

OJIBWA
Language Exercises

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**The exercises on the following
pages are not a grammar, but
a rapid assimilation course
designed to get you started
speaking Ojibwa...**

The Dialect

Is Berens River Ojibwa, spoken at
Pikangikum and Poplar Hill, Ontario, and
Little Grand Rapids, Manitoba

The Model

Is the beginning lessons of
“Cree: an intensive language course”
by Mary Edwards, and published by
Northern Canada Evangelical Mission.

Written by

Charles Fiero, in collaboration with
Norman Quill, who served as informant.
Working facilities were provided by
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OJIBWA LANGUAGE EXERCISES

This is an introduction to spoken Ojibwa. The dialect is that of Pikangikum, Poplar Hill, and Pauingassi, located on the Berens River in Northwestern Ontario, and Eastern Manitoba. The aim of this course is to help you recognize and produce the sounds of the language, and, to help you assimilate rapidly a number of useful words, phrases and sentence types. There is little emphasis on grammar, and much emphasis on actual speaking. To make the best progress in this course, we recommend the following procedure.

First: Select times for study. Make your study times regular, frequent and short.

Second: The basic sentences in each unit are presented in smaller groups of a half-dozen sentences, more or less. Don't be over ambitious! Study only one of these smaller groups of sentences at one time. Work at them until you master them, and can use them and understand them without hesitation. A half dozen sentences is plenty for one day or class session, even if you are studying intensively.

The sentences are given on the audio recording, first with a word-by-word build up, and then repeated without the build-up. At the start, do not give much attention to the written form of the Ojibwa. Concentrate on the sound of the expressions, and what they mean.

Thirdly: After you have mastered a group of sentences, be sure to review it from time to time. This will fix them in your mind and relate them to other expressions.

Lastly: About the pronunciation drills; each drill is set up to give you practice on making certain related sounds. Mimic the words as closely as you can, as you listen to the tape. Do it in a good clear voice so you can compare the sound of your voice with that of your teacher on the recording.

Observe this one caution: don't just read the words out of the book or you'll be reading your own idea of the pronunciation into it; rather mimic the voice and pronunciation of the speakers on the recording. They are the authorities on how spoken Ojibwa should sound.

As you follow this course through, we hope you'll actually acquire a good bit of spoken Ojibwa, have the satisfaction of using it effectively, and later increasing your ability in the language.

This recording accompanies the book Ojibwa Language Assimilation which was originally published, in 1967, by Northern Light Gospel Missions of Red Lake ON. Both the audio and the text are currently available online through Living Hope Native Ministries website www.lhnm.org where you will also find information concerning the use of these copyrighted materials.

CHART OF LESSONS AND AUDIO START TIMES

Lesson		Start Time	Subsection	Start Time
	<i>Introduction</i>	0:00		
1.1		0:02:53		
	<i>Section 2</i>	0:06:01		
	<i>Section 3</i>	0:08:32		
	1.2	0:10:13	1.4.2	0:15:17
2.1		0:15:56		
	<i>Section 2</i>	0:19:08		
	<i>Section 3</i>	0:21:54		
	2.2	0:23:17		
3.1		0:26:21		
	<i>Section 2</i>	0:29:15		
	<i>Section 3</i>	0:31:22		
	3.2	0:33:00		
4.1		0:35:12		
	<i>Section 2</i>	0:37:26		
	<i>Section 3</i>	0:40:52		
	4.2	0:43:24	4.5.2	0:44:32
5.1		0:45:12		
	<i>Section 2</i>	0:47:24		
	<i>Section 3</i>	0:49:49		
	5.2	51:55	5.5.2	0:53:57
			5.5.3	0:55:13
6.1		0:56:45		
	<i>Section 2</i>	0:59:10		
	<i>Section 3</i>	1:01:51		
	6.2	1:04:32		
7.1		1:06:30		
	<i>Section 2</i>	1:08:40		
	<i>Section 3</i>	1:12:27		
	7.2	1:14:39		
8.1		1:17:11		
	<i>Section 2</i>	1:19:33		
	<i>Section 3</i>	1:20:30		
	8.2	1:23:03	8.5.2	1:25:09
9.1		1:26:31	Section 1A	1:29:47
	<i>Section 2</i>	1:32:04		
	<i>Section 3</i>	1:33:58		
	<i>Section 4</i>	1:35:32		
	9.2	1:36:36	9.5.2	1:37:49
10.1		1:38:52		
	<i>Section 2</i>	1:41:34		
	<i>Section 3</i>	1:43:09		
	<i>Section 4</i>	1:45:20		
	10.2	1:45:57		
11.1		1:47:50		
	<i>Section 2</i>	1:49:20		
	<i>Section 3</i>	1:51:25		
	<i>Section 4</i>	1:53:42		
	11.2	1:56:06	11.5.3	1:57:13
12.1		1:58:28		
	<i>Section 2</i>	2:01:57		
	<i>Section 3</i>	2:04:32		
	12.2	2:07:49	12.5.5	2:11:48
13.1		2:13:01		

1.1. BASIC SENTENCES. 40 minutes.

1.1.1. Unison Double Repetition. 5 minutes.

The portions of the material which are indented are build-ups. These are citation forms which may or may not occur as complete sentences in Ojibwa.

The class leader will say the English and the informant will give the Ojibwa equivalent. The class in unison will repeat, as nearly as possible, the pronunciation of the Ojibwa. For the same item, the informant will say the Ojibwa a second time, and the class will repeat in unison as before. The class leader and the informant will then go on to the next item, and so on through all the build-ups and basic sentences.

You should always look at your informant when repeating the given utterance. The printed lesson is only to help when you are away from class and while you are not repeating after the informant.

	(1)	
how		'aan ¹ / aa'niin
as you are		'eshi-,ayaa'yan
How are you?		'aan 'eshi-,ayaa'yan
not, no		kaa'wiin
matter		in'kota'no
Nothing the matter		kaa'wiin in' kota'no
he is well		mi'noya'yaa
I am fine		ni'minoya'yaa
he speaks Indian		a'nihshi'naape'mo
you speak Indian		ki'tanish,shinaa'pem
Do you speak Indian?		ki'tanish,shinaa'pem i'na
yes		e'he?
I speak Indian		in'tanish,shinaa'pem
Yes, I speak Indian		e'he? in'tanish,shinaa'pem

¹ A longer form aa'niin is common in careful speech.

(2)

it is difficult
Is it difficult?

sana'kan
sana'kan i'na

it is easy
No, it's easy!

,wen'tan
kaa'wiin. ,wen'tan

again
he says
say it!
Say it again!

'miina'waa
ihki'to
ihki'ton
'miina'waa ihki'ton

he understands
you understand
Do you understand?

nih'sitoh'tam
ki'nihsitoh'tam
ki'nihsitoh'tam i'na

I understand
Yes, I understand.

ni'nihsitoh'tam
e'he? ni'nihsitoh'tam

(3)

what
this

'waako'nen
o'?o

What is this?

'waako'nen o'?o

A book.

ma'sina?i'kan²

Is this a book?

ma'sina?i'kan ina'?o

Is that it? (is that all?)

'mii 'na ?i'we

That's it.

'mii ?i'we

² ?o is a short form of o'o, used when the preceding word ends in a vowel.
Ina ?o is accented as a single word.

1.1.2.

Individual Repetition. 35 minutes.

As in unison repetition, the class leader will say the English for each item and the informant will give the Ojibwa equivalent, but the students will repeat the Ojibwa individually. The students will take turns repeating the build-up items after the informant, and then each student will repeat after the informant as he goes through the basic sentences. This will be done only once for each item unless the instructor considers it necessary for a student to repeat some item again to correct or improve his pronunciation.

Those not reciting should follow closely what is being said, fixing both the pronunciation and the meaning of the Ojibwa in mind.

1.2. DRILL. 15 minutes.

1.2.1. Unison single repetition. 3 minutes.

The words or expressions listed below all occur in Ojibwa, but as they are presented for the purpose of practice in pronunciation rather than assimilation, the English equivalents have not been given. The informant will say the Ojibwa and the class will imitate his pronunciation of each item.

(1) /p/

Initial

pe'cii
poo'si
'piish

Medial

pi'poon
a'pi
ni'paa

Final

ki'tap
we'yiip
shin'kop

(2) /t/

ti'pi
'tii
taa'wak

o'toon
pii'toon
ote'ten

ma'koot
o'sit
wii'pit

(3) /c/

caa'kii
cii'maan
cii'pay

aci'na
o'ciik
maa'caa

na'wac
a'pic
a'nooc

(4) /k/

'koon
'kaak
'kiin

aa'kim
saki'me
'saake'we
ke'kaa

ni'kik
i'nek
a'yaak

1 - 4

1.2.2. Individual repetition. 12 minutes.

The students will imitate the informant's pronunciation of each of the above items individually.

1.3. REVIEW OF BASIC SENTENCES. 5 minutes

At the end of the class period, the class in unison will again repeat after the informant each of the items in the basic sentences.

1.4. Assignment.

The assignment is to be done outside of class, before the next class meeting. In order to get the most out of the class work, each part of the assignment should be done thoroughly.

1.4.1. Assimilation.

This will consist of memorizing the Ojibwa in this day's lesson. You should cover the English material and try to remember the meaning for each of the utterances in Ojibwa. Check the expressions that give you trouble as you go along, but don't look at the English until you have gone through all the utterances. Continue this until you are sure of the meaning of all the Ojibwa expressions. Next, use the same procedure, but cover the Ojibwa. If you are not quite sure that you remember the pronunciation exactly, check with your informant or the tape recorder. Practice repeating the material aloud in natural speed of utterance.

1.4.2. Explanation.

A careful study of the following material will acquaint you with the sound system of the Ojibwa language. The symbols used in this text will be presented first with a general explanation; and then a specific explanation of the sounds drilled on in the lesson, will be given.

Alphabet: The following alphabet represents the sounds as they occur in Berens River, English River, and Osnaburgh dialects of Ojibwa.

Consonants:

Stops	p	t	c	k	ʔ
Fricatives		s	sh		h
Nasals	m	n			
Semi-vowels			y	w	
Vowels:			i		
			e	o	
				a	

The sounds /p/, /t/, /c/, and /k/ correspond roughly to p, t, ch, and k in English, with the following important difference: Ojibwa /p/, /t/, /c/, and /k/ are unaspirated voiceless stops. They are not followed by a puff of air as our English voiceless stops. This makes us tend to hear them as b, d, j, and g respectively (in other words, as our English voiced stops).

In word medial position, these stops are sometimes voiced as English b, d, j, and g. In phrase final position, they are usually aspirated, followed by a release of breath, and voiceless, like English p, t, ch and k.

The symbols (´) and (,) are used to mark stress and pitch. (´) means that the following syllable has higher pitch and a little more emphasis. (,) means a glide or step-down from high to low pitch until the next syllable marked (´). Examples:

in'kota'no (´ko and ´no have higher pitch)

ki'tanih,shinaa'pem (pitch goes from high on shi to low on naa, and then high again on pem)

,wen'tan (pitch glides from high to low on wen, and steps up to high on tan)

Vowels which are written double, and /e/, take more time to say than the single vowels /a/, /i/, /o/.

1.4.3. Preparation.

Review the materials you have had to date, and prepare to recite on these at the next class. This does not mean that your recitation is to be written out and read off in class. Individual instructions will be given each day.

For the next class meeting be prepared to give any of the expressions from the basic sentences in lesson 1.

2.1. BASIC SENTENCES. 35 minutes.

2.1.1. Unison Double Repetition. 10 minutes.

As you imitate the informant's speech, speak out, and try to repeat accurately the informant's rhythm and intonation as well as his pronunciation of consonants and vowels.

(1)

he eats	wiihsini
he wants to eat	wii? wiihsini
you want to eat	kiwii? wiihsin
Do you want to eat?	kiwii? wiihsin i'na
(Are you hungry?)	
yes (definitely)	'e nan'ke
I want to eat	niwii? wiihsin
Definitely I'm hungry!	e nanke niwii? wiihsin
(I surely <u>am</u> hungry!)	
he is starving	mantawii
I'm starving	nimantawii
we are eating	ki'wiihsini' min
We are going to eat	kika 'wiihsini' min
all right	aaw
let's eat!	wiihsinitaa
All right! let's eat!	aaw. wiihsinitaa
he prays	a'nami?aa
Let's pray	a'nami?aa'taa

(2)

he brings it	opii'toon
bring it!	pii'toon
meat	wii'yaahs
Pass the meat	pii'toon wii'yaahs

It tastes very good	'wiinkihpo'kwan
Water	ni'pi
Tea	'tii
Lard	pimi'te
let's see it, please Lard, please!	ta'ka ta'ka pimi'te
he brings him bring him! bread Pass the bread!	opii'naan 'piish pah'kweshi'kan 'piish pah'kweshi'kan
It (animate food) tastes very good	'wiinkih'poko'si
(3)	
yet, more More meat?	'keyaa'pi 'keyaapi 'na wii'yaahs
Yes, some more	e'he? 'keyaa'pi
A little	pan'kii
it is that so much That's how much (that's all)	'mii ?i'we mi'nihk 'mii'i'we mi' nihk
I eat enough (I've had enough to eat)	nin'te-wiih'sin

2.1.2. Individual Repetition. 25 minutes.

Follow the same procedure as given in (1.1.2.). While one student is reciting, each of the others in the class should pronounce the item to himself for additional practice in reproducing the pronunciation and timing of the informant.

2.2. DRILL. 15 minutes.

2.2.1. Unison Single Repetition. 3 minutes.

2.2.2. Individual Repetition. 12 minutes.

(1) /s/

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
sii'pi	mii'say	niwa'nis
sana'kan	poo'si	ki'poos
soon'kan	aapwe'so	ki'kaas

(2) /sh/

she'yaa	ta'she	'miish
shii'pii	mii'shin	'kaash
	i'shaa	a'noosh

(3) /ʔ/

i'ʔi	kita'noʔ
a'ʔa	i'shiʔ
o'ʔo	mi'teʔ
ano'ʔo	,kita'a'paʔ
we'ʔwe	

2.3. RECITATION

When called upon to recite, speak up so that all can hear, and enter into the spirit of the conversation. Be quick to accept help as suggestions are offered by either the instructor or the informant.

2.4. REVIEW OF BASIC SENTENCES. 5 minutes.

2 - 4

2.5. ASSIGNMENT.

2.5.1. Assimilation.

Memorize the new words and sentences given in (2.1.). Use the procedure given in (1.4.1.). Learn to associate real objects (bread, meat, etc.) with the Ojibwa names for them.

2.5.2. Explanation.

/s/ and /sh/ are voiceless in initial position (at the beginning of an utterance), as in /siipi/ and /shiipii/. In medial position (in the middle of an utterance) they tend to be voiced like z in 'maze' and 'azure'. For example: /poosi/, /tashe/.

In the pronunciation of English sh as in 'she', the lips are drawn forward. Ojibwa /sh/ is pronounced with the lips more spread and relaxed.

/ʔ/ rarely occurs initially.

/s/, /sh/, and /ʔ/ are usually aspirated in final position. Final aspirated /s/ and /sh/ sound as if lengthened and intensified. Final /ʔ/ is sharply articulated and followed by an audible release of breath.

2.5.3. Preparation.

Prepare to enter into a mealtime conversation with the instructor and other class members. Be ready to (1) ask someone to identify objects by saying "what is this?" (2) to ask for food to be passed. (3) ask someone if he understands. He may answer either "yes, I understand," or "no. say it again." (4) be prepared to respond to any of the above.

3.1. BASIC SENTENCES. 35 minutes.

3.1.1. Unison Double Repetition. 10 minutes.

Although you are still concerned with imitating your informant's pronunciation and rhythm, remember to keep in mind the meaning of the Ojibwa while you repeat the words.

Associate words with situations. Here are expressions you will want to know when you go visiting. Try to visualize what might be going on as you comment on the weather, state the purpose of your visit, inquire about your host's health, and decide to go home. Then, for a change, see yourself as the host.

(1)

necessarily it shines hot It's hot in the sun	inta'waa kishaah'te inta'waa kishaah'te
he goes where Where are you going?	i'shaa aan'ti aan'ti ,eshaa'yan
here Right here	o'o'maa 'mii ?o'maa
What (for)?	'waako'nen
for no reason, for nothing just For no special reason	anih'shaa pi'ko anih'shaa pi'ko
he visits I come to visit	ma'waihshi'we nim'pi-ma'waihshi'we

(2)

he dwells, he stays there Where are you staying?	ishi-'taa aanti 'eshitaa'yan
over there across, on the other side Over on the other side	we'ti ,akaa'mink we'ti ,akaa'mink

3 - 2

William
At William's place
(where William lives).

'Wiini'yam
'Wiiniyam 'eshi'taac

How are you all?

aa'niin 'eshi-,ayaa'yek

All right (nothing the matter)

kaa'wiin in'kota'no

We are well

ni'mino,yayaa'min

(3)

really, very
it is warm
it is really warm!

'etata'we
'kiishowaa'yaa
'etata'we 'kiishowaa'yaa

it rains
it is going to rain

kimi'wan
'wiih kimi'wan

he goes back, goes home
I should go home...

kii'we
nin'taa kiih kii'we

Goodbye (greeting)

poo'shoo

3.1.2. Individual Repetition. 25 minutes.

Be sure to watch your informant rather than your text as you repeat after him. In that way you will train yourself to hear and repeat new Indian words accurately.

3.2. DRILL. 15 minutes.

3.2.1. Unison Single Repetition. 3 minutes.

(1) /i/

Initial

Medial

Final

i'ki
i'ni

ni'pi
ni'kik

ini'ni
miki'si

3 - 4

3.5.3. Preparation.

Prepare a conversation for yourself and one other person, using about eight expressions altogether (about four for each speaker). It may be based on a “visiting” situation, but should include sentences from lessons 1 and 2 also.

Be ready to give either or both sides of the conversation in Ojibwa. You may write the conversation out in Ojibwa for the purpose of study, but bring only an English outline to class. Your outline should describe the situation rather than give an exact translation.

A sample English outline:

A. Meets B and asks him how he is.

B. B says he's all right and asks A where he is going.

A. Tells B that he is going to the other side of the lake.

etc.

4.1. BASIC SENTENCES. 40 minutes.

4.1.1. Unison Double Repetition. 10 minutes.

While you repeat the basic sentences after the informant, give special attention to the sounds you have been working on in the pronunciation drills. The pronunciation drills are intended to help you speak the language correctly.

(1)

he arrives	takwih'shin
Did you arrive? (you did)	ki'kiih takwih'shin
Yes, I arrived	e'he? in'kiih takwih'shin
when?	'aan ah'pii
that you arrived	'kaah ta'kwihsh'nan
When did you arrive?	'aan ah'pii 'kaah ta'kwihshi'nan
A long time ago	'mewi'sha
Now (today)	noon'kom
Yesterday	pi'ciinaa'ko
The day before yesterday	a'wahsinaa'ko

(2)

he comes from	on'cii
that you come from	'wencii'yan
Where do you come from?	aanti 'wencii'yan
swamp, American	kihci-'moohko'maan
land, earth	ah'ki
From the United States	kihci-'moohko'maan-ah'kiink
far	waah'sa
you come from	kiton'cii
You (have) come a long	waah'sa kiton'cii
distance (you come from far)	

that you will go back
When will you be going back?

ke kiiweyan
'aan ah'pii ke'kiiwe'yan

tomorrow
perhaps, probably
Probably tomorrow

waa'pank
maa'wiin
waa' pank maa'wiin

The day after tomorrow

a'wahsiwaa'pank

next
it occurs, it times, it weeks
Next week

ko'tak
ishih'se
ko'tak ishih'sek

(3)

On Saturday

'maatina'we-'kiishi'kahk

it is Sunday
On Sunday

a'nama'?e-'kiishi'kan
a'nama'?e-'kiishi'kahk

it is Monday
On Monday

oshki-'kiishi'kan
oshki-'kiishi'kahk

it is Tuesday
On Tuesday

'niisho-'kiishi'kan
'niisho-'kiishi'kahk

it is Wednesday
On Wednesday

'aapih'tawih'se
'aapih'tawih'sek

it is Thursday
On Thursday

ish'kwaa 'aapih'tawih'se
ish'kwaa 'aapih'tawih'sek

it is Friday
On Friday

pah'kweshi'kani-'kiishi'kan
pah'kweshi'kani-'kiishi'kahk

it is Saturday
On Saturday

'maatina'we-'kiishi'kan
'maatina'we-'kiishi'kahk

4.1.2. Individual Repetition. 30 minutes.

4.2. DRILL. 15 minutes.

4.2.1. Unison Single Repetition. 3 minutes.

4.2.2. Individual Repetition. 12 minutes.

The following drill is to help you hear and pronounce the contrast between long and short vowels of similar quality, e.g. /a/ and /aa/, /i/ and /ii/, /o/ and /oo/. Each pair of contrasting words will be repeated twice.

/a/ and /aa/

akim	ayaayan	ahte
aakim	ayaayaan	aahtawe

/i/ and /ii/

nipiin	ositan	niinim
niipin	oshiikan	niniim

/o/ and /oo/

kosi	ohkon	otikon
poosi	otoon	otikoon

4.3. RECITATION. 10 minutes.

4.4. REVIEW OF BASIC SENTENCES. 5 minutes.

4.5. ASSIGNMENT.

4.5.1. Assimilation.

Use the recorded materials to get extra drill on how Ojibwa sounds. Always keep the situation well in mind, and associate ideas and objects directly with Ojibwa words. Learn the expressions so well that you will not have to think of the English translation at all.

4.5.2. Explanation.

The distinction between long and short vowels is always maintained in Ojibwa. The length or duration of any vowel is not absolute (that is, not a fixed amount of time), but relative.

In other words, a long vowel is long in comparison to a short vowel in the same environment. Short vowels spoken in very slow speech may be held longer than long vowels spoken in rapid speech; but whether an Ojibwa speaks rapidly or slowly, the relative length or shortness of the vowels at the same rate of speech is always noticeable.

Long vowels are somewhat shorter in final position or before /?/, than in other positions. For example:

/paanima/aa/
/shiipii/
/waahkaa?ikan/
/wanii?ikan/

/aa/ is like a in ‘father’, or, after /w/, like a in ‘law’.

/ii/ is like ee in ‘beet’, or, in non-final position, sometimes like eei in ‘see it’.

/oo/ has a sound between that of o in ‘go’ and oo in ‘good’.

4.5.3. Preparation

Be prepared for an oral quiz on all expressions to date. The instructor will ask such things as: “How do you ask for the bread?” “give an Ojibwa greeting and response,” or “answer this in Ojibwa: kitanihshinaapem ina,” etc.

5.1. BASIC SENTENCES. 40 minutes.

Give attention to pitch and stress in this lesson. Memorize the pitch patterns with the numbers. These will help you later on in the pronunciation of longer words and phrases.

The Ojibwa numerical system is decimal (based on series of tens). Therefore, if you get a good grasp of the numbers one through eleven, given here, the higher numbers will be easy.

5.1.1. Unison Double Repetition. 10 minutes.

(1)

how, what	aan(iin)
he has time, he measures thus	ishihse
What time is it?	aan eshihsec

Nine	shaankahso
------	------------

ten	mitaahso
exactly	mayaa
Exactly 10 o'clock	mitaahso mayaa

Eleven	mitaahso-ahshi-peshik
--------	-----------------------

half	aapihta
it is day	kiishikan
It is noon	aapihta-kiishikan

(2)

almost	kekaa
one	peshik
Almost one	kekaa peshik

after	ishkwaa
two	niishin
After two	ishkwaa niishin

Three	nihsin
-------	--------

Four	niiwin
------	--------

5 - 2

Five	naanan
Six	inkotwaahso
Seven	niishwaahso
Eight	nihshwaahso

(3)

there is an entering
(there is a service) piintikaaniwan

When will the service be? aan ahpii ke piintikaaniwank

half aapihta
after ishkwa
seven niishwaahso
At half-past seven aapihta ishkwa niishwaahso

it is measured (it is ... o'clock) tipa?ikaneyaa
At seven o'clock niishwaahso-tipa?ikaneyaak

he starts out, goes, leaves maacaa
When do you intend to start out? aanahpii waa? maacaayan
(going on a trip)

before cipwaa
nine shaankahso
Before nine cipwaa shaankahso

5.1.2. Individual Repetition. 30 minutes.

5.2. Drill. 15 minutes.

5.2.1. Unison Single Repetition. 3 minutes.

5.2.2. Individual Repetition. 12 minutes.

In the following drill, give attention to both vowel quality and time value, of /e/, /aa/, /ii/, and /oo/.

(1) /e/

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
eshkan	mekwaa	meme
epic	a?aweti	mikine
eyaak	inenimaa	tashe

(2)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/aa/ aakim	miinaawak	i?imaa
aawi	asaatiy	paanimaa
aami	akaawa	miinawaa

(3)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/ii/ iitok	ishiikin	akwaasii
	weyiip	namancii
		nawacii

(4)

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/oo/ ootena	omoonipaan	pima?atoo
oohsan	anoonaa	kitikoo
	otoon	

5.2.3. Individual Repetition. 12 minutes.

5.3. RECITATION. 10 minutes.

5.4. REVIEW OF BASIC SENTENCES. 5 minutes.

5.5. ASSIGNMENT.

5.5.1. Assimilation.

Use common objects that occur in groups as a study aid in memorizing the numbers. For example: use Ojibwa numbers to count the number of tires on your car, how many children you have. Learn your telephone number in Ojibwa; give the time of day when you get up, eat breakfast, leave for class, etc.

5.5.2. Explanation.

Although a full statement on pitch, stress, and intonation in Ojibwa cannot be given as yet, a few helpful observations can be made at this point:

(1) Long syllables (syllables containing long vowels) tend to sound louder than short syllables (syllables containing short vowels).

/noonkom/ noon- sounds louder than –kom
/wenciian/ -cii- sounds louder than –yan

(2) Short syllables with high pitch tend to sound louder than short syllables with low pitch.

/ni'kik/ -'kik sounds louder than ni-.

(3) The last syllable of a word or phrase has higher pitch, and the next to the last has lower pitch.

/a'kim/ /nii'shin/
/ma'yaa/ /ke'kaa/

(4) In a word of three syllables, the first syllable has high pitch if it is long, and low pitch if it is short.

/'miina'waa/ /akaa'mink/ /minti'to/

5.5.3. Preparation.

1. Work with another member of the class to prepare a conversation of at least ten expressions, including the following: asking what time it is, and getting the response that it is noon, almost noon, or after noon; suggesting that you eat, asking if your partner understands; making a comment on the weather. Prepare thoroughly enough so that you will be sure of your pronunciation, and will not need to refer to notes in class.

2. Indicate pitch patterns in the following words by placing a bar before the syllables that have high pitch. Be ready to pronounce them in class.

aakim	wiikopiik	menikan
a?awe	eshkan	naahsaap
takwihshin	mihtikook	kiiwewaac
anoonaa	aya?aa	ihkwa

6.1. BASIC SENTENCES. 35 minutes.

The items marked with (*) may be included at the discretion of the instructor.
Continue to imitate your informant's pitch and rhythm carefully.

6.1.1. Unison Single Repetition. 5 minutes.

(1)

who	awe'nen
that there	a?awe'ti
Who is that there?	awe'nen a?awe'ti
his brother or kinsman	wiicihki'wensi'wan
my brother	'niicihkiwen'si
That is my brother ³	'niicihkiwen'si ?a'we
*and who	awe'nehsh
*that	a'?a
*And who is that?	awe'nehsh a'?a
his sister/her brother	o'tawe'maan
my sister/brother	in'tawe'maa
That's my sister ⁴ / brother ⁵	in'tawe'maa ?a'we

(2)

her sister or kinswoman	'wiicih'kwen
my sister ⁶	'niicih'kwe
That's my sister ⁷	'niicih'kwe ?a'we
my wife	ni'wiiw
That's my wife	ni'wiiw a'?a
his wife	wii'wan
that (other)	i'ni
That's Peter's wife	Pii'tan i'ni wii'wan

³ a man speaking

⁴ a man speaking

⁵ a woman speaking

⁶ a woman speaking

⁷ a woman speaking

6 - 2

*the other speaks Indian
*Does she speak Indian?

a'nihshinaa'pemo'wan
a'nihshinaa'pemo'wan i'na

*certainly
*he can speak Indian
*She certainly can speak Indian!

'mii nan'ke
nih'taa-a'nihshi'naape'mo
'mii nan'ke nih'taa-ahihshi'naape'mo

(3)

who (plural)
those
Who are they?

a'wene'nak
i'ki
a'wene'nak i'ki

an Indian
Indians

a'nihshinaa'pe
a'nihshinaa'pek

these
Who are these?

o'ko
a'wene'nak o'ko

a non-Indian, white, or European

'wemih'tikoo'shi

White people

'wemihti'kooshi'wak

*Can they speak Indian?

nih'taa-a'nihshinaa'pemo'wak i'na

*No

kaa'wiin

*he speaks a non-Indian
language, or English
*They speak English (or some
other non-Indian language)

'wemihti'kooshii'mo
'wemihtikoo'shiimo'wak

6.1.2. Individual Repetition. 30 minutes.

6.2. DRILL. 15 minutes.

6.2.1. Unison Single Repetition. 3 minutes.

6.2.2. Individual Repetition. 12 minutes.

/m/

Initial

mii'na
moo'shak
'maaki'shaa

Medial

aa'moo
me'me
o?o'maa

Final

'piiwi'nam
ki'niim
kita'kom

/n/

ni'paa
na'kash
ni'kik

noo'ni
o'no
oni'kam

ki'taan
'niin
o'toon

/y/

a'yaa
awii'ya
iyoo'hoo

mi'say
kaa'wiy
kii'kooy

/w/

waa'kaa
we'ti
wii'pa

aa'wi
a?a'we
waa'wan

oko'new
os'kaw
cii'kew

- 6.3. RECITATION. 10 minutes.
6.4. REVIEW OF BASIC SENTENCES. 5 minutes.
6.5. ASSIGNMENT.
6.5.1. Assimilation.
6.5.2. Explanation.

Ojibwa kinship terms make the following kinds of distinctions: (1) difference in age level (older vs. younger brother); same sex or opposite sex (his brother, her sister, his sister/her brother); maternal vs. paternal (uncle on mother's side vs. uncle on father's side); fraternal vs. sororal (brother's daughter, sister's daughter). These terms are important in defining one's social status, privileges and responsibilities.

Pronunciation. In final position (before pause), /m/ and /n/ are short, aspirated, and often voiceless, so that they occasionally sound like p and t.

/y/ is like y in 'you' in medial position. In final position it is aspirated and often voiceless, like ch in German nicht.

/w/ has the same sound as /o/ but is shorter and used as a constant. In final position, /w/ is frequently voiceless and aspirated, like wh in 'when'.

6.5.3. Preparation.

(1) Be ready to identify any other member of the class as brother, sister, wife, white person, or Indian, or to ask another person to do so.

(2) Working with another member of the class, and speaking only Ojibwa, (a) ask your informant to identify members of his family from their photographs, and (b) find out what he calls you (such as 'teacher', 'student', 'nurse', etc.).

7.1. BASIC SENTENCES. 30 minutes.

7.1.1. Unison Single Repetition. 5 minutes.

(1)

what	'waako'nen
this	o'ʔo
What is this?	'waako'nen o'ʔo
his nose	ohshan'kwan
your nose	kihshan'kwan
that	i'ʔi
That is your nose	kihshan'kwan i'ʔi
What is that?	'waako'nen i'ʔi
his foot	o'sit
your foot	ki'sit
That is your foot	ki'sit i'ʔi

(2)

my foot	nin'sit
Is this my foot?	nin'sit ina 'ʔo
No	kaa'wiin
*his knee	o'kiti'koon
*your knee	kiki'tik
*That is your knee	kiki'tik a'ʔa
*my knee	ninki'tik
*this (animate)	wa'ʔa
*Is this my knee?	ninki'tik i'na wa'ʔa
his leg	oh'kaat
your leg	kih'kaat
That is your leg	kih'kaat i'ʔi

7 - 2

and what
And what is that?

waako'nehsh
'waako'nehsh i'?'i

his hand
That is his hand

o'ninc
o'ninc i'?'i

Is this his hand?

o'ninc ina'?'o

his arm
No. That is his arm

o'nihk
kaa'wiin. o'nihk i'?'i

(3)

his mouth
your mouth
Is that your mouth?

o'toon
ki'toon
ki'toon ina '?'i

unh-unh (informal 'no')

'kaa?

his ear
My ear

ohta'wak
nihta'wak

your ear
Is this your ear?

kihta'wak
kihta'wak ina '?'o

his eye
my eye
No. That is my eye

oshkiin'shik
nishkiin'shik
kaa'wiin. nishkiin'shik i'?'i

7.1.2. Individual Repetition. 25 minutes.

7.2. Drill. 15 minutes.

7.2.1. Unison single repetition. 3 minutes.

7.2.2. Individual repetition. 12 minutes.

/nc/

on'cii na'manc
 ninin'ciin o'ninc
 wen'ciik 'aapa'?onc

/nk/

inko'ci akaa'mink
 an'ko a'nank
 noon'kom wa'tenk
 pi'poonk

/ns/

in'sit wiin'sop
 an'sihs 'aansi'ye
 on'saam iin'san

/nsh/

ki'wiins nin'shaako'we
 ki'tons a'kaahshiin'shi
 kihsa'yens oshkiin'shik

/mp/

am'pe aan'ti
 wiim'paa on'te
 om'pin wiin'tan
 waam'pii minti'to

/nt/

kiti'nent
 aa'nint
 'kiina'wint

7.3. RECITATION. 10 minutes.

7.4. REVIEW OF BASIC SENTENCES. 5 minutes.

7.5. ASSIGNMENT.

7.5.1. Assimilation.

As you memorize names for the parts of the body, be sure to associate the Ojibwa words with the parts named, rather than just the English translation. In learning the 'my', 'your', and 'his' forms, work with another member of the class, and practice until the use of the right form becomes natural to you.

7.5.2. Explanation.

In the clusters /ns/ and /nsh/, the tongue does not touch the roof of the mouth for /n/, but the preceding vowel is nasalized instead.

In the cluster /nk/, the /n/ is pronounced like ng in 'sing'. The back of the tongue touches the hard palate.

7.5.3. Preparation.

Be ready to identify body parts given in the basic sentences, with the appropriate possessive forms. If asked "Is this _____?" giving the wrong name, be able to respond with the correct name.

8.1. BASIC SENTENCES. 30 minutes.

8.1.1. Unison Double Repetition. 5 minutes.

(1)

he sees it	owaapantaan
you see it	kiwaapantaan
knife	moohkomaan
Do you see the knife?	kiwaapantaan ina moohkoman
Where?	aanti
That one	i?iwe
Yes. I see it	ehe? niwaapantaan
he goes to it	onaasihkaan
Go get it	naasihkan
he brings it	opiitooon
Bring it here	piitooon

(2)

Iron (metal thing, container, wire, electrical apparatus, radio)	piiwaapihk
Dish	onaakan
Gun	paashkisikan
Bag, packsack	pashkwewash
axe	waakaahkwat
Bring the axe here	piitooon waakaahkwat

(3)

Who?	awenen
You	kiin

8 - 2

I, me, Me?	niin niin ina
---------------	------------------

he, him, she, her implying explanation or correction He's the one I mean	wiin kota win kota
--	--------------------------

(4)

he has it Does he have the axe?	otayaan otayaan ina waakaahkwat
------------------------------------	------------------------------------

He has one	otayaan peshik
------------	----------------

It is good (nice, fine, beautiful)	onishihshin
------------------------------------	-------------

It is large (big)	mihshaa
-------------------	---------

It is small	akaahsin
-------------	----------

8.1.2. Individual Repetition. 25 minutes.

8.2. DRILL. 15 minutes.

8.2.1. Unison Single Repetition. 3 minutes.

/hp/

paahpi
wiihpem
aatoohp

/hc/

mihcaa
caahcaamo
ahcaap

/ht/

mihtik
nihtawak
ahte
ehta
ohtikwaan

/hk/

nihka
ahki
ohkihk
onihk
wanakehk

/hs/

ahsin
nihsaa
oohsan
minihs
mihsan

/hsh/

ahshi
mihshaa
aanihsh

(contrasting word pairs)

mitihkom	akik	api
mihtikoon	ahkihk	ahpii

8.2.2. Individual Repetition. 12 minutes.

8.3. RECITATION. 15 minutes.

8.4. REVIEW OF BASIC SENTENCES. 5 minutes.

8.5. ASSIGNMENT.

8.5.1. Assimilation.

Work with another class member and/or your informant. Act out the dialogue, using the real objects (knife, dish, etc.). Learn to associate words with objects and actions.

8.5.2. Explanation.

In short, unstressed syllables ending in /h/, the vowels are often voiceless (whispered) in normal speech. If the syllable has an initial consonant, it may be voiceless too, or may begin voiced and end voiceless. In the examples below, the vowels of syllables where devoicing occurs, are underlined. These vowels should be given their full time value.

o'nish <u>i</u> hshi'noon	<u>o</u> hpih'kwan
'wiink <u>i</u> hpo'kwan	'esh <u>i</u> hci'kec
<u>a</u> h'sin	ki'kiih tak <u>w</u> ihshin

Voiceless /m/, /n/ and /w/ sound like soft p, t, and wh (as in what) respectively.

<u>m</u> ihta'tim	<u>w</u> ah'kwi	<u>n</u> ih'ka
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8.5.3. Preparation.

Be prepared to act out the routine given in the basic sentences, with any other class member or with your informant. You may ask or be asked to recognize, get, and bring any object given in lessons 1, 2, and 8, and to make a comment about it.

9.1. BASIC SENTENCES. 30 minutes.

Work on this lesson may be extended over two class days. Section (1) of the basic sentences may be presented on the first day, and sections (2), (3) and (4) on the following day.

9.1.1. Unison Single Repetition. 5 minutes.

(1)

you have it	kita'yaan
trap	wa'nii?'i'kan
you have them	ki'tayaa'nan
traps	wa'nii?'ika'nan
Do you have any traps?	ki'tayaa,nan i'na wa'nii?'ika'nan

I have it	(n)inta'yaan
I have some (I have them)	(n)in'tayaa'nan

How many?	aa'niin mi'nihk
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Twenty	'niishta'na
--------	-------------

Twenty-four	'niishtanaah'shi-nii'win
-------------	--------------------------

he brings it	opii'toon
you brought them	kikiih'piitoo'nan
Did you bring them in?	kikiih'piitoo'nan i'na

I brought them	(n)inkiih 'piitoo'nan
Some	'aanin'ta
I brought some of them in	inkiih'piitoo,nan 'aanin'ta

(1a)

what (plural)	'waakone'nan
these (inanimate)	o'no
What are these?	'waakone'nan o'no

fish hook, lure	kwaash' kwepici'kan
Fish hooks (or) fishing lures	kwaash'kwepi'cika'nan

he wants it	o'nantawen'taan
you want them	ki'nanta'wentaa'nan
Do you want them?	ki'nanta'wentaa'nan i'na

I want them	ni'nanta'wentaa'nan
-------------	---------------------

Bring them here	pii'toon
-----------------	----------

Give them to me	'miishih'shin
-----------------	---------------

(2)

shoe	mahki'sin
shoes	mah'kisi'nan
Do you have shoes?	ki'tayaa'nan i'na mah'kisi'nan

Yes, one pair	e'he? 'peshikwe'waan
---------------	----------------------

firewood (one stick)	mih'shi
firewood (collectively)	mih'san
Do you have firewood?	ki'tayaa'nan (i)'na mih'san

One cord	'peshikwe'waan
----------	----------------

Two cords	niishwe'waan
-----------	--------------

(3)

where are they (put)?	aan,ti 'ehte'kin
knives	'moohkomaa'nan
Where are the knives?	aan,ti 'ehte,kin 'moohkomaa'nan

not known where	tipi'hsa
that they are put	'ehte'kin
I don't know where they are	tipi hsa (y)'ehte'kin

he looks for it	o'nantone'?aan
Look for them!	an'tone'?an

(4)

dish	onaa'kan
dishes	o'naaka'nan
axe	'waakaah'kwat
axes	waa'kaahkwa'toon
they are good	o'nishihshi'noon
they are large	mihshaa'wan
they are small	a'kaahsi'noon

9.1.2. Individual Repetition. 25 minutes.

9.2. DRILL. 10 minutes.

9.2.1. Unison Single Repetition. 2 minutes.

9.2.2. Individual Repetition. 8 minutes.

/shp/	/sht/	
ish'paa	ish'tii	
ishpi'mink	'niishta'na	
/shk/		
osh'kash	ki'kimoo'tishk	osh'kiiii'ki
nishken'tam	'peshk	wa'shask
impoosh'ke	ki'kaki'toshk	
/sk/		
'niiskaa'tan	wana'kask	mis'kwaa
o'niisk	os'kaw	iski'pii

9.3 RECITATION. 15 minutes.

9.4 REVIEW OF BASIC SENTENCES. 5 minutes.

9.5 ASSIGNMENT.

9.5.1. Assimilation.

9.5.2. Explanation.

The addition of a syllable to a word to make a plural form changes the number of syllables in the word, and thus alters the pitch pattern. Practice both singular and plural forms until the shift from one pitch pattern to another becomes second nature. For example:

akaah'sin	'waakaah'kwat
a'kaahsi'noon	waa'kaahkwa'toon

Remember that, while the pitch pattern may change, the rhythm pattern (sequence of long and short syllables) does not necessarily change. A syllable with a long vowel is held longer regardless of whether it has higher or lower pitch.

In medial position, when preceded by long vowels /ii/ and /e/, the clusters /shp/, /sht/, /shk/ and /sk/ tend to sound voiced, as in /kiishpin/, /niishtana/, /eshkan/ and /niiskaatan/. In other positions these clusters are voiceless, like st and sk in 'still' and 'skill'.

9.5.3. Preparation.

Be prepared to:

- (1) Ask another student if he has any of the plural objects given in this lesson. When he says he has, inquire how many. He may answer with any of the numbers studied to date.
- (2) Ask another student where certain items are. When he says he does not know, ask him to look for them, and then to bring them. Then make a comment on their appearance or size.

10.1. BASIC SENTENCES. 30 minutes.

Work on this lesson may be extended over two class days. If this is done, sections (1) and (4) of the basic sentences should be presented on the first day, and sections (2) and (3) on the next day.

10.1.1. Unison Single Repetition.

(1)

he sees him	o'waapa'maan
you see him	ki'waapa'maa
clock	'kiisihsoh'kaan
Do you see the clock?	ki'waapa'maa na 'kiisihsoh'kaan
Where?	,aan'ti
There it is (animate object)!	a?a'we
Look at it	,waa'pam
I see it	ni'waapa'maa
he goes to him	o'naasihka'waan
Go get it	'naasih'kaw
It (animate) is a nice one, it is good	o'nishih'shi
he brings him	opii'naan
Bring it here!	taka'piish

(2)

he has him	o'tayaa'waan
you have him	ki'tayaa'waa
money	'shooni'yaa
Do you have some money?	kita'yaawaa na 'shooni'yaa
I have some	nin'tayaa'waa

give to me
Give me some money

'miishih' shin
'miishih,shin 'shooni'yaa

Lend (it) to me

a'wi?ih'shin

(3)

you brought him
pail, kettle
Did you bring the kettle?

kikiih piinaa
ahkihk
kikiih 'piinaa 'na (y) ah'kihk

Where is it?

aa' nihsh a'?a

he knows him
I know him
I don't know about it (where it is)

okih'keni'maan
ninkih'keni'maa
kaa'wiin ninkih'kenimaah'sii

he searches for him

o'nantone?'waan

Look for it!

an'tone'?o

this (animate)
Look at this, here it is

wa'?a
i'na wa'?a

(4)

Stocking

ashi'kan

Pants

mi'taahs

Mitten, glove

min'cihkaa'wan

Pencil, pen

oshi'pii?ika'naahk

10.1.2. Individual Repetition. 25 minutes.

10.2. DRILL. 15 minutes.

10.2.1. Unison Single Repetition. 3 minutes.

/nhs/	/pw/	/tw/
mihti'koonhs	'pwaan	'twaa'i'pii
osi'tenhs	'pwaawa'ne	matwe'we
ahse'maanhs	a'pwe	
ahsi'niinhs	a'pwi	
	ci'pwaa	
	ohpwaa'kan	
/kw/		
kweh'kiin	akwaa'ʔo	ish'kwii
kwaa'kiic	me'kwaa	mah'kwa
kwiin'kwan		ishkwaan'tem
/sw/	/nsw/	/hsw/
swaan'kahk	'aanswe'nank	nih'swaa
'swaaki'h'pok	on'swaa	
/shw/	/mw/	/nw/
'shwaaka'nip	a'mwaa	nwaan'tank
'niishwaahso	'mwaashih'tooc	a'nwi
		minwe'we

10.2.2. Individual Repetition. 12 minutes.

10.3. RECITATION. 10 minutes.

10.4. REVIEW OF BASIC SENTENCES. 5 minutes.

10.5. ASSIGNMENT.

10.5.1. Assimilation.

Study individually to make sure of meaning and pronunciation. Then work with another student or with your informant, and act out the dialogue. Your action-response to requests in Ojibwa should keep pace with your ability to respond verbally in answering questions or identifying objects.

10.5.2.Explanation.

The names of objects used in this lesson are ‘animate’, as was pahkweshikan ‘bread’ in lesson 2, and the kinship terms in lesson 6. The distinction between animate and inanimate gender is grammatical rather than logical. Although the names of animals and people are animate as a rule, the gender of other things is arbitrary.

The verbs (such as ‘see’, ‘bring’, ‘is good’) are animate in form to agree with the objects they refer to. Compare them with the verbs used in lesson 8 and 9. The word miishihshin ‘give to me’ does not specify whether the thing given is animate or inanimate. It may be used with either.

Consonant clusters. Ojibwa does not permit clusters of more than three consonants. Clusters of three consonants are limited to /nhs/, /nhsh/ and clusters with /w/.

In pronouncing /nhs/ do not permit the tongue to touch the roof of the mouth for the /n/, but nasalize the preceding vowel instead. For example, pronounce /mihtikoonhs/ as mihtikoohs (with /-oon-/ pronounced as nasalized –oo-).

10.5.3. Preparation.

Be prepared to act out any of the following without notes:

- (1) Ask another student if he sees a certain object. If he asks “where?” tell him “there it is.” When he says he sees it, tell him to go to it. When he goes and gets the object, tell him to bring it.
- (2) Ask someone if he has a certain article. If he says he does, tell him to bring it to you, and to give it to you, or to lend it to you. Then tell him that it is good.
- (3) Ask someone where a certain object is, or if he brought it. He will reply that he doesn’t know about it, or “No” (that he didn’t bring it). Tell him to look for it. When he finds it and says “here it is,” ask him to give it to you, or to bring it.

11.1. BASIC SENTENCES. 30 minutes.

The items marked (*) may be included at the discretion of the instructor.

11.1.1. Unison Single Repetition. 5 minutes.

(1)

you have them	ki'tayaa'waak
child	a'pinoo'ciish
children	api'noocii'shak
Do you have children?	ki'tayaa,waak i'na api'noocii'shak
I have (them)	in'tayaa'waak
(those) that you have	e'yaawa'twaa
How many do you have?	aa'niin mi'nihk e'yaawa'twaa

(2)

he goes to (look at) the net	'naatahsa'pii
I went to look at my net	nin'kii? naatahsa'pii
he kills him	onih'saan
you killed them	ki'kii? nih'saak
fishes	kinoo'shek
Did you kill any fish?	ki'kii? nih'saak i'na kinoo'shek
Yes, I killed some	ehe? in'kii? nih'saak
(those) that you kill	'nehsa'twaa
How many did you kill?	aa'niin mi'nihk 'nehsa'twaa
Probably about twenty	'niishta'na maa'wiin

(3)

he goes to trap (s)	'naaciwa'nii?ika'ne
I went to look at my traps	in'kii? naaciwa'nii?ika'ne

*it is far	'waahsa'wan
*he traps	wa'nii?'i'ke
*where you trap	kaa-shi-wa'nii?'ike'yan
*Is it far to where you trap?	'waahsa'wan i'na kaa-shi-wa'nii?'ike'yan
*Yes, it is far	ehe? 'waahsa'wan
*it is near	'pehsho'wan
*No, it is near	kaa'wiin, 'pehsho'wan
beaver	a'mihk
there are beaver	a'mihkoh'kaa
*Are there beaver there?	a'mihkohkaa 'na
*just a few	pan'kii pi'ko
*There are just a few beaver	pan'kii pi'ko a'mihkoh'kaa
	(4)
very, really	wiin'ke
There are a lot of beaver	wiin'ke a'mihkoh'kaa
Did you kill any?	ki'kii? nih'saak i'na
(those) that you bring	'paana' twaa
How many did you bring in?	aa'niin mi'nihk 'paana'twaa
I brought them	in'kiih pii'naak
I brought three in	nih'sin in'kiih pii'naak
very, very much	'aahpi'ci
not very	kaa'wiin 'aahpi'ci
I (didn't) kill them	in'kii? nihsaah'siik
I didn't kill very many	kaa'wiin ,aahpic in'kii? nihsaah'siik

11.1.2. Individual Repetition. 25 minutes.

11.2. DRILL. 15 minutes.

In this drill, distinguish carefully between pitch and length. Pronounce long only those syllables that have the vowels /aa/, /e/, /ii/, and /oo/. Pronounce short only those syllables whose vowels are /a/, /i/, or /o/. Give high pitch to syllable preceded by (‘).

(1) Higher pitch on second and last syllables.

na'mata'pi	a'nimaa'caan	ni'miinaa'naan
min'tito'wak	wa'nii'i'ke	waa'kaahkwa'toon
i'shiwe'pan	a'wene'nak	nii'kaanii'wak
mi'taahci'wak	niish'waahci'wak	e'yaawaa'waac

(2) Higher pitch on first and last syllables.

'paashkisi'kan	'eshinaa'kwahk
'paashkisi'ke	'waapamaa'taa

11.3. RECITATION. 15 minutes.

11.4. REVIEW OF BASIC SENTENCES. 5 minutes.

11.5. ASSIGNMENT.

11.5.1. Assimilation.

11.5.2. Explanation.

In a four syllable word, if the first is long and the second short, the first and last syllables have higher pitch. Otherwise the second and last syllables have high pitch.

11.5.3. Preparation.

1. Write a bar before the syllables that should have high pitch.

moohkomaanan	weshihtooyaan	pimikosi
shaankahciwak	eniwaapank	anaamiintim
niishwaahcinoon	pimishkaayaank	naaninkotink

2. Prepare a conversation with another class member. Ask him where he has come from. He will reply that he has been to his net or trap. Ask him if he killed anything. If he replies in the affirmative, ask him to tell you how many. Or: talk with him about the weather, his health, and his children.

12.1. BASIC SENTENCES. 30 minutes.

12.1.1. Unison Single Repetition. 5 minutes.

(1)

where is he John Where is John?	aa'nihsh a'?a Cwaan aa'nihsh a?a 'Cwaan
he is at home He's not at home	a'pi kaa'wiin apih'sii
he is away from at the time, while He is away at the time	onten'ti me'kwaa onten'ti me'kwaa
Oh (indicates receiving of new information)	ish'tii
for a long time he is away (thus) he will be away (thus) Will he be away for a long time?	kin'wesh inen'ti ta 'inen'ti kin'wesh i'na ta 'inen'ti
He is going to look at his net(s)	'naatahsa'pii
he has him net net (other) He has a net	o'tayaa'waan ah'sap ahsa'piin o'tayaa'waan ahsa'piin

(2)

he goes moose hunting he went moose hunting Sam Did Sam go moose hunting?	an'tamoo'swe 'kii? an'tamoo'swe 'Saam 'kii? an'tamoo'swe na 'Saam
--	--

he goes there to sleep
 he went there to sleep
 Yes. He went there to sleep
 (he camped out)

an'ta-ni'paa
 'kii? an'ta-ni'paa
 e'he?, 'kii? an'ta-ni'paa

he killed him
 moose
 moose (the other)
 He killed a moose

o'kii? nih'saan
 'moons
 moon'soon
 o'kii? nih'saan moon'soon

already
 he brings meat back from a hunt
 he brought the meat back
 He already brought the meat back

aa'sha
 nin'kwanih'so
 'kii? nin'kwanih'so
 aa,sha 'kii? nin'kwanih'so

(3)

Edward
 he goes duck hunting
 Edward went duck hunting

'Eti'wat
 an'toohshi'pe
 'Eti'wat 'kii? an'toohshi'pe

he shoots him
 he shot him
 he shot them
 duck
 ducks (the other)
 Did he shoot any ducks?

o'paashki'swaan
 okiih 'paashki'swaan
 okiih 'paashki'swaa?
 shiih'shiip
 'shiihshii'pa?
 okiih 'paashki'swaa? ina 'shiihshii'pa?

he killed them
 He killed (some) ducks

o'kii? nih'saa?
 o'kii? nih'saa? 'shiihshii'pa?

nine
 he killed them
 mallards (the other)
 He killed nine mallards

'shaankah'so
 o'kii? nih'saa?
 i'ninihshi'pa?
 'shaankah'so o'kii? nih'saa? i'ninihshi'pa?

12.1.2. Individual Repetition. 25 minutes.

12.2. DRILL. 20 minutes.

12.2.1. Unison Single Repetition. 3 minutes.

12.2.2. Individual Repetition. 12 minutes.

Give special attention to rhythm and pitch, noticing how the addition of another syllable causes high pitch to shift.

nin'tayaa'waa (y) ah'sap
 ki'tayaa'waa (y) ah'sap
 o'tayaa'waan ahsa'piin
 o'tayaa'waa? ahsa'pii?
 kita'yaawaa 'na (y) ah'sap
 o'tayaa'waan i'na (y) ahsa'piin
 o'tayaa'waa? i'na (y) ahsa'pii?
 nin'kii? nih'saa kinoo'she
 nin'kii? nih'saak kinoo'shek
 ki'kii? nih'saak kinoo'shek
 o'kii? nih'saa? kinoo'she?
 ninkiih 'paashki'swaa shiih'shiip
 ninkiih 'paashki'swaak 'shiihshii'pak
 okiih 'paashki'swaan 'siihshii'pan
 okiih 'paashki'swaa? 'shiihshii'pa?
 nin'kii? nih'saa 'moons
 ki'kii? nihsaa ,na 'moons
 o'kii? nih'saan moon'soon
 o'kii? nih'saan i'na moon'soon

12.3. Recitation. 15 minutes.

12.4. REVIEW OF BASIC SENTENCES. 5 minutes.

12.5. ASSIGNMENT.

12.5.1. Assimilation.

12.5.2. Explanation.

In any series of short syllables, every even numbered syllable tends to have high pitch, unless it is followed by another syllable with high pitch.

/ki'kihken'taan/
1 2

/-ken-/ is low because it is the next to the last syllable (see 5.5.2.(3))⁸
/-kih-/ is the second short syllable in a series, and is therefore high.

An even numbered syllable in a series of short syllables remains low, if it precedes a syllable with high pitch.

/'wemih'tikoo'shi/
1 2
/'wemihti'kooshi'wak/

/-ti-/ is the second in a series, and is therefore high.
/-ti-/, although an even-numbered syllable, precedes a high-pitched syllable, and therefore remains low.

The odd-numbered syllables in a series of short syllables, have low pitch.*

/ni'mino'yayaa'min/
1 2 3

/ni-/ and /-no-/ are odd-numbered syllables, and therefore are low.

If a long syllable precedes a syllable with high pitch, it remains low; if it precedes a syllable with low pitch, it is high.

/ki'kiih takwih'shin/

/intaa'kiih kii'we/

/ta-/ is low because it is first in a series of short syllables. /kiih/ is high because it precedes the low /ta-/.
/kiih/ is high because it precedes low /kii-/. /taa/ is low because it precedes high /kiih/.

12.5.3. Preparation.

With another class member, prepare a dialogue of ten or twelve sentences, to present without notes at the next class meeting. Use this and other lessons as source material, but try to construct some original sentences of your own, to add interest.

⁸ Remember that the last syllable in word or phrase is high, whether long or short, odd-numbered or even numbered (5.5.2.(3)).

13. Elicitation Vocabulary.

The following questions will help you learn more words on the field. These should be memorized and put to use as soon as possible.

what am I doing?	aan 'eshihcike'yaan
what are you doing?	aan 'eshihcike'yan
what is he (or she) doing?	aan 'eshihci'kec

The three expressions above are very useful in getting terms for actions and occupations. The next two may help you get place names. You may ask your informant about the goings of actual people, or draw a map with stick men, and ask where they are, or are going.

where is _____ (name of person)?	aan'ti e'yaac_____ ('wiini'yam)
where is _____ going?	aan'ti e'shaac

The next three are useful for getting names of things and descriptive words. The last is good for letting someone know you are looking for a word you don't know, or for asking words from someone who knows some English.

what is it called?	aan 'eshi'nihkaa'tek
what does it look like?	aan 'eshinaa'kwahk
what does he (or animate object) look like?	aan 'eshi'naako'sic
how do you say...?	aan 'ehkito'yan...