

BEGINNING LAKHOTA

**Volume I
Lessons 1-10**

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Volume 1

Lessons 1-10

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Unit 1

Lesson 1

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Unit ILesson 1

1CD1. Here are four short conversational exchanges which use only sounds you will study in this lesson. Imitate your teacher and/or the tape and memorize each of these sentences. Practice them until you can say them smoothly and accurately.

The English translations are free (normal) renditions of the meanings of the complete sentences in Lakhóta. Learn the meanings of the whole sentences you are saying: do not try to associate each Lakhóta word with an English word, or vice versa.

It is important that you learn these dialogues very, very thoroughly, until you can recite them word for word. The dialogues in the lessons are the basis for all the grammar in this course, and for much of the vocabulary you are required to know. After you have memorized the dialogue, practice giving the sentences separately in response to clues provided in English--in effect, practice translating the individual English sentences.

- | | | | |
|------|----|-----------------|------------------------------|
| I. | 1. | Osní he? | 'Is it cold (weather)?' |
| | 2. | Há, líla osní. | 'Yes, it's very cold.' |
| II. | 1. | Hí niyáza he? | 'Do you have a toothache?' |
| | 2. | Há, léi mayáza. | 'Yes, it's hurting me here.' |
| III. | 1. | Paul hí he? | 'Did Paul come?' |
| | 2. | Há, eháni hí. | 'Yes, he came earlier.' |

- IV. 1. Mázaská luhá he? 'Do you have (any) money?'
2. Hě, mázaská eyá bluhá. 'Yes, I have some money.'

Additional Vocabulary

These words were not used in the conversations. Learn them also.

hú	'leg'
í	'mouth'
istó	'arm'
ištá	'eye'
sí	'foot'

PRONUNCIATION AND SPELLING

1P1. Introduction. Like every other language, Lakhóta uses a specific, small set of sounds to form its words. You must learn to make each of the sounds before you can be said to speak Lakhóta correctly, but since many of them are just like, or highly similar to, English sounds, this is not a very difficult task.

Over the years, there have been many systems for spelling Lakhóta words. Most of them work very well for those who already know the language--they can guess which word is meant every time. But those who are learning the language need to spell each word so that it can be pronounced right the first time it is seen. The system used in this book is such a system. Lakhótas who can already read and write their own language may find some of the spelling here strange, but everyone who really knows the language can learn this system in two or three hours. For those learning the language from scratch, this system works very well.

In Unit 1 we will give you the details of the pronunciation of Lakhóta. Use these descriptions to help you. But most of all, you should rely on careful, attentive imitation of your teacher, and practice each sound until your teacher says your pronunciation is good.

1P2. Stress and intonation. You will notice that almost every Lakhóta word has an accent mark (´) over one (or more) letters. That means that you stress those particular letters when you say the word. Lakhóta

stress is just like English. Notice that a pérmit is like a license, while we perμίt people to do things. The difference between pérmit and perμίt is their different stress. Letters with the accent mark are pronounced louder and slightly longer, with a higher pitch (tone) in the voice, than the ones without stress. Exactly these characteristics separate stressed and unstressed sounds in Lakhóta.

There is one important difference between English and Lakhóta unstressed letters, however. Notice what happens to the o in pólitics when we use the same spelling in the word polítical. (Be sure you pronounce both these examples casually and naturally, and not "the way they are spelled.") The o changes (sounds different) when it is no longer stressed. Lakhóta sounds never change as a result of a change in the place of stress.

Intonation is a name for the tune you use when you say sentences. For instance, in English, we drop to a lower note at the end when we say 'I'm going home.' But if you ask someone 'You're going home?', you raise your voice at the end. Thus, in this example, the difference between stating something and making a question of it is a difference of tune, or intonation.

Lakhóta intonation is somewhat different from English. For one thing, you must never raise your voice to make a question. We will not discuss most of the details, but be aware that there are differences. To sound natural, you should try to imitate the intonation your teacher uses on all the sentences you learn; you will find that the patterns become natural after a few weeks.

1P3. Sounds which are like English sounds. Most Lakhóta sounds are like English, and in many cases the same letter is used to spell the same sound in both languages. The sounds which are the same are:

b, s, z, š, ž, h, g, m, n, ŋ

The letters written with a wedge above them stand for familiar sounds: š is the same as the sh of ship, ashes, rush; ž spells the sound of the written s in pleasure or decision. ŋ is the sound written with ng in English. It is a rare letter in Lakhóta, and you will not meet it for some time. These letters are called eš, ži, and eŋ.

There is one small difference in the pronunciation of Lakhóta s, z, š, and ž when compared with the similar English sounds. In Lakhóta, these sounds are pronounced longer when they are the first sound in a word. Listen carefully while your teacher pronounces these words. Do not try to imitate: there are too many other sounds which you do not know yet.

<u>s</u>	<u>z</u>
sí	zí
sápa	zápta
sutá	zúta
ská	zuzéča
stóla	žitkála

<u>š</u>	<u>ž</u>
šá	ží
šákpe	žážé
šúka	žožó
šké	žáta
štáka	žičá

Lakhóta l, w, and y are almost the same as in English. Lakhóta l is like the l of limit or million, and never like the l of mill. Remember limit when you see a Lakhóta l.

The main difference between your pronunciation of l in mill and that in limit is that for mill, the back of your tongue is low in your mouth, while for limit the back of the tongue is high. So when we say "remember limit," we are really telling you to keep the back of your tongue high in your mouth when you say a Lakhóta l.

Listen carefully to the sound of l while your teacher pronounces the following Lakhóta words. Again, do not yet try to imitate.

Lakhóta	kál
lél	hél
líla	wól hí
loté	khalyá
lúta	khúl

Lakhóta w and y are not pronounced quite the same way in all positions, so that you will have to learn to associate a rather broad range of sounds with these letters. Special attention will be given to

w and y later; for now, imitate your teacher's pronunciation as carefully as you can.

1P4. Vowels. The Lakhóta letters a, e, i, o, u, ə, ɪ, and ʏ are called vowels. To pronounce them, you must pay attention to the position of your tongue and lips. Most of them are easy for speakers of English.

1P4.1. Lakhóta a stands for the sound of the a in father. (It is also the sound the doctor asks you to make when he wants to look down your throat.) To make it, you keep your tongue flat in your mouth, and leave your mouth fairly open, without rounding (sticking out) your lips at all.

1P4.2. Lakhóta i is almost like the i of machine, but is somewhat shorter in duration. The front of your tongue is high up in the front of your mouth, and your lips are spread as if you were saying 'cheese'.

1P4.3. Lakhóta u is much like the sound of the u in English chute or institute. The back of the tongue is high in the back of the mouth, and the lips are strongly rounded (stuck out).¹

1. In much of the southern and southwestern U. S., speakers of English pronounce chute differently. They begin the vowel with a sound like that of the i in sister, and end it with a w sound. If you speak this variety of English, you will have to work especially hard to learn to pronounce Lakhóta u. The best method is probably to think of the sound of w at the beginning of woman, and work to make a vowel out of that sound, chiefly by opening your lips just a little more than you do for the w.

Be very careful not to drag out (diphthongize) i and u in Lakhóta. To see what this means, listen very carefully to yourself saying the difference between the ee of seed and the ea of seat. Although you have the same vowel in both words, you will notice that the one in seed drags a lot more, or lasts longer, or even changes its quality as you say it. In contrast, the one in seat is very short, sharp, and clipped. Your Lakhóta i should be like seat.

In the same way, the vowel of brute is sharp and clipped, while the vowel of brood drags. For Lakhóta u, use the short, sharp vowel of brute.

1PD1. Here are some Lakhóta words containing the sounds we have just discussed. Imitate your teacher or the tape and practice each one until you can say it just right. Then close your book and try to write the words as you hear them. Do not worry about what the words mean for now.

há	sihú	yusú
šá	yúza	yasú
wá	wíši	yubú
ihá	žizí	sihá
yuhá	zí	zizí
hí	ží	yabú
ší	wí	yužá
sí	hú	líla
wóžu	sú	lá
wasú		slislí

1P4.4. The vowels e and o are not quite like English e and o, and may therefore be a little troublesome: watch out for them.

For e the tongue must be higher in the mouth than it is for the English vowel of pet, but not as high as for the beginning of the vowel of gate. If you cannot imitate your teacher accurately enough, try this trick. Look in a mirror and shape your lips for the vowel in pet. See if you can also see where your tongue is. Now try to lift your tongue just a little from the position it occupies (you may have to close your mouth a little, too). Keep your lips stiff--don't move them. Now try to say the e of pet again, with your tongue slightly higher. Continue gradually raising the tongue until your teacher says "OK.". Note where your tongue is now, and practice getting it into that position for Lakhóta e.

1PD2. Imitate your teacher and practice saying these words:

hé	lé
wé	ehé
heyé	wewé
yeyé	eyá
ilále	bébela

1P4.5. For Lakhóta o you must learn to lower the tongue slightly from the position you use for the o at the beginning of the vowel most people use in coat. (Listen to yourself carefully, and you will hear that the word coat has two parts to the vowel: the last part is like the w of how.)

If you have trouble imitating, try this. Start with the coat vowel, exaggerating your lip rounding (stick your lips waaaaaay out). Now open your mouth slightly, keeping your lips as stiff as possible, and try to let the back of your tongue drop at the same time. Continue until your teacher tells you you have the right vowel, and work on matching that sound every time you see o in Lakhóta.²

1PD3. Imitate your teacher and practice these words:

hó	ló
žožó	sóso
šošé	wóle
Hóhe	šiyó
wóze	hohú
zohéla	hohóla
olé	

1P4.6. The three vowels i, ə, and u are called 'nasalized', because air passes through your nose as well as through your mouth when you say them.³ We make a sound like ə in English when we ask someone impolitely

² In much of the central and southeastern U.S., the vowel of coat begins like the vowel of cat, and then changes into w. If you speak that kind of English, Lakhóta o is best learned by starting with the vowel of caught and simultaneously rounding your lips strongly while trying to bring the back of your tongue up a little.

³ Other systems for writing nasalized vowels have been used. One uses just the letter n ('dog' written this way would be súnka, instead of šúka). Others spelling systems use the special letters ñ or ŋ (súnka, šúnka). We have chosen to write i, ə and u for reasons which have to do with linguistics and language teaching. When you know the language, you will be able to read any of the other systems.

to repeat what he said. The word is usually spelled h_unh?; the vowel -u_h is the same as Lakhóta q. In fact, this English word, except for its intonation, is identical to the Lakhóta word for 'yes', h_á.

The vowel i is a nasalized version of the vowel in pit, while y represents the nasalization of the vowel in put.

Whenever the letters y, w, or h come before nasalized vowels, these letters are also nasalized. This is very natural, however, and will require little effort from you at all: in fact, it would be difficult to avoid nasalizing them in this position.

1PD4. Imitate your teacher and practice these words:

h _é	s _é
ž _é ž _é	s _ú
yaz _é	wah _ú
h _í	yuh _ú h _ú
s _í s _í	w _í y _ú
waš _í	š _ú š _ú la
wah _í	sloh _é
w _í y _é	

1P4.7. After the nasal consonants (m, n), vowels are always more or less nasalized, but we do not write this nasalization.

1PD5. Imitate your teacher and practice saying these words:

mú	ní
máni	nú
máma	núm
máza	manú
eháni	náži
smismi	iná
ósmaka	umá
waná	snasná
	osní

1PD6. Now practice these pairs where the nasalization of a vowel contrasts with non-nasalization of a vowel:

<u>non-nasal</u>	<u>nasal</u>
sí	sɪsɪ
hí	hɪ
wasí	wasɪ
sú	sʊ
hubú	yuhʊhʊ
wasú	wasʊ
yuzú	yuzʊ
ú	ʊ
wá	wɛ
há	hɛ
ská	skɛ
yustá	yustɛ

1P5. Glottal stop. The Lakhóta letter 'ʔ' spells a sound which is made simply by stopping your breath sharply in your throat. You use it in English in the middle of a word like 'oh-oh' or 'hunh-uh'. The name of this sound (and the letter) is 'glottal stop'. This sound is clearly pronounced in slow, careful speech.

1PD7. Imitate your teacher and practice saying these words:

aʔú	oʔówa	oʔí
aʔíle	waʔó	oʔógle
aʔí	aʔí	oʔó
		oʔíwaʔ

When pronounced alone, all Lakhóta words which do not begin with another consonant are pronounced with a beginning 'ʔ'. Here are some examples:

<u>Normal speech</u>	<u>Alone</u>
alí	ʔalí
ilé	ʔilé
eyá	ʔeyá
í	ʔí
ú	ʔú

We will not write this glottal stop.

You will learn more about 'ʔ' in lessons 4 and 5.

1P6. Voiced consonant clusters. Whenever the letter b or g comes before m, n, or l, and when m comes before n, Lakhóta speakers add a little 'uh' sound (called a schwa, or a consonantal release) between the two sounds to help go from one to the next. The release is never written; you must simply learn to put it in whenever these letters come together. The specific sequences with this release are:

bl

gm

gn

gl

mn

1PD8. Imitate your teacher and practice saying these words:

blé

glá .

bló

glé

bluhá

gló

ibláble

ógle

wəblí

wagluha

gmuká

wígli

gmígná

mní

igmí

mná

wagníza

mnayé

gnašká

yámni

gní

yamnúmuža

GRAMMAR

You are to concentrate on pronunciation in this lesson, so we will limit our grammar discussion to a minimum.

1G1. Languages are different. Every language has its own peculiar habits of saying things in its own way. For example, when you learn the meanings of the separate words in the sentences you have memorized, you will notice that Lakhóta words do not follow the same order as their English translations. Actually, the Lakhóta order is very precise and follows specific rules, even though these rules are not the same as English rules. We will discuss the details of word order little by little as we learn about the language. For now, learn the sentences as they are given, and do not try to rearrange the words.

Another example of the difference between English and Lakhóta is the way words are used to express ideas. In English we say 'my tooth hurts', but in Lakhóta we say 'tooth I hurt.' This is actually closer in its structure to the acceptable, but rare, English sentence 'I hurt at the tooth'. The Lakhóta sentence, however, is the usual way to say 'my tooth hurts'. You will notice many other ways that word usage differs between the two languages.

We will practice this different way of using body part terms in the two drills which follow.

1G2. Language differences from speaker to speaker. In all societies there is always some variation in the way persons of different sexes, ages, classes, and localities speak. Variation may be great or small, depending upon many factors such as the size of the community and the degree of class distinction found in it.

Variations in Lakhóta include such things as the sex difference in the use of certain words, but also differences which are more difficult to define. One of these differences relates to what is called style: the different way you speak in different situations. There is a special style for careful, formal speech, in which every word is pronounced clearly and carefully. Speaking this way is called yat'įsya wóglaka. (You will learn how to say these words later.) To speak this way, you pronounce every letter in the written words clearly and carefully.

But most speaking is not done this way. Normally there are shortcuts: slurring, shortening words, and so on. To speak this way is ikčéya wóglaka.

In this book, the spelling always reflects the pronunciation for yat'įsya wóglaka; but you are expected to learn to understand ikčéya wóglaka and to pronounce your sentences using this everyday style.

The kinds of slurs and shortcuts which characterize ikčéya wóglaka will be pointed out to you as we go along.

1GD1. Response Drill. Your teacher will ask you whether some part of your body hurts. Answer 'Hâ, lél mayáza', and point to the body part the teacher has named.

Model

Teacher: Hí niyáza he?

Student: (Points to tooth) Hâ, lél mayáza.

1. Hí niyáza he?
2. Hú niyáza he?
3. Sî niyáza he?
4. Í niyáza he?
5. Istô niyáza he?
6. Ištá niyáza he?

1GD2. Cued Response Drill. Your teacher will ask you where you hurt in Lakhóta, and give you an English word to use in your answer. Reply, using the specified word. The Lakhóta question begins with tuktél, which means 'where?'

Model

Teacher: Tuktél niyáza he?

Student: Sî mayáza.

1. Tuktél niyáza he? foot
2. Tuktél niyáza he? tooth
3. Tuktél niyáza he? mouth
4. Tuktél niyáza he? leg
5. Tuktél niyáza he? eye
6. Tuktél niyáza he? arm

SUMMARY OF PRONUNCIATION AND GRAMMAR

Each lesson in this book will contain, at the end, a summary of the points made in the grammatical and pronunciation discussions and drills in that chapter. You should use these summaries two ways: (1) To test yourself to see whether you can explain each of the summary sentences in detail; if you can, you have understood the points being taught. (2) To supply yourself with a number of examples of the points mentioned by each summary statement; if you can do this, you have learned the point as well as understood it.

1.

Pronounce Lakhóta a like the a of English father

<u>ə</u>	<u>o</u>	money, nasalized
<u>b</u>	<u>b</u>	boy
<u>e</u>	<u>e</u>	pet, but higher
<u>g</u>	<u>g</u>	go
<u>h</u>	<u>h</u>	high
<u>i</u>	<u>i</u>	machine, not diphthongized (drawled)
<u>ɪ</u>	<u>i</u>	mink, nasalized
<u>l</u>	<u>l</u>	limit
<u>m</u>	<u>m</u>	many
<u>n</u>	<u>n</u>	now
<u>o</u>	<u>o</u>	coat, but lower and not diphthongized
<u>s</u>	<u>s</u>	so
<u>ʃ</u>	<u>sh</u>	shoe

<u>u</u>	<u>u</u>	ch <u>u</u> te, not diphthongized
<u>ʊ</u>		No exact equivalent; as the vowel of <u>pu</u> t, but nasalized.
<u>w</u>	<u>w</u>	<u>wa</u> y
<u>y</u>	<u>y</u>	<u>ye</u> s
<u>z</u>	<u>z</u>	<u>zo</u> o
<u>ʒ</u>	<u>s</u>	plea <u>s</u> ure
ʔ	dash	oh-oh
ˈ	stress	p <u>é</u> rmit
bl	bel	<u>be</u> low in rapid speech
gm		No exact equivalent
gn		No exact equivalent
gl	gal	<u>ga</u> lore
mn		No exact equivalent

2. Word order in Lakhóta differs from English, and the owner of a body part is indicated in the verb.

3. Some people speak more rapidly than others, and fast speech is sometimes different in form from slow speech.

VOCABULARY

bluhá	see yuhá
eháni	'earlier'
eyá	'some'
há	'yes'
he	Enclitic which indicates a question. <u>Ha</u> la, in effect, a spoken question mark.
hí	'tooth, teeth'
hí	'to come' wahí 'I came'
hú	'leg, legs'
í	'mouth'
istó	'arm, arms'
istá	'eye, eyes'
lél	'here'
líla	'very'
luhá	See yuhá
mayáza	See yazá
mázaská	'money; dollar; silver'
máza	'metal, iron'
ská	'to be white' maská 'I am white' (The reference is to color, not race.)
niyáza	See yazá
osní	'to be cold (of weather)'
sí	'foot, feet'
tuktél	'where?' This word is used in the most general type of questions, that is, when the inquirer has no idea about the location of something. A slightly different expression is used when the speaker already has a notion about the location of something.
yazá	'to hurt, to be painful' mayáza 'I hurt, my _____ hurts' niyáza 'you hurt, your _____ hurts'.
yuhá	'to have' bluhá 'I have' luhá 'you have'

Unit I

Lesson 2

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Unit ILesson 2

2CD1. Here are some more short conversations, using sounds you will learn about in this lesson. Imitate your teacher and/or the tape and memorize these sentences. Practice them as conversations with a classmate. Concentrate on pronunciation.

- I. 1. Até, líla nizí oníwáyake { $\left. \begin{array}{l} \text{kištó.}^1 \\ \text{yeló.} \end{array} \right\}$ Nitáya he?

'Father, you look very pale. Are you well?'

2. Hiyá, matáya šni. Natá mayáza.

'No, I am not well. My head is aching.'

- II. 1. Líla omáluluta na ímapúza.

'I'm very hot and thirsty.'

2. Ná, mnisní etá yatká { $\left. \begin{array}{l} \text{ye!}^1 \\ \text{yo!} \end{array} \right\}$

'Here, drink some cold water!'

- III. 1. Učí, hé táku luhá he?

'Grandma, what's that you have?'

2. Waskúyeča. Wąží ičú we!

'Candy. Take one!'

- IV. 1. Hahépi kī ya'ú kta he?

'Are you coming tonight?'

2. Hą, wa'ú kte.

'Yes, I'll come.'

¹kištó, ye, and we are used by women; yeló, yo, and wo by men. See section 2G3 below.

PRONUNCIATION AND SPELLING2P1. Plain Stops.

2P1.1. The Lakhóta letters p, t, and k spell sounds that are like the English p of spill, t, of still, and k of skill, respectively. Notice that you do not pronounce the p of spill the same way you do the p of pill. When you say pill, there is a very sharp, clear 'h-sound' or puff of air after the p; that puff of air (called 'aspiration') is absent when an s precedes the p as in spill. Practice saying spill without the s, or pill without the aspiration, whichever is easier for you; in either case, the unaspirated p of spill is the sound spelled by p in Lakhóta. Lakhóta t and k, are also unaspirated, just like English t and k when they follow s.

At first, the sounds p, t, and k may seem like b, d, and g to speakers of English. They are not the same, no matter what you think, so work on the spill-still-skill set and do not pronounce b, d, and g for Lakhota p, t, and k.

2PD1. Imitate your teacher and practice saying these words.

	<u>p</u>	
spáya	ú pi	hí pi
pispíza	pabú	šápa
pápa	pahá	píza
sápa	púze	pažípa

t

stóla	šóta	wáta
úta	lúta	tayá
tópa	wóta	póta
ité	yustósto	tóha
óta	loté	etá
até		

k

ská	kipá	kalú
háska	kizó	táku
kahí	okíhi	šaké
ká	kú	háká
ká	kaká	kabú

2Pl.2. The letter č (some people write only c) is like English ch in rich, but it is unaspirated. This letter is called či. We have no words like s-chew in English so there are no unaspirated č's for you to practice with. You must simply learn to de-aspirate a ch for Lakhota. If you have trouble, try imitating the ch of a word like rich, when said softly. When it comes at the end of a word English ch has less aspiration than at the beginning of a word.

Be sure you use de-aspirated ch, and not the sound of the j in judge.

2PD2. Imitate your teacher and practice saying these words.

ičú	šiča	ščú
zičá	ičábu	ičínupa
žičá	čístila	zuzéča
ičámma	míčiku	čónala
ičálu	čočó	wičála
		ščíli

2P1.3. Whenever a nasal vowel occurs before p, t, č, or k, you may hear a very short m, n, or ň between the two letters. This is always clearest when a or u comes before p, or when i comes before the other letters. This transitional sound is always optional.

Be very sure that you never substitute m, n, or ň for nasalization of a vowel.

To help you remember that the nasalization is the important thing, we will never write m, n, or ň in this position.

2PD3. Imitate your teacher carefully, and practice saying these words:

hápa	yaké	ɰá pi
asápi	yuké	ɰ pi
huká	ɰkú	wótɰ kte
ɰpa	oyáke	tátáɰa
ɰ pi	ɰčí	ščúka
ščíščí pi	ápaʔó	haké
síté	pɰpɰ	oyúke
yuhíta	ápétu	wáči
húku	núpa	žiča

2PD4. Now work on stress and intonation in addition to the individual sounds. Imitate your teacher and practice each of these words. Go across the page.

yúze	yuzé
káze	kazé
áze	azé
ógle	oglé
wóbleča	wobléča
iwóblu	woblú
wóha	wohá
wóglaya	wogláya
wóšiča	wošíča
ŭ pi	upí
wóza	wozá
wóšna	wošná
yámni	yamní

2PD5. Some of the Lakhóta sounds we have learned are found together in combinations which differ from English. Here are examples of the most frequent of these sound combinations.

psá	yašpá	šníža
papsŭ	štá	yušná
ksúya	wašté	šlóslo
waksáksa	škąšką	yušlá
špą	šná	šwú

šwošwóke

hokšíla

yuswáka

šnišyá

yuswáka

pusyá

pšǵ

swaká

nagwáka

papšǵ

sabwáye

sagyé

kšǵ

sabyá

GRAMMAR

2G1. Verbs, Nouns, and Pronouns. The most important part of a Lakhóta sentence is the verb. Verbs in Lakhóta describe the state of someone or something ("be cold," "be hurting") or describe an action ("run," "cook").

Since states and actions are always associated with persons and things, all languages have some means of indicating this in their grammar. Sometimes they use labels for the persons or things. Such labeling words are called nouns. Sometimes, instead, they use a word called a pronoun. In English, I, you, we, he, she, it and they are pronouns. We associate nouns and pronouns with verbs in English. For instance we say 'The boy came' or 'I came' or 'They came.' Nouns and pronouns are also used with verbs in Lakhóta.

Pronouns in Lakhota are of two quite different kinds: 1) elements attached directly to the verb; 2) separate words. Those attached directly to the verb are called pronominal affixes. 'I', 'you', and 'we' are always expressed by affixes in Lakhota. When the verb has no pronominal affix, 'he', 'she', 'it', 'they' is understood, although Lakhotas often use a separate word with these meanings to make things clearer. The words used most often this way are hé and hená. We will go into this more fully in lesson 3 (3G2).

2G2. Stative Verbs. In Lakhóta verbs the I and you forms are different, depending on whether the verb is stative or active. Since the differences between these two kinds of meanings are not always "logical", you should simply remember how to say I with each verb you learn. Later on, after you have learned much more, you may develop a feeling for the difference between these two kinds of verbs.

The sentences which you have already learned contain both active and stative verbs. We will largely ignore the active verbs for now. The stative verb forms which you have already learned are the following:

- | | |
|-------------------|---|
| 1. osní | 'is cold'. |
| 2. mayáza | 'is hurting me, my ____ is hurting'. |
| niyáza | 'is hurting you, your ____ is hurting'. |
| 3. nizí oníwayake | 'you look pale'. |
| 4. nitáya | 'you are well'. |
| 5. omáluluta | 'I am sweltering'. |
| 6. ímapúza | 'I am thirsty'. |

As you can see from the examples, the part that means 'I' (or 'me', or 'my') is ma. The part that means 'you' (or 'your') is ni.

Here is a chart which shows the complete conjugation of two Lakhóta stative verbs. The affixes are underlined. Parentheses around Lakhóta hé and hená indicate that these words are optional.

Stative Verb Paradigms

	<u>Lakhóta</u>	<u>English</u>
<u>Singular</u>	1. <u>mawášte</u>	'I am good'
	2. <u>niwášte</u>	'you are good'
	3. (hé) wašté	'he (she, it) is good'
	1. <u>ɣwášte</u> ¹	'you and I are good'
<u>Plural</u>	1. <u>ɣwášte pi</u> ¹	'we are good'
	2. <u>niwášte pi</u>	'you (two or more) are good'
	3. (hená) wašté pi ²	'they (animate distributive) are good'
	<u>wicháwašte</u> ²	'they (animate collective) are good'
	(hená) waštéste ²	'they (inanimate) are good'
<u>Singular</u>	1. í <u>mapúza</u>	'I am thirsty'
	2. í <u>nipúza</u>	'you are thirsty'
	3. (hé) ípuza	'he (she, it) is thirsty'
	1. í <u>ɣupúza</u> ¹	'you and I are thirsty'
<u>Plural</u>	1. í <u>ɣupúza pi</u>	'we are thirsty'
	2. í <u>nipúza pi</u>	'you (two or more) are thirsty'
	3. (hená) ípuza pi ²	'they (animate distributive) are thirsty'
	í <u>wichápuza</u> ²	'they (animate collective) are thirsty'

¹ ɣ- is replaced by ɣk- when the affix comes before a vowel.

² These different plurals will be explained in later lessons.

2G2.1. Study the example conjugations carefully. Notice that you must sometimes make finer distinctions in Lakhóta than in English. If 'we' refers just to you and your listener use y- (or yk-). But if 'we' includes anyone else at all, you must use y- (yk-) and the separate word pi. If you refers to only one listener, use ni alone, but if you means 'you guys' or 'you all', you must use both ni and pi.

With respect to the persons or things spoken about (he, they, etc.) Lakhóta is less precise than English in one case, but more precise in another. In the singular (with reference to only one thing) Lakhóta does not tell you whether the reference is to a male, a female, or a thing. English always keeps these apart (he, she, it). The same Lakhóta word is used for all these, and if the gender difference is important for any reason it must be indicated in some other way.

When a reference is to plural persons or things (that is, a reference to more than one) a distinction is made in Lakhóta between animate and inanimate beings on the one hand, and between distributive and collective units on the other.

Animate beings are creatures that breathe and move about; people and animals belong to this category. Inanimate things are lifeless objects such as stones or rivers, but plant life is also regarded as inanimate.

Distributive and collective are used to designate plurals where plurality is emphasized or deemphasized. Plurality is important and stressed in the distributive plural. This kind of plural is the most usual in both English and Lakhóta. Plurality is unimportant and deemphasized in the collective plural - the group is important, its members are not.

When the plural reference is to animate beings and their separate existence is important, there is no personal affix, but the word pi is used.

If a separate pronoun is used, it is plural. When the plural reference is to inanimate things, there is no affix and no pi, but the verb, or part of it, may be repeated. The separate pronoun, if one is used, is plural.

There are many things here which you must remember as you speak Lakhóta. We will explain and practice each one as we go along, so do not be troubled if you can not understand and remember all of these points now. It will become clear and make sense to you very soon.

To simplify things for now, we will concentrate on the animate distributive plurals (no affix, but pi) for 'they' forms of verbs.

2G2.2. Pronominal affixes usually come before the verb, but in some cases they are inserted into the verb. wašté is an example of the first kind of verb, ípuza is an example of the second kind. There is no way to guess where the affixes will be placed in a given verb, so you must learn for every verb where the affixes are placed. There is one additional difficulty in affix placement: y- is sometimes put where the other affixes go, but sometimes not. You must keep this in mind too as you learn new verbs.

To help you learn how to conjugate verbs correctly, we will give you one or more examples with each new verb you learn:

1. Verbs will be given first in the "he", form, for example yazé 'hurt', olúluta 'be hot, be warm', 'sultry' (if weather), 'be sweltering' (if person).

2. Beside or beneath this form you will find the form which means "I am ---": mayáza 'I hurt', omáluluta 'I am sweltering'.

3. If the position of y differs from that of ma, then the y form is given also: ukóluluta pi 'we are sweltering'.

The y-form tells you where this affix goes if its proper position is not the same as for ma. Remember that you use uk instead of y if the affix goes before a vowel.

DRILL VOCABULARY

Here is a list of stative verbs which will be used in the exercises below. These verbs use only sounds you already know.

		<u>I</u>	<u>we</u>
hǎske*	'is long or tall'	mahǎske	ʏhǎska pi
ɪpuza	'is thirsty'	ɪmapúza	ɪʔʏpúza pi
olǔluta	'is sweltering'	omǎluluta	ʏkóluluta pi
owǎyake*	'looks, appears'	omǎwǎyake	ʏkówǎyaka pi
čístila	'is small'	mačístila	ʏčístila pi
šíce*	'is bad or ugly'	mašíce	ʏšíca pi
taýǎ	'is well'	matǎyǎ	ʏtǎyǎ pi
wašté	'is good, is pretty'	mawǎšte	ʏwǎšte pi
yazǎ	'is hurting'	mayǎza	ʏyǎza pi
zí	'is pale; is yellow'	mazí	ʏzí pi
žízí	'is blond'	mažízí	ʏžízí pi

* These verbs have a change in the final vowel of the verb stem in circumstances which are explained in 2G4 below. For now you should memorize the verbal forms given here. By the end of this lesson you will be able to use these verbs as easily as any other stative verbs.

2GD1. Translation Drill. Column A contains Lakhóta sentences.

Column B contains the English equivalent. When your teacher gives you a sentence in one language you should respond with the correct corresponding sentence in the other language. Practice until you can translate quickly in both directions.

<u>A</u>	<u>B</u>
1. Mazí.	'I am pale.'
2. Utáya.	'You and I are well.'
3. Hená ípuza pi.	'They are thirsty.'
4. Nivášte šni.	'You are not good.'
5. Omáluluta.	'I am sweltering.'
6. Hená zí pi.	'They are pale.'
7. Ušíča pi šni.	'We are not bad.'
8. Niyáza pi.	'You all hurt.'
9. Maháške.	'I am tall.'
10. Hé síče.	'He is bad.'
11. Matáya šni.	'I am not well.'
12. Hená yazá pi.	'They hurt.'
13. Nízí oníwqyaka pi.	'You all look pale.'
14. Hená čístíla pi.	'They are small.'
15. Olúluta pi.	'They are sweltering.'
16. Hé yazá.	'She hurts.'

2GD2. Cued Substitution Drill. Your teacher will give you a sentence and an English word such as we, you all, etc. You are to repeat the sentence, substituting the new pronoun for the old one. Assume that they always refers to something animate here.

Model

Teacher: Omáluluta. She

Student: Hé olúluta.

- | | |
|--------------------------------|----------------------------|
| 1. Omáluluta. She | 11. Hená zí pí. I |
| 2. Ínípúza pí. They | 12. Hená háska pí. You all |
| 3. Nitáya šní. We | 13. Úyáza pí. You |
| 4. Mavášte. They | 14. Nišfca pí šní. We |
| 5. Nivášte pí. They | 15. Hí mayáza. You |
| 6. Mažíži šní. We | 16. Hé natá yazá. I |
| 7. Niháske šní. I | 17. Hená žíží pí. You all |
| 8. Ímapúza. She | 18. Ničístila pí. We |
| 9. Mačístila. You and I | 19. Í'ypúza pí šní. You |
| 10. Nitáya šní onfwayake. They | 20. Úzí pí šní. They |

2G3. Enclitics. Recall from the sentences that you have learned a number of little words such as yełó (weló), kštó, wo, we, kte, pi, šni, and he. These words are very important in Lakhóta grammar. We will use a special name for these words as a class: enclitics.

The word "enclitic" means "a separate but dependent word which is added following another word." When we say that enclitics are dependent words we mean that they are never used alone: some other word must always come before them. In Lakhóta, these enclitics mark what we think of as tense in English, they separate questions from statements, they show when a statement is negative, they show when a command is intended, and a number of other things which we will learn gradually. For now, you need only to realize that these are very important words, and that they must be given your full attention whenever they are discussed.

2G3.1. Here is a list of all of the enclitics which we have learned so far:

he 'question'

Women use this enclitic all of the time. Men use it among friends and in most relaxed, informal situations. In formal speech men say hųwó.

yeló (weló)	'this is an assertion, spoken by a male'. Remember to use <u>weló</u> when the preceding word ends in <u>u</u> , <u>y</u> or <u>o</u> ; otherwise use <u>yeló</u> .
kištó	(usually abbreviated to <u>kštó</u>) 'this is an assertion, spoken by a female'.
yo (wo)	'this is a command, spoken by a male'. Remember to use <u>wo</u> when the preceding word ends in <u>u</u> , <u>y</u> or <u>o</u> ; use <u>yo</u> otherwise.
ye (we)	'this is a command, spoken by a female'. Remember to use <u>we</u> as described for <u>wo</u> above.
šni	'not'.
pi	'animate plural'.
ktA*	'the action is potential, it has not yet happened'.

Note that enclitics of more than one syllable have a stress, for example, yeló, but enclitics which have only one syllable are not stressed. kštó is an apparent exception. The explanation is that it has been abbreviated from a two-syllable word. Stressless enclitics are pronounced as if they were a part of the preceding word.

Most sentences end in an enclitic. As you might guess, it is possible to use several enclitics in the same sentence. For example:

_____ šni he?	'Didn't...?'
_____ šni yo!	'Don't...!'
_____ šni kštó.	'.... is (definitely) not...'

* For the meaning of A at the end of a word, see 2G4.

The proper order for a series of these enclitics is shown in the chart below:

pi	ktA	šni	yo, ye, yeló, kištó he
----	-----	-----	------------------------------

Whether or not an enclitic is used depends on its meaning, of course. For this reason one or more of the columns might not be represented in many sentences. Enclitics which are in the same column can not appear together. Enclitics which are in separate columns usually can appear together, except when their meanings clash in some way. For example, ktA 'hypothetical statement' and yo, ye 'command' can not be used together because a command can refer only to a potential action.

Remember: When more than one enclitic is used in a sentence, there is only one correct order - that given above. Learn it. As we learn new enclitics they will be added to the chart.

2G3.2. The enclitic pi has shorter pronunciations in the fast speech of persons from the Pine Ridge and Rosebud reservations.

When pi is followed by kištó, ktA, na, or ki, it is replaced by u if the verb ends in i or u, by y if the verb ends in i or y. If the verb ends in e or o, pi is replaced by o. If the verbs ends with a or q, pi is replaced by o also, but the ao or qo are then slurred together.

2PD6. Imitate your teacher's pronunciation of the following sentences.

(Some of the words here are new, but you do not need to learn them now.

Practice pronunciation.)

Nizí pi kištó.	'You are pale.'
Šíca pi kte.	'They will be bad.'
Lé ičú pi kištó.	'They took this.'
Hí yáza pi kte.	'Their teeth will hurt.'
Hé luhá pi kī slolyá he?	'Does he know you (all) have it?'
Ičú pi kištó.	'They took it.'
Ya'ŕ pi kte.	'You will live.'
Wašté pi owáya ka pi kte.	'They will look pretty.'
Ó pi kte.	'They will shoot and wound him.'
Nitáya pi kī wašté.	'It is a good thing that you are (all) well.'
Ípuza pi kte.	'They will be thirsty.'
Natá yváza pi kištó.	'Our heads hurt.'
Ůtáya pi kištó.	'We are well.'
Hená čístila pi kta he?	'Will they be little?'
Wašté pi kte.	'They will be good.'
Yazá pi kištó.	'They hurt.'

When pi is followed by the enclitics yeló 'this is a statement' and yo (ye) 'this is a command', pi often combines with the following enclitic to form peló, po (male speech), and pe (female speech). Before the enclitic he 'question', pi often combines to give bhe.

2PD7. Imitate your teacher's pronunciation of the following words:

- | | |
|------------------------|-------------------------------------|
| 1. Hená ípuza pi yeló. | 8. Hená čístila pi yeló. |
| 2. Ušíča pi yeló. | 9. Hená háska pi yeló. |
| 3. Hená ičú pi he? | 10. Hená zí pi yeló. |
| 4. Hená wašté pi yeló. | 11. Hená ičú pi yo! Hená ičú pi ye! |
| 5. Hená luhá pi he? | 12. Nízí pi he? |
| 6. Hená wašté pi he? | 13. Wašté pi yo! Wašté pi ye! |
| 7. Hená yazá pi yeló. | 14. Hená ípuza pi he? |

2CD2. Memorize these conversations to help yourself remember the order of the enclitics and the various pronunciations of pi.

I.

1. Hahépi kɨ yaʔú pi kte šni he?
'Aren't you coming this evening?'
2. Hiyá*, ɥkú pi kte $\left\{ \begin{array}{l} \text{kištó.} \\ \text{yeló.} \end{array} \right.$
'Yes, we're coming.'

II.

1. Mní etá áya pi ye! Ínipúza pi kte.
'Take along some water. You'll be thirsty.'
2. Há, ɥčí. Lé ɤpétu kɨ olúluta kte $\left\{ \begin{array}{l} \text{kištó.} \\ \text{yeló.} \end{array} \right.$
'Yes, Grandma. It's going to be hot today.'

*. Hiyá ordinarily means 'no', but in response to a negative question it means 'yes'. This is explained more fully in the next lesson.

2GD3. Integration Drill. Your teacher will give you a Lakhóta sentence and an enclitic. Add the enclitic in the proper place in the sentence.

Model:

Teacher: Osní yeló. šni.

Student: Osní šni yeló.

1. Osní yeló. šni.
2. Olúluta šni. he.
3. Ínipúza. šni. he.
4. Niyáza he? pi.
5. Hé ícú wo! šni.
6. Wašté pi he? šni.
7. Waskúyeča kį wašté šni. yeló.
8. Waskúyeča etą luhá he? pi.
9. Hąska pi šni. he.
10. Mní kį wašté šni. yeló.

2G4. A-words. In the vocabulary at the end of this lesson you will notice several words spelled with A as the last letter; hąska and šícA are examples. As you might expect, some words are also spelled A, like yatkA'. These capital A's indicate that such words change the vowels at the ends of the words, depending on the use of the word, without any change of meaning in the word. You may already have noticed some of these changes in certain of the stative verbs we just studied. In words spelled with A you can expect to find a final -a, a final -e, or a

final -i. A signals in the same way that the word may end in -a, -e, or -i. You should always remember when a word has been learned with either A or A, so that you can recognize it when it appears in its different forms, and so that you can make the correct substitutions yourself when you use the word. On the other hand, when you write Lakhóta you will never write capital A's, but will write instead the correct, actually occurring small vowel.

The capital A or A at the end of a word is simply to help you remember which final a's are constant in words (written in this book with small a's) and which are subject to change (written in this book with capital A's).

The choice of which vowel to use is determined entirely by which enclitic follows the A-word.

e is used when the A-word is:

1. the last word in the sentence;
2. is followed by kistó, šni, ki, and yeló.
3. is followed by certain other enclitics to be learned later.

i is used when the A-word is followed by:

1. ktA
2. na.

a is used when the A-word is followed by:

1. all other enclitics.

As new enclitics are introduced, you will be told if they require the -e form of A-words. Otherwise the preceding outline is complete.

Examples:

Hé háske.	'He is tall.'
Hé háske { yeló. kištó.	'He is tall.'
Hé haski kte.	'He will be tall.'
Hé háske šni.	'He is not tall.'
Hé háska he?	'Is he tall?'

2GD4. Integration Drill. Your teacher will give you a Lakhóta sentence followed by an enclitic. Add the enclitic to the sentence in the proper place. Remember that you may have to change the vowel before the enclitic!

Model:

Teacher: Nišíce. pi.

Student: Nišíča pi.

1. Nišíce. pi.
2. Hé yatké. ktA.
3. Háska he? ktA.
4. Nišíča he? šni.
5. Šíce šni. yo.
6. Haski kte šni. pi.
7. Šíča pi. yo.
8. Nitáya šni oníwayake. yeló.
9. Niwášte oníwayaka pi yeló. ktA.
10. Hé yatké he? šni.

2GD5. Mixed Integration Drill. Your teacher will give you a Lakhóta sentence, followed by an enclitic. Add the enclitic to the sentence in the proper place. Remember to change the vowel before the enclitic when this is necessary. Not all the verbs in this drill have changeable final vowels!

Model

Teacher: Nitáya he? šni

Student: Nitáya šni he?

1. Nitáya he? šni.
2. Ímapúza šni. ktA.
3. Nizí kte. pi.
4. Olúluta kte. he.
5. Natá mayáza. kištó.
6. Hená čístila. pi.
7. Hé háške yeló. šni.
8. Osní. he.
9. Tayá yeló. pi.
10. Šíce šni. ktA.
11. Uyátki kte. yeló.
12. Hi. yáza pi he? šni.
13. Mni snf etá yatké. yo.
14. Ū wo! pi.
15. Hená ípuza pi he? ktA.

2GD6. Mixed Subtraction Drill. Your teacher will give you a Lakhóta sentence, followed by an enclitic which was in the sentence. Repeat the sentence, omitting the enclitic which was mentioned. Remember to make other changes when necessary!

Model

Teacher: Hená háska pi yeló. pi.

Student: Hé háske yeló.

1. Hená háska pi yeló. pi.
2. Šíc̣i kte šni. ktA.
3. Osní šni. šni.
4. Hená zí pi he? he.
5. Onílułuta šni he? šni.
6. Hená tayá pi kištó. kištó
7. Hená ípuza pi šni. šni.
8. Mazí he? he.
9. Natá uyáza pi yeló. yeló.
10. Hé haski kte šni. ktA.
11. Hé wašté šni he? šni.
12. Nitáyá pi kta he? pi.
13. Mnisní yatká yo! yo.
14. Hahépi ki ú pi kta he? he.
15. Užízi pi. pi.

205. Men's and women's speech. In all languages the speech of men and women differs in certain (sometimes very subtle) ways. The differences may be of several kinds--in intonation, in choice of words (e.g. exclamations) or turns of phrase, or even in grammar. Differences of this kind are not abundant in today's American English, which is spoken in a society which is striving to minimize the differences in the roles of men and women. But we can find examples in older literature: for example, women who say "mercy!" and men who say "damn!" in the same situation.

In Lakhóta men and women use different greetings, different exclamations, and often use different enclitics. We have already seen that men end statements and commands one way, women another. These differences are important, and you must learn to recognize them and use the forms appropriate for yourself. Differences of this kind will be pointed out in the vocabularies in each lesson.

SUMMARY

1. You have now learned the pronunciation of these letters and letter combinations: p, t, č, k, nasal vowel before p, t, č, k.
2. Stative verbs use the affixes ma , ni , and y ; ni and y are pluralized by the enclitic pi. Pi has some special fast speech pronunciations.
3. He and they are not indicated by an affix, but may be indicated by a separate word.
4. Enclitics mark statements, questions, commands, etc.
5. A and Ā are used to spell words in vocabularies when the final vowel of these words changes in different contexts.
6. There are important differences in the speech of Lakhóta men and women.

Long Dialogue

Dialogue

Paul: Hău, Mary, tayá ya'ú he? .

Mary: Tayá wa'ú kištó. Ma líla olúluta kištó.

Paul: Hă, wă lé apétu kî líla olúluta. Hé táku luhá he?

Mary: Waskúyeča eyá bluhá. Wăží ičú we.

Paul: Ohă. Líla waštěšte yeló.

Mary: Hă, wašté kištó.

Dialogue Translation

Paul: Hello, Mary. How are you?

Mary: Hello. I am fine. Gee, it sure is sultry.

Paul: Yes, it's very hot today. What's that you have?

Mary: I've got some candy. Take one!

Paul: Alright. Mmm, they are very good!

Mary: Yes, they are good.

Questions

1. Lila nizí oníwəyake. Nitəya he?

Hiyá, matəya šni. Natá mayáza.

Hə, matəya yeló.

2. Inipúza he?

Hə, ímapúza.

Hiyá, ímapúza šni.

3. Hé táku luhá he?

Waskúyeča na mmisní bluhá.

4. Həhépi kí ya'ú kta he?

Hə, həhépi kí wa'ú kte.

Hiyá, həhépi kí wa'ú kte šni.

5. Lé apétu kí olúluta he?

Hə, lé apétu kí olúluta.

Hiyá, lé apétu kí osní.

Translation Exercise

Write out the Lakhóta equivalents for the following English sentences:

1. It is hot today. Is it hot today?
2. I am well. Are you well?
3. It will not be cold tonight.
4. I have some candy. Here, take one!
5. Father, what do you have?
6. What is good? Candy is good.
7. Are they pale? Yes, they are not well today.
8. He will drink some cold water.
9. Grandma, do your eyes hurt?
10. Paul is very thirsty.

Vocabulary

apétu	'day' See lé apétu kĭ.
até	'father' This word is used in addressing one's father. It is also used in addressing his brothers.
áya	'to take something along somewhere' áble 'I took it along'. ukáya pi 'we took it along'.
čístila	'to be small, tiny' mačístila 'I am small'.
etá	'some'
hahépi kĭ	'tonight'
háška	'to be tall (of upright things); to be long (of horizontal things)' maháske 'I am tall'.
hé, hená	'that, those'
hiyá	'no'
ičú	'to take' iwáču 'I took it'. ukíču pi 'we took it'.
ípuza	'to be thirsty' Literally this means 'to be dry-mouthed'. ímapúza 'I am thirsty'. í'upúza pi 'we are thirsty'.
kištó	Indicates an assertion spoken by a woman. <u>Kištó</u> is often shortened to <u>kštó</u> .
ktA	Indicates that an action or a state is potential. That is, the action or state is not yet real. It corresponds generally to the English future tense.
lé, lená	'this, these'
lé apétu kĭ	'today' Literally this means 'this day'.
ma	'Gee!' Mild exclamation used by women. Men say wá.
mní	'water'
mní sní	'cold water'
na	'and'
ná	'here!'
natá	'head'
ohá	'alright'

olúluta	'be sultry (of weather)'; 'be sweltering (of person)' omáluluta 'I am sweltering' ŷkóluluta pi 'we are sweltering'.
owáyaKa	'to have the appearance, to look' omáwayake 'I look', ŷkówayaka pi 'we look'.
pi	Enclitic which indicates an animate plural verb.
šícA	'to be bad' mašíce 'I am bad'.
šni	Enclitic which indicates a negative verb: 'not'.
táku	'what?'
taýá	'to be well' matáya 'I am well'.
ú	'to come, to be coming' wa'ú 'I am coming'.
ŷcí	'grandma, grandmother' This word is used in addressing the maternal grandmother (mother's mother) and the sisters of the maternal grandmother.
wá	'Gee!' Mild exclamation used by men. Women say <u>ma</u> .
waskúyeča	'candy' This word is also used in the meanings 'pastry, dessert, fruit'.
wašté, waštéšte	'to be good' mawášte 'I am good'.
wáží	'one' (Not used for counting).
we, wo	See ye, yo
weló	See yeló
yatká	'to drink' blatké 'I drink, I drank', ŷyátká pi 'we drink, we drank'.
ye, yo	This enclitic indicates a command. <u>We</u> and <u>yo</u> are used only when the preceding word ends in <u>u</u> , <u>ŷ</u> , or <u>o</u> . When the preceding word ends in any other vowel, <u>ye</u> and <u>yo</u> are used instead. <u>We</u> and <u>ye</u> are used by women, <u>wo</u> and <u>yo</u> are used by men.
yeló	Enclitic which indicates an assertion. <u>Weló</u> is used only when the preceding word ends in <u>u</u> , <u>ŷ</u> , or <u>o</u> . Otherwise <u>yeló</u> is used. <u>weló</u> and <u>yeló</u> are used only by men.
zí	'to be pale; to be yellow' mazí 'I am pale, I am yellow'.
žíží	'to be blond' mažíží 'I am blond'.
ʔŷ	'to live, to be' wa'ŷ 'I live' ŷk'ŷ pi 'we live'. (See 7Gl.3 for an explanation of the spelling of this word with initial ʔ in vocabularies.)

Unit I

Lesson 3

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Unit I

Lesson 3

3CD1. Memorize these short conversations using the sounds we will learn about in this lesson.

- I. 1. Thakóža, vanítukha oníwayake. Nikhúže šní he?
'Grandchild, you look tired. You aren't sick, are you?'
2. Hiyá, khųsǎ, makhúže sěce. Lǎla thezǎ mayáza.¹
'Yes, Grandma, I guess I'm sick. My stomach is really hurting.'
- II. 1. Kholá, Ĥesápa ektá yathǎ he?
'Do you live in the Black Hills, my friend?'
2. Hiyá. Sǐchǎgú Thǐpi ektá wathǎ.
'No, I live at Rosebud.'
- III. 1. Wakháiyapi² na agúyapiskúyela². etǎ yachǎ he?
'Would you like some coffee and cookies?'
2. Philámayaye. Wakháiyapi yatkǎ awáštewalake.
'Thank you. I like drinking coffee.'

¹ thezǎ mayáza is usually understood to mean 'I have diarrhea'. With lǎla, as here, it is understood as 'I have a severe stomach ache.' Pay attention to this special meaning of thezǎ yazǎ.

² Many Lakhotá speakers drop the y in this word: wakhálapǎ. They also drop the y in agúyapǎ 'bread', which appears in agúyapiskúyela. Rapid pronunciation of agúyapǎ without y causes a w sound to appear before the following vowel. You will therefore sometimes hear agúwapǎ or even agwǎpǎ.

IV. 1. Lé apétu kī maṇṇīyaya.

'It's cloudy today.'

2. Hā. Ugnā maḡāzu kte séce.

'Yes. Maybe it will rain.'

Additional vocabulary

loté 'throat'

napé 'hand'

núḡe 'ear'

osní oyúspa 'to catch cold'

oyúspa 'to catch' oblúspe 'I caught him, it,' olúspe 'you caught him, it,' ukóyuspa pí 'we caught him, it, he caught us, they caught us'

phasú 'nose'

phežúta 'medicine'

sūka 'dog'

wičákhA 'to be right' wičáwakhe 'I am right,' wičá'ukha pí 'we are right'

PRONUNCIATION AND SPELLING

3P1. h̃. One Lakhóta letter which stands for a sound which does not exist in English is h̃. (Other spelling systems write h̃, or sometimes r.) It is formed by putting the back of your tongue close to the soft part of the roof of the mouth, and expelling enough air through the opening to cause audible friction. This letter is called eh̃.

If you cannot get a satisfactory result from imitating your teacher, try the following. Start with your tongue in the position to say the k-sound of look. Now try to force air through your mouth, so that you get a rasping sound. This is close to the sound you want for h̃: the only difference is that h̃ is really further back in your mouth. Now try to shift the sound further back by raising your tongue further and further back.

3PD1. Imitate your teacher and practice saying these words.

h̃é	h̃óta	maḥwá
h̃á	h̃p̃h̃	h̃mí
h̃oká	h̃páya	waḥpé
iḥá	h̃táleh̃a	yaḥtáke
h̃aká	h̃cih̃cí	h̃nah̃á
h̃aḥ̃á	h̃lól̃lo	piḥ̃yé

3PD2. Here are some contrasts between h and h̃.

Practice these words. Read across the page.

hé	h̃é
ihá	ih̃á
hoká	h̃oká
há	h̃á
haké	h̃áka
h̃á	h̃á
h̃á	h̃áka
h̃á	h̃á
h̃á	h̃á
h̃á	h̃á
ihúpa	h̃upáhu
huyá	h̃uyá

3P2. Whenever p, t, č, or k comes before another consonant (any letter which is not a vowel), a slight h-sound helps to go from one sound to the next. This "connecting h" is never written.

3PD3. Imitate your teacher and practice saying these words, all of which contain clusters with a "connecting h".

tk

yatké	atkúku
leks̃ítku	z̃ítkála
tké	witkó
wítka	

kt

kté pi	wakté
ektá	tuktél

pt

pté	zápta
ptǎ	ptaptǎla
yuptúza	záptapta

kp

kpáza	kpé
yukpǎ	šákpe
	nakpá
kpayǎ	kpaptá

kč

ukčéla	ikčéka
wiyukčǎ	kčakčǎ
ikčéya	kčǎkčǎ

pč

pčécela	napčǎ
---------	-------

3P3. Aspirated stops. You will recall that the Lakhóta letters p, t, č, and k represent sounds like the English p, t, ch and k when the English sounds follow s. Now we will deal with the sounds of these Lakhóta letters when they come before h.

In such positions, the combination is often pronounced like the English sound in pill, chill, till, and kill. That is, the Lakhóta h

after one of these letters represents the aspiration you have had to learn to omit in practicing Lakhóta p, t, č, and k. The difference between Lakhóta and English, then, is that you usually aspirate these letters automatically in English; in Lakhóta, aspiration is not automatic, and you must therefore learn (perhaps by learning the spelling) when to use it and when to leave it off.

The exact sound of this aspiration varies from speaker to speaker, and from word to word. Sometimes (in fact, most of the time) the aspiration sounds like h̃; other times, it sounds like h. Because different speakers have different habits in many words, we will always write aspiration with h; you should imitate your teacher, however, and pronounce h̃ when you hear it.

All speakers agree that h̃ is used before a, ə, and u. All will also agree that h is always used after č. Elsewhere, there is variation, with h predominating before i and u, but h̃ predominating before e, o, and ɪ.

Some other Lakhóta spelling systems either omit aspiration completely, or write p^ˈ, t^ˈ, c^ˈ, k^ˈ for ph, etc. Either h or the ^ˈ mark is adequate, but h is easier to see, remember, and write.

3PD4. Imitate your teacher and practice saying these words.

ph

phí	phehâ	phuté
nuphí	phóštâ	phá
phéta	čaphá	aphé

phehí

phežúta

phophópa

phé

pephé

phasú

phaphála

th

thí pi

thó

thóka

théča

mathó

tháwa

ithúhu

thaté

thaló

thušú

čethí

thahá

thý

thezí

thaké

thýwí

hothý

thibló

čh

čhə

čha

kichí

čhóla

čhó

čhetə

čhú

čhúšoke

čhaté

čhapa

ečhý

čethí

kh

khúku

tókhi

makhá

hyyákhý

khéya

khukhúše

kholá

khúže

okhíse

kháta

tókhý

khiglé

khəta

khokhóka

khúší

khí

khohə

khúta

3FD5. Here are some contrasts between unaspirated and aspirated stops. Imitate your teacher and practice saying these words. Read across the page.

pehâ	phehâ
apé	aphé
ípi	íphi
póte	phuté
píza	phizí
napé	naphé
otúya	ithúhu
tukhí	thukí
iyúte	iyúthe
číčí	chíchí
čočó	chochó
ičú	ichú
ičázo	icháze
kéya	khéya
yekíya	yekhíya
ukíya	ukhíya
ukíye	ukhíye
akíгна	akhíгна
akú	ikhú
kíza	khíza

3P4. ǵ. Now that you can pronounce words with ǰ, we can turn to the pronunciation of ǵ. This letter is called ǵi. To begin, you should become conscious of a phenomenon of sound production called voicing.

Cover your ears and say out loud ssssssszzzzzzsssssszzzzzz several times. Notice the strong buzzing in your head when you say zzzzzz, which is absent when you say ssssss. This buzzing is caused by the vibration of the vocal chords in your throat. Linguists say that z is voiced while s is voiceless; this means simply that you vibrate your vocal chords for z, but you keep them still for s.

The pronunciation of ǵ is a voiced (with vibration) version of ǰ. Listen to your teacher, and then try to make ǰ, while adding voicing (vibration) to it. It may be easier to say if you put it between two vowels--say ǵa, ǵa, ǵa.

Usually this sound has been written ǵ, but some Lakhōta spelling systems do not separate ǵ from ǵ. This can be done with no confusion, because the ǵ sound occurs only before vowels, while ǵ occurs only before consonants. Nevertheless, to be sure you are keeping the sounds apart, learn to write ǵ and ǵ differently as you learn new words.

3PD6. Imitate your teacher and practice these words.

ǵí	phǵǵe	khǵǵí
ǵú	mnumnúǵe	kǵǵe
ǵǵ	thúǵa	ǵǵǵa
ǵǵǵa	ǵǵǵí	maǵǵá
phǵǵí	ǵǵǵa	phúǵe
ǵumná	ǵǵǵa	píǵe

3PD7. Here are some contrasts between h and g. Be sure you voice the

g. Imitate your teacher and practice these words.

hugāḥa

haka

gagāla

huhūgahe

habhāpa

gāka

hā

hlōgeča

gōpa

hāhā

gā

GRAMMAR

3G1. Time in Lakhóta. As a speaker of English you are very much accustomed to expressing when, in relation to the present, something occurs. When something occurred in the past, we use a different form of the verb in English ('ate' instead of 'eat', 'went' instead of 'go', 'helped' instead of 'help', etc.). When we talk about something which is yet to come, we often use the word 'will' (will eat, will go, will help), but we can express future time without will, too (He's coming tomorrow). All these things are expressions of time of action, and they are very important to speakers of English.

The time of an action or state is often expressed in Lakhóta, but never by the form of the verb. Separate words or phrases are used to specify time, for example h̃táleh̃ 'yesterday', h̃h̃h̃ani k̃i 'tomorrow'. Note that Lakhóta is more efficient in this respect than English, since in English we must ordinarily use both time words and special verbal forms or expressions.

Lakhóta speakers, on the other hand, are more concerned with something called aspect: is the job done? (not when was it done?); is the job still in progress? (time doesn't matter; the fact that it is or was incomplete is the important thing); does the sentence describe something potential or unrealized? (not is it going to occur in the future?).

Because of this emphasis on aspect, rather than time, you have not learned any expressions which distinguish past from present time. Sentences such as makhúze could mean 'I was sick' or 'I have been sick' as well as 'I am sick'. The crucial thing is that the statement refers

to a fact, rather than a supposition, or a possibility.

The Lakhóta enclitics which seem to express tense, then, are really expressing aspect. Yeló (or kištó) mark a statement of fact, and not necessarily a present time statement.

The enclitic ktA marks hypothetical aspect. In many cases this will coincide with English future time, but not always. For instance, makhúẓi kte, used alone, means 'I will be sick'. But ktA also appears in sentences where the English future would never appear. It is these sentences which show that the real meaning of ktA is something hypothetical, that is, non-actual activity or states, rather than future time. Study these examples:

Hé itháčhą ktA čhí. 'He would like to be a leader (chief).'

Ú pi yo, uǵlá pi kte. 'Come on, let's go home!'

Takúł echámu ktA iyéčheča. 'I ought to do something.'

Remember to understand ktA as an indicator of hypothetical action or states rather than as an indicator of future time.

3CD2. Memorize these conversations illustrating ktA.

I. 1. Thibló, tókhiya ní ktA he? 'Older brother, where are you going?'

2. Mnilúzahe Othúwahe ektá mni kte. 'I'm going to Rapid City.'

II. 1. Thaké! Lfla okhátí na ímapúza lañ. 'Older sister! It's very hot and I'm sure thirsty.'

2. Míš'eyá¹. Owóte thípi éł kaphópapi wǵží ȳkíču kte.

'Me too. Let's get a bottle of pop at the cafe.'

¹Some people say míš'eyá.

3G2. Demonstrative Pronouns. Three important words in Lakhóta are lé, hé, and ká. Their plurals are lená, hená, and kaná. We have already seen hé and hená as the separate words which may be used with verbs to mean he (she; it) or they. These pronouns are called demonstratives because they are used to call attention to, or point to, persons or things.

The English demonstrative pronouns are this and these, that and those. Since two English demonstrative sets are matched by three Lakhóta sets, it is clear that there is some overlap in their meanings. The differences in meaning can be shown in a diagram:

	<u>English</u>	<u>Lakhóta</u>
Distance from a point of reference, usually the speaker. X ↓ V	this, these	lé, lená
	that, those	hé, hená
		ka, kaná

This and these mean almost exactly the same thing as lé and lená. Both hé (hená) and ká (kaná) are translated by that (those), but the Lakhóta words do differ in meaning. Hé and hená are closer to the reference point than ká and kaná. Since this is so, it is probably best to

consider hé and hená as meaning 'that' and 'those', while ká and kaná are more nearly equivalent to 'that, those persons or things over yonder'.

The main point is that you must learn to divide distance into three parts rather than two. Although ká and kaná may be translated by a rather infrequently used English word ('yonder'), you must not think of them as differing greatly from the other Lakhota demonstratives.

Three closely related words are also frequently used in Lakhóta. These are lél, hél, and kál. These mean 'here', 'there', and 'there (further away)' respectively. We have already seen lél in lél mayáza 'it hurts me here'.

The demonstratives hé and hená have another meaning also.

After something has been pointed out, hé and hená can then be used to refer it or them no matter what the location is. In this use the meaning is 'that one (which was mentioned)'. The focus has thus shifted from distance in space to distance in time. Look at these examples:

Ká Lakhóta kǐ lǐla háške. 'That Indian (over yonder) is very tall.'
 Hǎ, hé Sǐchǎgǔ. 'Yes, that's a Rosebud Sioux.'
 'Yes, he's a Rosebud Sioux.'

Khǔśǐ, lená iyáču kta he? 'Grandma, are you going to take these?'
 Hǎ, hená lǐla waštěšte. 'Yes, they (those) are very pretty.'

The examples show why hé and hená are often translated as 'he', 'she', 'it', and 'they'.

3G3. T-words. Lakhóta has a small set of words which begin with t, many of which correspond to English words which contain wh (who, what, when, where, why, which, etc.). These Lakhóta words can be used to ask questions or to talk about something indefinite. When they are used in questions, the question ends in the enclitic he. When they are not in questions, they generally correspond to English words beginning with some (someone, something, somehow, somewhere, etc.). We will learn one or two of these T-words in each of the next few lessons.

You have actually learned one of them already: táku 'what?'. The sentence you know is Hé táku luhá he? 'What's that you have?' You could also say Táku wə bluhá. 'I have something.' or Táku wə ičú. 'He took something.'

Táku (like some other T-words) can also be a stative verb. To ask 'What is that?' you say Hé táku he? Another example is Matáku he? 'What am I?'

3CD3. Memorize these short conversations using táku:

- | | | |
|------|------------------|------------------------|
| I. | 1. Hé táku he? | 'What is that?' |
| | 2. Hé šŭka. | 'That is a dog.' |
| II. | 1. Lená táku he? | 'What are these?' |
| | 2. Hená kháta. | 'They are plums.' |
| III. | 1. Nitáku he? | 'What are you?' |
| | 2. Malákhota. | 'I am an Indian.' |
| | Wamášiču.* | 'I am a White person.' |

*Some younger speakers say mawášiču, although this is not the usual way to say 'I am a White person.' You should learn wamášiču, but recognize mawášiču if you hear it.

3G4. Topic and Comment. Before we can discuss much more about Lakhóta grammar, we need to decide what a Lakhóta sentence is.

The simplest sentence is a verb alone, for example Osní. 'It is cold.' Ičú pí. 'They took it.' More commonly, however, Lakhota sentences begin with a word or words which identify someone or something (usually a noun or pronoun), which are then followed by a word or words which state something about the person or thing mentioned first. We can therefore say that the Lakhóta speaker announces a topic (or topics) and then makes a comment about the topic or topics.

Study the following sentences:

<u>(Topic)</u>	<u>Topic</u>	<u>Comment</u>	<u>Literal Translation</u>
Hé	waskúyeča eyá	ičú.	'He, some candy, he took it.'
	Hé šúka kɪ	mitháwa.	'That dog, it is mine.'
	Wášté kɪ	ičú wo!	'The good one, take it!'
Hé	šúka wə	yuhá	'He, a dog, he has him.'

The translations of these sentences are not good, natural English, but they show you exactly how the Lakhóta sentences are built. The meanings of the sentences are 'He took some candy', 'That dog is mine', 'Take the good one', and 'He has a dog'

The notions of topic and comment will be very important throughout your study of Lakhota, and we will have much more to do with them in succeeding lessons.

3G5. Answering Negative Questions. In Lessons 2 and 3 we learned the following dialogues:

Hahépi kŭ ya'ú pi kte šni he?

'Aren't you coming tonight?'

Hiyá, ŭkú pi kte ^{kištó.}
yeló.

'Yes, we are.'

Thakóža, wanítukha oníwayake. Nikhúže šni he?

'Grandchild, you look tired. You aren't sick, are you?'

Hiyá, khųšŭ, makhúže séče. Líla thezŭ mayáza.

'Yes, Grandma, I guess I'm sick. My stomach is really hurting.'

To speakers of English the use of hiyá in the reply is both unexpected and puzzling. However, the use of hiyá in such replies is both regular in Lakhóta, and logical from the Lakhóta point of view.

At issue here is what the speaker is responding to: is he literally answering the question, or is he anticipating the nature of his response by his choice of yes or no?

Either of these alternatives is equally possible and "logical". It happens that English has chosen one alternative, Lakhóta, the other.

In English, a speaker replying to a question (any question) chooses yes or no depending on whether his reply will be affirmative or negative: Are you going? Yes, I am going. No, I am not going. Put another way, an English speaker will choose no whenever his reply will contain a negative word such as not, no one, never, etc.: Is he here? No, he is not here. Did someone come? No, no one came. Does he ever write? No, he never writes.

In Lakhôta the choice of hâ or hiyâ is determined by whether the person replying agrees or disagrees with the form of the question: Aren't you going? Yes, I am not going. No, I am going. Put another way, a Lakhôta speaker uses hâ if he hears šni in the question and will use šni in his reply. Otherwise he uses hiyâ.

This difference between the two languages is only important when the question is negative in form. Affirmative questions are answered alike in both languages.

Remember to pay close attention to the form of questions so that you can respond correctly to šni when it is present. Choose hâ if you agree with šni, hiyâ if you disagree, without regard to the nature of the rest of your answer.

3GD1. Cued Response Drill. Your teacher will ask you a negative question, and then tell you whether to answer with há or hiyá. Repeat the one-word answer, and complete the answer.

Models

Teacher: Lé ąpétu kĭ mańpíyaya šni he? Hiyá.

Student: Hiyá, mańpíyaya.

Teacher: Lé ąpétu kĭ mańpíyaya šni he? Há.

Student: Há, mańpíyaya šni.

1. Lé ąpétu kĭ mańpíyaya šni he? Hiyá.
2. Hąhépi kĭ Paul ú kte šni he? Há.
3. Natá niyáąą šni he? Hiyá.
4. Maǵázu šni he? Hiyá.
5. Bill kháta waštélake šni he? Há.
6. Hé Ĥesápa ektá thĭ šni he? Hiyá.
7. Wanítukha šni he? Hiyá.
8. Šŭka kĭ oyúspe šni he? Há.
9. Lakhóta kĭ khúže šni he? Há.
10. Paul wičákhe šni he? Há.
11. Waskúyeča kĭ waštéšte šni he? Hiyá.
12. Wakhályapi yačĭ šni he? Há.
13. Robert tayá šni he? Há.
14. Wašícŭ kĭ háške šni he? Hiyá.

3GD2. Mixed question drill. Your teacher will ask you a question in Lakhóta. Answer with either há or hiyá, and translate your answer to English. Watch for šni in some of the questions.

Model

Teacher: Paul khúža he?

Student: Hiyá, Paul khúže šni. No, Paul isn't sick.

1. Paul khúža he?
2. Níłákhota he?
3. Lé apétu kį maḥpíyaya šni he?
4. Loté: níyáza he?
5. Lé phežúta kį wašté šni he?
6. Wilma osní oyúspa he?
7. Wakhályapi kį lé wašté šni he?
8. Mnisní waštéyalake šni he?
9. Waskúyeča kį luhá he?
10. Haḥépi kį ya'ú kte šni he?
11. Líla nízí. Nitáya šni he?
12. Phežúta kį lé waštéyalaka he?

3G6. The enclitics séčA and laň. The enclitic sečA indicates that the speaker regards an action as probable. Study these examples:

Mağážu kte séče.

'It might rain.'

'Maybe it will rain.'

'It will probably rain.'

Tókhí hé waná watúkha séče.

'I guess maybe he is tired by now.'

'He's probably tired by now.'

Ugná lé apétu kị ú kte séče.

'He may come today.'

'He'll probably come today.'

Hé khúže séče.

'I suppose he's sick.'

'He's probably sick.'

As you can see, séčA can be translated by many different English words: may, might, probably, maybe, I guess, I suppose. Notice that séčA can indicate only the speaker's attitude. If he asks for another person's opinion, he must use a verb which means 'think' or 'suppose':

Hé hí ilúkčq he?

'Do you think he has arrived?'

A-words have e before séčA.

Notice the position of séčA in the enclitic chart. It can be followed by yeló, kistó, but not by yo, ye, and laň.

The enclitic láhcA actually has three forms: láhcA, láhcakA, and lah̃. láhcA and láhcakA can be used interchangeably, and one of these two must be used if another enclitic follows. When láhcA is the last (or only) enclitic in the sentence, it is ordinarily shortened to lah̃. lah̃ is the most frequently used of the three forms of this enclitic.

When a speaker uses láhcA he indicates that he has a rather strong feeling about the state or action named in the verb. Many English translations of láhcA are possible, ranging from an exclamation like 'gee!' or 'gosh!' to adverbial expressions like 'certainly' or 'sure(ly)'. láhcA is used only when the speaker is expressing his own feelings.

Imapúza lah̃!

'I sure am thirsty!'

Kaphópapi wəží wachí lah̃!

'I sure would like a (bottle of) pop!'

Waskúyeča kī lé líla
wastéwalake lah̃!

'I sure do like this candy!'

Notice that A-words take e before láhcA.

pi	ktA	šni	yo, ye	
			sécA	yeló, kištó
				he
			láhcA	lah̃
			láhcakA	

SUMMARY

1. ḥ is a rasping sound formed in the very back of the mouth.
2. A slight ḥ-sound helps you go from p, t, č or k to another consonant.
3. ḥ after p, t, č, and k spells aspiration.
4. g̣ is a voiced ḥ.
5. Lakhóta expresses aspect rather than tense. Actual, question, negative, and hypothetical are aspects which we have already learned.
6. Lakhóta has three demonstrative pronouns and related demonstrative adverbs.
7. Lakhóta question words begin with t-.
8. The main parts of a Lakhóta sentence are a topic and a comment.
9. Negative questions are answered according to special rules in Lakhóta.
10. The enclitic sěčA indicates that a speaker considers an action as probable. The enclitic laḥ expresses a speaker's strong attitude toward what he is saying.

LONG DIALOGUE

Mary: Tókha he? Nitáya šni oníwayake.
 John: Wičáyakhe. Wamátukha na makhúže.
 Mary: Líla nizi. Tuktél niyáza he?
 John: Natá na loté mayáza.
 Mary: Osní olúspe. Natáyazápi phežúta etá yachí he?
 John: Hā, ómakiyí kte séče.

Translation

Mary: What's the matter? You don't look well.
 John: You're right. I am tired and sick.
 Mary: You are very pale. Where do you hurt?
 John: My head is aching and my throat is sore.
 Mary: You have caught cold. Do you want some aspirin?
 John: Yes, that will probably help me.

QUESTIONS

1. Wanítukha oníwəyake. Nikhúža he?
Há, thezí líla mayáza.
Hiyá, makhúže šni.
2. Wakhályapi etá yachí he?
Philámayaye. Wakhályapi líla waštéwalake.
3. Lé apétu kǐ magážu kta he?
Hiyá, lé apétu kǐ magážu kte šni.
Há, lé apétu kǐ magážu kte séce.
4. Lená táku he?
Lená agúyapi skúyela.
5. Tuktél yathí he?
Ĥesápa ektá wathí.
Sícháǵú Thípi ektá wathí.
Boulder ektá wathí.
6. Toníkha he?
Wamátukha na makhúže.
Makhúzǐ na wamátukha.
7. Nitáya he?
Hiyá, matáya šni, makhúže.
8. Líla nizí, nikhúža he?
Há; thezí líla mayáza.
Há, natá líla mayáza.

9. Tuktél niyáza he?

Natá. mayáza.

Loté mayáza.

10. Natáyazápi phežúrta etá yachí he?

Há, philámayaye. Omakiyí kte séče.

11. Nilákhota he?

Há, malákhota.

Hiyá, malákhota šni. Wamášičų.

Mawášičų.

TRANSLATION EXERCISE

Write out Lakhóta translations for these sentences:

1. I am sick and tired. That will help me.
2. Where do you hurt? My head and stomach hurt.
3. What does Paul want? Paul wants aspirin.
4. Older brother (woman speaking), you are right; I am pale.
5. Do you want medicine? No, medicine won't help me.
6. It is very cold. It will probably rain tonight.
7. You and I are right; he is not right.
8. Father, didn't you catch cold? No, I didn't catch cold.
9. What did Mary take? Mary took some candy.
10. Grandchild, do your ears hurt? No, my ears do not hurt. My eyes hurt.
11. Take some coffee, my friend. Thanks, I will take some coffee.
12. Grandma, what are those? Those are plums, I think.

VOCABULARY

aǵúyapiskúyela	'cookies' Literally this means 'sweet bread, sweet baked thing'.
awáštélakA	'to like an activity' awáštewalake 'I like (doing) it'. See also wastélakA.
čhǵ	'to want' wachǵ 'I want' yačhǵ 'you want'
ektá	'at (in)' This word is used when the speaker is <u>away</u> from the place he is speaking of.
él	'at, in, to' This word is used when the speaker is at the place he is speaking of, or imagines himself there.
hél	'there'
Ĥesápa	'Black Hills'
hě	'mountain'
sápA	'to be black' masápe 'I am black'
iblúkčǵ	See iyúkčǵ
iyúkčǵ	'to think' iblúkčǵ 'I think' ǵkǵyukčǵ pi 'we think'
ká, kaná	'that one (over there), those (over there)'
kál	'over there, over yonder'
kaphópapi	'soda, soda pop'
kháta	'plum'
kholá	'friend' This is a term of address.
khǵšǵ	'Grandma, grandmother' This term is used when speaking to the paternal grandmother (father's mother) and her sisters.
khúzA	'to be sick' makhúže 'I am sick'
lah (láhčA, láhčakA)	Enclitic which indicates that the speaker feels strongly about the state or action named in the verb.
Lakhóta	'Indian; Lakhóta'
loté	'throat'
magážu	'rain; to rain'
maǵpǵyaya	'to be cloudy'

míš'eyá, míš'eyá	'I, too; me, too'
mní	<u>mní kte</u> 'I will go' This is a form of the verb <u>yÁ</u> .
Mnílúzahe Othŭwahe	'Rapid City, South Dakota'
lúzahA	'be swift in running'
othŭwahe	'town, village'
napé	'hand'
natáyazápi phežúta	'aspirin'
natáyazápi	'headache'
phežúta	'medicine'
ní	See <u>yÁ</u>
núge	'ear'
okháta	'be hot' This word refers to <u>dry heat</u> . olúluta refers to <u>damp heat</u> . omákhate 'I am hot', ŭkókhata pí 'we are hot'
ókiyA	'to help someone' ómakiye 'it helped me'.
olúspe	See <u>oyúspa</u>
ómakiye	See <u>ókiyA</u>
owóte thípi	'cafe, restaurant'
owóte	'place to eat'
thípi	'house'
oyúspa	'to catch someone or something' oblúspe 'I caught him' ŭkóyuspa pí 'we caught him; he caught us'
phasú	'nose'
phežúta	'medicine'
philámayaye	See <u>philáyA</u>
philáyA	'to please one, to gratify one' philámayaye 'you have pleased me', 'thank you'
séčA	This enclitic indicates an action or state of being which the speaker considers probable.

Sicháǵú Thípi	'Rosebud Reservation' Literally this means 'Home of the Burned-Thighs'. The French term <u>Brulé</u> is often used with reference to the Rosebud people, as is the English translation 'Burned Thigh'. The origin of the name is unknown.
Sicháǵú	'Brulé, Rosebud Sioux'
thípi	'house, home'
šúka	'dog'
táku	'be what?' Nitáku he 'What are you?'
thaké	'older sister of a man' This is a term of address.
thakóža	'grandchild' This is a term of address.
thezí	'stomach'
thí	'to live, to dwell' (Hint: remember <u>teepee</u> , which is a Lakhóta word.) wathí 'I live'
thíbló	'older brother of a woman' This is a term of address.
thípi	'house, home'
tókha	'to be the matter' toníkha he? 'What is the matter with you?'
tókhiya	'where, where to, to what place?'
uǵná	'maybe'
wakhálapí, wakhályapi	'coffee' This refers to the <u>beverage</u> only. Another word is used for the coffee itself.
Wašícų, Wašícų	'white person, white man, Whites' mawášícų, wamášícų 'I am a white person'
waštélakA	'to like' waštéwalake 'I like him, I like it' wašté'ųlaka pi 'we like him, it; he likes us, they like us'
wathí	See <u>thí</u> .
watúkha	'to be tired' wamátukha 'I am tired'
wičákha	'to be right' wičáwakhe 'I am right' wičá'ųkha pi 'we are right'
yachí	See <u>chí</u> .
yathí	See <u>thí</u> .
yÁ	'to be going' blé 'I was going, I went' lé 'you were going, you went'; mní kte 'I will be going, will go' ní kte 'you will be going, will go'

Unit I

Lesson 4

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Unit 1Lesson 4

4CD1. Memorize the following conversations, illustrating pronunciation problems we will discuss in this lesson.

I. 1. Hé šúkawakhá wá lila wašté yeló.

'That's a very good horse.'

2. Há, wašté. Hé čuwéwaye kī tháwa.

'Yes, he is good. He is my older sister's.'

II. 1. Iná, wówapi wá iyéwaye.

'Mother, I found a book.'

2. Há, čhíks. Hé tuwá tháwa he?

'Yes, son. Whose is it?'

III. 1. Chiyé, táku iyéyaya he?

'Older brother, what did you find'

2. Mázaská eyá iyéwaye.

'I found some money.'

Additional Vocabulary

čhuwé

'older sister of a woman' This is a term of address.

hoksíla

'boy' homáksíla 'I am a boy'

iyéčhíkíyake

'car'

iyéčhíka

'of its own accord'

ʔíyaka

'to run' waʔímmake 'I ran' ukʔíyaka pi 'we ran'

lá

'to ask for something' walá 'I asked for it'
ulá pi 'we asked for it'

Oglála

'Oglala Sioux, Pine Ridge Sioux Indian'

olé

'to look for' owále 'I am looking for it',
ukóle pi 'we are looking for it'

šuhpála

'puppy'

wakháyeža

'child' waníkhayeža 'you are a child'

wíchíčala

'girl' wimáchíčala 'I am a girl'

PRONUNCIATION AND SPELLING

4P1. The consonants w and y. In lesson 1 we told you that w and y in Lakhóta are sometimes like English, sometimes not. In technical terms, sometimes these sounds are fortis (strong) and sometimes lenis (weak). The fortis ones (those you have learned in wašíc̣u, and yuhá, for example, are indeed like English. Now we will learn about the lenis ones.

Lenis means 'weak', and that is exactly what we mean for lenis w and y: they are so weak they often nearly disappear. In some cases they actually do disappear, but they leave a trace of their presence in a change in vowel quality.

Here are the rules:

A. Pronounce fortis w and y for written w and y:

1. Whenever you speak slowly and carefully.
2. Even when you speak fast, if
 - (a) one of them begins a word (wamátukha, yacḥí).
 - (b) a consonant precedes (ówayagwašté 'he looks good'; khalyá 'be heated').
 - (c) none of the combinations listed in section B and C (below) is present.

The pronunciation of lenis w and y, or the loss of these sounds, depends on which vowels precede and follow them.

B. w and y disappear in the following combinations: -aya-, -aya-, -aya-, -eyé-, -owo-, -aye-, -aye-, -awa-, -awa-, -awa-, -awa-.

1. -aya- and -eye- are pronounced as a long Lakhóta a or e respectively: chéye 'he cried', wašte yeló 'it is good', slolyáya he? 'Did you know it?'. If either or both a's of -aya- are nasalized, the long vowel is nasalized, too: wayáke 'he sees', wawíchayáke 'he saw them.'
2. -owo- is pronounced as a long Lakhóta o: owóte 'restaurant, cafe', abló wozá 'to jab the shoulder and hurt it'.
3. -aye- is pronounced as a long vowel which sounds somewhat like the a in the English word cab. The sound is nasalized if the slow version was -aye-: iyáye 'he went', wakháyeža 'child'.
4. -awa- is pronounced as a long vowel which sounds like the au in the English words August and audit. The sound is nasalized if either or both the a's are nasalized in the slow version: mitháwa 'it is mine', šúkawakhá 'horse', šúkawakhá wá 'a horse'.

4PD1. Imitate your teacher's pronunciation of the following words:

-eye-

chéye

hiyéye

wašte yeló

ókiyeye

áyeye

kéye

-owo-

owóte

owóglake

owóthala

owóptuža

abló wozá

-aye-, -aye-

ináwaye

wagnáye

iyáye

tháka amáye

kholáye

éyaye

iyéyaye

philámayaye

phetížāžāye

wakhāyežā

-awa-, -awa-, .awā-

nawáte

tawášte

lila wašté

awáhi

nitháwa

awáwačhi

awákheya

wawáte

awáphe

wówawa

awáglake

awáwaglake

C. Except for the special combinations which we have just covered, w and y are pronounced lenis when:

1. o, u, or y comes before or after w.
2. e, i, or í comes before or after y.

4PD2. Imitate your teacher's pronunciation of the following words:

w

wíchówe

ú wo

owížā

icú wo

awóblaza

tuwá

olówą

čhuwé

wówapi

ú wo

uwéya

nuwá

y

eyá	šiyó
khéya	níyáza
čhiyé	ókiya
níčiye	napčíyuka
fyá	wyí kte
áyí kte	wíyá

SUMMARY

- 1) Use lenis y and w only in fast speech.
- 2) Even if fast speech, use them only between two vowels.
- 3) Observe the special rules for particular combinations.

4P2. The consonants h and ?. h and ? which come between vowels are frequently dropped in rapid, informal Lakhóta. You will need to recognize instances of the loss of h and ? even if you continue to pronounce these sounds where they are written. Eventually you will want to learn to drop these sounds too if you wish to speak Lakhóta which is fluent and natural.

Whether or not h and ? are dropped in rapid speech depends on several factors. The rules are complicated, however, and it is simpler for now to memorize, as you learn them, the fast and slow versions of words containing these sounds.

Note that secondary changes may happen when h and ? are dropped. For example, vowels may be slurred together, or w or y may be pronounced in the place of the lost consonant.

4PD3. Imitate your teacher's pronunciation of the slow and fast pronunciation of the following words written with h.

luhá he	óhuta	hihá
othúwahe	wahúhú	lehá1
hahépi	wahíkpe	kahá1
mahé1	wohíta	óhāzi
hóhotela	ohíyu	phehá
wahóya	naháhč1	phahā
wahóši hí	wóhapi	wahéha1

4PD4. Imitate your teacher's pronunciation of the slow and fast pronunciation of the following words written with ʔ.

iʔákq1	gloʔí	aʔú
kaʔábeya	naʔíš	čheʔúpa
oʔéye	iʔówe	éʔupa
áʔečela	oʔógle	aʔý
iʔíkčú	hāʔóluluta	kaʔúka
oʔíle	heʔóški	yuʔásni

A misunderstanding.

Once a Lakhóta man had a greyhound which he took everywhere with him. One day when he was visiting his uncle, his uncle asked him: 'Thošká, šúka kǐ hé lúzahǎ he? ('Nephew, is that dog fast?') The nephew replied 'Hiyá, tasé hé blúze ka!' ('Of course I'm not married to him!')

The misunderstanding here results from a confusion of lúza he? 'did you marry' and lúzahǎ he? 'is he fast'. In rapid speech, these words are lúzae and lúzaǎe. The nephew did not notice the nasalization and lengthened vowel in the word he misunderstood.

4G1. Marking topics. Recall the description of topics and comments from Lesson 3. There are several words in Lakhóta which are used to mark topics. These words always come at the end, or toward the end, of the topic part of the sentence. Topic marking words have a meaning as well as the grammatical function of marking topics, and the meanings are more numerous and more subtle than the ones which are used in English.

4G1.1. The topic marker kí. kí is the topic marker which is used most often, and it is also the easiest to use. (Some speakers of Lakhóta pronounce this word kí. Imitate your own teacher's speech.) kí often seems to correspond to the in English, and it is true that kí marks a topic as definite, or specific. But speakers of Lakhóta do not use kí in all the places where English speakers use the, and kí is used some places where the is not used in English, so you must learn by practice when to use kí and when not to use it.

kí is used when both the speaker and the listener know which person or thing (or persons or things) they are talking about. Most often kí is used after a topic has come up already: it is seldom used with the first mention of the topic. This is also true of English: we introduce a topic with a or one, then refer to it with the. Most of the time kí is used with nouns, but kí can also be used with verbs. When kí is used with verbs, the verbs become topics. Look at these examples:

Ípuza kí mni yátke. 'The thirsty one drank some water.'

Khúža pi kí íštíma pi. 'The sick ones are sleeping.'

kí marks topics which are both singular and plural.

Before kí, A-words use -e, and pi is pronounced short, just as it is before kíštó and ktA (Lesson 2).

4GD1. Integration Drill. Your teacher will give you a topic word and a comment word. Put them together into a correct Lakhóta sentence, inserting kí in the correct position. Then translate the sentence.

Model:

Teacher: Hoksíla, zí.

Student: Hoksíla kí zí. The boy is pale.

- | | |
|------------------------|-----------------------|
| 1. Hoksíla, zí. | 8. Wíchíčala, tháwa. |
| 2. Šúkawakhá, watúkha. | 9. Waskúyeča, ičú. |
| 3. Šúka, wašté. | 10. Kháta, čhí. |
| 4. Wakháyeža, khúžA. | 11. KhúžA, zí. |
| 5. Thezí, yazá. | 12. Kaphópapi, yatká. |
| 6. Owóte thípi, wašté. | 13. Wašté, čhí. |
| 7. Šúkawakhá, ípuza. | 14. Čístila, ičú. |

4GL.2 One set of topics where you will usually use kí in Lakhóta, but where you never use 'the' in English, are those which include the demonstratives lé, hé and ká or their plurals (Lesson 3). 'This horse' will usually be lé šúkawakhá kí or šúkawakhá kí lé, since the horse in question is one you already know about, a definite one. The lé adds further information, namely, it specifies exactly which horse you are talking about. Instead of lé, you could use hé or ká if you meant to say 'that' instead of 'this'.

When you use lé, hé, and ká, they may go either first, or last, in the topic phrase. 'That (yonder) horse' may be either ká šúkawakhá kí, or šúkawakhá kí ká; 'today' may be lé apétu kí, or apétu kí lé. If lé, hé, and ká follow the topic word, you may optionally omit kí: wakháyeža kí lé khuže or wakháyeža lé khuže.

4GD2. Integration Drill. Your teacher will give you three or four words. Put them together to make a sentence, adding kí wherever it is necessary. Translate your sentence to English.

Model

Teacher: šŭkawakhă, hé, tháwa

Student: Šŭkawakhă hé tháwa.

Šŭkawakhă kí hé tháwa.

'That horse is his.'

- | | |
|-------------------------------|---------------------------------|
| 1. šŭkawakhă, hé, tháwa | 6. Lakhóta, hé, hí, yază |
| 2. Wašiču, lé, zí | 7. lé, khúzA, Lakhóta šni |
| 3. lé, waskúyeča, yachí he | 8. hé, natáyazăpi phežŭta, šíčA |
| 4. owóte thípi, hé, wašté šni | 9. wakhăyeža, lé, hăskA |
| 5. kă, šŭka, tháwa he | 10. kă, šŭkawakhă, oyúspA he |

4G1.3. Indefinite topic markers.

We have just seen that definite, specific topics, both singular and plural, are marked by kí. There are also special Lakhóta words for marking topics which are indefinite. There are several of these indefinite topic markers, and their use is more complicated than that of kí.

Before learning the words used as indefinite topic markers we need to distinguish three different kinds of Lakhóta sentences.

In lesson 3 we learned that Lakhóta sentences always have strong aspectual meanings: sentences report facts, or they state nonfacts or hypothetical, unreal happenings. Two basic types of sentences are determined by aspectual meanings: real sentences and hypothetical sentences.

Real sentences describe things which are real. Real events are those which are going on now, or which have gone on at some time in the past. Also real are sentences which have a mental reality to the speaker, even though they are not yet technically a fact.

Hypothetical sentences describe things which are not yet real, or not yet real to the speaker. Commands are always sentences of this kind, and questions usually are. Also frequently hypothetical are sentences containing ktA and the verbs čhí 'want', olé 'look for', and lá 'ask for'.

Indefinite topic markers differ depending on whether the sentence is real or hypothetical. Negative sentences (those containing šni) also have special indefinite topic markers.

Here is a chart of the Lakhóta indefinite topic markers.

Indefinite Topic Markers

	<u>Real</u>	<u>Hypothetical</u>	<u>Negative</u>
<u>Singular</u>	wą 'a, an'	wąží 'a, an'	wąžíni ¹ 'not...a, no, not any'
<u>Plural</u>			
<u>Animate</u>			
Human	eyá ² 'some'	etą 'some, any'	tuwéni 'no one, not...any'
Nonhuman	eyá 'some'	etą 'some, any'	tákuni ³ 'no, not...any'
<u>Inanimate</u>	eyá 'some'	etą 'some, any'	tákuni 'no, not...any'

1. Notice that all of the negative topic markers end in -ni. Remember this by šni, which also contains -ni.
2. An older form of this word is k'eyá. Some speakers still use this word.
3. This word is pronounced tágní in rapid speech.

4G1.31. Look at the following examples of Lakhóta sentences containing indefinite topic markers.

Real

Singular

Hená šúkawakhá wə yuhá pi.

'They have a horse.'

Robert šúkawakhá wə olé.

'Robert is looking for a horse.'

(This must refer to a particular horse which Robert has in mind.)

Até šúkawakhá wə ophéthų kte.

'Father will buy a horse.'

(This must refer to a particular horse which my father has in mind.)

Plural

Lakhóta eyá ípuza pi. 'Some Indians are thirsty.'

Šúkawakhá eyá ípuza pi. 'Some horses are thirsty.'

Mázaská eyá bluhá. 'I have some money.'

Hypothetical

Singular

Hená šúkawakhá wəží yuhá pi he?

'Do they have a (any) horse?

Robert šúkawakhá wəží chí.

'Robert wants a horse.'

(This refers to no particular horse - any horse will do.)

Até šúkawakhě wǎží ophéthų kte.

'Father will buy a horse.'

(This refers to no particular horse - any horse will do.)

Plural

Lakhóta etǎ ípuza pi he?

'Are some (any) Indians thirsty?'

Šúkawakhě etǎ ípuza pi he?

'Are some (any) horses thirsty?'

Mázaská etǎ luhá he?

'Do you have some (any) money?'

Waskúyeča etǎ wachǐ.

'I want some candy.'

Negative

Singular

Lél Oglála wǎžini thǐ šni.

'No Oglala lives here.'

Šúka wakhě wǎžini ípuza šni he?

'Isn't a horse thirsty?'

Waskúyeča wǎžini ičú šni yo!

'Don't take a piece of candy!'

Robert iyéčhikiyake wǎžini ophéthų kte šni.

'Robert won't buy a car.'

Plural

Lél Oglála tuwéni thǐ pi šni.

'No Oglalas live here.'

Šukawakhš tákuni ipuza pi šni he?

'Aren't any horses thirsty?'

Waskíyeča tákuni ičú šni yo!

'Don't take any (pieces of) candy!'

Robert iyéčhikiyake tákuni ophéthų kte šni.

'Robert won't buy any cars.'

Notice that negative topic markers are used whenever šni appears in the sentence, regardless of what the sentence would be (real or hypothetical) if šni were not there.

4GD3. Transformation Drill. Your teacher will give you a statement. Change the statement to a question. Be sure to change the indefinite topic markers!

Model

Teacher: Lakhóta eyá khúža pi.

Student: Lakhóta etą khúža pi he?

1. Lakhóta eyá khúža pi.
2. Šúkawkhá wą olúspe.
3. Oglála eyá hél thí pi.
4. Hé waskúyeča eyá ičú.
5. Hé wówapi wą čhí. (two ways)
6. Robert iyéčhikiyake wą yuhá. (two ways)
7. Wasíču eyá ú pi.
8. Šųhpála wą iyéyaye.
9. Čuwéwaye kį kaphópapi wą yatké.
10. Kháta eyá iyéye.

4GD4. Transformation Drill. Add ktA to each of the sentences in 4GD3.

Remember to change the indefinite topic markers! Translate your sentence.

Model:

Teacher: Lakhóta eyá khúža pi.

Student: Lakhóta etā khúža pi kte. 'Some Indians will be sick.'

4GD5. Cued Substitution Drill. Your teacher will give you a Lakhóta sentence. Replace the verb in the sentence with wachí, walá, or owále.

Model:

Teacher: Kháta eyá bluhá.

Student: Kháta etā wachí.

1. Kháta eyá bluhá.
2. Máaská eyá iyéwaye.
3. Kaphópapi wā blatké.
4. Waskúyeča eyá iwáču.
5. Natáyazápi phežúta wā ómakiye.
6. Šųhpála wā oblúspe.
7. Wówapi eyá iyéwaye.
8. Iyéčhíkíyake wā bluhá.
9. Agúyapiskúyela eyá iwáču.
10. Thípi wā bluhá.

4GD6. Transformation Drill. Your teacher will give you a sentence containing a singular or plural indefinite topic marker. Replace the topic marker with its singular or plural equivalent. You may have to change some verbal forms also! Translate your sentence to English.

Model:

Teacher: Wówapi eyá iyéwaye.

Student: Wówapi wá iyéwaye.

'I found a book.'

1. Wówapi eyá iyéwaye.
2. Kháta wáží wáchí.
3. Waskúyeča etá ícú kte.
4. Sícháǵú eyá hél thí pi.
5. Natáyazápi phežúta etá yachí he?
6. Wašícú wá hí.
7. Kháta wáží iyáču he?
8. Iyéčhíkíyake wáží čhí.
9. Oglála eyá khúža pi.
10. Agúyapiskúyela etá wáchí.
11. Lakhóta wá ómakiye.

4GD7. Transformation Drill. Your teacher will give you an actual or a potential sentence. Make the sentence negative. Translate your sentence to English.

Model:

Teacher: Mázaská eyá bluhá.

Student: Mázaská tákuni bluhá šni.

'I don't have any money.'

1. Mázaská eyá bluhá.
2. Kháta wáží yachí he?
3. Oglála eyá khúža pi.
4. Hé waskúyeča wáží icú kte.
5. Iyéčhíkiyake wá sápe.
6. Sícháǵú eyá lél thí pi.
7. Robert wówapi etá chí he?
8. Mary iyéčhíkiyake wá yuhá.
9. Atéwaye kǵ agúyapiskúyela etá icú kte.
10. Wasíču etá khúža pi he?
11. Šuǵpála wáží iwáču kte.
12. Bob kaphópapi wá yatké.

4GD8. Transformation Drill. Your teacher will give you a negative sentence. Change the sentence to its positive form. Remember to change indefinite topic markers!

Model:

Teacher: Robert kaphópapi wǎžíní čhǐ šní.

Student: Robert kaphópapi wǎží čhǐ.

1. Robert kaphópapi wǎžíní čhǐ šní.
2. Mázaská tákuni luhá šní he?
3. Šúkawkahé tákuni ípuza pi šní.
4. Lakhóta tuwéni hí pi šní.
5. Kháta tákuni íčú kte šní.
6. Wówapi wǎžíní iyéwaye šní.
7. Šųhpála tákuni ípuza pi šní he?
8. Oglála tuwéni léł thǐ pi šní he?
9. Lakhóta tuwéni watúkha pi šní.
10. Wówapi tákuni iyéyaye šní he?

4G2. Itháwa 'be the owner of'.

A. Verbs such as Itháwa which begin with I have two special features when they are used in sentences.

- 1) When no affix is used with the verb, I is dropped. Hence, 'he is the owner of it, it is his' is tháwa. (No affix and Itháwa.)
- 2) When an affix ending in a, as ma-, is used, the a is lost, but I- remains. It is pronounced i. 'I am the owner of it, it is mine' is thus mitháwa. (ma and Itháwa.)
- 3) I- appears otherwise as i. Here is the full conjugation of Itháwa:

	<u>Singular</u>	<u>Plural</u>
1.	mitháwa	ukíthawa pi
2.	nitháwa	nitháwa pi
3.	tháwa	tháwa pi

Note, however, that Itháwa differs very basically in its meaning from stative verbs. Stative verbs refer to only one topic, the one who is something, whereas Itháwa refers to two, a thing which belongs, and a person to whom it belongs. In other words, stative verbs tell something about a state or condition of either something or someone while Itháwa tells of the possessed state of something or someone with respect to someone.

Because of this reference to two subjects, Itháwa may appear with two personal affixes, one for each of the topics. This happens

when the "possessed topic" is spoken to, rather than spoken of:

nimíthawa 'you are mine' or 'I am yours'

uníthawa pi 'you are ours' or 'we are yours'

These are of course rare sentences in both English and Lakhóta.

In spite of these differences, it is convenient to consider Itháwa as a stative verb, and we will continue to refer to it as a stative verb.

4GD9. Translation Drill.

Your teacher will give you a sentence in one language; respond with the equivalent in the other.

Model:

Teacher: Hé mitháwa šni.

Student: That is not mine.

- | | |
|---------------------------------|-----------------------------------|
| 1. Hé mitháwa šni. | 'That is not mine.' |
| 2. Hé ũkíthawa pi he? | 'Is that one ours?' |
| 3. Hená nitháwa pi he? | 'Are those yours?' |
| 4. Hé tháwa yeló. | 'He (it) is his.' |
| 5. Táku nitháwa he? | 'What is yours?' |
| 6. Hé tháwa pi kte yeló. | 'That one will be theirs.' |
| 7. Šúkawkhě kį hená nitháwa he? | 'Are those horses yours?' |
| 8. Hé tháwa pi šni yeló. | 'He (it) is not theirs.' |
| 9. Lakhóta kį hé tháwa. | 'He (it) belongs to that Indian.' |
| 10. Hé ũkíthawa pi kte. | 'He (it) will be ours.' |
| 11. Mitháwa kį khúže. | 'Mine is sick.' |
| 12. Hé tuwá tháwa he? | 'Whose is that?' |
| 13. Ŭkíthawa kį yuhá pi. | 'They have ours.' |
| 14. Wašté kį mitháwa. | 'The good one is mine.' |
| 15. Tuktél nitháwa kį iyéya he? | 'Where did he find yours?' |

SUMMARY

1. w, y, and h have special pronunciations between certain vowels.
2. Lakhóta topics usually contain a topic marking word. There are several indefinite topic markers.
3. I- indicates a verb which has i- when affixes are used, but nothing when no affix is used. Itháwa is an example; it is a stative verb that may take two affixes.

TRANSLATION EXERCISE

Write out Lakhóta translations for these sentences:

1. My friend, this pop is very good. Is yours good?
2. This car is my older sister's. This is mine.
3. Some boys found these books at the restaurant.
4. Father, whose horse is that? It is probably theirs.
5. Grandma, isn't he an Indian? No, he is not an Indian, he is White.
6. Son, do you want some cake? Take some!
7. Grandchild, do you want a cookie? Take some!
8. Some Brulés are sick. No Oglalas are sick.
9. Older brother, do you have any money? No, I do not have any money.
10. Some Indians will probably come tonight.
11. Robert didn't take a puppy.
12. Who wants some plums? I don't want any.

LONG DIALOGUE

Mary. Hé šúkawakhá wá lila wašté. Nitháwa he?

Paul. Hiyá, hé mitháwa šni. Ináwayi na atéwaye ki hé tháwa pi.

Mary. Hā. Tókhya ní kta he?

Paul. Kákhya mní kte. Wakháyeža ki héčhiya khúža pi.

Mary. Šicáya. Tóna khúža pi he?

Paul. Wakháyeža ki zápta pi éyaš, yámmi khúža pi yeló.

TRANSLATION

Mary. That's a nice horse, is he yours?

Paul. No, he is not mine. He is my father's and mother's.

Mary. Oh. Where are you going?

Paul. I'm going over yonder. The children there are sick.

Mary. That's too bad. How many are sick?

Paul. There are five children, but (only) three are sick.

VOCABULARY

atéwaye kĭ	'my father'
atéyA	'to have as father'
čhĭkš, čhĭkšĭ	'son' This is a term of address.
čhiyé	'older brother of a man' This is a term of address.
čhuwé	'older sister of a woman' This is a term of address.
čhuwéwaye kĭ	'my older sister (woman speaking)'
čhuwéyA	'to have as older sister (woman speaking)' 'čhuwéwaye 'I have her as older sister' 'čhuwé'wya pi 'we have her as older sister'
éyaš	'but'
héčhiya	'there, in or to that place or area'
hokšĭla	'boy' homáksila 'I am a boy'
iná	'mother, my mother' This is a term of address used for one's mother and her sisters.
ináwaye kĭ	'my mother'
ináyA	'to have as mother' ináwaye 'I have her as mother' iná'wya pi 'we have her as mother'
Itháwa	'to possess, be the owner of' mitháwa 'It is mine' ykhithawa pi 'It is ours'
iyéčhĭkiyake	'car, automobile'
iyéčhĭka	'of its own accord'
'ŭyaka	'to run' wa'ŭmnake 'I ran' yk'ŭyaka pi 'we ran'
iyéyA	'to find' iyéwaye 'I found it' iyé'wya pi 'we found it'
kákhiya	'there, in or to that (yonder) place or area'
kĭ	'the'
lá	'to ask for' walá 'I asked for it' ylá pi 'we asked for it'

Oglála	'Oglála Sioux, Pine Ridge Sioux'
olé	'to look for' owále 'I look for him, it' ʔkóle pi 'we look for him, it; he looks for us, they look for us'
šųhpála	'puppy, pup'
šųkawakhǎ	'horse' (Literally this means 'marvelous dog' although contemporary Lakhótas do not think of this meaning when using the word.)
tákuni	'no; not...any' (plural, nonhuman)
tháwa	See Itháwa
tóna	'how many?' Nitóna pi he? 'How many of you are there?'
tuwá	'who?'
tuwéni	'no one; not...any'
wą	'one; a'
wakhǎheža	Same as <u>wakhǎyeža</u> 'child'.
wakhǎyeža	'child' Some people say <u>wakhǎheža</u> . waníkhǎyeža 'you are a child' wa'ųkhǎyeža pi 'we are children'
wǎžini	'not a; no; not any' (singular)
wichǐčala	'girl' wimáchǐčala 'I am a girl' wi'ųchǐčala pi 'we are girls'
wówapi	'book, letter'
yámni	'three'
záptǎ	'five'

Unit I

Lesson 5

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Unit ILesson 5

5CD1. Learn the following dialogues and the additional vocabulary:

- I. 1. Wakháyeža tóna wičháluha he?
'How many children do you have?'
2. Wičhíčala yámmi na hoksíla wə wičhábluha.
'I have three girls and a boy.'
- II. 1. Misú, mázaská tóna luhá he?
'Younger brother, how much money do you have?'
2. Thóhiyáki yethó (pronounce: thóhiyáki yíthó), blawá kte. . .
Mázaská wikčemma šákpe sám yámmi bluhá.
'Wait now, I'll count . . . I have 63 dollars.'
- III. 1. Thakóža, théča oníwayake. Waníyetu nitóna he?
'Grandchild, you look young. How old are you?'
2. Thukásila, ečhāni waníyetu amákesaglógā kte.
'I'll soon be 18 years old, Grandpa.'

Additional Vocabulary

bébela	'baby'
čhá	'tree; wood'
čhāthipi	'house'
h̄tálehə	'yesterday'
wičasā	'man'
wíyə	'woman'

5G1. Lakhóta Cardinal Numbers. Cardinal numbers are those used in counting and in stating amounts.

5G1.1. Here is a list of the Lakhóta cardinal numbers from one to ten:

- | | |
|---------------|--------------|
| 1. wáčí, wáží | 6. šákpe |
| 2. núpa, núm | 7. šakówí |
| 3. yámni | 8. šaglógą |
| 4. tópa, tób | 9. napčíyuka |
| 5. zápta | 10. wikčémna |

Notice that the numbers one, two, and four have two forms. wáčí is used only in counting; wáží is used elsewhere. Núpa and núm and tópa and tób are used interchangeably in some cases, but not in others. See 5G2 for an explanation of the differences between the two forms of these numbers.

5GD1. Counting Drill. Practice counting from one to ten until you can count quickly and accurately.

5GD2. Counting Game: "Chain Reaction". The teacher and students choose a category of words to serve as the test words to be used in the game. For example, kin terms, terms which refer to people, stative verbs, action verbs, etc. might be chosen. All of the players stand. The first player names a word belonging to the category which was selected and begins to count to ten. The next player must give a Lakhóta word belonging to the same category before 10 is reached. If he does not, he sits down and the first player passes on to another student. If he does give a correct word, the first player sits down, and the second player counts for the next player. This is continued until all the words in the category are used up, or until all of the students have sat down.

5GD3. Comprehension-Writing Drill. Practice the first ten Lakhóta numbers with a classmate by writing their symbols as he pronounces them in Lakhóta. Take turns pronouncing the numbers in random order while the other writes.

Model

Student number 1 (says): záptą

Student number 2 (writes): 5

The Lakhóta higher number system, like the English higher number system, is based on tens.

5G1.2. The decade numbers (20, 30, 40, 50, etc.) are expressed by wikčémna 'ten' followed by one of the numbers below ten. Thus 'twenty' is wikčémna núm, which means 'two tens'. Here is a list of the Lakhóta numbers which represent multiples of 10.

20	wikčémna núpa, wikčémna núm	('two tens')
30	wikčémna yánni	('three tens')
40	wikčémna tópa, wikčémna tób	('four tens')
50	wikčémna záptą	('five tens')
60	wikčémna šákpe	('six tens')
70	wikčémna šakówi	('seven tens')
80	wikčémna šaglógę	('eight tens')
90	wikčémna napčȳuka	('nine tens')

There is a special word for 100: opáwiǵe. Some Lakhótas also say opówiǵe.

5GD4. Counting Drill. Practice counting to 100 by tens until you can do so without hesitation.

5GD5. Comprehension - Writing Drill. Practice giving the Lakhóta simple numbers from one to ten and the decade numbers from twenty to one hundred when you see the number written in symbols. Practice this with a classmate, presenting the numbers in random order.

Model

Student #1 (writes): 60

Student #2 (says): wikčémna šákpe

5G1.3. The teens (12, 13, 14, 15, etc.) are expressed by wikčémna 'ten' followed by aké and one of the numbers below 10. Thus, 'twelve' is wikčémna akénim. Most of the time, Lakhótas drop the wikčémna, and use only the aké portion of the number. Here is a list of the Lakhóta numbers from 11 through 19.

- 11 (wikčémna) akéwáží
- 12 (wikčémna) akénupa, akénim
- 13 (wikčémna) akéyamni
- 14 (wikčémna) akétopa, akétob
- 15 (wikčémna) akézaptą
- 16 (wikčémna) akేశakpe
- 17 (wikčémna) akేశakówı
- 18 (wikčémna) akేశaglóǵą
- 19 (wikčémna) akénapčıyuka

Remember that you say wáci for 'one' when you are counting below ten, but when you are counting above ten, 'one' is always wáží.

5GD6. Counting Drill. Practice counting from one to twenty until you can do so with ease.

5GD7. Comprehension - Writing Drill. Take turns with a classmate writing the Lakhóta teen and decade numbers as the Lakhóta words are pronounced. Numbers should be given in random order.

Model

Student #1: akétopa

Student #2 (writes): 14

5G1.4. Counting between decades (21, 22, 23; 41, 42, 43, etc.) is done two ways. Both are acceptable, and both are widely used. Examples will be given of both.

According to the one, the decade number is mentioned first, as in English (twenty-one, twenty-two, etc.), followed by the appropriate teen number. Here, for example, are the numbers between 30 and 40:

wikčémna yámni	'thirty'
wikčémna yámni akéwǎží	'thirty one'
wikčémna yámni akénupa (num)	'thirty two'
wikčémna yámni akéyámni	'thirty three'
wikčémna yámni akétopa (tob)	'thirty four'
wikčémna yámni akézaptǎ	'thirty five'
wikčémna yámni akéšakpe	'thirty six'
wikčémna yámni akéšakówǐ	'thirty seven'
wikčémna yámni akéšaglólǵǵǵ	'thirty eight'
wikčémna yámni akénapčǵyǵka	'thirty nine'
wikčémna tópa	'forty'

Note that wikčémna can not be dropped from higher numbers which are not teens.

5GD8. Counting Drill. Practice counting from 1 to 100 until you can do so without hesitation.

5GD9. Comprehension - Writing Drill. Practice reading and writing numbers from 1 to 100 using Lakhóta numbers and written symbols.

The other counting style is the same, except that aké is replaced by sám. (This is a shortened form of the word isápha 'more, beyond'.) sám is not written together with the following number. Here are a few of the same numbers according to the second counting style:

wikčémna yámmi	'thirty'
wikčémna yámmi sám wǎží	'thirty one'
wikčémna yámmi sám núpa	'thirty two'
wikčémna yámmi sám yámmi	'thirty three'

5GD10. Counting Drill. Practice counting from 1 to 100 using the second form of counting between decades.

5GD11. Comprehension - Writing Drill. Practice associating spoken and written symbols as in the preceding drills. Use both styles of counting between decades.

5GD12. Number Game: "Bingo" in Lakhóta. Prepare a set of Bingo cards using a Bingo game as model. At the head of each column of numbers a picture of something known to the students can be used as the column identification. For example, the first column could have a picture of a house (čhǎthipi); the second, of a dog (šǫka); the third, of an automobile (iyéčhikiyake); the fourth, of a tree (čhǎ); the fifth, of a book (wówapi). These Lakhóta words are called before each number is given in Lakhóta. The cards should have only numbers below 100. Play the game exactly like Bingo, giving each student a chance to be the announcer.

5G1.5. The principles for counting above 100 are similar to those used for counting below 100.

Multiples of 100 are formed exactly as multiples of 10. For example, 200 is opáwĩge núpa, 300 is opáwĩge yánni. 1,000 is either khiktópawĩge (khoktópawĩge) or opáwĩge wikčémna.

Numbers between hundreds use sám. Here are some examples:

102	opáwĩge sám núpa
120	opáwĩge sám wikčémna núm
121	opáwĩge sám wikčémna núm akéwazí
134	opáwĩge sám wikčémna yánni akétopa

As you can see, the Lakhóta counting system is exactly like the English system, except that in Lakhóta each member of a decimal series (hundreds, tens, ones) is linked to a following series member by a special word. In the teens this word is aké. Above the teens, but below 100, it is either aké or sám. Above 100, it is sám. In English, the series are read off without any connecting words. Compare the expression of 62, 135, 204 in both languages:

62	sixty	two	
	wikčémna šákpe	sám núpa	
		akónupa	
135	one hundred	thirty	five
	opáwĩge	sám wikčémna yánni	sám zápta
			akézapta
204	two hundred	four	
	opáwĩge núpa	sám tópa	

5GD13. Counting Drill. Practice counting between 1 and 1,000.

5GD14. Comprehension - Writing Drill. Practice associating spoken and written symbols as in the preceding drills. Use numbers between 1 and 1,000.

5G2. Using Cardinal Numbers. Lakhóta cardinal numbers may all be used as stative verbs in comments. Two and four in verbal function must be núpa and tópa. Here are some examples of numbers used as verbs:

<u>Topic</u>	<u>Comment</u>	
Šúkawkahé	núpa pi.	'There are two horses.'
Wíya	tópa pi.	'There are four women.'
	Ūšákpe pi.	'There are six of us.'
(Ū is the topic in this sentence.)		
Kháta	yámni.	'There are three plums.'

As you would expect, the number is plural when the topic refers to something which is animate plural (horses, women, us in the examples) but not plural when the reference is inanimate (plums in the example).

5G2.1. Sentences containing numbers are often (but not always) replies to questions containing tóna 'how many?'. Here are questions which might have called for the above sentences as replies. *Notice that the numbers and tóna are in the same place in the corresponding sentences.*

<u>Topic</u>	<u>Comment</u>	
Šúkawkahé	tóna pi he?	'How many horses are there?'
Wíya	tóna pi he?	'How many women are there?'
	Nitóna pi he?	'How many of you are there?'
(ni is the topic in this sentence.)		
Kháta	tóna he?	'How many plums are there?'

5GD15. Cued Substitution Drill. Your teacher will ask you a question using tóna, then give you a number in English. Formulate a reply, using the correct form of the Lakhóta number.

Model

Teacher: Wakháyeža tóna pi he? Four.

Student: Wakháyeža tópa pi.

1. Wakháyeža tóna pi he? Four.
2. Lakhóta tóna pi kta he? Two.
3. Wasíčų tóna pi kta he? Five.
4. Šúkawakhâ tóna pi he? Forty.
5. Nitóna pi kta he? Three.
6. Kaphópapi tóna he? Twenty-five.
7. Šúka tóna pi he? Six.
8. Țtóna pi kta he? Seven.
9. Hená tóna pi he? Thirty-nine.
10. Čhâthípi tóna he? Twelve.
11. Nitóna pi he? Eight.
12. Wícháša tóna pi he? Sixteen.
13. Țtóna pi he? Ten.
14. Wíya tóna pi he? Fourteen.

5G2.2. Numbers may also be used alone as topics. When the reference is not specific there is no topic marker. When the reference is specific, on the other hand, kí is used. Two and four are shortened to núm and tób when they are the last word in the topic, but núpa and tópa must be used when other topic words follow:

Yámmi khúža pi.	'Three are sick.'
Yámmi kí khúža pi.	'The three are sick.'
Tób wáchí.	'I want four'
Tópa kí hená wáchí.	'I want those four.'

5GD16. Cued Response Drill. Your teacher will ask you a question in Lakhóta. Answer the question, using the Lakhóta equivalent for the number given you in English:

Model

Teacher: Tóna khúža pi he? Ten.

Student: Wikčemma khúža pi.

1. Tóna khúža pi he? Ten.
2. Tóna watúkha pi he? Eight.
3. Tóna tąyá pi šni he? Seventeen.
4. Tóna osní oyúspa pi he? Three.
5. Tóna natáyazápi phežúta chí pi he? Four.
6. Tóna natá yazá pi he? Two.
7. Tóna mázaská yuhá pi he? Fifteen.
8. Tóna théča pi he? Thirty-nine.
9. Tóna wičákha pi he? Twenty-six.
10. Tóna zí pi he? Five.

5G2.3. Besides being used alone as topics, numbers are used in Lakhóta as topic modifiers. Study the following examples:

<u>Topic</u>	<u>Topic</u>	<u>Comment</u>
Šúkawakhǵ šakówǵ		ǵkíthawa pi.
'Seven horses are ours.'		
Hé	waskúyečá nóm	ičú.
'He took two pieces of candy.'		
Šúka yámni kǵ lená		tháwa.
'These three dogs are his.'		

Several things about numbers used as modifiers are evident in the examples. Notice that a modifying number follows directly after the noun it modifies. If the topic is definite, kǵ follows the number. Notice also that numbers used as modifiers in topics do not have any personal affixes and do not require pi.

5GD17. Integration Drill. Your teacher will give you a Lakhóta sentence and a number. Repeat the sentence, inserting the number into the sentence topic. Translate your sentence to English.

Model

Teacher: Hoksíla kǵ lená khúža pí. tópa

Student: Hoksíla tópa kǵ lená khúža pí.

'These four boys are sick.'

1. Hoksíla kǵ lená khúža pí. tópa
2. Wíya kǵ hená natá yazá pí. yámni
3. William mázaská yuhá. napčǵyuka
4. Wakháyeža kǵ lená osní oyúspa pí. zápta
5. Šúkawakhá kǵ kaná ǵkíthawa pí. šaglógǵa
6. Wíchǵčala kǵ hená kaphópapí yatkǵ pí. wikčémna
7. Wówapí kǵ lená iyéwaye.. šakówǵ
8. Mary aǵǵyapiskúyela čhǵ. wǵží
9. Wašǵču háska pí. núpa
10. Síchǵǵú kǵ kaná hí pí. šákpe

5G3. Stating Age in Lakhóta. Age in Lakhóta is measured in winters:

Hé hoksíla kǵ waníyetu yámni. 'That boy is three years old.'

The formula for asking age is waníyetu tóna he? tóna takes whatever personal affixes are required (nitóna, etc.):

Hé hoksíla kǵ waníyetu tóna he? 'How old is that boy?'

Waníyetu nitóna pi he? 'How old are you?'

In giving the reply to such a question, the number (or part of a number) takes whatever personal affixes are appropriate. *Remember that numbers are stative verbs in comments.*

Numbers up to ten take these affixes directly. Wǵí is replaced by wǵíča in stating an age:

Bébela kǵ waníyetu wǵíča. 'The baby is one year old.'

Waníyetu manápčiyuka. 'I am nine years old.'

Waníyetu niwíkčemma he? 'Are you ten years old?'

Waníyetu uzáptǵ pi. 'We are five years old.'

The compound numbers which are multiples of ten have the affixes on the second number:

Waníyetu wikčemma manúpa. 'I am twenty years old.'

Waníyetu wikčemma ȳtópa. 'You and I are forty years old.'

Hená wíya kǵ waníyetu wikčemma záptǵ pi.

'Those women are fifty years old.'

To state age of less than a year, the word wí 'month' is used:

Hé šǵhpála kǵ wí tóna he? 'How old is that puppy?'

Šǵhpála kǵ hé wí tópa. 'That puppy is four months old.'

In stating ages in the teens or between decade numbers, aké must be used. sam is not used in numbers which state age. Numbers which contain aké have the personal affixes on aké. pi, if present, follows the whole number:

Waníyetu (wikčémna) amákesaglóǵa.

'I am eighteen years old.'

Waníyetu wikčémna tób anikezápta he?

'Are you forty-five years old?'

Waníyetu wikčémna tób anikezápta pi he?

'Are you forty-five years old?'

Waníyetu wikčémna num ukákewazíca pi.

'We are twenty-one years old.'

Waníyetu wikčémna zápta akésaglóǵa.

'He is fifty-eight years old.'

Stating the age of something inanimate is done using the same rules. There are, of course, no personal affixes and no pi:

Lé wígliʔoʔinažǵi kǵ waníyetu zápta.

'This gas station is five years old.'

Lé čhǵthipi kǵ waníyetu wikčémna šákpe akétopa.

'This house is 64 years old.'

Hená čhǵ kǵ waníyetu opáwǵe nupa.

'Those trees are two hundred years old.'

5GD18. Conversation Drill. Practice asking ages and replying in Lakhóta.

SUMMARY

1. Lakhóta uses a decimal number system.
2. The numbers 1-10 and 100 are used in forming all other numbers.
3. Some numbers have more than one pronunciation.
4. Lakhóta numbers are used in both topics and comments.
5. Age in Lakhóta is measured in winters.

Reading Exercise

2 Lakhóta Love Songs

1. *ŭkpata nawáži* 'I stand on a hill
Na šína čhícoze. And wave my shawl at you.
Má'eyá, má'eyá Oh say! Oh say!
Léchi kú wa na! Won't you come back over here?
- Walter M. Hlady "Some Dakota Song."
North Dakota History, Vol. 19 (1952),
 page 142.

2. Dearie, *wáčhíyaka chána* 'Dearie, whenever I see you
ŭkómani k'yú hená wéksuye. I remember our rambles together.
Wáčhíyaka chána Whenever I see you
Ožúla chátemasíce. It really makes me sad!'
- Indian Records # 1195, Sioux Songs
 by the "Sons of the Oglalas". Used
 with permission.

Vocabulary to the Reading Passage

č̣atěšičA	'to be downhearted, blue, sad' č̣atěmašiče 'I am blue', č̣atě'ušiča pi 'we are blue'
īkpata	'on a point, on a hill'
īkpa	'point'
kú	'to come home, to come back' wakú 'I came home, I came back', ūkú pi 'we came home, we came back'
k'ŷ	Enclitic which marks a statement as strongly factual. Because the statement refers to a clear fact, it is usually understood as referring to the past. In this song, <u>k'ŷ</u> also makes <u>ŷkómani</u> a noun: 'our (you and I) ramblings'.
lēchi	'this way, here' <u>lēchi</u> is a conversational variant of <u>lēchiya</u> .
má'eyá	Exclamation used by women. 'Oh say!'
náži	'to be standing' nawáži 'I stand, I am standing', na'ŷži pi 'we stand, we are standing'
ožúla	'to be full' <u>ožúla</u> here is used as an adverb in the meaning 'very, fully, entirely, completely'.
šina koza	'to wave with a shawl' šina wakóze 'I waved with a shawl', šina ŷkóza pi 'we waved with a shawl'
šiná	'shawl'
kóza	'to make a sign, to wave' wakóze 'I made a sign', ŷkóza pi 'we made a sign'
wa	Enclitic which softens a command. <u>wa</u> is often used with motion verbs.
wéksuye	'I remember it, them' This is a form of the verb <u>kiksúyA</u> .

TRANSLATION EXERCISE

Write out Lakhóta translations for these sentences:

1. Friend, how many children do you have? I have six children.
2. Younger brother, did you count the money? Yes, we have 17 dollars.
3. Son, how old is that girl? She is twelve years old.
4. Grandfather, how many do you want? I want five.
5. Those boys look young. How old are they?
6. This man is thirty-five years old.
7. There are fifteen horses.
8. Four Brulés live there. Seven Oglalas live here.
9. Grandma, how many Whites came yesterday? Three came.
10. Grandchild, did you read the books yesterday? I read one.
11. Two babies are sick. Two are sick.
12. Bob took 10 cookies. How many did you take?
13. I want those four plums.
14. Sister, are those five children yours?
15. Older brother, please take these 42 dollars.

VOCABULARY

bébela	'baby'
blawá	See <u>yawá</u>
čhă	'tree; wood'
čhăthipi	'house'
ečhăni, ečhăni	'soon'
h̄tăleha	'yesterday'
isăpha	'more, beyond'
<u>isăpha</u> is shortened in counting to <u>săm</u>	
khiktópawĩge khoktópawĩge	'thousand'
misŭ	'my younger brother' This is a term of address used by a speaker of either sex.
napčŷyuka	'nine'
nithó	Enclitic which marks familiar commands. <u>nithó</u> is used only by women. Men say <u>yethó</u> .
núm núpa	'two'
opáwĩge opówĩge	'hundred'
opáwĩge wikčemma	'thousand'
săm	See <u>isăpha</u>
šaglóğă	'eight'
šakówi	'seven'
šákpe	'six'
théca	'to be young' mathéca 'I am young' uthéca pi 'we are young'
théca owăyaka	'to look young' théca onŷayake 'you look young' théca ŷkówayaka pi 'we look young'
thóniyaka	'to wait a minute' This verb is used in command form only. thóniyaki yethó! 'Hold on! Wait a minute!'

thukášila	'grandfather' This is a term of address used for either grandfather and for grandfather's brothers.
tób	'four'
tópa	
wáćí	'one' <u>wáćí</u> is used in counting only.
wanfyetu	'winter; to be winter'
wichábluha	'I have them (animate object)'
wicháluha	'you have them (animate object)'
wicháša	'man'
wikčémna	'ten'
(wikčémna) akénapčŷyuka	'nineteen'
(wikčémna) akénum akénupa	'twelve'
(wikčémna) akésaglóǵą	'eighteen'
(wikčémna) akésakóŵi	'seventeen'
(wikčémna) akésakpe	'sixteen'
(wikčémna) akétob akétopa	'fourteen'
(wikčémna) akéwǵi	'eleven'
(wikčémna) akéyamni	'thirteen'
(wikčémna) akézaptą	'fifteen'
wikčémna napčŷyuka	'ninety'
wikčémna núm wikčémna núpa	'twenty'
wikčémna šaglóǵą	'eighty'
wikčémna šakóŵi	'seventy'
wikčémna šakpe	'sixty'
wikčémna tób wikčémna tópa	'forty'

wikčemma yánni	'thirty'
wikčemma záptę	'fifty'
wíyę	'woman'
yánni	'three'
yawá	'to count; to read' blawá 'I counted it, them (inanimate); I read it, them (inanimate). wyáwa pi 'we counted it, them (inanimate); we read it, them (inanimate)'
yethó	Enclitic which marks familiar commands. <u>yethó</u> is used only by men. Women say <u>nithó</u> .

Unit I

SUMMARY AND REVIEW

1. Vocabulary Review.....	1R-1
2. Additional Grammar Practice.....	1R-5
3. Conversations.....	1R-7
4. Test.....	1R-8
CUMULATIVE VOCABULARY LESSONS 1-5	1R-9

1. Vocabulary Review.

Be sure you know all of these words. They have all been used in the preceding lessons.

<u>Stative Verbs</u>		
<u>Weather Verbs</u>	<u>Numbers</u>	<u>Other</u>
maǵázu	wǎǵí	čístila
maǵpíyaya	núpa, núm	háskA
okháta	yámmi	ípuza
olúluta	tópa, tób	Itháwa
osní	záptǵ	khúǵA
	šákpe	lúzahǵ
	šakówǵ	owǵyǵakA
	šaglógǵ	sápA
	napčǵyuka	ská
	wikčémna	šícA
	opáwǵǵe	tǵyǵ
	khiktópawǵǵe	théča
		wašté, waštéste
		watúkha
		yazǵ
		zí
		žizí

Active Verbs

atěyA	iyěyA	philáyA	yÁ
awáštélakA	iyúkčə	thí	mní ktA
áyA	lá	thohíyəkA yethó	ní ktA
čhuwěyA	ókiyA	ú	yatkĀ
hí	olé	waštélakA	yawá
ičú	oyúspA	wičákhA	yuhá
ináyA			ʔĭ

Demonstrative Pronouns

lé	lená
hé	hená
ká	kaná

Topic Markers

kĭ, ki	wəží	etĭ	tuwéni
wə	wəžíni	eyá	tákuni

Enclitics

he	lah̃	sěčA	weló	yeló
kištó	nithó	šni	wo	yethó
ktA	pí	we	ye	yo

T-words

táku	tóna
tókha	tuktél
tókhiya	tuwá

Animate Nouns

até	iná	Síchǵǵú	wakhǵyeža, wakhǵheža
atéwaye kǵ	ináwaye kǵ	šǵhpála	wasǵǵu
bébela	Lakhóta	šǵka	wíchǵša
čhuwéwaye kǵ	Oglála	šǵkawakhǵ	wíchǵčala
hoksǵla			wǵyǵ

Terms of Address

até	iná	misǵ	thibló
čǵkǵš	kholá	thǵké	thǵkǵšila
čǵiyé	khǵšǵ	thakóža	ǵčǵ
čhuwé			

Inanimate Nouns

ǵǵǵyapiskǵyela	khǵta	owóthe thǵpi
ǵpétu	loté	phasú
čǵǵ	mǵza	phezǵta
čǵǵthǵpi	mǵzaská	sǵ
hǵ	mnǵ	Síchǵǵú Thǵpi
hú	Mnilúzahe Othǵwahe	thezǵ
ǵé	mnǵsnǵ	thǵpi
ǵesápa	napé	wakhǵǵyapǵ, wakhǵalapi
ǵ	natá	wanǵyetu
istó	natǵyazǵpǵ phežǵta	waskǵyeca
istá	núǵe	wówapǵ
iyéčǵkǵyǵke	othǵwahe	yazǵpǵ
kaphópapǵ		

Other Words

ečhání	hahépi kǐ	kákhiya	na
ečhání	hěchiya	kál	ohá
ehání	hél	lé apétu kǐ	sám
ektá	hiyá	lél	ų
él	htáleha	lǐla	ųgná
éyas	isápha	mís'eyá	wǎci
hǎ	iyéchiika	mís'eyá	

Exclamations

ma ná . wǎ

2. Additional Grammar Practice.

1RGD1. Select a word from each of the columns below, except that Columns (1), (4) and (6) are optional. Add any other words or elements you like to make a complete sentence. Then translate the sentence. You should be able to make at least 40 sentences from these words.

(1)	(2)	(3)	(4)	(5)	(6)
até	šŭka	kĭ	lé	watúkha	he
khŭsĭ	šŭkawakhă	wă	hé	čĭstila	šni
čhuwé	Lakhóta	eyá	lená	hăskA	yeló
thibló	hokšĭla		hená	ĭpuza	kištó
thŭkášila	wašĭču		kaná	tăyă	ktA
iná				khúzA	pi
				lúzahă	

1RGD2. Follow the directions for 1RGD1, except that some of the elements in this drill are affixes, not words. Put the affixes in the right places. Column (4) is optional. You should be able to make up 50 sentences here.

(1)	(2)	(3)	(4)
hé	hĭ	yază	šni
ma	hú	hăskA	ktA
ni	sĭ	čĭstila	he
hená	natá	wašté	pi
ŭ	istó		
ináwaye kĭ	ištá		
čhuwéwaye kĭ	núĝe		
atéwaye kĭ	napé		

1RGD3. Follow the directions for 1RGD1, this time making up questions. Then answer your own questions. You should have 25 question-and-answer pairs. Be very careful that you make sensible questions.

(1)	(2)	(3)
táku	iwáču, iyáču, ičú	he?
tóna	bluhá, luhá, yuhá	
tuktél	wathí, yathí, thí	
tókhiya	mní ktA	
tuwá	ní ktA	
	iyéwaye, iyéyaye, iyéye	
	wachí, yachí, čhí	

1RGD4. Follow the directions for 1RGD1. You should be able to make 15 sentences from these words:

(1)	(2)	(3)
waskúyeča	eyá	bluhá.
mázaská	núpa	
phezúta	yámni	
kháta	tópa	
	zápta	
	šákpe	
	šakówi	
	šaglógą	
	napčiyuka	
	wikčémna	
	tóna	

3. Conversations.

Work with a partner and prepare two short (2-line) conversations. Recite your conversations before the class, and then ask the class four questions about what you have said. Be sure to use only words that you and your classmates already know. Here are some suggestions for topics:

1. Weather. You can discuss temperature (osní, okhátA, olúluta), rain (magázu), and clouds (mahpíyaya).
2. Animals and people. You can discuss horses, dogs, and puppies, men, women, children, boys, girls, Indians, Whites; how many there are, whether they are sick, well, tired, tall, good, bad, or fast runners. You know the correct kin term for most close relatives.
3. Health. You can discuss whether you are sick or well, what part of your body hurts, and whether or not aspirin will help you.
4. Imagination. There are hundreds of other sentences you already know how to say in Lakhóta.

4. Test.

For a test on Unit I, be sure you know:

- (1) All the dialogue sentences in Lessons 1-5.
- (2) The additional vocabulary given in some lessons.
- (3) The pronunciation and spelling of all Lakhóta words you hear.
- (4) The enclitics appropriate to your own sex.
- (5) The stative verb affixes:
 - (a) what they are.
 - (b) what they mean.
 - (c) where they go in the verbs.
- (6) The correct order and meanings for the verbal enclitics pi, ktA, šni, séčA, he, ye, yo, we, wo, yeló, kištó, lah.
- (7) The use and meaning of lé, hě, ká and their plurals.
- (8) The meaning of ktA.
- (9) The correct forms for Itháwa.
- (10) The meaning and use of the T-words táku, tuwá, tóna, tókhiya, tuktél, tókha.
- (11) How to answer negative questions.
- (12) The correct use and meaning of wá, wáží, wážíni, eyá, etá, tuwéni and tákuni as topic markers.
- (13) The form and usage of Lakhóta numbers.
- (14) How to ask and state age in Lakhóta.
- (15) How to address most close relatives. You have had 12 such terms and the general address term kholá.

CUMULATIVE VOCABULARY

Lessons 1-5

aǵúyapiskúyela (3)	čhuwéwaye kǐ (4)	ñtáleha (5)
akénapčǐyuka (5)	čhuwéyA (4)	í (1)
akénúm (5)	čístila (2)	icú (2)
akénupa (5)	ečhǎni, ečhǎni (5)	iná (4)
akésǎglogǎ (5)	ehǎni (1)	ináwaye kǐ (4)
akésǎkowǐ (5)	ektá (3)	ináyA (4)
akésǎkpe (5)	él (3)	ípuza (2)
akétob (5)	etǎ (2)	isǎpha (5)
akétopa (5)	eyá (1)	istó (1)
akéwǎzi (5)	éyas (4)	ištá (1)
akéyamni (5)	hǎ (1)	Itháwa (4)
akézaptǎ (5)	hǎ (1)	iyéčhǐkiyake (4)
ǎpétu (2)	hǎhépi kǐ (2)	iyéyA (4)
até (4)	hǎskA (2)	iyúkčǎ (3)
atéwaye kǐ (4)	he (1)	ká, kaná (3)
atéyA (4)	hé, hená (1, 2)	kákhiya (4)
awǎstelakA (3)	héčhiya (4)	kál (3)
áya (2)	hél (3)	kaphópapi (3)
bébela (5)	hǐ 'come' (1)	khǎta (3)
čhǎ (5)	hǐ 'tooth' (1)	khiktópawǐǵe, khoktópawige (5)
čhǎthipi (5)	hiyá (2)	kholá (3)
čhǐ (3)	hokśíla (4)	khųśí (3)
čhǐks, čhǐksǐ (4)	hú (1)	khúžA (3)
čhiyé (4)	hě (3)	kǐ, ki (4)
čhuwé (4)	ñesápa (3)	kištó, kštó (2)

ktA	(2)	nithó	(5)	Sicháǵú Thípi	(3)
lá	(4)	núǵe	(3)	ská	(1)
láǵčA, láǵčakA, láǵ	(3)	núpa, núm	(5)	šaglǒǵǵa	(5)
Lakhóta	(3)	Oglála	(4)	šakówǵ	(5)
lé, lená	(2)	ohǵ	(2)	šákpe	(5)
lé ǵpétu kǵ	(2)	okháta	(3)	šícA	(2)
lél	(1)	ókiyA	(3)	šni	(2)
lǵla	(1)	olé	(4)	šǵhpála	(4)
loté	(3)	olúluta	(2)	šǵka	(3)
lúzahǵ	(3)	opáwǵe, opówǵe	(5)	šǵkawakhǵ	(4)
ma	(2)	opáwǵe wikčémna	(5)	táku 'what?'	(2)
maǵázu	(3)	osní	(1)	táku 'something'	(3)
maǵpǵyaya	(3)	othǵwahe	(3)	tákuni	(4)
máza	(1)	owáǵakA	(2)	tǵǵǵ	(2)
mázaská	(1)	owóte	(3)	thaké	(3)
misǵ	(5)	owóte thípi	(3)	thakóǵa	(3)
mís'eyǵ, mís'eyá	(3)	oyúspA	(3)	tháwa	(4)
mní	(2)	phasú	(3)	théca	(5)
Mnǵluzahé Othǵwahe	(3)	phezúta	(3)	théca owáǵakA	(5)
mní sní	(2)	philámayaye	(3)	thezí	(3)
na	(2)	philáya	(3)	thí	(3)
ná	(2)	pi	(2)	thibló	(3)
napčǵyǵka	(5)	sám	(5)	thípi	(3)
napé	(3)	sápA	(3)	thónǵyǵakA	(5)
natá	(2)	séca	(3)	thǵkášila	(5)
natáyazǵpi	(3)	sí	(1)	tókha	(3)
natáyazǵpi phezúta	(3)	Sicháǵú	(3)	tókhiya	(3)

tóna 'how many' (4)	waštélakA	(3)	wikčémna šakówi	(5)
tóna 'a few' (5)	watúkha	(3)	wikčémna šákpe	(5)
tópa, tób (5)	wąží	(2)	wikčémna tópa, tób	(5)
tuktél (1)	wąžíni	(4)	wikčémna yámni	(5)
tuwá (4)	we, wo	(2)	wikčémna záptą	(5)
tuwéni (4)	weló	(2)	wíyą	(5)
ú (2)	wičákhA	(3)	wówapi	(4)
ųčí (2)	wichíčala	(4)	yÁ	(3)
ųgná (3)	wikčémna	(5)	yámni	(4)
wą 'exclamation' (2)	wikčémna akénapčíyuka	(5)	yatkÁ	(2)
wą 'a' (4)	wikčémna akénupa, akénum	(5)	yawá	(5)
wąčí (5)	wikčémna akésaglogą	(5)	yazą	(1)
wakháheža (4)	wikčémna akésakowi	(5)	ye, yo	(2)
wakhálapi (3)	wikčémna akésakpe	(5)	yeló	(2)
wakhályapi (3)	wikčémna akétopa, akétob	(5)	yethó	(5)
wakháyeža (4)	wikčémna akéwazi	(5)	yuhá	(1)
waníyetu (2)	wikčémna akéyamni	(5)	záptą	(4)
waskúyeča (2)	wikčémna akézaptą	(5)	zÍ	(5)
Wašícú, Wašícú (3)	wikčémna napčíyuka	(5)	žizí	(2)
wašté, waštéste (2)	wikčémna núpa, núm	(5)	ʔų	(2)
	wikčémna šaglóğą	(5)		

