntiko**

nitooshim -ak *nad* my (parallel-) nephew. Stem: /-tooshim-/

nitooshimihkwem -ak *nad* my (parallel-) niece. Stem: /-tooshimihkwem-/

nitoosihs -ak *nad* my (parallel-) aunt. Stem: /-toosihs-/

niyaanan *nu* five

niyaanan piiwaapihkohsh -ak *na* five cents (W). Also: **niyaanan piiwaapihkoonhsh** (E)

niyaananiwak *vai* be five. Stem: /niyaanani-/

niyaanano-ahki *pc* five years

niyaananomitana *nu* fifty. Also: **niyaanomitana**

niyaananoon *vii* be five. Stem: /niyaanan-/

niyaananoopiihikan -ak *na* five dollar bill

niyaananoshaap *nu* fifteen. Also: **niyaanoshaap**

niyaananoshaap tahswaapihk *na* fifteen dollars

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niyaananwaa *pc* five times

niyaananwaapihk *na* five dollars

nooci-kinooshewi-aapacihcikan *ni* fishing gear

noohkom -ak *nad* my grandmother. Stem: /-oohkom-/

noohkomihs -ak *nad* my (parallel-)uncle. Stem: /-oohkomihs-/

noohpimink *pc* in the bush, inland (E). Also: **noohpimik** (W)

noomake *pc* for a while

nooncihshipe *vai* hunt ducks (E). Also: **noocihshipe** (W)

noonkom *pc* now, today (E). Also: **nookom** (W)

noonkom kaa-kiishikaak *vii* today (E). Also: **noonkom kaa-kiishikaak** (W)

noontaw *vta* hear s.o. (E). Also: **nootaw** (W)

noonte- *prev* want to, need to (before usual time) (E). Also: **noote-** (W)

noosihs -ak *nad* my grandchild. Stem: /-oosihs-/

nootihkwewe *vai* womanize; chase women

nootin *vii* be windy, be a wind

nootinikewin -an *ni* war, violence

ntiko *pc* it seems, probably. Also: **nitiko**

ociimaani *vai* have a boat, have s.t. as one's boat

ociimitoo-piihsim *na* kissing month, January. Also: **ociimi-kiishikaawi-piihsim**

ohkaataahk -wak *na* carrot

oho *pr* this. [inanimate singular demonstrative]. Also: **ohowe, howe.**

ohomaa *pc* here. Also: homaa

ohowe *pr* this. Also: **oho, howe.** [inanimate singular demonstrative]

ohsha *pc* [emphatic particle]. Also: **hsha**

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okaanhs -ak *na* pickerel (E). Also: **okaahs** (W)

okimaa -k *na* boss, manager

okimaahkaan -ak *na* chief

okin -iik *ni* tomatoe

okoweniwan *pr* this, these. Also: **okweniwan**. [inanimate obviative demonstrative]

omakahkii -k *na* frog

ompipaniho *vai* go up in a hurry (E). Also: **opipaniho** (W)

onaakan -an *ni* dish, plate

onaako *pc* yesterday

onahtoon *vti2* arrange s.t., organize s.t., put s.t. in order, stack s.t. Stem: /onahtoo-/

onci *pc* from (E). Also: **oci** (W)

onci- *prev* from, cause (E). IC> wenci-. Also: **oci-** (W). IC> weci-

onci-wiici-taamaakan *na* neighbour (E). Also: **oci-wiici-taamaakan** (W)

oncihcihse *vii* be the time of, come to happen, the time has come (E). Also: **ocihcihse** (W)

oncii *vai* come from a certain place (E). IC> wencii=. Also: **ocii** (W). IC> wecii=

oncinowe *vii* the wind is blowing from a certain direction (E). Also: **ocinowe** (W)

oncita *pc* purposely, jokingly (E). Also: **ocita** (W)

onciwitoon *vti2* carry s.t. from a certain place (E). Stem: /onciwitoo-/. Also: **onciwitoon** (W)

onikam -iin *ni* portage

onsaam *pc* too much, extreme, excessive (E). Also: **osaam** (W)

ontami- *prev* busy at (E). Also: **otami-** (W)

ontamihse *vai* get busy (E). Also: **otamihse** (W)

ontamii *vai* be busy (E). Also: **otamii** (W)

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ontamiihke *vai* be busy (E). Also: **otamiihke** (W)

ontenti *vai* be absent, be gone (E). Also: **oteti** (W)

oocii -k *na* fly

ooshta *pc* oops! oh my! Also: **kooshta**

opihkwahko *vai* have arrows

opihkwanaaciihsh -ak *na* bat

osaawaa *vii* be yellow/brown

osaawaanihkwe *vai* have brown hair

osaawisi *vai* be yellow/brown

oshaawashkosi *vai* be blue

oshaawashkwaa *vii* be blue

oshihcikaate *vii* be made, be build, be processed

osohsotam *vai2* cough

ota *pc* emphatic

otaahpinan *vti* choose s.t., accept s.t., take s.t., pick s.t.

otaahpinikaate *vii* be chosen, be taken, be accepted, be picked

otaanaank *pc* at the back, behind, previously (E). Also: **otaanaak** (W)

otaapaan -ak *na* skidoo, car

otaapaanaahk -wak *na* toboggan

paahkihsin -oon *vii* be open

paahpi *vai* laugh

paahpihi *vta* laugh at s.o. Stem: /paahpih-/

paahpihtoon *vti2* laugh at s.t. Stem: /kaatoo-/

paahso *vta* dry s.o. (by heat). Stem: /paahsw-/

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paakwaa *vii* be shallow water

paanahkihk -wak *na* frying pan

paane- *prev* wide; broad; roomy; expanded

paanesi *vai* be wide, broad, roomy, expanded

paaneyaa *vii* be wide, broad, roomy, expanded

paanimaa *pc* much later, later on, after a long while

paashkisikan -an *ni* gun

paashkiso *vta* shoot s.o. Stem: /paashkisw-/

paawanii *vai* be skinny, be starving

paawihtik -oon *ni* rapids

pahkaan *pc* different

pahkihtehan *vti* hit s.t., strike s.t.

pahkihteho *vta* hit s.o. Stem: /pahkihtehw-/

pahkinaake *vai* win; beat someone (in a competition)

pahkon *vta* skin s.o., cut the pelt off s.o.

pahkweshikan *na* flour, bread

pahkweshikanaapoo *ni* stew, soup with flour

pahkweshikani-kiishikaa *vii* be Friday

pahpaapiwin -an *ni* window. Also: **pahpaapowin**

pakiciiwin -an *ni* airport. Also: **pooniiwin**

pakitahwe *vai* fish with a net, set a net

pakitanemo *vta* regurgitate s.o. Stem: /pakitanemw-/

pakitin *vta* let go of s.o.

pakitinan *vti* let go of s.t.

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pakohsenimo *vai* wish, hope

pakwaan -an *ni* shirt

paninan *vti* drop s.t. from hand

pankihshimon *vii* be the setting sun (E). Also: **pakihshimon** (W)

pankihsin *vii* fall (E). Also: **pakihsin** (W)

pankii *pc* a little, some (E). Also: **pakii** (W)

papaamaatake *vai* swim around

papaami-ishaamakan *vii* go about, go there

papaamohse *vai* walk about, take a walk

papiihkwahkamikisi *vai* fumble things, cause problems

papiikonike *vai* fumble things, cause problems

papiikwaanahkwan *vii* be cloudy

pashkwatahikan -an *ni* clear-cut area

pashkwewash -an *ni* pack

pasikwii *vai* stand up, arise

patotepiso *vai* drive off the road

payahkinan *vti* clean s.t.

payahtak *pc* very carefully

payehkinike *vai* clean things

pehkaac *pc* slowly, carefully

pehkihsh *pc* at the same time, while

pehpeshik *pc* one by one

pehshonc *pc* close, near (E). Also: **pehshoc** (W)

pehshotaahkoomaakan -ak *na* close relation

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pepaa *ni* pepper

peshik *nu* one

peshik piiwaapihkohsh -ak *na* one cent. Also: **peshik piiwaapihkoonhs**

peshiko *vai* be alone, single

peshiko- *pre* one, single

peshikoopiihikan -ak *na* one dollar bill

peshikoshaap *nu* eleven, (decade number) plus one

peshikoshaap tahswaapihk *na* eleven dollars

peshikwaa *pc* once, one time

peshikwaapihk *na* one dollar

peshikwan *pc* same

peshikwan *vii* be alone, single

peshishooniyaahsh -ak *na* twenty-five cents, (quarter). Also: **peshik shooniyaahsh**

pi- *prev* here, hither, towards

pi-kiiwenotan *vti* return to s.t., come back to s.t.

pi-kiiwenotaw *vta* return to s.o., come back to s.o.

pi-naakosi *vai* be visible coming this way

pihkwaamatinaa -n *ni* hill

pihkwahk -oon *ni* arrow

pihkwan -an *ni* blouse

pihkwatahkamink *ni* forest; wilderness (E). Also: pihkwatahkamik (W)

pihtaahpiso *vai* put clothes on, dress

pihtaho *vta* hit s.o. accidentally using s.t. Stem: /pihtahw-/

piiciwish *vta* bring s.o. Stem: /piiciwiN-/. Also: **piish**

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piihi *vta* wait for s.o. Stem: /piih-/

piiho *vai* wait, be waiting

piihshaakaneyaap *ni* rope, string

piihsim -ook *na* sun, moon, month. Also: **piihsom**

piihsimohkaan -ak *na* clock

piihsimoo-masinahikan -an *ni* calendar

piihswe-aanahkonaa -k *na* bread (loaf)

piikohse *vai* break out in a rash or pimples, have a blow out

piikohse *vii* get broken, break down, break by itself

piikohsitoon *vti2* break s.t. by dropping. Stem: /piikohsitoo-/

piikoshkaa *vai/ii* be broken

piinahikan -an *ni* purse

piinahike *vai* put something in a container, pack something

piinaho *vta* put s.o. in a container, pack s.o. Stem: /piinahw-/

piinci- *pren* inside, into (E). Also: **piici-** (W)

piinciyahii *pc* inside something (E). Also: **piiciyahii** (W)

piintikamink *pc* indoors (E). Also: **piitikamik** (W)

piintike *vai* enter, go in, come in (E). Also: **piitike** (W)

piish *vta* bring s.o. Stem: /piiN-/. Also: **piiciwish**

piishaa *vai* come here. Also: **pi-ishaa**

piitoon *vti2* bring s.t. Stem: /piitoo-/

piiway -an *ni* hair. Also: **mipiiway**

piiwite -k *na* stranger

piko *pc* just. Also: **poko**

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piko tooho *pc* any kind, varied, anything, all sort of

pimaahkwepahike *vai* play hockey

pimaahkwepahikewin *ni* hockey

pimaahoote *vii* drift along on the waves

pimaapoote *vii* drift along on the current

pimaatisi *vai* live, be alive

pimaatisiwin -an *ni* life

pimahkwashiwaake *vai* paddle something

pimahkwashiwe *vai* paddle, paddle by

pimakoote *vii* fly along, fly by

pimi- *prev* by, past, along, in process of

pimihse *vai* fly along, fly by (of a bird)

pimihsewin -an *ni* airplane, plane. Also: **piminaakan**

pimihshin *vai* lie down

pimikonaakaa *vii* be a week

piminike *vai* carry things along on one's shoulder

pimipahtoo *vai* run along, run by

pimipanihcikan -an *ni* engine, motor, machine

pimipiso *vai* drive along, drive by

pimitaacimo *vai* crawl along, crawl by

pimitaapii *vai* go along by sled or sleigh

pimite *ni* lard, grease, fuel oil, gas

pimiwane *vai* carry a pack along on one's back

pimiwitoon *vti2* carry s.t. along, carry s.t. by. Stem: /pimiwitoo-/

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pimo *vta* shoot s.o. with an arrow. Stem: /pimw-/

pimohse *vai* walk along, walk by

pimoocike *vai* carry things

pinaahkwaan -an *ni* comb

pinaahkweho *vai* comb one's hair

pinaahkwiiwi-piihsim *na* leaves are falling month, October

pinamaa *pc* wait a while; for a short while; in awhile

pine -wak *na* spruce hen

pinehshiinsh -ak *na* bird (E). Also: **pinehshiish** (W)

pinehsiiwan *vii* there is thunder

pipoon *vii* winter

pishiw -ak *na* lynx

pitikohtaakosi *vai* have a muffled or low sound, have a muffled or low voice

pitikosi *vai* be stocky, be chubby

poonanohkii *vai* quit a job, stop working

pooni- *prev* stop, cease, quit

pooni-pimaatisi *vai* die

pooshoo *pc* hello

poosi *vai* get on, embark

poosihi *vta* put s.o. on board. Stem: /poosih-/

poosihtoon *vti* put s.t. on board. Stem: /poosihtoo-/

poosikwaashkoni *vai* jump aboard

poosipaniho *vai* hurry aboard. Also: **poosipanihoo**

pootaanitiso *vai* blow on oneself

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pootawaan -an *ni* fireplace, campfire

pootawe *vai* make a fire, build a fire

Powaan -ak *na* Paul (person's name)

pwaatawi- *pv* delayed, late

pwatan *ni* butter

saakaahte *vii* the sun is rising, the sun comes up.

saakaapahte *vii* smoke comes out (in the distance)

saakaham *vai2* go out, exit

saakahikan -an -iin *ni* lake

saakici- *prev* out

saakihi *vta* love s.o. Stem: /saakih-/

saakihtoon *vti2* like s.t. Stem: /saakihtoo-/

saakipaakaawi-piihsim *na* leaves are out month, June

saankahsinoon *vii* be nine (E). Stem: /saakahsin-/. Also: **shaankahsinoon** (E), **saakahsinoon** (W)

saankahsiwak *vai* be nine (E). Stem: /saankahsi-/. Also: **shaankahsiwak** (E), **saakahsiwak** (W)

saankahso *nu* nine (E). Also: **shaankahso** (E), **saakahso** (W)

saankahsohshaap *nu* nineteen, (decade number) plus nine (E). Also: **shaakahsoshaap** (W)

saankahsomitana *nu* ninety. Also: **shaankahsomitana** (E), **saakahsomitana** (W)

saankahsoshaap tahswaapihk *na* nineteen dollars (E). Also: **saakahsoshaap tahswaapihk** (W)

saankahswaapihk *na* nine dollars (E). Also: **saakahswaapihk** (W)

sahkiso *vai* be lit, be on fire, have one's house on fire

sahkite *vii* be lit, be on fire

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sakamaatapi *vai* stay in place, sit quietly

sakime -k *na* mosquito

sakimewayaan -ak *na* mosquito net

shaakashkine *vii* be full

shaakooc *pc* however, nevertheless, after all

shaawanonk *pc* south (E). Also: **shaawanok** (W)

sheshtak -ook *na* thread

shiihshiip -ak *na* duck

shiipaa- *pren* beneath

shiipaahi *pc* beneath something

shiipiikii *vai* stretch one's body

shiipiikwaan -an *ni* sweater

shiiwaa *vii* be sweet

shiiwaakamin -oon *vii* be sweet (liquid)

shiiwaapoo *ni* pop, soft drink, juice

shiiwihtaakan *ni* salt

shikaak -wak *na* skunk

shikatentam *vai2* be bored, be lonely, be homesick, be sad

shikatentan *vti* be lonesome for s.t.

shimaakanihshiiwikamik -oon *ni* police station

shinkop -iik *na* evergreen tree, spruce (E). Also: **shikop** (W)

shinkopiiwaapoo *ni* beer (E). Also: **shikopiiwaapoo** (W)

shoohp *na* soap

shookaa *na* sugar

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shoominaapoo *ni* wine

shoominihsh -ak *na* raisin

shooniyaan -ak *na* money. Also: **shooniyaa**

shooniyaawash -an *ni* wallet

shooshkwahikan -ak *na* iron

siikinan *vti* pour s.t., pump s.t. out

siikinikaate *vii* be poured

siikwan *vii* be spring

siipi -in *ni* river

siitawaac *pc* barely, hardly, poorly

sikohsi -wak *na* weasel

sookihpwan *vii* snow, be snowing. Also: **sookohpwan**

soonkitehe *vai* be brave (E). Also: **sookitehe** (W)

ta- *prev* will [future tense in independent with no personal prefix]

taa- *prev* would, could, should, ought, can [modal]

taapishkooc *pc* alike, even, at the same time

taashkikahike *vai* split wood

taashkisho *vta* split s.o. by cutting. Stem: /taashkishw-/

taawin *ni* town, village

tahkaayaa *vii* be cold (weather)

tahkokaapawi *vai* stand short, be short

tahkwaanihkwe *vai* have short hair

tahsh *pc* and, but

tahsin *pc* a certain number

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tahsinoon *vii* be a certain number of. Stem: /tahsin-/

tahsiwak *vai* be a certain number of. Stem: /tahsi-/

tahso- *pre* so many, so much, every

tahso-niipin *pc* every summer

tahsoosh *vta* trap s.o. Stem: /tahsooN-/

tahswaa *pc* so many times, every time

takahkinaakosi *vai* be good looking, handsome

takiin *pc* usually

takohse *vii* arrive by flying

takohshin *vii* arrive

takoosh *vta* arrive with s.o. Stem: /takooN-/

takopisi *vai* arrive by vehicle

takwaakin *vii* be fall, be autumn

takwan *vii* be there, exist

tanenim *vta* think s.o. to be there

tanihtaakwan *vii* be heard there

taniwewitam *vai2* be heard from a certain place

tashiihke *vai* stay there, hang around, live there, play

tashiihkewin -an *ni* village, settlement, community

tashiiwihtoo *vai* do things in a certain location

tashim *vta* tell about, talk about s.o.

tashopish *vta* stretch s.o. (as a pelt). Stem: /tashopiN-/

tatipaacimo *vai* be telling. Reduplication of: **tipaacimo**

tawehkonehike *vai* plow snow

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tehsapiwin -an *ni* chair. Also: **tehsapowin**

tepi- *prev* enough, sufficient

tepi-naakosi *vai* be visible at a distance

tepi-wiihsini *vai* have enough to eat

tepihse *vai/ii* be enough of s.t., be sufficient

tepihtan *vti* hear s.t. in the distance

tepihtaw *vta* hear s.o. in the distance

tepinaahk *pc* carelessly

tepwe *pc* true, for sure

tepwehtam *vai2* believe, agree, go ahead with something (what someone says to do)

tepwehtan *vti* believe s.t., agree with s.t., go ahead with something (what someone says to do)

tepwehtaw *vta* believe in s.o., agree with s.o., go ahead with something (what someone says to do)

tetako *pc* extremely, totally, very

tetipaa *pc* around

tetipaahi *pc* around something

tihkinaakan -an *ni* cradleboard

tihtipanaweyaanihkwe *vai* have curly hair

tihtipihse *vai/i* roll

tihtipipaniho *vai* roll fast. Also: **tihtipipanihoo**

tihtipwepishkikan -ak *ni* bicycle

tii *ni* tea

tiihke *vai* make tea

tiihtipaamaciwe *vai* go downhill

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tiihtipaantawe *vai* climb down a ladder, climb downstairs (E). Also: **tiihtipaatawe** (W)

tiiwahkihk -wak -ook *na* kettle, teakettle

tipaacimo *vai* tell news, narrate

tipaacimohtaw *vta* tell s.o. news, tell a story about someone

tipaacimowin -an *ni* story, narration

tipaahkon *vta* judge s.o. punish s.o., charge s.o.

tipaahkonike *vai* judge things/people, measure things (as something stick-like)

tipahikaneyaa *vii* be so many hours

tipencikewin -an *ni* property, belongings, family

tipenim *vta* own s.o., keep s.o., control s.o.

tipentan *vti* own s.t., keep s.t., control s.t.

tipihkaa *vii* be night

tipihki-piihsim -ook *na* moon

tipihkonk *pc* last night (E). Also: **tipihkok** (W)

toohaan -ak *na* ball

toohkaan *pc* sort, kind. Also: **tinoohkaan, toowinihkaan**

tootaaso *vai* do so to oneself

tootam *vai2* do in a certain way

tootan *vti* do s.t. so, do so to s.t., treat s.t. so

tootaw *vta* do so to s.o., treat s.o. so

twaahikan -an *ni* hole in ice

twaahike *vai* make a hole in the ice

waa- *prev* will, want to. IC< wii-

waaciye *pc* hello! greeting! (also used by some speakers as a farewell)

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waaciye *vai* shake hands

waahkaahi *pc* around something

waahkaahikan -an *ni* house

waahkaahike *vai* build a house

waahkaahse *vii* go around, be an hour

waahkamisi *vai* behave

waahkikan -an *ni* chest

waahsa *pc* far, distant

waahshehkwan *vii* the sky is clear

waahtepakiiwi-piihsim *na* leaves are changing colour month, September. Also: **waahtepakaawi-piihsim**

waakaahkwat -oon *ni* ax (E). Also: **ciikahikan** (W)

waakohsh -ak *na* fox. Also: **mahkehshi -wak**

waanipiiyaa *vii* pond, be an area of water

waapaa *vii* be white

waapaanihkwe *vai* have white/grey hair

waapam *vta* see s.o.

waapan *vii* be morning, be dawn, be tomorrow

waapank *vii* tomorrow (E). [conjunct form of: waapan]. Also: **waapak** (W)

waapanonk *pc* east (E). Also: **waapanok** (W)

waapantan *vti* see s.t (E). Also: **waapatan** (W)

waapihsahaa *vii* be grey

waapihsahisi *vai* be grey

waapikoshiihsh -ak *na* mouse (E). Also: **aapikoshiihsh** (W)

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waapisi *vai* be white

waapoos -ook *na* snowshoe hare (rabbit)

waapooso-wanihikan -an *ni* trap for snowshoe hare (rabbit)

waapoyaan -an *ni* blanket. Also: **waapiyaan**

waashahaa *vii* be a bay

waashtenikan -an *ni* lamp. Also: **waahtenikan, waastenikan**

waaw -an *ni* egg

waawaahte *vii* northern lights

waawaashkehshi -wak *na* deer

waawikan -an *ni* back

wacahkohsh -ak *na* star (W). Also: **wanankohsh -ak** (E)

wacashk -wak *na* muskrat

wacii -n *ni* mountain

wahawe *pr* this. Also: **wahwawe**. [animate singular demonstrative]

wahkwi -in *ni* cloud. Also: **wahko**

wakic *pc* on top of something

wakici- *pren* on top of

wakiciyahii *pc* on top of something

wanankohsh -ak *na* star. Also: **wacahkohsh**

wanihi *vta* lose s.o., miss s.o., mislay s.o. Stem: /wanih-/

wanihikan -an *ni* trap. Also: **wanihiikan**

wanihikanaahtik -oon *ni* trap stake. Also: **wanihiikanaahtik**

wanihike *vai* trap. Also: **wanihiike**

wanihtoon *vti2* lose s.t. Stem: /wanihtoo-/

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waniihkenotan *vti* forget s.t.

waniihkenotaw *vta* forget s.o.

wanishkaa *vai* get up

washkii *vai* turn

washkinan *vti* turn s.t., steer s.t.

watakami- *pv* easily

waweshahitaapaanewikamik -oon *ni* garage

waweshihi *vta* fix s.o. Stem: /waweshih-/

waweshihtoon *vti2* fix s.t., repair s.t. Stem: /waweshihtoo-/

wawiyasinaakosi *vai* look cute, look funny

wawiyatisiike *vai* do funny things

wawoono *vai* howl (of dog, wolf etc.)

wehwe -k *na* snow goose

wehwew -ak *na* white goose

wemihtikooshi -wak *na* whiteman

wemihtikooshiihkwe -k *na* white woman

wemihtikooshiimo *vai* speak English

wenci- *prev* what purpose, why is it so (W). IC< **onci-** Also: **weci-** (W). IC< **oci-**

wenipan *pc* be gone, disappear

wenootisi *vai* be rich

wepahaakone *vai* shovel snow

wepahikan -an *ni* broom

wepahike *vai* sweep the floor

weshkac *pc* long ago, in the past

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weshkaci- *pv* long ago, in the past

weshkaci-anihshinini *na* old-timer, old Indian person, elder

weti *pc* there, that way, yonder, over there

wii- *prev* will, want to. [desiderative, voluntative]

wiicihi *vta* help s.o. Stem: /wiicih-/

wiiciiw *vta* go with, accompany s.o.

wiiciiwaakan -ak *na* spouse, companion

wiihkaa *pc* ever

wiihkwehpicikan *ni* bundle, package

wiihkwepahike *vai* use a vacuum cleaner

wiihsakaakamin -oon *vii* taste bitter (liquid)

wiihsakentam *vai2* be extremely hurt, feel extreme pain

wiihsini *vai* eat

wiihsiniiwikamik -oon *ni* restaurant

wiihsiniiwinaahtik -oon *ni* table

wiikito *vai* be married, marry

wiikwaahs -an *ni* birchbark

wiikwemot -an *ni* birchbark basket

wiin *pc* [contrastive]. Also: **=iin**

wiin *pr* he, she, him, her. [third person singular personal pronoun]

wiinashk -wak *na* groundhog

wiinawaa *pr* they, them. [third person plural personal pronoun]

wiinciikisi *vai* stink (E). Also: **wiiciikisi** (W)

wiinehta *pr* him/her alone, him/her only

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wiinehtawaa *pr* they alone, them only

wiinishtam *pr* him first, her first, him next, her next. [third person singular personal pronoun]. Also: **wiinihtam**

wiintamaake *vai* announce to people (E). Also: **wiitamaake** (W)

wiintamaw *vta* tell something to s.o. (E). Also: **wiitamaw** (W)

wiipac *pc* soon, in a little while, quick, hurry, early

wiiskwehokaan -an *ni* tent

wiitanohkiimaakan -ak *na* co-worker

wiiyaahs *ni* meat

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ENGLISH - ANIHSHININIIMOWIN GLOSSARY

A LOT
mihshiin *pc* many, much, a lot
mishtahi *pc* much, a lot. Also: mistahi

ABLE
kashkihi *vta* be able to manage, can do to s.o.; let s.o. go. Stem: /kashkih-/

ABOUT
papaami-ishaamakan *vii* go about, go there

ABOVE
ishpimink *pc* up above (E). Also: ishpimik (W)

ABROAD
akaamahkiink *pc* in Europe, abroad

ABSENT
inenti *vai* be gone so long, be absent so long (E). Also: ineti (W)
ontenti *vai* be absent, be gone (E). Also: oteti (W)

ACCEPT
otaahpinan *vti* choose s.t., accept s.t., take s.t., pick s.t.
otaahpinikaate *vii* be chosen, be taken, be accepted, be picked

ACCIDENTALLY
pihtaho *vta* hit s.o. accidentally using s.t. Stem: /pihtahw-/

ACCOMPANY
wiiciiw *vta* go with, accompany s.o.

ACROSS
akaami- *pren* across, right across
akaamink *pc* across the lake or river (E). Also: akaamink (W)
akaami-kihcikam *pc* across the ocean
akaamihkana *pc* across the road or trail

ADDRESS
kanoosh *vta* call, address, speak to s.o. Stem: /kanooN-/
kanootan *vti* call s.t., address s.t., speak to s.t.

ADHERE
akohke *vai* stick on, adhere

AFRAID
kohsi *vta* be afraid of s.o. Stem: /kohs-/
kohtaaci *vai* be afraid, get scared

AFTER
ishkwaa- *prev* after, completed

AFTER ALL
shaakooc *pc* however, nevertheless, after all

AFTERNOON
anoonaakohshin *vii* be late in the afternoon

AGAIN
miina *pc* and, again

AGREE
tepwehtam *vai2* believe, agree, go ahead with something (what someone says to do)
tepwehtan *vti* believe s.t., agree with s.t., go ahead with something (what some one says to do)
tepwehtaw *vta* believe in s.o., agree with s.o., go ahead with something (what someone says to do)

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AIRPLANE
pimihsewin -an *ni* airplane, plane
AIRPORT
pakiciiwin -an *ni* airport. Also: pooniiwin
ALIKE
taapishkooc *pc* alike, even, at the same time
ALIVE
pimaatisi *vai* live, be alive
ALL
kahkina *pc* all, every
ALL OF A SUDDEN
ketahtawen *pc* all of a sudden, suddenly
ALL OVER
mamisiwe- *prev* all over, everything
misiwe *pc* all over, everything, whole
ALL THE TIME
kape- *pre* all the time, all the way, through
mooshak *pc* always, all the time
nahshine *pc* often, all the time, frequently
ALMOST
kekaat *pc* nearly, almost
ALONE
peshiko *vai* be alone, single
peshikwan *vii* be alone, single
kiinehta *pr* you alone, you only
kiinehtawaa *pr* you alone, you only (plural)
kiinehtawint *pr* we alone, us only (inclusive) (E). Also: kiinehtawit (W)
niinehta *pr* I alone, me only
niinehtawint *pr* we alone, us only (exclusive) (E). Also: niinehtawit (W)
wiinehta *pr* him/her alone, him/her only
wiinehtawaa *pr* they alone, them only
ALONG
pimi- *prev* by, past, along, in process of
ALSO
kaye *pc* and, also, too, as for.
ALTHOUGH
mihsawaac *pc* even though, anyhow, although
ALWAYS
mooshak *pc* always, all the time
AMAZING
maamahkaac *pc* amazing, astounding, that is so amazing
AND
ekwa *pc* and, and so, then, and then, wait! please
kaye *pc* and, also, too, as for.
miina *pc* and, again
tahsh *pc* and, but

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ANGRY
kishiwaasi *vai* be angry, be mad

ANIMAL
awiyaashiihsh -ak *na* animal. Also: awiiyaashiihsh
awiyaashiihshiwi *vai* be an animal. Also: awiiyaashiihshiwi

ANNOUNCE
wiintamaake *vai* announce to people (E). Also: wiitamaake (W)

ANYHOW
aana- *pv* in vain, to attempt, effort, anyway, anyhow
mihsawaac *pc* even though, anyhow, although

ANYONE
awiya -k *pr* person, someone, somebody, anyone, anybody. Also: awiiya

ANYTIME
ahpii piko *pc* anytime

ANYWAY
aana- *pv* in vain, to attempt, effort, anyway, anyhow
aanciko *pc* to do anyway regardless of... (E). Also: aaciko (W)

ANYWAYS
eniwehk *pc* anyways, effort, at least, anyhow

ANYWHERE
aanti piko *pc* anywhere

APPRECIATE
minwentaakwan *vii* be fun, liked, appreciated

APRIL
nihki-piihsim *na* goose month, April

ARGUMENTATIVE
aanimisi *vai* be difficult, be argumentative, be hard to get along with, be cranky

ARISE
pasikwii *vai* stand up, arise

ARM
minihk -an *nid* arm

AROUND
tetipaahi *pc* around something
waahkaahi *pc* around something
waahkaahse *vii* go around, be an hour

ARRANGE
onahtoon *vti2* arrange s.t., organize s.t., put s.t. in order, stack s.t. Stem: /onahtoo-/

ARRIVE
takohse *vii* arrive
takohshin *vii* arrive
takoosh *vta* arrive with s.o. Stem: /takooN-/
takopisi *vai* arrive by vehicle

ARROW
opihkwahko *vai* have arrows
pihkwahk -oon *ni* arrow

AS FOR
ke *pc* as for. See: keniin, keniinawint, kekiin, kekiinawint, kekiinawaa, kewiin, kewiinawaa

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kekiin *pr* you too, as for you. [second person singular personal pronoun]
kekiinawaa *pr* you too, as for you. [second person plural personal pronoun]
kekiinawint *pr* us too, as for us(E). [first person inclusive personal pronoun] .Also: kekiinawit (W)
keniin *pr* me too, as for me. [first person singular personal pronoun]
keniinawint *pr* us too, as for us (E). [first person exclusive personalpronoun] . Also: keniinawit (W)
kewiin *pr* him too, her too, as for him, as for her. [third person singular personal pronoun]
kewiinawaa *pr* them too, as for them. [third person plural personal pronoun]

ASK

kakwecim *vta* ask s.o.

ASTOUNDING

maamahkaac *pc* amazing, astounding, that is so amazing

AT THAT TIME

ahpii *pc* when, at that time

ATTEMPT

aana- *pv* in vain, to attempt, effort, anyway, anyhow
koci- *pv* try to do, to attempt

ATTEND

ishkoonoo *vai* attend school. Also: ishoonoowi, ishkoonii

AUGUST

atihtemini-piihsim *na* ripe berry month, August

AUNT

nisikohs -ak *nad* my (cross-)aunt; my mother-in-law. Stem: /-sikohs-/
nitoosihs -ak *nad* my (parallel-)aunt. Stem: /-toosihs-/

AWAKE

koshkosi *vai* be awake, wake up

AWAKEN

koshkosi *vai* awaken

AWAY

ani- *prev* away from, in progress toward, gradual onset, from that time

AX

ciikahikan -an *ni* ax (W). Also: waakaahkwat (E)
waakaahkwat -oon *ni* ax (E). Also: ciikahikan (W)

BACK

awahsite *pc* beyond, back
otaanaak *pc* back, behind . Also: otaanaank
waawikan -an *ni* back
pimiwane *vai* carry a pack along on one's back

BAD

maci- *pre* bad
maci-miskwaawaa *vii* be a red-coloured sky that predicts bad weather
macihse *vai* have something bad happen, have things go wrong

BAD LOOKING

maci-naakosi *vai* be bad looking

BAD TASTE

macihpo *vta* taste s.o. who tastes bad. Stem: /macihpw-/

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BAIT
miicimihkancikan -an *ni* bait (E). Also: miicimihkancikan (W)

BALL
toohaan -ak *na* ball

BAND OFFICE
masinahikewikamik -oon *ni* office, band office

BANNOCK
aanahkonaa -k *na* bannock

BARELY
siitawaac *pc* barely, hardly, poorly

BAT
opihkwanaaciihsh -ak *na* bat

BATH
kisiipiikii *vai* wash oneself, bathe, take a bath

BATHE
kisiipiikii *vai* wash oneself, bathe, take a bath

BAY
waashahaa *vii* be a bay

BE
ahte *vii* be in a certain place
api *vai* be in a certain place, sit, be at home
ayaa *vai* be, be there
takwan *vii* be there, exist

BEADED ARTICLE
miikihsikwaahson -an *ni* beaded article

BEAR
mahkwa -k *na* bear
mahkoonhs -ak *na* bear cub (E). Also: mahkoohs (W)

BEARD
miihshitoone *vai* have a beard

BEAVER
amihk -wak *na* beaver
amihko-wanihikan -an *ni* trap for beaver. Also: amihko-wanihiikan
amihko-wiiyaahs *ni* beaver meat
amihkohkonim *ni* beaver dam

BED
nipewin -an *ni* bed
kawihshimo *vai* lie down, go to bed

BEE
aamoo -k *na* bee

BEER
shinkopiiwaapoo *ni* beer (E). Also: shikopiiwaapoo (W)

BEFORE
mwaye- *prev* before. Usually e-mwaye-

BEGIN
maacii- *prev* start, begin

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BEHAVE
waahkamisi *vai* behave
BEHIND
otaanaank *pc* back, behind (E). Also: otaanaak (W)
BEING
ayahaa -k *na* that being, person, or animate thing. Also: ehaa, ahaa
BELIEVE
tepwehtam *vai2* believe, agree, go ahead with something (what someone says to do)
tepwehtan *vti* believe s.t., agree with s.t., go ahead with something (what someone says to do)
tepwehtaw *vta* believe in s.o., agree with s.o., go ahead with something (what someone says to do)
BELONGINGS
tipencikewin -an *ni* property, belongings, family
BELT
kihcipison -an *ni* belt
BENEATH
shiipaa- *pren* beneath
shiipaahi *pc* beneath something
BESIDE
naaniyahii *pc* beside something
BETTER
mino-ayaawamaciho *vai* feel well, feel better
BEYOND
awahsite *pc* beyond, back
BICYCLE
tihtipwepishkikan -ak *na* bicycle
BIG
ahpiihcikini *vai* be a certain size. Also: apiihcikini
kihci- *pre* big, great, very
mintito *vai* be big (E). Also: mitito (W)
maamihcaashkaa *vii* be big waves
mihshikamaa *vii* be a big lake
BIRCHBARK
wiikwaahs -an *ni* birchbark
BIRCHBARK BASKET
wiikwemot -an *ni* birchbark basket
BIRD
pinehshiinsh -ak *na* bird (E). Also: pinehshiish (W)
BLACK
mahkatewaa *vii* be black
mahkatewisi *vai* be black
BLACK HAIR
mahkatewaanihkwe *vai* have black hair
BLAME
anaamenim *vta* suspect s.o., blame s.o.
anaamentan *vti* suspect s.t., blame s.t.

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BLANKET
waapoyaan -an *ni* blanket. Also: waapiyaan

BLANKET CRADLE
memepison -an *ni* swing, blanket cradle

BLOUSE
pihkwan -an *ni* blouse

BLOW
kiiweyaahsin *vii* return through air, blow back
oncinowe *vii* the wind blows from a certain direction (E). Also: ocinowe (W)
pootaanitiso *vai* blow on oneself

BLUE
oshaawashkosi *vai* be blue
oshaawashkwaa *vii* be blue

BOAT
ciimaan -an *ni* canoe, boat
ociimaani *vai* have a boat, have s.t. as one's boat

BODY
miyaw -an *nid* body. Stem: /-yaw-/. Also: miiyaw. Stem: /-iiyaw-/

BOG
mashkiik -oon *ni* muskeg, bog, swamp

BOILED
iskaaciwaso *vai* be boiled dry
iskaaciwate *vii* be boiled dry

BOOK
masinahikan -an *ni* book, document, paper, letter, newspaper

BORED
shikatentam *vai2* be bored, be lonely, be homesick, be sad

BORING
macentaakwan *vii* be dull, boring

BORROW
masinahike *vai* write, borrow, get credit
masinahamaw *vta* write to or for s.o., owe to s.o., borrow from s.o.

BOSS
okimaa -k *na* boss, manager

BOTHER
maanencike *vai* disobey, bother things, get into trouble

BOW
ahcaap -iik *na* bow

BOX
mihtikowash -an *ni* suitcase, wooden box
niimaawiniwash -an *ni* provisions box or container

BOY
naapenhs -ak *na* boy (E). Also: naapehs (W)

BRAVE
soonkitehe *vai* be brave (E). Also: sookitehe (W)

BREAD
pahkweshikan *na* flour, bread

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piihswe-aanahkonaa -k *na* bread (loaf)

BREAK

piikohse *vii* get broken, break down, break by itself

piikohsitoon *vti2* break s.t. by dropping. Stem: /piikohsitoo-/

BREAK DOWN

piikohse *vii* get broken, break down, break by itself

BREAK OUT

piikohse *vai* break out in a rash or pimples, have a blow out

BREAK UP

maacihtan *vii* be ice breaking up

maacihtan *vii* ice break up

BREAKFAST

kekishepaanehkwe *vai* have breakfast

BREAST

coocoohsh -ak *na* breast

BRIDGE

aashokan -ak *na* bridge

BRING

piiciwish *vta* bring s.o. Stem: /piiciwiN-/. Also: piish

piish *vta* bring s.o. Stem: /piiN-/. Also: piiciwish

piitoon *vti2* bring s.t. Stem: /pitoo-/

BROKEN

piikoshkaa *vai/ii* be broken

BROOM

wepahikan -an *ni* broom

BROTHER

niciimic -ak *nad* my younger brother or sister, my younger sibling. Stem: /-ciimic-/

nishtehs -ak *nad* my older brother.Stem: /-shtehs-/

nitawemaa -k *nad* my (man's) sister, my (woman's) brother. Stem: /-tawemaa-/

niicihkiwesi -wak *nad* my (man's) brother. Stem: /-iicihkiwesiw-/

BROTHER-IN-LAW

niihtaawahs -ak *nad* my (man's) brother-in-law. Stem: /-iihtaawahs-/. Also: niihtaawihs

BROWN

osaawisi *vai* be brown, yellow

BROWN HAIR

osaawaanihkwe *vai* have brown hair

BUG

manicoohsh -ak *na* bug, insect

BUILD

waahkaahike *vai* build the house

pootawe *vai* make or build up a fire

BUILT

oshihcikaate *vii* be made, be built, be processed

BURN

caakisan *vti* burn s.t.

caakiso *vai* be lit, be on fire, have one's house on fire, burn up, be burned up

caakiso *vta* bum s.o. up. Stem: /caakisw-/

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caakite *vii* burn up, be burned up

BUSH

noohpimink *pc* in the bush, inland (E). Also: noohpimik (W)

BUSY

ontamiihke *vai* be busy (E). Also: otamiihke (W)

ontamihse *vai* get busy (E). Also: otamihse (W)

BUSY AT

ontami- *prev* busy at (E). Also: otami- (W)

BUT

tahsh *pc* and, but

BUTTER

pwatan *ni* butter

BUTTERFLY

memenkwe -k *na* butterfly (E). Also: memekwe (W)

BUY

ataawe *vai* to buy (s.t.)

maniwaahkaahikane *vai* buy a new house

BY

naani- *pren* near, by

pimi- *prev* by, past, along, in process of

ciikic *pc* by, close to, near to

CALENDAR

piihsimoo-masinahikan -an *ni* calendar

CALL

kanoosh *vta* call, address, speak to s.o. Stem: /kanooN-/

ishinihkaaso *vai* be called or named a certain way. IC> eshinihkaaso=

ishinihkaate *vii* be called or named a certain way. IC> eshinihkaate=

kanootan *vti* call s.t., address s.t., speak to s.t.

CALM

anwaahtin *vii* be calm (not windy)

anwaahtinikamin *vii* be a nice and calm body of water

CAMERA

cahkaahtehsicikan -an *ni* camera

CAMP

kapehshiwin -an *ni* camp, campsite, hotel room

CAMPFIRE

pootawaan -an *ni* campfire, fire

CAN DO

kashkihi *vta* be able to manage, can do to s.o.; let s.o. go. Stem: /kashkih-/

nihtaa- *prev* can do, skilled at, know how

CANOE

ciimaan -an *ni* canoe, boat

CAPTURE

kaahcitin *vta* catch s.o., capture s.o.

CAR

otaapaan -ak *na* skidoo, car

CAREFULLY

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pehkaac *pc* slowly, carefully
payahtak *pc* very carefully

CARELESSLY
tepinaahk *pc* carelessly

CARIBOU
atihk -wak *na* caribou
atihko-wiiyaahs *ni* caribou meat

CARROT
ohkaataahk -wak *na* carrot

CARRY
piminike *vai* carry things along on one's shoulder
pimiwane *vai* carry a pack along on one's back
pimiwitoon *vti2* carry s.t. along, carry s.t. by. Stem: /pimiwitoo-/
pimoocike *vai* carry things

CARRY AWAY
maaciiwicikaate *vii* be taken away, be carried away
maaciiyaahoote *vii* be carried away on the waves

CARRY FROM
onciwitoon *vti2* carry s.t. from a certain place. Stem: /onciwitoo-/ (E). Also: ociwitoon (W) Stem: /ociwitoo-/

CATCH
kaahcitin *vta* catch s.o., capture s.o.

CAUSE
onci- *prev* from, cause (E). IC: wenci-. Also: oci- (W) IC: weci-

CAUSE PROBLEMS
papiikonike *vai* fumble things, cause problems

CEASE
pooni- *prev* stop, cease, quit

CENTER
nenaawi- *pren* center of, middle of

CERTAINLY
kehcinaac *pc* certainly, for sure

CHAIR
tehsapiwin -an *ni* chair. Also: tehsapowin

CHANCE
anihshaa *pc* by chance, at the last minute

CHARGE
tipaahkon *vta* judge s.o. punish s.o., charge s.o.

CHECK
naaciwanihikane *vai* go to check traps. Also: naaciwanihiikane
naatakwe *vai* go to check snares
naatahsapii *vai* get one's net, check one's net

CHECK UP
memecikaahcike *vai* examine things, check up on things
memecikaayaapantan *vti* examine s.t., investigate s.t., check up on s.t. (by looking) (E). Also: memecikaayaapatan (W)

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CHEEK
manoway -ak *nad* cheek. Stem: /-anoway-/

CHEST
waahkikan -an *ni* chest

CHIEF
okimaahkaan -ak *na* chief

CHILD
awaashihsh -ak *na* child
awaashihshiiwi *vai* be a child

CHIN
mitaamihkan -an *nid* chin. Stem: /-taamihkan-/

CHISEL
eshkan -an *ni* ice chisel

CHOOSE
otaahpinan *vti* choose s.t., accept s.t., take s.t., pick s.t.
otaahpinikaate *vii* be chosen, be taken, be accepted, be picked

CHURCH
ayamihewikamik -oon *ni* church

CLEAN
kaahsiinitiso *vai* clean oneself
payahkinan *vti* clean s.t.
kaahsiin *vta* wipe s.o., clean s.o., wash s.o.
kaahsiinan *vti* wipe s.t., clean s.t., wash s.t.
payehkinike *vai* clean things

CLEAR SKY
waahshehkwan *vii* the sky is clear

CLEAR-CUT AREA
pashkwatahikan -an *ni* clear-cut area

CLIMB
naashaantawe -wak *vai* climb down a tree (E). Also: naashaatawe (W)
tiihtipaantawe -wak *vai* climb down a ladder or stairs (E). Also:tiihtipaatwe (W)
ihkwaantawe *vai* climb up a ladder or stairs (E). Also: ihkwaatawe (W)

CLIMB A HILL
ihkwaamaciwe *vai* climb a hill

CLOCK
piihsimohkaan -ak *na* clock

CLOSE
pehshonc *pc* close, near (E). Also: pehshoc (W)
ciikic *pc* by, close to, near to
pehshotaahkoomaakan -ak *na* close relation

CLOSED
kipihsin *vii* be closed

CLOUD
wahkwi -in *ni* cloud. Also: wahko

CLOUDY
papiikwaanahkwan *ni* cloudy

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CO-WORKER
wiitanohkiimaakan -ak *na* co-worker
COAT
makoot -an or -ayan *ni* coat, dress, skirt, jacket
COFFIN
ciipayi-mihtikowash -an *ni* coffin
COLD
kawaci *vai* be cold (of a person)
tahkaayaa *vii* be cold (weather)
COMB
pinaahkwaan -an *ni* comb
COMB HAIR
pinaahkweho *vai* comb one's hair
COME
naakosi *vai* be visible, show up (pi-naakosi be seen coming this way)
piishaa *vai* come here. Also: pi-ishaa
COME FROM
oncii *vai* come from a certain place (E). IC: wencii=. Also: ocii (W) IC: wecii=
COME IN
piintike *vai* enter, go in, come in (E). Also: piitike (W)
COMPANION
wiiciiwaakan -ak *na* spouse, companion
COMPLETED
ishkwaa- *prev* after, completed
COMPLICATED
aanimihse *vai/ii* have difficulties, run into problems, get complicated
CONCERNED
mikoshkaatenim *vta* worry about s.o., be concerned about s.o.
mikoshkaatentam *vai2* worry, be concerned, wonder
mikoshkaatentan *vti* worry about s.t., be concerned about s.t.
CONSIDER
maamitonenim *vta* think about s.o., consider s.o.
maamitonentan *vti* think about s.t., consider s.t.
CONTEST
mawinehike *vai* compete, take part in a contest
COOK
kiishitepo *vai* cook
kiishisan *vti* cook s.t., done
kiishite *vii* be cooked, done
COOKED DONE
kiishiso *vai* be cooked done
CORPSE
ciipay -ak *na* ghost, corpse
CORRECT
kwayahk *pc* right, straight, correct(ly), proper(ly)

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COST SO MUCH

inankiso *vai* cost so much, have such a price, be such a date of the month (E). Also: inakiso (W)

inankite *vii* cost so much, have such a price (E). Also: inakite (W)

COUGH

osohsotam *vai2* cough

COULD

ci- *prev* that, will, would, could, should [conjunct future and modal]

ci-kii- *prev* could. ci- + kii- 'potential'

ke- *prev* will, should, should, could [Changed future and modal]

taa- *prev* would, could, should, ought, can [modal]

COUSIN

nicaahkohsh -ak *nad* my (woman's) (female cross-)cousin, my (woman's) sister-in-law. Stem: /-caahkohsh-/

ninahaankanihkwem -ak *nad* my daughter-in-law, my (cross-) niece (E). Stem: /-nahaankanihkwem-/ . Also: ninahaakanihkwem (W)

niicimohsh -ak *nad* my (cross-)cousin of opposite sex). Stem: /-iicimohsh-/

niinim -ook *nad* my (cross-)cousin of opposite sex), my sibling-in-law of opposite sex. Stem: /-iinimw-/

niicimohsh -ak *nad* my cousin (cross cousin of opposite sex). Stem:/iicimohsh-/

COVER

akwanahan *vti* cover s.t.

akwanaho *vta* cover s.o. Stem: /akwanahw-/

nihkaakone *vai/ii* be covered with snow

CRADLEBOARD

tihkinaakan -an *ni* cradleboard

CRANKY

aanimisi *vai* be difficult, be argumentative, be hard to get along with, be cranky

CRAWL

pimitaacimo *vai* crawl along, crawl by

CREDIT

masinahike *vai* write, borrow, get credit

CRY

mawi *vai* cry

CUB

mahkoonhs -ak *na* bear cub (E). Also: mahkoohs (W)

CUP

minihkwaakan -an *ni* cup

CUPBOARD

kapat -an *ni* cupboard

CURLY HAIR

tihtipanaweyaanihkwe *vai* have curly hair

CURRENT

pimaapoote *vii* drift along on the current

CUT

maacisho *vta* cut s.o. Stem: /maacishw-/

pahkon *vta* skin s.o., cut pelt off s.o.

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kiishkipoocike *vai* saw things, cut things with the saw

CUTE

wawiyasinaakosi *vai* look cute, look funny

DAM

ohkonim *ni* dam

DANCE

niimi *vai* dance

naaniimi *vai* keep on dancing. Reduplication of: niimi

DARK

kashkii-tipihkaa *vii* be pitch dark

kashkii-tipihkanihse *vii* get dark quickly (at night)

DAUGHTER

nitaanihs -ak *nad* my daughter. Stem: /-taanihs-/

DAUGHTER-IN-LAW

ninahaankanihkwem -ak *nad* my daughter-in-law, my (cross-)niece. Stem: /-nahaankanihkwem-/ (E). Also: ninahaakanihkwem (W)

DAWN

waapan *vii* be morning, be dawn, be tomorrow

mino-miskwaawaa *vii* be a red-coloured sky that predicts good or badweather

miskwaawaa *vii* be a red-coloured sky at dawn or after sunset

DAY

kiishikaa *vii* be day

mino-kiishikaa *vii* be a nice day

kiishik *ni* sky, day

DAY AFTER TOMORROW

awahsiwaapank *pc* day after tomorrow (E). Also: awahsiwaapak(W)

DAY BEFORE YESTERDAY

awahsinaako *pc* day before yesterday

DEAD

nipo *vai* die, be dead

DECEMBER

makohshe-kiishikani-piihsim *na* feast day month, December

DEEP

kiishkaayawaa *vii* be deep water

DEER

waawaashkehshi -wak *na* deer

DELAY

pwaatawi- *pv* delayed, late

DESIRABLE

nantawentaakosi *vai* be wanted, be desirable (E). Also: natawentaakosi (W).

DIE

nipo *vai* die, be dead

pooni-pimaatisi *vai* die

DIFFERENT

pahkaan *pc* different

DIFFICULT

aaniman *vii* be difficult, be hard

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aanimisi *vai* be difficult, be argumentative, be hard to get along with, be cranky

DIFFICULTY

aanimihse *vai/ii* have difficulties, run into problems, get complicated

DIRECTION

aanti nehke *pc* whereabouts, which direction

inehke *pc* in direction of

DIRTY

nipaaciyaa *vii* be dirty, slimy

DISAPPEAR

aahte- *pv* fade away, disappear

wenipan *pc* be gone, disappear

DISH

onaakan -an *ni* dish, plate

DISOBEY

maanencike *vai* disobey, bother things, get into trouble

DISTANT

waahsa *pc* far, distant

DIVE

kookii *vai* dive

DO

ayintootam *vai2* do something (E). Reduplication of: tootam. Also: ayitootam (W)

tootam *vai2* do in a certain way

aanciko *pc* to do anyway regardless of... (E). Also: aaciko (W)

koci- *pv* try to do, to attempt

tashiiwihtoo *vai* do things in a certain location

tootaaso *vai* do so to oneself

tootan *vti* do s.t. so, do so to s.t., treat s.t. so

tootaw *vta* do so to s.o., treat s.o. so

DO BAD

macihcike *vai* do something bad, get into trouble

mamaani *vai* do something bad, make mistakes

DOCTOR

mashkihkiiwinini -wak *na* medicine person, doctor

DOCUMENT

masinahikan -an *ni* book, document, paper, letter, newspaper

DOG

animohsh -ak *na* dog

nitayihsh -ak *nad* my dog. Stem: /-tayihsh-/

DON'T

ikaawin *pc* don't . Also: ekaawin

DON'T KNOW

nahke piko *pc* I don't know

DONE

kiishihtoon *vti2* finish s.t., be done with s.t. Stem: /kiishihtoo-/

DOOR

ishkwaantem -an *ni* door (E). Also: ishkwaatem (W)

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DOWN THE SHORE
naanew *pc* down the shore, on the shore
DRESS
pihtaahpiso *vai* get dressed. Also: pohtaahpiso
DRIFT
pimaahoote *vii* drift along on the waves
pimaapoote *vii* drift along on the current
DRINK
minihkwe *vai* drink, drink s.t.
minihkwewin -an *ni* drink, booze
DRIVE
patotepiso *vai* drive off the road
pimipiso *vai* drive along, drive by
DRIVE OFF
maaciipiso *vai* set out by vehicle, speed off, drive off
DROP
paninan *vti* drop s.t. from hand
piikohsitoon *vti2* break s.t. by dropping. Stem: /piikohsitoo-/
DROWN
nihsaapaawe *vai* drown
DRUG
mashkihki -in *ni* medicine, drug
DRUM
matwehikan -ak *na* drum
DRUMMING
matwehike *vai* be drumming
DRY
paahso *vta* dry s.o. (by heat). Stem: /paahsw-/
iskaaciwaso *vai* be boiled dry
iskaaciwate *vii* be boiled dry
DUCK
shiihshiip -ak *na* duck
DUCKS
nooncihshipe *vai* hunt ducks (E). Also: noocihshipe (W)
DURING
mekwaac *pc* while, during, at the (same) time, now
EAR
mihtawak -an *nid* ear. Stem: /-htawak-/
EASILY
watakami- *pv* easily
EAST
waapanonk *pc* east (E). Also: waapanok (W)
EAT
amo *vta* eat s.o. Stem: /amw-/
miicin *vti3* eat s.t. Stem: /miici-/
tepi-wiihsini *vai* have enough to eat
wiihsini *vai* eat

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EFFORT
aana- *pv* in vain, to attempt, effort, anyway, anyhow
enikohk *pc* with more effort, harder

EGG
waaw -an *ni* egg

EIGHT
ayinaanew *nu* eight. Also: enaanew
ayinaanewinoon *vii* be eight. Stem: /ayinaanewin-/
ayinaanewiwak *vai* be eight. Stem: /ayinaanewi-/

EIGHT DOLLARS
ayinaanewaapihk *na* eight dollars

EIGHTEEN
ayinaanewishaap *nu* eighteen

EIGHTEEN DOLLARS
ayinaanewishaap tahsiwaapihk *na* eighteen dollars

EIGHTY
ayinaanemitana *nu* eighty

ELBOW
mitooskwan -an *nid* elbow. Stem: /-tooskwan-/

ELDER
kihci-ayaa *na* elder
niici-kihcihaa -k *nad* my fellow elder. Stem:/-iici-kihcihaa-/
weshkaci-anihshinini *na* old-timer, old Indian person, elder

ELEVEN
peshikoshaap *nu* eleven, (decade number) plus one

ELEVEN DOLLARS
peshikoshaap tahsiwaapihk *na* eleven dollars

ELSE
maashkooc *pc* perhaps, maybe, or else

EMBARK
poosi *vai* get on, embark

EMPHATIC
hsa *pc* emphatic
ota *pc* emphatic
iko *pc* emphatic

EMPLOYMENT
anohkiiwin -an *ni* job, employment, work

END
ishkwaayaac *pc* end, last, ultimate

ENGINE
pimipanihcikan -an *ni* engine, motor, machine

ENGLISH
wemihtikooshiimo *vai* speak English

ENJOY EATING
minwancike *vai* eat well, enjoy eating (E). Also: minwacike (W)

ENJOYABLE
minwentaakwan *vii* be enjoyable, be liked, fun, be a good time

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ENOUGH
tepi- *prev* enough, sufficient
tepihse *vai/ii* be enough of s.t., be sufficient

ENTER
piintike *vai* enter, go in, come in (E). Also: piitike (W)

ENTIRELY
mitoni *pc* really, entirely so, completely. Also: tetako

ENTIRELY SO
mitoni *pc* really, entirely so

EQUIPMENT
aapacihcikan -an *ni* tool, useful thing, equipment

EUROPE
akaamahkiink *pc* in Europe, abroad

EVEN
mihsawaac *pc* even though, anyhow, although

EVENING
eni-tipihkaak *vii* last evening. IC < ani-tipihkaa

EVENT IS OVER
ishkwaahkamikan *vii* event is over

EVENTUALLY
keka *pc* finally, eventually

EVER
wiihkaa *pc* ever

EVERGREEN
shinkop -iik *na* evergreen tree, spruce (E). Also: shikop (W)

EVERY
kahkina *pc* all, every
tahso- *pre* every, a certain number

EVERY SUMMER
tahso-niipin *pc* every summer

EVERYTHING
mamisiwe- *prev* all over, everything
misiwe *pc* all over, everything, whole

EVIDENTLY
ohsha *pc* [emphatic particle] Also: hsha

EX-SPOUSE
nikayaashim -ak *nad* my ex-spouse. Stem: /-kayaashim-/

EXACTLY
mayaam *pc* exactly

EXAMINE
memecikaahcike *vai* examine things, check up on things
memecikaayaapantan *vti* examine s.t., investigate s.t., check up on s.t. (by looking) (E). Also: memecikaayaapatan (W)

EXCESSIVE
onsaam *pc* too much, extreme, excessive (E). Also: osaam (W)

EXCHANGE
miishkoc *pc* in exchange, instead of, in turn

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EXHAUSTED
caakihse *vai/ii* get used up, run out, be exhausted
EXIST
takwan *vii* be there, exist
EXIT
saakaham *vai2* go out, exit
EXPECTED
kaye piko *pc* likely, to be expected, probably
EXTENSIVELY
naahpic *pc* really, very, to a high degree, extensively
EXTENT
ahpiihci- *prev* to a certain extent. Also: apiihci-
awahshime *pc* to greater extent, more and more
EXTREME
osaam *pc* too much, extreme, excessive
wiihsakentam *vai2* be extremely hurt, feel extreme pain
EXTREMELY
tetako *pc* extremely, totally, very
wiihsakentam *vai2* be extremely hurt, feel extreme pain
EYE
micaap -an *nid* eye. Stem: /-caap-/
FADE
aahte- *pv* fade away, disappear
FALL
pankihsin *vii* fall (E). Also: pakihsin (W)
FALL/AUTUMN
takwaakin *vii* be fall, be autumn
FAR
waahsa *pc* far, distant
ahko- *prev* as far as, as long as, a certain length
FAR AWAY
niikate *pc* a ways off, far away
FAST
kinipi- *pv* fast
kinipii *vai* hurry, be quick, be fast
FAT
aancipo *vai* be fat, be chubby (E). Also: aacipo (W)
FATHER
nitaataa -mak *nad* my father. Stem: /-taataa(m)-/
FATHER-IN-LAW
nishihsesh -ak *nad* my (cross-)uncle, my father-in-law. Stem: /-shihsesh-/
FEAR
kohsi *vta* fear s.o. Stem: /kohs-/
FEAST
makohshe *vai* feast, give a feast
makohshewin -an *ni* feast

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FEATHER
miinkwan -ak *na* feather. Also: miikwan

FEBRUARY
kaa-tahkwekisoc piihsim *na-pt* shorter month, February

FEEL
mino-ayaawamaciho *vai* feel well, feel better
wiihsakentam *vai2* be extremely hurt, feel extreme pain

FELLOW
niici-kihcihaa -k *nad* my fellow elder. Stem:/-iici-kihcihaa-/
niici-naape -wak *nad* my fellow man. Stem: /-iici-naapew-/
niitihkwe -wak *nad* my fellow woman. Stem: /-iitihkwew-/

FEMALE
ihkwe -wak *na* woman, female

FETCH
naasihkan *vti* fetch s.t., get s.t.
naaci- *pv* get, fetch, go for

FEW
aanta *pc* some, few

FIFTEEN
niyaananoshaap *nu* fifteen. Also: niyaanoshaap

FIFTEEN DOLLARS
niyaananoshaap tahsiwaapihk *na* fifteen dollars

FIFTY
niyaananomitana *nu* fifty. Also: niyaanomitana

FIGHT
mikaash *vta* fight s.o. Stem:/miikaaN-/
miikaaso *vai* fight
miikaasowin -an *ni* fight, violence. Also: miikaatiwin
miikaatan *vti* fight s.t.

FILLED UP
shaakashkine *vii* be filled up, be full. Also: mooshkine

FINALLY
keka *pc* finally, eventually

FINALLY WHEN
ahpii ahpin *pc* finally when

FIND
mihkaw *vta* find s.o.
mihkan *vti* find s.t.

FINGER
niihsiikinincaan -an *ni* finger

FINGERNAIL
mashkash -iik *nad* fingernail/toenail. Stem: /-ashkash-/

FINISH
kiishihi *vta* finish s.o. Stem: /kiishih-/
kiishihtoon *vti2* finish s.t., be done with s.t. Stem: /kiishihtoo-/

FIRE
pootawe *vai* make or build up a fire

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caakiso *vai* be lit, be on fire, have one's house on fire, burn up, be burned up
sahkiso *vai* be lit, be on fire, have one's house on fire
sahkite *vii* be lit, be on fire

FIREWOOD

mihsan *ni* firewood. Plural of: mihsi
mihsi *ni* stick of firewood. Plural: mihsan 'firewood'
manihse *vai* get firewood

FIRST

kiinishtam *pr* you next, you first. [second person personal pronoun]. Also: niinihtam
nishtam *pc* first, next
niinishtam *pr* me next, me first. [first person singular pronoun]. Also: niinihtam
wiinishtam *pr* him first, her first, him next, her next. [third person singular personal pronoun]. Also: wiinihtam

FISH

kinooshe -k *na* fish
pakitahwe *vai* fish with a net, set a net

FISH WITH HOOK

kwaashkwepicike *vai* fish with a hook and a line
kwaashkwepine *vai* fish with a hook and a line

FISHHOOK

kwaashkwepicikan -ak *na* fishhook

FISHING GEAR

nooci-kinooshewi-aapacihcikan *ni* fishing gear

FIVE

niyaanan *nu* five
niyaananiwak *vai* be five. Stem: /niyaanani-/
niyaananoon *vii* be five. Stem: /niyaanan-/

FIVE CENTS

niyaanan piiwaapihkohsh -ak *na* five cents. Also: niyaanan piiwaapihkoonhsh

FIVE DOLLAR BILL

niyaananoopiihikan -ak *na* five dollar bill

FIVE DOLLARS

niyaananwaapihk *na* five dollars. Also: niyaananwaapihk

FIVE TIMES

niyaananwaa *pc* five times

FIVE YEARS

niyaanowahki or niyaanino-ahki *pc* five years

FIX

waweshihi *vta* fix s.o. Stem: /waweshih-/
waweshihtoon *vti2* fix s.t., repair s.t. Stem: /waweshihtoo-/

FLASH

waawaahte *vii* flash (light), Northern Lights

FLOAT

akoncin *vai* float, soak (E). Also: akocin (W)
akontin *vii* float, soak (E). Also: akotin (W)

FLOOD

mooshkahan *vii* flood, be high water

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FLOOR
wepahike *vai* sweep the floor
FLOUR
pahkweshikan *na* flour
FLOW
ishiciwan *vii* flow in a certain direction, flow so
FLOW SWIFTLY
kishiiciwan -oon *vii* flow swiftly
FLY
ishihse *vai* fly in a certain direction
maaciihse *vai/ii* fly off (as a bird), starts (as a motor)
pimakoote *vii* fly along, fly by
pimihse *vai* fly along, fly by (of a bird)
FLY (INSECT)
nanaantawi-oociiwe *vai* go about looking for flies (E). Also: nanaatawi-oociiwe (W)
oocii -k *na* fly
FLY BACK
kiiwekoote *vii* fly back
FOGGED IN
kashkawan *vii* be misted over, be fogged in
FOOD
miicim *ni* food
ahshanke *vai* give food to people (E). Also: ahshake (W)
FOOT
misit -an *nid* foot. Stem: /-sit-/
FOREHEAD
mikanakaap -an *nid* forehead. Stem: /-kanakaap-/
FOREST
pihkwatahkamik *ni* forest, wilderness
FORGET
waniihkenotan *vti* forget s.t.
waniihkenotaw *vta* forget s.o.
FORK
ciishtahikan -an *ni* fork. Also: ciishtahipon
FORMER
kayaash *pc* originally, long ago, former
FORTY
niimitana *nu* forty
FOUR
niiwin *nu* four
niiwinoon *vii* be four. Stem: /niiwin-/
niiwiwak *vai* be four. Stem: /niiwi-/
FOUR DOLLARS
niiwaapihk *na* four dollars
FOUR TIMES
niiwaa *pc* four times

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FOURTEEN
niiwishaap *nu* fourteen, (decade number) plus four
FOURTEEN DOLLARS
niiwishaap tahsiwaapihk *na* fourteen dollars
FOX
mahkehshi -wak *na* fox. Also: waakohsh
waakohsh -ak *na* fox. Also: mahkehshi -wak
FREEZE
kashkatin *vii* freeze up
FREQUENT
nahshine *pc* often, all the time, frequently
FRIDAY
pahkweshikani-kiishikaa *vii* flour day, be Friday
FROG
omakahkii -k *na* frog
FROM
onci *pc* from (E). Also: ocI (W)
onci- *prev* from, cause (E). IC: wenci-. Also: oci- (W)IC: weci-
FROZEN
aahkwatin *vii* be frozen up, be frozen over
FROZEN SOLID
mashkwaakwatin *vii* be frozen solid
FRYING PAN
paanahkihk -wak *na* frying pan
FUMBLE
papiikonike *vai* fumble things, cause problems
FUN
minwentaakwan *vii* be fun, be liked, be appreciated
FUNNY
wawiyasinaakosi *vai* look cute, look funny
wawiyatisiike *vai* do funny things
FUR
ahtay -ak *na* pelt, fur for trade
FUTURE
ta- *prev* will [future tense in independent with no personal prefix]
GARAGE
waweshahitaapaanewikamik -oon *ni* garage
GAS
pimite *ni* lard, grease, fuel oil, gas
GAS STATION
kaahsaniiwikamik -oon *ni* gas station
GASOLINE
kaahsanii *ni* gasoline
GATHER
maawatoonan *vti* gather s.t.
GATHERING
maawacihitowin *ni* gathering, meeting

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GET
naasihkan *vti* get s.t., fetch s.t.
naaci- *pv* get, fetch, go for

GET BY BOAT
naataham *vai2* go to get by boat
naatahan *vti* go to get s.t. by boat

GET NET
naatahsapii *vai* get one's net, check one's net

GET OFF
kapaa *vai* get off, disembark

GET ON
poosi *vai* get on, embark
poosihi *vta* get on board Stem: /poosih-/

GET READY
kwayaancii *vai* get ready, prepare (E). Also: kwayaacii (W)

GET UP
wanishkaa *vai* get up in the morning

GET WATER
naatahipii *vai* get water, go for water

GHOST
ciipay -ak *na* ghost, corpse

GIRL
ihkwesenhs -ak *na* girl (E). Also: ihkwesehs (W)

GIVE
miish *vta* give (s.t.) to s.o. Stem: /miiN-/
ahshanke *vai* give food to people (E). Also: ahshake (W)

GO
aacaan *pc* go!
ishaa *vai* go to a certain place
maacaa *vai* go, leave
papaami-ishaamakan *vii* go about, go there
pimitaapii *vai* go along by sled or sleigh
waahkaahse *vii* go around, be an hour

GO AHEAD
tepwehtam *vai2* believe, agree, go ahead with something (what someone says to do)
tepwehtan *vti* believe s.t., agree with s.t., go ahead with something (what someone says to do)
tepwehtaw *vta* believe in s.o., agree with s.o., go ahead with something (what some one says to do)

GO AROUND
nanaantawi- *prev* seek, go around for (E). Reduplication of: nantawi-, ntawi- . Also: nanaatawi- (W)

GO AWAY
ani-naakosi *vai* be seen going away (from the speaker)
niikateshkaa *vai* go away

GO BACK
kiiwe- *prev* returning, going home, going back

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GO BACKWARDS
ashepite *vii* go backwards
GO DOWNHILL
tiihtipaamaciwe *vai* go downhill
GO FOR
naaci- *pv* get, fetch, go for
GO FOR FOOD
naacimiicime *vai* go for food
GO HOME
kiiwe *vai* go home, return
kiiwe- *prev* returning, going home, going back
GO IN
piintike *vai* enter, go in, come in (E). Also: piitike (W)
GO OUT
saakaham *vai2* go out, exit
GO TO DO
nintawi- *prev* go to do (E). Also: nantawi-, ntawi- (E). Also: nitawi-, natawi-, ntawi- (W)
GO TO SHORE
naasipii *vai* go to the shore, go to the water
GO UP
ompipaniho *vai* go up in a hurry (E). Also: opipanihoo, opipaniho (W)
GO WITH
wiiciiw *vta* go with s.o., accompany s.o.
GOING AWAY
maacaamakan -oon *vii* go away, leave
GONE
inenti *vai* be gone so long, be absent so long (E). Also: ineti (W)
ontenti *vai* be absent, be gone (E). Also: oteti (W)
wenipan *pc* be gone, disappear
GOOD
mino- *pre* nice, good
nihtaawanohkii *vai* work well, be a good worker
GOOD LOOKING
takahkinaakosi *vai* be good looking, handsome
GOOD TASTE
minohpitan *vti* like taste of s.t.
minohpo *vta* like taste of s.o. Stem: /minohpw-/
GOOSE
nihka -k *na* Canada goose
wehwe -k *na* snow goose
wehwew -ak *na* white goose
GRAB
manipahi *vta* grab s.o., pick s.o. up quickly. Stem: /manipah-/
GRANDCHILD
noosihs -ak *nad* my grandchild. Stem: /-oosihs-/
GRANDFATHER
nimohshoom -ak *nad* my grandfather. Stem: /-mohshoom-/. Also: nimihshoom

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GRANDMOTHER
noohkom -ak *nad* my grandmother. Stem: /-oohkom-/

GREASE
pimite *ni* lard, grease, fuel oil, gas

GREAT
kihci- *pre* big, great, very

GREATER
awahshime *pc* to greater extent, more and more

GREEN
aniipiiwaa *vii* be green
aniipiiwisi *vai* be green

GREETING
waaciye *pc* hello! greeting! (also used by some speakers as a farewell)

GREY
waapisahaa *vii* be grey
waapisahisi *vai* be grey

GROUNDHOG
wiinashk -wak *na* groundhog

GUN
paashkisikan -an *ni* gun

HAIR
mipiiway -an *nid* hair. Stem: /-piiway-/
piiway *ni* hair

HALF
aapihta *pc* half
aapihtaa- *prev* half

HALF-DOLLAR
aapihtawaapihk -ook *na* half-dollar

HALL
metawewikamik -oon *ni* recreation hall

HAND
mininc -iin *ni* my hand (E). Stem: /-ninc-/. Also: minic (W). Stem: /-nic-/
waaciye *vai* shake hands

HANG
akoocin *vai* hang, be in the sky (as sun, moon, and stars)
akoote *vii* hang

HANG AROUND
tashiihke *vai* stay there, hang around, live there, play

HAPPEN
ishiwepan *vii* be certain weather, happen in a certain way. IC: eshiwepa=
iti *vai* have such things happen to one
ihkin *vii* happen a certain way, be a certain problem
macihse *vai* have something bad happen, have things go wrong
oncihcihse *vii* be the time of, come to happen, the time has come (E).
Also: ocihcihse (W)

HAPPY
minwentam *vai2* be happy, be glad

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HARD
aanimisi *vai* be difficult, be argumentative, be hard to get along with, be cranky

HARDER
enikohk *pc* with more effort, harder

HARDLY
akaawaac *pc* hardly, scarcely
siitawaac *pc* barely, hardly, poorly

HARE
waapoos -ook *na* snowshoe hare (rabbit)
waapooso-wanihikan -an *ni* trap for snowshoe hare (rabbit)

HAT
ashtotin -an *ni* hat, cap

HAVE
ayaan *vti* have s.t.
ayaaw *vta* have s.o., have permission to use s.o.

HAVE A BOAT
ociimaani *vai* have a boat, have s.t. as one's boat

HAVE ARROWS
opihkwahko *vai* have arrows

HE
kewiin *pr* him too, her too, as for him, as for her [third person singular personal pronoun]
wiin *pr* he, she, him, her [third person singular personal pronoun]
wiinishtam *pr* him first, her first, him next, her next [third person singular personal pronoun]. Also: wiinihtam
wiinehta *pr* him/her alone, him/her only

HEAD
mishtikwaan -an *nid* head. Stem: /-shtikwaan-/

HEAL
natawihiwe -wak *vai* heal people (W). Also: antawihiwe (E)

HEAR
noontaw *vta* hear s.o.(E). Also: nontaw (W)
tanihtaakwan *vii* be heard there

HEAR S.O.
tepihtaw *vta* hear s.o. in the distance
tepihtan *vti* hear s.t. in the distance

HEARD
taniwewitam *vai2* be heard from a certain place

HEART
mitehi -in *nid* heart. Stem: /-tehi-/

HEATER
kishisikanaapihk -oon *ni* heater

HEEL
mitoontan -an *nid* heel (E). Stem: /-toontan-/. Also: mitootan (W). Stem: /-tootan-/

HELLO
pooshoo *pc* hello
waaciye *pc* hello! greeting! (also used by some speakers as a farewell)

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HELP
wiicihi *vta* help s.o. Stem: /wiicih-/

HER
kewiin *pr* him too, her too, as for him, as for her [third person singular personal pronoun]
wiin *pr* he, she, him, her [third person singular personal pronoun]
wiinishtam *pr* him first, her first, him next, her next [third person singular personal pronoun]. Also: wiinihtam
wiinehta *pr* him/her alone, him/her only

HERE
ohomaa *pc* here. Also: homaa
pi- *prev* here, hither, towards

HIDE
kaash *vta* hide s.o., hide s.t. animate. Stem: /kaaN-/
kaatoon *vti2* hide it

HIGH
mooshkahan *vii* flood, be high water

HILL
pihkwaamatinaa -n *ni* hill

HIM
kewiin *pr* him too, her too, as for him, as for her [third person singular personal pronoun]
wiin *pr* he, she, him, her [third person singular personal pronoun]
wiinishtam *pr* him first, her first, him next, her next [third person singular personal pronoun]. Also: wiinihtam
wiinehta *pr* him/her alone, him/her only

HIP
mishiikan -an *nid* hip. Stem: /-shiikan-/

HIT
pahkihteho *vta* hit s.o. /pahkihtehw-/
pahkihtehan *vti* hit s.t., strike s.t.
pihtaho *vta* hit s.o. accidentally using s.t. Stem: /pihtahw-/

HITHER
pi- *prev* here, hither, towards

HOCKEY
pimaahkwepahike *vai* play hockey
pimaahkwepahikewin *ni* hockey

HOLE IN ICE
twaahikan -an *ni* hole in ice
twaahike *vai* make a hole in the ice

HOME
api *vai* be in a certain place, sit, be at home
kiiwe *vai* go home, return

HOMESICK
shikatentam *vai2* be bored, be lonely, be homesick, be sad

HOOK
kwaashkwepicikan -ak *na* fishhook
kwaashkwepish *vta* hook s.o. Stem: /kwaashkwepiN-/

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HOOKED
kwaashkwepiso *vai* be hooked

HOPE
kaanika *pc* I wonder, I wish, I hope

HOT
kishite *vii* be hot (atmosphere)
kishaakamite *vii* be hot (liquid)

HOUR
waahkaahse *vii* go around, be an hour

HOUSE
maniwaahkaahikane *vai* buy a house
waahkaahikan -an *ni* house

HOW
aan *pc* how, in what manner, why, what. Also: aani, aaniin

HOW MANY
aan tahsin *pc* how many

HOWEVER
shaakooc *pc* however, nevertheless, after all

HOWL
wawoono *vai* howl (of dog, wolf etc.)

HUNDRED
mitaahsomitana *nu* hundred. niishwaa mitaahsomitana 'two hundred', etc.

HUNGRY
paawanii *vai* be skinny, starving, hungry

HUNT
nanaantawaapam *vta* look around for s.o., hunt for s.o. (E). Also:nanaatawaapam (W)
nanaantawaapantan *vti* look around for s.t., hunt for s.t. (E). Also: nanaatawaapatan (W)
nanaantawencike *vai* hunt (E). Also: nanaatawencike (W)
nantawencike *vai* hunt (E). Also: natawencike (W)
nooncihshipe *vai* hunt ducks (E). Also: noocihshipe (W)

HURRY
kinipii *vai* hurry, be quick, be fast

HURRY ABOARD
poosipaniho *vai* hurry aboard. Also: poosipanihoo

HURT
wiihsakentam *vai2* be extremely hurt, feel extreme pain

I
keniin *pr* me too, as for me [first person singular personal pronoun]
niin *pr* I, me [first person singular personal pronoun]
niinishtam *pr* me next, me first [first person singular pronoun]. Also: niinihtam
niinehta *pr* I alone, me only

ICE
mihkwam -iik *na* ice
maacihtan *vii* be ice breaking up
maacihtan *vii* ice break up

ICE BREAK UP
maacihtan *vii* be ice breaking up

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maacihtan *vii* ice break up

IF

kiishpin *pc* if

ILLNESS

aahkosiwin -an *ni* sickness, illness

IN

ishi- *prev* to or in a certain place, in a certain way. Also: shi-. IC> eshi-

IN PROCESS

pimi- *prev* by, past, along, in process of

IN PROGRESS

ani- *prev* away from, in progress toward, gradual onset, from that time

IN THE WATER

nipiihkaank *pc* in the water (E). Also: nipiihkaak (W)

INDIAN

anihshinaape -k *na* Indian, person

anihshinini -wak *na* Indian, person

anihshininiimo *vai* speak the native language

anihshininiiwihkwe *na* native woman, Indian woman. Also: anihshininiihkwe

INDIAN

weshkaci-anihshinini *na* old-timer, old Indian person, elder

INDOORS

piintikamik *pc* indoors (E). Also: piitikamik (W)

INFORM

kihkentamoosh *vta* inform s.o., let s.o. know. Stem: /kihkentamooN-/

INLAND

noohpimink *pc* in the bush, inland (E) . Also: noohpimik (W)

INSECT

manicoohsh -ak *na* bug, insect

INSIDE

piinci- *pren* inside, into (E). Also: piici- (W)

piinciyahii *pc* inside something (E). Also: piiciyahii (W)

INTO

piinci- *pren* inside, into (E). Also: piinci- (W)

INVESTIGATE

memecikaayaapantan *vti* examine s.t., investigate s.t., check up on s.t. (by looking) (E). Also: memecikaayaapatan (W)

naanaakacihi *vta* investigate s.o., watch for s.o. Stem: /naamaakacih-/

IRON

shooshkwahikan -ak *na* iron

ISLAND

minihtik -oon *ni* island

JACKFISH

cwaapiihsh -ak *na* jackfish. Also: nicwaapiihsh

JAIL

kipaahkwahitiiwikamik -oon *ni* jail

JAM

caam *ni* jam

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JANUARY
ociimitoo-piihsim *na* kiss month, January. Also: ociimi-kiishikaawi-piihsim

JAY
kwiikwiihs -ak *na* Canada jay. Also: kwiihwiihshi -wak

JOB
anohkiiwin -an *ni* job, employment, work
poonanohkii *vai* quit a job, stop working

JOKINGLY
oncita *pc* purposely, jokingly (E). Also: ocita (W)

JUDGE
tipaahkon *vta* judge s.o. punish s.o., charge s.o.
tipaahkonike *vai* judge things/people, measure things (as something stick-like)

JULY
kiishipakaawi-piihsim *na* leaves are fully grown month, July

JUMP
kwaashkoni *vai* jump
poosikwaashkoni *vai* jump aboard
kicikwaashkoni *vai* jump out

JUNE
saakipaakaawi-piihsim *na* leaves are out month, June

JUST
piko *pc* just. Also: poko

KERCHIEF
naapihkaakan -ak *na* kerchief, scarf

KETTLE
ahkihk -wak -ook *na* pail, kettle
tiiwahkihk -wak -ook *na* kettle, teakettle

KEY
aapihsakahikan -an *ni* key

KILL
nihsi *vta* kill s.o. Stem: /nihs-/
nipahtoon *vti2* kill s.t. Stem: /nipahtoo-/

KIND
toohkaan *pc* sort, kind. Also: tinoohkaan, toowinihkaan
keko *pc* what kind or sort, which one or sort

KITCHEN TABLE
wiihsiniiwinaahtik -oon *ni* kitchen table

KNEE
mikitik -oon *ni* knee

KNIFE
moohkomaan -an *ni* knife
naacihkomaane *vai* get a knife

KNOW
kihkenim *vta* know s.o.
kihkentan *vti* know s.t.
nahke piko *pc* I don't know
kihkentam *vai2* know

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KNOW HOW
nihtaa- *prev* can do, skilled at, know how
nihtaawe *vai* know how to talk, can talk

KNOWN
kihkentaakwan *vii* known

LADLE
emihkwaan -ak *na* spoon, ladle

LAKE
saakahikan -an -iin *ni* lake
akaahsikamaa *vii* be a small lake
mihshikamaa *vii* be a big lake

LAKE TROUT
namekohs -ak *na* lake trout

LAMP
waashtenikan -an *ni* lamp. Also: waahtenikan, waastenikan

LARD
pimite *ni* lard, grease, fuel oil, gas

LAST
anihshaa *pc* by chance, at the last minute
eni-tipihkaak *vii* last evening. IC < ani-tipihkaa
ishkwaayaac *pc* end, last, ultimate

LATE
anoonaakohshin *vii* be late in the afternoon
pwaatawi- *pv* delayed, late

LATER
paanimaa *pc* later, later on, after a long while
naake *pc* later

LAUGH
paahpi *vai* laugh
paahpihi *vta* laugh at s.o. Stem: /paahpih-/

LAUGH AT
paahpihtoon *vti2* laugh at s.t. Stem: /kaatoo-/

LAUNDROMAT
kisiipiikinikewikamik -oon *ni* laundromat

LAZY
kihtimi *vai* be lazy

LEAST
kanake *pc* at least

LEAVE
maacaa *vai* go, leave

LEAVE BEHIND
nakash *vta* leave s.o. behind. Stem: /nakaN-/
nakatan *vti* leave s.t. behind

LEFT
namancinihkiink *pc* on the left. Also: namacinihkiik (W)

LEG
mihkaat -an *nid* leg. Stem: /-hkaat-/

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LEGEND
aatisoohkaan -an *ni* legend
aatisoohke *vai* tell legends

LENGTH
ahko- *prev* as far as, as long as, a certain length

LET GO OF
pakitin *vta* let go of s.o.
pakitinan *vti* let go of s.t.

LET KNOW
kihkentamoosh *vta* inform s.o., let s.o. know. Stem: /kihkentamooN-/

LETTER
masinahikan -an *ni* book, document, paper, letter, newspaper

LIBRARY
masinahikanikamik -oon *ni* library

LIE
ahshawaapam *vta* lie in wait for s.o.
ahshawaapantan *vti* lie in wait for s.t., look out for s.t. (E). Also: ahshawaapantan (W)

LIE DOWN
kawihshimo *vai* lie down, go to bed
pimihshin *vai* lie down

LIFE
pimaatisiwin -an *ni* life

LIGHT
sahkiso *vai* be lit, be on fire, have one's house on fire
sahkite *vii* be lit, be on fire

LIKE
minwenim *vta* like s.o.
minwentan *vti* like s.t., enjoy s.t.

LIKE TASTE
minohpitan *vti* like taste of s.t.
minohpo *vta* like taste of s.o. Stem: /minohpw-/

LIKED
minwentaakwan *vii* be fun, liked, appreciated

LIKELY
maawin *pc* likely, perhaps, maybe, must be
kaye piko *pc* likely, to be expected, probably

LIPS
mitoon -an *nid* mouth (especially outer part of mouth; lips)

LISTEN
nantohtaw *vta* listen to s.o. (E). Also: natohtaw (W)
nantohtan *vti* listen to s.t. (E). Also: natohtan (W)

LISTEN!
mah! *pc* listen!

LITTLE
pankii *pc* a little (E). Also: pakii (W)

LIVE
pimaatisi *vai* live, be alive

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tashiihke *vai* stay there, hang around, live there, play
ishi-taa *vai* live there, reside there

LOCATION
amihimaa *pc* that is where, there in a certain location

LONELY
shikatentam *vai2* be bored, be lonely, be homesick, be sad

LONESOME
shikatentan *vti* be lonesome for s.t.

LONG
ahko- *prev* as far as, as long as, a certain length
kinwaakaash *pc* for a long time

LONG AGO
weshkac *pc* long ago, in the past
kayaash *pc* originally, long ago, former
weshkaci- *pv* long ago, in the past

LONG HAIR
kinwaanihkwe *vai* have long hair

LONG TIME
kinwensh *pc* for a long time (E). Also: kinwesh (W)

LOOK
inaapi *vai* take a look
wawiyasinaakosi *vai* look cute, look funny

LOOK AFTER
kanawenim *vta* look after, take care of s.o.
kanawentan *vti* look after, take care of s.t.

LOOK AROUND
ayinaapi *vai* look around. Reduplication of: inaapi
nanaantawaapam *vta* look around for s.o., hunt for s.o. (E) Also: nanaatawaapam (W)
nanaantawenim *vta* look around for s.o., search for s.o. (E) Also: nanaatawenim (W)
nanaantawentan *vti* look around for s.t., search for s.t. (E) Also: nanaatawentan(W)
nanaatawaapam *vta* look around for s.o., hunt for s.o. (E) Also: nanaantawaapam (W)
nanaatawaapatan *vti* look around for s.t., hunt for s.t. (E) Also: nanaantawaapantan (W)
nanaatawenim *vta* look around for s.o., search for s.o. (E) Also: nanaantawenim (W)
nanaatawentan *vti* look around for s.t., search for s.t. (E) Also: nanaantawentan (W)

LOOK AT
kanawaapam *vta* look at s.o.
kanawaapantan *vti* look at s.t. (E). Also: kanawaapatan (W)

LOOK FOR
nantonaw *vta* look for s.o.

LOOK NICE
mino-naakosi *vai* looks nice, good looking. Also: minonaakosi

LOOK!
nah! *pc* look! look out!

LOOKOUT
ahshawaapi *vai* be on the lookout, lie in wait

LOON
maank -wak *na* loon (E). Also: maak (W)

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LOSE
wanihi *vta* lose s.o., miss s.o., mislay s.o. Stem: /wanih-/
wanihtoon *vti2* lose s.t. Stem: /wanihtoo-/

LOT
mihshiinatinoon *vii* be a lot of, be many of. Stem: /mihshiinatin-/

LOUD
kishiiwemakan *vii* be loud

LOVE
saakihi *vta* like, love s.o. Stem: /saakih-/

LOW
capashiihsh *pc* low, lower level

LOW SOUND OR VOICE
pitikohtaakosi *vai* have a muffled or low sound, have a muffled or low voice

LYNX
pishiw -ak *na* lynx

MACHINE
pimipanihcikan -an *ni* engine, motor, machine

MAD
kishiwaasi *vai* be angry, be mad

MAKE FIRE
pootawe *vai* make or build up a fire

MAKE FUN
nanaatihkosii *vai* do mean things, tease, make fun of people

MAN
naape -wak *na* man
niici-naape -wak *nad* my fellow man. Stem: /-iici-naapew-/

MANAGE
kashkihi *vta* be able to manage, can do to s.o.; let s.o. go. Stem: /kashkih-/

MANAGER
okimaa -k *na* boss, manager

MANY
aan tahsin *pc* how many
mihshiin *pc* many, much, a lot
mihshiinowak *vai* be many. Stem: /mihshiino-/
minikohk *pc* much, many. Also: minikwahk
tahsin *pc* a certain number
tahsinoon *vii* be a certain number of. Stem: /tahsin-/
tahsiwak *vai* be a certain number of. Stem: /tahsi-/
mihshiinatinoon *vii* be a lot of, be many of. Stem: /mihshiinatin-/

MANY TIMES
mihshiiniwaa *pc* many times, often. Also: mihshiinwaa

MARCH
mikisiwi-piihsim *na* bald eagle month, March

MARRIED
wiikito *vai* be married, marry

MARRY
wiikito *vai* be married, marry

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MATCH
maaciihs -ak *na* match
MAY
mahko-piihsim *na* bear month, May
MAYBE
iitok *pc* maybe, must be
maashkooc *pc* perhaps, maybe, or else
maawin *pc* likely, perhaps, maybe, must be
naanita *pc* maybe, perhaps, in some way. Also: naanta
ME
keniin *pr* me too, as for me [first person singular personal pronoun]
niin *pr* I, me [first person singular personal pronoun]
niinishtam *pr* me next, me first [first person singular pronoun]. Also: niinihtam
niinehta *pr* I alone, me only
MEAN
nanaatihkosii *vai* do mean things, tease, make fun of people
MEASURE
tipaahkonike *vai* judge things/people, measure things (as something stick-like)
MEAT
wiiyaahs *ni* meat
amihko-wiiyaahs *ni* beaver meat
atihko-wiiyaahs *ni* caribou meat
mooso-wiiyaahs *ni* moose meat
MEDICINE
mashkihki -in *ni* medicine, drug
mashkihkiiwinini -wak *na* medicine person, doctor
MELT
ninkiso -wak *vai* be melted (E). Also: nikiso (W)
MIDDLE
nahsaw *pc* middle of
MIGHT AS WELL
nitawaac *pc* might as well, rather. Also: ntawaac
MILK
coocoohshaapoo *ni* milk
MINNOW
kinooshenhs -ak *na* minnow (E). Also: kinooshehs (W)
MINUTE
anihshaa *pc* by chance, at the last minute
MIRACULOUSLY
natok *pc* suddenly, miraculously, as a suprise
MISERABLE WEATHER
niiskaatan *vii* be miserable weather
MISTAKE
mamaanii *vai* do something bad, make mistakes
MITTEN
mincihkaawan -ak *na* mitten (E). Also: micihkaawan (W)

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MIX
kinika *pc* mix

MOCCASIN
mahkisin -an *ni* shoe, moccasin

MONDAY
anohkiiwi-kiishikaa *vii* work day, be Monday

MONEY
shooniyaan -ak *na* money. Also: shooniyaa

MONTH
piihsim -ook *na* sun, moon, month. Also: piihsom

MOON
akoocin *vai* hang, be in the sky (as sun, moon, and stars)
piihsim -ook *na* sun, moon, month. Also: piihsom
tipihki-piihsim -ook *na* moon

MOONLIGHT
kiishikaahte *vii* be moonlight

MOOSE
moos -ook *na* moose
mooso-wiiyaahs *ni* moose meat

MORE
kiiyaapic *pc* still, yet, more. Also: kiyaapic
awahshime *pc* to greater extent, more and more
enikohk *pc* with more effort, harder
nawac *pc* more, quite (-er)

MORNING
kekishepaayaa *vii* be morning
waapan *vii* be morning, be dawn, be tomorrow
kekishep *pc* this morning (past). Also: kekishepaa

MOSQUITO
sakime -k *na* mosquito

MOSQUITO NET
sakimewayaan -ak *na* mosquito net

MOST
maawac *pc* most, most of all

MOTHER
nimaamaa -mak *nad* my mother. Stem: /-maamaa(m)-/

MOTHER-IN-LAW
nisikohs -ak *nad* my (cross-)aunt; my mother-in-law. Stem: /-sikohs-/

MOTOR
pimipanihcikan -an *ni* engine, motor, machine

MOTOR OIL
apaakaminikan *na* motor oil

MOUNTAIN
wacii -n *ni* mountain

MOUSE
aapikoshiihsh -ak *na* mouse. Also: waapikoshiihsh

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MOUTH
mikonew *ni* mouth, inside mouth. Stem: /-konew-/
MOVE
aanci-taa *vai* move one's residence (E). Also: aaci-taa (W)
MUCH
mihshiin *pc* many, much, a lot
minikohk *pc* much, many. Also: minikwahk
mishtahi *pc* much, a lot. Also: mistahi
MUSIC
kitohcike *vai* play a musical instrument
MUSKEG
mashkiik -oon *ni* muskeg, bog, swamp
MUSKRAT
wacashk -wak *na* muskrat
MUST
maawin *pc* likely, perhaps, maybe, must be
MUST BE
iitok *pc* maybe, must be
MUSTACHE
miihsaweshkishii *vai* have a mustache
NAME-SAKE
niici-toohkan -ak *nad* my name-sake. Stem: /-iici-toohkan-/
NAMED
ishinihkaaso *vai* be called or named a certain way. IC> eshinihkaaso=
ishinihkaate *vii* be called or named a certain way. IC> eshinihkaate=
NARRATE
tipaacimo *vai* tell news, narrate
NARRATION
tipaacimowin -an *ni* story, narration
NARROW
akaahsihtikweyaa *vii* be a narrow river
NATIVE
anihshininiimo *vai* speak the native language
anihshininiiwihkwe *na* native woman, Indian woman. Also: anihshiniihkwe
NATURAL
nato- *pre* real, natural, plain
NAVEL
mitihs -iin *ni* navel. Stem: /-tihs-/
NEAR
naani- *pren* near, by
naaniyahii *pc* near something
pehshonc *pc* close, near (E). Also: pehshoc (W)
NEAR
ciikic *pc* by, close to, near to
NEARLY
kekaat *pc* nearly, almost

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NECK
mikwayaw -an *nid* neck. Stem: /kwayaw-/

NEIGHBOUR
onci-wiici-taamaakan *na* neighbour (E). Also: oci-wiici-taamaakan (W)

NEPHEW
ninahaankihshiim -ak *nad* my son-in-law, my (cross-)nephew (E). Stem: /-nahaankihshiim-/. Also: ninahaakihshiim (W)
nitooshim -ak *nad* my (parallel-)nephew. Stem: /-tooshim-/

NET
ahsap -iik *na* net
naatahsapii *vai* get one's net, check one's net
pakitahwe *vai* fish with a net, set a net

NEVER
kaawin wiihkaa *pc* never

NEVERTHELESS
shaakooc *pc* however, nevertheless, after all

NEWS
tipaacimohtaw *vta* tell s.o. news or a story

NEXT
kiinishtam *pr* you next, you first [second person personal pronoun]. Also: niinihtam
nishtam *pc* first, next
niinishtam *pr* me next, me first [first person singular pronoun]. Also: niinihtam
wiinishtam *pr* him first, her first, him next, her next [third person singular personal pronoun]. Also: wiinihtam

NICE
mino- *pre* nice, good
minwaahshin *vii* be nice, look nice
anwaahtinikamin *vii* be a nice and calm body of water

NICE DAY
mino-kiishikaa *vii* be a nice day

NIECE
nitooshimihkwem -ak *nad* my (parallel-)niece. Stem: /-tooshimihkwem-/

NIGHT
kashkii-tipihkanihse *vii* get dark quickly (at night)
tipihkaa *vii* be night
niipaa- *pv* at night, happening at night, nocturnal
tipihkonk *pc* last night (E). Also: tipihkok (W)

NINE
saankahso *nu* nine (E). Also: shaakahso, saakahso (W)

NINE DOLLARS
saankahswaapihk *na* nine dollars (E). Also: saakahsowaapihk. Also: saakahswaapihk (W)

NINETEEN
saankahsohshaap *nu* nineteen, (decade number) plus nine (E). Also: shaankahsoshaap (W)

NINETEEN DOLLARS
saankahsoshaap tahswaapihk *na* nineteen dollars (E). Also: saakahsoshaap tahsiwaapihk (W)

NINETY
saankahsomitana *nu* ninety (E). Also: shaakahsomitana, saankahsomitana (W)

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NO
ekaa *pc* no, not [conjunct negative word]
kaawin *pc* no, not. Also: kwaan.

NO REASON
kwanta *pc* for no reason or purpose

NORTH
kiiwetinonk *pc* north (E). Also: kiiwetinok (W)

NORTHERN LIGHTS
waawaahte *vii* flash (light), Northern Lights

NOSE
mikot -an *nid* nose. Stem: /-kot-/

NOT
ekaa *pc* no, not. [conjunct negative word]
kaawin *pc* no, not. Also: kwaan.
nehpici- *pv* permanently, not knowing when to quit

NOT YET
kaawin mahshi *pc* not yet

NOVEMBER
kashkatinoo-piihsim *na* freeze up month, November

NOW
aasha *pc* now, then, yet. Also: aashay
noonkom *pc* now, today (E). Also: nookom (W)

NUMBER
tahsin *pc* a certain number
tahsinoon *vii* be a certain number of. Stem: /tahsin-/
tahsiwak *vai* be a certain number of. Stem: /tahsi-/
tahso- *pre* every, a certain number

NURSING STATION
mashkihkiiwikamik -oon *ni* nursing station

OAR
ashepoyaan -ak *na* paddle, oar.

OCEAN
akaami-kihcikam *pc* across the ocean

OCTOBER
pinaahkwiiwi-piihsim *na* leaves are falling month, October

OFFICE
masinahikewikamik -oon *ni* office, band office

OFTEN
nahshine *pc* often, all the time, frequently

OH MY!
kooshta *pc* oops! oh my! Also: ooshta
ooshta *pc* oops! oh my! Also: kooshta

OLD
weshkaci-anihshinini *na* old-timer, old Indian person, elder

OLD-TIMER
weshkaci-anihshinini *na* old-timer, old Indian person, elder

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ONCE
peshikwaa *pc* once, one time
ONE
peshik *nu* one
peshiko- *pre* one, single
pehpeshik *pc* one by one
ONE CENT
peshik piiwaapihkohsh -ak *na* one cent. Also: peshik piiwaapihkoonhsh
ONE DOLLAR
peshikwaapihk *na* one dollar
ONE DOLLAR BILL
peshikoopiihikan -ak *na* one dollar bill
ONE THAT
kaa- *prev* one who, one that [conjunct relativizer]
ONE TIME
peshikwaa *pc* once, one time
ONE WHO
kaa- *prev* one who, one that [conjunct relativizer]
ONLY
ehta *pc* only
kiinehta *pr* you alone, you only
kiinehtawaa *pr* you alone, you only (plural)
kiinehtawint *pr* we alone, us only (inclusive) (E). Also: kiinehtawit (W)
niinehta *pr* I alone, me only
niinehtawint *pr* we alone, us only (exclusive) (E). Also: niinehtawit (W)
wiinehta *pr* him/her alone, him/her only
wiinehtawaa *pr* they alone, them only
OOPS!
ooshta *pc* oops! oh my! Also: kooshta
OPEN
paahkihsin -oon *vii* be open
ORDER
onahtoon *vti2* arrange s.t., organize s.t., put s.t. in order, stack s.t. Stem: /onahtoo-/
ORGANIZE
onahtoon *vti2* arrange s.t., organize s.t., put s.t. in order, stack s.t. Stem: /onahtoo-/
ORIGINALLY
kayaash *pc* originally, long ago, former
OTHER
kotak -iyak *pr* the other. [animate alternative]
kotak -iyan *pr* the other. [inanimate alternative]
OTTER
nikik -wak *na* otter. Also: ninkik
nikiko-wanihikan -an *ni* trap for otter. Also: nikiko-wanihiikan, ninkiko-wanohikan
OUGHT
taa- *prev* would, could, should, ought, can [modal]
OUT
saakici- *prev* out

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OUTSIDE
akwaciink *pc* outside (E). Also: akwaciik (W)
OVER THERE
ihiweti *pc* over there, that way. Also: hiweti
OVERCAST
ninkwahkwan *vii* overcast (E). Also: nikwahkwan (W)
OWE
masinahamaw *vta* write to or for s.o., owe to s.o., borrow from s.o.
OWL
koohkoohkohoo -k *na* owl
OWN
tipenim *vta* own s.o., keep s.o., control s.o.
tipentan *vti* own s.t., keep s.t., control s.t.
PACK
pashkwewash -an *ni* pack
piinahike *vai* put something in a container, pack something
piinaho *vta* put s.o. in a container, pack s.o. Stem: /pinahw-/
pimiwane *vai* carry a pack along on one's back
PADDLE
apwi -yak -wak *na* paddle, oar. Also: apoy -yak
pimahkwashiwaake *vai* paddle something
pimahkwashiwe *vai* paddle, paddle by
maaciihkwashiwe *vai* start to paddle, paddle off
PAIL
ahkihk -wak -ook *na* pail, kettle
PAIN
wiihsakentam *vai2* be extremely hurt, feel extreme pain
PANTS
mitaahs -ak *nad* pants. Stem: /-taahs-/
PAPER
masinahikan -an *ni* book, document, paper, letter, newspaper
PARENT
niniikihik -ook *nad* my parent. Stem: /-niikihikw-/
PAST
pimi- *prev* by, past, along, in process of
weshkac *pc* long ago, in the past
weshkaci- *pv* long ago, in the past
PAST TENSE
kii- *prev* [past tense] Also: kiih-. IC> kaa-
oci- *prev* [negative past tense]. Also: onci-
onci- *prev* [negative past tense]. Also: oci-
PATH
miihkana -n *ni* trail, path, road
PAUL
Powaan -ak *na* Paul (person's name)
PELT
ahtay -ak *na* pelt, fur for trade

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PEN
masinahikanaahtik -oon *ni* pencil, pen

PENCIL
masinahikanaahtik -oon *ni* pencil, pen

PENINSULA
neyaahsh *ni* be a peninsula or point of land in the lake

PEPPER
pepaa *ni* pepper

PERHAPS
maashkooc *pc* perhaps, maybe, or else
maawin *pc* likely, perhaps, maybe, must be
naanita *pc* maybe, perhaps, in some way. Also: naanta

PERMANENTLY
nehpici- *pv* permanently, not knowing when to quit

PERMISSION
ayaaw *vta* have s.o., have permission to use s.o.

PERSON
anihshinaape -k *na* Indian, person
anihshinini -wak *na* Indian, person
awiya -k *pr* person, someone, somebody, anyone, anybody. Also: awiiya
ayahaa -k *na* that being, person, or animate thing. Also: ehaa, ahaa

PICK
otaahpinan *vti* choose s.t., accept s.t., take s.t., pick s.t.
otaahpinikaate *vii* be chosen, be taken, be accepted, be picked

PICK UP
manipahi *vta* grab s.o., pick s.o. up quickly. Stem: /manipah-/

PICKEREL
okaahs -ak *na* pickerel

PILLOW
ahpihkwehshimon -an *ni* pillow

PLAIN
nato- *pre* real, natural, plain

PLANE
pimihsewin -an *ni* airplane, plane

PLATE
onaakan -an *ni* dish, plate

PLAY
metawe *vai* play
tashiihke *vai* stay there, hang around, live there, play
pimaahkwepahike *vai* play hockey

PLAY INSTRUMENT
kitohcike *vai* play a musical instrument

PLAYTHING
metawaakan -an *ni* toy, plaything

PLEASE
aahti *pc* please, why don't you, why not, let me! Also: maahti
ekwa *pc* and, and so, then, and then, wait! please

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PLOW
tawehkonehike *vai* plow snow
POLICE STATION
shimaakanihshiiwikamik -oon *ni* police station
POND
waanipiiyaa *vii* pond, be an area of water
POORLY
siitawaac *pc* barely, hardly, poorly
POP/JUICE
shiiwaapoo *ni* pop, soft drink, juice
PORCUPINE
kaak -wak *na* porcupine
PORRIDGE
anoominaapoo *na* porridge
PORTAGE
kahkiiwe *vai* to portage
onikam -iin *ni* portage
POSSESSION
ayaan *vti* my possession, it belongs to me
POSSIBLE
kaana *pc* is it possible that, would you, perhaps
POSSIBLY
kehcin *pc* probably possibly
POTATO
ashkipwaaw -an *ni* potato
POUR
siikinan *vti* pour s.t., pump s.t. out
POURED
siikinikaate -wan *vii* be poured (liquid)
PRAY
ayamihaa *vai* pray
PREPARE
kwayaancii *vai* get ready, prepare (E). Also: kwayaacii (W)
PROBABLY
nitiko *pc* probably. Also: ntiko
kaye piko *pc* likely, to be expected, probably
kehcin *pc* probably possibly
PROBABLY NOT
kamaawin *pc* think not so, probably not so. <kaawin maawin
PROBLEM
aanimihse *vai/ii* have difficulties, run into problems, get complicated
PROBLEMS
papiikonike *vai* fumble things, cause problems
PROPERTY
tipencikewin -an *ni* property, belongings, family
PROVISIONS BOX
niimaawiniwash -an *ni* provisions box or container

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PUNISH
tipaahkon *vta* judge s.o. punish s.o., charge s.o.
PURPOSE
kwanta *pc* for no reason or purpose
PURPOSELY
oncita *pc* purposely, jokingly (E). Also: ocita (W)
PURSE
piinahikan -an *ni* purse
PUT
ahsi *vta* put s.o. in a certain place. Stem: /ahs-/
ahtoon *vti2* put s.t. in a certain place. Stem: /ahtoo-/
onahtoon *vti2* arrange s.t., organize s.t., put s.t. in order, stack s.t. Stem: /onahtoo-/
PUT CLOTHES ON
pihtaahpiso *vai* put clothes on, get dressed
PUT IN CONTAINER
piinahike *vai* put something in a container, pack something
piinaho *vta* put s.o. in a container, pack s.o. Stem: /piinahw-/
PUT ON BOARD
poosihi *vta* put on board s.o. Stem: /poosih-/
poosihtoon *vti2* put s.t. on board. Stem: /poosihtoo-/
QUARTER
peshishooniyaahsh -ak *na* twenty-five cents, (quarter). Also: peshik shooniyaahsh
QUESTION
ina *pc* [yes-no question marker] also na.
QUICK
kinipihse *vai/ii* be quick, be fast, be used up quickly (money or time)
kinipii *vai* hurry, be quick, be fast
QUICKLY
wiipac *pc* soon, in a little while, quick, hurry
kashkii-tipihkanihse *vii* get dark quickly (at night)
QUIETLY
sakamaatapi *vai* stay in place, sit quietly
QUIT
pooni- *prev* stop, cease, quit
poonanohkii *vai* quit a job, stop working
QUITE
nawac *pc* more, quite (-er)
RABBIT
waapoos -ook *na* snowshoe hare (rabbit)
waapooso-wanihikan -an *ni* trap for snowshoe hare (rabbit)
RADIO
nantohtamowin *ni* radio
RADIO STATION
natohtamoowikamik -oon *ni* radio station
RAIN
kimiwan *vii* rain. Also: kimowan

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RAISIN
shoominihsh -ak *na* raisin
RAPIDS
paawihtik -oon *ni* rapids
RATHER
nitawaac *pc* might as well, rather. Also: ntawaac
RAVEN
kaakaaki -wak *na* raven
READY
kwayaancii *vai* get ready, prepare (E). Also: kwayaacii (W)
kwayaantahcike *vai* be ready or available things (E). Also: kwayaatahcike (W)
REAL
nato- *pre* real, natural, plain
REALIZE
nihsitawinan *vti* recognize s.t. by sight, realize s.t.
REALLY
mitoni *pc* really, entirely so
naahpic *pc* really, very, to a high degree, extensively
RECOGNIZE
nihsitawinan *vti* recognize s.t. by sight, realize s.t.
RECREATION HALL
metawewikamik -oon *ni* recreation hall
RED
miskosi *vai* be red
miskwaa *vii* be red
maci-miskwaawaa *vii* be a red-coloured sky that predicts bad weather
mino-miskwaawaa *vii* be a red-coloured sky that predicts good weather
miskwaawaa *vii* be a red-coloured sky at dawn or after sunset
REGARDLESS
aanciko *pc* to do anyway regardless of... (E). Also: aaciko (W)
REGRETFUL
mincinawesi *vai* be sorry, be regretful (E). Also: micinawesi (W)
REGURGITATE
pakitanemo *vta* regurgitate s.o. Stem: /pakitanemw-/
RELATION
inaakoomaakan -ak *na* relation, person one is related to
pehshotaahkoomaakan -ak *na* close relation
REMEMBER
kanoohkentaw *vta* remember s.o.
kanoohke *vai+o* remember
REMIND
kanoohkem *vta* remind s.o.
REPAIR
waweshihtoon *vti2* fix s.t., repair s.t. Stem: /waweshihtoo-/
RESIDE
ishi-taa *vai* live there, reside there

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RESIDENCE
aanci-taa *vai* move one's residence (E). Also: aaci-taa (W)
RESTAURANT
wiihsiniiwikamik -oon *ni* restaurant
RESTROOM/WASHROOM
anwepiiwikamik -oon *ni* restroom/washroom
RETURN
kiiwe *vai* go home, return
kiiwe- *prev* returning, going home, going back
kiiwenotan *vti* return to s.t.
RETURN THROUGH AIR
kiiweyaahsin *vii* return through air, blow back
RETURN TO
pi-kiiwenotaw *vta* return to s.o., come back to s.o.
pi-kiiwenotan *vti* return to s.t., come back to s.t.
RICH
wenootisi *vai* be rich
RIGHT
kwayahk *pc* right, straight, correct(ly), proper(ly)
kihcinihkiink *pc* on the right (E). Also: kihcinihkiik (W)
RING
ahcanihsh -ak *na* ring
RIVER
siipi -in *ni* river
akaahsihtikweyaa *vii* be a narrow river
mankihtikweyaa *vii* be a wide river (E). Also: makihtikweyaa (W)
ROAD
miihkana -n *ni* trail, path, road
akaamihkana *pc* across the road or trail
patotepiso *vai* drive off the road
ROCK
ahsin -iik *na* stone, rock
ROCKY
ahsiniiwan *vii* be rocky
ROCKY ISLAND
minihtikwaapihk -oon *ni* rocky island
ROLL
tihtipihse *vai/ii* roll
ROLL FAST
tihtipipaniho *vai* roll fast. Also: tihtipipanihoo
RUN
pimipahtoo *vai* run along, run by
maaciipahtoo *vai* set out running, start running
ihpahiwe -wak *vai* run to a certain place (for cover)
RUN AWAY FROM
maaciipahiwe *vai* run away from
maaciipahiwaash *vta* run away from s.o. Stem: /maaciipahiwaaN-/

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maaciipahiwaatan *vti* run away from s.t.

RUN OUT

caakihse *vai/ii* get used up, run out, be exhausted

SAD

shikatentam *vai2* be bored, be lonely, be homesick, be sad

SALT

shiiwihtaakan *ni* salt

SAME

peshikwan *pc* same

pehkihsh *pc* at the same time, while

SAME TIME

mekwaac *pc* while, during, at the (same) time, now

SATURDAY

maatinawe-kiishikaa *vii* distribution day, be Saturday

SAW

kiishkipoocike *vai* saw things, cut things with the saw

SAY

ihkito *vai* say, speak in a certain way

ishi *vta* say to s.o. Stem: /iN-/

SCARCELY

akaawaac *pc* hardly, scarcely

SCARED

kohtaaci *vai* be afraid, get scared

SCHOOL

ishkooniwikamik -oon *ni* school

ishkoonoo *vai* attend school. Also: ishoonoowi, ishkoonii

SCISSORS

maacishikan -an *ni* scissors

SCRAPE

maataho *vta* scrape s.o. Stem: /maatahw-/

SEAGULL

kiyaashk -wak *na* seagull. Also: kiiyaashk

SEARCH

nanaantawenim *vta* look around for s.o., search for s.o. (E). Also: nanaatawenim (W)

nanaantawentan *vti* look around for s.t., search for s.t. (E). Also: nanaatawentan (W)

SEATED

namatapi *vai* sit down, be seated

SEE

ishinan *vti* look at s.t. which looks so, see s.t. a certain way

waapam *vta* see s.o.

waapantan *vti* see s.t. Also: waapatan

ani-naakosi *vai* be seen going away (from the speaker)

SEEK

nanaantawi- *prev* seek (E). Reduplication of: nantawi-, ntawi-. Also: nanaatawi- (W)

SEPTEMBER

waahtepakiiwi-piihsim *na* leaves are changing colour month, September. Also: waahtepakaawi-piihsim

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SET
pakitahwe *vai* fish with a net, set a net
SET OUT
maaciipahtoo *vai* set out running, start running
maaciipiso *vai* set out by vehicle, speed off, drive off
SEVEN
niishwaahsinoon *vii* be seven. Stem: /niishwaahsin-/
niishwaahsiwak *vai* be seven. Stem: /niishwaahsi-/
niishwaahso *nu* seven
SEVEN DOLLARS
niishwaahswaapihk na *na* seven dollars
SEVENTEEN
niishwaahsoshaap *nu* seventeen, (decade number) plus seven
SEVENTEEN DOLLARS
niishwaahsoshaap tahsiwaapihk *na* seventeen dollars
SEVENTY
niishwaahsomitana *nu* seventy
SHAKE HANDS
waaciye *vai* shake hands
SHALLOW
paakwaa *vii* be shallow water
SHARP
kaahshaa *vii* be sharp
SHE
kewiin *pr* him too, her too, as for him, as for her [third person singular personal pronoun]
wiin *pr* he, she, him, her [third person singular personal pronoun]
wiinishtam *pr* him first, her first, him next, her next [third person singular personal pronoun]. Also: wiinihtam
SHIRT
pakwaan -an *ni* shirt
SHOE
mahkisin -an *ni* shoe, moccasin
SHOOT
paashkiso *vta* shoot s.o. Stem: /paashkisw-/
SHOOT WITH ARROW
pimo *vta* shoot s.o. with an arrow. Stem: /pimw-/
SHOP
maaham *vai2* go on a shopping trip, shop
SHORE
naanew *pc* down the shore, on the shore
naanewi- *pren* on shore
SHORT
tahkokaapawi *vai* stand short, be short
SHORT HAIR
tahkwaanihkwe *vai* have short hair
SHOULD
ci- *prev* to, that, will, would, could, should [conjunct future and modal]

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ke- *prev* will, should, would, could [Changed future and modal]
taa- *prev* would, could, should, ought, can [modal]

SHOULDER
mitihtiman -an *nid* shoulder. Stem: /-tihtiman-/
piminike *vai* carry things along on one's shoulder

SHOVEL
wepahaakone *vai* shovel snow

SHOW UP
naakosi *vai* be visible, show up
naakwan *vii* be visible, show up. (pi-naakwan be seen coming this way)

SHOWER
kisiisihpaso *vai* take a shower

SHUTTLE
ahsapaahtik -ook *na* shuttle (with twine) for net making

SIBLING
niciimic -ak *nad* my younger brother or sister, my younger sibling. Stem: /-ciimic-/
nitawemaa -k *nad* my (man's) sister, my (woman's) brother. Stem: /-tawemaa-/

SIBLING-IN-LAW
niinim -ook *nad* my (cross-)cousin of opposite sex, my sibling-in-law of opposite sex. Stem: /-iinimw-/

SICK
aahkosi *vai* be sick

SICKNESS
aahkosiwin -an *ni* sickness, illness

SIGHT
nihsitawinan *vti* recognize s.t. by sight, realize s.t.

SILENT
ciiweyaa *vii* be silent, be no sound

SINCE
ahpin *pc* when, since, then, subsequently

SING
nikamo *vai* sing

SINGLE
peshiko *vai* be alone, single
peshiko- *pre* one, single
peshikwan *vii* be alone, single

SISTER
niciimic -ak *nad* my younger brother or sister, my younger sibling. Stem: /-ciimic-/
nimihses -ak *nad* my older sister. Stem: /-mihses-/
nitawemaa -k *nad* my (man's) sister, my (woman's) brother. Stem: /-tawemaa-/
niitihkwe -wak *nad* my (woman's) sister. Stem: /-iitihkwew-/

SISTER-IN-LAW
nicaahkohsh -ak *nad* my (woman's) (female cross-)cousin, my (woman's) sister-in-law. Stem: /-caahkohsh-/

SIT
api *vai* be in a certain place, sit, be at home
namatapi *vai* sit down, be seated

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SIT
ayapi *vai* sit around, stay around. Reduplication of: api
sakamaatapi *vai* stay in place, sit quietly

SIX
ninkotwaahsinoon *vii* be six (E). Stem: /ninkotwaahsin-/. Also: nikotwaahsinoon (W)
ninkotwaahsiwak *vai* be six (E). Stem: /ninkotwaahsi-/. Also: nikotwaahsiwak (W)
ninkotwaahso *nu* six (E). Also: nikotwaahso (W)

SIX DOLLARS
ninkotwaahsowaapihk *na* six dollars (E). Also: ninkotwaahswaapihk (W)

SIXTEEN
ninkotwaahsoshaap *nu* sixteen (E). Also: ninkotwaahsoshaap (W)

SIXTEEN DOLLARS
ninkotwaahsoshaap tahswaapihk *na* sixteen dollars (E). Also: nikotwaahsoshaap tahswaapihk (W)

SIXTY
ninkotwaahsomitana *nu* sixty (E). Also: nikotwaahsomitana (W)

SIZE
ahpiihcikini *vai* be a certain size. Also: apiihcikini

SKIDOO
otaapaan -ak *na* skidoo, car

SKILLED
nihtaa- *prev* can do, skilled at, know how

SKIN
pahkon *vta* skin s.o., cut pelt off s.o.

SKINNY
paawanii *vai* be skinny, starving, hungry

SKUNK
shikaak -wak *na* skunk

SKY
kiishik *ni* sky.
kiishik *ni* sky, day
maci-miskwaawaa *vii* be a red-coloured sky that predicts bad weather
mino-miskwaawaa *vii* be a red-coloured sky that predicts good weather
miskwaawaa *vii* be a red-coloured sky at dawn or after sunset

SLED
pimitaapii *vai* go along by sled or sleigh

SLEEP
nipaa *vai* sleep

SLEIGH
pimitaapii *vai* go along by sled or sleigh

SLIMY
nipaaciyaa *vii* be dirty, slimy

SLOWLY
pehkaac *pc* slowly, carefully

SMALL
ahpiihcikini *vai* be a certain size. Also: apiihcikini
akaahshenshi *vai* be small (E). Also: akaahsheshi (W)

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akaahsikamaa *vii* be a small lake

SMELL NICE

minomaakosi *vai* smells nice, smells good
minomaakwan *vii* smells nice, smells good

SMOKE COMES OUT

saakaapahte *vii* smoke comes out

SMOKE FISH

manehtek -wak *na* smoke fish

SNAKE

kinepik -ook *na* snake

SNARE

nakwaakan -an *ni* snare
nakwaakanaahtik -oon *ni* snare stick (wooden frame)
nakwaakaniyaap -iin *ni* snare wire
nakwaaso *vai* be snared
nakwaash *vta* snare s.o. Stem: /nakwaaN-/
naapakwaash *vta* snare s.o. Stem: /naapakwaaN-/
naapakwe *vai* set snares
naatakwe *vai* go to check snares

SNEEZE

caahcaamohki *vai* sneeze a lot

SNOW

koon -ak *na* snow
sookihpwan *vii* be snowing. Also: sookohpwan
anaamaakonak *pc* under the snow
nihkaakone *vai/ii* be covered with snow
tawehkonehike *vai* plow snow
wepahaakone *vai* shovel snow

SNOWSHOE

aakim -ak *na* snowshoe

SO

amiicikahi *pc* that is so
amiinahi *pc* is that so, is that right
ekwa tahsh *pc* and so, and then, but then

SO IS THAT

amihiwe *pc* so is that

SOAK

akoncin *vai* float, soak (E). Also: akocin (W)
akontin *vii* float, soak (E). Also: akotin (W)

SOAP

shoohp *na* soap

SOCK

ashikan -ak *na* sock

SOME

aanta *pc* some, few

SOMEONE

awiya -k *pr* person, someone, somebody, anyone, anybody. Also: awiiya

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SOMETIMES
eshkam *pc* sometimes
SON
nikosihs -ak *nad* my son. Stem: /-kosihs-/
SON-IN-LAW
ninahaankihshiim -ak *nad* my son-in-law, my (cross-)nephew (E). Stem: /-nahaankihshiim-/. Also: ninahaankihshiim (W)
SONG
nikamowin -an *ni* song
SOON
wiipac *pc* soon, in a little while, quick, hurry
SORRY
mincinawesi *vai* be sorry, be regretful (E). Also: micinawesi (W)
SORT
toohkaan *pc* sort, kind. Also: tinoohkaan, toowinihkaan
SORT
keko *pc* what kind or sort, which one or sort
SOUND
ciiweyaa *vii* be silent, be no sound
inihtaakwan *vii* sound so, be understood so
SOUTH
shaawanonk *pc* south (E). Also: shaawanok (W)
SPEAK
ihkito *vai* say, speak in a certain way
kanoosh *vta* call, address, speak to s.o. Stem: /kanooN-/
anihshininiimo *vai* speak the native language
ayami *vai* speak, talk
ayamiihtamaw *vta* speak for s.o.
ayamiihtan *vti* speak for s.t.
SPEAK TO
kanootan *vti* call s.t., address s.t., speak to s.t.
SPEED OFF
maaciipiso *vai* set out by vehicle, speed off, drive off
SPLIT
taashkisho *vta* split s.o. by cutting. Stem: /taashkishw-/
SPLIT WOOD
taashkikahike *vai* split wood
SPOILED
nihshiwanaatan *vii* be spoiled
SPOON
emihkwaan -ak *na* spoon, ladle
SPOUSE
wiiciiwaakan -ak *na* spouse, companion
niiciihaa -k *nad* my spouse. Stem: /-iiciihaa-/
nikayaashim -ak *nad* my ex-spouse. Stem: /-kayaashim-/
SPRING
siikwan *vii* spring

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SPRUCE
shikop -iik *na* evergreen tree, spruce. Also: shinkop -iik
SPRUCE HEN
pine -wak *na* spruce hen
STACK
onahtoon *vti2* arrange s.t., organize s.t., put s.t. in order, stack s.t. Stem: /onahtoo-/
STAND
niipawi *vai* stand, be standing
STAND UP
pasikwii *vai* stand up, arise
STAR
wacahkohsh -ak *na* star (W). Also: wanankosh (E)
START
maacii- *prev* start, begin
maaciihatoo *vai* start off on a trail, go for a walk
maaciciwan -oon *vii* start to flow
maaciipahtoo *vai* set out running, start running
maaciihkwashiwe *vai* start to paddle, paddle off
maaciihse *vai/ii* fly off (as a bird), starts (as a motor)
maatanohkii *vai* start to work
STARVE
paawanii *vai* be skinny, starving, hungry
STAY
tashiihke *vai* stay there, hang around, live there, play
ayapi *vai* sit around, stay around. Reduplication of: api
sakamaatapi *vai* stay in place, sit quietly
STEAL
kimooti *vai+o* steal s.t.
STEER
washkinan *vti* turn s.t., steer s.t.
STICK
mihtik -oon *ni* stick, piece of wood, yard (measurement)
STICK ON
akohke *vai* stick on, adhere
STILL
kiiyaapic *pc* still, yet, more. Also: kiyaapic
STINK
wiinciikisi *vai* stink (E). Also: wiiciikisi (W)
STOCKY
pitikosi *vai* be stocky, be chubby
STOMACH
mihsat -an *ni* stomach
STONE
ahsin -iik *na* stone, rock
STOP
kipihcii *vai* stop
pooni- *prev* stop, cease, quit

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kipihtinan *vti* (in an action) stop s.t., block s.t.
poonanohkii *vai* quit a job, stop working

STORE
ataawikamik -oon *ni* store, trading post

STORY
tipaacimowin -an *ni* story, narration

STOVE
ishkotehkaanaapihk -ook *na* stove, heater

STRAIGHT
kwayahk *pc* right, straight, correct(ly), proper(ly)

STRANGER
piiwite -k *na* stranger

STRETCH
shiipiikii *vai* stretch one's body
tashopish *vta* stretch s.o. (as a pelt). Stem: /tashopiN-/

STRIKE
pahkihtehan *vti* hit s.t., strike s.t.

STRONG
mashkawii *vai* be strong

STURGEON
name -wak *na* sturgeon

SUDDENLY
ketahtawen *pc* all of a sudden, suddenly
natok *pc* suddenly, miraculously, as a suprise

SUFFICIENT
tepi- *prev* enough, sufficient
tepihse *vai/ii* be enough of s.t., be sufficient

SUGAR
shookaa *na* sugar

SUITCASE
mihtikowash -an *ni* suitcase, wooden box.

SUMMER
niipin *vii* summer
tahso-niipin *pc* every summer

SUN
piihsim -ook *na* sun, moon, month. Also: piihsom

SUN RISE
saakaahte *vii* the sun is rising, the sun comes up

SUN SET
pankihshimon *vii* the sun sets (E). Also: pakihshimon (W)

SUNDAY
ayamihe-kiishikaa *vii* pray day, be Sunday

SUNSET
mino-miskwaawaa *vii* be a red-coloured sky that predicts good weather
miskwaawaa *vii* be a red-coloured sky at dawn or after sunset

SURE
aaw *pc* well, well then, sure

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cike, cikema *pc* for sure
kehcinaac *pc* certainly, for sure
tepwe *pc* true, for sure

SUSPECT
anaamenim *vta* suspect s.o., blame s.o.
anaamentan *vti* suspect s.t., blame s.t.

SWALLOW
koncipanihi *vta* swallow s.o. (E). Stem: /kocipanih-/. Also kocipanihi (W)

SWALLOWED
koncipanihcikaate *vii* be swallowed (E). Also: kocipanihcikaate (W)

SWAMP
mashkiik -oon *ni* muskeg, bog, swamp

SWEATER
shiipiikwaan -an *ni* seater

SWEEP
wepahike *vai* sweep the floor

SWEET
shiiwaa *vii* be sweet
shiiwaakamin *vii* be sweet (liquid)

SWEETHEART
nimoosom -ak *nad* my sweetheart. Stem: /-moosom-/

SWIM AROUND
papaamaatake *vai* swim around

SWING
memepiso *vai* swing oneself
memepison -an *ni* swing, blanket cradle

TABLE
ahcikanaahtik -oon *ni* table, also ahcikan
wiihsiniiwinaantik -oon *ni* kitchen table

TAKE
otaahpinan *vti* choose s.t., accept s.t., take s.t., pick s.t.
otaahpinikaate *vii* be chosen, be taken, be accepted, be picked

TAKE ALONG
maaciiwish *vta* take along with s.o. Stem: /maaciiwiN-/
maaciiwitoon *vti* take along with s.t., take s.t. away. Stem: /maaciiwitoo-/

TAKE AWAY
maaciiwitoon *vti2* take along with s.t., take s.t. away. Stem: /maaciiwitoo-/
maaciiwicikaate *vii* be taken away, be carried away

TAKE CARE
kanawenim *vta* look after, take care of s.o.
kanawentan *vti* look after, take care of s.t.

TAKE S.O. /S.T. HOME
kiiwewish *vta* take s.o. home. Stem: /kiiwewiN-/
kiiwewitoon *vti* take s.t. home. Stem: /kiiwewitoo-/

TALK
ayami *vai* speak, talk
nihtaawe *vai* know how to talk, can talk

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TALL
kinokaapawi *vai* stand tall, be tall
TASTE BAD
macihpo *vta* taste s.o. who tastes bad. Stem: /macihpw-/
macihpikwan *vti* taste bad
TASTE BITTER
wiihsakaakamin -oon *vii* tastes bitter (liquid)
TASTE GOOD
minohpakosi *vai* taste good. Also: minohpikosi
minohpakwan *vii* taste good
TASTE OF
kocihpitan *vti* take a taste of, try a taste of s.t. inanimate
kocihpo *vta* take a taste of, try a taste of s.t. animate
TEA
tii *ni* tea
tiihke *vai* make tea
TEACH
kihkinoohamaw *vta* teach s.o.
kihkinoohamaw *vta* teach someting to s.o., give direction to s.o.
TEAKETTLE
tiiwahkihk -wak -ook *na* kettle, teakettle
TEASE
nanaatihkosii *vai* do mean things, tease, make fun of people
TELEPHONE
maaciikitowin -an *ni* telephone
TELEVISION
masinaahtehsicikan -an *ni* television
TELL
wiintamaw *vta* tell something to s.o. (E). Also: wiitamaw (W)
TELL ABOUT
tashim *vta* tell about, talk about s.o.
TELL LEGENDS
aatisoohke *vai* tell legends
TELL NEWS
tipaacimo *vai* tell news, narrate
tipaacimohtaw *vta* tell s.o. news or a story about someone
TELL ON
mamihshim *vta* tell on s.o.
mamihshintan *vta* tell on s.t. (E). Also: mamihshitan (W)
TELL STORY
tipaacimohtaw *vta* tell s.o. news or a story about someone
TEN
mitaahsinoon *vii* be ten. Stem: /mitaahsin-/
mitaahsiwak *vai* be ten. Stem: /mitaahsi-/
mitaahso *nu* ten
TEN CENTS
mitaahso piiwaapihkohsh -ak *na* ten cents. Also: mitaahso piiwaapihkoonhsh

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TEN DOLLAR BILL
mitaahsoopiihikan -ak *na* ten dollar bill
TEN DOLLARS
mitaahswaapihk *na* ten dollars
TENT
wiiskwehokaan -an *ni* tent
THANK
nanaahkom *vta* thank s.o.
THANKS
miikwehc *pc* thanks
THAT
aha *pr* that. Also: ahawe. [animate singular demonstrative]
ahawe *pr* that. Also: aha. [animate singular demonstrative]
ahaweniwan *pr* that, those. [animate obviative demonstrative]
ci- *prev* that, will, would, could, should. [conjunct future and modal]
ihi *pr* that. Also: ihiwe. [inanimate singular demonstrative]
ihiwe *pr* that. Also: ihi, ihiwe, hi. [inanimate singular demonstrative]
THAT WAY
ihiweti *pc* over there, that way. Also: hiweti
weti *pc* there, that way, yonder, over there
THAT'S
amihi *pc* that's
THEM
kewiinawaa *pr* them too, as for them. [third person plural personal pronoun]
wiinawaa *pr* they, them. [third person plural personal pronoun]
wiinehtawaa *pr* they alone, them only
THEN
ahpin *pc* when, since, then, subsequently
aasha *pc* now, then, yet. Also: aashay
ekwa *pc* and, and so, then, and then, wait! please
THEN
ekwa tahsh *pc* and so, and then, but then
THERE
ihimaa *pc* there. Also: himaa
weti *pc* there, that way, yonder, over there
THESE
okoweniwan *pr* this, these. Also: okweniwan. [inanimate obviative demonstrative]
THEY
kewiinawaa *pr* them too, as for them. [third person plural personal pronoun]
wiinawaa *pr* they, them. [third person plural personal pronoun]
wiinehtawaa *pr* they alone, them only
THIGH
mipwaam -an *nid* thigh. Stem: /-pwaam-/
THING
ayahaa -k *na* that being, person, or animate thing. Also: ehaa, ahaa
THINK
inentam *vai2* think so

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inentan *vti* think so of s.t., to be so
maamitonentam *vai* be thinking
inentan *vti* think so of s.t., think s.t. to be so
tanenim *vta* think s.o. to be there

THINK ABOUT
maamitonenim *vta* think about s.o., consider s.o.
maamitonentan *vti* think about s.t., consider s.t.

THIRTEEN
nihsoshaap *nu* thirteen

THIRTEEN DOLLARS
nihsoshaap tahswaapihk *na* thirteen dollars

THIRTY
nihsomitana *nu* thirty

THIS
oho *pr* this. [inanimate singular demonstrative]. Also: ohowe, howe.
ohowe *pr* this. Also: oho, howe. [inanimate singular demonstrative]
okoweniwan *pr* this, these. Also: okweniwan. [inanimate obviative demonstrative]
wahawe *pr* this. Also: wahwawe. [animate singular demonstrative]

THOSE
ahaweniwan *pr* that, those. [animate obviative demonstrative]
ikiweniwak *pr* those. Also: ikiweniwak. [animate plural demonstrative]
iniweniwan *pr* those. Also: inweniwan. [inanimate plural demonstrative]

THOUGH
mihsawaac *pc* even though, anyhow, although

THOUSAND
kihci-mitaahsomitana *nu* thousand. niishwaa kihci-mitahsomitana 'two thousand', etc.

THREAD
sheshtak -ook *na* thread

THREE
nihsin *nu* three
nihsinoon *vii* be three. Stem: /nihsin-/
nihsiwak *vai* be three. Stem: /nihsi-/

THREE DOLLARS
nihsowaapihk *ni* three dollars. Also: nihswaapihk

THREE TIMES
nihswaa *pc* three times, thrice

THRICE
nihswaa *pc* three times, thrice

THROAT
mikotashkway -an *nid* throat. Stem: /kotashkway-/

THUNDER
pinehsiiwan *vii* be thunder

THURSDAY
niiwi-kiishikaa *vii* fourth day, be Thursday

TIDY
nanahacike *vai* tidy things

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TIME

kinwaakaash *pc* for a long time

oncihcihse *vii* be the time of, come to happen, the time has come (E). Also: ocihcihse (W)

pehkihsh *pc* at the same time, while

TIMES

tahswaa *pc* so many times, every time

TIPI

matokwaan -an *ni* tipi. Also: matokaan, matikwaan

TIRED

caakii *vai* be too tired to do anything, have no more energy

ishkii *vai* be tired of doing something

TO

ishi- *prev* to or in a certain place, in a certain way. Also: shi-. IC> eshi-

TOBACCO

nahsemaa -k *na* tobacco

TOBACCO PIPE

ohpwaakan -ak *na* tobacco pipe

TOBOGGAN

otaapaanaahk -wak *na* toboggan

TODAY

noonkom *pc* now, today (E). Also: nookom (W)

noonkom kaa-kiishikaak *vii* today (E). Also: nookom kaa-kiishikaak (W)

TOE

niihsiikisitaan -an *ni* toe

TOENAIL

mashkash -iik *nad* fingernail/toenail. Stem: /-ashkash-/

TOGETHER

maamaw *pc* all together, in total

naapi- *prev* together

TOMATOE

okin -iik *ni* tomatoe

TOMORROW

waapank *vii* tomorrow (E). Also: waapak (W)

waapan *vii* be morning, be dawn, be tomorrow

TONGUE

mitenan -iin *nid* tongue. Stem: /-tenan-/

TOO

kekiin *pr* you too, as for you. [second person singular personal pronoun]

kekiinawaa *pr* you too, as for you. [second person plural personal pronoun]

kekiinawint *pr* us too, as for us (E). [first person inclusive personal pronoun]. Also: kekiinawit (W)

keniin *pr* me too, as for me. [first person singular personal pronoun]

keniinawint *pr* us too, as for us (E). [first person exclusive personal pronoun]. Also: keniinawit (W)

kewiin *pr* him too, her too, as for him, as for her. [third person singular personal pronoun]

kewiinawaa *pr* them too, as for them. [third person plural personal pronoun]

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TOO MUCH
onsaam *pc* too much, extreme, excessive. (E). Also: osaam (W)

TOO, AS FOR
kaye *pc* and. Also:, too, as for.

TOOL
aapacihcikan -an *ni* tool, useful thing, equipment

TOP
wakic *pc* on top of something
wakici- *pren* on top of
wakiciyahii *pc* on top of something

TOTAL
maamaw *pc* all together, in total

TOWARDS
pi- *prev* here, hither, towards

TOWN
taawin *na* town. Also: taawinink (locative)

TOY
metawaakan -an *ni* toy, plaything

TRAIL
miihkana -n *ni* trail, path, road
akaamihkana *pc* across the road or trail

TRAP
amihko-wanihikan -an *ni* trap for beaver. Also: amihko-wanihiikan
naaciwanihikane *vai* go to check traps. Also: naaciwanihiikane
nikiko-wanihikan -an *ni* trap for otter. Also: nikiko-wanihiikan, ninkiko-wanohikan
tahsoosh *vta* trap s.o. Stem: /tahsooN-/
wanihikan -an *ni* trap. Also: wanihiikan
wanihike *vai* trap. Also: wanihiike

TRAP HARE
waapooso-wanihikan -an *ni* trap for snowshoe hare (rabbit)

TRAP STAKE
wanihikanaahtik -oon *ni* trap stake. Also: wanihiikanaahtik

TREE
mihtik -ook *na* tree (deciduous)
shnikop -iik *na* evergreen tree, spruce (E). Also: shinkop (W)

TROUBLE
macihcike *vai* do something bad, get into trouble
maanencike *vai* disobey, bother things, get into trouble

TRUE
tepwe *pc* true, for sure

TRY
koci- *pv* try to do, to attempt
kocihcikaate *vii* be tried
kocihtoon *vti2* try s.t. Stem: /kocihtoo-/

TUESDAY
niisho-kiishikaa *vii* second day, it is Tuesday

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TURN
washkii *vai* turn
washkinan *vti* turn s.t., steer s.t.
TWELVE
niishoshaap *nu* twelve, (decade number) plus two
TWELVE DOLLARS
niishoshaap tahswaapihk *na* twelve dollars
TWENTY
niishitana *nu* twenty
TWENTY DOLLAR BILL
niishitanawepiihikan -ak *na* twenty dollar bill
TWENTY DOLLARS
niishitana tahswaapihk *na* twenty dollars
TWICE
niishwaa *pc* twice
TWO
niishin *nu* two
niishinoon *vii* be two. Stem: /niishin-/
niishiwak *vai* be two. Stem: /niishi-/
TWO DOLLAR BILL
niishoopiihikan -ak *na* two dollar bill
TWO DOLLARS
niishwaapihk *na* two dollars
UNCLE
nishihsesh -ak *nad* my (cross-)uncle, my father-in-law. Stem: /-shihsesh-/
noohkomihs -ak *nad* my (parallel-)uncle. Stem: /-oohkomihs-/
UNDER
anaamink *pc* under something (E). Also anaamik (W)
anaamaakonak *pc* under the snow
UNDERSTAND
nihsitohtam *vai2* understand
nihsitohtan *vti* understand s.t.
inihtaakwan *vii* sound so, be understood so
UNDERWATER
anaamipiik *pc* underwater
US
kekiinawint *pr* us too, as for us (E). [first person inclusive personal pronoun]. Also: kekiinawit (W)
keniinawint *pr* us too, as for us (E). [first person exclusive personal pronoun]. Also: keniinawit (W)
kiinawint *pr* we, us (E). [first person inclusive personal pronoun]. Also: kiinawit (W)
niinawint *pr* we, us (E). [first person exclusive personal pronoun]. Also: niinawint (W)
kiinehtawint *pr* we alone, us only (inclusive) (E). Also: kiinehtawit (W)
niinehtawint *pr* we alone, us only (exclusive) (E). Also: niinehtawit (W)
USE
aapacihtoon *vti2* use it. Stem: /aapacihtoo-/

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USE UP
caakin *vta* use s.o. up
caakinan *vti* use s.t. up

USEABLE
aapatan *vii* be useful, be useable

USED TO
ami ahko *pc* used to, usually

USED UP
caakihse *vai/ii* get used up, run out, be exhausted

USEFUL
aapatan *vii* be useful, be useable
aapatisi *vai* be useful

USEFUL THING
aapacihcikan -an *ni* tool, useful thing, equipment

USUALLY
ahko *pc* usually
ami ahko *pc* used to, usually

VACUUM CLEANER
wiihkwepahike *vai* use a vacuum cleaner

VAIN
aana- *pv* in vain, to attempt, effort, anyway, anyhow

VARIED
piko tooho *pc* any kind, varied, anything, all sort of

VEHICLE
takopisi *vai* arrive by vehicle

VERY
kihci- *pre* big, great, very

VERY
naahpic *pc* really, very, to a high degree, extensively

VILLAGE
tashiihkewin -an *ni* village, settlement, community

VIOLENCE
miikaasowin -an *ni* fight, violence. Also: miikaatiwin
nootinikewin -an *ni* war, violence

VISIBLE
mate- *prev* visible (at a distance)
naakosi *vai* be visible, show up. pi-naakosi 'come'
tepi-naakosi *vai* be visible at a distance
naakwan *vii* be visible, show up. (pi-naakwan be seen coming this way)

VISIT
kiiwite *vai* visit (especially outside one's own community)
kiiwike *vai* visit (especially in one's own community)

WAIT
ekwa *pc* and, and so, then, and then, wait! please
piihi *vta* wait for s.o. Stem: /piih-/
piiho *vai* wait

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WAIT A WHILE
pinamaa *pc* wait a while, for a short while, in a while
WAKE UP
amacihi *vta* wake s.o. up. Stem: /amacih-/
WALK
pimohse *vai* walk along, walk by
maaciihatoo *vai* start off on a trail, go for a walk
pimohse *vai* walk, walk by, walk past
pimohse *vai* walk, walk by, walk past
nihtaawihse *vai* know how to walk, can walk, walks well
papaamohse *vai* walk about, take a walk
WALLET
shooniyaawash -an *ni* wallet
WANT
nantawenim *vta* want s.o. (E). Also: natawenim (W)
nantawentan *vti* want s.t.(E). Also: natawentan (W)
nantawentaakosi *vai* be wanted, be desirable (E). Also: natawentaakosi (W).
WANT TO
waa- *prev* will, want to. IC> wii-
wii- *prev* will, want to. [desiderative, voluntative]
WANT TO/NEED TO
noonte- *prev* want to, need to (be usual time) (E). Also noote- (W)
WAR
nootinikewin -an *ni* war, violence
WAREHOUSE
ahtaahsonikamik -oon *ni* warehouse
WARM
awaso *vai* warm oneself
kiishowaayaa *vii* be warm weather
WARM WEATHER
kiishiwaayaa *vii* be warm weather
WASH
kihsaapaawanitiso *vai* wash oneself
kisiipiikii *vai* wash oneself, bathe, take a bath
kaahsiin *vta* wipe s.o., clean s.o., wash s.o.
kaahsiinan *vti* wipe s.t., clean s.t., wash s.t.
WASH CLOTHES
kisiipiikinike *vai* wash clothes
WASH DISHES
kaahsiininaakane -wak *vai* wash dishes
WASH FACE
kaahsiinkwe *vai* wash one's face (E). Also: koohsiikwe (W)
WATCH FOR
naanaakacihi *vta* investigate s.o., watch for s.o. Stem: /naamaakacih-/
WATER
naatahipii *vai* get water, go for water
nipi *ni* water

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anwaahtinikamin *vii* be a nice and calm body of water
kiishkaayawaa *vii* be deep water
mooshkahan *vii* flood, be high water
paakwaa *vii* be shallow water

WAVES

maaciiyaahoote *vii* be carried away on the waves
maamihcaashkaa *vii* be big waves
pimaahoote *vii* drift along on the waves

WAY

ishi- *prev* to or in a certain place, in a certain way. Also: shi-. IC> eshi-
naanita *pc* maybe, perhaps, in some way. Also: naanta

WAYS OFF

niikate *pc* a ways off, far away

WE

kekiinawint *pr* us too, as for us (E). [first person inclusive personal pronoun]. Also: kekiinawit (W)
keniinawint *pr* us too, as for us (E). [first person exclusive personal pronoun]. Also: keniinawit (W)
kiinawint *pr* we, us (E). [first person inclusive personal pronoun]. Also: kiinawit (W)
niinawint *pr* we, us (E). [first person exclusive personal pronoun]. Also: niinawit (W)
kiinehtawint *pr* we alone, us only (inclusive) (E). Also: kiinehtawit (W)
niinehtawint *pr* we alone, us only (exclusive) (E). Also: niinehtawit (W)

WEAK

niinamii *vai* be weak

WEASEL

sikohsi -wak *na* weasel

WEATHER

ishiwepan *vii* be certain weather, happen in a certain way. IC> eshiwepa=
kiishowaayaa *vii* be warm weather
maci-miskwaawaa *vii* be a red-coloured sky that predicts bad weather

WEDNESDAY

aapihtawan *vii* be half, be Wednesday

WEEK

pimikonaakaa *vii* be a week

WELL

aaw *pc* well, well then, sure
mino-ayaawamaciho *vai* feel well, feel better
nihtaawanohkii *vai* work well, be a good worker

WEST

nekaapiihanonk *pc* west (E). Also: nekaapiihanok (W)

WHAT

aan *pc* how, in what manner, why, what. Also: aani, aaniin
aani *pc* how, in what manner, why, what. Also: aaniin, aan
aaniin *pc* how, in what manner, why, what. Also: aan, aani
kekonen -an *pr* what

WHAT PURPOSE

wenci- *prev* what purpose, why is it so (E). IC< onci-. Also: wenci- (W)

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WHEN
ahpin *pc* when, since, then, subsequently
ahpii *pc* when, at that time
aanahpii *pc* when?

WHERE
aanti *pc* where
amihimaa *pc* that is where, there in a certain location

WHEREABOUTS
aanti nehke *pc* whereabouts, which direction

WHILE
mekwaac *pc* while, during, at the (same) time, now
paanimaa *pc* later, later on, after a long while
wiipac *pc* soon, in a little while, quick, hurry
mekwaa *pc* while, during, at the time
noomake *pc* for a while
pehkihsh *pc* at the same time, while

WHISKEY
ishkotewaapoo *ni* fire water, whiskey, liquor

WHITE
waapaa *vii* be white
waapisi *vai* be white

WHITE WOMAN
wemihtikooshiihkwe *na* white woman

WHITE/GREY HAIR
waapaanihkwe *vai* have white/grey hair

WHITEFISH
atihkamek -wak *ni* whitefish

WHITEMAN
wemihtikooshi -wak *na* whiteman

WHO
awanen -ak *pr* who. Also: awenen

WHOLE
misiwe *pc* all over, everything, whole

WHY
aan *pc* how, in what manner, why, what. Also: aani, aaniin
aani *pc* how, in what manner, why, what. Also: aaniin, aan

WHY DON'T YOU
aahti *pc* please, why don't you, why not, let me!. Also: maahti

WIDE
mankihtikweyaa *vii* be a wide river (E). Also: makihtikweyaa (W)

WILL
ci- *prev* that, will, would, could, should. [conjunct future and modal]
ka- *prev* will. [future tense in independent verbs with personal prefix.]
ke- *prev* will, should, should, could. [Changed future and modal]
ta- *prev* will. [future tense in independent with no personal prefix]
waa- *prev* will, want to. IC< wii-
wii- *prev* will, want to. [desiderative, voluntative]

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WIN
pahkinaake *vai* win, beat someone (in a competition)
WINDOW
pahpaapiwin -an *ni* window. Also: pahpaapowin
WINDY
nootin *vii* be windy, be a wind
WINE
shoominaapoo *ni* wine
WINTER
pipoon *vii* winter
WIPE
kaahsiin *vta* wipe s.o., clean s.o., wash s.o.
kaahsiinan *vti* wipe s.t., clean s.t., wash s.t.
kaahsiinike *vai* wipe things for cleaning
WISH
pakohsenimo *vai* wish, hope
kaanika *pc* I wonder, I wish, I hope
WOLF
mahiinkan -ak *na* wolf (E). Also: mahiikan (W)
WOMAN
anihshininiiwihkwe *na* native woman, Indian woman. Also: anihshininiihkwe
ihkwe -wak *na* woman, female
nootihkwewe *vai* womanize, chase women
niitihkwe -wak *nad* my fellow woman. Stem: /-iitihkwew-/
WONDER
kaanika *pc* I wonder, I wish, I hope
mikoshkaatentam *vai2* worry, be concerned, wonder
WOOD
mihtik -oon *ni* stick, piece of wood, yard (measurement)
WOODEN BOX
mihtikowash -an *ni* suitcase, wooden box.
WORK
anohkii *vai* work
anohkiiwin -an *ni* job, employment, work
maatanohkii *vai* start to work
nihtaawanohkii *vai* work well, be a good worker
poonanohkii *vai* quit a job, stop working
WORKER
anohkiinaakan -ak *na* worker
nihtaawanohkii *vai* work well, be a good worker
wiitanohkiimaakan -ak *na* my co-worker
WORRY
mikoshkaatenim *vta* worry about s.o., be concerned about s.o.
mikoshkaatentam *vai2* worry, be concerned, wonder
mikoshkaatentan *vti* worry about s.t., be concerned about s.t.
WOULD
ci- *prev* that, will, would, could, should. [conjunct future and modal]

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taa- *prev* would, could, should, ought, can. [modal]

WOULD YOU

kaana *pc* is it possible that, would you, perhaps

WRITE

masinahike *vai* write, borrow, get credit

masinahamaw *vta* write to or for s.o., owe to s.o., borrow from s.o.

WRONG

macihse *vai* have something bad happen, have things go wrong

YARD

mihtik -oon *ni* stick, piece of wood, yard (measurement)

YAWN

naanipaawe -wak *vai* yawn. Also: naanipaayawe

YELLOW

osaawaa *vii* be yellow/brown

osaawisi *vai* be yellow/brown

YES

ehe *pc* yes. Also: eha

YESTERDAY

onaako *pc* yesterday

YET

aasha *pc* already, now, then, yet. Also: aashay

kaawin mahshi *pc* not yet

kiiyaapic *pc* still, yet, more. Also: kiyaapic

mahshi *pc* yet

YONDER

weti *pc* there, that way, yonder, over there

YOU

kekiin *pr* you too, as for you. [second person singular personal pronoun]

kekiinawaa *pr* you too, as for you. [second person plural personal pronoun]

kiin *pr* you. [second person singular personal pronoun]

kiinawaa *pr* you. [second person plural personal pronoun]

kiinishtam *pr* you next, you first. [second person personal pronoun]. Also: niinihta

kiinehta *pr* you alone, you only

kiinehtawaa *pr* you alone, you only (plural)

YUCK

ehshay *pc* oh yuck!

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