

A Reference Grammar of
the Cheyenne Language

by
Wayne Leman

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Further revisions were made in 1991 and 2011.

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INTRODUCTION

The purpose of these notes is to introduce the reader to some of the most important facts about the structure of the Cheyenne language. The publication of these notes at this time is meant to satisfy some of the stated needs of Cheyennes who teach their language in the classroom.

This is not a language-learning manual. It cannot teach you to speak Cheyenne. But these notes can be a useful resource tool. They can give ideas of ways of studying and presenting the grammar of Cheyenne.

The best way to learn a language is by paying careful attention to a good speaker of that language. You must imitate the way he speaks very carefully. You must also seriously approach the job of memorizing the sounds and words of the new language.

To successfully teach Cheyenne you must try to imagine natural things that you and other Cheyenne speakers talk about. Think of the questions you ask other people. Think of the answers they give you. Think of the things you like to tell people about. These kinds of things are most useful when you teach your language to others.

The words in these notes just illustrate the structure, or grammar, of Cheyenne. They are like the main bones of someone's body. Now, to teach the language and make learning fun and useful, you must put "muscles, organs, meat, skin, hair, and clothes," in other words, interesting language, on the grammar "bones". You can teach in an interesting way by making booklets with little Cheyenne stories. You can put words and phrases on tapes for students to listen to. You can make language games. And, you can even write a language-learning manual.

In some places in these notes there will be technical things which will be useful to some people, but not everyone. If you come across some funny-looking symbols and technical language that doesn't mean anything to you, don't be disturbed. Keep going. If you already speak Cheyenne, it won't be too long before it starts making sense again.

These notes are based on information given by many Cheyenne people. I have tried my best to write down accurately what people have said. But, once in awhile, you may find a mistake. Be patient! Study it some more. Maybe what is written will turn out to be right, after all. Or, maybe there is a typing mistake. Or, maybe what is written is only partly true.

You might be able to think of other ways of saying something. That is good. Every language has different ways of saying things that have similar meanings.

It would be a good idea to keep a list of mistakes you think you have found in these notes. Hopefully, it will not be too long before really complete grammar books and language-learning curriculum are being written by people like you.

The nature of any kind of research is that it can never be said to be completely finished. It must always be open to revision, to better ways of presenting information. This is very true of these notes. They represent some of the most important things I have learned so far from my Cheyenne friends. I will put the date down to show when

this was written. The date can help us see progress when we later find better ways of talking about the structure of Cheyenne.

To everyone who has been one of my teachers, I say, "Hahoo!"

--Kovaahe (Wayne Leman)

January 1979

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I am indebted to many people for help, technical insight, and inspiration as I have developed these notes. Some help has come personally. Some assistance has come from material written by individuals. Sometimes in these notes I will state a particular individual's contribution. But since this is not the best place to trace the sources of all ideas in these notes (a difficult job at any time!) I will often not tell where some idea or the inspiration for it came from. In some cases the form which my description takes may be different from that of the person who originally suggested it.

I must acknowledge the contributions of the following, both living and deceased: Aenoxaa'eho'oestse, Danny Alford, Leonard Bloomfield, Irvine Davis, Donald Frantz, Ives Goddard, Heveese, Peter Landerman, Elena Leman, Ma'etomona'e, Ma'seeota'e, Choon-Kyu Oh, Donald Olson, Rodolphe Petter, Robert Rankin, Richard Rhodes, Greg Thomson, Rosemary Turner, Voeße'e, Vo'omene'e, and Malcolm Wenger.

OTHER AVAILABLE RESOURCES

(most are available from: CCEP, P.O. Box 50, Busby, MT 59016)

English-Cheyenne Dictionary, by Rodolphe Petter. 1915.

http://www.bethelks.edu/mla/holdings/scans/petter_dict/

English-Cheyenne Student Dictionary. 1976. Montana Council for Indian Education.

Cheyenne Topical Dictionary, by Josephine Glenmore and Wayne Leman. 1984.

Busby, Montana: Cheyenne Translation Project.

Naeváhoo'óhtseme / We Are Going Back Home: Cheyenne History and Stories Told by James Shoulderblade and Others, edited by Wayne Leman. 1987. Memoir 4. Winnipeg: Algonquian and Iroquoian Linguistics.

Let's Talk Cheyenne: An Audio Cassette Course, by Ted Risingsun and Wayne Leman. 1990.

Busby, Montana: CCEP.

Cheyenne Dictionary, Louise Fisher, Wayne Leman, Leroy Pine Sr., and Marie Sanchez. 2004. Chief Dull Knife College. <http://www.lulu.com/cdkc> and [Amazon.com](http://www.amazon.com)

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ABBREVIATIONS AND SYMBOLS

Person Abbreviations:

1	First-person singular ("I")
2	Second-person singular ("you")
3	Third-person singular ("he, she, or, animate-it")
11	First-person plural (exclusive) ("we", US, but not YOU)
12	First-person plural (inclusive) ("we", YOU and ME, maybe others)
22	Second-person plural ("you")
33	Third-person plural ("they")
4	Fourth-person (obviative) ("he, she, animate-it, or they")
I	Inanimate singular ("it")
II	Inanimate plural ("they")

Pitch Symbols:

'	High Pitch	
—	Mid Pitch	(I now believe that the hanging-low is a regular low pitch. W.L. 2011)
`	Low Pitch	
˘	"Hanging-Low" Pitch (between a Mid Pitch and a Low Pitch)	
ˆ	"Raised-High" Pitch (slightly higher than a High Pitch)	

Other Symbols:

·	Voiceless (whispered) Vowel
-	Meaning-Separation Mark (separates some morphemes)

Other Abbreviations:

sing., sg.	Singular
pl., p.	Plural
obv., ob.	Obviative (Fourth-person)
excl., ex., e.	Exclusive (used with First-person Plural)
incl., in., i.	Inclusive (used with First-person Plural)
AI	Animate Intransitive (Intrans. Verb with Animate Subject)
II	Inanimate Intransitive (Intrans. Verb with Inan. Subject)
TA	Transitive Animate (Transitive Verb with Animate Object)
TI	Transitive Inanimate (Trans. Verb with Inanimate Object)
anim., an., a.	Animate
inan., in., i.	Inanimate
e.g.	"For Example"
i.e.	"Namely"
x	Unspecified, such as Unspecified Subject
mt	Montana
ok	Oklahoma

CHEYENNE SOUNDS AND ALPHABET

As you probably already know, different languages have different sounds. Some languages of Africa have sounds that sound like clicks. German has some sounds that are "rough" or "gravelly". You probably know that there are sounds in English which are not used in Cheyenne. And, there are sounds in Cheyenne which are not found in English words. Some languages have many different sounds, so they must have a large alphabet. Other languages do not have so many sounds. They can have smaller alphabets. Whether a language has many sounds or not so many does not necessarily mean that it is an "easy" or a "hard" language.

As a matter of fact, there probably really isn't such a thing as an "easy" or a "hard" language. A language may seem easy or difficult depending upon many things in the background of the person trying to learn that language. Many native speakers of English find it easier to learn to speak Spanish (spoken in places such as Spain and Mexico) than Chinese. One of the reasons for this is that Spanish and English are related languages. Many of their words sound almost the same. And their grammars are similar. But the words of Chinese and English are completely different. This is true, also, with Cheyenne and English. When you know an English word it won't give you a hint as to what the Cheyenne word with the same meaning will be.

English happens to be a language with many sounds. There are many consonants, and there are many vowel sounds. There are 26 letters in the English alphabet but these letters are often put together in different ways to represent different sounds. There are more different sounds in English than there are letters in the English alphabet.

There are only 14 distinctive sounds in Cheyenne. The most logical way to spell these sounds is to give each of these sounds a different letter. And that is exactly what we do with the alphabet used in the bilingual education programs on the Northern Cheyenne Reservation here in Montana. Now, even though there are only 14 letters in the Cheyenne alphabet we can't say that Cheyenne is an "easy" or "simple" language. Cheyenne happens to have very complicated ways of putting its sounds together as meaning-units, words, and sentences are made--at least they can seem complicated to someone who only speaks some other language, for instance, English.

Every word of Cheyenne can be written with just the 14 letters of the Cheyenne alphabet. Here they are: a, e, h, k, ' (or, ?), m, n, o, p, s, ſ (or, š), t, v, and x. Most of them look familiar to you already, don't they! Let's talk about these letters and the sounds they represent.

You already know the letter a. In English it is pronounced in different ways, isn't it! Say these English words, and listen to the a sound in each word: can, gate, father, and caught. It's a little easier for this letter in Cheyenne. It is always pronounced like the a in father. Here's a Cheyenne word with three a's. It means 'milk' (hint: whisper the last a): matana.

In Cheyenne the letter e is most often pronounced like the English i in the word pin. Sometimes Cheyenne e sounds close to the e in English like in the word pet. Here's a Cheyenne word with e: semo. It means 'boat'.

Cheyenne h is pronounced the same as English h. Cheyenne hese, 'fly'.

Cheyenne k is pronounced like the k in the English word skin. It is a "soft" sound. It does not have the little puff of air (aspiration) which the sound in English, most often spelled with c, has at the beginnings of words, as in the word coat. A Cheyenne word with k is ka'èškone, 'child'.

The letter ' is called a "glottal stop". If you would like, you can call it a "glottal", for short. Or, maybe you can think of a Cheyenne name for this letter. This letter indicates a short "break" in the sound of a word. With it the sound of a word stops really quickly, and then goes on. A glottal stop can be "heard" in English when we say the exclamation, "Oh, oh!" The glottal stop occurs between the two o sounds. There are many glottal stops in the Cheyenne language. It is very important that you pronounce them if you want to pronounce Cheyenne correctly. Here are some Cheyenne words with glottal stops: he'eo'o, 'women'; vo'e, 'cloud'; pa'e'pa'onahe, 'camel'. It is possible that you have seen the glottal stop written a little differently. For instance, in the English-Cheyenne Student Dictionary, published in 1976, glottal stop was written with the top part of a question mark, '?'. But, since almost no regular typewriters have this symbol, I like to write glottal stop with a simple apostrophe, namely '. By the way, other languages that have glottal stops often write the glottal stop with an apostrophe, too.

Cheyenne m is pronounced just like English m. Cheyenne mee'e means 'feather'.

Cheyenne n is pronounced the same as English n. If you say notse in Cheyenne, you are talking about someone from another tribe.

The pronunciation of Cheyenne o is between the o sound of English bone and the oo sound of the English word look.

Cheyenne p is like the p in the English word spin. Like Cheyenne k, the p is a "soft" (unaspirated) sound. Be sure you do not say it with a puff of air. A favorite word of Cheyenne children is poeso, which means, of course, 'cat'.

The s in Cheyenne is just like English s. We already saw a Cheyenne s in semo, 'boat', above.

The letter š in Cheyenne sounds just about the same as the sound represented by the two letters sh in English. (You may have seen this written as š. There is nothing wrong with this other way of writing this Cheyenne sound. It's just that typewriters don't have the little v "up-in-the air". In these notes I will often type this letter, called an "esh", as š.) In Cheyenne a še'še is a 'duck'. If enough Cheyennes would really rather write this sound with sh, this would be fine.

Cheyenne t, like k and p, is a "soft" sound, like the t in English stick. The Cheyenne word to'ha means 'glove'.

In Cheyenne the letter v represents one "distinctive" sound. If you already speak English, sometimes Cheyenne v will sound almost like English w, and sometimes it will just sound like an English v. Don't worry about this--it really is only one distinctive sound in Cheyenne. It can sound like English w when it comes before the letters a or o. But, even then, sometimes it will sound more like English v. In Cheyenne a vee'e is a 'dwelling'; vo'e is a 'cloud'.

The last letter of the Cheyenne alphabet is x. This Cheyenne sound is not used in English. It is used in many other languages, though, such as German (for instance, the German word Achtung has this sound, represented by the letters ch). The sound of this letter is something like a "raspy" h, but it is pronounced closer to the front of your mouth. Have you ever heard children pretending they were shooting guns, and saying

something that we might write as "kx, kx, kx"? Well, just take away the k part of these sounds, and you will be left with the sound of the Cheyenne x. Be sure you do not pronounce Cheyenne x like the x in the English words x-ray or ax. The Cheyenne x is not pronounced like a ks as the English x is. The word for 'skunk' in Cheyenne has the letter x, xao'o.

Those are the 14 letters of the Cheyenne alphabet. Remember, every Cheyenne word can be written with just those 14 letters.

OTHER MARKS:

Throughout these notes you will see some other marks used to spell words. These marks help to pronounce words. Spelling is something like a map. The more detail that there is on a map, the easier it is to find a place.

One important mark will be a dot over vowels. (Do you remember what vowels are? There are three Cheyenne vowels. They are a, e, and o. Can you name the five vowels of English?) This dot shows that the vowel is "whispered" (or, voiceless). The last vowel of each thing you say in Cheyenne is always whispered. If you say only one word, the last vowel of the word will be whispered. If you say several words together to make a phrase, the last vowel of the phrase will automatically be whispered. This is automatic devoicing and it is not marked with a dot. Because it is possible to pronounce each word by itself in Cheyenne, the last vowel of every word can potentially be devoiced, and so this vowel, also, will not get a dot.

But, other vowels will have dots over them when they are whispered. Of course, when you are a native speaker of Cheyenne you don't have to think of dots (or, even alphabet letters, for that matter!), you just whisper the vowels that are supposed to be whispered. But someone who doesn't know Cheyenne yet doesn't know what vowels to whisper. So these dots are very helpful to him. And, when you, a Cheyenne speaker, are reading Cheyenne, and sounding out words that are written down, you will probably find the whisper marks helpful.

Here are some words with whispered vowels: tãhpeno, 'flute'; ka'ëškone, 'child'; semonõtse, 'boats'.

The syllables of Cheyenne words are pronounced at different pitches, or tones. High-pitched vowels are often marked with this mark, ' , over the vowels. For instance, in the Cheyenne word for 'bear', the first syllable has a high pitch, the second syllable has a low pitch, and the third, and last, syllable is whispered when the word is pronounced just by itself. The word is written as náhkohe.

We can use other pitch marks, also. They can give greater detail and accuracy when we write Cheyenne words. At times in these notes I will use some other pitch marks. You can see the pitches that are represented by the different pitch symbols on the page with ABBREVIATIONS AND SYMBOLS (page vi). They are: ' , ' , ˇ , ^ , and ¯.

At this point it is not certain whether native Cheyenne speakers really need to use any pitch marks. In some reading and writing classes I have been having with Cheyenne speakers, it seems that these speakers

can get by pretty well without using any pitch marks. One advantage to not using pitch marks is that this makes Cheyenne easier to type. Most English typewriters do not have any accent marks on them. We, of course, could still print the accent marks in by hand. One other possibility is to use the underline mark, , under a vowel instead of the high pitch mark, ' . In these notes, when I consider it important to the part of grammar being discussed, I will use the regular high pitch mark. At other times I may not use the mark. Remember, if you are a speaker of Cheyenne, you may not need to use pitch marks, or else, you may not need to use very many.

Sometimes a hyphen will be used in the middle of a word. It has nothing to do with the way a word is pronounced. It just separates parts of the word that mean different things. For instance, we might use a hyphen in the Cheyenne word for 'moon', taa'e-eſe'he. The hyphen helps us to see more quickly that the first part of the word means 'night' and the second part of the word means 'sun'.

Remember, the most important way to pronounce Cheyenne correctly is to imitate a good speaker of Cheyenne very closely. Learning to read and write Cheyenne can be helpful, but nothing takes the place of learning from a real speaker. Listening to tapes of Cheyenne can be helpful, but they cannot replace the experience of listening to someone directly, and being able to watch how he shapes his mouth as he speaks (this is especially true when you try to hear whether a whispered vowel is à, è, or ô!).

IMPORTANT: Be sure to read the introductory material on nouns and verbs on the next several pages. Some very important concepts will be explained, as well as the meaning of abbreviations such as 1-3, x-11, obv., etc., which would otherwise be rather meaningless. Also, refer back to the preceding page with ABBREVIATIONS AND SYMBOLS whenever an abbreviation or symbol is not clear.

Every Cheyenne noun is either animate or inanimate. The terms "animate" and "inanimate" are, of course, simply labels reflecting the separate grammatical categories into which Cheyenne places all nouns. Some generalizations can be attempted as to what kinds of nouns belong to these two gender classes: nouns referring to people, animals, spirits, and trees are animate. Some natural objects are considered grammatically animate, perhaps because of some spiritual function they have played--items here include 'sun', 'moon', 'star', and 'rock'. Some body-parts are animate, and some articles of clothing or personal use are animate. A few other items are also considered to be "animate". The following lists are illustrative:

ANIMATE NOUNS

vo'èstane	person
he'e	woman
hetane	man
ka'èš̄kone	child
véhoo'o	chiefs
póéso	cat
váótséva	deer
vé'késo	bird
netse	eagle
vohkoehe	rabbit
ma'heono	sacred beings
séoto	ghosts, corpses
máhta'sóomaho	spirits
méstaeo'o	spooks
hoohtséstse	tree
š̄éstoto'e	pine tree
maxe	log
hestoomo'ke	bark
méséhéstoto	potatoes
henene	tomato
éše'he	sun
taa'éeše'he	moon
hotóhke	star
ho'honáeo'o	rocks
hestahpe	brain
hestsétato	kidneys
mata'xevoto	testicles
matanano	breasts
mo'eš̄ko	finger
máhtseta'e	gland
éstse'he	shirt, coat
hoema	blanket
hoestoto	dresses
heva'keehestoto	scarves
néhpe'hestótse	diaper
tseene'éheono	combs
hone'komo	button
mata	peyote, cactus, pickle
hóhtséme	ball
ma'xemeno	apples (but, South. Cheyenne, ma'xemenótse, is inan.)
amáho'hehe	car (but, amáho'hestótse, 'car', is inanimate)

mo'e'éstse	hay
hesótseve	root (of tree), trunk
heseovo'e	sand
mo'keha	shoe
hóhkéha'e	hat
hoestáto	belt
káhamaxe	stick, wood
evo'sóeseo'o	toy
amáho'hestótse	car (but, amáho'hehe, 'car', is animate)
mo'eško	ring (but, mo'eško, 'finger', is animate)
me'ko	head, hair
mavétove	body
ma'éxa	eye
matonéše	belly
ma'xemenótse	apples (Southern Cheyenne; but, ma'xemeno, 'apples', Northern Cheyenne, is animate)
maahe	arrow
máheo'o	house
he'e	liver
he'po	lung
ho'évohkótse	meat

SOME EXAMPLES TO MEMORIZE:

Náho'áhenótse póésó.	I want a cat.
Náho'áhenótse váótséva.	I want a deer.
Náho'áhenótse henene.	I want a tomato.
Náho'áhenótse éstse'he.	I want a shirt.
Náho'áhenótse hóhtséme.	I want a ball.
Náho'áhe mo'keha.	I want a shoe.
Náho'áhe hóhkéha'e.	I want a hat.
Náho'áhe hoestáto.	I want a belt.
Náho'áhe máheo'o.	I want a house.
Náho'áhe ho'évohkótse.	I want meat.

PLURALIZATION

All languages have ways of talking about one thing or person and more than one thing or person. We call a noun which is talking about only one thing or person "singular" and one which refers to more than one thing or person "plural". In the following lists there are some singular and plural nouns. The first list will have animate nouns, while the second list will have inanimate ones:

ANIMATE NOUNS

meaning	singular	plural
ant	hátseške	hátšěškeho
baby	mé'ěševõtse	mé'ěševoto
bean	móněške	móněškeho
bear	náhkohe	náhkóhe'o
bee	háhnomá	háhnomáho
cat	póeso	póesono
child	ka'ěškóne	ka'ěškóneho
clam	hexovo	hexovono
comb	tseene'éheo'o	tseene'éheono
corpse	seo'õtse	séoto
dog	oeškešo	oeškěšeho
dress	hoestõtse	hoestoto
duck	šé'še	šé'še'o
feather	mee'e	méeno
finger	mo'ěško	mo'ěškono
fly	hése	héseo'o
man	hetane	hetaneo'o
monster	méhne	méhneo'o
nighthawk	pe'e	pé'eo'o
pipe	he'ohko	he'óhkono
porcupine	heškověstse	heškověto
rabbit	vóhkoehé	vóhkoehého
tomato	henene	heneno
animal	hova	hováhne
chicken	kokóhéáxa	kokóhéaxáne
deer	váotšéva	váotševáhne
sheep	kosa	kósáne
tick	meše	měšéne
turtle	ma'eno	ma'enóne
cantelope	máhohko	máhóhkóne
skunk	xao'o	xaóne
beaver	hóma'e	homá'e
dog	hótame	hotáme
goose	héná'e	hená'e
white man	vé'ho'e	vé'hó'e
horse	mo'éh'no'ha	mo'éh'no'háme
lion	nanóse'hame	nanóse'háme

PLURALIZATION (cont'd)

INANIMATE NOUNS

meaning	singular	plural
airplane	ame'hahtótse	ame'háhtotótse
arm	ma'áhtse	ma'áhtsenótse
axe	hohkóxe	hohkóxehótse
beard	mé'hahtse	mé'hahtsenótse
berry	mene	menótse
bone	he'ko	he'konótse
dish	hetóhko	hetóhkonótse
head	me'ko	mé'konótse
road	meo'o	méonótse
shoe	mo'keha	mo'kéhanótse
bead	onéhavo'ke	onéhavo'késtse
belt	hoestáto	hoestátónéstse
bowstring	ma'tano	ma'tanónéstse
coin, money	ma'kaeta	ma'kaetánéstse
day	eše	éshénéstse
fire	ho'esta	ho'èstánéstse
hat	hóhkéha'e	hóhkéhá'èstse
fishhook	nonónóó'e	nonónóó'èstse
land	ho'e	ho'èstse
river	ó'he'e	o'he'èstse

(See the section entitled PLURALIZATION, toward the end of these notes, for a fuller list of singular and plural nouns. Also, study the Cheyenne-English Student Dictionary for other nouns.)

When we first start to study the lists of singular and plural nouns, it looks like Cheyenne has a bewilderingly large number of ways to indicate that nouns are plural. Besides some other spelling changes, for inanimate nouns, to change a noun from singular to plural it looks like we can add suffixes like the following: -ótse, -nótse, -stse, -néstse. It looks like there are even more "pluralizers" for animate nouns. When we look at singular animate nouns we see that we can make them plural by adding suffixes such as: -ho, -no, -o'o, -ne, -hne. There are some other changes with spelling and pitches too. The situation looks confusing, doesn't it!

But, in reality, we can reduce all the pluralizers to four main ones, two for animate nouns, and two for inanimate nouns. This greatly simplifies the picture. But in making the pluralizers "simpler" we have to pay a price. The price we pay is that we have to introduce some abstract, technical notions. We must be able to view the spelling of words a little differently from the way we actually pronounce the words. A complete explanation of these matters would not be appropriate in this introduction to nouns. (The reader who is interested in technical things can study the later sections entitled PLURALIZATION, EQUATIVE SENTENCES, and PHONOLOGICAL RULES.) We will attempt a brief explanation of the pluralizers here, and trust that this will be sufficient for a beginning

PLURALIZATION (cont'd)

understanding of how singular and plural nouns are related in Cheyenne.

The two animate pluralizers are -o and -é. The two inanimate pluralizers are -ot and -ét (these last two will actually be pronounced with spellings such as -ötse and -éstse). If we create an abstract spelling for a noun that is usually the same as the singular spelling or else half-way between the singular and plural spellings, we can get by with using just the four pluralizers. The "abstract spelling" is justified on technical grounds, but it will not be further explained here. It is enough, here, to say that from the abstract spelling we can get the "pronunciation spelling" for both the singular and plural forms of a noun. Let's look at some examples to see how this works:

ANIMATE NOUNS

meaning	singular	abstract spelling	plural
ant	hátses̄ke	hátses̄keh	hátsēs̄skeho
baby	mé'ēs̄evotse	mé'es̄evot	mé'ēs̄evoto
bean	mónes̄e	mónes̄keh	mónēs̄keho
bear	náhkoe	náhkoe	náhkōheo'o
bee	háhnoma	háhnomah	háhnomaho
cat	póeso	póesón	póesono
clam	hexovo	hexovón	hexovono
comb	tseene'ého'o	tseene'ēhon	tseene'ēheono
duck	ǵé'ǵe	ǵé'ǵé	ǵé'ǵeo'o
feather	mee'e	méen	méeno
rabbit	vóhkoehe	vóhkoeheh	vóhkoeheho
animal	hova	hováhn	hováhne
chicken	kokóhéáxa	kokóhéaxán	kokóhéaxáne
deer	váótséva	váotseváhn	váotseváhne
sheep	kosa	kosán	kósáne
skunk	xao'o	xaón	xaóne

INANIMATE NOUNS

arm	ma'ahtse	ma'ahtsen	ma'áhtsenótse
axe	hohkóxe	hohkoxeh	hohkóxehótse
bone	he'ko	he'kon	he'konótse
shoe	mo'keha	mo'kehan	mo'kēhanótse
belt	hoestáto	hoestátón	hoestátónéstse
coin	ma'kaeta	ma'kaetán	ma'kaetánéstse
fire	ho'esta	ho'están	ho'éstánéstse
hat	hóhkéha'e	hóhkéha'	hóhkéhá'éstse

We have left off the dots over vowels in the abstract spellings. And, actually the abstract spellings given here are not quite as abstract as they can be, but the spellings given here will help us understand the pluralizers, without being too confusing.

Let's try to get some singular and plural pronunciation spellings by using the abstract spellings. The abstract spelling for 'bean' is *móněškeh*. If we add its pluralizer, -o, we get the proper spelling for the plural, *móněškeho*. If we subtract the -h from the end of the abstract spelling, we get the proper spelling for the singular, *móněške*.

If we add the -o pluralizer to the abstract spelling for 'cat', *póeson*, we get *póesono*, the correct plural spelling. If we subtract the -n in the abstract spelling, we get the correct singular spelling, *póeso*.

The abstract spelling for the word 'duck' is the "same" as the singular spelling for the word, *šé'še*. If we add the pluralizer -o, we get *šé'seo*. Obviously, this isn't quite the proper spelling for the plural, so something else must happen. This "something else" is a technical process called "Vowel-Stretching". It is something like an echo. The end of the word "stretches" out with a kind of "echo" sound since there will be a glottal stop that "pops in"--and we get the correct spelling for 'ducks', namely *šé'seo'o*. (This process is described in the later section entitled PHONOLOGICAL RULES.)

When we add the -é pluralizer to the abstract spelling for 'animal', we get the proper plural spelling for 'animals', *hováhne*. When we subtract -hn from the abstract spelling, we get the proper singular spelling, *hova*.

The same process works with the inanimate nouns. We have said that the inanimate pluralizers are -ot and -et. We have also said that when we actually pronounce the plurals there will be an additional -se added on to these pluralizers. Keep this in mind as we study a few inanimate words!

When we add -ótse to the abstract spelling for 'bone', *he'kon*, we get the proper plural spelling, *he'konótse*. When we subtract -n from the abstract spelling, we get the proper singular spelling, *he'ko*.

When we add -ótse to the abstract spelling for 'axe', *hohkoxeh*, we get *hohkoxehótse*. Then after putting in the needed dot over the second -o, we get the correct pronunciation spelling for the plural, 'axes', namely, *hohkóxehótse*.

If we add the other inanimate pluralizer (having a pronunciation spelling of -ěstse) to the abstract spelling for 'belt', *hoestátón*, we get the proper spelling for the plural, *hoestátóněstse*. When we subtract the -n from the abstract spelling we get the proper spelling for the singular, *hoestáto*.

Probably all languages have ways of saying that things belong to certain people. Cheyenne has regular ways of saying things like 'my house', 'your boat', 'his daughter', 'our car', etc. Some commonly used possessed nouns are listed on the next few pages. Study them as they will be useful for you as you speak Cheyenne.

The noun prefix which means 'first-person' is na-. The prefix which means 'your' is ne- and the prefix which means 'third-person' is he-. A few nouns will have prefixes other than these, for instance, né'tóve means 'my brother-in-law' and é'tóve means 'your brother-in-law'. These other prefixes exist because of Cheyenne's relationship to other Algonquian languages, and the way the corresponding words are pronounced in the other Algonquian languages. It would probably be best just to memorize the words with these other prefixes. The words with those kinds of possessive prefixes are not nearly so common as possessed words having the "regular" prefixes given above, na-, ne-, and he-.

English has just one word for a first-person plural, namely, 'we'. But Cheyenne has two ways of talking about 'us'. They have different meanings. We will call these two ways, "first-person plural (exclusive)" and "first-person plural (inclusive)". Both are translated by the English words 'we' or 'us'. The "exclusive 'we'" is talking about US but not YOU--it excludes YOU. (The English 'we' can 'include' YOU, the person being spoken to.) The "inclusive 'we'" is referring to ME and YOU, the person being spoken to (and maybe other people are included, too)--so it "includes" YOU. Throughout these notes the "first-person plural (we) (exclusive)" is abbreviated by the two numbers "11". The "first-person plural (inclusive)" is abbreviated by "12".

Let's illustrate this by some examples:

namáheónáne means 'our house'(but it isn't 'your' house)
nemáheónane means 'our house'(it belongs at least to YOU and ME, and maybe to others)

nanésónéháne means 'our child (exclusive)'
nenésónéhane means 'our child (inclusive)'

nésenéháne means 'our friend (excl)'
ésenéhane means 'our friend (incl)'

A special aspect of Cheyenne grammar deserves comment here. When a third-person animate noun is possessed by a third-person (he, she, or them), the noun becomes "obviated". This is something like saying that the animate noun "moves out of the spotlight". The noun receives special marking when it is "obviated". Much of the time this special marking is identical to the marking the noun receives when it is pluralized. When obviation occurs, we cannot tell if the noun is singular or plural--it can be either. Compare the following forms:

nae'ha 'my son' and hee'haho 'his son, or, his sons'
náhtotse 'my pet' and hestotseho 'his pet, or, his pets'
namêšéme 'my grandfather' and hemêšemo 'his grandfather(s)'

namāheōʔo	my house	namāheōñótse	my houses
nemāheōʔo	your house	nemāheōñótse	your houses
hemāheōʔo	his house	hemāheōñótse	his houses
namāheónáne	our (excl.) house	namāheónanótse	our (excl.) houses
nemāheónane	our (incl.) house	nemāheónanótse	our (incl.) houses
nemāheónévo	your (pl.) house	nemāheónevótse	your (pl.) houses
hemāheónévo	their house	hemāheónevótse	their houses
nāsémō	my boat	nāsémōnótse	my boats
nēsémō	your boat	nēsémōnótse	your boats
hesémō	his boat	hesémōnótse	his boats
nāsémónáne	our (excl) boat	nāsémōnanótse	our (excl) boats
nēsémōnane	our (incl) boat	nēsémōnanótse	our (incl) boats
nēsémónévo	your (pl) boat	nēsémōnevótse	your (pl) boats
hesémónévo	their boat	hesémōnevótse	their boats
namaahe	my arrow	namaahótse	my arrows
nemaahē	your arrow	nemaahótse	your arrows
hemaahē	his arrow	hemaahótse	his arrows
namaahāne	our (excl) arrow	namaahanótse	our (excl) arrows
nemaahane	our (incl) arrow	nemaahanótse	our (incl) arrows
nemaahámévo	your (pl) arrow	nemaahévótse	your (pl) arrows
hemaahámévo	their arrow	hemaahévótse	their arrows
naamāhoʔhéstótse	my car	naamāhoʔhéstotótse	my cars
neamāhoʔhéstótse	your car	neamāhoʔhéstotótse	your cars
heamāhoʔhéstótse	his car	heamāhoʔhéstotótse	his cars
naamāhoʔhéstónáne	our (ex) car	naamāhoʔhéstonanótse	our (ex) cars
neamāhoʔhéstōnane	our (in) car	neamāhoʔhéstonanótse	our (in) cars
neamāhoʔhéstóvévo	your (pl) car	neamāhoʔhéstovevótse	your (pl) cars
heamāhoʔhéstóvévo	their car	heamāhoʔhéstovevótse	their cars
nétove	my body	---	
étove	your body	---	
hevétove	his body	---	
nétovāne	our (excl) body	nétovanótse	our (excl) bodies
étovāne	our (incl) body	étovanótse	our (incl) bodies
étovévo	your (pl) body	étovevótse	your (pl) bodies
hevétovévo	their body	hevétovevótse	their bodies
namótšěške	my knife	namótšěškehótse	my knives
nemótšěške	your knife	nemótšěškehótse	your knives
hemótšěške	his knife	hemótšěškehótse	his knives
namótšěškáne	our (excl) knife	namótšěškanótse	our (excl) knives
nemótšěškane	our (incl) knife	nemótšěškanótse	our (incl) knives
nemótšěškévo	your (pl) knife	nemótšěškevótse	your (pl) knives
hemótšěškévo	their knife	hemótšěškevótse	their knives
namótšěškame	my knife	namótšěškamótse	my knives
nemótšěškame	your knife	nemótšěškamótse	your knives
hemótšěškame	his knife	hemótšěškamótse	his knives
namótšěškamāne	our (excl) knife	namótšěškamanótse	our (excl) knives
nemótšěškamane	our (incl) knife	nemótšěškamanótse	our (incl) knives
nemótšěškamévo	your (pl) knife	nemótšěškamevótse	your (pl) knives
hemótšěškamévo	their knife	hemótšěškamevótse	their knives

navěě?e	my tepee	navéénótse	my tepees
nevěě?e	your tepee	nevéénótse	your tepees
hevěě?e	his tepee	hevéénótse	his tepees
navéénāne	our (excl) tepee	navéénanótse	our (excl) tepees
nevéénane	our (incl) tepee	nevéénanótse	our (incl) tepees
nevéénēvo	your (pl) tepee	nevéénevótse	your (pl) tepees
hevéénēvo	their tepee	hevéénevótse	their tepees
navóhkèha?e	my hat(hóhkèha'e, hat)	navóhkèhá?èstse	my hats
nevóhkèha?e	your hat	nevóhkèhá?èstse	your hats
hevóhkèha?e	his hat	hevóhkèhá?èstse	his hats
navóhkèha?āne	our (excl) hat	navóhkèhá?anótse	our (excl) hats
nevóhkèha?ane	our (incl) hat	nevóhkèhá?anótse	our (incl) hats
nevóhkèha?ēvo	your (pl) hat	nevóhkèhá?evótse	your (pl) hats
hevóhkèhe?ēvo	their hat	hevóhkèhá?evótse	their hats
nāhto?e	my land (ho?e, land)	nāhtō?èstse	my lands
nēsto?e	your land	nēstō?èstse	your lands
hesto?e	his land	hestō?èstse	his lands
nāhto?āne	our (excl) land	nāhto?anótse	our (excl) lands
nēsto?ane	our (incl) land	nēsto?anótse	our (incl) lands
nēsto?ēvo	your (pl) land	nēsto?evótse	your (pl) lands
hesto?ēvo	their land	hesto?evótse	their lands
namo?keha	my shoe, moccasin	namo?kèhanótse	my shoes
nemo?keha	your shoe	nemo?kèhanótse	your shoes
hemo?keha	his shoe	hemo?kèhanótse	his shoes
namo?kèhanāne	our (excl) shoe	namo?kèhananótse	our (excl) shoes
nemo?kèhanane	our (incl) shoe	nemo?kèhananótse	our (incl) shoes
nemo?kèhanēvo	your (pl) shoe	nemo?kèhanevótse	your (pl) shoes
hemo?kèhanēvo	their shoe	hemo?kèhanevótse	their shoes
ma?éxa	someone's eye (x-I)	ma?éxánéstse	someone's eyes (x-II)
na?éxa	my eye	na?éxánéstse	my eyes
ne?éxa	your eye	ne?éxánéstse	your eyes
he?éxa	his eye	he?éxánéstse	his eyes
na?éxaéne	our (excl) eye	na?éxaenótse	our (excl) eyes
ne?éxaene	our (incl) eye	ne?éxaenótse	our (incl) eyes
ne?éxaévo	your (pl) eye	ne?éxaevótse	your (pl) eyes
he?éxaévo	their eye	he?éxaevótse	their eyes
hesta	heart	hestahótse	hearts
māhtsesta	someone's heart	māhtséstahótse	someone's hearts
nāhtsesta	my heart	nāhtséstahótse	my hearts
néstsesta	your heart	néstséstahótse	your hearts
hestsesta	his heart	hestséstahótse	his hearts
nāhtséstáhāne	our (excl) heart	nāhtséstáhanótse	our (excl) hearts
néstséstáhane	our (incl) heart	néstséstáhanótse	our (incl) hearts
néstséstáhévo	your (pl) heart	néstséstáhevótse	your (pl) hearts
hestséstáhévo	their heart	hestséstáhevótse	their hearts

nāhtōtse	my pet (1-3)	nāhtotsěho	my pets (1-33)
něstōtse	your pet (2-3)	něstotsěho	your pets (2-33)
hestotsěho	his pet (3-4)	hestotsěho	his pets (3-4)
nāhtotsěhāne	our (ex) pet (11-3)	nāhtotsěhaněō?o	our (ex) pets (11-33)
něstotsěhane	our (in) pet (12-3)	něstotsěhaněō?o	our (in) pets (12-33)
něstotsěhévo	your (pl) pet(22-3)	něstotsěhevōō?o	your (pl) pets(22-33)
hestotsěhevōho	their pet (33-4)	hestotsěhevōho	their pets (33-4)
nā?ne	my older brother	na?něho	my older brothers
nē?ne	your older bro.	ne?něho	your older brothers
he?něho	his older bro.	he?něho	his older brothers
na?něhāne	our (ex) o. b.	na?něhaneō?o	our (ex) older bros.
ne?něhane	our (in) o.b.	ne?něhaneō?o	our (in) older bros.
ne?něhévo	your (pl) o.b.	ne?něhevōō?o	your (pl) older bros.
he?něhevōho	their older bro.	he?něhevōho	their older brothers
navěhoname	my chief	navěhonamo	my chiefs
nevěhoname	your chief	nevěhonamo	your chiefs
hevěhonamo	his chief	hevěhonamo	his chiefs
navěhonamāne	our (ex) chief	navěhonamaneō?o	our (ex) chiefs
nevěhonamane	our (in) chief	nevěhonamaneō?o	our (in) chiefs
nevěhonamēvo	your (pl) chief	nevěhonamevōō?o	your (pl) chiefs
hevěhonamevōho	their chief	hevěhonamevōho	their chiefs
naněso	my child (begotten)	naněsoneho	my children
neněso	your child	neněsoneho	your children
heněsono	his child	heněsono	his children
naněsoněhāne	our (ex) child	naněsoněhaneō?o	our (ex) children
neněsoněhane	our (in) child	neněsoněhaneō?o	our (in) children
neněsoněhévo	your (pl) child	neněsoněhevoō?o	your (pl) children
heněsoněhevōho	their child	heněsoněhevōho	their children
naka?ěškóněhame	my child	naka?ěškóněhamo	my children
neka?ěškóněhame	your child	neka?ěškóněhamo	your children
heka?ěškóněhamo	his child	heka?ěškóněhamo	his children
naka?ěškóněhamāne	our (e) child	naka?ěškóněhamaneō?o	our (e) children
neka?ěškóněhamane	our (i) child	neka?ěškóněhamaneō?o	our (i) children
neka?ěškóněhamēvo	your (p) child	neka?ěškóněhamevōō?o	your (pl) children
heka?ěškóněhamevōho	their child	heka?ěškóněhamevōho	their children
namé?ěševotame	my baby	namé?ěševotamo	my babies
nemé?ěševotame	your baby	nemé?ěševotamo	your babies
hemé?ěševotamo	his baby	hemé?ěševotamo	his babies
namé?ěševotamāne	our (ex) baby	namé?ěševotamaneō?o	our (ex) babies
nemé?ěševotamane	our (in) baby	nemé?ěševotamaneō?o	our (in) babies
nemé?ěševotamēvo	your (pl) baby	nemé?ěševotamevōō?o	your (pl) babies
hemé?ěševotamevōho	their baby	hemé?ěševotamevōho	their babies
name	my older sister	nameho	my older sisters
neme	your older sister	neme	your older sisters
hemeho	his older sister	hemeho	his older sisters
naměhāne	our (ex) o. sister	naměhaneō?o	our (ex) o. sisters
neměhane	our (in) o. sister	neměhaneō?o	our (in) o. sisters
neměhévo	your (pl) s. sister	neměhevōō?o	your (pl) o. sisters
heměhevōho	their older sister	heměhevōho	their older sisters

naoěškěsěhame	my dog	naoěškěsěhamo	my dogs
neoeěškěsěhame	your dog	neoeěškěsěhamo	your dogs
heoeěškěsěhamo	his dog	heoeěškěsěhamo	his dog(s)
naoěškěsěhamāne	our (ex) dog	naoěškěsěhamaneo?o	our (ex) dogs
neoeěškěsěhamane	our (in) dog	neoeěškěsěhamaneo?o	our (in) dogs
neoeěškěsěhamēvo	your (pl) dog	neoeěškěsěhamevō?o	your (pl) dogs
heoeěškěsěhamevōho	their dog	heoeěškěsěhamevōho	their dog(s)
nāsěotame	my corpse, ghost	nāsěotamo	my corpses, ghosts
nēsěotame	2-3	nēsěotamo	2-33
hesěotamo	3-4	hesěotamo	3-4
nāsěotamāne	11-3	nāsěotamaneo?o	11-33
nēsěotamane	12-3	nēsěotamaneo?o	12-33
nēsěotamēvo	22-3	nēsěotamevō?o	22-33
hesěotamevōho	33-4	hesěotamevōho	33-4
nama?heóněhame	my god	nama?heóněhamo	my gods
nema?heóněhame		nema?heóněhamo	
hema?heóněhamo		hema?heóněhamo	
nama?heóněhamāne		nama?heóněhamaneo?o	
nema?heóněhamane		nema?heóněhamaneo?o	
nema?heóněhamēvo		nema?heóněhamevō?o	
hema?heóněhamevōho		hema?heóněhamevōho	
nétame	my bro-in-law (fem)	nétameo?o	my bros-in-law (fem)
étame		étameo?o	
hevétáme		hevétáme	
nétamāne		nétamaneo?o	
étamane		étamaneo?o	
étamēvo		étamevō?o	
hevétamevōho		hevétamevōho	
né?tóve	my bro-in-law (mas)	né?toveo?o	my bros-in-law (masc)
é?tóve		é?toveo	
hevé?tovo		hevé?tovo	
né?tóváne		né?tovaneo?o	
é?tovane		é?tovaneo?o	
é?tovēvo		é?tovevō?o	
hevé?tovevōho		hevé?tovevōho	
namōxe?eotsěstōtse	my picture	namōxe?eotsěstoto	my pictures
nemōxe?eotsěstōtse		nemōxe?eotsěstoto	
hemōxe?eotsěstoto		hemōxe?eotsěstoto	
namōxe?eotsěstónāne		namōxe?eotsěstonaneo?o	
nemōxe?eotsěstonane		nemōxe?eotsěstonaneo?o	
nemōxe?eotsěstóvévo		nemōxe?eotsěstovevō?o	
hemōxe?eotsěstovevōho		hemōxe?eotsěstovevōho	
náhko?ééhe	my mother		
neške			
heške			
něškane		něškaneo?o	
něškēvo		něškevō?o	
heškevōho		heškevōho	

nae?ha	my son	nae?haho	my sons
nee?ha	your son	nee?haho	your sons
hee?haho	his son	hee?haho	his son(s)
nae?hahāne	our (ex) son	nae?hahaneo?o	our (ex) sons
nee?hahane	our (in) son	nee?hahaneo?o	our (in) sons
nee?hahēvo	your (pl) son	nee?hahevōō?o	your (pl) sons
hee?hahevóho	their son	hee?hahevóho	their son(s)
nāhtóna	my daughter	nāhtónaho	my daughters
nēstóna	2-3	nēstónaho	2-33
hestónaho	3-4	hestónaho	3-4
nāhtónahāne	11-3	nāhtónahaneo?o	11-33
nēstónahane	12-3	nēstónahaneo?o	12-33
nēstónahēvo	22-3	nēstónahēvōō?o	22-33
hestónahēvóho	33-4	hestónahēvóho	33-4
ného?ééhe	my father		
ého			
hēho			
néhāne		néhaneo?o	
éhane		éhaneo?o	
éhévo		éhevōō?o	
héhevóho		héhevóho	
néséne	my friend (male-ma)	néseneo?o	my friends (male-male)
éséne		éseneo?o	
hevésenóho		hevésenóho	
nésenéhāne		nésenéhaneo?o	
ésenéhane		ésenéhaneo?o	
ésenéhēvo		ésenéhēvōō?o	
hevésenéhevóho		hevésenéhevóho	
nésé?e	my friend (f-f)	nésé?eo?o	my friends(female-female)
ésé?e		ésé?eo?o	
hevése?óho		hevése?óho	
nése?āne, navése?āne, nése?éhāne		nése?aneo?o, navése?aneo?o, nése?éhaneo?o	
ése?ane, nevése?ane, ése?éhane		ése?aneo?o, nevése?aneo?o, ése?éhaneo?o	
ése?ēvo		ése?evōō?o	
hevése?evóho	hevése?amevóho	hevése?evóho	hevése?amevóho
néške?ééhe	my grandmother	navéškemo	my grandmothers
éškeme		éškemo	
hevéškemo		hevéškemo	
néškemāne		néškemaneo?o	
éškemane		éškemaneo?o	
éškemēvo		éškemēvōō?o	
hevéškemevóho		hevéškemevóho	
naměšéme	my grandfather	naměšěmo	my grandfathers
neměšéme		neměšěmo	
heměšěmo		heměšěmo	
naměšémāne		naměšémaneo?o	
neměšémane		neměšémaneo?o	
neměšémévo		neměšémēvōō?o	
heměšémēvóho		heměšémēvóho	

An understanding of its verbs is essential to a proper understanding of Cheyenne. In a real sense the verb is the "heart" of the Cheyenne language. A large portion of the remainder of these notes is devoted to paradigms (lists) of verbs. The lists are organized according to various important categories. The categories are given technical labels. It is far more important that you understand what kinds of verbs are in a category than that you understand what the technical label means. A person can, of course, easily learn a language without knowing any technical labels. Some people, on the other hand, find labels helpful. If you wish to understand more about the meaning of a label, and there is not enough explanation for it in these notes, you might get some help from a standard English dictionary. Let us briefly look at some of the categories used in these notes for organizing the presentation of verbs.

Do you remember what the difference is between transitive and intransitive sentences? Briefly, a transitive sentence is one that has an "object", something or someone that is affected by the subject of the sentence or which (who) receives some kind of action from the subject. For instance, if we say "He wrote a letter," we have a transitive sentence. 'Letter' is the object of the sentence. The subject is 'he'. An intransitive sentence does not have an object. There is just some kind of an actor. For instance, the sentences "She is cooking" and "It's raining" are intransitive. From a technical standpoint, these definitions are, of course, oversimplified, but they are sufficient to help us get started in our understanding of Cheyenne verbs.

A Cheyenne verb is something like a "sentence", all wrapped up in a single word. Many Cheyenne verbs can stand all by themselves. And they can be translated by complete English sentences. For instance, éhoo'koho means "It's raining." Énéméne means "He's singing." "Návóómo" means "I saw him." Naturally, we can add nouns to a Cheyenne verb, to give even more information. We can say, "Hetane énéméne," which means "The man is singing." "Návóómo váótséva," means "I saw a deer."

In Cheyenne it is very important to know whether the subject of a verb is animate or inanimate, and, if a verb is transitive, it is necessary to know whether the object is animate or inanimate. Because of this we can divide Cheyenne verbs into four main classes, (1) intransitive verbs having animate subjects, (2) intransitive verbs having inanimate subjects, (3) transitive verbs having animate objects, and (4) transitive verbs having inanimate objects. People who have studied Algonquian languages, such as Cheyenne, give the following abbreviated labels to these four classes: (1) AI, which means Animate Intransitive; (2) II, which means Inanimate Intransitive; (3) TA, which means Transitive Animate; and (4) TI, Transitive Inanimate.

Every Cheyenne verb can be related to one of these four classes. The following chart shows this four-way division, and gives some examples of verbs from each of the four classes: AI, II, TA, and TI.

A I

épêhêvahe 'he's good'
 nétâhpéta 'you are big'
 ného'sôehe 'Did you dance?'
 náêsemésêhême 'we already ate'
 énémeneo'o 'they sang'
 éma'ovése 'he has red hair'
 náovâxe 'I dreamed'
 éhenésone 'she has a child'

nápêhéváno 'I fixed him up'
 návóómo 'I saw him'
 névôomohe 'Did you see him?'
 námêho'ta 'he loves me'
 áahotovêstse 'Listen to me!'
 násââoomôhe 'I didn't hit him'
 véstâhêmemeno 'Help us!'

T A

I I

épêhêva'e 'it's good'
 étâhpé'o 'it's big'
 éhoo'koho 'it rained'
 évêhpeha 'it's empty'
 étoóome 'it's cool liquid'
 éheóvo 'it's yellow'
 ésêtovoésta 'it's noon'
 éhâoho'ta 'it's hot'

épêhévána 'he fixed it up'
 névôohtahe 'Did you see it?'
 émese 'he ate it'
 násâahestanóhe 'I didn't take it'
 éhó'tse 'he has it'
 náho'âhénóne 'we want it'
 éhóxe'anánóvo 'they cleaned it'

T I

There are also other important categories for verbs in Cheyenne. A verb can be positive, for instance, énéméne 'he sang'; or, it can be negative, for instance, ésâanémenéhe 'he did not sing'. A verb can ask a question, for instance, énémenehe 'Did he sing?'. In these notes, verbs which ask questions are called "interrogatives".

With verbs we can tell people to do things (give commands). In these notes, "command" verbs are called "imperatives". In Cheyenne a verb can tell you if the action which is commanded is supposed to take place immediately, for instance, méseestse 'Eat!'. In these notes, this kind of command is called an "immediate imperative". There is another important kind of imperative. With this kind of command, the action can take place later, for instance, né'évâhôsêho'êhneo'o 'Come again!'. This kind of command will be labeled a "delayed imperative" in these notes. Another kind of command in Cheyenne is translated with the English word 'let', for instance némeneha means 'Let him sing!' and nétamésêhema means 'Let's eat!'. This last kind of command is called a "hortative" in these notes.

We can make another important division between kinds of Cheyenne verbs. Some verbs can stand alone. They can be translated by complete English sentences. We will call these verbs "independent" verbs. There

INTRODUCTION TO VERBS (cont'd)

are verbs which usually need some other verb(s) to help them out. From English grammar, this second type of verb would be called a "dependent" verb. It has become traditional with people who study Algonquian languages to use another label for this type, "conjunct". In these notes, the label "conjunct" will be used. But, remember that you can use the label "dependent" if it is more meaningful to you. Here are some examples of some independent verbs and some conjunct verbs:

INDEPENDENT VERBS

náho'soo'e	I danced.
némêsêhehe	Did you eat?
móhnôhonêhevôhe (hetaneo'o)	There must have been five (men).
ésâavé'hoohtóhe	He didn't look at it.

CONJUNCT (DEPENDENT) VERBS

tséhnéménêse	when he sang
tsénêmenese	those who are singing
éoháóónâtse	whether he prayed
mâxho'ehnéstse	when he comes

We will call the major categories, Independent, Conjunct, and Imperative: "Orders". Each order has two or more main subtypes. We will call these subtypes "modes". A mode serves to tell us something about how the speaker views the "action" of a verb. For instance, if a speaker does not know if something has happened, he can ask a question. We will say that an "asking" verb is in the "interrogative mode". If a speaker knows that something has happened, usually having seen it with his own eyes, he simply makes a statement telling about the action. We say that a verb of this type, for instance, émêsehe 'he ate', is in the indicative mode.

Modes are very important in Cheyenne. Verbs will be of different modes depending on how a speaker has come by his knowledge. For instance, if he has been told that something has happened (but has not seen it for himself), he can use verbs in the "Attributive Mode". Such verbs can be translated with English words like "It is said that ___" or "'they' say that ___". Here are some examples: émanesêstse 'It is said that he drank,' and éoomósesto 'It is said that he hit him.'

A commonly used mode type is the "Dubitative Mode". Using this mode appears to "tone down" an assertion, so that it doesn't sound too strong. Verbs in the dubitative mode begin with mó-, and can be translated with English words like "I guess ___" or "It must be that ___". A speaker may be quite sure that some action took place, but he can still use the dubitative mode so that what he says about the action will not sound too strong. Here are some examples of verbs in the dubitative mode: móhoo'kôhóhanehe 'it must have rained', mónéésemêsêhehehe 'you must have eaten already', and móháomóhtáhéhehe 'he must be sick'.

Another mode is the "Mediate Mode". Using this mode seems to give an impression of "distance in space, concepts, or time". Verbs of the

INTRODUCTION TO VERBS (cont'd)

mediate mode are often used in legends and folk-tales. Some examples of verbs in the mediate mode are éhnéménéhoo'o 'he sang' and éhpéhêva'éneho 'it was good'.

There are a variety of different modes as subtypes of the Conjunct Order. We will not discuss these types in this introduction. Some of the various Conjunct Modes are illustrated on following pages entitled OVERVIEW OF CHEYENNE VERB SYSTEM when examples of Conjunct verbs are given. There are further illustrations of the various Conjunct modes later in these notes.

Before turning to the actual paradigms (lists) of verbs, we need to be sure we understand some things about the "person" system of Cheyenne. English is one language that commonly uses pronouns to tell what "person" is doing the action of a verb. In English grammar it is common to say that 'I' is first-person singular; 'you' is second-person, and it can be either singular or plural; 'we' is first-person plural, 'he, she, or it' are third-person singular, and 'they' is third-person plural. Cheyenne, and many other languages of the world, shows this same information by prefixes and suffixes attached directly to a verb. In a way, we can say that the "pronouns" are a part of the verbs--in technical language we say that Cheyenne verbs have pronominal affixes (affixes can be either prefixes or suffixes).

To start out, we need to know that the basic first-person verb prefix is ná-, the basic second-person prefix is né-, and the basic third-person prefix is é-. Notice how similar these are to the prefixes which we saw used on possessed nouns a few pages earlier. One difference is that the possessive prefixes, na-, ne-, and he-, have low pitches on their vowels. The basic verb person prefixes have high pitches on their vowels. (The high pitch will be gone with certain future tense verbs.)

Here are some examples using the verb prefixes:

námésehe	I ate.
némésehe	you (singular) ate.
émésehe	He (or She) ate.

To conserve space, number abbreviations are used for the various "persons" throughout these notes. It would be very helpful for you if you would memorize these abbreviations:

- | | | | |
|----|--|---|----------------------------|
| 1 | first-person singular ("I") | x | Unspecified (Subject) |
| 2 | second-person singular ("you") | | |
| 3 | third-person singular ("he" or "she") | | |
| 11 | first-person plural (exclusive) ("we") | | (US but not YOU) |
| 12 | first-person plural (inclusive) ("we") | | (YOU and ME, maybe others) |
| 22 | second-person plural ("you") | | |
| 33 | third-person plural ("they") | | |

In the discussion preceding the lists of possessed nouns, earlier, it was mentioned that an animate noun becomes "obviated" (moved out of the spotlight) when it is possessed by a third-person. We will call the

INTRODUCTION TO VERBS (cont'd)

obviated person a "fourth-person". For all of the other persons there can be a singular or a plural. But, the fourth-person can be either singular or plural. It was pointed out, earlier, for instance, that hee'haho means either 'his son' or 'his sons'. We will abbreviate the fourth-person with "4". If a fourth-person does some action, the verb describing that action must be a little different from a verb with a regular third-person. For instance,

énéméne	3	he sang
hee'haho énémenóho	4	his son sang

The "regular" third-person is sometimes called a "proximate" person, while the fourth-person is sometimes called the "obviated" person, or "obviative".

Obviation will also occur when two third-persons are referred to by the same verb, such as 'see'. The proximate forms of 'man' and 'woman' are hetane and he'e, respectively. Their obviative forms are hetanóho and he'óho, respectively. Notice what happens in the following sentences when there are two third-persons. Look for obviation changes on the nouns and on the verbs.

1-3 Návóómo hetane.	I saw a man.
1-3 Návóómo he'e.	I saw a woman.
2-3 Névoómo hetane.	You saw a man.
3-4 Hetane évóómoho he'óho.	The man saw a woman.
3-4 He'e évóómoho hetanóho.	The woman saw a man.

Sometimes the fourth-person does the action to the third-person. In such a case, the transitive verb will look a little different from the verb évóómoho, above, with the "3-4" person combination. For instance,

4-3 Heške évóómaa'e hetané-ka'êškóne.	His (the boy's) mother saw the boy.
4-3 Hemeho évéstáhémáá'e.	Her big sister helped her.

Transitive verbs give information as to what persons are the subjects and objects. The pronominal (person) affixes on transitive verbs follow a typical Algonquian "person-hierarchy". Whenever a first-person or second-person does something to a third-person (or fourth-person), the affix for the first- or second-person appears as the verb prefix, and the part that tells us that there is a third- or fourth-person object looks something like a "suffix" on the verb. But, when the third- or fourth-person acts on the first- or second-person, the first- or second-person is still marked by the prefix, and the third- or fourth-person is marked by a different "suffix". This kind of person combination is called "inverse" (the object is marked by the verb prefix); the first kind of person combination mentioned is called "direct" (the subject is marked by the verb prefix):

1-3 návóómo	(direct)	I saw him.
2-3 névoómo	(direct)	You saw him.
3-1 návóoma	(inverse)	He saw me.
3-2 névooma	(inverse)	He saw you.

INTRODUCTION TO VERBS (cont'd)

Verbs which only involve first- and second-persons are said to be "local" forms. The Cheyenne person-hierarchy applies with local forms, just as it does with the above-mentioned direct and inverse forms. Whenever a second-person is either the subject or object of a Cheyenne verb, that verb receives the second-person prefix, né-. This means that second-person is the "highest" person on the Cheyenne person-hierarchy. Note the following local forms:

névôome	You saw me.
névôomâtse	I saw you.
névôomatsēme	I saw you (plural).
névôomeme	You (plural) saw me.

Each of these local forms has a second-person prefix, even though for two of the forms second-person is the object of the verb.

Throughout these notes an inanimate "thing" is abbreviated by "I" (for "Inanimate"). Singular inanimate will be abbreviated as "I", while inanimate plural will be abbreviated by "II". Whenever animate persons and inanimate "persons" interact in transitive verbs, in Cheyenne, verb prefixes mark the animate persons, not the inanimate persons. This is another way of saying that animate persons are higher on the person-hierarchy than inanimate persons. Look at these examples:

1-I náho'èhóhta	I came to it.
1-II náho'èhóhtanótse	I came to them (inanimate).
I-1 náho'èhó'taa'e	It came to me.

In the third form, here, the singular inanimate "thing" being talked about is the "subject" of the verb, but, because it is lower on the person-hierarchy than "me", the first-person "object" receives the prefix marking. We can now show the order of persons on the Cheyenne person-hierarchy:

↓	2	second-person	↑
	1	first-person	
	3	third-person	
	4	fourth-person	
	I	inanimate-person	

Whenever action goes from a person higher on the hierarchy to one lower, we can say that the action is "direct"--in this case the verb prefix will mark the subject of the verb. Whenever action goes the other way, from a person lower on the hierarchy to one higher, we can say that the action is "inverse"--in this case the verb prefix will mark the object of the verb.

The basic structure of a Cheyenne verb is as follows:

prefix-(tense)-(directional)-(preverb(s))-root-(medial)-final

Elements in parentheses () are optional; some verbs do not have them. A "directional" marker tells whether the action of the verb is coming

INTRODUCTION TO VERBS (cont'd)

"toward" (often, toward the speaker) or going "away" (often, away from the speaker). If it is "toward", one of the following will be present: -neh-, -nex-, -ne'-, or -nes-. If it is "away", there will be a -ta-.

The reader should turn to the topics sections in the later parts of these notes for further information on TENSE, PREVERBS, ROOTS, MEDIALS, and FINALS. Each of these categories is an important part of Cheyenne verbs. Briefly, TENSE tells "when" some action took place, PREVERBS modify the main idea of the verb in a kind of "adverbial" fashion. The ROOT is the core, the main idea, of a verb. MEDIALS give special noun-like information about something that is associated with the ROOT.

All verbs have FINALS. The section which concentrates on FINALS, later, deals mostly with "concrete" finals, finals which, for instance, tell whether some action was done with your hand, your foot, a tool, heat, etc. It would be appropriate here to point out some of the "abstract" finals which appear in Cheyenne verbs.

A common Inanimate Intransitive (II) final is -ó, seen as the last vowel of the following II verbs:

étâhpé'o	It is big.
éhoo'koho	It is raining.
étonéto	It is cold.
éheóvo	It is yellow.
émá'o	It is red.

A common Animate Intransitive (AI) final is -e, seen as the last vowel of the following AI verbs:

émêsehe	He ate.
émane	He drank.
ého'soo'e	He danced.
évovéstomósáne	He taught.
épêhêvahe	He is good.

There are several important Transitive Animate (TA) abstract finals. Most Transitive Inanimate (TI) end in either -á or -é. In the following list the root English meaning will be given, then TA and TI verbs with their finals in parentheses, (). We will consider the part in parentheses before a hyphen to be the actual "final" and the part after the hyphen to be an "Object Agreement Marker" (or, in the case of inverse TA forms, a "Subject Agreement Marker")--OAM's and SAM's give us information about the persons involved in the verbs:

see	1-3: návóómo (m-ó)	1-I: návóóhta (ht-á)
carry	1-3: náameotsého (h-ó)	1-I: náameotséstse (t-é)
love	1-3: náméhó'to ('t-ó)	1-I: náméhóhta (ht-á)
be good to	1-3: nápêhêve'tovo ('tov-ó)	1-I: nápêhêvé'ta ('t-á)
make	1-3: námaného (h-ó)	1-I: námanéstse (ht-é)
break	1-3: náe'e'ô'ho ('h-ó)	1-I: náe'e'ô'tse ('t-é)
dampen	1-3: náhe'kóovō'to ('t-ó)	1-I: náhe'kóovōhtse (ht-é)
find	1-3: námé'óvo (ov-ó)	1-I: námé'a (∅-á)
have	1-3: náhó'ho ('h-ó)	1-I: náhó'tse ('t-é)

(Roman numerals designate ORDERS. Capital letters designate MODES. In general, each mode can have the full expansion of positive/negative, transitivity, and animacy categories given for INDEPENDENT INDICATIVE.)

I. Independent

- A. Indicative
 - 1. Positive
 - a. Intransitive
 - (1) Animate subject (AI)
 - (2) Inanimate subject (II)
 - b. Transitive
 - (1) Animate object (TA)
 - (2) Inanimate object (TI)
 - 2. Negative
 - a. Intransitive
 - (1) Animate subject (AI)
 - (2) Inanimate subject (II)
 - b. Transitive
 - (1) Animate object (TA)
 - (2) Inanimate object (TI)
- B. Interrogative
- C. Dubitative
- D. Attributive
- E. Mediate

II. Conjunct (Dependent)

- A. Indicative
- B. Subjunctive
- C. Iterative
- D. Subjunctive Iterative
- E. Participle
- F. Interrogative
- G. Obligative
- H. Optative
- I. Intensive Negative

III. Imperative

- A. Direct
 - 1. Immediate
 - 2. Delayed
- B. Hortative

EXAMPLES OF VERB TYPES

Cheyenne forms will be given with an English translation. Then a verb type label will be given. The label will be taken from the outline of the verb system on the preceding page. Positive and negative categories will be self-explanatory from the English translation. The abbreviations AI, II, TA, and TI will be used. So, for example, a label "I.A.AI" will mean that the verb given is of the Independent order, Indicative mode, and that it is intransitive with an animate subject. One would need to look at the translation to see if the verb is positive or negative.

épêhêvahe	He's good.	I.A.AI
ésâapêhêvâhéhe	He's not good.	I.A.AI
épêhêvâhehe	Is he good?	I.B.AI
ésâapêhêvâhehehe	Isn't he good?	I.B.AI
mópêhêvâhehêhe	I guess he's good.	I.C.AI
épêhêvâhesêstse	He is said to be good.	I.D.AI
ésâapêhêvâhêhesêstse	He is said to be not good.	I.D.AI
éhpêhêvâhêhoo'o	He was good.	I.E.AI
ésâapêhêvâhêhehoo'o	He wasn't good.	I.E.AI
pêhêvaestse	Be good!	III.A.1.AI
pêhêvâheo'o	Be good!	III.A.2.AI
pêhêvâheha	Let him be good!	III.B.AI
sâapêhêvâhêheha	Don't let him be good!	III.B.AI
épêhêva'e	It is good.	I.A.II
éhoo'kôho	It's raining.	I.A.II
ésôhpechtsêto	It came through.	I.A.II
épêhêvâhêstove	There is being good (Impersonal).	I.A.II
ésâapêhêva'êhâne	It's not good.	I.A.II
épêhêva'ehe	Is it good?	I.B.II
mópêhêva'êhanêhe	I guess it's good.	I.C.II
épêhêva'ênêse	It is said to be good.	I.D.II
épêhêva'êneho	It is good.	I.E.II
nápêhêváno	I fixed him up (by hand).	I.A.TA
násâapêhêvanóhé	I didn't fix him up.	I.A.TA
népêhêvanohe	Did you fix him up?	I.B.TA
mópêhêvanóhevôhe	He must have fixed him up.	I.C.TA
épêhêvanósesto	He is said to have fixed him up.	I.D.TA
éhpêhêvanóhoono	He fixed him up.	I.E.TA
pêhêvaneha	Fix him up!	III.A.1.TA
pêhêvanoo'o	Fix him up!	III.A.2.TA
pêhêvanoha	Let him fix him up!	III.B.TA
épêhêvána	He fixed it up.	I.A.TI
ésâapêhêvanóhé	He did not fix it up.	I.A.TI
népêhêvanahe	Did you fix it up?	I.B.TI
mópêhêvanóhêhe	He must have fixed it up.	I.C.TI
épêhêvanánôse	He is said to have fixed it up.	I.D.TI
éhpêhêvanánoho	He fixed it up.	I.E.TI
pêhêvánôtse	Fix it up!	III.A.1.TI
pêhêvanomeo'o	Fix it up!	III.A.2.TI
pêhêvanoha	Let him fix it up!	III.B.TI

tséhpêhêvaese	when he was good	II.A.AI
mâhpêhêvaestse	when he is good (unrealized)	II.B.AI
ho'pêhêvaestse	whenever he is good	II.C.AI
ôhpêhêvâhesêstse	when he is good (in general)	II.D.AI
tsépêhêvaestse	the one who is good	II.E.AI
éópêhêvaestse	whether he is good	II.F.AI
âhpêhêvâhesêstse	he ought to be good	II.G.AI
momóxepêhêvaestse	I wish he would be good.	II.H.AI
móho'nópêhevaestse	no doubt he is not good	II.I.AI
tséhpêhêva'e	when it was good	II.A.II
mâhpêhêva'e	when it is good (unrealized)	II.B.II
mâxhoo'kôho	when it rains (unrealized)	II.B.II
ho'pêhêva'e	whenever it is good	II.C.II
ho'hoo'kôho	whenever it rained	II.C.II
ôxhoo'kôhoo'êstse	when it rains (in general)	II.D.II
ôhpêhêva'ee'êstse	when it's good (in general)	II.D.II
tsépêhêva'e	the one which is good	II.E.II
éópêhêva'e	whether it is good	II.F.II
âhpêhêva'ee'êstse	it should be good	II.G.II
âxhoo'kôhoo'êstse	it should rain	II.G.II
momóxepêhêva'e	I wish it would be good.	II.H.II
momóxêhoo'kôho	I wish it would rain.	II.H.II
móho'nópêheva'e	no doubt it was not good	II.I.II
móho'nóhoo'kôho	no doubt it did not rain	II.I.II
tséhpêhêvano	when I fixed him up	II.A.TA
mâhpêhêvano	when I fix him up (unrealized)	II.B.TA
ho'pêhêvano	whenever I fix him up	II.C.TA
ôhpêhêvanoo'êstse	when I fix him up (in general)	II.D.TA
tsépêhêvano	the one who I fix up	II.E.TA
éópêhêvanôtse	whether you fixed him up	II.F.TA
âhpêhêvanosêstse	you ought to fix him up	II.G.TA
momóxepêhêvanôtse	I wish you would fix him up.	II.H.TA
móho'nópêhêvanôtse	no doubt he did not fix him up	II.I.TA
tséhpêhêvanómo	when I fixed it up	II.A.TI
mâhpêhêvanómo	when I fix it up (unrealized)	II.B.TI
ho'pêhêvanómo	whenever I fix it up	II.C.TI
ôhpêhêvanomonôtse	when I fix it up (in general)	II.D.TI
tsépêhêvanómo	what I fixed it up	II.E.TI
éópêhêvanómo	whether you fixed it up	II.F.TI
âhpêhêvanomosêstse	you ought to fix it up	II.G.TI
momóxepêhêvanómo	I wish you would fix it up.	II.H.TI
móho'nópêhêvano	no doubt he did not fix it up	II.I.TI

návoósáne	1 - I saw, see	nánaa?e	I died, am dying
névoósáne	2 - you saw	nénaa?e	you died
évoósáne	3 - he saw	énaa?e	he died
évóosanóho	4 - he (obviative) saw	énaóho	he (obv) died
návóosanēme	11- we (excl) saw	nánaēme	we (excl) died
névóosanema	12- we (incl) saw	nénaema	we (incl) died
névóosanēme	22- you (pl) saw	nénaēme	you (pl) died
évóosaneo?o	33- they saw	énaeo?o	they died
nátáhpēta	I am big	náho?sóó?e	I danced
nétáhpēta		ného?sóó?e	
étáhpēta		ého?sóó?e	
étáhpētáho		ého?sóóho	
nátáhpētāme		náho?sóéme	
nétáhpētama		ného?sóema	
nétáhpētāme		ného?sóéme	
étáhpētao?o		ého?sóeo?o	
námēsehe	I ate	námea?a	I gave (away)
némēsehe		némea?a	
émēsehe		émea?a	
éméséhóho		éméáho	
náméséhéme		náméáme	
néméséhema		néméama	
néméséhéme		néméáme	
éméséheo?o		eméao?o	
náovēše	I went to bed	náné?póó?o	I peaked
néovēše		néné?póó?o	
éovēše		éné?póó?o	
éovēšenáho		éné?poo?óho	
náovēšenāme		náné?poo?ōme	
néovēšenama		néné?poo?oma	
néovēšenāme		néné?poo?ōme	
éovēšena, éovēšenao?o		éné?poo?oo?o	
náhovánee?e	I was gone, died	nánéé?e	I stood
nehovánee?e		nénéé?e	
éhovánee?e		énéé?e	
éhováneehóho		énéé?óho	
náhovéehēme		nánééme	
nehovéehema		nénééma	
nehovéehēme		nénééme	
éhováneehéo?o		enééo?o	
nánéméne	I sing, sang	nánéméne	I have a crooked face
nénéméne		nénééméne	
énéméne		énééméne	
énéménóho		énéménóho	
nánéménēme		nánéménéme	
nénéménema		nénéménema	
nénéménēme		nénéménéme	
énéméneo?o		énéméneo?o	

(Note: 12 ("we"--inclusive) forms can have an additional /-né/, e.g. ného?sóémáne 'we (incl) danced', néméséhémáne 'we (incl) ate'. The forms given in the paradigms are most common, however, for AI Indep. Indicative.)

náháéána	I am hungry	náháóóna	I prayed
neháéána	2	neháóóna	
éháéána	3	éháóóna	
éháéanáho	4	éháóónáho	
náháéanáme	11	náháóónáme	
neháéánama	12	neháóónama	
neháéanáme	22	neháóónáme	
éháéánao?o	33	éháóónao?o	
nánomēne	I drank (e.g. coffee)	námane	I drank
nénomēne		némane	
énomēne		émane	
énomēnoho		émanoho	
nánomēnēme		námanēme	
nénomēnema		némanema	
nénomēnēme		némanēme	
énomēneo?o		émaneo?o	
náméhósáne	I love	náháóónáxe	I prayed lying down
néméhósáne		neháóónáxe	
éméhósáne		éháóónáxe	
éméhosanóho		éháóónáxenáho	
náméhosanēme		náháóónáxenāme	
néméhosanema		neháóónáxenama	
néméhosanēme		neháóónáxenāme	
éméhosaneo?o		éháóónáxéna, eháóónáxenao?o	
náháóónaa?e	I prayed sitting	náháóónáóó?e	I prayed standing
neháóónaa?e		neháóónáóó?e	
éháóónaa?e		éháóónáóó?e	
éháóónaóho		éháóónáóóho	
náháóónáéme		náháóónáóóéme	
neháóónaema		neháóónaóóema	
neháóónáéme		neháóónáóóéme	
éháóónaao?o		éháóónaóóeo?o	
náma?ovése	I have red hair	náováxe	I dreamed
néma?ovése		néováxe	
éma?ovése		éováxe	
éma?ovésoho		éováxenáho	
náma?ovéseme		náováxenāme	
néma?ovésema		néováxenama	
néma?ovéseme		néováxenāme	
éma?ovéseo?o		éováxenao?o, éováxéna	
náhonóne	I baked	návêstahe	I helped
nehonóne		névêstahe	
éhonóne		évêstahe	
éhonónóho		évêstáho	
náhonónēme		návêstáhēme	
nehonónema		névêstáhēma	
nehonónēme		névêstáhēme	
éhonóneo?o		évêstáheo?o	

náméó?e	I fought	nánaā?e	I doctored
néméó?e		nénaā?e	
éméó?e		énaā?e	
éméó?óho		énaa?óho	
náméó?éme		nánaa?ēme	
néméó?ema		nénaa?ema	
néméó?éme		nénaa?ēme	
éméó?eo?o		énaa?eo?o	
náhotse?óhe	I worked	nátanéhe	I am ashamed, shy
néhotse?óhe		nétanéhe	
éhotse?óhe		étanéhe	
éhotse?óhóho		étanéhóho	
náhotse?óhéme		nátanéhéme	
néhotse?óhema		nétanéhema	
néhotse?óhéme		nétanéhéme	
éhotse?óheo?o		étanéheo?o	
nápèhévēstáha	I am good-hearted	náséváno	I skied, skated
népèhévēstáha		néséváno	
épèhévēstáha		éséváno	
épèhévēstáháho		ésévanóho	
nápèhévēstáháme		násévanōme	
népèhévēstáhama		nésévanoma	
népèhévēstáháme		nésévanōme	
épèhévēstáhao?o		ésévanoo?o	
nátáhpe?āse	I am big-bellied	náheve	I said
nétáhpe?āse		néheve	
étáhpe?āse		éhevo?o	
étáhpe?ásóho		éheveōne	
nátáhpe?āsēme		náhéme	
nétáhpe?āsēma		néhēma	
nétáhpe?āsēme		néhéme	
étáhpe?ásēo?o		éhevoōne	
námé?háhtse	I have a beard	náhenésone	I have a child
némé?háhtse		néhenésone	
émé?háhtse		éhenésone	
émé?hahtsenáho		éhenésónéhóho	
námé?hahtsenāme		náhenésónéhéme	
némé?hahtsenama		néhenésónéhēma	
némé?hahtsenāme		néhenésónéhéme	
émé?hahtsenao?o, émé?hahtsēna		éhenésónéheo?o	
náhemótseške	I have (on) a knife	nápèhévēhemäheōne	I have a nice house
néhemótseške		népèhévēhemäheōne	
éhemótseške		épèhévēhemäheōne	
éhemótšěškóho		épèhévēhemäheónóho	
náhemótšěškēme		nápèhévēhemäheónéme	
néhemótšěškēma		népèhévēhemäheónēma	
néhemótšěškēme		népèhévēhemäheónéme	
éhemótšěškeo?o		épèhévēhemäheónēo?o	

nátâhpe?emâheõna	I have a big house	náta?pose	I am weak from cold
nétâhpe?emâheõna		néta?pose	
étâhpe?emâheõna		éta?pose	
étâhpe?emâheõnáho		éta?põsoho	
nátâhpe?emâheõnáme		náta?põsēme	
nétâhpe?emâheõnáme		néta?põsema	
étâhpe?emâheõnáme		néta?põsēme	
étâhpe?emâheõnao?o		éta?põseo?o	
násêtovoése	I hang in the middle	nánêehöve	"I"
nésêtovoése		nénêehöve	"you"
ésêtovoése		énêehöve	"he, she"
ésêtovoésenáho		énêehóvóho	"he, she (obv)"
násêtovoésenáme		nánêehóvéme	"we (excl)"
nésêtovoésenáma		nénêehóvéma	"we (incl)"
nésêtovoésenáme		nénêehóvéme	"you (pl)"
ésêtovoéséna, ésêtovoésénao?o		énêehóveo?o	"they"

EXAMPLES IN SENTENCES:

Question:

Ka'êškóneho ého'sóevohe?

Did the children dance?

Answer:

Héhe'e, ého'sóeo'o.

Yes, they danced.

Question:

Nétónêšéve?

What did you do?

Some answers:

Námêsehe.

I ate.

Nánéméne.

I sang.

Náhonóne.

I baked.

Question:

Néhenésónêhehe?

Do you have any children?

Answer:

Héhe'e, náhenésone.

Yes, I have a child(ren).

Question:

Étónetoestomo'he nêstona?

What kind of character does your daughter have?

Answer:

Náhtona étanehe.

My daughter is shy.

násáavóosanēhe	I did not see	násáanaēhe	I did not die
nésáavóosanēhe	you ...	nésáanaēhe	2
ésáavóosanēhe	he ...	ésáanaēhe	3
ésáavóosanéhého	he (obv)...	ésánaehého	4
násáavóosanéhéme	we (excl)...	násánaehēme	11
nésáavóosanéhema	we (incl)...	nésánaehema	12
nésáavóosanéhéme	you (pl) ...	nésánaehēme	22
ésáavóosanéhého?	they ...	ésánaehého?	33
násáaho?sóéhe	I did not dance	násáaméséhéhe	I did not eat
nésáaho?sóéhe		nésáaméséhéhe	
ésáaho?sóéhe		ésáaméséhéhe	
ésáaho?sóehého		ésáaméséhéhého	
násáaho?sóéhéme		násáaméséhéhéme	
nésáaho?sóehema		nésáaméséhéhema	
nésáaho?sóéhéme		nésáaméséhéhéme	
ésáaho?sóehého?		ésáaméséhéhého?	
násáaméáhe	I did not give	násáa?ověšenāhe	I did not go to bed
nésáaméáhe		nésáa?ověšenāhe	
ésáaméáhe		ésáa?ověšenāhe	
ésáaméaheho		ésáa?ověšenáhého	
násáaméáhéme		násáa?ověšenáhéme	
nésáaméahema		nésáa?ověšenáhema	
nésáaméáhéme		nésáa?ověšenáhéme	
ésáaméaheho?		ésáa?ověšenáhého?	
násáané?poo?ōhe	I did not peak	násáahováneehēhe	I was not gone
nésáané?poo?ōhe		nésáahováneehēhe	
ésáané?poo?ōhe		ésáahováneehēhe	
ésáané?poo?óhého		ésáahováneehéhého	
násáané?poo?óhéme		násáahováneehéhéme	
nésáané?poo?óhema		nésáahováneehéhema	
nésáané?poo?óhéme		nésáahováneehéhéme	
ésáané?poo?óhého?		ésáahováneehéhého?	
násáanééhe	I did not stand	nésáahotse?óhéhe	I did not work
nésáanééhe		ésáahotse?óhéhe	
ésáanééhe		ésáahotse?óhéhého	
ésáanééhého		násáahotse?óhéhéme	
násáanééhéme		nésáahotse?óhéhema	
nésáanééhema		nésáahotse?óhéhéme	
nésáanééhéme		ésáahotse?óhéhého?	
ésáanééhého?			
násáatanéhéhe	I was not ashamed	násáamanēhe	I did not drink
nésáatanéhéhe		nésáamanēhe	
ésáatanéhéhe		ésáamanēhe	
ésáatanéhého		ésáamanéhého	
násáatanéhéhéme		násáamanéhéme	
nésáatanéhéhema		nésáamanéhema	
nésáatanéhéhéme		nésáamanéhéme	
ésáatanéhéhého?		ésáamanéhého?	

násáatāhpētāhe	I am not big	násáatāhpē?āsēhe	I am not big-bellied
nésáatāhpētāhe	you ...	nésáatāhpē?āsēhe	2
ésáatāhpētāhe	he ...	ésáatāhpē?āsēhe	3
ésáatāhpētāheho	he (obv) ...	ésáatāhpē?áséheho	4
násáatāhpētāhéme	we (excl)...	násáatāhpē?áséhéme	11
nésáatāhpētāhema	we (incl)...	nésáatāhpē?áséhema	12
nésáatāhpētāhéme	you (pl) ...	nésáatāhpē?áséhéme	22
ésáatāhpētāheo?o	they ...	ésáatāhpē?áséheo?o	33
násáanémenēhe	I did not sing	násáanéménēhe	I do not have a crooked face
nésáanémenēhe		nésáanéménēhe	
ésáanémenēhe		ésáanéménēhe	
ésáanémenēheho		ésáanéménēheho	
násáanémenéhéme		násáanéménéhéme	
nésáanémenéhema		nésáanéménéhema	
nésáanémenéhéme		nésáanéménéhéme	
ésáanémenēheo?o		ésáanéménēheo?o	
násáapēhévēstāháhe	I am not good-hearted	násáaméó?éhe	I did not fight
nésáapēhévēstāháhe		nésáaméó?éhe	
ésáapēhévēstāháhe		ésáaméó?éhe	
ésáapēhévēstāhaheho		ésáaméó?éheho	
násáapēhévēstāhéhéme		násáaméó?éhéme	
nésáapēhévēstāhahema		nésáaméó?éhema	
nésáapēhévēstāhéhéme		nésáaméó?éhéme	
ésáapēhévēstāhaheo?o		ésáaméó?éheo?o	
násáaháoonāxenāhe	I did not pray lying down	násáanaa?ēhe	I did not doctor
nésáaháoonāxenāhe		nésáanaa?ēhe	
ésáaháoonāxenāhe		ésáanaa?ēhe	
ésáaháoonāxenāheho		ésáanaa?éheho	
násáaháoonāxenāhéme		násáanaa?éhéme	
nésáaháoonāxenāhema		nésáanaa?éhema	
nésáaháoonāxenāhéme		nésáanaa?éhéme	
ésáaháoonāxenāheo?o		ésáanaa?éheo?o	
násáaháóónáóéhe	I did not pray standing	násáahonónéhe	I did not cook
nésáaháóónáóéhe		nésáahonónéhe	
ésáaháóónáóéhe		ésáahonónéhe	
ésáaháoonaoeheho		ésáahonónéheho	
násáaháóónáóéhéme		násáahonónéhéme	
nésáaháoonaoehema		nésáahonónéhema	
nésáaháóónáóéhéme		nésáahonónéhéme	
ésáaháoonaoeheo?o		ésáahonónéheo?o	
násáama?ovéséhe	I am not red-haired	násáa?ovāxenāhe	I did not dream
nésáama?ovéséhe		nésáa?ovāxenāhe	
ésáama?ovéséhe		ésáa?ovāxenāhe	
ésáama?ovéséheho		ésáa?ovāxenāheho	
násáama?ovéséhéme		násáa?ovāxenāhéme	
nésáama?ovéséhema		nésáa?ovāxenāhema	
nésáama?ovéséhéme		nésáa?ovāxenāhéme	
ésáama?ovéséheo?o		ésáa?ovāxenāheo?o	

násâahēhe	I did not say
nésâahēhe	2
ésâahēhe	3
ésâahéhēho	4
násâahéhéme	11
nésâahéhema	12
nésâahéhéme	22
ésâahéhého?o	33

násâahenésónéhéhe	I do not have a child
nésâahenésónéhéhe	
ésâahenésónéhéhe	
ésâahenésónéhéhēho	
násâahenésónéhéhéme	
nésâahenésónéhéhema	
nésâahenésónéhéhéme	
ésâahenésónéhéhého?o	

EXAMPLES IN SENTENCES:

Question:

Emè'o'evohē ka'èškónēho?

Did the children fight?

Answer:

Esâaméo'èheo'o.

They did not fight.

Question:

Néhenésónéhemehe?

Do you (pl) have children?

Answer:

Násâahenésónéhéhéme.

We don't have any children.

Question:

Nétâhpetāhe?

Are you big?

Answer:

Násâatâhpetāhe.

I'm not big.

Question:

Enémenevohe hee'haho?

Did his son sing?

Answer:

Esâanémenéhēho hee'haho.

His son did not sing.

návoosanehe	Did I see?	nánaehe	Did I die?
névoosanehe	Did you see?	nénaehe	2
évoosanehe	Did he see?	énaehe	3
évoosanevohe	Did he (obv) see?	énaevohe	4
návoosanemehe	Did we (excl) see?	nánaemehe	11
névoosanémanehe	Did we (incl) see?	nénaémanehe	12
névoosanemehe	Did you (pl) see?	nénaemehe	22
évoosanevohe	Did they see?	énaevohe	33
nátáhpetahe	Am I big?	náho?sóehe	Did I dance?
nétahpetahe		ného?sóehe	
étahpetahe		ého?sóehe	
étahpetavohe		ého?sóevohe	
nátáhpetaemehe		náho?sóemehe	
nétahpetaémanehe		ného?sóémanehe	
nétahpetaemehe		náho?sóemehe	
étahpetavohe		ého?sóevohe	
náméséhehe	Did I eat?	námeáhe	Did I give (away)?
néméséhehe		némeáhe	
éméséhehe		émeáhe	
éméséhevohe		émeávohe	
náméséhemehe		námeámehe	
néméséhémanehe		némeámehe	
néméséhemehe		némeámehe	
éméséhevohe		émeávohe	
náověšenahe	Did I go to bed?	náné?poo?ohe	Did I peak?
néověšenahe		nené?poo?ohe	
éověšenahe		éné?poo?ohe	
éověšenaovohe		éné?poo?ovohe	
náověšenamehe		náné?poo?omehe	
néověšenámanehe		nené?poo?ómanehe	
néověšenamehe		nené?poo?omehe	
éověšenaovohe		éné?poo?ovohe	
náhováneehehe	Was I gone?	náhotse?óhehe	Did I work?
nehováneehehe		nehotse?óhehe	
éhováneehehe		éhotse?óhehe	
éhováneehevohe		éhotse?óhevohe	
náhováneehemehe		náhotse?óhemehe	
nehováneehémanehe		náhotse?óhémánehe	
nehováneehemehe		nehotse?óhemehe	
éhováneehevohe		éhotse?óhevohe	
náhenésonéhehe	Do I have a child?	námé?hahtsenahe	Did I have a beard?
néhenésonéhehe		néme?hahtsenahe	
éhenésonéhehe		éme?hahtsenahe	
éhenésonéhevohe		éme?hahtsenavohe	
náhenésonéhemehe		námé?hahtsenamehe	
néhenésonéhémanehe		néme?hahtsenámanehe	
néhenésonéhemehe		néme?hahtsenamehe	
éhenésonéhevohe		éme?hahtsenavohe	

náhehe Did I say?
 néhehe
 éhehe
 éhevohe
 náhemehe
 néhêmanehe
 néhemehe
 éhevohe

náóxòheve What did I say?
 néóxòheve
 éóxòhevoo?o
 éóxòhevoōne
 náóxòhéme
 néóxòhema
 néóxòhéme
 éóxòhevoōne

EXAMPLES IN SENTENCES:

Question:

Énae^hhe eho?

Did your father die?

Answer:

Ésâana^hehe.

He did not die.

Question:

Né^hemés^hehehe?

Did you eat yet?

Answer:

Ná^hemésehe.

I ate already.

Question:

Éovè^henavohe hestónaho?

Did her daughter go to bed?

Answer:

Ésâa' é^heovè^henáheho hestónaho. Her daughter didn't go to bed yet.

Question:

Nén^hemenemehe?

Did you (pl) sing?

Answer:

Nán^hemenéme.

We sang.

násáavóosanêhehe	Didn't I see?	násáanaehehe	Didn't I die?
nésáavóosanêhehe	...you ...	nésáanaehehe	2
ésáavóosanêhehe	...he ...	ésáanaehehe	3
ésáavóosanêhevohe	...he (obv)...	ésáanaehevohe	4
násáavóosanêhemehe	...we (excl)...	násáanaehemehe	11
nésáavóosanêhemanêhe	...we (incl)...	nésáanaehemanêhe	12
nésáavóosanêhemehe	...you (pl)...	nésáanaehemehe	22
ésáavóosanêhevohe	...they ...	ésáanaehevohe	33
násáatâhpetâhehe	Am I not big?	násáaho?sóehehe	Didn't I dance?
nésáatâhpetâhehe		nésáaho?sóehehe	
ésáatâhpetâhehe		ésáaho?sóehehe	
ésáatâhpetâhevohe		ésáaho?sóehevohe	
násáatâhpetâhemehe		násáaho?sóehemehe	
nésáatâhpetâhemanêhe		nésáaho?sóehemanêhe	
nésáatâhpetâhemehe		nésáaho?sóehemehe	
ésáatâhpetâhevohe		ésáaho?sóehevohe	
násáamésêhehehe	Didn't I eat?	násáaméahehe	Didn't I give?
nésáamésêhehehe		nésáaméahehe	
ésáamésêhehehe		ésáaméahehe	
ésáamésêhehevohe		ésáaméahevohe	
násáamésêhemehehe		násáaméahemehe	
nésáamésêhêhemanêhe		nésáaméahêhemanêhe	
nésáamésêhemehehe		nésáaméahemehe	
ésáamésêhehevohe		ésáaméahevohe	
násáa?ovêšenâhehe	Didn't I go to bed?	násáané?poo?ôhehe	Didn't I peak?
nésáa?ovêšenâhehe		nésáané?poo?ôhehe	
ésáa?ovêšenâhehe		ésáané?poo?ôhehe	
ésáa?ovêšenâhevohe		ésáané?poo?ôhevohe	
násáa?ovêšenâhemehe		násáané?poo?ôhemehe	
nésáa?ovêšenâhemanêhe		nésáané?poo?ôhemanêhe	
nésáa?ovêšenâhemehe		nésáané?poo?ôhemehe	
ésáa?ovêšenâhevohe		ésáané?poo?ôhevohe	
násáahováneehêhehe	Wasn't I gone?	násáahotse?óhehehe	Didn't I work?
nésáahováneehêhehe		nésáahotse?óhehehe	
ésáahováneehêhehe		ésáahotse?óhehehe	
ésáahováneehêhevohe		ésáahotse?óhehevohe	
násáahováneehêhemehe		násáahotse?óhehemehe	
nésáahováneehêhemanêhe		nésáahotse?óhehemanêhe	
nésáahováneehêhemehe		nésáahotse?óhehemehe	
ésáahováneehêhevohe		ésáahotse?óhehevohe	
násáahenéseonêhehehe	Don't I have a child?	Note: 11 forms are also	
nésáahenéseonêhehehe		commonly pronounced the same as 12	
ésáahenéseonêhehehe		forms, except for having the ná-	
ésáahenéseonêhêhevohe		prefix, e.g.:	
násáahenéseonêhêhemehe		násáavóosanêhemanêhe	Didn't we see?
nésáahenéseonêhêhemanêhe		násáaho?sóehêhemanêhe	Didn't we dance?
nésáahenéseonêhêhemehe		násáaméahêhemanêhe	Didn't we give?
ésáahenéseonêhêhevohe		násáahotse?óhehemanêhe	Didn't we work?

mónánêmenêhēhe	I must have sung, I guess I sang
mónénêmenêhēhe	you must have sung
mónêmenêhēhe	he must have sung
mónêmenêhevōhe	he (obv) must have sung
mónánêmenêhemanēhe	we (excl) must have sung
mónénêmenêhemanēhe	we (incl) must have
mónénêmenêhemēhe	you (p1) must have sung
mónêmenêhevōhe	they must have sung
mónánêmenêhéhe	I must have a crooked face, I guess I have a crooked
mónénêmenêhéhe	face
mónêmenêhéhe	
mónêmenêhevōhe	
mónánêmenêhemanēhe	
mónénêmenêhemanēhe	
mónénêmenêhemēhe	
mónêmenêhevōhe	
mónáhâeanâhēhe	I must be hungry, I guess I'm hungry
mónáhâeanâhēhe	2
móhâeanâhēhe	3
móhâeanâhevōhe	4
mónáhâeanâhemanēhe	11
mónéhâeanâhemanēhe	12
mónéhâeanâhemēhe	22
móhâeanâhevōhe	33
mónáhâoonâhéhe	I must have prayed, I guess I prayed
mónéhâoonâhéhe	
móhâoonâhéhe	
móhâoonâhevōhe	
mónáhâoonâhemanēhe	
mónéhâoonâhemanēhe	
mónéhâoonâhemēhe	
móhâoonâhevōhe	
mónátâhoehēhe	I must have ridden, I guess I rode
mónétâhoehēhe	
mótâhoehēhe	
mótâhoehevōhe	
mónátâhoehemanēhe	
mónétâhoehemanēhe	
mónétâhoehemēhe	
mótâhoehevōhe	
mónâmanêhēhe	I must have drunk, I guess I drank
mónâmanêhēhe	
mómanêhēhe	
mómanêhevōhe	
mónâmanêhemanēhe	
mónêmanêhemanēhe	
mónêmanêhemēhe	
mómanêhevōhe	

nānēmenēmāse	I am said to have sung, they say I'm singing
nēnēmenēmāse	you are said to have sung
ēnēmenesēstse	he is said to have sung
ēnēmenesēsto	he (obv) is said to have sung
nānēmenēmānēse	we (excl) are said to have sung
nēnēmenēmānēse	we (incl) are said to have sung
nēnēmenēmēse	you (pl) are said to have sung
ēnēmenesēsto	they are said to have sung
nāho?soēmāse	I am said to have danced, they say I'm dancing
nēho?soēmāse	2
ēho?soēsēstse	3
ēho?soēsēsto	4
nāho?soēmānēse	11
nēho?soēmānēse	12
nēho?soēmēse	22
ēho?soēsēsto	33
nānēmēnēmāse	I am said to have a crooked face
nēnēmēnēmāse	
ēnēmēnesēstse	
ēnēmēnēsēsto	
nānēmēnēmānēse	
nēnēmēnēmānēse	
nēnēmēnēmēse	
ēnēmēnēsēsto	
nāhonónēmāse	I am said to have cooked, they say I'm cooking
nēhonónēmāse	
ēhonónēsēstse	
ēhonónēsēsto	
nāhonónēmānēse	
nēhonónēmānēse	
nēhonónēmēse	
ēhonónēsēsto	
nāmanēmāse	I am said to have drunk, they say I drank
nēmanēmāse	
ēmanēsēstse	
ēmanēsēsto	
nāmanēmānēse	
nēmanēmānēse	
nēmanēmēse	
ēmanēsēsto	
nāmēsēhēmāse	I am said to have eaten, they say I ate
nēmēsēhēmāse	
ēmēsēhesēstse	
ēmēsēhēsēsto	
nāmēsēhēmānēse	
nēmēsēhēmānēse	
nēmēsēhēmēse	
ēmēsēhēsēsto	

násáanémenéhémāse	I am said to have not sung
nésáanémenéhémāse	you are said to have not sung
ésáanémenéhésēstse	he is said to have not sung
ésáanémenéhésēsto	he (obv) is said to have not sung
násáanémenéhémánēse	we (excl) are said to have not sung
nésáanémenéhémánēse	we (incl) are said to have not sung
nésáanémenéhémēse	you (pl) are said to have not sung
ésáanémenéhésēsto	they are said to have not sung
násáanémenéhémāse	I am said to not have a crooked face
nésáanémenéhémāse	2
ésáanémenéhésēstse	3
ésáanémenéhésēsto	4
násáanémenéhémánēse	11
nésáanémenéhémánēse	12
nésáanémenéhémēse	22
ésáanémenéhésēsto	33
násáaho?soéhémāse	I am said to have not danced
nésáaho?soéhémāse	
ésáaho?soehesēstse	
ésáaho?soehesēsto	
násáaho?soéhémánēse	
nésáaho?soéhémánēse	
nésáaho?soehemēse	
ésáaho?soehesēsto	
násáahonónéhémāse	I am said to have not cooked
nésáahonónéhémāse	
ésáahonónéhésēstse	
ésáahonónéhésēsto	
násáahonónéhémánēse	
nésáahonónéhémánēse	
nésáahonónéhémēse	
ésáahonónéhésēsto	
násáamanéhémāse	I am said to have not drunk
nésáamanéhémāse	
ésáamanéhésēstse	
ésáamanéhésēsto	
násáamanéhémánēse	
nésáamanéhémánēse	
nésáamanéhémēse	
ésáamanéhésēsto	
násáaméséhéhémāse	I am said to have not eaten
nésáaméséhéhémāse	
ésáaméséhéhésēstse	
ésáaméséhéhésēsto	
násáaméséhéhémánēse	
nésáaméséhéhémánēse	
nésáaméséhéhémēse	
ésáaméséhéhésēsto	

he	they, he (obv)	stem meaning
éhnémenéhoo?o	éhnémenéhoono	sang
éhnémenéhoo?o	éhnémenéhoono	had crooked face
éxhonónéhoo?o	éxhonónéhoono	cooked
éxháoonáhoo?o	éxháoonáhoono	prayed
éxháeanáhoo?o	éxháeanáhoono	was hungry
éhnaehoo?o	éhnaehoono	died
éhnaa?éhoo?o	éhnaa?éhoono	doctored
éméséhéhoo?o	éméséhéhoono	ate
éné?poo?óhoo?o	éné?poo?óhoono	peaked
éxhováneehéhoo?o	éxhováneehéhoono	was gone
é?ověšenáhoo?o	é?ověšenáhoono	went to bed

ANIMATE INTRANSITIVE NEGATIVE MEDIATE

he	they, he (obv)	stem meaning
ésáanémenéhehoo?o	ésáanémenéhehoono	not sing
ésáanémenéhehoo?o	ésáanémenéhehoono	not have crooked face
ésáahonónéhehoo?o	ésáahonónéhehoono	not cook
ésáaháoonáhehoo?o	ésáaháoonáhehoono	not pray
ésáaháeanáhehoo?o	ésáaháeanáhehoono	not be hungry
ésáanaehéhoo?o	ésáanaehéhoono	not die
ésáanaa?éhehoo?o	ésáanaa?éhehoono	not doctor
ésáaméséhéhoo?o	ésáaméséhéhoono	not eat
ésáané?poo?óhehoo?o	ésáané?poo?óhehoono	not peak
ésáahováneehéhoo?o	ésáahováneehéhehoono	not be gone
ésáa?ověšenáhehoo?o	ésáa?ověšenáhehoono	not go to bed

(Note: Mediate forms are typically, but not exclusively, used in legends and folklore. See TEXTS, later in these notes.)

you	you (pl)	meaning
ho?sóö?éstse	ho?sóö?e	Dance!
méseestse	mésehe	Eat!
měä?átse	měä?a	Give (away)!
taovēšéstse	taovēše	Go to bed!
né?póó?ótse	né?póó?o	Peak!
hovánee?éstse	hovánee?e	Be gone!
háóónátse	háóóna	Pray!
pèhévoestomo?éstse	pèhévoestomo?he	Be kind!
néménèstse	néméne	Sing!
néménèstse	néméne	Have a crooked face!
véstæstse	véstæhe	Help!
hotse?óestse	hotse?öhe	Work!
né?èsto?hahtse	né?èsto?haha	Take your gloves off!
sévánótse	séváno	Ski, skate!
tsetóó?ótse	tsetóó?o	Look!

(PA *-lo AI imperative sg. ending; Ch. /-te/. *-ko AI imper. pl ending; Ch. /ø/.)

ANIMATE INTRANSITIVE DELAYED IMPERATIVE

you	you (pl)	meaning
ho?sóeo?o	ho?sóéhéne	Dance!
mésèheo?o	mésèhéhéne	Eat!
méao?o	méahēne	Give (away)!
taověšenăđ?o	taověšenáhéne	Go to bed!
né?poo?oo?o	né?poo?óhéne	Peak!
hováneeo?o	hováneehēne	Be gone!
háoonao?o	háóónáhéne	Pray!
pèhévoestomó?heo?o	pèhévoestomó?héhéne	Be kind!
néméněđ?o	néménéhéne	Sing!
némeneo?o	néménéhéne	Have a crooked face!
véstæheo?o	véstæhéhéne	Help!
hotse?óheo?o	hotse?óhéhéne	Work!
né?èsto?hahao?o	né?èsto?haháhéne	Take your gloves off!
sévănăđ?o	sévánóhéne	Ski, skate!
tsetóo?oo?o	tsetóo?óhéne	Look!

"let him..."	"let them..."	stem meaning
ho?sóeha	ho?sóevoha	dance
mésêheha	mésêhêvoha	eat
méaha	méavoha	give (away)
taovêšenaha	taovêšenávoha	go to bed
né?poo?oha	né?poo?óvoha	peak
hováneehaha	hováneehévoha	be gone
háoonaha	háoonavoha	pray
pêhévoestomó?heha	pêhévoestomó?hevoha	be kind
némeneha	néménévoha	sing
némeneha	némenevoha	have a crooked face
véstâheha	véstâhêvoha	help
hotse?óheha	hotse?óhevoha	work
né?êsto?hahaha	né?êsto?hahávoha	take gloves off
sévanoha	sévanóvoha	ski, skate
tsetóo?oha	tsetóo?óvoha	look

ANIMATE INTRANSITIVE NEGATIVE HORTATIVE

"don't let him..."	"don't let them..."	stem meaning
sáaho?sóehaha	sáaho?sóehévoha	dance
sáamésêhêheha	sáamésêhêhevoha	eat
sáaméaheha	sáaméhévoha	give (away)
tásáa?ovêšenáheha	tásáa?ovêšenáhevoha	go to bed
sáané?poo?óheha	sáané?poo?óhevoha	peak
sáahováneehéheha	sáahováneehéhevoha	be gone
sáaháoonáheha	sáaháoonáhevoha	pray
⋮	⋮	

FIRST-PERSON ANIMATE INTRANSITIVE HORTATIVES

nétamésêhema, OR, nétamésêhémáne	Let's eat!
nétâhêmêsêhema, OR, nétâhêmêsêhémáne	Let's go eat!
nétâho?sóema, OR, nétâho?sóémáne	Let's dance!
nétanéméne	Let me sing!
nátâsêvanōme	Let us (excl) ski!

singular (I)	plural (II)	stem meaning
ého?ta	ého?tānēstse	be at
évêhpeha	évêhpēhānēstse	empty (lie empty)
étāhpé?o	étāhpē?ōnēstse	big
ého?ééto	---	snow
éhoo?kōho	---	rain
ésééso	éséēsōnēstse	similar, same
éhāohō?ta	éhāoho?tānēstse	hot
énēhéso	énēhesōnēstse	be that way
évonāhō?ta	évonāho?tānēstse	burned up
évó?kómo	évó?komōnēstse	white
éheóvo	éheóvōnēstse	yellow
épēhēva?e	épēhēva?ēnēstse	good, nice
éhavéséva?e	éhavéséva?ēnēstse	bad
étóno	étonōnēstse	cool
éó?o	éó?ónēstse	dry
émá?o	éma?ōnēstse	red
émo?kōhtávo	émo?kōhtávōnēstse	black
émāheóneve	émāheónévēnēstse	be a house
énēhpōhta	énēhpōhtānēstse	frozen shut
éhāēnāno	éhāēnanōnēstse	heavy
ééstóvo	eéstovōnēstse	sharp
évóome	évóomēnēstse	be seen
épēhēveméá?ha	épēhēveméa?hānēstse	smell good
étonéto	---	cold (weather)
évóhko	évóhkónēstse	bent
ééxóvo	---	warm (weather)
éhetóeve	éhetóévēnēstse	be evening
émésēhēstove	émésēhéstóvénēstse	be an eating
émésēhēnove	émésēhénóvénēstse	be an eating
éhāēanāhtove	éhāēanāhtóvénēstse	be hunger
éhāoonāhtove	éhāoonāhtóvénēstse	be praying
émanéstove	émanéstóvénēstse	be drinking
énēmenéstove	énēmenéstóvénēstse	be singing
énēmenéstove	énēménéstóvénēstse	be having crooked face
éné?poo?óhtove	éné?poo?óhtóvénēstse	be peaking
ésētovoésta	---	be noon ("middle-hang")

singular (I)	plural (II)	
ého?tatse	ého?tanetōtse	be at
evéhpéhatse	evéhpéhanetōtse	empty (lie empty)
étáhpe?otse	étáhpe?onetōtse	big
ého?éetōtse	---	snow
éhoo?kóhotse	---	rain
éséesotse	éséesonetōtse	similar, same
éháoho?tatse	éháoho?tanetōtse	hot
énèhesotse	énèhesonetōtse	be that way
évonáho?tatse	évonáho?tanetōtse	burned up
évó?komotse	évó?komonetōtse	white
éheóvotse	éheóvonetōtse	yellow
épèhéva?etse	épèhéva?enetōtse	good, nice
éhavéséva?etse	éhavéséva?enetōtse	bad
étonotse	étononetōtse	cool
éó?otse	éó?onetōtse	dry
éma?otse	éma?onetōtse	red
émo?kóhtávotse	émo?kóhtávonetōtse	black
émáheónevetse	émáheónevenetōtse	be a house
énèhpóhtatse	énèhpóhtanetōtse	frozen shut
éháenanotse	éháenanonetōtse	heavy
ééstovotse	ééstovonetōtse	sharp
évóometse	évóomenetōtse	be seen
épèhéveméa?hatse	épèhéveméa?hanetōtse	smell good
étonetotse	---	cold (weather)
évóhкотse	évóhkonetōtse	bent
ééxovotse	---	warm (weather)
éhetóevetse	éhetóevenetōtse	be evening
émésèhêstovetse	émésèhêstovenetōtse	be an eating
émésèhênovetse	émésèhênovenetōtse	be an eating
éháeanáhtovetse	éháeanáhtovenetōtse	be hunger
éháoonáhtovetse	éháoonáhtovenetōtse	be praying
émanéstovetse	émanéstovenetōtse	be drinking
énémenéstovetse	énémenéstovenetōtse	be singing
énémenéstovetse	énémenéstovenetōtse	be having crooked face
éné?poo?óhtovetse	éné?poo?óhtovenetōtse	be peaking
ésêtovoéstatse	---	be noon

singular (I)	plural (II)	stem meaning (with 'not')
ésááho?táháne	ésááho?táhanehötse	be at
ésáávéhpéháháne	ésáávéhpéhahanehötse	empty (lie empty)
ésáátáhpe?óháne	ésáátáhpe?óhanehötse	big
ésááho?éétóháne	---	snow
ésááhoo?kóhóháne	---	rain
ésááséesóháne	ésááséesóhanehötse	similar, same
ésááháóho?táháne	ésááháóho?táhanehötse	hot
ésáánèhesóháne	ésáánèhesóhanehötse	be that way
ésáávonàho?táháne	ésáávonàho?táhanehötse	burned up
ésáávó?komóháne	ésáávó?komóhanehötse	white
ésááheóvòháne	ésááheóvòhanehötse	yellow
ésáápèhéva?éháne	ésáápèhéva?éhanehötse	good, nice
ésááhavèséva?éháne	ésááhavèséva?éhanehötse	bad
ésáátonóháne	ésáátonóhanehötse	cool
ésááa?ó?òháne	ésááa?ó?òhanehötse	dry
ésááama?óháne	ésááama?óhanehötse	red
ésááamo?kóhtávòháne	ésááamo?kóhtávòhanehötse	black
ésáámàheónevèhāne	ésáámàheónevèhanehötse	be a house
ésáánèhpòhtáháne	ésáánèhpòhtáhanehötse	frozen shut
ésááháenanóháne	ésááháenanóhanehötse	heavy
ésááa?éstovóháne	ésááa?éstovóhanehötse	sharp
ésáávóoméháne	ésáávóoméhanehötse	be seen
ésáápèhéveméa?háháne	ésáápèhéveméa?háhanehötse	smell good
ésááatonétóháne	---	cold (weather)
ésáávóhkóháne	ésáávóhkóhanehötse	bent
ésááa?éxovóháne	---	warm (weather)
ésááhetóevèhāne	ésááhetóevèhanehötse	be evening
ésáámésèhèstovèhane	ésáámésèhestovèhanehötse	be an eating
ésáámésèhènovèhane	ésáámésèhenovèhanehötse	be an eating
ésááháeanáhtovèhane	ésááháeanáhtovèhanehötse	be hunger
ésááháoonáhtovèhane	ésááháoonáhtovèhanehötse	be praying
ésááamanéstovèhane	ésááamanéstovèhanehötse	be drinking
ésááanémenéstovèhane	ésááanémenéstovèhanehötse	be singing
ésááanémenéstovèhane	ésááanémenéstovèhanehötse	be having crooked face
ésááané?poo?óhtovèhane	ésááané?poo?óhtovèhanehötse	be peaking
ésétovoéstáháne	---	be noon

singular	plural
ésâaho?tâhanéhetse	ésâaho?tâhanéhenetõtse
ésâavéhpêhâhanéhetse	ésâavéhpêhâhanéhenetõtse
ésâatâhpe?óhanéhetse	ésâatâhpe?óhanéhenetõtse
ésâaho?éetôhanéhetse	---
ésâahoo?kôhóhanéhetse	---
ésâaséesóhanéhetse	ésâaséesóhanéhenetõtse
ésâaháoho?tâhanéhetse	ésâaháoho?tâhanéhenetõtse
ésâanêhesóhanéhetse	ésâanêhesóhanéhenetõtse
ésâavonâho?tâhanéhetse	ésâavonâho?tâhanéhenetõtse
ésâavó?komóhanéhetse	ésâavó?komóhanéhenetõtse
ésâaheóvôhanéhetse	ésâaheóvôhanéhenetõtse
ésâapêhéva?éhanéhetse	ésâapêhéva?éhanéhenetõtse
ésâahavéséva?éhanéhetse	ésâahavéséva?éhanéhenetõtse
ésâatonóhanéhetse	ésâatonóhanéhenetõtse
ésâa?ó?ôhanéhetse	ésâa?ó?ôhanéhenetõtse
ésâama?óhanéhetse	ésâama?óhanéhenetõtse
ésâamo?kôhtávôhanéhetse	ésâamo?kôhtávôhanéhenetõtse
ésâamâheónevêhanéhetse	ésâamâheónevêhanéhenetõtse
ésâanêhpôtâhanéhetse	ésâanêhpôtâhanéhenetõtse
ésâaháenanóhanéhetse	ésâaháenanóhanéhenetõtse
ésâa?éstovóhanéhetse	ésâa?éstovóhanéhenetõtse
ésâavóoméhanéhetse	ésâavóoméhanéhenetõtse
ésâapêhéveméa?háhanéhetse	ésâapêhéveméa?háhanéhenetõtse
ésâatonétôhanéhetse	---
ésâavóhkôhanéhetse	ésâavóhkôhanéhenetõtse
ésâa?éxovóhanéhetse	---
ésâahetóevêhanéhetse	ésâahetóevêhanéhenetõtse
ésâamésêhestovêhanéhetse	ésâamésêhestovêhanéhenetõtse
ésâamésêhênovêhanéhetse	ésâamésêhênovêhanéhenetõtse
ésâaháeanáhtovêhanéhetse	ésâaháeanáhtovêhanéhenetõtse
ésâaháoonáhtovêhanéhetse	ésâaháoonáhtovêhanéhenetõtse
ésâamanéstovêhanéhetse	ésâamanéstovêhanéhenetõtse
ésâanémenéstovêhanéhetse	ésâanémenéstovêhanéhenetõtse
ésâanémenéstovêhanéhetse	ésâanémenéstovêhanéhenetõtse
ésâané?poo?óhtovêhanéhetse	ésâané?poo?óhtovêhanéhenetõtse
ésâasétovoéstâhanéhetse	---

singular	plural	stem meaning
ého?tahe	ého?tanevotse	be at
évêhpêhahe	évêhpêhanevotse	empty (lie empty)
étâhpe?ohe	étâhpe?onevotse	big
ého?éetohe	---	snow
éhoo?kôhohe	---	rain
ésêesohe	ésêesonevotse	similar, same
éhâoho?tahe	éhâoho?tanevotse	hot
énêhesohe	énêhesónevotse	be that way
évonâha?tahe	évonâho?tanevotse	burned up
évô?komohe	évô?komonevotse	white
éheóvohe	éheóvonevotse	yellow
épêhêva?ehe	épêhêva?enevotse	good, nice
éhavêséva?ehe	éhavêséva?enevotse	bad
étonohe	étononevotse	cool
éô?ohe	éô?onevotse	dry
éma?ohe	éma?onevotse	red
émo?kôhtavohe	émo?kôhtávonevotse	black
émâheónevehe	émâheónevenevotse	be a house
énêhpôhtahe	énêhpôhtanevotse	frozen shut
éhâenanoho	éhâenanonevotse	heavy
ééstovohe	ééstovonevotse	sharp
évôomehe	évôomenevotse	be seen
épêhêveméa?hahe	épêhêveméa?hanevotse	smell good
étonetohe	---	cold (weather)
évôhkohe	évôhkonevotse	bent
eéxovohe	---	warm (weather)
éhetóevehe	éhetóevenevotse	be evening
émésêhêstovehe	émésêhêstovenevotse	be an eating
émésêhênovovehe	émésêhênovenevotse	be an eating
éhâeanâhtovehe	éhâeanâhtovenevotse	be hunger
éhâoonâhtovehe	éhâoonâhtovenevotse	be praying
émanéstovehe	émanéstovenevotse	be drinking
énêmenéstovehe	énêmenéstovenevotse	be singing
énêmenéstovehe	énêmenéstovenevotse	be having crooked face
éné?poo?óhtovehe	éné?poo?óhtovenevotse	be peaking
ésêtovoéstahé	---	be noon

singular	plural	stem meaning
ého?tatsehe	ého?tanetsevotse	be at
évéhpêhatsehe	évéhpêhanetsevotse	empty
étâhpe?otsehe	étâhpe?onetsevotse	big
éheóvotsehe	éheóvonetsevotse	yellow
épêhêva?etsehe	épêhêva?enetsevotse	good, nice
éhâeanâhtovetsehe	éhâeanâhtovenetsevotse	be hunger
éhâoonâhtovetsehe	éhâoonâhtovenetsevotse	be praying

EXAMPLES IN SENTENCES:

étâhpe'otsehe hemâheo'o	Is his house big?
étâhpe'onetsevotse hemâheonôtse	Are his houses big?
hesémo éheóvotsehe	Is his boat yellow?
hesémonôtse épêhêva'enetsevotse	Are his boats nice?

ésáaho?táhanehe ésáaho?táhanevotse	Isn't it (there, here)? Aren't they (there, here)?
ésáavéhpèhâhanehe ésáavéhpèhâhanevotse	Isn't it empty? Aren't they empty?
ésáatâhpe?óhanehe ésáatâhpe?óhanevotse	Isn't it big? Aren't they big?
ésáaho?éetôhanehe	Isn't it snowing?
ésáahoo?kôhóhanehe	Isn't it raining?
ésáaheóvôhanehe ésáaheóvôhanevotse	Isn't it yellow? Aren't they yellow?
ésáapèhéva?éhanehe ésáapèhéva?éhanevotse	Isn't it good? Aren't they good?
ésáaháeanáhtovèhanehe ésáaháeanáhtovèhanevotse	Isn't there hunger? Aren't there hungerings?
ésáaháoonáhtovèhanehe ésáaháoonáhtovèhanevotse	Isn't there praying? Aren't there "prayings"?

INANIMATE INTRANSITIVE NEGATIVE INTERROGATIVE--relational

ésáaho?táhanéhetsehe ésáaho?táhanéhetotsehe	Isn't his ___ (here, there)? Aren't his ___ (here, there)?
ésáavéhpèhâhanéhetsehe ésáavéhpèhâhanéhetotsehe	Isn't his ___ empty? Aren't his ___ empty?
ésáatâhpe?óhanéhetsehe ésáatâhpe?óhanéhetotsehe	Isn't his ___ big? Aren't his ___ big?
ésáaho?éetôhanéhetsehe	Isn't it snowing (relational)?
ésáahoo?kôhóhanéhetsehe	Isn't it raining (relational)?
ésáaheóvôhanéhetsehe ésáaheóvôhanéhetotsehe	Isn't his ___ yellow? Aren't his ___ yellow?
ésáapèhéva?éhanéhetsehe ésáapèhéva?éhanéhetotsehe	Isn't his ___ good? Aren't his ___ good?
ésáaháeanáhtovèhanéhetsehe ésáaháeanáhtovèhanéhetotsehe	Isn't there hunger (relational)? Aren't there hungerings (relational)?
ésáaháoonáhtovèhanéhetsehe ésáaháoonáhtovèhanéhetotsehe	Isn't there praying (relational)? Aren't there prayings (relational)?

móhoo?kòhóhanēhe	It must be raining, I guess it's raining
móma?óhanēhe	It must be red, I guess it's red
móma?óhanevōtse	They must be red, I guess they're red
móheóvóhanēhe	It must be yellow, I guess it's yellow
móheóvóhanevōtse	They must be yellow, I guess they're yellow
mópèhêva?éhanēhe	It must be good, I guess it's good
mópèhêva?éhanevōtse	They must be good, I guess they're good
mótàhpe?óhanēhe	It must be big, I guess it's big
mótàhpe?óhanevōtse	They must be big, I guess they're big
mónèhpòhtáhanēhe	It must have been frozen shut
mónèhpòhtáhanevōtse	They must have been frozen shut
mómésèhéstovéhanēhe	There must have been an eating
mómésèhéstovéhanevōtse	There must have been eatings

INANIMATE INTRANSITIVE DUBITATIVE--relational

móma?óhanetsēhe	I guess his ___ is red.
móma?óhanetsēvōtse	I guess his ___ are red.
mópèhêva?éhanetsēhe	I guess his ___ is big.
mópèhêva?éhanetsēvōtse	I guess his ___ are big.
mótàhpe?óhanetsēhe	I guess his ___ is good.
mótàhpe?óhanetsēvōtse	I guess his ___ are good.
móheóvóhanetsēhe	I guess his ___ is yellow.
móheóvóhanetsēvōtse	I guess his ___ are yellow.

EXAMPLES IN SENTENCES:

mótàhpe?óhanēhe nemàheo?o	I guess your house must be big.
móhoo?kòhóhanēhe tséhvôona?o	I guess it must have rained this morning.
ó?he?e mónèhpòhtáhanēhe	The river must have been frozen shut.
mópèhêva?éhanevōtse sémonòtse	The boats must have been nice.
móma?óhanetsēhe hemàheo?o	I guess his house is red.
mótàhpe?óhanetsēvōtse hesémonòtse	I guess his boats are big.

ého?tánèse	they say it's (here, there)
ého?tánèsestótse	they say they are (here, there)
éhoo?kòhónèse	they say it's raining
évóhkónèse	they say it's bent
évóhkonèsestótse	they say they are bent
éma?ónèse	they say it's red
éma?ónèsestótse	they say they are red
éheóvónèse	they say it's yellow
éheóvonèsestótse	they say they are yellow
épèhéva?énèse	they say it's good
épèhéva?énèsestótse	they say they are good
émésèhèstovenèse	they say there is an eating
émésèhèstovenèsestótse	they say there are "eatings"

INANIMATE INTRANSITIVE ATTRIBUTIVE--relational

ého?tátsénèse	they say his ___ is (here, there)
ého?tátsenèsestótse	they say his ___ are (here, there)
éhoo?kòhótsénèse	they say it's raining (relational)
évóhkótsénèse	they say his ___ is bent
évóhkotsenèsestótse	they say his ___ are bent
éma?ótsénèse	they say his ___ is red
éma?ótsenèsestótse	they say his ___ are red
éheóvótsénèse	they say his ___ is yellow
éheóvotsenèsestótse	they say his ___ are yellow
épèhéva?étsénèse	they say his ___ is good
épèhéva?étsenèsestótse	they say his ___ are good
émésèhéstóvéténèse	they say there is an eating (relational)
émésèhéstovetsenèsestótse	they say there are eatings (relational)

ésáaho?táhanéhenése	they say it's not (here, there)
ésáaho?táhanéhenésestótse	they say they're not (here, there)
ésáahoo?kóhóhanéhenése	they say it's not raining
ésáavóhkóhanéhenése	they say it's not bent
ésáavóhkóhanéhenésestótse	they say they're not bent
ésáama?óhanéhenése	they say it's not red
ésáama?óhanéhenésestótse	they say they're not red
ésáaheóvóhanéhenése	they say it's not yellow
ésáaheóvóhanéhenésestótse	they say they're not yellow
ésáapéhéva?éhanéhenése	they say it's not good
ésáapéhéva?éhanéhenésestótse	they say they're not good
ésáameséhestovéhanéhenése	they say there's not an eating
ésáameséhestovéhanéhenésestótse	they say there's not "eatings"

INANIMATE INTRANSITIVE NEGATIVE ATTRIBUTIVE--relational

ésáaho?táhanéhetotsenése	they say his ___ isn't (here, there)
ésáaho?táhanéhetotsenésestótse	they say his ___ aren't (here, there)
ésáahoo?kóhóhanéhetotsenése	they say it's not raining (relational)
ésáavóhkóhanéhetotsenése	they say his ___ isn't bent
ésáavóhkóhanéhetotsenésestótse	they say his ___ aren't bent
ésáama?óhanéhetotsenése	they say his ___ isn't red
ésáama?óhanéhetotsenésestótse	they say his ___ aren't red
ésáaheóvóhanéhetotsenése	they say his ___ isn't yellow
ésáaheóvóhanéhetotsenésestótse	they say his ___ aren't yellow
ésáapéhéva?éhanéhetotsenése	they say his ___ isn't good
ésáapéhéva?éhanéhetotsenésestótse	they say his ___ aren't good
ésáameséhestovéhanéhetotsenése	they say there's not an eating (relat)
ésáameséhestovéhanéhetotsenésestótse	they say there's not eatings (relat)

ého?táneho	it was (here, there)
ého?tánehoonótse	they were (here, there)
éhoo?kóhóneho	it was raining, it rained
évôhkoneho	it was bent
évôhkonéhoonótse	they were bent
éma?óneho	it was red
éma?ónéhoonótse	they were red
éheóvoneho	it was yellow
éheóvonéhoonótse	they were yellow
épèhèva?éneho	it was good
épèhèva?énéhoonótse	they were good
émésèhéstoveneho	there was an eating
émésèhéstovenéhoonótse	there were "eatings"

INANIMATE INTRANSITIVE MEDIATE--relational

ého?tátseneho	his ___ was (here, there)
ého?tátsenéhoonótse	his ___ were (here, there)
éhoo?kóhótseneho	it was raining, it rained (relational)
évôhkotséneho	his ___ was bent
évôhkotsénéhoonótse	his ___ were bent
éma?ótseneho	his ___ was red
éma?ótsenéhoonótse	his ___ were red
éheóvotséneho	his ___ was yellow
éheóvotsénéhoonótse	his ___ were yellow
épèhèva?étseneho	his ___ was good
épèhèva?étsenéhoonótse	his ___ were good
émésèhéstovetséneho	there was an eating (relational)
émésèhéstovetsénéhoonótse	there were "eatings" (relational)

ésáaho?táhanéheneho	it was not (here, there)
ésáaho?táhanéhenéhoonótse	they were not (here, there)
ésáhoo?kóhóhanéheneho	it did not rain
ésáavóhkóhanéheneho	it was not bent
ésáavóhkóhanéhenéhoonótse	they were not bent
ésáama?óhanéheneho	it was not red
ésáama?óhanéhenéhoonótse	they were not red
ésáapéhéva?éhanéheneho	it was not good
ésáapéhéva?éhanéhenéhoonótse	they were not good

INANIMATE INTRANSITIVE NEGATIVE MEDIATE--relational

ésáaho?táhanéhetotséneho	his ___ was not (here, there)
ésáaho?táhanéhetotsénéhoonótse	his ___ were not (here, there)
ésáhoo?kóhóhanéhetotséneho	it did not rain (relational)
ésáavóhkóhanéhetotséneho	his ___ was not bent
ésáavóhkóhanéhetotsénéhoonótse	his ___ were not bent
ésáama?óhanéhetotséneho	his ___ was not red
ésáama?óhanéhetotsénéhoonótse	his ___ were not red
ésáapéhéva?éhanéhetotséneho	his ___ was not good
ésáapéhéva?éhanéhetotsénéhoonótse	his ___ were not good

návóomahtse	I saw myself	1-1	návóomāā?e	they saw me	33-1
névóomatse	I saw you	1-2	névóomāā?e	they saw you	33-2
návóómo	I saw him	1-3	évóomóvo	they saw him (obv)	33-4
návóomamóho	I saw him (obv)	1-4	návóomaeněó?o	they saw us (excl)	33-11
névóomatseme	I saw you (p1)	1-22	névóomaeneo?o	they saw us (incl)	33-12
návóomóó?o	I saw them	1-33	névóomaevóó?o	they saw you (p1)	33-22
			évóomāhtseo?o	they saw themselves	33-33
névóome	you saw me	2-1			
névóomahtse	you saw yourself	2-2			
névóómo	you saw him	2-3			
névóomamóho	you saw him (obv)	2-4	návóomāne	I was seen	x-1
névóomemeno	you saw us (ex)	2-11	névóomāne	you were seen	x-2
névóomóó?o	you saw them	2-33	évóome	he was seen	x-3
			návóomanéme	we (excl) were seen	x-11
návóoma	he saw me	3-1	návóomanema	we (incl) were seen	x-12
névóoma	he saw you	3-2	návóomanéme	you (p1) were seen	x-22
évóomahtse	he saw himself	3-3	évóomeo?o	they were seen	x-33
évóomóho	he saw him (obv)	3-4			
návóomaēne	he saw us (excl)	3-11			
névóomaene	he saw us (incl)	3-12			
névóomaēvo	he saw you (p1)	3-22			
návóomaetsenoto	he (obv) saw me	4-1			
névóomaetsenoto	he (obv) saw you	4-2			
évóomāā?e	he (obv) saw him	4-3			
évóomāhtóho	he (obv) saw himself	4-4			
návóomaetsenone	he (obv) saw us (excl)	4-11			
névóomaetsenone	he (obv) saw us (incl)	4-12			
névóomaetsenōvo	he (obv) saw you (p1)	4-22			
évóomaevóho	he (obv) saw them	4-33			
névóomatsemeno	we (excl) saw you	11-2			
návóomóne	we (excl) saw him	11-3			
návóomamone	we (excl) saw him (obv)	11-4			
návóomāhtseme	we (excl) saw ourselves	11-11			
névóomatsemeno	we (excl) saw you (p1)	11-22			
návóomóneo?o	we (excl) saw them	11-33			
névóomóne	we (incl) saw him	12-3			
névóomamone	we (incl) saw him (obv)	12-4			
névóomāhtsema	we (incl) saw ourselves	12-12			
névóomóneo?o	we (incl) saw them	12-33			
névóomēme	you (p1) saw me	22-1			
névóomóvo	you (p1) saw him	22-3			
névóomamovo	you (p1) saw him (obv)	22-4			
névóomemeno	you (p1) saw us (excl)	22-11			
névóomāhtseme	you (p1) saw yourselves	22-22			
névóomóvoo?o	you (p1) saw them	22-33			

(Note: Cheyenne reflexives are identical with corresponding reciprocals, e.g. návóomāhtseme means either 'we (excl) saw ourselves', or, 'we (excl) saw each other.')

(PA *wa:pam- (TA), Ch. -vóom-)

námévahtse	1-1	námévááʔe	33-1
némévātse	1-2	némévááʔe	33-2
námévo	1-3	émévovo	33-4
námévamóho	1-4	námévaeněǒʔo	33-11
némévatsēme	1-22	némévaeneoʔo	33-12
námévooʔo	1-33	némévaevǒǒʔo	33-22
		émévàhtseoʔo	33-33
némeve	2-1		
némévahtse	2-2		
némévo	2-3		
námévamóho	2-4	náméváne	x-1
némévemeno	2-11	néméváne	x-2
némévooʔo	2-33	émeve	x-3
		námévanéme	x-11
námeva	3-1	némévanema	x-12
némeva	3-2	némévanéme	x-22
émévahtse	3-3	éméveoʔo	x-33
émévóho	3-4		
náméváéne	3-11		
némévaene	3-12		
néméváévo	3-22		
námévaetsenoto	4-1		
némévaetsenoto	4-2		
émévááʔe	4-3		
émévàhtóho	4-4		
námévaetsenone	4-11		
némévaetsenone	4-12		
némévaetsenōvo	4-22		
émévaevóho	4-33		
némévatsemeno	11-2		
námévóne	11-3		
námévamone	11-4		
námévàhtséme	11-11		
némévatsemeno	11-22		
námévoneoʔo	11-33		
némévone	12-3		
némévamone	12-4		
némévàhtsema	12-12		
némévoneoʔo	12-33		
némévéme	22-1		
némévóvo	22-3		
némévamovo	22-4		
némévemeno	22-11		
némévàhtséme	22-22		
némévovooʔo	22-33		

EXAMPLES IN SENTENCES:

námévo váótséva I ate the deer (1-3)
 néméváá'e They gossiped about you (33-2)
 émévóho ʕe'xo He ate the duck (3-4)
 námévoneo'o mészéštoto We ate
 potatoes (11-3)
 émeve náhkohe The bear was eaten (x-3)

náméó?tahtse 1-1
 némeó?tátse 1-2
 náméó?to 1-3
 náméó?tamóho 1-4
 némeó?tatséme 1-22
 náméó?toó?o 1-33

némeóxe 2-1
 némeó?tahtse 2-2
 náméó?to 2-3
 náméó?tamóho 2-4
 némeóxemeno 2-11
 náméó?toó?o 2-33

náméó?ta 3-1
 némeó?ta 3-2
 émeó?tahtse 3-3
 émeó?tóho 3-4
 náméó?táéne 3-11
 némeó?taene 3-12
 náméó?táévo 3-22

náméó?taetsenoto 4-1
 némeó?taetsenoto 4-2
 émeó?táá?e 4-3
 émeó?táhtóho 4-4
 náméó?taetsenone 4-11
 némeó?taetsenone 4-12
 némeó?taetsenōvo 4-22
 émeó?taevóho 4-33

némeó?tatsemeno 11-2
 náméó?tóne 11-3
 náméó?tamone 11-4
 náméó?táhtséme 11-11
 némeó?tatsemeno 11-22
 náméó?toneo?o 11-33

némeó?tone 12-3
 némeó?tamone 12-4
 némeó?táhtsema 12-12
 némeó?toneo?o 12-33

némeóxéme 22-1
 náméó?tóvo 22-3
 némeó?tamovo 22-4
 némeóxemeno 22-11
 náméó?táhtséme 22-22
 némeó?tovoo?o 22-33

náméó?táá?e 33-1
 némeó?táá?e 33-2
 émeó?tovo 33-4
 náméó?taeněó?o 33-11
 némeó?taeneo?o 33-12
 némeó?taevöö?o 33-22
 émeó?táhtseo?o 33-33

náméó?táne x-1
 némeó?táne x-2
 émeóhe x-3
 náméó?tanéme x-11
 némeó?tanema x-12
 náméó?tanéme x-22
 émeóheo?o x-33

Meaning examples:

1-33 I fought them.
 3-11 He fought us.
 3-4 He fought him (obviative).
 33-1 They fought me.

PA *mi:ka:θ- , Ch. -méo?t-

Correction: here, and throughout this grammar, there should be no (?) glottal stop in the verb stem for 'love'. Hence 'I love him (1-3)' is correctly spelled as náméóto.

náhetah̄tse	1-1	náhetāā̄?e	33-1
néhetātse	1-2	néhetāā̄?e	33-2
náhéto	1-3	éhetōvo	33-4
náhetamóho	1-4	náhetāeněō?o	33-11
náhetatsēme	1-22	néhetāeneo?o	33-12
náhetoo?o	1-33	néhetāevōō?o	33-22
		éhetāhtseo?o	33-33
néheše	2-1		
néhetah̄tse	2-2		
náhéto	2-3		
náhetamóho	2-4	náhetāne	x-1
néhešemeno	2-11	néhetāne	x-2
náhetoo?o	2-33	éhestōhe	x-3
		náhetanéme	x-11
náheta	3-1	néhetanema	x-12
néheta	3-2	néhetanéme	x-22
éhetah̄tse	3-3	éhestōheo?o	x-33
éhetóho	3-4		
náhetāēne	3-11		
néhetāene	3-12		
néhetāēvo	3-22		
náhetāetsenoto	4-1		
néhetāetsenoto	4-2		
éhetāā̄?e	4-3		
éhetāhtóho	4-4		
náhetāetsenone	4-11		
néhetāetsenone	4-12		
néhetāetsenōvo	4-22		
éhetāevóho	4-33		
náhetatsemeno	11-2		
náhetóne	11-3		
náhetamone	11-4		
náhetāhtsēme	11-11		
néhetatsemeno	11-22		
náhetóneo?o	11-33		
náhetōne	12-3		
néhetamone	12-4		
néhetāhtsema	12-12		
néhetóneo?o	12-33		
néhešēme	22-1		
néhetóvo	22-3		
néhetamovo	22-4		
néhešemeno	22-11		
néhetāhtsēme	22-22		
néhetóvoo?o	22-33		

Meaning examples:

- 1-3 I said to him, I told him.
 3-11 He told us.
 3-4 He told him (obv).
 33-1 They told me.
 x-3 He was told, he is called.

náa?tāxestse	1-1	náa?tāxēē?e	33-1
néa?tāxestse	1-2	néa?tāxēē?e	33-2
náa?tāso	1-3	éa?tāsóvo	33-4
náa?tāxamóho	1-4	náa?tāxeeneo?o	33-11
néa?tāxetsēme	1-22	néa?tāxeeneo?o	33-12
náa?tāsóǒ?o	1-33	néa?tāxeevóǒ?o	33-22
		éa?tāxestseo?o	33-33
néa?taxe	2-1		
néa?tāxestse	2-2		
néa?tāso	2-3		
néa?tāxamóho	2-4	náa?tāxēne	x-1
néa?tāxemeno	2-11	néa?tāxēne	x-2
néa?tāsóǒ?o	2-33	éa?taxe	x-3
		náa?tāxenēme	x-11
náa?taxe	3-1	néa?tāxenema	x-12
néa?taxe	3-2	néa?tāxenēme	x-22
éa?tāxestse	3-3	éa?tāxéo?o	x-33
éa?tāsóho	3-4		
náa?tāxeēne	3-11		
néa?tāxeene	3-12		
néa?tāxeēvo	3-22		
náa?tāxeetsenoto	4-1		
néa?tāxeetsenoto	4-2		
éa?tāxēē?e	4-3		
éa?tāxéstóho	4-4		
náa?tāxeetsenone	4-11		
néa?tāxeetsenone	4-12		
néa?tāxeetsenóvo	4-22		
éa?tāxeevóho	4-33		
néa?tāxetsemeno	11-2		
náa?tāsóne	11-3		
náa?tāxamone	11-4		
náa?tāxéstsēme	11-11		
néa?tāxetsemeno	11-22		
náa?tāsóneo?o	11-33		
néa?tāsóne	12-3		
néa?tāxamone	12-4		
néa?tāxéstsema	12-12		
néa?tāsóneo?o	12-33		
néa?tāxēme	22-1		
néa?tāsóvo	22-3		
néa?tāxamovo	22-4		
néa?tāxemeno	22-11		
néa?tāxéstsēme	22-22		
néa?tāsóvoo?o	22-33		

Meaning examples:

- 1-3 I accidentally cut him.
 x-1 I was accidentally cut.
 3-4 He accidentally cut him (obv).

PA *nepe?tešwa:wa I acc. cut him,
 Ch /ná a?tas ó/

návovéstomévahť se	1-1	návovéstomóó?e	33-1
névovéstomevãť se	1-2	névovéstomóó?e	33-2
návovéstomēvo	1-3	évovéstomevõvo	33-4
návovéstomévamóho	1-4	návovéstomóněõ?o	33-11
návovéstomévãť sēme	1-22	névovéstomóeneo?o	33-12
návovéstomevoo?o	1-33	névovéstomóevõõ?o	33-22
		évovéstomévãhť seo?o	33-33
névovéstomeve	2-1		
névovéstomévahť se	2-2		
névovéstomēvo	2-3		
névovéstomévamóho	2-4	návovéstomóne	x-1
névovéstomevemeno	2-11	névovéstomóne	x-2
névovéstomevoo?o	2-33	évovéstomõhe	x-3
		návovéstomónēme	x-11
		névovéstomónema	x-12
		névovéstomónēme	x-22
		évovéstomóheo?o	x-33
návovéstomeva	3-1		
névovéstomeva	3-2		
évovéstomévahť se	3-3		
évovéstomevóho	3-4		
návovéstomóēne	3-11		
névovéstomóene	3-12		
névovéstomóévo	3-22		
návovéstomóet senoto	4-1		
névovéstomóet senoto	4-2		
évovéstomóó?e	4-3		
évovéstomévãhťóho	4-4		
návovéstomóet senone	4-11		
névovéstomóet senone	4-12		
névovéstomóet senõvo	4-22		
évovéstomóevóho	4-33		
névovéstomévãť semeno	11-2		
návovéstomevóne	11-3		
návovéstomévamone	11-4		
návovéstomévãhť sēme	11-11		
névovéstomévãť semeno	11-22		
návovéstomevóneo?o	11-33		
névovéstomevõne	12-3		
névovéstomévamone	12-4		
névovéstomévãhť sema	12-12		
névovéstomevóneo?o	12-33		
névovéstomevēme	22-1		
névovéstomevóvo	22-3		
névovéstomévamovo	22-4		
névovéstomevemeno	22-11		
névovéstomévãhť sēme	22-22		
névovéstomevóvoo?o	22-33		

Meaning examples:

- 1-33 I taught them.
- 11-3 We taught him.
- 33-1 They taught me.
- 3-1 He taught me.
- 1-2 I taught you.

nánêhovahtse	1-1	nánêhóó?e	33-1
nénêhovãtse	1-2	nénêhóó?e	33-2
nánêhóvo	1-3	énêhovovo	33-4
nánêhovamóho	1-4	nánêhoeneo?o	33-11
nénêhovat sēme	1-22	nénêhoeneo?o	33-12
nánêhovoo?o	1-33	nénêhoevoo?o	33-22
		énêhovãhtseo?o	33-33
nénêhove	2-1		
nénêhovahtse	2-2		
nénêhóvo	2-3		
nénêhovamóho	2-4	nánêhóne	x-1
nénêhovemeno	2-11	nénêhóne	x-2
nénêhovoo?o	2-33	énêhohe	x-3
		nánêhóneme	x-11
nánêhova	3-1	nénêhonema	x-12
nénêhova	3-2	nénêhóneme	x-22
énêhovahtse	3-3	énêhoheo?o	x-33
énêhovóho	3-4		
nánêhóéne	3-11		
nénêhoene	3-12		
nénêhóévo	3-22		
nánêhoetsenoto	4-1		
nénêhoetsenoto	4-2		
énêhóó?e	4-3		
énêhovãhtóho	4-4		
nánêhoetsenone	4-11		
nénêhoetsenone	4-12		
nénêhoetsenōvo	4-22		
énêhoevóho	4-33		
		Meaning examples:	
		1-3	I chased him.
		3-2	He chased you.
		3-4	He chased him (obv).
		x-3	He was chased.
nénêhovãt semeno	11-2		
nánêhovóne	11-3		
nánêhovamone	11-4		
nánêhovãht sēme	11-11		
nénêhovãt semeno	11-22		
nánêhovóneo?o	11-33		
nénêhovõne	12-3		
nénêhovamone	12-4		
nénêhovãht sema	12-12		
nénêhovóneo?o	12-33		
nénêhovēme	22-1		
nénêhovóvo	22-3		
nénêhovamovo	22-4		
nénêhovemeno	22-11		
nénêhovãht sēme	22-22		
nénêhovóvoo?o	22-33		

náhêneʔenóvahtse	1-1	náhêneʔenóóʔe	33-1
néhêneʔenovátse	1-2	néhêneʔenóóʔe	33-2
náhêneʔenōvo	1-3	éhêneʔenovōvo	33-4
náhêneʔenóvamóho	1-4	náhêneʔenóeneoʔo	33-11
néhêneʔenóvatseme	1-22	néhêneʔenóeneoʔo	33-12
náhêneʔenovooʔo	1-33	néhêneʔenóevōʔo	33-22
		éhêneʔenóvahtseoʔo	33-33
néhêneʔenove	2-1		
néhêneʔenóvahtse	2-2		
néhêneʔenōvo	2-3		
néhêneʔenóvamóho	2-4	náhêneʔenóne	x-1
néhêneʔenovemeno	2-11	néhêneʔenóne	x-2
néhêneʔenovooʔo	2-33	éhêneʔenóhe	x-3
		náhêneʔenónéme	x-11
náhêneʔenova	3-1	néhêneʔenónema	x-12
néhêneʔenova	3-2	néhêneʔenónéme	x-22
éhêneʔenóvahtse	3-3	éhêneʔenóheoʔo	x-33
éhêneʔenovóhe	3-4		
náhêneʔenóéne	3-11		
néhêneʔenóene	3-12		
néhêneʔenóévo	3-22		
náhêneʔenóet senoto	4-1		
néhêneʔenóet senoto	4-2		
éhêneʔenóóʔe	4-3		
éhêneʔenováhtóho	4-4		
náhêneʔenóet senone	4-11		
néhêneʔenóet senone	4-12		
néhêneʔenóet senōvo	4-22		
éhêneʔenóevóho	4-33		
néhêneʔenóvat semeno	11-2		
náhêneʔenovóne	11-3		
náhêneʔenóvamone	11-4		
náhêneʔenóvahtseme	11-11		
néhêneʔenóvat semeno	11-22		
náhêneʔenovóneoʔo	11-33		
néhêneʔenovóne	12-3		
néhêneʔenóvamone	12-4		
néhêneʔenóvahtsema	12-12		
néhêneʔenovóneoʔo	12-33		
néhêneʔenovéme	22-1		
néhêneʔenovóvo	22-3		
néhêneʔenóvamovo	22-4		
néhêneʔenovemeno	22-11		
néhêneʔenóvahtseme	22-22		
néhêneʔenovóvoʔo	22-33		

Meaning examples:

- 1-3 I know him.
 1-33 I know them.
 3-1 He knows me.
 4-3 He (obv) knows him.

nápèhêve?tovahtse	1-1	nápèhêvé?tóó?e	33-1
népèhêve?tovätse	1-2	népèhêvé?tóó?e	33-2
nápèhêvé?tóvo	1-3	épèhêve?tovövo	33-4
nápèhêve?tamóho	1-4	nápèhêve?toeneo?o	33-11
népèhêve?tovatsēme	1-22	népèhêve?toeneo?o	33-12
nápèhêve?tovöð?o	1-33	népèhêve?toevöð?o	33-22
		épèhêve?tovahtseo?o	33-33
népèhêve?tove	2-1		
népèhêve?tovahtse	2-2		
népèhêvé?tóvo	2-3		
népèhêve?tovamóho	2-4	nápèhêvé?tóne	x-1
népèhêve?tovemeno	2-11	népèhêvé?tóne	x-2
népèhêve?tovöð?o	2-33	épèhêve?töhe	x-3
		nápèhêvé?tónéme	x-11
		népèhêve?tonema	x-12
		népèhêvé?tónéme	x-22
		épèhêve?tóheo?o	x-33
nápèhêve?tova	3-1		
népèhêve?tova	3-2		
épèhêve?tovahtse	3-3		
épèhêve?tovóho	3-4		
nápèhêvé?tóéne	3-11		
népèhêve?toene	3-12		
népèhêvé?tóévo	3-22		
nápèhêve?toetsenoto	4-1		
népèhêve?toetsenoto	4-2		
épèhêvé?tóó?e	4-3		
épèhêve?tovahtóho	4-4		
nápèhêve?toetsenone	4-11		
népèhêve?toetsenone	4-12		
népèhêve?toetsenövo	4-22		
épèhêve?toévóho	4-33		
népèhêve?tovatsemeno	11-2		
nápèhêve?tovóne	11-3		
nápèhêve?tovamone	11-4		
nápèhêve?tovahtsēme	11-11		
népèhêve?tovatsemeno	11-22		
nápèhêve?tovóneo?o	11-33		
népèhêve?tovöne	12-3		
népèhêve?tovamone	12-4		
népèhêve?tovahtsema	12-12		
népèhêve?tovóneo?o	12-33		
népèhêve?tovēme	22-1		
népèhêvé?tóvóvo	22-3		
népèhêve?tovamovo	22-4		
népèhêve?tovemeno	22-11		
népèhêve?tovahtsēme	22-22		
népèhêve?tovóvoo?o	22-33		

Meaning examples:

- 1-3 I was good to him, I took care of him.
 33-2 They took care of you.

TRANSITIVE ANIMATE INDEPENDENT INDICATIVE--'destroy (by burning)' -vonāho?n-

návonāho?hestse	1-1	návonāho?hēē?e	33-1
névonāho?hestse	1-2	névonāho?hēē?e	33-2
návonāhō?no	1-3	évonāho?novo	33-4
návonāho?hamóho	1-4	návonāho?heeneo?o	33-11
névonāho?hetsēme	1-22	névonāho?heeneo?o	33-12
návonāho?noo?o	1-33	névonāho?heevōō?o	33-22
		évonāho?hestseo?o	33-33
névonāho?he	2-1		
névonāho?hestse	2-2		
névonāhō?no	2-3		
névonāho?hamóho	2-4	návonāho?he	x-1
névonāho?hemeno	2-11	névonāho?he	x-2
névonāho?noo?o	2-33	évonāho?he	x-3
		návonāhó?hēme	x-11
návonāho?he	3-1	névonāhó?hema	x-12
névonāho?he	3-2	névonāhó?hēme	x-22
évonāho?hestse	3-3	évonāhó?heo?o	x-33
évonāho?nóho	3-4		
návonāhó?heēne	3-11		
névonāho?heene	3-12		
névonāhó?héévo	3-22		
návonāhó?heetse ^{no}	4-1		
névonāho?heetse ^{no}	4-2		
évonāho?hēē?e	4-3		
évonāho?hestóho	4-4		
návonāho?heetse ^{no}	4-11		
névonāho?heetse ^{no}	4-12		
névonāho?heetse ^{no} vo	4-22		
évonāho?heevóho	4-33		
névonāhó?hetse ^{no}	11-2		
névonāho?nóne	11-3		
návonāhó?hamone	11-4		
návonāho?hestse ^{me}	11-11		
névonāho?hetse ^{no}	11-22		
návonāho?nóneo?o	11-33		
névonāhó?nóne	12-3		
névonāho?hamone	12-4		
névonāho?hestse ^{ma}	12-12		
névonāho?nóneo?o	12-33		
névonāhó?hēme	22-1		
névonāho?nóvo	22-3		
névonāhó?hamovo	22-4		
névonāhó?hemene ^{no}	22-11		
névonāhó?hestse ^{me}	22-22		
névonāho?nóvo ^o	22-33		

nátaeváhestse	1-1	nátaeváhéé?e	33-1
nétaeváestse	1-2	nétaeváhéé?e	33-2
nátaeváhno	1-3	étaeváhno	33-4
nátaeváhamóho	1-4	nátaeváheeneo?o	33-11
nétaeváhet sēme	1-22	nétaeváheeneo?o	33-12
nátaeváhnoo?o	1-33	nétaeváheevö?o	33-22
		étaeváhest seo?o	33-33
nétaevahe	2-1		
nétaeváhestse	2-2		
nétaeváhno	2-3		
nétaeváhamóho	2-4	nátaeváhéne	x-1
nétaeváhemeno	2-11	nétaeváhéne	x-2
nétaeváhnoo?o	2-33	étaevahe	x-3
		nátaeváhenēme	x-11
nátaevahe	3-1	nétaeváhenema	x-12
nétaevahe	3-2	nétaeváhenēme	x-22
étaeváhestse	3-3	étaeváheo?o	x-33
étaeváhnóho	3-4		
nátaeváhééne	3-11		
nétaeváheene	3-12		
nétaeváhéévo	3-22		
nátaeváheet senoto	4-1		
nétaeváheet senoto	4-2		
étaeváhéé?e	4-3		
étaeváhestóho	4-4		
nátaeváheet senone	4-11		
nétaeváheet senone	4-12		
nétaeváheet senōvo	4-22		
étaeváheevóho	4-33		
nétaeváhet semeno	11-2		
nátaeváhnóne	11-3		
nátaeváhamone	11-4		
nátaeváhest sēme	11-11		
nétaeváhet semeno	11-22		
nátaeváhnoneo?o	11-33		
nétaeváhnone	12-3		
nétaeváhamone	12-4		
nétaeváhest sema	12-12		
nétaeváhnoneo?o	12-33		
nétaeváhéme	22-1		
nétaeváhnóvo	22-3		
nétaeváhamovo	22-4		
nétaeváhemeno	22-11		
nétaeváhest sēme	22-22		
nétaeváhnovoo?o	22-33		

nápo?òhestse	1-1	nápo?òhēē?e	33-1
népo?oestse	1-2	népo?òhēē?e	33-2
nápo?òhno	1-3	épo?òhnóvo	33-4
nápo?òhamóho	1-4	nápo?òheeneo?o	33-11
népo?òhēme	1-22	népo?òheeneo?o	33-12
nápo?òhnóó?o	1-33	népo?òheevóó?o	33-22
		épo?òhestseo?o	33-33
népo?ohe	2-1		
népo?òhestse	2-2		
népo?òhno	2-3		
népo?òhamóho	2-4	nápo?òhēne	x-1
népo?òhemeno	2-11	népo?òhēne	x-2
népo?òhnóó?o	2-33	épo?ohe	x-3
		nápo?òhenēme	x-11
nápo?ohe	3-1	népo?òhenema	x-12
népo?ohe	3-2	népo?òhenēme	x-22
épo?òhestse	3-3	épo?òheo?o	x-33
épo?òhnóho	3-4		
nápo?òheēne	3-11		
népo?òheene	3-12		
népo?òheēvo	3-22		
nápo?òheet senoto	4-1		
népo?òheet senoto	4-2		
épo?òhēē?e	4-3		
épo?òhestóho	4-4		
nápo?òheet senone	4-11		
népo?òheet senone	4-12		
népo?òheet senóvo	4-22		
épo?òheevóho	4-33		
népo?òhet semeno	11-2		
nápo?òhnóne	11-3		
nápo?òhamone	11-4		
nápo?òhest sēme	11-11		
népo?òhet semeno	11-22		
nápo?òhnóneo?o	11-33		
népo?òhnóne	12-3		
népo?òhamone	12-4		
népo?òhest sema	12-12		
népo?òhnóneo?o	12-33		
népo?òhēme	22-1		
népo?òhnóvo	22-3		
népo?òhamovo	22-4		
népo?òhemeno	22-11		
népo?òhest sēme	22-22		
népo?òhnóvo?o	22-33		

námêa?tovahtse	1-1	náméá?tóó?e	33-1
némêa?továtse	1-2	néméá?tóó?e	33-2
námêanótse	1-3	émêanovo	33-4
námêavónoto	1-4	námêa?toeneo?o	33-11
némêa?tovatseme	1-22	némêa?toeneo?o	33-12
námêanoto	1-33	némêa?toevoo?o	33-22
		émêa?továhtseo?o	33-33
némêa?tove	2-1		
némêa?tovahtse	2-2		
námêanótse	2-3		
námêavónoto	2-4	náméá?tóne	x-1
némêa?tovemeno	2-11	néméá?tóne	x-2
námêanoto	2-33	émêahtove	x-3
		náméá?tónéme	x-11
námêa?tova	3-1	némêa?tonema	x-12
némêa?tova	3-2	néméá?tónéme	x-22
émêa?tovahtse	3-3	émêahtoveo?o	x-33
émêanoto	3-4		
náméá?tóéne	3-11	émêavónoto	3-5
némêa?tóene	3-12	émêavónovo	33-5
náméá?tóévo	3-22		

námêa?toetsenoto	4-1
némêa?tóetsenoto	4-2
éméá?tóó?e	4-3
émêa?továhtóho	4-4
námêa?toetsenone	4-11
némêa?toetsenone	4-12
némêa?toetsenōvo	4-22
émêa?toevóho	4-33

némêa?tovatsemeno	11-2
náméánóne	11-3
námêavónoneo	11-4
námêa?továhtseme	11-11
némêa?tovatsemeno	11-22
náméánóneo?o	11-33

némêanone	12-3
námêavónoneo	12-4
némêa?továhtsema	12-12
náméánóneo?o	12-33

némêa?tovēme	22-1
náméánóvo	22-3
námêavónovo	22-4
némêa?tovemeno	22-11
némêa?továhtseme	22-22
náméánóvo?o	22-33

Meaning examples:

- 1-3 I gave him away.
- 3-4 He gave him (obv) away.
- x-33 They were given away.

This, and the next, verb is included to illustrate the special marking that certain verbs receive in their TA direct forms. The expected spelling of the above 1-3 verb, for instance, is náméá?tóvo, with the same final found with the 1-3 form of nápêhêve?tōvo 'I was good to him' (earlier verb). Other 1-3 verbs having the "special" marking are:

náno?evéhenótse	be named after
náne?etamenótse	depend on, trust in
náamo?xenótse	carry on back
nánomáhtsenótse	steal
náho?áhenótse	want
námoněnótse	choose
náheškněnótse	have as mother (she is my mother)--and other TA "relationship" verbs

TRANSITIVE ANIMATE INDEPENDENT INDICATIVE--'have as friend' -hevésenéhe?tov-

náhevésenéhe?tovahtse	1-1	náhevésenéhé?tóó?e	33-1
néhevésenéhe?tovãtse	1-2	néhevésenéhé?tóó?e	33-2
náhevésenéhenõtse	1-3	éhevésenéhenovo	33-4
náhevésenéhevónoto	1-4	náhevésenéhe?toeneo?o	33-11
néhevésenéhe?tovat sēme	1-22	néhevésenéhe?toeneo?o	33-12
náhevésenéhenoto	1-33	néhevésenéhe?toevoo?o	33-22
		éhevésenéhe?tovãhtseo?o	33-33
néhevésenéhe?tove	2-1		
néhevésenéhe?tovahtse	2-2		
néhevésenéhenõtse	2-3		
néhevésenéhevónoto	2-4	náhevésenéhé?tóné	x-1
néhevésenéhe?tovemeno	2-11	néhevésenéhé?tóné	x-2
néhevésenéhenoto	2-33	éhevésénéhestove	x-3
		náhevésenéhé?tónéme	x-11
náhevésenéhe?tova	3-1	néhevésenéhe?tonema	x-12
néhevésenéhe?tova	3-2	néhevésenéhé?tónéme	x-22
éhevésenéhe?tovahtse	3-3	éhevésénéhestoveo?o	x-33
éhevésenéhenoto	3-4		
náhevésenéhe?tóné	3-11		
néhevésenéhe?toene	3-12		
néhevésenéhe?tónévo	3-22		
náhevésenéhe?toetsenoto	4-1		
néhevésenéhe?toetsenoto	4-2		
éhevésenéhé?tóó?e	4-3		
éhevésenéhe?tovãhtóho	4-4		
náhevésenéhe?toetsenone	4-11		
néhevésenéhe?toetsenone	4-12		
néhevésenéhe?toetsenōvo	4-22		
éhevésenéhe?toevóho	4-33		
néhevésenéhe?tovatsemeno	11-2		
náhevésenéhéñóné	11-3		
náhevésenéhevónone	11-4		
náhevésenéhe?tovãhtsēme	11-11		
néhevésenéhe?tovatsemeno	11-22		
náhevésenéheñónéneo?o	11-33		
néhevésenéhenone	12-3		
néhevésenéhevónone	12-4		
néhevésenéhe?tovãhtsema	12-12		
néhevésenéhenónéneo?o	12-33		
néhevésenéhe?tovēme	22-1		
néhevésenéhéñóvo	22-3		
néhevésenéhevónovo	22-4		
néhevésenéhe?tovemeno	22-11		
néhevésenéhe?tovãhtsēme	22-22		
néhevésenéhenóvoo?o	22-33		

Meaning examples:

1-3	He is my friend
3-1	I am his friend
33-1	I am their friend (they have me as a friend)

RELATED EXAMPLES:

náheške	I have a mother (AI).
néheškeñõtse	She is my mother.
náhehe	I have a father.
náhēhenõtse	He is my father.
náhestónahe	I have a daughter.
náhestónāhenõtse	She is my daughter.
nāhenésone	I have a child.
nāhenésoneñenõtse	He is my child.(1-3)
nāhenésonehe?tova	I am his child.(3-1)

násâavóomãht sēhe	1-1	násâavóomaeheo?o	33-1
nésâavóomat sēhe	1-2	nésâavóomaeheo?o	33-2
násâavóomóhe	1-3	ésâavóomóhevo	33-4
násâavóomamóheho	1-4	násâavóomaehéneo?o	33-11
nésâavóomat séhéme	1-22	nésâavóomaehéneo?o	33-12
násâavóomóheo?o	1-33	nésâavóomaehévoo?o	33-22
		ésâavóomãht séheo?o	33-33
nésâavóomēhe	2-1		
nésâavóomãht sēhe	2-2		
nésâavóomóhe	2-3		
nésâavóomamóheho	2-4	násâavóomanéhe	x-1
nésâavóomēhemeno	2-11	nésâavóomanéhe	x-2
nésâavóomóheo?o	2-33	ésâavóoméhe	x-3
		násâavóomanéhéme	x-11
násâavóomaeēhe	3-1	nésâavóomanéhema	x-12
nésâavóomaeēhe	3-2	nésâavóomanéhéme	x-22
ésâavóomãht sēhe	3-3	ésâavóoméheo?o	x-33
ésâavóomóheho	3-4		
násâavóomaehéne	3-11		
nésâavóomaehēne	3-12		
nésâavóomaehévo	3-22		
násâavóomaehét senoto	4-1		
nésâavóomaehét senoto	4-2		
ésâavóomaeheho	4-3		
ésâavóomãht séheho	4-4		
násâavóomaehét senone	4-11		
nésâavóomaehét senone	4-12		
nésâavóomaehét senovo	4-22		
ésâavóomaehěvo	4-33		
nésâavóomat séhemeno	11-2		
násâavóomóhéne	11-3		
násâavóomamóhene	11-4		
násâavóomãht séhéme	11-11		
nésâavóomat séhemeno	11-22		
násâavóomóheneo?o	11-33		
nésâavóomóhene	12-3		
nésâavóomamóhene	12-4		
nésâavóomãht séhema	12-12		
nésâavóomóheneo?o	12-33		
nésâavóoméhéme	22-1		
nésâavóomóhévo	22-3		
nésâavóomamóhevo	22-4		
nésâavóomēhemeno	22-11		
nésâavóomãht séhéme	22-22		
nésâavóomóhevoo?o	22-33		

Meaning examples:

- 1-3 I did not see him.
 3-2 He did not see you.
 3-4 He did not see him (obv).

násâamévãhtséhe	1-1	násâamévãheo?o	33-1
nésâamévãtséhe	1-2	nésâamévãheo?o	33-2
násâamévóhe	1-3	ésâamévóhevo	33-4
násâamévãmóheho	1-4	násâamévãhéneo?o	33-11
nésâamévãtséhéme	1-22	nésâamévãhéneo?o	33-12
násâamévóheo?o	1-33	nésâamévãhévo?o	33-22
		ésâamévãhtséheo?o	33-33
nésâamévéhe	2-1		
nésâamévãhtséhe	2-2		
nésâamévóhe	2-3		
nésâamévãmóheho	2-4	násâamévãnéhe	x-1
nésâamévêhemeno	2-11	nésâamévãnéhe	x-2
nésâamévóheo?o	2-33	ésâamévéhe	x-3
		násâamévãnéhéme	x-11
násâamévãēhe	3-1	nésâamévãnéhema	x-12
nésâamévãēhe	3-2	nésâamévãnéhéme	x-22
ésâamévãhtséhe	3-3	ésâamévêheo?o	x-33
ésâamévóheho	3-4		
násâamévãhéne	3-11		
nésâamévãhéne	3-12		
nésâamévãhévo	3-22		
násâamévãhétsenoto	4-1		
nésâamévãhétsenoto	4-2		
ésâamévãheho	4-3		
ésâamévãhtséheho	4-4		
násâamévãhétsenone	4-11		
nésâamévãhétsenone	4-12		
nésâamévãhétsenovo	4-22		
ésâamévãhevo	4-33		
nésâamévãtséhemenono	11-2		
násâamévóhéne	11-3		
násâamévãmóhene	11-4		
násâamévãhtséhéme	11-11		
nésâamévãtséhemenono	11-22		
násâamévóhêneo?o	11-33		
nésâamévóhene	12-3		
nésâamévãmóhene	12-4		
nésâamévãhtséhema	12-12		
nésâamévóheneo?o	12-33		
nésâamévêhéme	22-1		
nésâamévóhévo	22-3		
nésâamévãmóhevo	22-4		
nésâamévêhemeno	22-11		
nésâamévãhtséhéme	22-22		
nésâamévóhêvo?o	22-33		

násâa?a?tâxéstsēhe	1-1	násâa?a?tâxeeheo?o	33-1
nésâa?a?tâxetsēhe	1-2	nésâa?a?tâxeeheo?o	33-2
násâa?a?tâsōhe	1-3	ésâa?a?tâsōhevo	33-4
násâa?a?tâxamóheho	1-4	násâa?a?tâxeehéneo?o	33-11
nésâa?a?tâxetséhéme	1-22	nésâa?a?tâxeehéneo?o	33-12
násâa?a?tâxóheo?o	1-33	nésâa?a?tâxeehévo?o	33-22
		ésâa?a?tâxéstséheo?o	33-33
nésâa?a?tâxēhe	2-1		
nésâa?a?tâxéstsēhe	2-2		
nésâa?a?tâsōhe	2-3		
nésâa?a?tâxamóheho	2-4	násâa?a?tâxenēhe	x-1
nésâa?a?tâxéhemeno	2-11	nésâa?a?tâxenēhe	x-2
nésâa?a?tâsóheo?o	2-33	ésâa?a?tâxēhe	x-3
		násâa?a?tâxenéhéme	x-11
násâa?a?tâxeēhe	3-1	nésâa?a?tâxenéhema	x-12
nésâa?a?tâxeēhe	3-2	nésâa?a?tâxenéhéme	x-22
ésâa?a?tâxéstsēhe	3-3	ésâa?a?tâxéheo?o	x-33
ésâa?a?tâsóheho	3-4		
násâa?a?tâxeehéne	3-11		
nésâa?a?tâxeehene	3-12		
nésâa?a?tâxeehévo	3-22		
násâa?a?tâxeehét senoto	4-1		
nésâa?a?tâxeehét senoto	4-2		
ésâa?a?tâxeeheho	4-3		
ésâa?a?tâxéstséheho	4-4		
násâa?a?tâxeehét senone	4-11		
nésâa?a?tâxeehét senone	4-12		
nésâa?a?tâxeehét senovo	4-22		
ésâa?a?tâxeehevo	4-33		
nésâa?a?tâxetséhemeno	11-2		
násâa?a?tâsóhéne	11-3		
násâa?a?tâxamóhene	11-4		
násâa?a?tâxéstséhéme	11-11		
nésâa?a?tâxetséhemeno	11-22		
násâa?a?tâsóheneo?o	11-33		
nésâa?a?tâsóhene	12-3		
nésâa?a?tâxamóhene	12-4		
nésâa?a?tâxéstséhema	12-12		
nésâa?a?tâsóheneo?o	12-33		
nésâa?a?tâxéhéme	22-1		
nésâa?a?tâsóhévo	22-3		
nésâa?a?tâxamóhevo	22-4		
nésâa?a?tâxéhemeno	22-11		
nésâa?a?tâxéstséhéme	22-22		
nésâa?a?tâsóhevo?o	22-33		

násâanéhovãht sēhe	1-1	násâanéhoeheo?o	33-1
nésâanéhovatsēhe	1-2	nésâanéhoeheo?o	33-2
násâanéhovōhe	1-3	ésâanéhovóhevo	33-4
násâanéhovamóheho	1-4	násâanéhoehéneo?o	33-11
nésâanéhovatséhéme	1-22	nésâanéhoehéneo?o	33-12
násâanéhovóheo?o	1-33	nésâanéhoehévo?o	33-22
		ésâanéhovãht séheo?o	33-33
nésâanéhovēhe	2-1		
nésâanéhovãht sēhe	2-2		
nésâanéhovōhe	2-3		
nésâanéhovamóheho	2-4	násâanéhónéhe	x-1
nésâanéhovéhemeno	2-11	nésâanéhónéhe	x-2
nésâanéhovóheo?o	2-33	ésâanéhóhéhe	x-3
		násâanéhónéhéme	x-11
násâanéhóéhe	3-1	nésâanéhonéhema	x-12
nésâanéhóéhe	3-2	nésâanéhónéhéme	x-22
ésâanéhovãht sēhe	3-3	ésâanéhoheheo?o	x-33
ésâanéhovóheho	3-4		
násâanéhóéhéne	3-11		
nésâanéhoehene	3-12		
nésâanéhóéhévo	3-22		
násâanéhoehét senoto	4-1		
nésâanéhoehét senoto	4-2		
ésâanéhoeheho	4-3		
ésâanéhovãht séheho	4-4		
násâanéhoehét senone	4-11		
nésâanéhoehét senone	4-12		
nésâanéhoehét senovo	4-22		
ésâanéhoehevo	4-33		
nésâanéhovatséhemeno	11-2		
násâanéhovóhéne	11-3		
násâanéhovamóhene	11-4		
násâanéhovãht séhéme	11-11		
nésâanéhovatséhemeno	11-22		
násâanéhovóheneo?o	11-33		
nésâanéhovóhene	12-3		
nésâanéhovamóhene	12-4		
nésâanéhovãht séhema	12-12		
nésâanéhovóheneo?o	12-33		
nésâanéhovéhéme	22-1		
nésâanéhovóhévo	22-3		
nésâanéhovamóhevo	22-4		
nésâanéhovéhemeno	22-11		
nésâanéhovãht séhéme	22-22		
nésâanéhovóhevo?o	22-33		

Note the contraction which occurs in inverse forms.

násâaméa?tovähtsēhe	1-1	násâaméa?toehéo?o	33-1
nésâaméa?tovatsēhe	1-2	nésâaméa?toehéo?o	33-2
násâaméahenötse	1-3	ésâaméahénovo	33-4
násâamévöhénoto	1-4	násâaméa?toehéneo?o	33-11
nésâaméa?tovatséhéme	1-22	nésâaméa?toehéneo?o	33-12
násâaméahénoto	1-33	nésâaméa?toehévo?o	33-22
		ésâaméa?tovähtséheo?o	33-33
nésâaméa?tovēhe	2-1		
nésâaméa?tovähtsēhe	2-2		
nésâaméahenötse	2-3		
nésâamévöhénoto	2-4	násâaméa?tónéhe	x-1
nésâaméa?tovēhemeno	2-11	nésâaméa?tónéhe	x-2
nésâaméahénoto	2-33	ésâaméahtóvéhe	x-3
		násâaméa?tónéneme	x-11
násâaméa?toēhe	3-1	nésâaméa?tōhenema	x-12
nésâaméa?toēhe	3-2	nésâaméa?tōhéneme	x-22
ésâaméa?tovähtsēhe	3-3	ésâaméahtovéheo?o	x-33
ésâaméahénoto	3-4		
násâaméa?tóhéhe	3-11	ésâamévöhénoto	3-5
nésâaméa?toehene	3-12	ésâamévöhénovo	33-5
nésâaméa?tóhévo	3-22		
násâaméa?toehétsenoto	4-1		
nésâaméa?toehétsenoto	4-2		
ésâaméa?toehého	4-3		
ésâaméa?tovähtséheho	4-4		
násâaméa?toehétsenone	4-11		
nésâaméa?toehétsenone	4-12		
nésâaméa?toehétsenovovo	4-22		
ésâaméa?toehévo	4-33		
nésâaméa?tovatséhemenono	11-2		
násâaméahénónone	11-3		
násâamévöhénónone	11-4		
násâaméa?tovähtséhéme	11-11		
nésâaméa?tovatséhemenono	11-22		
násâaméahénónoneo?o	11-33		
nésâaméahénónone	12-3		
nésâamévöhénónone	12-4		
nésâaméa?tovähtséhema	12-12		
nésâaméahénónoneo?o	12-33		
nésâaméa?tovéhéme	22-1		
nésâaméahénónovo	22-3		
nésâamévöhénónovo	22-4		
nésâaméa?tovēhemeno	22-11		
nésâaméa?tovähtséhéme	22-22		
nésâaméahénónovo?o	22-33		

Some examples in sentences:

násâaméahenötse mo?éhno?ha I did
not give the horse away. (1-3)
násâaméahénoto mo?éhno?hāme I did
not give the horses away. (1-33)
ésâaméahénoto mo?éhno?hāme He did
not give the horse(s) away. (3-4)
mo?éhno?hāme ésâaméahtovéheo?o
The horses were not given
away. (x-33)

návôomâht sehe	1-1	návôomaevohe	33-1
névôomat sehe	1-2	névôomaevohe	33-2
návôomohe	1-3	évôomovovohe	33-4
návôomamovohe	1-4	návôomaenevohe	33-11
névôomat semehe	1-22	névôomaenevohe	33-12
návôomovohe	1-33	névôomaevohe	33-22
		évôomâht sevohe	33-33
névôomehe	2-1		
névôomâht sehe	2-2		
névôomohe	2-3		
névôomamovohe	2-4	návôomanehe	x-1
névôomemenohē	2-11	névôomanehe	x-2
névôomovohe	2-33	évôomehe	x-3
		návôomanémanehe	x-11
návôomaehe	3-1	névôomanémanehe	x-12
névôomaehe	3-2	névôomanemehe	x-22
évôomâht sehe	3-3	évôomevohe	x-33
évôomovohe	3-4		
návôomaenevohe	3-11		
névôomaenevohe	3-12		
névôomaevohe	3-22		
		Meaning examples:	
		2-3: Did you see him?	
		3-4: Did he see him (obviative)?	
		x-3: Was he seen?	
návôomaetsenotohe	4-1		
névôomaetsenotohe	4-2		
évôomaevohe	4-3		
évôomâht sevohe	4-4		
návôomaetsenonehe	4-11		
névôomaetsenonehe	4-12		
névôomaetsenovohe	4-22		
évôomaevohe	4-33		
névôomat semenohē	11-2		
návôomonehe	11-3		
návôomamonehe	11-4		
návôomâht semehe	11-11	The 11-11 form can also be: návôomâhtsémanehe	
névôomat semenohē	11-22		
návôomonevohe	11-33		
névôomonehe	12-3		
névôomamonehe	12-4		
névôomâht sémanehe	12-12		
névôomonevohe	12-33		
névôomemehe	22-1		
névôomovohe	22-3		
névôomamovohe	22-4		
névôomemenohē	22-11		
névôomâht semehe	22-22		
névôomovovohe	22-33		

náa?ttáxéstsehe	1-1	náa?ttáxeevohe	33-1
néa?ttáxetsehe	1-2	néa?ttáxeevohe	33-2
náa?ttásohe	1-3	éa?ttásovovohe	33-4
náa?ttáxamovohe	1-4	náa?ttáxeenevohe	33-11
néa?ttáxetsemehe	1-22	néa?ttáxeenevohe	33-12
náa?ttásovohe	1-33	néa?ttáxeevovohe	33-22
		éa?ttáxéstsevohe	33-33
néa?ttáxehe	2-1		
néa?ttáxéstsehe	2-2		
néa?ttásohe	2-3		
néa?ttáxamovohe	2-4	náa?ttáxenehe	x-1
néa?ttáxemenohé	2-11	néa?ttáxenehe	x-2
néa?ttásovohe	2-33	éa?ttáxehe	x-3
		náa?ttáxenémanehé	x-11
náa?ttáxeehe	3-1	néa?ttáxenémanehé	x-12
néa?ttáxeehe	3-2	néa?ttáxenemehe	x-22
éa?ttáxéstsehe	3-3	éa?ttáxevohe	x-33
éa?ttásovohe	3-4		
náa?ttáxeenehe	3-11		
néa?ttáxeenehe	3-12		
néa?ttáxeevohe	3-22		
náa?ttáxeetsenotohe	4-1		
néa?ttáxeetsenotohe	4-2		
éa?ttáxeevohe	4-3		
éa?ttáxéstsevohe	4-4		
náa?ttáxeetsenonehe	4-11		
néa?ttáxeetsenonehe	4-12		
néa?ttáxeetsenovohe	4-22		
éa?ttáxeevovohe	4-33		
néa?ttáxetsemenohe	11-2		
náa?ttásonéhe	11-3		
náa?ttáxamonehe	11-4		
náa?ttáxéstsemehe	11-11		
néa?ttáxetsemenohe	11-22		
náa?ttásonévohe	11-33		
néa?ttásonéhe	12-3		
néa?ttáxamonehe	12-4		
néa?ttáxéstsémanehé	12-12		
néa?ttásonévohe	12-33		
néa?ttáxemehe	22-1		
néa?ttásovohe	22-3		
néa?ttáxamovohe	22-4		
néa?ttáxemenohé	22-11		
néa?ttáxéstsemehe	22-22		
néa?ttásovovohe	22-33		

Meaning examples:

- 2-3 Did you accidentally cut him?
 3-4 Did he acc. cut him (obv)?
 x-2 Were you accidentally cut?

nánêhovãhtsehe	1-1	nánêhoevohe	33-1
nénêhovatsehe	1-2	nénêhoevohe	33-2
nánêhovohe	1-3	énêhovovovohe	33-4
nánêhovamovohe	1-4	nánêhoenevohe	33-11
nénêhovatsemehe	1-22	nénêhoenevohe	33-12
nánêhovovohe	1-33	nénêhoevovohe	33-22
		énêhovãhtsevohe	33-33
nénêhovehe	2-1		
nénêhovãhtsehe	2-2		
nénêhovohe	2-3		
nénêhovamovohe	2-4	nánêhonehe	x-1
nénêhovemenohe	2-11	nénêhonehe	x-2
nénêhovovohe	2-33	énêhohehe	x-3
		nánêhonemanehe	x-11
nánêhoehe	3-1	nénêhonemanehe	x-12
nénêhoehe	3-2	nénêhonemehe	x-22
énêhovãhtsehe	3-3	énêhohevohe	x-33
énêhovovohe	3-4		
nánêhoenehe	3-11		
nénêhoenehe	3-12		
nénêhoevohe	3-22		
nánêhoetsenotohe	4-1		
nénêhoetsenotohe	4-2		
énêhoevohe	4-3	Meaning examples:	
énêhovãhtsevohe	4-4	2-3 Did you chase him?	
nánêhoetsenonehe	4-11	3-4 Did he chase him (obv)?	
nénêhoetsenonehe	4-12	33-2 Did they chase you?	
nénêhoetsenovohohe	4-22	x-33 Were they chased?	
énêhoevovohe	4-33		
nénêhovatsemenohe	11-2		
nánêhovonehe	11-3		
nánêhovamonehe	11-4		
nánêhovãhtsemehe	11-11		
nénêhovatsemenohe	11-22		
nánêhovonevohe	11-33		
nénêhovonehe	12-3		
nénêhovamonehe	12-4		
nénêhovãhtsémanehe	12-12		
nénêhovonevohe	12-33		
nénêhovemehe	22-1		
nénêhovovohe	22-3		
nénêhovamovohe	22-4		
nénêhovemenohe	22-11		
nénêhovãhtsemehe	22-22		
nénêhovovovohe	22-33		

námêa?tovãhtsehe	1-1	námêa?toevohe	33-1
némêa?tovãtsehe	1-2	némêa?toevohe	33-2
námêanotse	1-3	émêanovohe	33-4
námêavónotohe	1-4	námêa?toenevohe	33-11
némêa?tovãtsemehe	1-22	némêa?toenevohe	33-12
námêanotohe	1-33	némêa?toevovohe	33-22
		émêa?tovãhtsevohe	33-33
némêa?tovehe	2-1		
némêa?tovãhtsehe	2-2		
némêanotse	2-3		
némêavónotohe	2-4	námêa?tonehe	x-1
némêa?tovemenohé	2-11	némêa?tonehe	x-2
némêanotohe	2-33	émêah tovehe	x-3
		námêa?tonemanehe	x-11
námêa?toehe	3-1	némêa?tonemanehe	x-12
némêa?toehe	3-2	némêa?tonemehe	x-22
émêa?tovãhtsehe	3-3	émêah tovevohe	x-33
émêanotohe	3-4		
námêa?toenehe	3-11	émêavónotohe	3-5
némêa?toenehe	3-12	émêavónovohe	33-5
némêa?toevohe	3-22		
námêa?toetsenotohe	4-1		
némêa?toetsenotohe	4-2		
émêa?toevohe	4-3		
émêa?tovãhtsevohe	4-4		
námêa?toetsenonehe	4-11		
némêa?toetsenonehe	4-12		
némêa?toetsenovohé	4-22		
émêa?toevovohe	4-33		
némêa?tovãtsemehé	11-2		
némêanonehe	11-3		
némêavónonehe	11-4		
námêa?tovãhtsemehe	11-11		
némêa?tovãtsemehé	11-22		
námêanonevohe	11-33		
némêanonehe	12-3		
némêavónonehe	12-4		
némêa?tovãt sémanehé	12-12		
némêanonevohe	12-33		
némêa?tovemehe	22-1		
némêanovohe	22-3		
némêavónovohe	22-4		
némêa?tovemenohé	22-11		
némêa?tovãhtsemehe	22-22		
némêanovovohe	22-33		

Meaning examples:

2-3 Did you give him away?

2-33 Did you give them away?

3-5 Did he give his (obv) _____ away?

x-3 Was he given away?

násâavóomãhtséhehe	1-1	násâavóomaehevohe	33-1
nésâavóomat séhehe	1-2	nésâavóomaehevohe	33-2
násâavóomôhehe	1-3	ésâavóomôhevovohe	33-4
násâavóomamôhevohe	1-4	násâavóomæhenevonehe	33-11
nésâavóomat séhemehe	1-22	nésâavóomæhenevonehe	33-12
násâavóomôhevohe	1-33	nésâavóomæhevovohe	33-22
		ésâavóomãhtséhevohe	33-33
nésâavóomêhehe	2-1		
nésâavóomãhtséhehe	2-2		
nésâavóomôhehe	2-3		
nésâavóomamôhevohe	2-4	násâavóomanêhehe	x-1
nésâavóomêhemenonehe	2-11	nésâavóomanêhehe	x-2
nésâavóomôhevohe	2-33	ésâavóomêhehe	x-3
		násâavóomanêhemanêhe	x-11
násâavóomæhehe	3-1	nésâavóomanêhemanêhe	x-12
nésâavóomæhehe	3-2	nésâavóomanêhemehe	x-22
ésâavóomãhtséhehe	3-3	ésâavóomêhevohe	x-33
ésâavóomôhevohe	3-4		
násâavóomæhenevohe	3-11		
nésâavóomæhenevohe	3-12		
nésâavóomæhevovohe	3-22		
násâavóomæhét senotohe	4-1		
nésâavóomæhét senotohe	4-2		
ésâavóomæhevohe	4-3		
ésâavóomãhtséhevohe	4-4		
násâavóomæhét senonehe	4-11		
nésâavóomæhét senonehe	4-12		
nésâavóomæhét senovohe	4-22		
ésâavóomæhevovohe	4-33		
nésâavóomat séhemenonehe	11-2		
násâavóomôhenehe	11-3		
násâavóomamôhenehe	11-4		
násâavóomãht séhemanêhe	11-11		
nésâavóomat séhemenonehe	11-22		
násâavóomôhenevohe	11-33		
nésâavóomôhenehe	12-3		
nésâavóomamôhenehe	12-4		
nésâavóomãht séhemanêhe	12-12		
nésâavóomôhenevohe	12-33		
nésâavóomêhemehe	22-1		
nésâavóomôhevohe	22-3		
nésâavóomamôhevohe	22-4		
nésâavóomêhemenonehe	22-11		
nésâavóomôhevovohe	22-33		

(Notice the similarity between this paradigm and the following TRANSITIVE ANIMATE DUBITATIVE paradigm. The two paradigms differ only in their prefixes and -sâa- preverbs, and in the pitches of penultimate syllables.)

EXAMPLES:

- 2-3 Didn't you see him?
 2-11 Didn't you see us?
 33-2 Didn't they see you?
 x-33 Weren't they seen?

TRANSITIVE ANIMATE DUBITATIVE

(e.g. 1-1: 'I guess I saw myself')

mónávôomâht sêhēhe	1-1
mónévôomat sêhēhe	1-2
mónávôomôhēhe	1-3
mónávôomamôhevōhe	1-4
mónévôomat sêhemēhe	1-22
mónávôomôhevohe	1-33
mónévôomêhēhe	2-1
mónévôomâht sêhēhe	2-2
mónévôomôhēhe	2-3
mónévôomamôhevōhe	2-4
mónévôomêhemenonēhe	2-11
mónévôomôhevōhe	2-33
mónávôomaehēhe	3-1
mónévôomaehēhe	3-2
móvôomâht sêhēhe	3-3
móvôomôhevōhe	3-4
mónávôomaehenēhe	3-11
mónévôomaehenēhe	3-12
mónévôomaehēvōhe	3-22
mónávôomaehét senotōhe	4-1
mónévôomaehét senotōhe	4-2
móvôomaehēvōhe	4-3
móvôomâht sêhevōhe	4-4
mónávôomaehét senonēhe	4-11
mónévôomaehét senonēhe	4-12
mónévôomaehét senovōhe	4-22
móvôomaehēvovōhe	4-33
mónévôomat sêhemenonēhe	11-2
mónávôomôhenēhe	11-3
mónávôomamôhenēhe	11-4
mónávôomâht sêhemanēhe	11-11
mónévôomat sêhemenonēhe	11-22
mónávôomôhenevōhe	11-33
mónévôomôhenēhe	12-3
mónévôomamôhenēhe	12-4
mónévôomâht sêhemanēhe	12-12
mónávôomôhenevōhe	12-33
mónévôomêhemēhe	22-1
mónévôomôhevōhe	22-3
mónévôomamôhevōhe	22-4
mónévôomêhemenonēhe	22-11
mónévôomâht sêhemēhe	22-22
mónévôomôhevovōhe	22-33

mónávôomaehēvōhe	33-1
mónévôomaehēvōhe	33-2
móvôomôhevo vōhe	33-4
mónávôomaehenevonēhe	33-11
mónévôomaehenevonēhe	33-12
mónévôomaehēvovōhe	33-22
móvôomâht sêhevōhe	33-33

mónávôomanêhēhe	x-1
mónévôomanêhēhe	x-2
móvôomêhēhe	x-3
mónávôomanêhemanēhe	x-11
mónévôomanêhemanēhe	x-12
mónévôomanêhemēhe	x-22
móvôomêhevōhe	x-33

Meaning examples:

2-3	You must have seen him.
3-4	He must have seen him (obv).
33-4	They must have seen him (obv).
x-22	You (p1) must have been seen.

mónáméa?tovàhtséhēhe	1-1	mónáméa?toehēvōhe	33-1
mónéméa?tovatséhēhe	1-2	mónéméa?toehēvōhe	33-2
mónáméahenōtse	1-3	móméahenovōhe	33-4
mónáméavòhénotōhe	1-4	mónáméa?toehenevonēhe	33-11
mónéméa?tovatséhēmēhe	1-22	mónéméa?toehenevonēhe	33-12
mónáméahénotōhe	1-33	mónéméa?toehēvovōhe	33-22
		móméa?tovàhtséhēvōhe	33-33
mónéméa?tovéhēhe	2-1		
mónéméa?tovàhtséhēhe	2-2		
mónéméahenōtse	2-3		
mónéméavòhénotōhe	2-4	mónáméa?tonéhēhe	x-1
mónéméa?tovéhēmēnonēhe	2-11	mónéméa?tonéhēhe	x-2
mónéméahénotōhe	2-33	móméa?tòhehēhe	x-3
		mónáméa?tonéhēmanēhe	x-11
mónáméa?toehēhe	3-1	mónéméa?tonéhēmanēhe	x-12
mónéméa?toehēhe	3-2	mónéméa?tonéhēmēhe	x-22
móméa?tovàhtséhēhe	3-3	móméa?tòhehevōhe	x-33
móméahénotōhe	3-4		
mónáméa?toehēnēhe	3-11	móméavòhénotōhe	3-5
mónéméa?toehēnēhe	3-12	móméavòhénovōhe	33-5
mónéméa?toehēvōhe	3-22		
mónáméa?toehétsenotōhe	4-1		
mónéméa?toehétsenotōhe	4-2		
móméa?toehēvōhe	4-3		
móméa?tovàhtséhēvōhe	4-4		
mónáméa?toehétsenonēhe	4-11		
mónéméa?toehétsenonēhe	4-12		
mónéméa?toehétsenovōhe	4-22		
móméa?toehēvovōhe	4-33		
mónéméa?tovatséhēmēnonēhe	11-2		
mónáméahēnonēhe	11-3		
mónáméavòhēnonēhe	11-4		
mónáméa?tovàhtséhēmanēhe	11-11		
mónéméa?tovatséhēmēnonēhe	11-22		
mónáméahēnonevōhe	11-33		
mónéméahēnonēhe	12-3		
mónéméavòhēnonēhe	12-4		
mónéméa?tovàhtséhēmanēhe	12-12		
mónéméahēnonevōhe	12-33		
mónéméa?tovéhēmēhe	22-1		
mónéméahēnovōhe	22-3		
mónéméavòhēnovōhe	22-4		
mónéméa?tovéhēmēnonēhe	22-11		
mónéméa?tovàhtséhēmēhe	22-22		
mónéméahēnovovōhe	22-33		

EXAMPLES IN SENTENCES:

mónéméahénotōhe mo?éhèno?hāme (2-33)
You must have give the horses away.

móméahénotōhe še?xo (3-4)
He must have given the duck(s) away.

móméahénotōhe hestotseho (3-4)
He must have give his (own) pet(s)
away.

móméavòhénotōhe hestotseho (3-5)
He must have given his (obv) pet(s)
away.

návôomãhtsēmāse 1-1
 névôomat̄sēmāse 1-2
 návôomosēstse 1-3
 návôomamósesto 1-4
 névôomat̄sēmēse 1-22
 návôomósesto 1-33

névôomēmāse 2-1
 névôomãhtsēmāse 2-2
 névôomosēstse 2-3
 návôomamósesto 2-4
 névôomemenōse 2-11
 návôomósesto 2-33

návôomaesēstse 3-1
 névôomaesēstse 3-2
 évôomãhtsesēstse 3-3
 évôomósesto 3-4
 návôomaenesēstse 3-11
 névôomaenesēstse 3-12
 návôomaevosēstse 3-22

návôomaetsenósesto 4-1
 névôomaetsenósesto 4-2
 évôomaesesto 4-3
 évôomãhtsésesto 4-4
 návôomaetsenónēsesto 4-11
 névôomaetsenónēsesto 4-12
 návôomaetsenovósesto 4-22
 évôomaevósesto 4-33

névôomat̄semenōse 11-2
 návôomónesēstse 11-3
 návôomamónēsēstse 11-4
 návôomãhtsēmānēse 11-11
 névôomat̄semenōse 11-22
 návôomónēsēsto 11-33

névôomónēsēstse 12-3
 návôomamónēsēsto 12-4
 návôomãhtsēmānēse 12-12
 návôomónēsēsto 12-33

névôomēmēse 22-1
 névôomóvosēstse 22-3
 návôomamóvosēsto 22-4
 névôomemenōse 22-11
 návôomãhtsēmēse 22-22
 návôomóvosēsto 22-33

návôomaesesto 33-1
 névôomaesesto 33-2
 évôomóvosēsto 33-4
 návôomaenēsēsto 33-11
 névôomaenēsēsto 33-12
 návôomaevósesto 33-22
 évôomãhtsésesto 33-33

návôomanēmāse x-1
 névôomanēmāse x-2
 évôomesēstse x-3
 návôomanēmānēse x-11
 névôomanēmānēse x-12
 návôomanēmēse x-22
 évôomēsēsto x-33

EXAMPLES:

2-1 they say you saw me
 3-3 they say he saw himself
 3-4 they say he saw him (obv)
 x-33 they say they were seen

OTHER EXAMPLES:

néhoxomósesto 'they say you fed them'
 éhoxomósesto 'they say he fed him(obv)'
 néméanosēstse 'they say you gave
 him away'
 évonãho?nósesto 'they say he burned
 him (obv) up'
 évonãho?heevósesto 'they say he (obv)
 burned him up'
 éhetóvosēsto 'it is said they told
 him (obv)'

násâavóomãhtséhémãse	1-1	násâavóomaehésesto	33-1
nésâavóomat séhémãse	1-2	nésâavóomaehésesto	33-2
násâavóomóheséstse	1-3	ésâavóomóhevösesto	33-4
násâavóomamóhesesto	1-4	násâavóomaehénésesto	33-11
nésâavóomat séhémése	1-22	nésâavóomaehénésesto	33-12
násâavóomóhesesto	1-33	nésâavóomaehévösesto	33-22
		ésâavóomãhtséhesesto	33-33
nésâavóoméhémãse	2-1		
nésâavóomãhtséhémãse	2-2		
nésâavóomóheséstse	2-3		
nésâavóomamóhesesto	2-4	násâavóomanéhémãse	x-1
nésâavóoméhemenóse	2-11	nésâavóomanéhémãse	x-2
nésâavóomóhesesto	2-33	ésâavóoméhéséstse	x-3
		násâavóomanéhémánése	x-11
násâavóomaehéséstse	3-1	nésâavóomanéhémánése	x-12
nésâavóomaehéséstse	3-2	nésâavóomanéhémése	x-22
ésâavóomãhtséheséstse	3-3	ésâavóoméhésesto	x-33
ésâavóomóhesesto	3-4		
násâavóomaehéneséstse	3-11		
nésâavóomaehéneséstse	3-12		
nésâavóomaehévösestse	3-22		
		EXAMPLES:	
násâavóomaehétsenósesto	4-1	2-3 they say you didn't see him	
nésâavóomaehétsenósesto	4-2	3-4 they say he didn't see him (obv)	
ésâavóomaehésesto	4-3	4-33 they say he (obv) didn't see them	
ésâavóomãhtséhesesto	4-4	x-33 they say they weren't seen	
násâavóomaehétsenónésesto	4-11		
nésâavóomaehétsenónésesto	4-12		
nésâavóomaehétsenóvösesto	4-22		
ésâavóomaehévösesto	4-33		
nésâavóomat séhéménóse	11-2		
násâavóomóheneséstse	11-3		
násâavóomamóhenésesto	11-4		
násâavóomãhtséhémánése	11-11		
násâavóomat séhéménóse	11-22		
násâavóomóhenésesto	11-33		
nésâavóomóheneséstse	12-3		
nésâavóomamóhenésesto	12-4		
nésâavóomãhtséhémánése	12-12		
nésâavóomóhenésesto	12-33		
nésâavóoméhémése	22-1		
nésâavóomóhevösestse	22-3		
nésâavóomamóhevösesto	22-4		
nésâavóoméhemenóse	22-11		
nésâavóomãhtséhémése	22-22		
nésâavóomóhevösesto	22-33		

(These appear to occur mostly in legend and folklore-type stories. The examples below will be given with the past-tense morpheme, -h-, -x-, -?-, and -s-, since MEDIATE forms most commonly contain a past-tense morpheme. Another commonly occurring past-tense morpheme in mediate forms is -sta-. See examples of MEDIATE verbs in the texts, later in these notes.)

éxhetóhoono	(3-4)	he told him/them (obv)
éxhetaehoono	(4-3)	he/they (obv) told him
éxhetaevóhoono	(4-33)	he/they (obv) told them
éxhetóvóhoono	(33-4)	they told him/them (obv)
éhvôomóhoono	(3-4)	he saw him/them (obv)
éhvôomaehoono	(4-3)	he/they (obv) saw him
éhvôomaevóhoono	(4-33)	he/they (obv) saw them
éhvôomóvóhoono	(33-4)	they saw him/them (obv)
éhmêvóhoono	(3-4)	he ate him/them (obv)
éhmêvaehoono	(4-3)	he/they (obv) ate him
éhmêvaevóhoono	(4-33)	he/they (obv) ate them
éhmêvovóhoono	(33-4)	they ate him/them (obv)
éhvonâho?nóhoono	(3-4)	he burned him/them (obv) up
éhvonâho?heehoono	(4-3)	he/they (obv) burned him up
éhvonâho?heevóhoono	(4-33)	he/they (obv) burned them up
éhvonâha?nóvóhoono	(33-4)	they burned him/them (obv) up
é?a?tâsóhoono	(3-4)	he accidentally cut him/them (obv)
é?a?tâxeehoono	(4-3)	he/they (obv) accidentally cut him
é?a?tâxeevóhoono	(4-33)	he/they (obv) accidentally cut them
é?a?tâsóvóhoono	(33-4)	they accidentally cut him/them (obv)

TRANSITIVE ANIMATE NEGATIVE MEDIATE

éssâavóomóhehoono	(3-4)	he did not see him/them (obv)
éssâavóomaehéhoono	(4-3)	he/they (obv) did not see him
éssâavóomaehévóhoono	(4-33)	he/they (obv) did not see them
éssâavóomóhevóhoono	(33-4)	they did not see him/them (obv)
éssâa?a?tâsóhehoono	(3-4)	he did not accident. cut him/them (obv)
éssâa?a?tâxeehéhoono	(4-3)	he/they (obv) did not acc. cut him
éssâa?a?tâxeehevóhoono	(4-33)	he/they (obv) did not acc. cut them
éssâa?a?tâsóhevóhoono	(33-4)	they did not acc. cut him/them (obv)

vé?hoomëstse	Look at me! 2-1	vé?hoomë	Look at me! 22-1
vé?hoomahtsëstse	Look at yourself! 2-2	vé?hoomahtse	Look at yourselves! 22-22
vé?hooměha	Look at him! 2-3	vé?hooma	Look at him! 22-3
vé?hoomameha	Look at him(obv)! 2-4	vé?hoomama	Look at him(obv)! 22-4
vé?hoomemeno	Look at us! 2-11	vé?hoomemeno	Look at us! 22-11
vé?hoomenáno	Look at them! 2-33	vé?hooma	Look at them! 22-33
méhoxëstse	Love me! (2-1)	méhoxe	22-1
mého tahtsëstse	2-2	mého tahtse	22-22
méhoxeha	2-3	mého ta	22-3
mého .tameha	2-4	mého .tama	22-4
méhoxemeno	2-11	méhoxemeno	22-11
méhoxenáno	2-33	mého .ta	22-33
péhéve?tovëstse	Be good to me! 2-1	péhéve?tove	22-1
péhéve?tovahtsëstse	2-2	péhéve?tovahtse	22-22
péhéve?tověha	2-3	péhéve?tova	22-3
péhéve?tovaměha	2-4	péhéve?tovama	22-4
péhéve?tovemeno	2-11	péhéve?tovemeno	22-11
péhéve?tovenáno	2-33	péhéve?tova	22-33
měvëstse	Eat me! (2-1)	měve	22-1
měvahtsëstse	2-2	měvahtse	22-22
měveha	2-3	měva	22-3
měvaměha	2-4	měvama	22-4
měvemeno	2-11	měvemeno	22-11
měvenáno	2-33	měva	22-33
taevaestse	Measure me! (2-1)	taevahe	22-1
taeváhestsëstse	2-2	taeváhestse	22-22
taeváheha	2-3	taevaha	22-3
taeváhaměha	2-4	taeváhama	22-4
taeváhemeno	2-11	taeváhemeno	22-11
taeváhenáno	2-33	taevaha	22-33
möxe?oëstse	Draw me! (2-1)	möxe?öhe	22-1
möxe?öhestsëstse	2-2	möxe?öhestse	22-22
möxe?öheha	2-3	möxe?oha	22-3
möxe?öheaměha	2-4	möxe?ohama	22-4
möxe?öhemeno	2-11	möxe?ohemeno	22-11
möxe?ohenáno	2-33	möxe?oha	22-33

EXAMPLES IN SENTENCES:

möxe?öheha váótséva	Draw a deer!
möxe?öheha hóhtséme	Draw a ball!
möxe?öheha náńkohe	Draw a bear!
möxe?ohenáno váótsevâhne	Draw deer (pl)!
möxe?ohenáno náńkóheo?o	Draw bears!
péhéve?tova hetané-ka?ěškone	(You-pl.) be good to the boy!
vé?hoomemeno	Look at us!

vé?hoomeo?o	Look at me! (2-1)	vé?hooméhéne	22-1
vé?hoomähtseo?o	2-2	vé?hoomähtséhéne	22-22
vé?hoomoo?o	2-3	vé?hoomóhéne	22-3
vé?hoomamoo?o	2-4	vé?hoomamóhéne	22-4
vé?hoomemenoo?o	2-11	vé?hoomemenoo?o	22-11
vé?hoomóóno	2-33	vé?hoomóhéne	22-33
méhoxeo?o	Love me! (2-1)	méhóxéhéne	22-1
mého?tähtseo?o	2-2	mého?tähtséhéne	22-22
mého?tóo?o	2-3	méhó?tóhéne	22-3
mého?tamoo?o	2-4	mého?tamóhéne	22-4
méhoxemenoo?o	2-11	méhoxemenoo?o	22-11
méhó?tóóno	2-33	méhó?tóhéne	22-33
péhéve?toveo?o	Be good to me! (2-1)	péhéve?tovéhéne	22-1
péhéve?tovähtseo?o	2-2	péhéve?tovähtséhéne	22-22
péhéve?tovoo?o	2-3	péhéve?tovóhéne	22-3
péhéve?tovamoo?o	2-4	péhéve?tovamóhéne	22-4
péhéve?tovemenoo?o	2-11	péhéve?tovemenoo?o	22-11
péhéve?tovóóno	2-33	péhéve?tovóhéne	22-33
méveo?o	Eat me! (2-1)	mévéhéne	22-1
mévähtseo?o	2-2	mévähtséhéne	22-22
mévoo?o	2-3	mévóhéne	22-3
mévamoo?o	2-4	mévamóhéne	22-4
mévemenoo?o	2-11	mévemenoo?o	22-11
mévóóno	2-33	mévóhéne	22-33
taeváheo?o	Measure me! (2-1)	taeváhéne	22-1
taeváhestseo?o	2-2	taeváhestséhéne	22-22
taeváhnoo?o	2-3	taeváhnóhéne	22-3
taeváhamoo?o	2-4	taeváhamóhéne	22-4
taeváhemenoo?o	2-11	taeváhemenoo?o	22-11
taeváhnóóno	2-33	taeváhnóhéne	22-33
mòxe?òheo?o	Draw me! (2-1)	mòxe?òhéhéne	22-1
mòxe?òhestseo?o	2-2	mòxe?òhestséhéne	22-22
mòxe?òhnoo?o	2-3	mòxe?òhnóhéne	22-3
mòxe?òhamoo?o	2-4	mòxe?òhamóhéne	22-4
mòxe?òhemeno?o	2-11	mòxe?òhemeno?o	22-11
mòxe?òhnóóno	2-33	mòxe?òhnóhéne	22-33

EXAMPLES IN SENTENCES:

péhéve?tovóhéne ka?ěškóneho
máxhováneehétse

Be good to the children when
we are gone!

náho?áhenótse hoestótse
taeváheo?o máhvóona?o

I want a dress. Measure me
tomorrow!

vé?hooma?eha	Let him look at me	vé?hooma?évoha	Let them look at me (33-1)
vé?hoomáta?e	3-2	vé?hoomata?ōse	33-2
vé?hoomähtseha	3-3	vé?hoomähtsévoha	33-33
vé?hoomóha	3-4	vé?hoomóvoha	33-4
vé?hoomaētse	3-11, 3-12	vé?hoomaētse	33-11, 33-12
vé?hoomata?ōse	3-22	vé?hoomata?ōse	33-22

These hortative verbs may be prefixed by *něše-* or *mäh-*. Note the similarities between this paradigm and that of the same person combinations in the TRANSITIVE ANIMATE CONJUNCT verb paradigms.

EXAMPLES IN SENTENCES:

vé?hoomóho še?xo	Let him look at the duck(s) (obv)!
vé?hoomóvoha náhkóhóho	Let them look at the bear(s) (obv)!

TRANSITIVE ANIMATE FIRST-PERSON HORTATIVES

nétāhonó?tone šê?še	Let's roast the duck!
nétāhonó?toneo?o šé?šeo?o	Let's roast the ducks!
nétavovéhone ma?heo?o	Let's praise God!
nétāhêve?hoomone mé?ěševôtse	Let's go look at the baby!
nétavéstāhêmone tséheškétse	Let's help our mother!
néstavéstāhêmone tséheškétse	Let's help our mother!
nátavéstāhêmo tséheškétse	Let me help our mother!

návóóhta	I see it	(1-I)	návôohtanôtse	I see them	(1-II)
névóóhta	you see it	(2-I)	névôohtanôtse	you see them	(2-II)
évóóhta	he sees it	(3-I)	évôohtanôtse	he sees them	(3-II)
évôohtotse	he (obv) sees it	(4-I)	évôohtotsenôtse	he (obv) sees them	(4-II)
návóóhtánóne	we (excl) see it	(11-I)	návôohtanonéstse	we (ex) see them	(11-II)
névôohtanone	we (incl) see it	(12-I)	névôohtanonéstse	we (in) see them	(12-II)
névóóhtánóvo	you (p1) see it	(22-I)	névôohtanovôtse	you (p1) see them	(22-II)
évóóhtánóvo	they see it	(33-I)	évôohtanovôtse	they see them	(33-II)
évôome	it is seen	(x-I)	évôomēnēstse	they are seen	(x-II)
námese	I ate it	(1-I)	námēsenôtse	I ate them	(1-II)
némese		2-I	némēsenôtse		2-II
émese		3-I	émēsenôtse		3-II
émēsetse		4-I	émēsetsenôtse		4-II
námésénóne		11-I	námēsenonéstse		11-II
némēsenone		12-I	némēsenonéstse		12-II
némésénóvo		22-I	némēsenovôtse		22-II
émésénóvo		33-I	émēsenovôtse		33-II
émēsēstove	x-1		émēsēstóvénestse	x-II	
náho?tse	I have it	(1-I)	náho?tsenôtse	I have them	(1-II)
ného?tse		2-I	ného?tsenôtse		2-II
ého?tse		3-I	ého?tsenôtse		3-II
ého?tsetse		4-I	ého?tsétsenôtse		4-II
náho?tsénóne		11-I	náho?tsénonéstse		11-II
ného?tsénone		12-I	ného?tsénonéstse		12-II
ného?tsénóvo		22-I	ného?tsénovôtse		22-II
ého?tsénóvo		33-I	ého?tsénovôtse		33-II
ého?he	x-I		ého?hēnēstse	x-II	
náho?ahe	I want it	(1-I)	náho?âhenôtse	I want them	(1-II)
ného?ahe		2-I	ného?âhenôtse		2-II
ého?ahe		3-I	ého?âhenôtse		3-II
ého?âhetse		4-I	ého?âhétsenôtse		4-II
náho?âhénóne		11-I	náho?âhénonéstse		11-II
ného?âhénone		12-I	ného?âhénonéstse		12-II
ného?âhénóvo		22-I	ného?âhénovôtse		22-II
ého?âhénóvo		33-I	ého?âhénovôtse		33-II
ého?âhéstove	x-I		ého?âhéstóvénestse	x-II	
náhôxe?āna	I cleaned it by hand	(1-I)	náhôxe?ananôtse	I cleaned them	(1-II)
nehôxe?āna		2-I	nehôxe?ananôtse		2-II
éhôxe?āna		3-I	éhôxe?ananôtse		3-II
éhôxe?anotse		4-I	éhôxe?anót senôtse		4-II
náhôxe?anánóne		11-I	náhôxe?anánonéstse		11-II
nehôxe?anánone		12-I	nehôxe?anánonéstse		12-II
nehôxe?anánóvo		22-I	nehôxe?anánovôtse		22-II
éhôxe?anánóvo		33-I	éhôxe?anánovôtse		33-II
éhôxe?ane	x-I		éhôxe?anēnēstse	x-II	

námane	I drank it (1-I)	námanenötse	I drank them (1-II)
némane	2-I	némanenötse	2-II
émane	3-I	émanenötse	3-II
émanetse	4-I	émanétsenötse	4-II
námanénóne	11-I	námanénoněstse	11-II
némanénone	12-I	némanénoněstse	12-II
némanénóvo	22-I	némanénovötse	22-II
émanénóvo	33-I	émanénovötse	33-II
émanéstove	x-I	émanéstóvénestse	x-II
nápo?óhta	I break it off by mouth 1-I	nápo?óhtanötse	I brk them off by m. (1-II)
népo?óhta	2-I	népo?óhtanötse	2-II
épo?óhta	3-I	épo?óhtanötse	3-II
épo?óhtotse	4-I	épo?óhtotsenötse	4-II
nápo?óhtánóne	11-I	nápo?óhtanoněstse	11-II
népo?óhtanone	12-I	népo?óhtanoněstse	12-II
népo?óhtánóvo	22-I	népo?óhtanovötse	22-II
épo?óhtánóvo	33-I	épo?óhtanovötse	33-II
épo?ome	x-I	épo?omēnestse	x-II
návonáho?ha	I destroy it by heat(1-I)	návonáho?hanötse	I destroy them by heat
névonáho?ha	2-I	névonáho?hanötse	2-II
évonáho?ha	3-I	évonáho?hanötse	3-II
évonáho?hotse	4-I	évonáho?hótсенötse	4-II
návonáho?hánóne	11-I	návonáho?hánoněstse	11-II
névonáho?hánone	12-I	névonáho?hánoněstse	12-II
névonáho?hánóvo	22-I	névonáho?hánovötse	22-II
évonáho?hánóvo	33-I	évonáho?hánovötse	33-II
évonáho?he	x-I	évonáho?hēnestse	x-II
náa?tāxa	I accidentally cut it (1-I)	náa?tāxanötse	I acc. cut them (1-II)
néa?tāxa	2-I	néa?tāxanötse	2-II
éa?tāxa	3-I	éa?tāxanötse	3-II
éa?tāxotse	4-I	éa?tāxótсенötse	4-II
náa?tāxánóne	11-I	náa?tāxánoněstse	11-II
néa?tāxánone	12-I	néa?tāxánoněstse	12-II
néa?tāxánóvo	22-I	néa?tāxánovötse	22-II
éa?tāxánóvo	33-I	éa?tāxánovötse	33-II
éa?taxe	x-I	éa?tāxēnestse	x-II
nápo?óha	I break it off by tool(1-I)	nápo?óhanötse	I brk them off by t.(1-II)
népo?óha	2-I	népo?óhanötse	2-II
épo?óha	3-I	épo?óhanötse	3-II
épo?óhotse	4-I	épo?óhótсенötse	4-II
nápo?óhánóne	11-I	nápo?óhánoněstse	11-II
népo?óhánone	12-I	népo?óhánoněstse	12-II
népo?óhánóvo	22-I	népo?óhánovötse	22-II
épo?óhánóvo	33-I	épo?óhánovötse	33-II
épo?ohe	x-I	épo?óhēnestse	x-II

nánèhésta	I said that	nánèhestanòtse	I said them
nénèhésta	2-I	nénèhestanòtse	2-II
énèhésta	3-I	énèhestanòtse	3-II
énèhestotse	4-I	énèhestótsenòtse	4-II
nánèhestánóne	11-I	nánèhestánónèstse	11-II
nénèhestánone	12-I	nénèhestánonèstse	12-II
nénèhestánóvo	22-I	nénèhestánóvòtse	22-II
énèhestánóvo	33-I	énèhestánóvòtse	33-II
énèhestòhe	x-I	énèhestóhénèstse	
náho?èhòhta	I came to it	náho?èhòhtanòtse	I came to them
ného?èhòhta	2-I	ného?èhòhtanòtse	2-II
ého?èhòhta	3-I	ého?èhòhtanòtse	3-II
ého?èhòhtotse	4-I	ého?èhòhtot senòtse	4-II
náho?èhòhtánóne	11-I	náho?èhòhtanonèstse	11-II
ného?èhòhtanone	12-I	ného?èhòhtanonèstse	12-II
ného?èhòhtánóvo	22-I	ného?èhòhtanovòtse	22-II
ého?èhòhtánóvo	33-I	ého?èhòhtanovòtse	33-II
ého?èhòhe	x-I	ého?èhòhénèstse	x-II

EXAMPLES IN SENTENCES:

Náho'áhe máheo'o.	I want a house.
Náho'áhe sémo.	I want a boat.
Náho'áhe amáho'hestòtse.	I want a car.
Náho'áhe ho'évohkòtse.	I want meat.
Náho'áhe mo'òhtávè-hohpe.	I want coffee.
Náho'àhenòtse sémonòtse.	I want boats.
Náho'àhenòtse menòtse.	I want berries.
Émese ho'évohkòtse.	He ate meat.
Émésénóvo ho'évohkòtse.	They ate meat.
Évonáho'hánovòtse káhamaxèstse.	They burned up the sticks.
Évonáho'hénèstse káhamaxèstse.	The sticks were burned up.

návôhtomóvo	I see his	___ (1-I')	návôhtomóvonôtse	1-II'
névôhtomóvo	2-I'		névôhtomóvonôtse	2-II'
évôhtomóvo	3-I'		évôhtomóvonôtse	3-II'
návôhtomóvonóné	11-I'		návôhtomóvononéstse	11-II'
névôhtomóvonone	12-I'		névôhtomóvononéstse	12-II'
névôhtomóvonónóvo	22-I'		névôhtomóvonovôtse	22-II'
évôhtomóvonónóvo	33-I'		évôhtomóvonovôtse	33-II'
évômetse	x-I'		évômenetôtse	x-II'

náhestanomóvo	I took his	___ (1-I')	náhestanomóvonôtse	1-II'
néhestanomóvo	2-I'		néhestanomóvonôtse	2-II'
éhestanomóvo	3-I'		éhestanomóvonôtse	3-II'
náhestanomóvonóné	11-I'		náhestanomóvononéstse	11-II'
néhestanomóvonone	12-I'		néhestanomóvononéstse	12-II'
néhestanomóvonónóvo	22-I'		néhestanomóvonovôtse	22-II'
éhestanomóvonónóvo	33-I'		éhestanomóvonovôtse	33-II'
éhestanetse	x-I'		éhestanenetôtse	x-II'

náé?e?ó?tóvo	I broke his	___ (1-I')	náé?e?ó?tovonôtse	1-II'
néé?e?ó?tóvo	2-I'		néé?e?ó?tovonôtse	2-II'
éé?e?ó?tóvo	3-I'		éé?e?ó?tovonôtse	3-II'
náé?e?ó?tóvonóné	11-I'		náé?e?ó?tovononéstse	11-II'
néé?e?ó?tóvonone	12-I'		néé?e?ó?tovononéstse	12-II'
néé?e?ó?tóvonónóvo	22-I'		néé?e?ó?tovonovôtse	22-II'
éé?e?ó?tóvonónóvo	33-I'		éé?e?ó?tovonovôtse	33-II'
éé?e?ó?hetse	x-I'		éé?e?ó?henetôtse	x-II'

námésévo	I ate his	___ (1-I')	námésévonôtse	1-II'
némésévo	2-I'		némésévonôtse	2-II'
émésévo	3-I'		émésévonôtse	3-II'
námésévónóné	11-I'		námésévononéstse	11-II'
némésévonone	12-I'		némésévononéstse	12-II'
némésévónónóvo	22-I'		némésévonovôtse	22-II'
émésévónónóvo	33-I'		émésévonovôtse	33-II'
éméséstovetse	x-I'		éméséstovenetôtse	x-II'

EXAMPLES IN SENTENCES:

návôhtomóvo hemáheo?o	I saw his house
(návóóhta nemáheo?o	I saw your house)
évôhtomóvonôtse hemáheonôtse	he saw his (someone else) houses
évôhtomóvonôtse hemáheónevôtse	he saw their houses
(évôhtanôtse hemáheonôtse	he saw his (own) houses)
náé?e?ó?tóvo he?tse?ko	I broke his leg
éhestanomóvonovôtse hesémonôtse	they took his boats
hesémónévo éhestanetse	their boat was taken

násâavóóhtóhe	I did not see it	násâavóóhtóhenötse	I did not see them
nésâavóóhtóhe	2-I	nésâavóóhtóhenötse	2-II
ésâavóóhtóhe	3-I	ésâavóóhtóhenötse	3-II
ésâavóóhtóhetse	4-I	ésâavóóhtóhétsenötse	4-II
násâavóóhtóhénóne	11-I	násâavóóhtóhénonéstse	11-II
nésâavóóhtóhénone	12-I	nésâavóóhtóhénonéstse	12-II
nésâavóóhtóhénóvo	22-I	nésâavóóhtóhénovötse	22-II
ésâavóóhtóhénóvo	33-I	ésâavóóhtóhénovötse	33-II
ésâavóóméháne	x-I	ésâavóóméhanehötse	x-II
násâaméséhe	I did not eat it	násâaméséhenötse	I did not eat them
nésâaméséhe	2-I	nésâaméséhenötse	2-II
ésâaméséhe	3-I	ésâaméséhenötse	3-II
ésâaméséhetse	4-I	ésâaméséhetsetse	4-II
násâaméséhénóne	11-I	násâaméséhénonéstse	11-II
nésâaméséhenone	12-I	nésâaméséhénonéstse	12-II
nésâaméséhénóvo	22-I	nésâaméséhénovötse	22-II
ésâaméséhénóvo	33-I	ésâaméséhénovötse	33-II
ésâaméséstovéháne	x-I	ésâaméséstovéhanehötse	x-II
násâaho?tséhe	I do not have it	násâaho?tséhenötse	I do not have them
nésâaho?tséhe		nésâaho?tséhenötse	
ésâaho?tséhe		ésâaho?tséhenötse	
ésâaho?tséhetse		ésâaho?tséhetsetse	
násâaho?tséhénóne		násâaho?tséhénonéstse	
nésâaho?tséhenone		nésâaho?tséhénonéstse	
nésâaho?tséhénóvo		nésâaho?tséhénovötse	
ésâaho?tséhénóvo		ésâaho?tséhénovötse	
ésâaho?héháne		ésâaho?héhanehötse	
násâaho?áhéhe	I don't want it	násâaho?áhéhenötse	I don't want them
nésâaho?áhéhe		nésâaho?áhéhenötse	
ésâaho?áhéhe		ésâaho?áhéhenötse	
ésâaho?áhéhetse		ésâaho?áhéhetsetse	
násâaho?áhéhénóne		násâaho?áhéhénonéstse	
nésâaho?áhéhenone		nésâaho?áhéhénonéstse	
nésâaho?áhéhénóvo		nésâaho?áhéhénovötse	
ésâaho?áhéhénóvo		nésâaho?áhéhénovötse	
ésâaho?áhéstovéháne		ésâaho?áhéstovéhanehötse	
násâahóxe?anóhe	I didn't clean it	násâahóxe?anóhenötse	I didn't clean them
nésâahóxe?anóhe		nésâahóxe?anóhenötse	
ésâahóxe?anóhe		ésâahóxe?anóhenötse	
ésâahóxe?anóhetse		ésâahóxe?anóhetsetse	
násâahóxe?anóhénóne		násâahóxe?anóhénonéstse	
nésâahóxe?anóhenone		nésâahóxe?anóhénonéstse	
nésâahóxe?anóhénóvo		nésâahóxe?anóhénovötse	
ésâahóxe?anóhénóvo		ésâahóxe?anóhénovötse	
ésâahóxe?anéháne		ésâahóxe?anéhanehötse	

násâamanéhe	I didn't drink it	násâamanéhenötse	I didn't drink them
nésâamanéhe	2-I	nésâamanéhenötse	2-II
ésâamanéhe	3-I	ésâamanéhenötse	3-II
ésâamanéhetse	4-I	ésâamanéhetsenötse	4-II
násâamanéhénóne	11-I	násâamanéhenonéstse	11-II
nésâamanéhenone	12-I	nésâamanéhenonéstse	12-II
nésâamanéhénóvo	22-I	nésâamanéhenovötse	22-II
ésâamanéhénóvo	33-I	ésâamanéhenovötse	33-II
ésâamanéstovéhane	x-I	ésâamanéstovéhanehötse	x-II

násâapo?óhtóhe	I didn't break it off	násâapo?óhtóhenötse	1-II
nésâapo?óhtóhe	by mouth	nésâapo?óhtóhenötse	
ésâapo?óhtóhe		ésâapo?óhtóhenötse	
ésâapo?óhtóhetse		ésâapo?óhtóhetsenötse	
násâapo?óhtóhénóne		násâapo?óhtóhenonéstse	
nésâapo?óhtóhenone		nésâapo?óhtóhenonéstse	
nésâapo?óhtóhénóvo		nésâapo?óhtóhenovötse	
ésâapo?óhtóhénóvo		ésâapo?óhtóhenovötse	
ésâapo?oméháne		ésâapo?oméhanehötse	

násâahestanóhe	I didn't take it	násâahestanóhenötse	1-II
nésâahestanóhe		nésâahestanóhenötse	
ésâahestanóhe		ésâahestanóhenötse	
ésâahestanóhetse		ésâahestanóhetsenötse	
násâahestanóhénóne		násâahestanóhenonéstse	
nésâahestanóhenone		nésâahestanóhenonéstse	
nésâahestanóhénóvo		nésâahestanóhenovötse	
ésâahestanóhénóvo		ésâahestanóhenovötse	
ésâahestanéháne		ésâahestanéhanehötse	

TRANSITIVE INANIMATE INDEPENDENT NEGATIVE--relational

násâavóohtomóvóhe	I didn't see his	násâavóohtomóvóhenötse	1-II'
nésâavóohtomóvóhe	2-I'	nésâavóohtomóvóhenötse	2-II'
ésâavóohtomóvóhe	3-I'	ésâavóohtomóvóhenötse	3-II'
násâavóohtomóvóhénóne	11-I'	násâavóohtomóvóhênonéstse	11-II'
nésâavóohtomóvóhênone	12-I'	nésâavóohtomóvóhênonéstse	12-II'
nésâavóohtomóvóhénóvo	22-I'	nésâavóohtomóvóhênovötse	22-II'
ésâavóohtomóvóhénóvo	33-I'	ésâavóohtomóvóhênovötse	33-II'
ésâavóoméhanéhetse	x-I'	ésâavóoméhanéhenetötse	x-II'
násâahestanomóvóhe	I didn't ta. his	násâahestanomóvóhenötse	1-II' (take)
nésâahestanomóvóhe	2-I'	nésâahestanomóvóhenötse	2-II'
ésâahestanomóvóhe	3-I'	ésâahestanomóvóhenötse	3-II'
násâahestanomóvóhénóne	11-I'	násâahestanomóvóhênonéstse	11-II'
nésâahestanomóvóhênone	12-I'	nésâahestanomóvóhênonéstse	12-II'
nésâahestanomóvóhénóvo	22-I'	nésâahestanomóvóhênovötse	22-II'
ésâahestanomóvóhénóvo	33-I'	ésâahestanomóvóhênovötse	33-II'
ésâahestanéhanéhetse	x-I'	ésâahestanéhanéhenetötse	x-II'

návôhtâhe	Did I see it? (1-I)	návôhtanotse	Did I see them? (1-II)
névôhtâhe	2-I	névôhtanotse	2-II
évôhtâhe	3-I	évôhtanotse	3-II
évôhtotsehe	4-I	évôhtotsenotse	4-II
návôhtanonehe	11-I	návôhtanonevotse	11-II
névôhtanonehe	12-I	névôhtanonevotse	12-II
névôhtanovohe	22-I	névôhtanovotse	22-II
évôhtanovohe	33-I	évôhtanovotse	33-II
évômehê	x-I	évômenevotse	x-II

náho?âhehe	Do I want it? (1-I)	náho?âhenotse	1-II
ného?âhehe	2-I	ného?âhenotse	2-II
ého?âhehe	3-I	ého?âhenotse	3-II
ého?âhetsehe	4-I	ého?âhetsetsehe	4-II
náho?âhenonehe	11-I	náho?âhenonevotse	11-II
ného?âhenonehe	12-I	ného?âhenonevotse	12-II
ného?âhenovohe	22-I	ného?âhenovotse	22-II
ého?âhenovohe	33-I	ého?âhenovotse	33-II
ého?âhéstovehe	x-I	ého?âhéstovenevotse	x-II

náhestanahe	Did I take it? (1-I)	náhestananotse	1-II
néhestanahe	2-I	néhestananotse	2-II
éhestanahe	3-I	éhestananotse	3-II
éhestanotsehe	4-I	éhestananotse	4-II
náhestananonehe	11-I	náhestananonevotse	11-II
néhestananonehe	12-I	néhestananonevotse	12-II
néhestananovohe	22-I	néhestananovotse	22-II
éhestanovohe	33-I	éhestananovotse	33-II
éhestanehe	x-I	éhestanenevotse	x-II

námêsehe	Did I eat it? (1-I)	námêsenotse	1-II
némêsehe	2-I	némêsenotse	2-II
émêsehe	3-I	émêsenotse	3-II
émêsetsehe	4-I	émêsetsetsehe	4-II
námêsenonehe	11-I	námêsenonevotse	11-II
némêsenonehe	12-I	némêsenonevotse	12-II
némêsenovohe	22-I	némêsenovotse	22-II
émêsenovohe	33-I	émêsenovotse	33-II
émêséstovehe	x-I	émêséstovenevotse	x-II

EXAMPLES IN SENTENCES:

névôhtâhe mâheo?o
 ného?âhehe mo?ôhtâvé-hohpe
 hee?haho éhestanotsehe sémo
 émêsenovotse menôtse
 sémonôtse éhestanenevotse

Did you see the house?
 Do you want coffee?
 Did his son (obv) take the boat?
 Did they eat the berries?
 Were the boats taken?

návôohtomóvohe	Did I see his ___?	návôohtomóvonotse	1-II'
névôohtomóvohe	2-I'	névôohtomóvonotse	2-II'
évôohtomóvohe	3-I'	évôohtomóvonotse	3-II'
návôohtomóvononehe	11-I'	návôohtomóvononevotse	11-II'
névôohtomóvononehe	12-I'	névôohtomóvononevotse	12-II'
névôohtomóvonovohe	22-I'	névôohtomóvonovotse	22-II'
évôohtomóvonovohe	33-I'	évôohtomóvonovotse	33-II'
évôometsehe	x-I'	évôomenetsevotse	x-II'

náhestanomóvohe	Did I take his ___?	náhestanomóvonotse	1-II'
néhestanomóvohe	2-I'	néhestanomóvonotse	2-II'
éhestanomóvohe	3-I'	éhestanomóvonotse	3-II'
náhestanomóvononehe	11-I'	náhestanomóvononevotse	11-II'
néhestanomóvononehe	12-I'	néhestanomóvononevotse	12-II'
néhestanomóvonovohe	22-I'	néhestanomóvonovotse	22-II'
éhestanomóvonovohe	33-I'	éhestanomóvonovotse	33-II'
éhestanetsehe	x-I'	éhestanetsevotse	x-II'

TRANSITIVE INANIMATE NEGATIVE INTERROGATIVE

násâavóohtôhehe	Didn't I see it?	násâavóohtôhenotse	1-II
nésâavóohtôhehe	2-I	nésâavóohtôhenotse	2-II
ésâavóohtôhehe	3-I	ésâavóohtôhenotse	3-II
ésâavóohtôhetsehe	4-I	ésâavóohtôhetsetse	4-II
násâavóohtôhenonehe	11-I	násâavóohtôhenonevotse	11-II
nésâavóohtôhenonehe	12-I	nésâavóohtôhenonevotse	12-II
nésâavóohtôhenovohe	22-I	nésâavóohtôhenovotse	22-II
ésâavóohtôhenovohe	33-I	ésâavóohtôhenovotse	33-II
ésâavóoméhanenehe	x-I	ésâavóoméhanenevotse	x-II

TRANSITIVE INANIMATE NEGATIVE INTERROGATIVE--relational

násâavóohtomóvôhehe	násâavóohtomóvôhenotse
nésâavóohtomóvôhehe	nésâavóohtomóvôhenotse
ésâavóohtomóvôhehe	ésâavóohtomóvôhenotse
násâavóohtomóvôhenonehe	násâavóohtomóvôhenonevotse
nésâavóohtomóvôhenonehe	nésâavóohtomóvôhenonevotse
násâavóohtomóvôhenovohe	nésâavóohtomóvôhenovotse
ésâavóohtomóvôhenovohe	ésâavóohtomóvôhenovotse
ésâavóoméhanéhetsehe	ésâavóoméhanéhetotsehe

EXAMPLES IN SENTENCES:

névôohtomóvohe hesémo
 néhestanomóvonovohe hemótšěškévo
 ésâavóohtôhenovotse namáheo?o
 ésâavóoméhanéhetsehe hesémónévo
 menotse ésâaméséstovéhanevotse

Did you see his boat?
 Did you (pl) take their knife?
 Didn't they see my house?
 Wasn't their boat seen?
 Weren't the berries eaten?

mónávôohtôhēhe	I guess I saw it(1-I)	mónávôohtôhenōtse	I guess I saw them(1-II)
mónévôohtôhēhe	2-I	mónévôohtôhenōtse	2-II
móvôohtôhēhe	3-I	móvôohtôhenōtse	3-II
móvôohtôhetsēhe	4-I	móvôohtôhetsenōtse	4-II
mónávôohtôhenonēhe	11-I	mónávôohtôhenonevōtse	11-II
mónévôohtôhenonēhe	12-I	mónévôohtôhenonevōtse	12-II
mónévôohtôhenovōhe	22-I	mónévôohtôhenovōtse	22-II
móvôohtôhenovōhe	33-I	móvôohtôhenovōtse	33-II
mónâhestanôhēhe	I guess I took it	mónâhestanôhenōtse	1-II
mónêhestanôhēhe	2-I	mónêhestanôhenōtse	2-II
móhestanôhēhe	3-I	móhestanôhenōtse	3-II
móhestanôhetsēhe	4-I	móhestanôhetsenōtse	4-II
mónâhestanôhenonēhe	11-I	mónâhestanôhenonevōtse	11-II
mónêhestanôhenonēhe	12-I	mónêhestanôhenonevōtse	12-II
mónêhestanôhenovōhe	22-I	mónêhestanôhenovōtse	22-II
móhestanôhenovōhe	33-I	móhestanôhenovōtse	33-II
mónâho?t sēhēhe	I guess I have it	mónâho?t sēhenōtse	1-II
mónêho?t sēhēhe	2-I	mónêho?t sēhenōtse	2-II
móho?t sēhēhe	3-I	móho?t sēhenōtse	3-II
móho?t sēhetsēhe	4-I	móho?t sēhetsenōtse	4-II
mónâho?t sēhenonēhe	11-I	mónâho?t sēhenonevōtse	11-II
mónêho?t sēhenonēhe	12-I	mónêho?t sēhenonevōtse	12-II
mónêho?t sēhenovōhe	22-I	mónêho?t sēhenovōtse	22-II
móho?t sēhenovōhe	33-I	móho?t sēhenovōtse	33-II

EXAMPLES IN SENTENCES:

mónávôohtôhēhe ó?he?e
 móhestanôhēhe matana
 hee?haho móho?tsēhetsēhe sémo
 móhestanôhenōtse móxe?éstóonōtse

I guess I saw the river.
 I guess he took the milk.
 I guess his son has a boat.
 I guess he took the books.

návóóhtánòse	I am said to see it(1-I)	návôohtanòsestòtse	1-II
névóóhtánòse	2-I	névôohtanòsestòtse	2-II
évóóhtánòse	3-I	évôohtanòsestòtse	3-II
évóóhtòtsénòse	4-I	évôohtòtsenòsestòtse	4-II
návóóhtánónèse	11-I	návôohtanónèsestòtse	11-II
névóóhtánónèse	12-I	névôohtanónèsestòtse	12-II
névóóhtánóvòse	22-I	névôohtanóvòsestòtse	22-II
évóóhtánóvòse	33-I	évôohtanóvòsestòtse	33-II

náhestanánòse	I am said to take it	náhestanánòsestòtse	1-II
néhestanánòse	2-I	néhestanánòsestòtse	2-II
éhestanánòse	3-I	éhestanánòsestòtse	3-II
éhestanótsénòse	4-I	éhestanótsenòsestòtse	4-II
náhestanánónèse	11-I	náhestanánonèsestòtse	11-II
néhestanánónèse	12-I	néhestanánonèsestòtse	12-II
néhestanánóvòse	22-I	néhestanánovòsestòtse	22-II
éhestanánóvòse	33-I	éhestanánovòsestòtse	33-II

náho?tsénòse	I am said to have it	náho?tsénòsestòtse	1-II
ného?tsénòse	2-I	ného?tsénòsestòtse	2-II
ého?tsénòse	3-I	ého?tsénòsestòtse	3-II
ého?tsétсэнòse	4-I	ého?tsétsenòsestòtse	4-II
náho?tsénónèse	11-I	náho?tsénonèsestòtse	11-II
ného?tsénónèse	12-I	ného?tsénonèsestòtse	12-II
ného?tsénóvòse	22-I	ného?tsénovòsestòtse	22-II
ého?tsénóvòse	33-I	ého?tsénovòsestòtse	33-II

EXAMPLES IN SENTENCES:

éhestanánòse mòxe?èstoo?o
 névôohtanòsestòtse sémonòtse

They say he took the book.
 They say you saw the boats.

násâavóóhtòhénòse	1-I	see	násâavóóhtòhenòsestòtse	1-II
nésâavóóhtòhénòse	2-I		nésâavóóhtòhenòsestòtse	2-II
ésâavóóhtòhénòse	3-I		ésâavóóhtòhenòsestòtse	3-II
ésâavóóhtòhétсэнòse	4-I		ésâavóóhtòhetsenòsestòtse	4-II
násâavóóhtòhénónèse	11-I		násâavóóhtòhenónèsestòtse	11-II
nésâavóóhtòhénónèse	12-I		nésâavóóhtòhenónèsestòtse	12-II
nésâavóóhtòhénóvòse	22-I		nésâavóóhtòhenóvòsestòtse	22-II
ésâavóóhtòhénóvòse	33-I		ésâavóóhtòhenóvòsestòtse	33-II
násâahestanóhénòse	1-I	take	násâahestanóhenòsestòtse	1-II
nésâahestanóhénòse	2-I		nésâahestanóhenòsestòtse	2-II
ésâahestanóhénòse	3-I		ésâahestanóhenòsestòtse	3-II
ésâahestanóhétсэнòse	4-I		ésâahestanóhetsenòsestòtse	4-II
násâahestanóhénónèse	11-I		násâahestanóhenónèsestòtse	11-II
nésâahestanóhénónèse	12-I		nésâahestanóhenónèsestòtse	12-II
nésâahestanóhénóvòse	22-I		nésâahestanóhenóvòsestòtse	22-II
ésâahestanóhénóvòse	33-I		ésâahestanóhenóvòsestòtse	33-II
násâaho?t séhénòse	1-I	have	násâaho?t séhenòsestòtse	1-II
nésâaho?t séhénòse	2-I		nésâaho?t séhenòsestòtse	2-II
ésâaho?t séhénòse	3-I		ésâaho?t séhenòsestòtse	3-II
ésâaho?t séhétсэнòse	4-I		ésâaho?t séhet senòsestòtse	4-II
násâaho?t séhénónèse	11-I		násâaho?t séhenónèsestòtse	11-II
nésâaho?t séhénónèse	12-I		nésâaho?t séhenónèsestòtse	12-II
nésâaho?t séhénóvòse	22-I		nésâaho?t séhenóvòsestòtse	22-II
ésâaho?t séhénóvòse	33-I		ésâaho?t séhenóvòsestòtse	33-II

EXAMPLES IN SENTENCES:

ésâahestanóhénòse matana
hetane ésâaho?tséhénòse ma?kaeta

They say he didn't take the milk.
They say the man doesn't have the
money.

hee?haho ésâavóóhtòhétсэнòse
ó?he?e

They say his son (obv) didn't see
the river.

(The forms given here will have the past tense morpheme.)

éhvôhtanoho	(3-I)	He saw it.
éhvôhtanôhoonôtse	(3-II)	He saw them (inanimate).
éhvôhtanovoho	(33-I)	They saw it.
éhvôhtanovôhoonôtse	(33-II)	They saw them (inanimate).
éxhestanánoho	(3-I)	He took it.
éxhestanánohoonôtse	(3-II)	He took them.
éxhestanánovoho	(33-I)	They took it.
éxhestanánovôhoonôtse	(33-II)	They took them.
éxho?tsénoho	(3-I)	He had it.
éxho?tsénôhoonôtse	(3-II)	He had them.
éxho?tsénovoho	(33-I)	They had it.
éxho?tsénovôhoonôtse	(33-II)	They had them.
éhmésenoho	(3-I)	He ate it.
éhmésenôhoonôtse	(3-II)	He ate them.
éhmésenovoho	(33-I)	They ate it.
éhmésenovôhoonôtse	(33-II)	They ate them.
é?amo?enánoho	(3-I)	He rolled it.
é?amo?enánohoonôtse	(3-II)	He rolled them.
é?amo?enánovoho	(33-I)	They rolled it.
é?amo?enánovôhoonôtse	(33-II)	They rolled them.

TRANSITIVE INANIMATE NEGATIVE MEDIATE

ésâavóhtôheho	(3-I)	He did not see it.
ésâavóhtôhénôhoonôtse	(3-II)	He did not see them.
ésâavóhtôhénovoho	(33-I)	They did not see it.
ésâavóhtôhénovôhoonôtse	(33-II)	They did not see them.
ésâahestanóhenoho	(3-I)	He did not take it.
ésâahestanóhenôhoonôtse	(3-II)	He did not take them.
ésâahestanóhenovoho	(33-I)	They did not take it.
ésâahestanóhenovôhoonôtse	(33-II)	They did not take them.
ésâaho?tséheho	(3-I)	He did not have it.
ésâaho?tséhenôhoonôtse	(3-II)	He did not have them.
ésâaho?tséhenovoho	(33-I)	They did not have it.
ésâaho?tséhenovôhoonôtse	(33-II)	They did not have them.

EXAMPLES IN SENTENCES:

éhmésenoho ho?évohkôtse	He ate the meat.
ésâaméséhenovôhoonôtse menôtse	They did not eat the berries.
éxhestanánovoho sémo	They took the boat.
hetaneo?o éhvôhtanovoho vee?e	The men saw the tepee.

you ___ it/them	you(pl) ___ it/them	
vé?hóóhtótse	vé?hoohtome	Look at it/them!
hestānótse	hestanome	Take it/them!
mòxe?óóhtse	mòxe?òhome	Write it/them by tool!
po?óóhtse	po?òhome	Break it/them off by tool!
néxho?eotsestséstse	néxho?eotsestse	Bring it/them here!
měséstse	měse	Eat it/them!
vonàhō?hótse	vonàho?home	Burn it/them up!
manéstse	mane	Drink it/them!
tsetāxótse	tsetāxome	Cut it/them!
hóxe?ānótse	hóxe?anome	Clean it/them!
manestséstse	manestse	Make it/them!

(TI Immed. Imperative sg. suffix, /ót/ for verbs which have -á Object Agreement Marker in the Positive Indicative mode. PA *-amoko TI Imperative plural ending; Ch. /-ome/.)

TRANSITIVE INANIMATE DELAYED IMPERATIVE

you ___ it/them(2-I/II)	you(pl) ___ it/them(22-I/II)	
vé?hoohtomeo?o	vé?hoohtomáhéne	Look at it/them!
hestanomeo?o	hestanomáhéne	Take it/them!
mòxe?òhomeo?o	mòxe?òhomáhéne	Write it/them by tool!
po?òhomeo?o	po?òhomáhéne	Break it/them off by tool!
néxho?eotséstseo?o	néxho?eotséstséhéne	Bring it/ them here!
méseo?o	méséhéne	Eat it/them!
vonàho?homeo?o	vonàho?homáhéne	Burn it/them up!
maneo?o	manéhéne	Drink it/them!
tsetāxomeo?o	tsetāxomáhéne	Cut it/them!
hóxe?anomeo?o	hóxe?anomáhéne	Clean it/them!
manéstseo?o	manéstséhéne	Make it/them!

"let him ___ it/them"	"let them ___ it/them"	
vé?hoohtoha	vé?hoohtomévoha	look at
hestanoha	hestanomévoha	take
móxe?òhoha	móxe?òhomévoha	write
néxho?eotséstseha	néxho?eotséstsévoha	bring
manéstseha	manéstsévoha	make
ho?tseha	ho?tsévoha	have
méseha	mésevoha	eat
maneha	manévoha	drink

TRANSITIVE INANIMATE FIRST-PERSON HORTATIVES

Nétaoné'áhtânone ho'évohkötse!	Let's taste the meat!
Nèstaoné'áhtânone ho'évohkötse!	Let's taste the meat!
Nétavé'hoohtanonéstse sémonötse!	Let's look at the boats!
Nèstavé'hoohtanonéstse sémonötse!	Let's look at the boats!
Nétàhêve'hoohtanonéstse sémonötse!	Let's go look at the boats!
Nátamésenötse menötse!	Let me eat the berries!

náa?ta?oo?e	It acc. hit me (I-1)	náa?ta?óenötse	They acc. hit me (II-1)
néa?ta?oo?e	I-2	néa?ta?óenötse	II-2
éa?ta?oo?e	I-3	éa?ta?óenötse	II-3
éa?ta?óetse	I-4	éa?ta?óetsenötse	II-4
náa?ta?óénóne	I-11	náa?ta?óenonèstse	II-11
néa?ta?óenone	I-12	néa?ta?óenonèstse	II-12
néa?ta?óénóvo	I-22	néa?ta?óenovötse	II-22
éa?ta?óénóvo	I-33	éa?ta?óenovötse	II-33

náho?èhó?taa?e	It came to me (I-1)	náho?èhó?taenötse	They came to me (II-1)
ného?èhó?taa?e	I-2	ného?èhó?taenötse	II-2
ého?èhó?taa?e	I-3	ého?èhó?taenötse	II-3
ého?èhó?taetse	I-4	ého?èhó?taetsenötse	II-4
náho?èhó?taenóne	I-11	náho?èhó?taenonèstse	II-11
ného?èhó?taenone	I-12	ného?èhó?taenonèstse	II-12
ného?èhó?taenóvo	I-22	ného?èhó?taenovötse	II-22
ého?èhó?taenóvo	I-33	ého?èhó?taenovötse	II-33

EXAMPLES IN SENTENCES:

káhamaxe éa?ta?oo?e hetane	(I-3)	The stick accidentally hit the man.
náa?ta?óenonèstse he?konötse	(II-11)	The bones accidentally hit us.
háomóhtáhestötse ého?èhó?taetse		
heške	(I-4)	Sickness came to his mother.

Inanimate Subject--TRANSITIVE ANIMATE INDEPENDENT INDICATIVE--relational

náa?ta?óetse	His _____ acc. hit me	náa?ta?óetsenötse	II'-1
néa?ta?óetse	I'-2	néa?ta?óetsenötse	II'-2
éa?ta?óetse	I'-3	éa?ta?óetsenötse	II'-3
náa?ta?óetsenone	I'-11	náa?ta?óetsenonèstse	II'-11
néa?ta?óetsenone	I'-12	néa?ta?óetsenonèstse	II'-12
néa?ta?óétsénóvo	I'-22	néa?ta?óetsenovötse	II'-22
éa?ta?óétsénóvo	I'-33	éa?ta?óetsenovötse	II'-33
náho?èhó?taetse	His _____ came to me	náho?èhó?taetsenötse	II'-1
ného?èhó?taetse	I'-2	ného?èhó?taetsenötse	II'-2
ého?èhó?taetse	I'-3	ého?èhó?taetsenötse	II'-3
náho?èhó?taetsenone	I'-11	náho?èhó?taetsenonèstse	II'-11
ného?èhó?taetsenone	I'-12	ného?èhó?taetsenonèstse	II'-12
ného?èhó?taetsenovo	I'-22	ného?èhó?taetsenovötse	II'-22
ého?èhó?taetsenovo	I'-33	ého?èhó?taetsenovötse	II'-33

EXAMPLES IN SENTENCES:

náa?ta?óetse hemóxe?èstónestötse	(I'-1)	His pencil accidentally hit me.
hemóxe?èstónevötse		
náho?èhó?taetsenonèstse	(II'-11)	Their books came to us.
éa?ta?óetse hemóxe?èstónestóvévo	(I'-3)	He was acc. hit by their pencil.

náa?ta?óehe	Did it acc. hit me?(I-1)	náa?ta?óenotse	Did they a. hit me?(II-1)
néa?ta?óehe	I-2	néa?ta?óenotse	II-2
éa?ta?óehe	I-3	éa?ta?óenotse	II-3
éa?ta?óetsehe	I-4	éa?ta?óetsenotse	II-4
náa?ta?óenonehe	I-11	náa?ta?óenonevotse	II-11
néa?ta?óenonehe	I-12	néa?ta?óenonevotse	II-12
néa?ta?óenovohe	I-22	néa?ta?óenovotse	II-22
éa?ta?óenovohe	I-33	éa?ta?óenovotse	II-33
náho?èhó?taehe	Did it come to me?	náho?èhó?taenotse	Did they come to me?
ného?èhó?taehe	I-2	ného?èhó?taenotse	II-2
ého?èhó?taehe	I-3	ého?èhó?taenotse	II-3
ého?èhó?taetsehe	I-4	ého?èhó?taetsenotse	II-4
náho?èhó?taenonehe	I-11	náho?èhó?taenonevotse	II-11
ného?èhó?taenonehe	I-12	ného?èhó?taenonevotse	II-12
ného?èhó?taenovohe	I-22	ného?èhó?taenovotse	II-22
ého?èhó?taenovohe	I-33	ého?èhó?taenovotse	II-33

EXAMPLES IN SENTENCES:

káhamaxe	néa?ta?óehe	(I-2)	Did a stick accidentally hit you?
péhévetanohtótse			
ého?èhó?taetsehe	hestónaho	(I-4)	Did happiness come to his daughter?
káhamaxehótse	néa?ta?óenovotse	(II-22)	Did sticks accidentally hit you(pl)?

Inanimate Subject--TRANSITIVE ANIMATE INTERROGATIVE--relational

náa?ta?óetsehe	Did his acc. hit me?	náa?ta?óetsenotse	II'-1
néa?ta?óetsehe	I'-2	néa?ta?óetsenotse	II'-2
éa?ta?óetsehe	I'-3	éa?ta?óetsenotse	II'-3
náa?ta?óetsenonehe	I'-11	náa?ta?óetsenonevotse	II'-11
néa?ta?óetsenonehe	I'-12	néa?ta?óetsenonevotse	II'-12
néa?ta?óetsenovohe	I'-22	néa?ta?óetsenovotse	II'-22
éa?ta?óetsenovohe	I'-33	éa?ta?óetsenovotse	II'-33

Inanimate Subject--TRANSITIVE ANIMATE NEGATIVE INTERROGATIVE

násâa?a?ta?óehehe	I-1	násâa?a?ta?óehenotse	II-1
nésâa?a?ta?óehehe	I-2	nésâa?a?ta?óehenotse	II-2
ésâa?a?ta?óehehe	I-3	ésâa?a?ta?óehenotse	II-3
ésâa?a?ta?óehetsehe	I-4	ésâa?a?ta?óehetsenotse	II-4
násâa?a?ta?óehenonehe	I-11	násâa?a?ta?óehenonevotse	II-11
nésâa?a?ta?óehenonehe	I-12	nésâa?a?ta?óehenonevotse	II-12
nésâa?a?ta?óehenovohe	I-22	nésâa?a?ta?óehenovotse	II-22
ésâa?a?ta?óehenovohe	I-33	ésâa?a?ta?óehenovotse	II-33

EXAMPLES IN SENTENCES:

hemôxe?éstónestótse	néa?ta?óetsehe	(I'-2)	Did his pencil acc. hit you?
káhamaxe	nésâa?a?ta?óehenovohe	(I-22)	Didn't the stick acc. hit you(pl)?

násâa?a?ta?óéhe	It did not a. hit me	násâa?a?ta?óehenötse	II-1
nésâa?a?ta?óéhe	I-2	nésâa?a?ta?óehenötse	II-2
ésâa?a?ta?óéhe	I-3	ésâa?a?ta?óehenötse	II-3
ésâa?a?ta?óehetse	I-4	ésâa?a?ta?óehétsenötse	II-4
násâa?a?ta?óéhénóne	I-11	násâa?a?ta?óéhénonéstse	II-11
nésâa?a?ta?óéhénone	I-12	nésâa?a?ta?óéhénonéstse	II-12
nésâa?a?ta?óéhénóvo	I-22	nésâa?a?ta?óéhénovötse	II-22
ésâa?a?ta?óéhénóvo	I-33	ésâa?a?ta?óéhénovötse	II-33
násâaho?èhó?taēhe	not come to me(I-1)	násâaho?èhó?taehenötse	II-1
nésâaho?èhó?taēhe	I-2	nésâaho?èhó?taehenötse	II-2
ésâaho?èhó?taēhe	I-3	ésâaho?èhó?taehenötse	II-3
ésâaho?èhó?taehetse	I-4	ésâaho?èhó?taehétsenötse	II-4
násâaho?èhó?taehénóne	I-11	násâaho?èhó?taehénonéstse	II-11
nésâaho?èhó?taehénone	I-12	nésâaho?èhó?taehénonéstse	II-12
nésâaho?èhó?taehénóvo	I-22	nésâaho?èhó?taehénovötse	II-22
ésâaho?èhó?taehénóvo	I-33	ésâaho?èhó?taehénovötse	II-33

Inanimate Subject--TRANSITIVE ANIMATE INDEPENDENT NEGATIVE—relational

násâa?a?ta?óehetse	I'-1	násâa?a?ta?óehétsenötse	II'-1
nésâa?a?ta?óehetse	I'-2	nésâa?a?ta?óehétsenötse	II'-2
ésâa?a?ta?óehetse	I'-3	ésâa?a?ta?óehétsenötse	II'-3
násâa?a?ta?óehétsénóne	I'-11	násâa?a?ta?óehétsenonéstse	II'-11
nésâa?a?ta?óehétsenone	I'-12	nésâa?a?ta?óehétsenonéstse	II'-12
nésâa?a?ta?óehétsénóvo	I'-22	nésâa?a?ta?óehétsenovötse	II'-22
ésâa?a?ta?óehétsénóvo	I'-33	ésâa?a?ta?óehétsenovötse	II'-33
násâaho?èhó?taehetse	I'-1	násâaho?èhó?taehétsenötse	II'-1
nésâaho?èhó?taehetse	I'-2	nésâaho?èhó?taehétsenötse	II'-2
ésâaho?èhó?taehetse	I'-3	ésâaho?èhó?taehétsenötse	II'-3
násâaho?èhó?taehétsénóne	I'-11	násâaho?èhó?taehétsenonéstse	II'-11
nésâaho?èhó?taehétsenone	I'-12	nésâaho?èhó?taehétsenonéstse	II'-12
nésâaho?èhó?taehétsénóvo	I'-22	nésâaho?èhó?taehétsenovötse	II'-22
ésâaho?èhó?taehétsénóvo	I'-33	ésâaho?èhó?taehétsenovötse	II'-33

EXAMPLES IN SENTENCES:

kāhamaxe	násâa?a?ta?óéhe	(I-1)	The stick did not accidentally hit me.
háomóhtāhestötse			
ésâa?a?ta?óehetse	hee?haho	(I-4)	Sickness didn't come to his son.
ésâa?a?ta?óehétsenötse			
hemöxe?èstónéstotötse		(II'-3)	He was not hit by his (another) pencils.
hemöxe?èstónötse			
násâaho?èhó?taehétsenötse		(II'-1)	His books did not come to me.

DITRANSITIVE INDEPENDENT INDICATIVE--inanimate singular object--'give'

námêtahtse	1-1-I	námêtaenōvo	33-1-I
némêtâtse	1-2-I	némêtaenōvo	33-2-I
námêto	1-3-I	émétónóvo	33-4-I
námêtamóho	1-4-I	námêtaenone	33-11-I
némêtatsénóvo	1-22-I	némêtaenone	33-12-I
námétónóvo	1-33-I	némêtaenóvo	33-22-I
		émêtähtsénóvo	33-33-I
némêtse	2-1-I		
némêtahtse	2-2-I		
némêto	2-3-I		
némêtamóho	2-4-I	námétáne	x-1-I
némêtsemeno (ne)	2-11-I	némétáne	x-2-I
námétónóvo	2-33-I	émêtse	x-3-I
		námêtanénóne	x-11-I
námêtaaʔe	3-1-I	némêtanénone	x-12-I
némêtaaʔe	3-2-I	némêtanénóvo	x-22-I
émêtahtse	3-3-I	émétsénóvo	x-33-I
émétóho	3-4-I		
námêtaenóne	3-11-I		
némêtaenone	3-12-I		
némêtaenóvo	3-22-I		
námêtaetse	4-1-I		
némêtaetse	4-2-I		
émêtaaʔe	4-3-I	Meaning examples:	
émêtähtsetse	4-4-I		
námêtaetsenone	4-11-I	1-3-I	I gave it to him.
némêtaetsenone	4-12-I	3-1-I	He gave it to me.
némêtaetsenōvo	4-22-I	3-4-I	He gave it to him (obv).
émêtaenóvo	4-33-I	x-11-I	It was given to us.
némêtatsemeno	11-2-I		
námétóne, námétónóne	11-3-I		
námêtamone, námêtamonone	11-4-I		
námêtähtsénóne	11-11-I		
némêtatsemeno	11-22-I		
námêtoneoʔo, námétónóne	11-33-I		
némêtone, némêtonone	12-3-I		
némêtamonone	12-4-I		
némêtähtsénone	12-12-I		
némêtoneoʔo, némêtonone	12-33-I		
némétsénóvo	22-1-I		
námétónóvo	22-3-I		
námêtamonovo	22-4-I		
némêtsemeno	22-11-I		
némêtähtsénóvo	22-22-I		
námétónóvo	22-33-I		

DITRANSITIVE INDEPENDENT INDICATIVE--inanimate plural object--'give'

námêtáhtsenötse	1-1-II	námêtaenovötse	33-1-II
némêtatsenötse	1-2-II	némêtaenovötse	33-2-II
námêtonötse	1-3-II	émêtonovötse	33-4-II
námêtamónötse	1-4-II	námêtaenonêstse	33-11-II
némêtatsénovötse	1-22-II	némêtaenonêstse	33-12-II
námêtonovötse	1-33-II	némêtaenovötse	33-22-II
		émêtáhtsênovötse	33-33-II
némêt senötse	2-1-II		
némêtáhtsenötse	2-2-II		
némêtonötse	2-3-II		
námêtamónötse	2-4-II	námêtanênötse	x-1-II
némêtsemenötse	2-11-II	némêtanênötse	x-2-II
némêtonovötse	2-33-II	émêt senötse	x-3-II
		námêtanénonêstse	x-11-II
námêtaenötse	3-1-II	némêtanénonêstse	x-12-II
némêtaenötse	3-2-II	némêtanénovötse	x-22-II
émêtáhtsenötse	3-3-II	émêtse novötse	x-33-II
émêtonötse	3-4-II		
námêtaenonêstse	3-11-II		
némêtaenonêstse	3-12-II		
némêtaenovötse	3-22-II		
námêtaetsenötse	4-1-II		
némêtaetsenötse	4-2-II		
émêtaenötse	4-3-II		
émêtáhtsêtsenötse	4-4-II		
námêtaetsenonêstse	4-11-II		
némêtaetsenonêstse	4-12-II		
némêtaetsénovötse	4-22-II		
émêtaenovötse	4-33-II		
		Meaning examples:	
		1-33-II	I gave them (in) to them(an).
		3-4-II	He gave them (in) to him (obv).
		x-33-II	They (in) were given to them (animate).
némêtatsemenötse	11-2-II		
námêtononêstse	11-3-II		
námêtamónonêstse	11-4-II		
námêtáhtsênonêstse	11-11-II		
némêtatsemenötse	11-22-II		
námêtononêstse	11-33-II		
némêtononêstse	12-3-II		
námêtamónonêstse	12-4-II		
némêtáhtsênonêstse	12-12-II		
némêtononêstse	12-33-II		
némêtse novötse	22-1-II		
némêtonovötse	22-3-II		
námêtamónovötse	22-4-II		
némêtsemenötse	22-11-II		
némêtáhtsênovötse	22-22-II		
némêtonovötse	22-33-II		

DITRANSITIVE INDEPENDENT INDICATIVE--animate singular object--'give'

námêtähtsenötse	1-1-3	námêtaenovo	33-1-4
némêtätsenötse	1-2-3	némêtaenovo	33-2-4
námêtonoto	1-3-4	émêtonovo	33-4-5
námêtamónoto	1-4-5	námêtaenóno?o	33-11-4
némêtätsénóvo	1-22-3	némêtaenóno?o	33-12-4
námêtonovo	1-33-4	némêtaenóvo?o	33-22-4
		émêtähtsenovo	33-33-4
némêtsenötse	2-1-3		
némêtähtsenötse	2-2-3		
námêtonoto	2-3-4	námêtanenötse	x-1-3
námêtamónoto	2-4-5	némêtanenötse	x-2-3
némêtsemeno	2-11-3	émêtsenoto	x-3-4
námêtonovo	2-33-4	námêtanénóne	x-11-3
		némêtanénóne	x-12-3
námêtaenoto	3-1-4	némêtanénóvo	x-22-3
némêtaenoto	3-2-4	émêtsenovo	x-33-4
émêtähtsénoto	3-3-4		
émêtonoto	3-4-5		
námêtaenone	3-11-4		
némêtaenone	3-12-4		
némêtaenovo	3-22-4		
námêtaetsenoto	4-1-5		
némêtaetsenoto	4-2-5		
émêtaenoto	4-3-5		
émêtähtsêtsenoto	4-4-5		
námêtaetsenone	4-11-5		
némêtaetsenone	4-12-5		
némêtaetsenovo	4-22-5		
émêtaenovo	4-33-5		
némêtatsemeno	11-2-3		
námêtonone	11-3-4		
námêtamóno, námêtamónone	11-4-5		
námêtähtsénóne	11-11-3		
némêtatsemeno	11-22-3		
námêtonone	11-33-4		
némêtonone	12-3-4		
némêtamone, námêtamónone	12-4-5		
némêtähtsénone	12-12-3		
némêtonone	12-33-4		
némêtsénóvo	22-1-3		
námêtonovo	22-3-4		
námêtamovo	22-4-5		
némêtsemeno	22-11-3		
némêtähtsénóvo	22-22-3		
námêtonovo	22-33-4		

Meaning examples:

- 1-33-4 I gave him (obv) to them.
 3-1-4 He gave him (obv) to me.
 x-1-3 He was given to me.

DITRANSITIVE INDEPENDENT INDICATIVE--animate plural object--'give'

námétàhtsênoto	1-1-33	námêtaenovo	33-1-44
némêtatsênoto	1-2-33	némêtaenovo	33-2-44
námêtonoto	1-3-44	émêtonovo	33-4-55
námêtamónoto	1-4-55	námêtaenóneo?o	33-11-44
némêtatsênovoo?o	1-22-33	némêtaenóneo?o	33-12-44
námêtonovo	1-33-44	némêtaenóvoo?o	33-22-44
		émêtàhtsenovo	33-33-44
némêtatsenoto	2-1-33		
némêtàhtsênoto	2-2-33		
némêtonoto	2-3-44		
némêtamónoto	2-4-55		
némêtsemenoo?o	2-11-33	námêtanénoto	x-1-33
némêtonovo	2-33-44	némêtanénoto	x-2-33
		émêtatsenoto	x-3-44
		námêtanénoneo?o	x-11-33
námêtaenoto	3-1-44	némêtanénoneo?o	x-12-33
némêtaenoto	3-2-44	némêtanénovoo?o	x-22-33
émêtàhtsênoto	3-3-44	émêtatsenovo	x-33-44
émêtonoto	3-4-55		
námêtaenone	3-11-44		
némêtaenone	3-12-44		
némêtaenovo	3-22-44		
námêtaetsenoto	4-1-33		
némêtaetsenoto	4-2-33		
émêtaenoto	4-3-55		
émêtàhtsêtsenoto	4-4-55		
námêtaetsenone	4-11-55		
némêtaetsenone	4-12-55		
némêtaetsenovó	4-22-55		
émêtaenovo	4-33-55		
némêtatsemenoo?o	11-2-33		
námêtonone	11-3-44		
námêtamónone, námêtamónone	11-4-55		
námêtàhtsênoneo?o	11-11-33		
némêtatsemenoo?o	11-22-33		
námêtonone	11-33-44		
némêtonone	12-3-44		
némêtamone, námêtamónone	12-4-55		
némêtàhtsênoneo?o	12-12-33		
némêtonone	12-33-44		
némêtsenovoo?o	22-1-33		
némêtonovo	22-3-44		
némêtamovo	22-4-55		
némêtsemenoo?o	22-11-33		
némêtàhtsênovoo?o	22-22-33		
némêtonovo	22-33-44		

(Note: since there is no singular or plural with Cheyenne obviatives the labels "44" and "55" here could just as easily be "4" and "5".)

Meaning examples:

- 1-3-44 I gave them (an., obv.) to them (an).
 3-1-44 He gave them (obv) to me.
 x-11-33 They (an) were given to us.

In many respects DITRANSITIVES behave like TA verbs. We can see this to be true when we give examples of some other verb types involving DITRANSITIVES. Compare the forms below with parallel forms with TA verbs.

tamétseha
 néhmetséstse
 néhmetséstse ma?kaeta
 néhmetséstse menötse
 ho?otova néhmétseo?o ma?kaeta
 ho?otova néhmétséhéne ma?kaeta

Give it to him!
 Give it to me!
 Give me the money!
 Give me the berries!
 Someday give me money!
 (You pl.) someday give me money!

násâamétàhtséhe sémo
 násâamétóhe amàho?hestötse
 násâamétaēhe möxe?èstoo?o
 násâamétòhénóvo amàho?hestötse
 nanésoneho
 hetane ésâamétòheho henésone sémo
 hestónàhevóho ésâamétaehénóvo sémo
 násâamétòhénóne möxe?èstoo?o

I didn't give myself a boat.
 I didn't give him a car.
 He didn't give me a book.
 I did not give my children a car.
 The man didn't give his children a boat.
 Their daughter didn't give them a boat.
 We didn't give him a book.

násâamétòhénovötse möxe?èstóonötse
 násâamétòhénonöstse sémonötse
 ésâamétòhenötse henésone sémonötse
 násâamétaehénovötse menötse

I didn't give them books.
 We didn't give him boats.
 He didn't give his children boats.
 They didn't give me berries.

némétóhe sémo
 hetane émétovohe hestónaho
 némétsenovohe hetané-ka?èškone
 émétonovohe hetane-ka?èškóneho

Did you give him a boat?
 Did the man give it to his daughter?
 Did you (pl) give it to the boy?
 Did they give it to the boy/boys?

némétonotse menötse he?e
 émétonotse menötse he?óho

Did you give berries to the woman?
 Did he give berries to the woman?

nésâamétòhéhe ma?kaeta
 nésâamétaehēhe möxe?èstoo?o
 nésâamétòhenovohe neamàho?hestötse

Didn't you give him money?
 Didn't he give you the book?
 Didn't you give them your car?

mómétòhenōtse mótšěškehötse
 mónámétaehēhe möxe?èstoo?o
 mónámétòhéhe amàho?hestötse

I guess he gave her (obv) knives.
 He must have given me the book.
 I guess I gave him the car.

métoha mo?eško
 métovoha mo?èškonötse

Let him give her the ring.
 Let them give him (obv) rings.

nanésoneho námétónóvo amàho?hestötse
 námétónóne nanésonehaneho?o sémo
 námétàhtsénóne amàho?hestötse
 návóó?séhónóne māheo?o
 návóó?séhaenóne sémo
 návóó?sého nae?ha möxe?èstoo?o

I gave my children a car.
 We gave our children a boat.
 We gave ourselves a car.
 We showed him/them the house.
 He showed us the boat.
 I showed my son the book.

tamêtseha póéso
nêhmetsêstse hoestôtse

Give him the cat!
Give me a dress (animate)!

nâmêtonovo nanésoného mo?éhêno?hāme
nâmêtonone še?xo nanésonêhaneo?o
nâmêtâhtsenôtse póéso
nâmêtâhtsênoto póesono
nâmêtamónoto še?xo hee?haho
émêtâhtsênoto še?xo
hee?hahevóho émêtaenovo še?xo
némêtatsénoto mo?éhêno?hāme
némêtatsénovoo?o šé?šeo?o

I gave my children a horse (obv).
We gave our children a duck (obv).
I-gave myself a cat.
I gave myself cats.
I gave his son (obv) a duck (obv).
He gave himself a duck (obv).
Their son (obv) gave them a duck (obv).
I gave you horses.
I gave you (pl) ducks.

násâamêtôhênone oeškêseho
násâamêtâhtsêhenôtse oeškêso
násâamêtâhtsêhenoto oeškêseho
ésâamêtôhênoto hee?haho še?xo
násâamêtaehênone oeškêseho
násâamêtatsêhenovoo?o póesono

We did not give him/them a dog (obv).
I did not give myself a dog.
I did not give myself dogs.
He did not give his son (obv) a duck (obv).
He did not give us a dog (obv).
I did not give you (pl) cats.

nêmêtonovohe nenésoného mo?éhêno?hāme
nêmêtonotohe nêstona póesono
némêtâhtsenotse šé?še
némêtaenovohe oeškêseho
hee?haho émêtâhtsêtsenotohe še?xo

Did you give your children a horse (obv)?
Did you give your daughter a cat (obv)?
Did you give yourself a duck?
Did he give you (pl) a dog (obv)?
Did his son (obv) give himself a
duck (obv)?

nésâamêtôhênotohe mo?éhêno?hāme
hee?haho ésâamêtaehênotohe še?xo

Didn't you give him a horse (obv)?
Didn't his son (obv) give him a duck?

tséhnéménèse	when he sang (INDICATIVE)
tséhnéménèstse	when he sang (INDICATIVE)
(These forms can also mean 'where he sang'. Petter explained the difference between the form without the final -t- and the one with it as follows: "It will be seen that the third person sg. and pl. change. Their ending with [-t-] is used only when pointing to immediate present or future. As soon as the action is prolonged the [-t-] will make place to -s,...When a future meaning is implied, then the [-t-] must be kept..." <u>Cheyenne Grammar</u> , page 93)	
tséhnéménèto	when I sang (INDICATIVE)
màhnéménèstse	when, if, he sings (SUBJUNCTIVE) [unrealized action]
heva màhnéménèstse	if he sings (SUBJUNCTIVE CONDITIONAL)
màhvè?néménèstse	if he sings (SUBJUNCTIVE CONDITIONAL)
vé?néménèstse	if he were a singer, if he had sung (IRREALIS)
vé?hetanévéto	if I were a man (IRREALIS)
òhnémènesèstse	when he sings (SUBJUNCTIVE ITERATIVE) [general rule of action]
to?senémènesèstse	when he's going to sing (SUBJUNCTIVE ITERATIVE)
ho?néménèse	whenever he sang (ITERATIVE)
ho?néménèstse	whenever he sang (ITERATIVE)
tsénéménèstse	the one who sings (PARTICIPLE)
tséheškese	the one who is his mother (PARTICIPLE)
tséheškévoo?o	the one who is my absent mother (PARTICIPLE-- "absentative")
tséhnémenevo	when, where, I sing ("ORATIO OBLIQUA", Petter's term, <u>Cheyenne Grammar</u> , page 105)
tsémèhaavoneotsevo	when I was lost ("ORATIO OBLIQUA") [see current song, "Jesus Above", in texts section]
áhnémènesèstse	he should, ought to, sing (OBLIGATIVE)
momóxenéménèstse	"I wish he would sing" (OPTATIVE)
móho?nónéménèstse	he must not have sung, no doubt he didn't sing (INTENSIVE NEGATIVE--it is possible that this could, instead, be called a CONJUNCT DUBITATIVE, parallel to other DUBITATIVES)
éónéménèstse	whether, if, he sang, "I wonder if he sang" (CONJUNCT INTERROGATIVE)
éòhoo?kòho	whether, if, it rained
(násâahéne?enòhe éòhoo?kòho	I don't know if it rained)

ho?něšenéméněstse	even if he sings, even though he sang (CONCESSIVE)
máa?séóhe néméněstse	"I thought he was singing (but he wasn't)" (CONTRAINDICATIVE)
máa?séóhe háomóhtáheto	"I thought you were sick (e.g. why are you outside playing?)" (CONTRAINDICATIVE)
tséxhešenéméněstse	that he sang (COMPLEMENT)
éme?hešenéméněstse	so that he may sing, how that he should sing ("INFINITIVE")
tséxhomá?xenéméněse	because he sang (CAUSAL)
tséhvé?néméněse	on account of his singing (GROUNDS CAUSAL)

(Note: It is probable that not every one of the "types" presented here is a separate conjunct mode. A tentative list of conjunct modes was given on page 24. The choice of types as separate modes on page 24 was based on conjunct prefixes, suffixes, differences in meaning, and comparison with conjunct forms in other Algonquian languages.)

tséhnêmenéto	when I sang	tséhmanēto	when I drank
tséhnêmeneto	when you sang	tséhmaneto	2
tséhnéménése	when he sang	tséhmanése	3
tséhnêmenetsése	when he (obv) sang	tséhmanetsése	4
tséhnêmenétse	when we sang	tséhmanētse	11, 12
tséhnêmenése	when you (pl) sang	tséhmanēse	22
tséhnêmenévöse	when they sang	tséhmanēvöse	33
tséxháóónáto	when I prayed	tséxheóvâhéto	when I was yellow
tséxháoonato	2	tséxheóvâheto	
tséxháóónáse	3	tséxheóvâese	
tséxháoonatsése	4	tséxheóvâhetsése	
tséxháóónátse	11, 12	tséxheóvâhétse	
tséxháóónáse	22	tséxheóvâhése	
tséxháóónávöse	33	tséxheóvâhévöse	
tséhmêsêhéto	when I ate	tséssêvanóto	when I skied, skated
tséhmêsêheto		tséssêvanoto	
tséhmêsêese		tséssêvanóse	
tséhmêsêhetsése		tséssêvanotsése	
tséhmêsêhétse		tséssêvanótse	
tséhmêsêhése		tséssêvanóse	
tséhmêsêhévöse		tséssêvanóvöse	
tsé?ôohnovâhéto	when I was patient	tséhnêehóvéto	I who am he ("I, myself")
tsé?ôohnovâheto		tséhnêehóveto	
tsé?ôohnovâese		tséhnêehóvèse	
tsé?ôohnovâhetsése		tséhnêehóvetése	
tsé?ôohnovâhétse		tséhnêehóvétse	
tsé?ôohnovâhése		tséhnêehóvése	
tsé?ôohnovâhévöse		tséhnêehóvévöse	
tsé?ovêšenáto	when I went to bed	tséxhováneehéto	when I was gone
tsé?ovêšenato		tséxhováneeheto	
tsé?ovêšêse		tséxhováneehése	
tsé?ovêšenatsése		tséxhováneehetsése	
tsé?ovêšenátse		tséxhováneehétse	
tsé?ovêšenáse		tséxhováneehése	
tsé?ovêšenávöse		tséxhováneehévöse	
tséhnééto	when I stood	tséxhoēto	when I was (here, there)
tséhnêeto		tséxhoeto	
tséhnéé?ése		tséxhoo?ése	
tséhnêetsése		tséxhoetsése	
tséhnéétse		tséxhoētse	
tséhnéése		tséxhoēse	
tséhnéévöse		tséxhoēvöse	

(Note: the 3, 4, and 33 forms can also end in ~~-t~~se, besides the above-given -se for these forms.)

māhnémenéto	when I sing	māhmanēto	when I drink
māhnémeneto	2	māhmaneto	
māhnéménestse	3	māhmanestse	
māhnémenetséstse	4	māhmanetséstse	
māhnémenétse	11, 12	māhmanētse	
māhnémenése	22	māhmanése	
māhnémenévótse	33	māhmanēvōse	
māxháóónáto	when I pray	māxheóvāhéto	when I am yellow
māxháoonato		māxheóvāheto	
māxháóónátse		māxheóvaestse	
māxháoonatséstse		māxheóvāhetséstse	
māxháóónátse		māxheóvāhétse	
māxháóónáse		māxheóvāhése	
māxháóónávótse		māxheóvāhévótse	
māhméséhéto	when I eat	māsévánóto	when I ski, skate
māhméséheto		māsévánoto	
māhméseestse		māsévánótse	
māhméséhetséstse		māsévánotséstse	
māhméséhétse		māsévánótse	
māhméséhése		māsévánóse	
māhméséhévótse		māsévánóvótse	
ma?óohnovāhéto	when I am patient	ma?éestséto	when I speak
ma?óohnovāheto		ma?éestseto	
ma?óohnovaestse		ma?éestséstse	
ma?óohnovāhetséstse		ma?éestsetsetse	
ma?óohnovāhétse		ma?éestsétse	
ma?óohnovāhése		ma?éestsése	
ma?óohnovāhévótse		ma?éestsévótse	
ma?ovēšénáto	when I go to bed	māxhováneehéto	when I am gone
ma?ovēšénato		māxhováneeheto	
ma?ovēšéstse		māxhováneehé?éstse	
ma?ovēšenatséstse		māxhováneehetséstse	
ma?ovēšenátse		māxhováneehétse	
ma?ovēšenáse		māxhováneehése	
ma?ovēšenávótse		māxhováneehévótse	

tséssâanémenéhéto	when I did not sing
tséssâanémenéheto	2
tséssâanémenééese	3
tséssâanémenéhetsése	4
tséssâanémenéhétse	11, 12
tséssâanémenéhése	22
tséssâanémenéhévöse	33
tséssâaméséhéhéto	when I did not eat
tséssâaméséhéheto	2
tséssâaméséhééese	3
tséssâaméséhéhetsése	4
tséssâaméséhéhétse	11, 12
tséssâaméséhéhése	22
tséssâaméséhéhévöse	33
tséssâaheóvähéhéto	when I was not yellow
tséssâaheóvähéheto	2
tséssâaheóvähééese	3
tséssâaheóvähéhetsése	4
tséssâaheóvähéhétse	11, 12
tséssâaheóvähéhése	22
tséssâaheóvähéhévöse	33
tséssâaháóónáhéto	when I did not pray
tséssâaháóónáheto	2
tséssâaháóónáéese	3
tséssâaháóónáhetsése	4
tséssâaháóónáhétse	11, 12
tséssâaháóónáhése	22
tséssâaháóónáhévöse	33
tséssâanééhéto	when I did not stand
tséssâanééheto	2
tséssâanéééese	3
tséssâanééhetsése	4
tséssâanééhétse	11, 12
tséssâanééhése	22
tséssâanééhévöse	33
tséssâahoehēto	when I was not (here, there)
tséssâahoeheto	2
tséssâahoééese	3
tséssâahoehetsése	4
tséssâahoehētse	11, 12
tséssâahoehēse	22
tséssâahoehēvöse	33
tséssâahováneehéhéto	when I was not gone
tséssâahováneehéheto	2
tséssâahováneehééese	3
tséssâahováneehéhetsése	4
tséssâahováneehéhétse	11, 12
tséssâahováneehéhése	22
tséssâahováneehéhévöse	33

māsáanémenéhéto	when I do not sing
māsáanémenéheto	2
māsáanémenééstse	3
māsáanémenéhetséstse	4
māsáanémenéhétse	11, 12
māsáanémenéhése	22
māsáanémenéhévõtse	33
māsáamésèhéhéto	when I do not eat
māsáamésèhéheto	2
māsáamésèhééstse	3
māsáamésèhéhetséstse	4
māsáamésèhéhétse	11, 12
māsáamésèhéhése	22
māsáamésèhéhévõtse	33
māsáaheóvähéhéto	when I am not yellow
māsáaheóvähéheto	2
māsáaheóvähééstse	3
māsáaheóvähéhetséstse	4
māsáaheóvähéhétse	11, 12
māsáaheóvähéhése	22
māsáaheóvähéhévõtse	33
māsáaháóónähéto	when I do not pray
māsáaháóónäheto	2
māsáaháóónáéstse	3
māsáaháóónähetséstse	4
māsáaháóónähétse	11, 12
māsáaháóónähése	22
māsáaháóónähévõtse	33
māsáanééhéto	when I do not stand
māsáanééheto	2
māsáanéééstse	3
māsáanééhétse	4
māsáanééhétse	11, 12
māsáanééhése	22
māsáanééhévõtse	33
māsáahoehēto	when I am not (here, there)
māsáahoeheto	2
māsáahoēéstse	3
māsáahoehetséstse	4
māsáahoehētse	11, 12
māsáahoehése	22
māsáahoehévõtse	33
māsáahováneehéhéto	when I am not gone
māsáahováneehéheto	2
māsáahováneehééstse	3
māsáahováneehéhetséstse	4
māsáahováneehéhétse	11, 12
māsáahováneehéhése	22
māsáahováneehéhévõtse	33

tsénêmenéto	I who sing	tséhetanévéto	I who am a man
tsénêmeneto	2	tséhetanéveto	2
tsénéménêstse	3	tséhetanevêstse	3
tsénêmenétse	4	tséhetanévetse	4
tsénêmenétse	11, 12	tséhetanévétse	11, 12
tsénêmenése	22	tséhetanévése	22
tsénêmenese	33	tséhetanévese	33

tséháóónáto	I who pray	tséheóvâhéto	I who am yellow
tséhâoonato	2	tséheóvâheto	2
tséháóónátse	3	tséheóvaestse	3
tséhâoonatse	4	tséheóvâhêtse	4
tséháóónátse	11, 12	tséheóvâhêtse	11, 12
tséháóónáse	22	tséheóvâhése	22
tséhâoonase	33	tséheóvâhese	33

tsémésêhéto	I who eat	tsésêvanóto	I who ski, skate
tsémêsêheto	2	tsésêvanoto	2
tsémêseestse	3	tsésêvánótse	3
tsémésêhêtse	4	tsésêvanótse	4
tsémésêhêtse	11, 12	tsésêvanótse	11, 12
tsémésêhése	22	tsésêvanóse	22
tsémêsêhese	33	tsésêvanose	33

tsénééto	I who stand	tsévéeeto	I who camp
tsénéeto	2	tsévêeto	2
tsénéé?êstse	3	tsévée?êstse	3
tsénéêtse	4	tsévêetse	4
tsénéétse	11, 12	tsévéeetse	11, 12
tsénéése	22	tsévéeese	22
tsénéese	33	tsévêese	33

tséhoēto	I who am (here)	tséhotse?óhéto	I who work
tséhoeto	2	tséhotse?óheto	2
tséhoo?êstse	3	tséhotse?óestse	3
tséhoetsese	4	tséhotse?óhêtse	4
tséhoētse	11, 12	tséhotse?óhêtse	11, 12
tséhoēse	22	tséhotse?óhése	22
tséhoese	33	tséhotse?óhese	33

tsésâanémenéhéto	I who do not sing
tsésâanémenéheto	2
tsésâanémenééstse	3
tsésâanémenéhetsese	4
tsésâanémenéhétse	11, 12
tsésâanémenéhese	22
tsésâanémenéhese	33

tsésâahe?ähtsenéhéto	I who do not have arms
tsésâahe?ähtsenéheto	2
tsésâahe?ähtsenééstse	3
tsésâahe?ähtsenéhetsese	4
tsésâahe?ähtsenéhétse	11, 12
tsésâahe?ähtsenéhése	22
tsésâahe?ähtsenéhese	33

EXAMPLES OF AI CONJUNCT PARTICIPLES & NEGATIVE PARTICIPLES IN SENTENCES:

tsénêmenese étséhê'séstâheo?	The singers are Cheyennes.
tséhetanevéstse émêsehe	The one who is a man is eating.
hóhtsême tséheóvaestse étâhpéta	The ball which is yellow is big.
hetane tséhotse?oestse ékáhaneotse	The man who is working is tired.
ma?heo?o éméhó?tóho tséhâoonatsese	God loves the one(s) who prays (obv).
nâhkôhêso émê?ovóho tsévêetsese	Little Bear found the campers (obv).
tsévêese énaóotseo?	The campers were sleeping.
taameha éxheṭóvôsesto tsésâahe?ähtsenéhetsese	"Go shoot it!" they said to the one who didn't have arms.
nápêhévátámo ka?ěškóne tsésâanémenééstse	I like the child who isn't singing.
épêhévátámóho ka?ěškóneho tsésâanémenéhetsese	He likes the child (obv) who isn't singing.

(òh)naóotsétonòtse	when I sleep
(òh)naóotsétoséstse	when you sleep
(òh)naóotseséstse	when he sleeps
(òh)naóotsétseséstse	when he (obv) sleeps
(òh)naóotsétsee?éstse	when we (excl/incl) sleep
(òh)naóotsésesee?éstse	when you (pl) sleep
(òh)naóotsévoséstse	when they sleep

xho?sóetonòtse	when I dance
xho?sóetoséstse	2
xho?sóeséstse	3
xho?sóetsetséstse	4
xho?sóetsee?éstse	11, 12
xho?sóesee?éstse	22
xho?sóevoséstse	33

to?seméséhêtonòtse	when I'm gonna eat
to?seméséhêtoséstse	2
to?seméséhêseséstse	3
to?seméséhêtsetséstse	4
to?seméséhêtsee?éstse	11, 12
to?seméséhêsee?éstse	22
to?seméséhêvoséstse	33

ANIMATE INTRANSITIVE CONJUNCT NEGATIVE SUBJUNCTIVE ITERATIVE

sáanaóotséhetonòtse	when I don't sleep
sáanaóotséhetoséstse	2
sáanaóotséheséstse	3
sáanaóotséhetsetséstse	4
sáanaóotséhetsee?éstse	11, 12
sáanaóotséhesee?éstse	22
sáanaóotséhevoséstse	33

EXAMPLES IN SENTENCES:

náohkemomáta?eotse sáanaóotséhetonòtse I get angry when I don't sleep.

xho?sóetonòtse éohkèhohátseo?o he?eo?o When I dance the women laugh.

tsévêstoemo éohkèhéne?ena to?seméséhêtonòtse My wife knows when I'm
gonna eat.

ma?heo?o éohkepèhévátsésta óhméhosanétsee?éstse God likes it when we love.

ho?némenéto	whenever I sang, sing
ho?némeneto	2
ho?néménèstse	3
ho?némenetsèstse	4
ho?némenétse	11, 12
ho?némenése	22
ho?némenévôtse	33
ho?ea?xaamēto	whenever I cried, cry
ho?ea?xaameto	2
ho?ea?xaāmèstse	3
ho?ea?xaametsèstse	4
ho?ea?xaamētse	11, 12
ho?ea?xaamése	22
ho?ea?xaamēvôtse	33

(This form appears to differ from the CONJUNCT SUBJUNCTIVE ITERATIVE form in that this form refers to specific instances, while the CONJUNCT SUBJUNCTIVE ITERATIVE states a "general rule".)

EXAMPLES IN SENTENCES:

taa?eva ho?némenéto éhohátseo?o he?eo?o Last night whenever I sang,
the women laughed.

ho?ea?xaameto néohkevéstâhêmatanó?tovâtse Whenever you cried I wanted
to help you.

móho?nónemenéto	no doubt I did not sing
móho?nónemeneto	2
móho?nónéménéstse	3
móho?nónemenetséstse	4
móho?nónemenétse	11, 12,
móho?nónemenése	22
móho?nónemenévõtse	33
móho?nómēsēhéto	no doubt I did not eat
móho?nómēsēheto	2
móho?nómēseestse	3
móho?nómēsēhetséstse	4
móho?nómēsēhétse	11, 12
móho?nómēsēhése	22
móho?nómēsēhévõtse	33
ho?nóháóónáto	no doubt I did not pray
ho?nóhaoonato	2
ho?nóháóónátse	3
ho?nóhaoonatséstse	4
ho?nóháóónátse	11, 12
ho?nóháóónáse	22
ho?nóháóónávõtse	33
móho?nótāhpetáto	no doubt I am not big
móho?nótāhpetato	2
móho?nótāhpétátse	3
móho?nótāhpetatséstse	4
móho?nótāhpetátse	11, 12
móho?nótāhpetáse	22
móho?nótāhpetávõtse	33

(Note: see the text "The Five Hunters", page 194, for some examples of CONJUNCT INTENSIVE NEGATIVE verbs in sentence form.)

tséhvôonā?o	when it was morning
tséxhoo?kôho	when it rained
tséxheóvo	when it was yellow
tséxheóvoo?éstse	when they were yellow
tséxhó?ta	when it was (here, there)
tséxho?taa?éstse	when they were (here, there)

(Note: the singular forms are sometimes used with plural inanimate subjects.)

EXAMPLES IN SENTENCES:

nátatse?ôhtse é?èxováhtóva	
tséhvôonā?o	I went to Billings this morning.
nátavóóhta mòxe?éstoo?o	I saw the book when it was in
tséxhó?ta màheone	the house.

INANIMATE INTRANSITIVE CONJUNCT INDICATIVE--relational

tséhvôona?otse	when it was morning (relational)
tséxhoo?kôhotse	when it rained (relational)
tséxheóvotse	when it was yellow (relational)
tséxheóvotsee?éstse	when they were yellow (relational)
tséxho?tatse	when it was (here, there)
tséxho?tatsee?éstse	when they were (here, there)

EXAMPLES IN SENTENCES:

móhe?kéšenàhēhe tséhvôona?ôhtse	He must have gotten stuck this morning.
éaseôhtse tséxhoo?kôhotse	He left when it was raining.
návóómo he?ahhtse tséxheóvotse	I saw him when his arm was yellow.

INANIMATE INTRANSITIVE CONJUNCT NEGATIVE

tséssâahoo?kôhóháne	when it did not rain
tséssâaho?táháne	when it was not (here, there)

tséheóvo	that which is yellow, the yellow one
tséheóvoo?èstse	those which are yellow
tséheóvéstséavo?o?e	yellow flower
tséheóvéstséavo?o?ee?èstse	yellow flowers
tsévê?evótoo?e	cave
tsévê?evótoo?ee?èstse	caves
tséhêesevó?ta	that which boils
tséhêesevó?taa?èstse	those which are boiling
tsétâhó?ta	that which is on
tsétâho?taa?èstse	those which are on
tsépêhêva?e	that which is good
tsépêhêva?ee?èstse	those which are good

INANIMATE INTRANSITIVE CONJUNCT PARTICIPLES--relational

tséheóvotse	the yellow one (relational)
tséheóvotsee?èstse	the yellow ones (relational)
tséheóvéstséavo?o?etse	yellow flower (relational)
tséheóvéstséavo?o?étsee?èstse	yellow flowers (relational)
tsévê?evótoo?etse	cave (relational)
tsévê?evótoo?étsee?èstse	caves (relational)
tséhêesevó?tatse	that which boils (rel)
tséhêesevó?tatsee?èstse	those which boil (rel)
tsétâho?tatse	that which is on (rel)
tsétâho?tatsee?èstse	those which are on (rel)
tsépêhêva?etse	that which is good (rel)
tsépêhêva?étsee?èstse	those which are good (rel)

tsésâaho?táháne	that which is not (here, there)
tsésâaho?táhanéhee?èstse	those which are not (here, there)
tsésâaheóvòháne	that which is not yellow
tsésâaheóvòhanéhee?èstse	those which are not yellow
tsésâapèhéva?éháne	that which is not good
tsésâapèhéva?éhanéhee?èstse	those which are not good

EXAMPLES IN SENTENCES:

nátavóóhta mãheo?o tsésâaheóvòháne	I saw the house which isn't yellow.
néhestanahe ho?évohkòtse tsésâapèhéva?éháne	Did you take the meat that isn't good?

INANIMATE INTRANSITIVE CONJUNCT NEGATIVE PARTICIPLES--relational

tsésâaho?táhanéhetse	that which is not (here, there) (rel)
tsésâaho?táhanéhetsee?èstse	those which are not (here, there) (rel)
tsésâaheóvòhanéhetse	that which is not yellow (relational)
tsésâaheóvòhanéhetsee?èstse	those which are not yellow (rel)
tsésâapèhéva?éhanéhetse	that which is not good (relational)
tsésâapèhéva?éhanéhetsee?èstse	those which are not good (rel)

EXAMPLES IN SENTENCES:

éhestāna ho?évohkòtse tsésâapèhéva?éhanéhetse	He took the meat that isn't good.
nátavóóhta hemãheo?o tsésâaheóvòhanéhetse	I saw his house, the one that isn't yellow.

xhoo?kóhoo?ěstse	when it rains
xho?éetoo?ěstse	when it snows
to?séháoho?taa?ěstse	when it's going to be hot
ohméséhêstovee?ěstse	when there is eating
méovóona?oo?ěstse	when it's early mornings

EXAMPLES IN SENTENCES:

hátšěškeho éohkéhéne?enánóvo to?séhoo?kóhoo?ěstse	Ants know when it's going to rain.
xháoho?taa?ěstse náohkeameto?hona	When it's hot I swim.

INANIMATE INTRANSITIVE CONJUNCT SUBJUNCTIVE ITERATIVE--relational

to?seméséhêstovetsee?ěstse	when there's going to be an eating
to?sého?éetotsee?ěstse	when it's going to snow

EXAMPLES IN SENTENCES:

ma?háhkéso éohkevá?nenaóotse xho?éetotsee?ěstse	The old man just sleeps when it snows.
hetané-ka?ěškóne éohkevóešetano to?seméséhêstovetsee?ěstse	The boy is happy when there's going to be a feast.

INANIMATE INTRANSITIVE CONJUNCT INTENSIVE NEGATIVE

móho?nóhoo?kóho	No doubt it's not raining.
móho?nóhaohō?ta	No doubt it's not hot.
móno?nóméséhêstovetse	No doubt there's not an eating going on, no doubt there's not a feast. (relational)

tséhvôomâhtsêto	1-1	tséhvôoma?évvôse	33-1
tséhvôomâtse	1-2	tséhvôomata?ôse	33-2
tséhvôomo	1-3	tséhvôomovôse	33-4
tséhvôomamo	1-4	tséhvôomaētse	33-11, 33-12
tséhvôomatsēse	1-22	tséhvôomaēse	33-22
tséhvôomōno	1-33	tséhvôomâhtsēvvôse	33-33
tséhvôometo	2-1		
tséhvôomâhtseto	2-2		
tséhvôomôse	2-3		
tséhvôomamôse	2-4	tséhvôomanēto	x-1
tséhvôomemenoto	2-11	tséhvôomaneto	x-2
tséhvôomōse	2-33	tséhvôomēse	x-3
		tséhvôomanētse	x-11, x-12
tséhvôomā?ése	3-1	tséhvôomanēse	x-22
tséhvôomáta?e	3-2	tséhvôomēvvôse	x-33
tséhvôomâhtsêse	3-3		
tséhvôomôse	3-4		
tséhvôomaētse	3-11, 3-12		
tséhvôomaēse	3-22		
tséhvôoma?etsêse	4-1		
tséhvôomata?ôse	4-2		
tséhvôomaa?ése	4-3		
tséhvôomâhtsetsêse	4-4		
tséhvôomaētse	4-11, 4-12		
tséhvôomaēse	4-22		
tséhvôomaēvvôse	4-33		
tséhvôomatsemenoto	11-2		
tséhvôomôtse	11-3		
tséhvôomamôtse	11-4		
tséhvôomâhtsētse	11-11		
tséhvôomatsemenoto	11-22		
tséhvôomôtse	11-33		
tséhvôomôtse	12-3		
tséhvôomamôtse	12-4		
tséhvôomâhtsētse	12-12		
tséhvôomôtse	12-33		
tséhvôomēse	22-1		
tséhvôomôse	22-3		
tséhvôomamôse	22-4		
tséhvôomemenoto	22-11		
tséhvôomâhtsêse	22-22		
tséhvôomôse	22-33		

MEANING EXAMPLES:

1-3	when I saw him
3-1	when he saw me
2-11	when you saw us
12-33	when we (incl) saw them
x-33	when they were seen
3-4	when he saw him (obv)

tséhvéstahêmaa?ése	(4-3)	when he (obv) helped him
tséhmêo?taa?ése	(4-3)	when he (obv) fought him
tséxhêne?enóóétse	(3-11/12)	when he knew, understood, us
tsé?ovéstomóóétse	(3-11/12)	when he taught us
tséhmaneho	(1-3)	when I made him (e.g. dress)
tséhmaneose	(2-3)	when you made him
tséhmaneóse	(3-4)	when he made him (obv)
tséxho?eotseho	(1-3)	when I brought him
tséxho?eotseose	(2-3)	when you brought him
tséxho?eotseóse	(3-4)	when he brought him (obv)
tséxho?eotséhótse	(11/12-3)	when we brought him
tséhnêmené?seho	(1-3)	when I made him sing
tséhnêmené?seose	(2-3)	when you made him sing
tséhnêmené?séóse	(3-4)	when he made him (obv) sing
(nánêmené?sého	(1-3)	I made him sing)
tséxhêne?enóó?ése	(3-1)	when he knew me
tséxhêne?enoo?ése	(4-3)	when he (obv) knew him
tsé?ovéstomóó?ése	(3-1)	when he taught me
tsé?ovéstomoo?ése	(4-3)	when he (obv) taught him
tséxhêne?enóóévose	(4-33)	when he (obv) knew him
tsé?ovéstomóóévose	(4-33)	when he (obv) taught him

MISC. TRANSITIVE ANIMATE CONJUNCT PARTICIPLES (also see pages 129-30)

tsévovéstomóó?éstse	(3-1)	the one who teaches me
tsévovéstomóóétse	(3-11/12)	the one who teaches us
tsévovéstomóévose	(4-33)	the one (obv) who teaches them

TRANSITIVE ANIMATE CONJUNCT INTENSIVE NEGATIVE

móho?nóno?keéestséstóó?ése mato nápèhêvo?éeha		He did not only talk to me but he was good to me, also.
--	--	--

prefix: mäh-; same endings as with TA Conjunct Indicative except for the following:

mähvóomötse	when you see him (2-3)
mähvóomamötse	when you see him (obv) (2-4)
mähvóomā?ěstse	when he sees me (3-1)
mähvóomahtsěstse	when he sees himself (3-3)
mähvóomötse	when he sees him (obv) (3-4)
mähvóomaa?ěstse	when he (obv) sees him (4-3)
mähvóomahtsestsěstse	when he (obv) sees himself (4-4)
mähvóoma?évötse	when they see me (33-1)
mähvóomovötse	when they see him (obv) (33-4)
mähvóomahtsēvötse	when they see themselves (33-33)
mähvóoměstse	when he is seen (x-3)
mähvóomēvötse	when they are seen (x-33)

The prefix has the same allomorphs seen with AI Conjunct Subjunctive forms:

ma?éestsěstovo	when I speak to him (1-3)
ma?áhanometo	when you bite me (2-1)
māxheto	when I say to him (1-3)
māxháona?tovo	when I pray to him (1-3)
māsé?a?hamo	when I throw him in (1-3)
ma?ovéstomóétse	when he taught us (3-11/12)

OTHER EXAMPLES:

māhnóhtsěstovötse	něstsevéstáhema	When you ask him, he'll help you.
māhméó?tötse	nāhtseaseohtse	When he fights him (obv), I'll leave.
māhvéstáhēmaa?ěstse	nāhtsepēhēvetano	When he (obv) helps him, I'll be happy.

TRANSITIVE ANIMATE CONJUNCT NEGATIVE --'when ___ did not see ___'

tséssâavóomäht séhéto	1-1	tséssâavóoma?éhevöse	33-1
tséssâavóomáhétse	1-2	tséssâavóomata?óhése	33-2
tséssâavóomóhevo	1-3	tséssâavóomóhevöse	33-4
tséssâavóomamóhevo	1-4	tséssâavóomaehétse	33-11, 33-12
tséssâavóomat séhése	1-22	tséssâavóomaehése	33-22
tséssâavóomóhevóno	1-33	tséssâavóomäht séhevöse	33-33

tséssâavóoméheto	2-1		
tséssâavóomäht séheto	2-2		
tséssâavóomóhevöse	2-3	tséssâavóomanéhéto	x-1
tséssâavóomamóhevöse	2-4	tséssâavóomanéheto	x-2
tséssâavóoméhemenoto	2-11	tséssâavóomeēse	x-3
tséssâavóomóhevöse	2-33	tséssâavóomanéhétse	x-11, x-12
		tséssâavóomanéhése	x-22
		tséssâavóoméhevöse	x-33

tséssâavóoma?éése	3-1
tséssâavóomáheta?e	3-2
tséssâavóomäht séése	3-3
tséssâavóomóése	3-4
tséssâavóomaehétse	3-11, 3-12
tséssâavóomaehése	3-22

tséssâavóoma?éhetsése	4-1
tséssâavóomata?óhése	4-2
tséssâavóomaēēse	4-3
tséssâavóomäht séhetsése	4-4
tséssâavóomaehétse	4-11, 4-12
tséssâavóomaehése	4-22
tséssâavóomaehévöse	4-33

tséssâavóomat séhemenoto	11-2
tséssâavóomóhétse	11-3
tséssâavóomamóhétse	11-4
tséssâavóomäht séhétse	11-11
tséssâavóomat séhemenoto	11-22
tséssâavóomóhétse	11-33

tséssâavóomóhétse	12-3
tséssâavóomamóhétse	12-4
tséssâavóomäht séhétse	12-12
tséssâavóomóhétse	12-33

tséssâavóoméhése	22-1
tséssâavóomóhése	22-3
tséssâavóomamóhése	22-4
tséssâavóoméhemenoto	22-11
tséssâavóomäht séhése	22-22
tséssâavóomóhése	22-33

Meaning Examples:

1-3	when I did not see him
33-1	when they did not see me
3-4	when he did not see him (obv)

OTHER EXAMPLES:

tséssâaho?eotséhevo	when I did not bring him (1-3)
tséssâaho?eotséhevöse	when you did not bring him (2-3)
tséssâanémené?sêhóhevo	when I did not make him sing (1-3)

tsémêho?tähtsēto	1-1	tsémêho?ta?ese	33-1
tsémêhó?tátse	1-2	tsémêho?tata?ōse	33-2
tsémêho?to	1-3	tsémêho?tovose	33-4
tsémêho?tamo	1-4	tsémêho?taetsee?e	33-11, 33-12
tsémêho?tatsēse	1-22	tsémêho?taeese?e	33-22
tsémêhó?tóno	1-33	tsémêho?tähtsese	33-33
tsémêhoxeto	2-1	tsémêho?totse	4-5
tsémêho?tähtseto	2-2		
tsémêho?tótse	2-3		
tsémêho?tamōtse	2-4	tsémêho?tanēto	x-1
tsémêhoxemenoto	2-11	tsémêho?taneto	x-2
tsémêhó?tóse	2-33	tsémêhoestse	x-3
		tsémêho?tanētse	x-11, x-12
tsémêhó?tá?ēstse	3-1	tsémêho?tanēse	x-22
tsémêho?tata?e	3-2	tsémêhohe	x-33
tsémêho?tähtsētse	3-3		
tsémêho?tose	3-4		
tsémêho?taētse	3-11, 3-12		
tsémêho?taēse	3-22		
tsémêho?ta?étse	4-1		
tsémêho?tata?ótse	4-2		
tsémêho?taese	4-3		
tsémêho?tähtsētse	4-4		
tsémêho?taētse	4-11, 4-12		
tsémêho?taēse	4-22		
tsémêho?taevose	4-33		
tsémêho?tatsemenoto	11-2		
tsémêhó?tótse	11-3		
tsémêho?tamōtse	11-4		
tsémêho?tähtsētsee?e	11-11		
tsémêho?tatsemenoto	11-22		
tsémêho?totsee?e	11-33		
tsémêhó?tótse	12-3		
tsémêho?tamōtse	12-4		
tsémêho?tähtsētsee?e	12-12		
tsémêho?totsee?e	12-33		
tsémêhóxése	22-1		
tsémêhó?tóse	22-3		
tsémêho?tamōse	22-4		
tsémêhoxemenoto	22-11		
tsémêho?tähtsēsee?e	22-22		
tsémêho?tósee?e	22-33		

Correction: delete glotta) stop (?)
in all these 'love' verbs. See
page 57.

MEANING EXAMPLES:

1-3	the one I love
1-33	the ones I love
3-1	the one who loves me
33-4	those who love him (obv)
x-3	the one who is loved

OTHER EXAMPLES:

tsévôomatata?ótse	4-2 (see)
tsévôomótse	4-5 (see)
tsévôométse	x-4 (see)
tsévôomo	1-3 (see)
tsémêo?to	1-3 (fight)
tséhestano	1-3 (take)
tsévêstoemo	1-3 (sit with, married to)
tsévêstoemótse	2-3 (married to)
tsévêstoemose	3-4 (married to)

EXAMPLES IN SENTENCES:

návôomoo?o tsémêho?ta?ese
nánko?ééhe évéstâhémóho he?óho
tsémanéhótsese hoestoto
ma?heo?o énéševátamóho
tsémêho?totse ka?ěškóneho
énéševátamóho tsémêho?ta?étsese

I saw the ones who love me.(33-1)
My mother helped the woman who
made the dress. (4-5)
God is merciful to those who
love children. (4-5)
He is merciful to those who love me.(4-1)

tséhéhéto	my father (1-3)	tséhêhetono	my fathers (1-33)
tséhêheto	your father (2-3)	tséhéhétóse	your fathers (2-33)
tséhêhese	his father (3-4)	tséhêhese	his fathers (3-44)
tséhéhétse	our father (11-3, 12-3)	tséhêhetsee?e	our fathers (11/12-33)
tséhéhése	your (p1) father (22-3)	tséhêhesee?e	your (p1) fathers (22-33)
tséhêhevose	their father (33-4)	tséhêhevose	their fathers (33-44)

tséheškéto	my mother (1-3)	tséheškétono	1-33
tséhešketo	2-3	tséheškétóse	2-33
tséheškese	3-4	tséheškese	3-44
tséheškétse	11/12-3	tséheškétsee?e	11/12-33
tséheškése	22-3	tséheškésee?e	22-33
tséheškévose	33-4	tséheškévose	33-44

tséhestónáhéto	my daughter	tséhestónâhetono	1-33
tséhestónâheto	2-3	tséhestónâhétóse	2-33
tséhestónâhese	3-4	tséhestónâhese	3-44
tséhestónâhétse	11/12-3	tséhestónâhetsee?e	11/12-33
tséhestónâhése	22-3	tséhestónâhesee?e	22-33
tséhestónâhevose	33-4	tséhestónâhevose	33-44

Kinship terms can enter into a full TA paradigm. This conjunct paradigm will parallel the paradigm given for the TRANSITIVE ANIMATE INDEPENDENT INDICATIVE verb, 'have as friend' (page 68). The forms given above will, of course, be found in such a conjunct paradigm. Some other examples are:

tséhešké?toveto	you having me for a mother
tséhešké?tovése	you (p1) having me for a mother
tséhešké?tóó?éstse	the one who has me for a mother
tséhešké?toese	those who have me for a mother
tséhešké?tovâtse	I who have you for a mother
tséhešké?tovatsemenoto	we who have you for a mother
tséhešké?továta?e	the one who has you for a mother
tséhešké?tovemenoto	you (sg/p1) who have us as mothers
tséheškéstovéstse	the one who is had as a mother, the mother

TRANSITIVE ANIMATE CONJUNCT PARTICIPLES--"absentatives"

Conjunct participles receive special suffixes when the person spoken of is absent or deceased. In the examples below the "1-3/4" forms are certain while the others are tentative:

tséhêhevoo?o	(1-3)	my absent father
tséheškévoo?o	(1-3)	my absent mother
tsémâhaató?omemâxamoo?o	(1-4)	the one (goose) I shot stiff (from The Geese)
tséhêhevôse	(2-3)	your absent father
tséhêhévôtse	(11/12-3)	our absent father
tséhêhévôse	(22-3)	your (p1) absent father
tséhêhevoo?o	(1-33)	my absent fathers
tséheškévoo?o	(1-33)	my absent mothers

òhmého?tàhtsétonòtse	1-1	òhmého?ta?évosèstse	33-1
òhmého?tatsétosèstse	1-2	òhmého?tata?ósee?èstse	33-2
òhmého?too?èstse	1-3	òhmého?tovosèstse	33-4
òhmého?tamoo?èstse	1-4	òhmého?taetsee?èstse	33-11/12
òhmého?tatsésee?èstse	1-22	òhmého?taeese?èstse	33-22
òhmého?tovonòtse	1-33	òhmého?tàhtsévosèstse	33-33
òhméhoxetosèstse	2-1	òhmého?tanétonòtse	x-1
òhmého?tàhtsétosèstse	2-2	òhmého?tanétosèstse	x-2
òhmého?tosèstse	2-3	òhméhoheesèstse	x-3
òhmého?tamosèstse	2-4	òhmého?tanétsee?èstse	x-11/12
òhméhoxemenosèstse	2-11	òhmého?tanésee?èstse	x-22
òhmého?tòsee?èstse	2-33	òhméhohevosèstse	x-33
òhmého?ta?esèstse	3-1	Meaning Examples:	
òhmého?tata?osèstse	3-2	1-1	when I love myself
òhmého?tàhtsesèstse	3-3	3-1	when he loves me
òhmého?tosèstse	3-4	2-3	when you love him
òhmého?taetsee?èstse	3-11/12	x-3	when he is loved
òhmého?taeese?èstse	3-22		
òhmého?ta?étsesèstse	4-1	Note the apparent identity of the	
òhmého?tata?ótsetsèstse	4-2	2-3 and 3-4 forms. This may be due	
òhmého?taesèstse	4-3	to the influence of pitch sandhi	
òhmého?tàhtsétsetsèstse	4-4	rules.	
òhmého?taetsee?èstse	4-11/12		
òhmého?taeese?èstse	4-22	OTHER EXAMPLES:	
òhmého?taevosèstse	4-33	òhvóomótonòtse when I see them (1-33)	
òhmého?tatsemenosèstse	11-2	òhvóomosèstse when you see him (2-3)	
òhmého?totsee?èstse	11-3	òhvóomosèstse when he sees him/	
òhmého?tamótsee?èste	11-4	them (obv) (3-4)	
òhmého?tàhtsétsee?èstse	11-11	òhvóomótsee?èstse when we see him/	
òhmého?tatsemenosèstse	11-22	them (11/12-3(3))	
òhmého?totsee?èstse	11-33	òhvóomósee?èstse when you (p1) see	
òhmého?totsee?èstse	12-3	him/them (22-3(3))	
òhmého?tamótsee?èstse	12-4	to?seoomàhtsétosèstse when you are	
òhmého?tàhtsétsee?èstse	12-12	going to hit yourself (2-2)	
òhmého?totsee?èstse	12-33	táhéve?hoomoo?èstse when I go to	
òhméhoxese?èstse	22-1	look at him (1-3)	
òhmého?tòsee?èstse	22-3		
òhmého?tamósee?èstse	22-4		
òhméhoxemenosèstse	22-11		
òhmého?tàhtsésee?èstse	22-22		
òhmého?tòsee?èstse	22-33		

tséhvóóhtóme, tséhvóóhtómo when I saw it, them (1-I, 1-II)
 tséhvóóhtome, tséhvóóhtomo when you saw it, them (2-I, 2-II)
 tséhvóóhto when he saw it, them (3-I, 3-II)
 tséhvóóhtotsése when he (obv) saw it, them (4-I, 4-II)
 tséhvóóhtomātse when we (excl/incl) saw it, them (11/12-I/II)
 tséhvóóhtomāse when you (pl) saw it, them (22-I, 22-II)
 tséhvóóhtomēvose when they saw it, them (33-I, 33-II)

tsé?áahtōme when I listened to it, them (1-I/II)
 tsé?áahtome 2-I/II
 tsé?ááhto 3-I/II
 tsé?áahtotsése 4-I/II
 tsé?áahtomātse 11/12-I/II
 tsé?áahtomāse 22-I/II
 tsé?áahtomēvose 33-I/II

tséhméséto when I ate it, them
 tséhmése to
 tséhmesése
 tséhmésetsése
 tséhmésétse
 tséhmésése
 tséhmésévose

tséxho?tsēto when I had it, them
 tséxho?tseto
 tséxhó?tsése
 tséxho?tsetése
 tséxho?tsētse
 tséxho?tsēse
 tséxho?tsēvose

EXAMPLES IN SENTENCES:

tséhvóóhtóme ho?évohkōtse námese When I saw the meat I ate it.

tsé?êševóóhtome sémo nétónèšéve After you saw the boat, what
 did you do?

náēestséstōvo tsé?êšēááhto némenestōtse I talked to him after he
 listened to the radio.

póésó énáha?enóho hókkeeho tséxhestanotsése The cat caught the mouse (obv)
 he?kone-aměške when he (obv) took the cheese.

póésó émévóho hókkeeho tséhméssetsése The cat ate the mouse (obv) when
 he?kone-aměške he (obv) ate the cheese.

(Note: the first and second-person forms may end either in -me or -mo.
 The -mo ending might be more expected on comparative grounds.)

tséssâavóóhtóhéme	when I did not see it, them
tséssâavóóhtóheme	2-I/II
tséssâavóóhtóēse	3-I/II
tséssâavóóhtóhetsése	4-I/II
tséssâavóóhtómáhétse	11/12-I/II
tséssâavóóhtómáhése	22-I/II
tséssâavóóhtóméhévöse	33-I/II
tséssâahestanóhéme	when I did not take it, them (by hand)
tséssâahestanóheme	
tséssâahestanóése	
tséssâahestanóhetsése	
tséssâahestanómáhétse	
tséssâahestanómáhése	
tséssâahestanóméhévöse	
tséssâaméséhéto	when I did not eat it, them
tséssâaméséheto	
tséssâaméséése	
tséssâaméséhetsése	
tséssâaméséhétse	
tséssâaméséhése	
tséssâaméséhévöse	
tséssâaho?tséhéto	when I did not have it, them
tséssâaho?tséheto	
tséssâaho?tséése	
tséssâaho?tséhetsése	
tséssâaho?tséhétse	
tséssâaho?tséhése	
tséssâaho?tséhévöse	

(Note: the "long s" is created when the -h- past tense morpheme assimilates to the immediately following s of the 'negative' morpheme. In texts, this long s sound is just written with a single s. It is, however, phonetically long, whereas there is no long s in the CONJUNCT NEGATIVE PARTICIPLES, page 135. These comments are pertinent to the forms on pages 114, 117, 121, 123, and 128.)

tsévoóhtómo	that which I saw (1-I)	tsévoóhtomonótse	those which I saw (1-II)
tsévoóhtomo	2-I	tsévoóhtomoséstse	2-II
tsévoóhto	3-I	tsévoóhtoséstse	3-II
tsévoóhtótse	4-I	tsévoóhtótseséstse	4-II
tsévoóhtomátse	11/12-I	tsévoóhtomátsee?éstse	11/12-II
tsévoóhtomáse	22-I	tsévoóhtomásee?éstse	22-II
tsévoóhtomévoše	33-I	tsévoóhtomévoséstse	33-II

(Note: some people may pronounce the first and second-person forms having singular objects with a final -me instead of -mo. Also, it appears that some may use the forms in the left column for either singular or plural objects.)

tséâhtómo	that which I listen to	tséâhtomonótse	those which I listen to
tséâhtomo	2-I	tséâhtomoséstse	2-II
tséâhto	3-I	tséâhtoséstse	3-II
tséâhtótse	4-I	tséâhtótseséstse	4-II
tséâhtomátse	11/12-I	tséâhtomátsee?éstse	11/12-II
tséâhtomáse	22-I	tséâhtomásee?éstse	22-II
tséâhtomévoše	33-I	tséâhtomévoséstse	33-II

tséméhóhtómo	that which I love	tséméhóhtomonótse	those which I love
tséméhóhtomo	2-I	tséméhóhtomoséstse	2-II
tséméhóhto	3-I	tséméhóhtoséstse	3-II
tséméhóhtótse	4-I	tséméhóhtótseséstse	4-II
tséméhóhtomátse	11/12-I	tséméhóhtomátsee?éstse	11/12-II
tséméhóhtomáse	22-I	tséméhóhtomásee?éstse	22-II
tséméhóhtomévoše	33-I	tséméhóhtomévoséstse	33-II

tséhestanómo	that which I took	tséhestanomonótse	those which I took
tséhestanomo	2-I	tséhestanomoséstse	2-II
tséhestāno	3-I	tséhestanoséstse	3-II
tséhestanótse	4-I	tséhestanótseséstse	4-II
tséhestanomátse	11/12-I	tséhestanomátsee?éstse	11/12-II
tséhestanomáse	22-I	tséhestanomásee?éstse	22-II
tséhestanomévoše	33-I	tséhestanomévoséstse	33-II

tséméséto	that which I ate	tsémésétonótse	those which I ate
tséméséto	2-I	tsémésétoséstse	2-II
tséméséstse	3-I	tséméséséstse	3-II
tsémésétse	4-I	tsémésétseséstse	4-II
tsémésétse	11/12-I	tsémésétsee?éstse	11/12-II
tsémésése	22-I	tsémésésesee?éstse	22-II
tsémésévoše	33-I	tsémésévoséstse	33-II

tsémanéstséto	that which I made	tsémanéstsétonótse	those which I made
tsémanéstséto	2-I	tsémanéstsétoséstse	2-II
tsémanéstséstse	3-I	tsémanéstseséstse	3-II
tsémanéstsétsese	4-I	tsémanéstsétseséstse	4-II
tsémanéstsétsese	11/12-I	tsémanéstsétsesee?éstse	11/12-II
tsémanéstsése	22-I	tsémanéstsésesee?éstse	22-II
tsémanéstsévoše	33-I	tsémanéstsévoséstse	33-II

tsésâahestanohémo	what I didn't take	tsésâahestanononótse	1-II
tsésâahestanohémo	2-I	tsésâahestanonemoséstse	2-II
tsésâahestanoééstse	3-I	tsésâahestanonoheséstse	3-II
tsésâahestanohétsese	4-I	tsésâahestanonohetseséstse	4-II
tsésâahestanomáhétse	11/12-I	tsésâahestanomáhetseséstse	11/12-II
tsésâahestanomáhése	22-I	tsésâahestanomáheseeséstse	22-II
tsésâahestanoméhévöse	33-I	tsésâahestanoméhivoséstse	33-II
tsésâamanéstséhéto	what I didn't make	tsésâamanéstséhetonótse	1-II
tsésâamanéstséhe to	2-I	tsésâamanéstséhetoséstse	2-II
tsésâamanéstsééstse	3-I	tsésâamanéstséheséstse	3-II
tsésâamanéstséhetse	4-I	tsésâamanéstséhetsetséstse	4-II
tsésâamanéstséhétse	11/12-I	tsésâamanéstséhetseeéstse	11/12-II
tsésâamanéstséhése	22-I	tsésâamanéstséheseeéstse	22-II
tsésâamanéstséhévöse	33-I	tsésâamanéstséhevoséstse	33-II
tsésâavóochtóhémo	what I didn't see(1-I)	tsésâavóochtóhemonótse	1-II
tsésâavóochtóhémo	2-I	tsésâavóochtóhemoséstse	2-II
tsésâavóochtóééstse	3-I	tsésâavóochtóheséstse	3-II
tsésâavóochtóhetse	4-I	tsésâavóochtóhetsetséstse	4-II
tsésâavóochtomáhétse	11/12-I	tsésâavóochtomáhetseséstse	11/12-II
tsésâavóochtomáhése	22-I	tsésâavóochtomáheseeséstse	22-II
tsésâavóochtoméhevöse	33-I	tsésâavóochtoméhevoséstse	33-II

(Note: Apparently the meaning of a participle can focus on the subject as well as the inanimate object. For instance, tsévóochtó can mean either 'what he saw' or 'he who saw it'; and tsésâahestanohétsese can mean either 'what he (obv) did not take' or 'he (obv) who did not take it'.)

EXAMPLES IN SENTENCES:

henova?e tséméseto	What did you eat?
henova?e tsévóochtó	What did you see?
nátanéhétséstá tséméséto	I'm ashamed of what I ate.
nápéhévátséstá tséhó?tséstse	I like what he has.
póésó énáha?enóho hókkeeho	The cat caught the mouse (obv) that
tséhestanótsehe he?kone-améške	took the cheese.
vovéstomósanéhe épéhévatomóho	The teacher likes children (obv)
ka?éškóneho tséáahtótse	who listen to Cheyenne songs.
tséhésenootótse	
hetane évóomóho oéškéseho	The man saw the dog/dogs (obv) that
tsénomáhtsetsese ho?évohkótse	stole the meat.
oéškeso énéhovóho póésóno	The dog chased the cat (obv) that
tsésâahestanohétsese ho?évohkótse	did not take the meat.
náéestséstovoo?o hetaneo?o	I talked to the men who didn't
tsésâamanéstséhevoséstse sémonótse	make the boats.

òhvóoh ^h tomonòtse	(1-I/II)	when I see it/them
òhvóoh ^h tomosèstse	(2-I/II)	when you see it/them
òhvóoh ^h tosèstse	(3-I/II)	when he sees it/them
òhvóoh ^h tot ^h sesèstse	(4-I/II)	when he (obv) sees it/them
òhvóoh ^h tomátsee?èstse	(11/12-I/II)	when we see it/them
òhvóoh ^h tomásee?èstse	(22-I/II)	when you (p1) see it/them
òhvóoh ^h tomévosèstse	(33-I/II)	when they see it/them
xhestanomò ^h nòtse	(1-I/II)	when I take it/them
xhestanomosèstse		
xhestanosèstse		
xhestanót ^h sesèstse		
xhestanomátsee?èstse		
xhestanomásee?èstse		
xhestanomévosèstse		
xho?oest ^h sét ^h onòtse	(1-I/II)	when I cook it/them
xho?oest ^h sét ^h osèstse		
xho?oest ^h sesèstse		
xho?oest ^h sét ^h sesèstse		
xho?oest ^h sét ^h see?èstse		
xho?oest ^h sésee?èstse		
xho?oest ^h sévosèstse		

EXAMPLES IN SENTENCES:

òhvóoh^htomonòtse vo?èstse
nàohkevé?šepèhévetāno

When I see the clouds I am
made happy.

xho?oest^hsesèstse váotseváhe=
ho?évohkòtse nàohkema?xemésehe

When she cooks deer-meat I
eat a lot.

This follows a pattern similar to that for TRANSITIVE ANIMATE CONJUNCT INDICATIVE verbs. The "ditransitive" conjunct verb indicates the semantic subject and indirect object. Animacy and number of the semantic direct object (the thing or person which is given) are not indicated on the conjunct verb (as they are on the ditransitive independent verb).

tséhmétáhtséto oeškeso	(1-1-3)	when I gave myself a dog
tséhmétáhtséto motšěške	(1-1-I)	when I gave myself a knife
tséhméto oeškéseho	(1-3-4)	when I gave him a dog/dogs (obv)
tséhméto motšěške	(1-3-I)	when I gave him a knife
tséhméto mótšěškehótse	(1-3-II)	when I gave him knives
tséhmétóno še?xo	(1-33-4)	when I gave them a duck/ducks (obv)
tséhmétóno sémonótse	(1-33-II)	when I gave them boats
tséhmétöse póesono	(2-3-4)	when you gave him a cat/cats (obv)
tséhmétöse sémonótse	(2-3-II)	when you gave him boats
tséhmêtsemenoto oeškeso	(2(2)-11-3)	when you (sg/pl) gave us a dog
tséhmêtsemenoto oeškéseho	(2(2)-11-33)	when you (sg/pl) gave us dogs
tséhmêtsemenoto sémonótse	(2(2)-11-II)	when you (sg/pl) gave us boats
tséhmétá?ěse motšěške	(3-1-I)	when he gave me a knife
tséhmétá?ěse oeškéseho	(3-1-4)	when he gave me a dog/dogs (obv)
tséhmétöse oeškéseho	(3-4-5)	when he gave him (obv) a dog(s) (obv)
tséhmétöse še?xo	(3-4-5)	when he gave him (obv) a duck(s) (obv)
tséhmétöse sémonótse	(3-4-II)	when he gave him (obv) boats
tséhmétöse sêmo	(3-4-I)	when he gave him (obv) a boat
hee?haho tséhmêta?etsêse sêmo	(4-1-I)	when his son (obv) gave me a boat
hee?haho tséhmêta?etsêse še?xo	(4-1-5)	when his son (obv) gave me a duck(s)(obv)
tséssâamétáhtséhéto sêmo	(1-1-I)	when I did not give myself a boat
tséssâamétôhevo še?xo	(1-3-4)	when I didn't give him(obv) a duck(obv)

Several construction types appear to give a benefactive idea. Which type is used for a particular verb appears to depend, to some extent, upon the meaning of the verb. A construction type may give a benefactive meaning to one verb stem, while the same construction type will have a different meaning with another stem. In the following examples a non-benefactive form will be given in a group to show the basic stem from which the benefactive form is built.

nánéméne	I sang
nánêmeōvo	I sang for him
nánêmeova	he sang for me
(nánêmeô?to	I sang about him)
(nánêmeó?too?o	I sang about them)

náháóóna	I prayed
náhâoonavomotāho	I prayed for him
néhâoonavomotaahkse	I prayed for you
néhâoonavomotatsemeno	we prayed for you (sg/pl)

But, compare:

náhotse?óhevomotāho	I worked for (in his place) him
náhotse?o?ta	I worked for him (he employed me)
náhotse?ô?to	he worked for me (I employed him)
náhotse?ó?too?o	they worked for me (I employed them)

náhonôhta	I baked it
náhonóhtomēvo	I baked it for him
náhonóhtomevonôtse	I baked them (inan) for him
náhonóhtomóenôtse	he baked them (inan) for me

Compare the above with:

náhestāna	I took it
náhestanomôvo hemotšěške	I took his knife
náhestanomēvo	I took it away from him
néhestanomevātse	I took it away from you

nánêmené?sého	I made him sing
nánêmené?séhoo?o	I made them sing
nánêmené?seha	he made me sing
námésêhé?seho	I made him eat
náovêšená?sého	I made him lie down, go to bed
námêa?sêho	I made him give away
nánaóotsé?sého	I made him sleep
návóó?sého	I showed it to him (caused him to see it)
návóo?sêhonótse	I showed them (inan) to him
némêsêhe?sêhatsenótse	I made you eat it (an)
némêsêhe?sêhatsénoto	I made you eat them (an)
émêsêhe?sêhónoto	he made him (obv) eat it/them (an., obv.)
némêsêhe?sêšênótse	you made me eat it (an)
náhâomóhtâhé?sého	I made him sick
náhâomóhtâhé?séstse	I made it sick

Some finals, in conjunction with the meaning of the roots they combine with, have a causative-type meaning:

éhetótaemóho	he made him (obv) rejoice
éhohátsemóho	he made him (obv) laugh
éhâestâhémóho	he angered him (obv)

étônetôhtâhave	What color is he? What color is it?
étônetôhtâháveo?o	What color are they (an)?
étônetôhtâhávénestse	What color are they (inan)?
étônetova	What color is his fur, How is he furred?
étôneto?ééva	What color is his skin?

meaning	It is ____.	He is ____.
black	émo?ôhtávo	émo?ôhtávahe
black	émo?kôhtávo	émo?kôhtávahe
blue	éotá?távo	éotá?tavahe
brown	émôšéškáno	émôšéškanahe
brown, tan	énoóno	énoónahe
gray	épó?o	
green	éhoxo?ôhtsévo	éhoxo?ôhtsévahe
orange	éma?èheóvo	éma?èheóvahe
pink	éma?ómo?ôhtsévo	éma?ómo?ôhtsévahe
purple	éhoxôhkó?so	éhoxôhkó?sahe
red	émá?o	éma?ēta
turquoise	éhoxo?ôhtséve-otá?távo	éhoxo?ôhtséve-otá?tavahe
white	évó?ómo	évô?omahe
white	évó?kómo	évô?komahe
white, light	évôhpo	évôhpahe
yellow	éheóvo	éheóvahe

éheóvóva	He is yellow-furred.
épèhévóva	He has nice fur.
évó?néóva	He (e.g. a horse) is bay-colored.
éhohkó?sóva	He is chestnut-colored.
émo?ôhtáexamanóva	He is brown-black--colored.
émo?évâhetóva	He is buckskin.
énoónóva	He is tan-colored.
évovó?hase	He is pinto.

COLOR PARTICIPLES:

tséheóvo	the yellow one (inan)
tséheóvoo?éstse	the yellow ones (inan)
tséheóvaestse	the yellow one (an)
tséheóvâhese	the yellow ones (an)
tséma?etase	the red ones (an)
tsévó?komoo?éstse	the white ones (inan)

COLORS AS "ADJECTIVES":

heóve-mee?e	yellow feather
heóve-mâheo?o	yellow house
otá?tave-amâho?hestôtse	blue car
vôhpe-nâhkohe	polar bear (white-bear)

COLORS IN VERB CONSTRUCTIONS:

éheóvovése	He has yellow hair.
éma?eēse	He has a red nose.
émôšéškané?éxáne	He has brown eyes.

There are several kinds of constructions that function as commands. We will examine the most commonly used constructions.

Commands can be either "positive" (e.g. Tie your shoes!) or "negative" (e.g. Don't cross the street!). Positive and negative commands are grammatically different in Cheyenne. (They belong to different modes.) Commands can be singular (said to one person) or plural (said to more than one person).

Prohibitives: We shall call negative commands prohibitives. To make a prohibitive command, add the preverb -vé?(e)- to a verb that has a second-person ("you") subject. (Add -vé?e- if the next syllable after the preverb begins with a vowel, and -vé?- if the next syllable begins with a consonant.) Following are some examples of prohibitives:

Indicative verb	Prohibitive	Meaning of Prohibitive
néa?xaame	névé?ea?xaame	Don't cry! (sg)
néa?xaamēme	névé?ea?xaamēme	Don't cry! (pl)
némêsehe	névé?mêsehe	Don't eat! (sg)
némésêhéme	névé?mésêhéme	Don't eat! (pl)
nénêhešéve	névé?nêhešéve	Don't do that! (sg)
nénêhešévème	névé?nêhešévème	Don't do that! (sg)
néoome	névé?eooome	Don't hit me! (sg)
néoomēme	névé?eoomēme	Don't hit me! (pl)
névé?hóóhta	névé?vé?hóóhta	Don't look at it! (sg)
névé?hoohtánóvo	névé?vê?hoohtánóvo	Don't look at it! (pl)

Imperatives: We shall call positive commands such as 'Eat!' and 'Run!' imperatives. There are two categories of Cheyenne imperatives. The first refers to an action that is to take place immediately. We shall call these commands immediate imperatives. The other category refers to an action to take place sometime, not necessarily immediately. (The time of the action may be specified.) We shall call these commands delayed imperatives. A command from English which which translate as a Cheyenne delayed imperative would be 'Come again!'

You should now turn to the pages with the lists of imperatives, in the first part of these notes. You will find immediate and delayed imperatives for AI verbs (such as Ho'soo'éstse! Dance!), TA verbs (such as Vé'hooméstse! Look at me!), and TI verbs (such as Vé'hóóhtótse! Look at it!). Imperatives with Inanimate Intransitive verbs are not discussed in these notes since they are of limited usefulness in everyday conversation.

"Should" and Impersonal Commands: These commands contain the preverb -me?- in an indicative verb. Impersonal verbs are special Inanimate Intransitive verbs constructed mostly from Animate Intransitive verbs. Impersonal verbs contain the suffixes -htove or -nove. It is difficult to translate Impersonal verbs in English, but the idea of the range of meaning can be grasped in the following: the Impersonal verb émésêhéstove can be translated as 'one (someone) is eating', 'people are eating', '"they" are eating', and 'there is an eating going on'. Other examples of Impersonal verbs may be found at the ends of the lists of Inanimate Intransitive verbs earlier in these notes. The preverb -me?- may be inserted in either a regular independent indicative verb with a second-person subject, or in an Impersonal verb. The latter kind

will be called Impersonal Commands. Note the following:

némésehe	You are eating.
néme?mésehe	You should eat!
éme?mésèhèstove	There should be an eating, you should eat!
nénèmenēme	You (pl) are singing.
néme?némenēme	You (pl) should sing!
éme?némenéstove	There should be singing, you should sing!
néhestāna	You took it.
néme?hestāna	You should take it!
némèho?tàhtsēme	You (pl) love yourselves, You (pl) love each other.
néme?mèho?tàhtsēme	You (pl) should love yourselves, each other!
éme?mèho?tàhtséstove	There should be love for one another, there should be love of self, you should love yourself, you (pl) should love yourselves, each other!

The impersonal commands are less direct than the regular "should" commands, and less direct than imperatives, prohibitives, and hortatives (which will be discussed next). Impersonal commands appear to be used when you wish to be a little more deferential or polite to whomever you are speaking (although the other command types are not necessarily impolite, brash, or nondeferential).

Hortatives: These commands are characterized by the English translation 'Let ___!', for example, 'Let's eat!'. Hortatives are listed among the verbs earlier in this book (near the other imperatives). First-person hortatives, such as 'Let's eat!' or 'Let's sing!' are formed by inserting -ta- following the personal prefix of a first-person (inclusive) independent indicative verb. The meaning of 'continue' can be added to a hortative by inserting -nèše-, for example, Némeneha! Let him sing!, but, Nèšenémeneha! Let him keep on singing!

Rhetorical Question Commands: Certain rhetorical questions can function as commands. These include NEGATIVE INTERROGATIVES (see earlier lists) and forms which combine a negative and prohibitive:

nésâamésèhehe	Aren't you eating?!
nésâa?ovèšenàhehe	Didn't you go to bed?!
nésâanaóotsèhehe	Aren't you asleep?!
nésâavé?mésèhéhe	Shouldn't you eat?!
nésâavé?háóónáhe	Shouldn't you pray?!
nésâavé?nèhešévèhe	Shouldn't you do that?!
nésâavé?nèhešévèhéme	Shouldn't you (pl) do that?!

(When two Cheyenne forms are listed, the first will be a singular command, and the second will be a plural command.)

méseestse, mésehe	Eat!
háméstoo?éstse, háméstoo?e	Sit down!
he?kotoo?éstse, he?kotoo?e	Be quiet!
né?seestse?henátse, né?seestse?hena	Take your coat(s) off!
né?éstó?hahtse, né?éstó?haha	Take your gloves off!
né?tóhkéha?átse, né?tóhkéhe?a	Take your hat off!
e?tóhkéha?átse, e?tóhkéha?a	Put your hat on!
e?séestse?henátse, e?séestse?hena	Put your coat(s) on!
ne?tō?éstse, ne?tō?e	Take your shoes/boots off!
to?éstse, to?e	Get up, wake up!
táhéovēšéstse, táhéovēšē	Go lie down, go to bed!
nenáaséstse, nenáase	Come here!
taanáaséstse, taanáase	Go on, go away!
hotse?óestse, hotse?ohe	Work!
móxe?éstónéstse, móxe?éstone	Write, study!
hóhta?áhanéstse, hóhta?áhane	Tell a story!
hóhta?áhaovéstse	Tell me a story!
hoestónéstse, hoestone	Read!
hoestótse, hoestome	Read it!
háahpe?oestónéstse	Read louder!
háahpe?onovátse	Speak up, speak louder!
áahtomonéstse, áahtomone	Listen!
áahtovéstse, áahtove	Listen to me!
néstse?óoestse, néstse?óohe	Come over here!
né?ěšetse?óoestse, né?ěšetse?óohe	Come over here for awhile!
éšené?seestse?henátse	Take your coat off for awhile!
névê?hetóšêhâtóxova?xe	Quit jumping around!
he?amena?évá?ótse	Raise your hand!
néstseeševê?móxe?oha hova?ehe	Don't write anything yet!
nétanémenema	Let's sing!
nétahêmesêhema	Let's go eat!
nétahêmesêhémáne	Let's go eat!
něše?šévoénéstse	Wash your face!
něše?šêhe?onátse	Wash your hands!
táhéo?ehnéstse	Go to the bathroom!
táhóoséevó?soo?éstse	Go home and play!
névê?něhešéve, névê?něhešévéme	Don't do that!
móxe?óóhtse amáho?hestótse	Draw a car!
" máheo?o	Draw a house!
" sémo	Draw a boat!
móxe?óhome amáho?hestótse	Draw a car (pl)!
móxe?óheha váótséva	Draw a deer!
póéso	Draw a cat!
vé?késo	Draw a bird!
móxe?oha váotseváhne	Draw deer (pl)!
pénovéseestse, pénovésehe	Comb your hair!
tseene?éestse, tseene?ehe	Comb your hair!
nétaovóeněhešévema	Let's do this first!
nóxa?e	Wait!

taenanótse, taenánome	Put it away!
táhémetséha neško	Take this to your mother!
tamétseha neško	Hand this to your mother!
véseamóneeóó?éstse, véseamóneeóó?e	Get in line!
oese?hano?tótse	Spit it out!
néxhòsenèhešéha	Say it again!
néhpèhèvemé?éstome vèstse	Explain it well to me!
nétæe?e?ó?tsenone	Let's take a break!
e?ha?ótse, e?ha?o	Put your shoes on!
hoónótse (he?nétoo?o)	Shut the door!
onéstanoótse	Open the door!
vóho?kásenótse	Turn the light on!
ta?ta?enótse vo?nàhanestótse	Open the window!
evàhoónótse vo?nàhanestótse	Close the window!
mòxéhenèstse	Sweep (the floor)!
hóxe?anenèstse	Clean up the place!
pèhévánótse šééšestótse	Make the bed!
néhno?òhtsèstsestse kàhamaxèstse	Go get some firewood!
táhémàhanèstse	Go to get some wood!
néhmanoxèstse	Give me a drink!
tatse?òhtsèstse hohtóva--màheone	Go to the store!
néxhohtóvao?o pénohéó?o	Buy some flour!
" vóhpoma?òhtse	Buy some salt!
o?háa?amèhneo?o	Walk carefully!
netáhávaneha	Change him (e.g. diaper)!
màxanèstse	Sign your name!
néhmetsestse ma?kaeta	Give me some money!
" nemòxe?èstoo?o	Give me your book!
né?àsetanoótse vóhpoma?òhtse	Pass me the salt!
" méhmenótse	Pass me the pepper!
" vé?keemahpe	Pass me the sugar!
" matana	Pass me the milk!
" ho?évohkótse	Pass me the meat!
né?àsetaneha kokòhéáxa	Pass me the chicken!
" nóma?he	Pass me the fish!
né?àsetanenano mónèškeho	Pass me the beans!
he?tohe heséeo?ótse amèhestanoéoo?o	Take this medicine!
tano?èhné?toveha	Carry him!
tooneha	Hold him!
hémèseestse, hémèsehe	Come eat!
né?éstsehnèstse	Come in!
asèta?xèstse, asèta?xe	Run!
éškòseeséhahtsèstse nemòxe?èstonestótse	Sharpen your pencil!
né?évàhòsèho?èhneo?o	Come again!
nóheto	Let's go!

In several cases throughout these notes we see instances of syllable "contraction". These involve word-final sequences of expected -ova and -eva when something else is added to the end of the word beyond these expected sequences.

nánéhóvo	I chased him.
nánêhova	He chased me.
nénêhova	He chased you.
nénêhoehe	Did he chase you? (expected: nénêhovaehe)
násáanéhóêhe	He didn't chase me.
nánéhóêne	He chased us (excl).
néhêne' enova	He knows you.
néhêne' enóene	He knows us (incl).
návovéstomeva	He taught me.
névovéstomeva	He taught you.
navovéstomoêne	He taught us (excl).
tse'ovéstomevo	when I taught him
tse'ovéstomóó'êse	when he taught me
tse'ovéstomóêtse	when he taught us
tséxhêne' enovo	when I knew him
tséxhêne' enóêtse	when he knew us
néhêne' enoehe	Does he know you?

In this section words, or parts of words, which "point" will be given. The forms under consideration may indicate literal pointing, or an attempt to show where something is, or the "pointing" may refer to time, or to entities in a discourse.

he'tohe 'this one (inanimate)' e.g. he'to-máheo'o 'this house' (These particles "cliticize" to the noun they modify.)

ha'tohe 'that one (inanimate)

tse'tohe 'this one (animate)' e.g. tse'to-mee'e 'this feather'

ta'tohe 'that one (animate)'

Locative particles have a "pointing" function:

tsèhéóhe here
hétsèhéóhe here

nèhéóhe there (farther away)
hénèhéóhe there " "

nàháóhe there (farthest away) tàháóhe over there
hánàháóhe there " " hátàháóhe over there

Discourse-related particles have a "pointing" function:

hène that one (inanimate), the one already referred to (sg/pl)
néhe that one (animate), the one already referred to (sg/pl)

Note the parallelism in the following system:

hena'háanehe it's the one, "that's it" (nearest distance)
hená'hanehe here it is (nearest distance)

heta'háanehe it's the one (farther distance away)
hetá'hanehe there it is (farther distance away)

{ taa'háanehe he's the one (farthest distance away)
taa'hanehe there he is, that's what he is (farthest distance away)

néa'háanehe he's the one (nearest distance)
néa'hanehe here he is (nearest distance)

tseá'háanehe he's the one, there's what he is (farther distance)
tseá'hanehe there he is (farther distance away)

náa'háanehe he's the one, that's what he is (farthest away)
náa'hanehe there he is (farthest away)

The forms just given can be inflected for number:

heta'háanevótse these are the ones, here they are (inanimate)
 néa'háanevóho they (animate) are the ones
 tséa'háanevóho there they are, they are the ones (animate)

Some directionals:

-nêh-, -nêx-, -ne'-, -nês- 'toward speaker' e.g. é'nêxho'ehne 'he's
 coming (toward speaker)'
 -ta- 'away from speaker' e.g. étâho'ehne 'he came there''

The following behave similar to the above:

-nê- 'referring back to something already established' e.g. é'nêhetóhoono
 'that's what he said to him (mediate mode)'
 -tsê- 'referring forward to something to be given' e.g. é'tsêhetóhoono
 'he said to him (what is about to be given)'

We can see these referring deictics also in the following:

énêhešenéméne 'he sang that way, that's the way he sang'
 étšêhešenéméne 'he sang the way that is going to be described'

nêhe'xóvéva 'at that time (past)'
 tsêhe'xóvéva 'at that time (future)'

The same kind of pointing function can be seen in some tense
 markers:

énêhnéméne 'he sang (long ago)'
 tsenéméne 'he shall sing (the third-person prefix, é-, drops)
 nâhtsemésehe 'I shall sing'

We will call certain verbs which express a desire "desideratives." The desideratives which will be illustrated here will each have the morpheme -tanó which can be roughly translated "want to ___" or "have a mental state to ___".

námésèhétáno	I want to eat.
nánaóotsétáno	I want to sleep.
nénaóotsétanohe	Do you want to sleep.
nápèhèvetáno	I am happy.
návôeshétáno	I am rejoicing.
návôomátanó'tóvo	I want to see him.
návôohtatanó'ta	I want to see it.
návôomáhtsétáno	I want to be seen.
návôomátanó'tovahtse	I want to see myself.
návôomátanó'tova	He wants to see me.
évôomáhtsétanoo'o	They want to be seen.
návôosanétáno	I want to see.
návôo'sèho màheo'o	I showed him the house (caused him to see it).
návôo'sèhátanó'tóvo màheo'o	I want to show him the house.
návôo'sèhátanó'tovonótse màheonótse.	I want to show him the houses.
návôo'sèhátanó'tovónovo mo'éhèno'hame nàhtónaho	I want to show the horses to my daughters.
návè'hóóhta	I looked at it.
návè'hoohtatanó'ta	I want to look at it.
návè'hoomátanó'tóvo	I want to look at him.
náhestanátanó'tóvo	I want to take him.
náhestanátanó'tova	He wants to take me.
náhestanátanó'ta	I want to take it.
námêvatanó'tóvo	I want to eat him (e.g. deer).
námêsetanó'ta	I want to eat it.
námêsetanó'tanótse menótse	I want to eat the berries.

DIMINUTIVES

Cheyenne has regular ways for creating "diminutives", words which can be translated with words such as "little" or an English noun ending like the -y on 'horsey'. Below are some examples of Cheyenne diminutives, along with corresponding non-diminutive forms. Many diminutives are formed by the addition of a -k- to the non-diminutive form.

póésó	cat
póhkésó	kitten
máheo'ó	house
máheško	shed, or small house
tóhoo'ó	sledge-hammer
tóhohko	hammer
ó'he'e	river
ó'he'ke	creek
ho'honáá'e	rock
ho'honáhke	stone
kokóhéáxa	chicken
kokóhéaxáésó	chick
mo'éhëno'ha	horse
mo'kéhëno'hamésó	pony
máhoo'ó	melon
máhohko	smaller melon
šé'še	duck
šé'šëškésó	duckling
vé'ho'e	white man
vé'ho'ke	little white boy
vé'ho'a'e	white woman
vé'ho'ka'kesó	little white girl
vé'késó	bird
vé'këséhésó	baby bird, "birdie"
oeškesó	dog
oeškëséhésó	pup
náhkohe	bear
náhkóhéso	little bear

ANIMATE NOUNS ("He is a ____; They are ____.") éšê?šveve 'He is a duck.'

énôtseveo?o	aliens
énôta?éveo?o	aliens (female)
éhováheveo?o	animals
éhátšěškêheveo?o	ants
évo?kaehéveo?o	antelopes
éma?xemenéveo?o	apples
émé?ěševotséveo?o	babies
éma?hahko?éveo?o	badgers
éhôhtsemóneveo?o	balls
éššéenováheveo?o	bandits
émóněškêheveo?o	beans
énáhkôhêveo?o	bears
éhoma?éveo?o	beavers
éhexová?eveo?o	bedbugs
éhâhnomáhêheveo?o	bees
évé?kěsêheveo?o	birds
éhe?heenóveo?o	blackbirds
éhoemáhêveo?o	blankets, mosquitos
ée?e?táheveo?o	blue thrushes
émône?éveo?o	brides
éhotóaveo?o	buffaloes
éne?e?éveo?o	bullsnakes
éhevávâhkemáhêveo?o	butterflies
éhone?komóneveo?o	buttons
éoo?héveo?o	buzzards
émôheněšemóneveo?o	playing cards
épôesónêheveo?o	cats
épóhkěsônêheveo?o	kittens
ékokôhéaxáeveo?o	chickens
évêhoneveo?o	chiefs
éka?ěškónêheveo?o	children
éněške?ěstáheveo?o	chipmunks
éhexovóneveo?o	clams
éhâhnováseveo?o	cockle-burrs
étseene?éheonéveo?o	combs
ésêotšéveo?o	corpses, ghosts
éo?kôhomêheveo?o	coyotes
éne?potatšéveo?o	cranes (birds)
éhěško?semáhêveo?o	crickets
éôkôhkeveo?o	crows
éněhpóeseonéveo?o	curtains
évâotseváheveo?o	deer (pl)
éoeškěséheveo?o	dogs
éhotaméveo?o, éhotamêheveo?o	dogs (older term, but still in use)
éméno?kěsónêheveo?o	dolls
évôho?ôhtáheveo?o	donkeys
éhevovetásónêheveo?o	dragonflies
éhoestóveo?o	dresses
éššê?šveo?o	ducks
éšé?šěškěsônêheveo?o	ducklings
énetšéveo?o	eagles
évôaxaa?éveo?o	bald eagles
éháměškónêheveo?o	beetles

étse?éseeséheveo?o	elephants
émo?éheveo?o	elks
émênóveo?o	feathers
émo?éškonéveo?o	fingers
énomá?heveo?o	fishes
énomá?hesóneveo?o	little fishes
évê?eehéveo?o	flickers
éhéseveo?o	flies
éma?èhohéveo?o	foxes
éoonàha?éveo?o	frogs
éto?hahéveo?o	gloves
éma?heóneveo?o	gods
éhena?éveo?o	geese
ééstsema?éveo?o	gophers
émàho?óxénoneveo?o	gourds
éaénòhéveo?o	hawks
évêvet séveo?o	horns (animal)
émo?éh ^h ho?haméheveo?o	horses
éhe?é?haméheveo?o	mares
éhetané?haméheveo?o	male horses
éméškésónéheveo?o	insects
ého?emanéheveo?o	judges
ékàso?eéheveo?o	jugs
ékàso?éškéheveo?o	jugs (diminutive)
émanèstanéveo?o	knees
éaxéveo?o	land-monsters
éheško?éveo?o	leeches
énanóse?haméheveo?o	(mountain) lions
émàxéveo?o	logs
éoomàhóonéveo?o	lumber (pl)
émo?e?háheveo?o	magpies
éhonóxeaséveo?o	meadowlarks
émàhòonéveo?o	melons
émàhòhkonéveo?o	cantelopes
énèxo?mévèheonéveo?o	watermelons
éhetanéveo?o	men
ékàsováahéheveo?o	young men
éma?hàhkésèheveo?o	old men
éhàhkotáhéveo?o	grasshoppers
éhàestòhe?šeméheveo?o	mockingbirds
émèhneveo?o	monsters
émàhpémo?éheveo?o	moose (pl)
éhestovó?éškonéveo?o	mushrooms
éheo?késónéheveo?o	muskrats
énèhe?onáxèstoveo?o	napkins
épê?eveo?o	nighthawks
éoo?kéhevá?sèheveo?o	opossums
énaéneveo?o	otters
évé?késèhemèstaéveo?o	owls
émèstaéveo?o	owls
émèstàhkéveo?o	screech owls
émanéhéveo?o	pelicans
émàhtotséheveo?o	pets
émàtáhèheveo?o	peyote buttons, pickles
éèškòseeséhotaméveo?o	pigs

éšěštoto?eveo?o	pine trees
évovó?haséheveo?o	pintos
éhe?óhkonéveo?o	pipes (diminutive)
éhe?óonéveo?o	pipes
éheškóvetséseveo?o	porcupines
éheškóvetsésenéveo?o	porcupine quills
émésèhêstoneveo?o	potatoes
ékoohková?eveo?o	quails
évêhona?eveo?o	queens
éhonó?konéveo?o	quilts
ééstòsònéveo?o	quivers
évòhkoehéveo?o	rabbits
évòehéveo?o	rabbits
ématšěškoméheveo?o	raccoons
énó?ketséseveo?o	rats
éšě?šenonéveo?o	rattles
ého?honáeveo?o	rocks
ésèohaseonéveo?o	rugs
éheó?òhtâtonéheveo?o	salamanders
évòhkéhevá?séseveo?o	scorpions
ékòsáeveo?o	sheep (pl)
ééstse?henóneveo?o	shirts, coats
éxaóneveo?o	skunks
énêma?kéveo?o	snails
éšě?šenovotséseveo?o	snakes
éhesta?éseveo?o	snows
éhoxeonéveo?o	socks
éno?éheveo?o	squirrels
éhotóhkeveo?o	stars
ého?honáhkeveo?o	stones
éêše?héveo?o	suns
émêso?kéveo?o	swallows
évoestásónéveo?o	swans
évovéstomósanéheveo?o	teachers
ého?tanóneveo?o	threads
énonoma?éseveo?o	thunders
éměševeo?o	ticks
épêeonó?eveo?o	tobaccos
étse?némoonéveo?o	plugs of tobacco
éhenenéveo?o	tomatoes
éhoóhtsetséseveo?o	trees
éma?xe?néveo?o	turkeys
émo?òhtá?eveo?o	turnips
éma?enóeveo?o	turtles
éhestàhkéveo?o	twins
éhestàhkéhá?eveo?o	twin girls
énótàxêveo?o	warriors
éxaéveo?o, éxaéheveo?o	weasels
évê?ho?éseveo?o	white men
ého?néheveo?o	wolves
éhe?éseveo?o	women
ékàse?éehéheveo?o	young women
émàhtamàhááhéheveo?o	old women
ésèavoněškéveo?o	woodchucks
éko?konòhó?eveo?o	woodpeckers

INANIMATE NOUNS

éame?háhtóvénéstse
 éno?éstáhtóvénéstse
 éma?xemenévénéstse
 éma?áhtsenévénéstse
 ématsénoenéhévénéstse
 émaahévénéstse
 éhohkóxéhévénéstse
 éma?pa?ónévénéstse
 éonéhavo?kévénéstse
 émé?háhtsenáhtóvénéstse
 éšééšéstóvénéstse
 éhoestátóévénéstse
 éhoestátónéhévénéstse
 éménévénéstse
 ésémónévénéstse
 éhe?konévénéstse
 émoxe?éstóonéhévénéstse
 éma?tšěškéhévénéstse
 éma?tanónévénéstse
 éhestaenovénéstse
 ékôhkonôheonévénéstse
 éhóxasêeseonévénéstse
 émoxêheonévénéstse
 émé?šěškónéhévénéstse
 évo?événéstse
 éma?kaetáévénéstse
 éhoókôhtsévénéstse
 émêna?o?événéstse
 ééšéénévénéstse
 ééšéévénéstse
 éhetôhkonévénéstse
 éhetóonévénéstse
 éhe?nétoonévénéstse
 émahtoovotsévénéstse
 éhòseesévénéstse
 évòvotsévénéstse
 émahtsé?ocnévénéstse
 éma?éxáévénéstse
 ého?éstávénéstse
 énonónocévénéstse
 étâhpenonávénéstse
 éma?ôhtáévénéstse
 émo?e?événéstse
 étôhôhkonévénéstse
 étôhônévénéstse
 éhôhkêha?événéstse
 émé?konévénéstse
 éhestáhávénéstse

They are airplanes.
 answers.
 apples (Southern Cheyenne--inan.).
 arms.
 armpits.
 arrows.
 axes.
 backs.
 beads.
 beards.
 beds.
 belts.
 belts.
 berries.
 boats.
 bones.
 books, papers.
 bows.
 bowstrings.
 branches.
 breads.
 breech-cloth belts.
 brooms.
 buckskins.
 clouds.
 coins, moneys.
 raw corn (plural).
 corrals.
 days.
 days.
 dishes.
 dishes.
 doors.
 ears.
 earrings.
 eggs.
 elbows.
 eyes.
 fires.
 fishhooks, traps, rainbows.
 flutes.
 foreheads.
 grasses.
 hammers.
 sledge-hammers.
 hats.
 heads, hairs.
 hearts.

émãheónévéñestse	They are houses.
émãheškónévéñestse	sheds.
émótšěškévéñestse	knives.
émótšěškéhévéñestse	knives.
émotãhévéñestse	knives (older term).
éne?hanévéñestse	lakes.
éxomóonévéñestse	lances.
ého?évéñestse	lands.
éhe?évéñestse	livers.
éhe?éhévéñestse	livers.
éhe?ponenévéñestse	lungs.
ého?évòkotsévéñestse	meats.
ého?évootsévéñestse	meats.
éhonóvòhkónéhévéñestse	dry-meats.
éhesééotsévéñestse	medicines.
émãhtòohévónévéñestse	nails (fingernails, toenails).
évéhéstóvéñestse	names.
éhe?otsévéñestse	necks.
étaa?évéñestse	nights.
éma?evonévéñestse	noses.
éka?émèstóvéñestse	purses.
éhe?péhévéñestse	ribs.
émo?ěškonévéñestse	rings.
éó?hé?évéñestse	rivers.
éméónévéñestse	roads, paths.
éhonóonévéñestse	roasts.
éhesótévéñestse	roots.
émèta?xévéñestse	scalps.
émo?kèhanévéñestse	shoes, moccasins.
évòhtanévéñestse	skins.
énèmeotsévéñestse	songs.
émãhtatoonévéñestse	spines.
émãhtatoonéhévéñestse	spines.
éhaměškónéhévéñestse	spoons.
évèenévéñestse	tepees.
éhenómévéñestse	thighs.
émaéstoonévéñestse	throats.
évètanovévéñestse	tongues.
évèesévéñestse	teeth.
éáénévéñestse	years, winters.

(Note: Equative sentences are of minor importance for language-learning, but they are of great value for understanding the phonemic spellings of nouns, including underlying pitch assignments. Forms in these lists should be compared with forms given in the PLURALIZATION section, later. Study of the PHONOLOGICAL RULES would also be helpful in conjunction with study of equative sentences. The phonemic spelling for the equative final is /-éve/.)

This section will give examples of Cheyenne words and phrases which can have interesting meanings which are different from their literal meanings. A Cheyenne form will be given, then a literal translation, then the figurative (or, idiomatic) meaning will be given in parentheses, (). To illustrate what idioms are, here are some English examples.

Hang around! (Stay here for awhile!)
 The cat got his tongue (He's so shy he can't talk).
 She wears the pants (She is the boss in the family).
 It went in one ear and out the other (Someone didn't pay attention to, or act on, what was said.).
 He blows his own horn (He brags about himself).

o'kôhome, coyote (sly, conniving person)
 námeváá'e, they ate me (they gossiped about me)
 heávohe nétáxe'há'tova, the devil is hanging over you (you are in a bad mood)
 oeškeso máxhéxaesto nevenôtse, he'póeo'o! When a dog urinates against your tent, just smoke! (Instruction to a new chief: When someone steals your wife, stay calm!)
 Vo'keme néto'séhósea'eotsé'toene, Old Man Winter is going to attack us again (Winter, especially harsh weather of winter, is coming)
 Énehpoése ma'eno, turtle is shrouded/hanging closed (It's foggy).
 Heo'óhtátóno móno'eana'óhevohe, Lizards must be falling (It's raining hard, =It's raining cats and dogs!)
 Hesevávónó'e a'e hestonovónó'e, Wow, it's like a dry meat rack (An expression for something really amazing)
 oonáhá'e máxhevéesevôtse, when frogs have teeth ("never"--a way to put off someone whom you really would rather not help, or be bothered with, for example, "I will help you as soon as the frogs grow teeth.")
 Móešeto'séhestsevévèšéhe, He's about to grow horns (He's "crazy".)
 Náto'semáhéé'to ho'honáá'e, I'm going to swallow a rock (I'm going to be stubborn).
 Ého'eohé'tóó'e havèsevèvahanéheho, The mad drummer came to him (He's angry).
 Náno'ee'èha'onôtse voohe, I put on my shoes with the morning star (I got up really early).
 Nevaahé tséheaxáxévonéstse? Who has the bell? (Who is the boss?--based on the lead cow's wearing of a bell).
 Éhone'a ve'ho'é-mahpe, He is clothed with whiskey (He drinks all the time).
 Nevaahé tséanevo'konôtse hesta'se? Who made it snow? (could refer to someone's having gotten married, or eloped).
 Émaa'e, He's barking (He's courting, dating).

Énéš^uetaneva, He has a split tongue (He lies).

Éh^uestova'kehe, He has two heads (He commits duplicity).

Ého'néhevêhohtse, She has wolf footprints (She is very smart, she can out-smart men).

Ép^uéeeese, He has a squashed, or ground-up, nose (He's "crazy").

Éhesó'xotoo'esta, He has slippery ears (He doesn't listen).

Énéhestâha, He has a quick heart (He's quick-tempered).

If you sneeze, you can say: nevá'eséstse tsétotóxema'éstse, Someone must be talking about me.

	TA	TI	AI	II
HAVE/BE AT	-hoʔh-ó	-hoʔt-é	-(h)oe	-(h)oʔtá
BY MOUTH	-óm-ó	-óht-á		
BY WIND			-aʔxe	-aʔhá
BY TOOL	-ohn-ó	-oh-á	-òhone	
BY FOOT	-aʔov-ó	-aʔ-á		
BY HEAT, SUN	-(à)hoʔn-ó	-(à)hoʔh-á	-hoʔhe	-hoʔtá
BY CUTTING	-as-ó	-ax-á		
BY CUTTING	-es-ó	-ex-á		
BY HAND	-an-ó	-an-á	-anené	
BY COLD			-ose	-ohtá
BY PULLING	-eeʔt-ó	-eeht-é		
BY THOUGHT	-átam-ó	-áteht-á	-tanó	
RIVER MOVEMENT				-ʔsevó
EAT			-eʔhaná	
PHYSICAL CONDITION			-omóhtahe	
CAUSATIVE	-ʔseh-ó	ʔseht-é		
FALL, LIE	-šem-ó	-haht-é	-še(ná)	-ha
WALK			-hné	
GO WALK , SLOW PROCESS			-ohté	
CARRY ON BACK	-oʔxéʔtov-		-oʔxe	
GROUND, EARTH				-omaʔoʔé
BY HEARING	-ahtov-ó	-aht-á		
STAND			-óé	
DRINK			-àšéʔše	
DO HOUSEWORK			-mosé	
HANG	-oése-ó	-oéht-é	-oése(ná)	-oéhtá
SOUND				-évone
"EQUATIVE"			-éve	-éve
WATER/RAIN			-óová	-óovátó, -óémé
SNOW			-éená	-éetó
GRASS				-oʔoʔe
BECOME/RESULT			-ote	-ote
BY SPEECH	-em-ó	-eht-á		
SLEEP			-nóme	

EXAMPLES WITH FINALS

prefix + root (+medial) + final

- nápo?ōhno [1-off-by tool-3] 'I broke him off (with a tool)'
 éa?tāxa [3-accidentally-cut-I] 'he accidentally cut it'
 ésêtovoêsta [I-middle-hang] 'it is hanging in the middle (=it's noon)'
 éhâahpe?éeno?e [3-big-snow-be at] 'the snow (animate) is deep'
 nátoómāna [1-cool-by hand-I] 'I cooled it (by hand)'
 návêhpěšémo [1-empty-lie-3] 'I emptied him (e.g. jug, káso'eške)'
 énáha?óóva [3-catch-water] 'the rain caught him'
 nánêmené?sého [1-sing-caus-3] 'I made him sing'
 népêhêvatamohe [2-good-by thought-3-Q] 'Do you like him?'
 éta?pose [3-weak-by cold] 'he is weakened by cold'
 éhe?konōhta [I-hard-by cold] 'it's frozen hard'
 étoómāše?še [3-cool-liquid-drink] 'he is drinking a cold drink (e.g. pop)'
 návonāhō?ha [1-remove-by heat-I] 'I burned it up'
 nánáhkôhénóméme [1-bear-sleep-pl] 'we (excl) slept like bears'
 éhe?éveo?o [3-woman-equative-pl] 'they are women'
 éêne?hāna [3-end-eat] 'he stopped eating'
 náháóónáóó?e [1-pray-stand] 'I prayed standing up'
 éâhto?ééna [3-bury-snow] 'he was buried under snow'
 éma?oma?ō?e [I-red-ground] 'it is red ground'
 éêxovêhahtáho?he [3-warm-foot-by heat] 'he's warming his feet'
 éamóová?a [3-along-water-by foot-I] 'he moved the water with his foot'
 nápo?ēso [1-off-cut-3] 'I cut him off'
 étonotōhta [3-hold-by mouth-I] 'he held it in his mouth'
 étonōhta [3-cool-by mouth-I] 'he cooled it in his mouth'
 nápêhévána [1-good-by hand-I] 'I repaired it'
 épêhêvetāno [3-good-by thought] 'he's happy'
 énáhahkomóhtahe [3-energetic-physical condition] 'he feels energetic'
 náamo?xé?tova [1-along-carry on back-3] 'he carried me on his back'
 éêno?xe [3-end-carry on back] 'he unburdened'
 éhosôhne [3-backwards-walk] 'he walked backwards'
 éasêta?xe [3-away-by wind] 'he was moved away by the wind'
 énhêmōse [3-quick-do housework] 'she does housework quickly'
 éêvemōse [3-about-do housework] 'she is busy at housework'
 nápêhévémo [1-good-by speech-3] 'I spoke nicely to him'
 éánohe?sēvo [I-down-river movement] 'the river, stream, is flowing down'

Homonyms are words which are pronounced the same, but which have different meanings. Here are some Cheyenne homonyms:

hameško	spoon, beetle
móheněšemo	ladybug, playing card
mo'eško	finger, ring
nonónóó'e	rainbow, fishhook, trap
hoema	blanket, mosquito
énéméne	He has a crooked face, He is singing.

Cheyenne has at least two basic ways of showing that someone is doing something "with", or, "by means of" something. The first way is to insert the instrumental preverb -vé'ʕe- into a verb. The second way is to add the suffix -va to whatever noun is being used as a "tool".

návê'ʕemésehe ane'kôhomó'hestôtse	I ate with a fork.
námêsehe ane'kôhomó'héstóva	I ate with a fork.
he'tohe návê'ʕêhetótaetano	This makes me happy.
ho'évohkôtse návê'ʕêhâomóhtâhêotse	The meat made me sick.
kokôhéáxa návê'ʕêhâomóhtâhêotsenôtse	The chicken (an) made me sick.
náooma kâhamâxéhéva	He hit me with a stick.
návê'ʕeooma kâhamaxe	He hit me with a stick.
náa'taxe mótʕêʕkéva	He accidentally cut me with a knife.
(It appears permissible to have both the -vé'ʕe- preverb, and the -vá noun instrumental suffix.)	
návê'ʕeóo'xoomâhane hohkôxeva	I chopped the wood with an axe.
náoo'xoomâhane hohkôxeva	I chopped the wood with an axe.
návê'ʕeóo'xoomâhane hohkôxe	I chopped the wood with an axe.
ho'évohkôtse nápénóha ho'honáéva	I chopped (ground) meat with a rock.
mâhaemenôtse nápênóhanôtse ho'honáéva	I ground corn (pl) with a rock.
mâhaemenôtse návê'ʕepénóhanôtse ho'honáéva	I ground corn (pl) with a rock.

the one who is ____	the one who is my ____	meaning
tséhêhestovêstse	tséhéhéto	father, paternal uncle
tséheškéstovêstse	tséheškéto	mother, maternal aunt
tséheměšéměstovêstse	tséheměšéméto	grandfather, fa-in-law
tséhevěškéměstovêstse	tséhevěškéméto	grandmother, mo-in-law
tséhee?hahéstovêstse	tséhee?hahéto	son
tséhestónàhéstovêstse	tséhestónàhéto	daughter
tséhevéxahéstovêstse	tséhevéxahéto	grandchild
tséhestatanéměstovêstse	tséhestatanéméto	brother (of female)
tséhemèhéstovêstse	tséhemèhéto	older sister
tséheváseměstovêstse	tséheváseméto	younger sibling
tséhe?néhestovêstse	tséhe?néhéto	older brother
tséhevésèsôněstovêstse	tséhevésèsónéto	sibling (incl. cousin)
tséheaxáa?éheměstovêstse	tséheaxáa?éhéméto	sister(man's), sis-in-law(fem)
tséhešéstovêstse	tséhešéto	maternal uncle
tséheškamóonéstovêstse	tséheškamóonéto	maternal aunt, stepmother
tséhehaehéstovêstse	tséhehaehéto	paternal aunt
tséhevétaměstovêstse	tséhevétaméto	cross sibling-in-law
tséhevé?tovêstovêstse	tséhevé?tóvéto	brother-in-law (man's)
tséhe?hamèhéstovêstse	tséhe?hamèhéto	cross niece
tséhetsénotàhéstovêstse	tséhetsénotàhéto	cross nephew
tséhestse?éměstovêstse	tséhestse?éméto	wife
tséheehaměstovêstse	tséheehaméto	husband
tséhestónàhamóonéstovêstse	tséhestónàhamóonéto	niece, stepdaughter
tséhee?hahamóonéstovêstse	tséhee?hahamóonéto	nephew, stepson
tséhehamóonéstovêstse	tséhehamóonéto	paternal uncle, stepfather
tséhenésónèhéstovêstse	tséhenésónèhéto	child

(Note: see other material on kinship terms under TRANSITIVE ANIMATE CONJUNCT PARTICIPLES.)

Tósa'e éhoo'e?, Naa <u>(name)</u> ?	Where is _____?
Éhoo'e máheóne.	He's in the house.
hemáheóne.	in his house.
máheónéva.	on the house.
sémónéva.	in the boat, on the boat.
méóne.	on the road.
ho'honáéva.	on the rock.
hoóhtsetseva.	in the tree.
o'hé'e.	at the creek.
ma'omeva.	on the ice.
máhpeva.	at the water.
heamáho'héstóva.	in his car.

Tósa'e éhó'ta mōxe'éstoo'o?	Where is the book?
Ého'ta máheóne.	It's in the house.
sémónéva.	in the boat.
taxeméséhéstóva.	on the table.
šééšéstóva.	on the bed.
a'e he'nétoonéhéva.	near the door.

Note that the -va suffix can also be used to indicate an object used to do something (an instrumental):

Náooma káhamáxéhéva.	He hit me with a stick.
hetóhkonéhéva.	with a dish.

EXAMPLES IN SENTENCES:

Étaamehne méóne.	He's walking on the road.
Éto'sétse'óhtse sémónéva.	He's going to go to the boat.
Étaamehne hoóhtsetseva.	He's walking to the tree.
Étoo'hame o'hé'e.	He's bathing in the creek.
Táxeenanótse nemé'kóne!	Put it on your head!
Étáxe'see'e taxeméséhéstóva.	He's sitting on the table.
Étáhoeó'e heamáho'héstóva.	He's sitting in his car.
Nae'ha nátaxeenano ho'honáéva.	I put my son on the rock.
Nae'ha náho'xóeenano oeškéséhéva.	I put my son against the dog.
Nátatse'óhtse namáheóne.	I'm going to my house.
Ésétánótse néstsenéva!	Put it in your mouth!
Ésétánótse hetóhkonéhéva.	Put it in the glass (or, dish)!
Náává'o ma'omeva.	I fell on the ice.
Étatse'óhtse É'éxováhtóva.	He went to Billings.
Nánéxhéstáhe Vóhpoometaneno.	I'm from Busby.

part	free forms	medial form
ankle		-noná
arm	ma?ahtse	-na?evá
armpit	matseno	-tsenoná
back	ma?pa?o	-?pa?oná
backbone (see 'spine')		
beard	mé?hahtse	-mé?hahtse (ná)
belly	matoněše	-asé
bladder	xaenoo?otse	
blood	ma?e, mähťsema?eme	
body	mavétove	-vétová
bone	he?ko, mähťse?ko	-he?konamá
brain	hestáhpe, mähťsěstáhpe	-htáhpe
breast	matāna, matanāno	-tanahá
calf	hesévo, mähťsěsévo	-vá
cheek	vo?tanotse	-vo?tanosé
chest	matšeešeeo?o	-šené
chin	mähťsěstóó?o	-htóo?oná
collarbone, wing	měě?e	-méená
ear	mähťovóó?otse	-?está
elbow	mähťsé?oo?o	-htsé?ooná
eye	ma?ěxa	-?éxané
eyebrow	vé?henotse	
eyelash	ma?éxaevé?henotse	
eyelid	vóhtanéé?éxaněstotse	
face	mähťsěnenestotse	-éné
finger	mo?ěško	-(hk)osé
flesh	voxotse	
foot	tsěhešěhahtähťotse, mähťse?ko	-hahtá
forehead	ma?óhta	-?óhtané
gall	vé?hehpe	
gland	héta?e, mähťséta?e	
hair	me?ko	-ovésé, -?ěsta?é
hand	tsěhešěhe?onähťotse, ma?ahtse	-he?oná
head	me?ko	-htséá
heart	hesta, mähťsesta	-htáhá
heel	mähťsěsto	-htséstoná
hip	šěšěó?o, mähťšěšěó?o	-šéoná
intestines	vé?keonešěstse	
jaw (see 'chin')		
kidney	hestsětátse	
knee	maněstāne	-něstané
leg	mähťse?ko	-(hk)óhtá
lip (same as 'mouth')		
liver	hě?e, mähťsě?e	-he?é
lung	he?po, mähťse?po	-he?poná
marrow	věne	
mouth	mahtse	-ahtse (ná)
muscle	hesé?se, mähťsé?same	
nail	mähťóohevo	-óohevá
nape	mahaně?e	-hane?é
navel	héstá?e, mähťsésta?e	

neck	he?õtse, mãhtse?õtse	-notová
nipple	he?evone	-vononá
nose	ma?evo	-esé
nostril	mãhtátseeme	-htátseemé
palate	hetoo?o, mãhtsetoo?o	-htsetooná
penis	vétoo?õtse	
rib	he?pe, mãhtse?pe	-he?pé
rump		-?esé
saliva	mãhto?sahtse	-ho?sahtse(ná)
scalp	meta?xe	
shin	ma?a?one	-a?oná
shoulder	mãhtatamõõ?o	-htatamóoná
shoulderblade	hestatseo?o, mãhtatseo?o	-htatseoná
skin	vóhtane	-o?éevá
sperm	mãhtáseno	
spine	mãhtatoõno	-htoónoná
stomach	matoněše	-tohtá
tail, tailbone	mãhtsevá?xe	-hevá?sé
testicle	mata?xevõtse	
thigh	henõme, mãhtsenõme	-nómá
throat	maestoo?o	-estooná
tongue	vétanove	-tanevá
tooth, teeth	věě?ěse, véesõtse	-véesé, -onené
vagina	ma?kesta	
voice		-?hahe
womb	něškátone	

OTHER MEDIALS (partial list):

spouse		-?evá
house	mãheo?o mãheõnõtse	-mãheóná
coat, shirt	éstse?he	-éstse?hená
water, liquid	mahpe	-óom, -óov
snow	hesta?se	-éen

éhâahpe?éénoo?e [3-big-snow-be at] 'the snow is deep'
 nátoóomāna [1-cool-liquid-by hand-I] 'I cooled the liquid (by hand)'
 étâhpe?e?ēva [3-big-spouse] 'he has a big wife, she has a big husband'
 népêhêveestse?hena [2-good-coat] 'you have on a pretty coat'
 nápêena?évá?óvo [1-squash-arm-by foot-3] 'I stepped on his arm'
 nénéše?šêhe?onahe [2-wash-hand-Q] 'Did you wash your hands?'
 énetâhávoovánanôtse [3-different-water-by hand(?)-II] 'he rinsed them'
 épêhêve?éxáne [3-good-eye] 'he has nice eyes'
 náhosotómo?éxanēše [1-rest-eye-lie] 'I rested my eyes'
 émôxêveenôhnóho [3-sweep-snow-by tool-4] 'he swept the snow'
 éamóovā?a [3-along-water-by foot-I] 'he moved the water with his foot'
 énêveôhta [3-four-leg] 'he has four legs'
 étšêške?eēse [3-small-nose] 'he has a small nose'
 nápóénéhno [1-hit-face-3] 'I punched him in the face'
 étoestséá?a [3-cool-head] 'his head is cold'
 éêxovêhantáho?he [3-warm-foot-by heat] 'he's warming his feet'
 néonetâhávo?éevama [2-different-skin-12 pl] 'we (incl) have different
 skins (e.g. from each other)'
 énêše?xahtse [3-wash-mouth] 'he gargled'
 éheóvovêse [3-yellow-hair] 'he has yellow hair'
 éónêšêškôséóhtse [3-pain-finger-slow process] 'his finger hurts'
 éónêxáséóhtse [3-pain-belly-slow process] 'he has a stomachache'
 émomóhtóhta [3-move-stomach] 'he has diarrhea'
 nátâhpe?emâheona [1-big-house] 'I have a big house'
 náónêšêstâháóhtse [1-pain-heart-slow process] 'my heart hurts'

SOME NOUNS WITH MEDIALS:

tse?êseesêhe [long-nose-individual] 'elephant'
 éškôsêesé-hotame [sharp-nose-dog] 'pig'
 ka?énê-hôhtame [short-face-dog] 'bulldog'
 háestôheóhtáhe [many-leg-individual] 'centipede'
 óo?kêhevá?séhe [bare-tail-individual] 'opossum'
 háe?êsta?êhe [long-hair-individual] 'Custer (name given by Cheyennes)'
 mo?ôhtávâhahtâtane [black-foot-person] 'Blackfeet Indian'
 kâhkoestséatane [thin-head-person] 'Flathead Indian'
 toóomâšé?šestôtse [cool-liquid-drink-nominalizer] 'cold drink, soda pop'

Néto'sevé'hoomätse.	I'm going to check you.
Tósa'e néháama'ta?	Where do you hurt?
Tósa'e néónéÿeotse?	Where do you have pain?
Néháamá'tahe netonéÿe?	Does your belly hurt?
Néhòse'ehe?	Are you pregnant?
Nétónèstòhèeÿe'hama?	How many months (pregnant) are you?
Néónéÿeotsehe hetséóhe?	Does it hurt here?
Néaseónéÿeotsehe, OR, Néanétanohe?	Have you started labor?
Né'seestse'henätse!	Take your shirt, coat, off!
Né'to'xòhtahtse!	Take your pants off!
Ma'xe-omotomèstse!	Take a deep breath!
Eneomotómeotsèstse!	Stop breathing!
Náto'sevé'hóóhta nèstovoo'òtse.	I'm going to look at your ear.
Néto'sèsónoomāne.	You are going to have an x-ray.
Néhoveóó'èstse!	Stand up!
Hámèstoo'èstse!	Sit down!
Náto'seááhta nèstsesta.	I'm going to listen to your heart.
Nèstsesta épèhèva'e.	Your heart is good.
Nétónèstòhèéáénáma?	How old are you?
Étónèstòhèeÿe'hama?	How many months old is he?
Nétatóné'ésèhàomóhtahe?	How long have you been sick?
Nétònetomóhtahe?	How do you feel?
Néhavèsévomóhtahehe?	Do you feel bad?
Héehé'e, náhavèsévomóhtahe.	Yes, I feel bad.
Náhàomóhtahe.	I feel sick.
Nétónèstòhnóóhne?	How many children have you borne?
Néháamá'tovàhtsehe?	Did you hurt yourself?
Nétòne'xovèháomóhtahe?	How sick do you feel?
Nátÿèÿke'háomóhtahe.	I'm a little sick.
Náhoháeháomóhtahe.	I'm really sick.
Névè'keemàhpevomóhtahehe?	Are you a diabetic?
Návè'keemàhpevomóhtahe.	I'm a diabetic.
Nénèÿèho'hehe?	Do you have a fever?
Néohkepèhévenaóòtsehe, OR, Néohkepèhévenomehe?	Do you sleep well?
Néo'òhtahe?	Are you constipated?
Némomóhtòhtahe?	Do you have diarrhea?
Námomóhtóhta.	I have diarrhea.
He'tohe hesééo'òtse amèhestanomeo'o!	Take this medicine!
He'tohe hesééo'òtse amemaneó'o!	Drink this medicine!
No'ka hestanomeo'o màsáa'ésèmesèhèheto!	Take one before you eat!
Nexa hestanomeo'o màsáa'ésènaóòtséheto!	Take two before you sleep!
Na'èstse hestanomeo'o neve no'ka-eÿeeva!	Take one four times per day!
Évè'òhkeohtsehe?	Is it a sharp pain?
Néohkèheheotseotsehe?	Do you vomit?
Náhtsema'eme éhe'amoésta.	My blood pressure is high.
Néhe'haehe?	Do you cough?
Náhe'haa'e.	I cough, have a cold.

héehe'e	yes
hová'áháne	no
naa	and, but
oha, naa oha	but
néhe'še	then (sequential)
náhe	here (when handing something to someone)
tòhkomo	few
tónesto	how many?
hova'ehe	something, nothing (in negative context)
nevá'eséstse	someone
nevá'èsesto	"somebodies (plural)"
háesto	many
no'ka	once
maeto	"in the future"
nesta évaveto	long ago, centuries ago
tóne'še	when? or, sometime
tósa'e	where? or, somewhere
ta'máhove'še	finally
máhove'še	finally
tónetáá'e	however much
néhetáá'e	"that's enough"
néhe'xóvéva	at that time
hapo'e	likewise
hapo'eveta	likewise
móhe	really? is that right?
móhênèsehe	Is that the one?
móhénèsêhanehe	"Are you ready, are you finished?"
hováne'e	no one
totósa'e	here and there
me'éstse	always
ta'e	until

We will use the term "mystery particles" to cover a variety of words which are particularly difficult to translate into English. These words are very useful in conversation as individuals interact. They are to a dialogue something like what seasoning is to food. Some of these "mystery particles" can be found in the texts later in these notes. Several "mystery particles" will be listed below, with attempts at English "translations". It must be realized that the translations given here at times can only begin to give the "flavor" of the particles.

(Note: the term "mystery particles" may have originated with linguist Robert Longacre.)

oótama	especially
hotátse	"I guess"
ta'se	"like"
homó'oh'tse	for instance
me'to'e	on the other hand, instead of
ónétáhtse	"not me, but <u>you</u> !"
ta'sótse	"I thought ..."
heva	maybe
hea'a	maybe
hea'á-hama	maybe
ta'sê-hama	maybe, "right?"
nôhasê-hama	anyone, anywhere
hevámóhe	"I guess", apparently
táaxa'e	"let's see, let me see!"
ótahe, átahe	"Listen!"
móhéva	maybe
otséhamohe	"Oh, yeah! Oh, dear! (e.g. I forgot ...)"
šéaa, éaa	male exclamation: "Oh! Wow!"
náoo	female exclamation: "Oh! Wow!"
hé	"Oh, I made a mistake!"

The following set of numbers is used for counting:

no'ka	1	(mähtóhtò-)hóhtà-no'ka	11	na'nó'e	30
nexa	2	(mähtóhtò-)hóhtà-nexa	12	névó'e	40
na'ha	3	(mähtóhtò-)hóhtà-na'ha	13	nóhonó'e	50
neva	4	ETC.		naasóhtónó'e	60
nóhona	5			nésóhtónó'e	70
naasóhtoha	6	néso'e	20	na'nóhtónó'e	80
nésóhtoha	7	néso'e hóhtà-no'ka	21	sóóhtónó'e	90
na'nóhtoha	8	néso'e hóhtà-nexa	22		
sóóhtoha	9	ETC.			
mähtóhtoha	10				

no'ka-mähtóhtónó'e	100
no'ka-mähtóhtónó'è-hóhtà-no'ka	101
no'ka-vonoestova (lost count)	1000

The following set is used for telling how many "things" or individuals:

na'éstse	1	For example:	
neše	2	na'éstse sémo	one boat
na'he	3	na'éstse hetane	one man
neve	4	neše sémonótse	two boats
noho	5	neše he'eo'o	two women
naasóhto	6	naasóhto põesono	six cats
nésohto	7	naasóhto sémonótse	six boats
na'nohto	8	ETC.	
sóóhto	9		
mähtóhto	10		

Numbers in verbs:

Étónéstóhánéstse?	How many are there (inanimate)?
Étónéstóxeo'o?	How many are there (animate)?
énó'ka'e	there is one (inanimate)
éno'kahe	there is one (animate)

there are ____ (inan)

there are ____ (an)

2	énéxánéstse	énéše'o
3	éna'hanéstse	éna'heo'o
4	énévánéstse	énéveo'o
5	énóhonanéstse	énóhoneo'o
6	énaasóhtóhánéstse	énaasóhtóxeo'o
7	énésóhtóhánéstse	énésóhtóxeo'o
8	éna'nóhtóhánéstse	éna'nóhtóxeo'o
9	ésóóhtóhánéstse	ésóóhtóxeo'o
10	émähtóhtóhánéstse	émähtóhtóxeo'o
20	énésó'o'enéstse	énésó'o'heo'o

Numbers as participles:

tséno'ka'e	that which is number one
tséne'xa'e	that which is number two
tséna'ha'e	that which is number three
tséne'va'e	that which is number four
tséno'kaestse	the one which is one, single, alone
tséne'sese	the two ones, those who are two in number
tséna'hese	the three ones
tséne'vese	the four ones
tséno'honese	the five ones
tsénaasöhtöxese	the six one

Numbers in the Days of the Week:

no'ka é'seeva	Monday, on Monday
nexa é'seeva	Tuesday, on Tuesday
na'ha é'seeva	Wednesday, on Wednesday
neva é'seeva	Thursday, on Thursday
nöhona é'seeva	Friday, on Friday
(tsé'ske'ma'heóne-e'seeva	Saturday)
(ma'heóne-e'seeva	Sunday)
no'ka ma'é'seeve	when it is Monday, on (future) Monday
nexa ma'é'seeve	when it is Tuesday, on (future) Tuesday
ETC.	
no'ka tsé'é'seeve	when it was Monday, on (past) Monday
nexa tsé'é'seeve	when it was Tuesday, on (past) Tuesday
ETC.	

Numbers as preverbs:

éno'kenéméne	he is singing by himself, alone
éne'senémeneo'o	there are two singing, they are singing together
éna'henémeneo'o	there are three singing
énesöhtöhenémeneo'o	there are seven singing

Other number forms:

móhnöhonéhevöhe	there must have been five (animate) (DUBITATIVE)
éne'sevohe	were there two (animate)? (INTERROGATIVE)
éna'hanevotse	were there three (inanimate)? (INTERROGATIVE)

Many obviated nouns are identical to the plurals of those nouns:

noun	singular	plural	obviative
cat	póeso	póesono	póesono
dog	oeškēso	oeškēseho	oeškēseho
child	kaʔěškóne	kaʔěškóneho	kaʔěškóneho
tree	hoóhtséstse	hoóhtseto	hoóhtseto
snake	šéʔšenovótse	šéʔšenovoto	šéʔšenovoto
grasshopper	háhkota	háhkotaho	háhkotaho
god	maʔheoʔo	maʔheono	maʔheono (or, maʔheóneva)
apple	maʔxeme	maʔxemeno	maʔxemeno
my daughter	náhtóna	náhtónaho	náhtónaho
deer	váot séva	váot seváhne	váot seváhne
skunk	xáōʔo	xaône	xaône

For some nouns, the obviative and plural forms are different:

man	hetane	hetaneoʔo	hetanóho
woman	hēʔe	heʔeoʔo	heʔóho
duck	šéʔše	šéʔšeoʔo	šéʔxo
sun	éšeʔhe	éšeʔheoʔo	éšeʔhōho
bear	náhkohē	náhkōheoʔo	náhkōhóho
rock	hoʔhonááʔe	hoʔhonáeoʔo	hoʔhonááʔo
white woman	véʔhoʔáʔe	véʔhoʔáʔeoʔo	véʔhoʔáʔo

(Note: refer to pages 11 and 20-21 for explanations of obviation.)

The basic principle appears to be that the obviative and plural forms will be identical if the underlying noun stem ends in -n, -h, or -t. If the underlying noun stem ends in a vowel, this vowel will change to -o. In some cases an additional -ho will be added.

EXAMPLES IN SENTENCES:

hetane évôomóho šeʔxo
 éonóomaevóho henésonehevóho
 oeškēso ématómóho xaône
 oeškēseho ématómovo xaône
 émehóʔtóho náhtónaho
 kaʔěškóne évéstáhémóho heške
 henésono évéstáhémááʔe

The man saw a duck (obv).
 Their children (obv) called them.
 The dog smells a skunk/skunks (obv).
 The dogs smell a skunk/skunks (obv).
 He loves my daughter/daughters (obv).
 The child helped his mother (obv).
 Her child (obv) helped her (proximate).

The forms which will be illustrated in this section are interesting in that their person combinations can be considered to be "opposite" from the person combinations of the equivalent English translations. These forms, of course, do not say anything about English or Cheyenne being a "backwards" language ("backwards" in the sense that things are said in reverse). They are just a few forms which view situations in slightly different ways from the way the situations are talked about in English.

HURT

náhâamâ'ta na'evo (1-I)	My nose (inan) hurts. (This does not mean 'I hurt my nose.')
náhâamâ'tanôtse na'exanêstse (1-II)	My eyes hurt.
náhâamâ'tóvo namo'eško (1-3)	My finger hurts.
náhâamâ'tovoo'o namo'êškonono (1-33)	My fingers hurt.

FIT

nátâá'a hóhkêha'e (1-I)	The cap fits me. (We can literally translate this something like, 'I fit to the cap.')
nátâa'anôtse hóhkêhá'êstse (1-II)	The caps fit me.
nátâa'ôvo êstse'he (1-3)	The shirt fits me.
nátâa'ovoo'o êstse'heno (1-33)	The shirts fit me.

MISS

náhoonôsé'o'taa'e naamâho'hestôtse(I-1)	I miss my car. (We can literally translate this something like, 'My car causes me to be homesick.')
náhoonôsé'o'taenôtse semonôtse (II-1)	I miss the boats.

TASTE

nápêhévé'áhta ho'évohkôtse (1-I)	The meat tastes good to me.
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REGARD/VALUE

nápêhêvoemeha (3-1)	I think well of him.
nápêhêvoemêho (1-3)	He thinks well of me. (We can literally translate this something like, 'I am of good value to him.')

WORK FOR

náhotse'o'ta (3-1)	I work for him (He employs me).
náhotse'ô'to (1-3)	He works for me (I employ him).

LIKE TO LISTEN TO

épêhêveahtámaa'e (I-3)	He likes to listen to music.
épêhêveahtámaenóvo (I-33)	They like to listen to music.

ANIMATE NOUNS taking pluralizer -o

noun	singular	plural	underlying stem
alien	nótse	nótseo?o	nóte
alien (female)	nótá?e	nóta?eo?o	nóta?é
ant	hátseške	hátšěškeho	hátěhkéh
antelope	vo?kaa?e	vo?kaeho	vo?kaeh
apple	ma?xeme	ma?xemeno	ma?xemen
baby	mé?ěševótse	mé?ěševoto	mé?ěševot
ball	+ hótseme	hóhtsemōno	hóhtemón
bandit	šéenováhe	šéenováheo?o	šéenováhé
bean	móněške	móněškeho	móněhkéh
bear	náhkohe	náhkóheo?o	náhkohe
bee	háhnoma	háhnomaho	háhnomah
beetle	háměško	háměškono	háměhkón
bird	+ vé?késo	vé?kěseho	vé?keséh
blanket	hoema	hoemaho	hoemah
bride	móné?e	móne?eo?o	móne?é
buffalo	hotóá?a	hotóao?o	hotóá
bullsnake	ne?ě?e	ne?e?eo?o	ne?e?e
butterfly	heváváhkema	heváváhkemaho	heváváhkemah
button	hone?kōmo	hone?komōno	hone?komón
buzzard	oo?he	oo?heo?o	oo?he
playing card	mōheněšemo	mōheněšemōno	mōheněšemón
cat	póeso	póesōno	póesón
cat	póeso	póesóneho	póesóneh
kitten	póhkéso	póhkésono	póhkesón
chief	vého	véhoo?o	véhón
child	ka?ěškóne	ka?ěškóneho	ka?ěhkóneh
clam	hexōvo	hexovōno	hexovón
cockle-burrs		háhnovás	háhnovás
comb	tseene?éheo?o	tseene?éheono	teene?éheon
corpse	sěō?ótse	sěoto	sěot
coyote	o?kóhōme	o?kóhomeho	o?kohoméh
crane	ne?potátse	ne?potatseo?o	ne?potaté
cricket	hěško?sema	hěško?semaho	hěhko?semah
crow	ókohke	ókohkeo?o	ókohke
curtain	něhpóeseo?o	něhpóeseono	něhpóéseon
dog	+ oeškéso	oeškěsého	oehkeséh
dog	hótame	hotameho	hotaméh
doll	méno?késo	méno?kěsōno	méno?kesón
dragonfly	hevovetāso	hevovetāsōno	hevovetasón
dress	hoestótse	hoestōto	hoehtót
duck	šě?šě	šě?šěo?o	šě?šě
duckling	šě?šěškéso	šě?šěškésono	šě?šěhkesón
eagle	netse	netseo?o	nete
bald eagle	vóaxaa?e	vóaxaa?eo?o	vóaxaa?é

(Note: Forms preceded by a plus sign (+) have special complications with the vowels -e and -o.)

elephant	tseʔéseeséhe	tseʔéseeséseheoʔo	teʔeseeséhé
elk	moʔéhe	moʔéheoʔo	moʔéhe
feather	měěʔe	méeno	méen
finger	moʔeško	moʔěškono	moʔehkon
little fish	nomáʔhéso	nomáʔhesoŋo	nomáʔheson
flicker	véʔeeʔe	véʔeeho	véʔeeh
fly	hése	héseoʔo	hésé
fox	maʔéhoóhe	maʔéhoóheoʔo	maʔehoóhe
glove	toʔha	toʔhaho	toʔhah
god	maʔhēoʔo	maʔheoŋo	maʔheón
grasshopper	háhkota	háhkotaho	háhkotah
hawk	aénohe	aénoheoʔo	aénohe
horn (animal)	věvéstse	věveʔo	věvet
insect	měškése	měškésono	měhkesón
judge	hoʔemanéhe	hoʔemanéheoʔo	hoʔemanéhe
jug	kásoʔeēʔe	kásoʔeeho	kasoʔeéh
jug	kásoʔěške	kásoʔěškeho	kasoʔehkéh
knee	manéstāne	manéstaneoʔo	manehtané
land-monster	axe	axeho	axeh
log	maxe	maxeho	maxeh
lumber	oomáhōʔo	oomáhōono	oomahóon
lumber	oomáhōhko	oomáhōhkono	oomahōhkon
meadowlark	+ honóxeāso	honóxeaseoʔo	honóxease
watermelon	něxoʔmévéhe	něxomévéheoʔo	nexoʔmévehé
kidney	hestsétatse	hestsétato	hehtétat
man	hetane	hetaneoʔo	hetane
young man	kásovááhe	kásovááheho	kasovááhéh
old man	+ maʔháhkéso	maʔháhkéseho	maʔháhkeséh
mockingbird	háestōheʔšeméhe	háestōheʔšeméheoʔo	háehtoheʔšeméhé
monster	měhne	měhneoʔo	měhné
moose	māhpémoʔéhe	māhpémoʔéheoʔo	māhpémoʔéhe
mushroom	hestovoʔeško	hestovoʔěškono	hehtovoʔehkón
muskrat	heoʔkése	heoʔkésōno	heoʔkesón
napkin	něheʔonáxestótse	něheʔonáxestoto	něheʔonáxehtot
nighthawk	pěʔe	pěʔeoʔo	pěʔe
opossum	ooʔkéheváʔséhe	ooʔkéheváʔséheoʔo	ooʔkeheváʔséhé
otter	+ naéne	naéno	naén
owl	věʔkésêheméstaaʔe	věʔkésêheméstaeoʔo	věʔkeséhéméhtae
owl	méstaaʔe	méstaeoʔo	méhtae
screech owl	méstahke	méstáhkeoʔo	méhtahke
pelican	manehe	manéheoʔo	manehe
pet	māhtōtse	māhtotsého	mahtotéh
peyote	māta	mātaho	mātah
pine tree	šéstotóʔe	šéstotóʔeoʔo	šéhtotóʔe
pinto	vovóʔhaséhe	vovóʔhaséheoʔo	vovóʔhaséhé
pipe	heʔōhko	heʔōhkono	heʔōhkon
pipe	heʔōʔo	heʔōono	heʔōon
porcupine	heškóvestse	heškóveto	hehkóvet
porcupine quill	heškóvetseeʔe	heškóvetseeno	hehkóvetéen
potato	mésêhestótse	mésêhestoto	mésehéhtot

queen	véhóná?e	véhona?eo?o	véhóná?é
quilt	honó?ko	honó?kono	honó?kon
quiver	éstóso	éstósono	éhtosón
rabbit	vóhkoehe	vóhkoeheho	vóhkoeh
rabbit	vóehe	vóeheho	vóekeh
raccoon	matšěškōme	matšěškomeho	matehkoméh
rat	nó?kétse	nó?ketseho	nó?keté
rattle	šé?šeno	šé?šenono	šé?šénon
rock	ho?honáá?e	ho?honáeo?o	ho?honáé
rug	séohaseo?o	séohaseono	séohaseon
scorpion	vóhkèhevá?séhe	vóhkèhevá?sèheo?o	vóhkèhevá?séhé
shirt, coat	éstse?he	éstse?heno	éhte?hen
snail	néma?ke	néma?keo?o	néma?ke
snake	šé?šenovótse	šé?šenovoto	šé?šénovot
sock	hoxeo?o	hoxeono	hoxeon
squirrel	no?éé?e	no?éeho	no?ééh
star	hotòhke	hotóhkeo?o	hotóhké
stone	ho?honáhke	ho?honáhkeo?o	ho?honáhké
sun	éše?he	éše?heo?o	éše?heo
swallow	mésó?ke	mésó?keho	mésó?kéh
swan	voestāso	voestāsōno	voehtasón
teacher	vovéstomósanêhe	vovéstomósanéheo?o	vovéhtomósanéhé
tobacco plug	tse?némoo?o	tse?némoon	te?némoon
tomato	+ henēne	henēno	henen
tree	hoóhtséstse	hoóhtseto	hoóhtet
turkey	ma?xē?ne	ma?xe?neo?o	ma?xe?né
twin	hestahke	hestáhkeho	hehtahkeh
twin girl	hestáhkehâ?e	hestáhkehâ?eo?o	hehtahkehâ?é
warrior	nótaxe	nótaxeo?o	nótaxe
weasel	xāa?e	xāeho	xāéh
wolf	ho?nehe	ho?néheo?o	ho?néhe
woman	hē?e	he?eo?o	he?é
young woman	kāse?ééhe	kāse?ééheho	kāse?ééhéh
old woman	māhtamāhááhe	māhtamāhááheho	māhtamāhááhéh
woodchuck	séavoneške	séavoněškeho	séavonehke
woodpecker	ko?konohó?e	ko?konohó?eo?o	ko?konohó?e

Nouns which drop -n word-internally in certain forms:

noun	singular	plural	underlying stem
animal	hōva	hovâhne	hovâhn
blackbird	he?heēno	he?heenōne	he?heenón
blue thrush	e?ē?ta	e?e?tâhne	e?e?tâhn
chicken	kokohéáxa	kokohéáxāne	kokohéaxán
chipmunk	néške?ēsta	néške?ēstâhne	néške?ehtâhn
deer	váótséva	váotsevâhne	váoteváhn
magpie	mo?ē?ha	mo?e?hâne	mo?e?hán
sheep	kōsa	kōsāne	kosán
tick	měše	měšēne	měšen
turnip	mo?ōhta?e	mo?ōhtá?éne	mo?ōhtá?en
turtle	ma?ēno	ma?enōne	ma?enón

Nouns which retain -n word-internally:

gourd	māho?ōxēno	māho?ōxénōne	maho?oxénón
melon	māhō?o	māhōōne	mahoon
cantelope	māhōhko	māhōhkōne	mahóhkon
salamander	heo?ōhtáto	heo?ōhtátōne	heo?ōhtátón
skunk	xāo?o	xāōne	xaón

Nouns with pitch change:

badger	ma?háhko?e	ma?hahkō?e	ma?hahko?
beaver	hóma?e	homā?e	homa?
bedbug	hexóva?e	hexovâ?e	hexová?
dog	hótame	hotāme	hotam
fish	nóma?he	nomâ?he	nomá?h
frog	oónāha?e	oonāhā?e	oonaha?
goose	hénā?e	henā?e	hena?
gopher	éstsema?e	éstsemā?e	éhtema?
leech	héško?e	heškō?e	hehko?
white man	vé?ho?e	vé?hó?e	vé?ho?

Nouns which retain -m word-internally:

horse	mo?éhno?ha	mo?éhno?hāme	mo?éhno?ham
mare	he?é?hame	he?é?hāme	he?é?ham
male horse	hetané?hame	hetané?hāme	hetané?ham
lion	nanóse?hame	nanóse?hāme	nanóse?ham

INANIMATE NOUNS taking pluralizer -ot

noun	singular	plural	underlying stem
airplane	ame?háhtótse	ame?háhtotótse	ame?háhtot
answer	no?éstáhtótse	no?éstáhtotótse	no?ehtáhtot
apple (So. Ch)	ma?xeme	ma?xemenótse	ma?xemén
arm	ma?ahtse	ma?áhtsenótse	ma?ahten
armpit	matseno	matsenonótse	matenon
arrow	maāhe	maahótse	maah
axe	hohkóxe	hohkóxehótse	hohkoxéh
back	ma?pā?o	ma?pa?onótse	ma?pa?ón
beard	mé?hahtse	mé?hahtsenótse	mé?hahten
bed	šééšéstótse	šééšéstotótse	šééšéhtot
berry	+ mene	menótse	mén
boat	sēmo	sémonótse	sémón
bone	he?ko	he?konótse	he?kon
bow	ma?tšěške	ma?tšěškehótse	ma?tehkeh
branch(tree)	hestaa?e	hestaenótse	hehtaen
bread	kóhkonoheo?o	kóhkonoheonótse	kóhkonoheon
breech-cloth	hóxáso	hóxásonótse	hóxasón
belt			
broom	móxéheo?o	móxéheonótse	moxéheon
buckskin	me?šěško	me?šěškonótse	me?šěhkon
dish	hetohko	hetóhkonótse	hetóhkon
dish	hetoo?o	hetóonótse	hetóon
door	he?nétoo?o	he?nétoonótse	he?nétoon
ear	máhtovóó?ótse	máhtovóotótse	mahtovóot
earring	hósee?ěse	hóseesótse	hósees
elbow	máhtsé?oo?o	máhtsé?oonótse	mahté?oon
flute	táhpeno	táhpenonótse	tahpenon
hammer	tóhohko	tóhóhkonótse	tohóhkon
hair/head	me?ko	mé?konótse	mé?kon
heart	hesta	hestahótse	hestáh
house	māheo?o	māheónótse	maheón
shed	māhěško	māhěškónótse	mahehkón
knife	mótšěške	mótšěškehótse	mótehkeh
lance	xomoo?o	xomoonótse	xomoon
lung	hē?po	he?pónótse	he?pón
cigarette	he?pótótse	he?pótotótse	he?pótot
meat	ho?évohkótse	ho?évohkotótse	ho?évohkot
meat	ho?évoo?ótse	ho?évootótse	ho?évoot
dry meat	honóvóhko	honóvohkotótse	honóvohkó
name	véhestótse	véhestotótse	véhéhtot
neck	he?ótse	he?otótse	he?ot
nose	ma?evo	ma?evotótse	ma?evot
nose	ma?evo	ma?evonótse	ma?evon
purse	ka?éméstótse	ka?éméstotótse	ka?éméhtót
ring	mo?ěško	mo?ěškonótse	mo?ehkon
road	měó?o	méonótse	méon
roast	honóó?o	honóonótse	honóon
shoe	mo?keha	mo?kéhanótse	mo?kehan
year, winter	āa?e	aénótse	aén

PLURALIZATION

INANIMATE NOUNS taking pluralizer -ét

noun	singular	plural	underlying stem
axe	hohkoxe	hohkōxéstse	hohkox(éh)
bead	onéhavo?ke	onéhavō?késtse	onéhavo?k
belt	hoestâto	hoestátónéstse	hoehtátón(éh)
bow	ma?tšěške	ma?tšěškéstse	ma?tehk
bowstring	ma?tāno	ma?tanōnéstse	ma?tanón
branch (tree)	hestaa?e	hestāā?éstse	hehtae(n)
cloud	vo?e	vō?éstse	vo?
coin	ma?kaēta	ma?kaetânéstse	ma?kaetán
raw corn	hoókóhtse	hoókóhtséstse	hoókoht
corral	ména?o?e	ména?ō?éstse	ména?o?
day	ěše	ěšénéstse	ěšen
eye	ma?éxa	ma?éxánéstse	ma?éxán
fire	ho?ēsta	ho?éstânéstse	ho?ehtán
fishhook	nonónóó?e	nonónóó?éstse	nonónóé
hat	hóhkéha?e	hóhkéhá?éstse	hóhkeha?
hay	mo?e?e	mo?ē?éstse	mo?e?
lake	ne?hāne	ne?hanēnéstse	ne?hanén
land	ho?e	hō?éstse	ho?
liver	hē?e	hē?éstse	he?(éh)
liver	hē?e	he?ēnéstse	he?én
medicine	heséeo?ótse	heséēōtséstse	heséeot
night	taa?e	taa?éstse	taa?
night	taa?e	taa?ēnéstse	taa?en
rib	hē?pe	hē?péstse	he?p(éh)
river	ó?he?e	o?hē?éstse	o?hé?
skin	vóhtāne	vóhtánéstse	vóhtan
forest	ma?tāā?e	ma?tāā?éstse	ma?taé
year, winter	āā?e	āā?éstse	aé(n)

(Note: Some problems are apparent with the underlying stems listed on this and preceding pages. Those given here, however, are a good start toward understanding how the basic pluralization strategies are carried out.)

We have seen that the basic structure of a Cheyenne verb is as follows:

prefix-(tense)-(directional)-(preverb(s))-root-(medial)-final

For independent verbs the prefix will contain a morpheme which gives pronominal information. For intransitive verbs this prefix will indicate what the subject of the verb is (whether it is "I", "you", or "he, she, or it"). This pronominal prefix may be preceded by mó- which will, then, tell us that the verb is a DUBITATIVE or a DUBITATIVE INTERROGATIVE. Immediately following the prefix there is often something which tells us the "tense" of the verb. Some common tense morphemes are h/'/x/s, -hta, and -htse. In some ways the most important part of the verb is the "root". The root gives the basic meaning to the verb (see the ROOTS section a little later in these notes). Medials and finals are illustrated in the sections in these notes entitled MEDIALS and FINALS. In this section we will illustrate PREVERBS, morphemes (meaning-units) which can occur between the tense morpheme (if there is one) and the verb root. For the present discussion we will call most morphemes occurring in this position "preverbs". It may be that some of them are more properly called "initials", but we will be more general at this point.

There appear to be classes of PREVERBS. Preverbs appear in certain orders in relation to each other. Preverbs can occur in any verb type, whether a verb is independent, conjunct (dependent), or imperative. Preverbs usually give a kind of "adverbial" meaning to a verb. They can tell us whether some action is being done AGAIN, or YET, or NOT BEING DONE, or TRULY being done, etc.

First let us look at some examples of verbs with PREVERBS. Then we will give a list of commonly occurring preverbs.

EXAMPLES OF VERBS WITH PREVERBS:

(Morphemes will be separated by hyphen (-) marks when such a separation appears important in illustrating the parts of the verb. The beginning and end of the morphemes which are here considered as PREVERBS will have a plus mark (+), instead of a hyphen.)

nè-sta+và-hóset+vóomatse	I'll see you again later.
ná+ohkè-sáa'-oné'seome-péhéve+tséhésè-sto'ané-he	I truly do not pronounce Cheyenne well.
mó-' +òhkè-hése-eve+ahtoeñenàhehe	maybe that's why he lies around buried
tsetnè-sáa'-évà-ho'e+anòheohtsé-he	he won't come back down
mó-h+ne'-òhke-évà-ho'eohtsehohevohe	he used to bring her back
é-sta+nèñe-hetóse-ame+néhovósesto	he kept on following them
né+nès-to'sè-hé+hehpòheha	he is going to come to scare you

né+to'se-vá'ne-onésè+héhpòheha	he is only going to try to scare you
é-h+ne'-osáane-ée-néšè+totáha'háhtsénòse	he began to throw it
nè-stà+hóse-néhešè+metane	it will again be given to you this way
é-stateva-néhešè-ho'-hóo'òhtsésesto	they arrived back home that way
é-'+áahtse'-só'-nè+hetaa'onése	it remained the same
tsetméo-hóe'tevo'soo'e	he'll come out to play early in the morning
tsé-stà+hóse-hé+manoese	when she went again to get water
mó+nés-tónéšè-hóse-sóhpo'eohétò-hanē-he	somehow it got through again
ná+to'se-vá'ne-tšéške'+mé'ésta	I'm just going to explain it a little
tsé+ohke-ée-méhaa+ne'etamése	what you (pl) used to depend on
é-statešè+hetóse-ma'xe+mé'èstomósanésèstse	he was constantly explaining a lot
é-h+ne'-osáane-másó-ame+meohésesto	they all started running
é-stà+xamaa-másó-esè+ho'ó'továhtsésesto	they simply all piled in on each other
é-x+he'ké-hešè+hosóhnehoo'o	he slowly went backwards
é-statešè-hó'ketexáho'hánoho	he <u>had</u> to finish cooking it
é-sta+ohké-hóe-hé+evo'soehoo'o	he used to go out to play
é-'+òhkè-sáa-sé'hove-évà+ho'èhnéhehoo'o	he would suddenly not return back
é+thoháe+péhévatamáno'e	it's really pretty
ná+evè-hetósè+hóhta'áhanééme	we were continually telling stories
ná+ta-móne-éva-asè+hóo'òhtseme	we soon started to go back home

SOME COMMONLY OCCURRING PREVERBS:

(A vowel which is in parentheses () will occur if the next morpheme begins with a vowel.)

-áahtse'-	simultaneously	-móne-	early, recently, freshly
-áhane-	extremely	-ne-	referring back
-a'ene-	forever, eternally	-neh/nex/ne'/nes-	toward (directional)
-ame-	along	-né'se-	extract, take off
-anóhe-	down	-nésta-	previously
-áse-	start	-néšse-	continue
-é'e-	upward	-néšená-	while
-e'se-	afraid to	-néšseve-	fast
-emóose-	secretly	-netáháve-	differently
-éne-	end, stop	-nóhtove-	know how to
-ése-	into, in	-no'-	included
-éšse-	already, done	-no'hé-	aside
-éva-	back, return	-no'se-	over
-éve, -ée-	around, be at	-ohke-	regularly
-háe-	strong, much	-o'ome-	bypass
-havéséve-	badly	-ó'se-	by accident, by mistake
-he-	have	-onáxe-	might, probably
-hé-	for purpose of	-oné'seome-	truly
-hehpe-	beyond	-onése-	try to
-he'ame-	up	-oo'(k)e-	bare
-he'aná-	easily	-osáane-	commence, accordingly
-ha'ke-	softly, slowly	-osee-	intense
-he'kone-	hard, strong	-páháve-	good, well
-he'ome-	too much	-péhéve-	good, well
-hése-	for such reason	-sáa-	not
-hešse-	manner	-séese-	same, similar
-hetóeve-	in evening	-sé'e-	down into
-hetóse-	continually	-sé'hove-	suddenly
-hetaa'-	to such extent	-sétove-	middle
-hóe-	out from	-sóhpe-	through
-hoháe-	very much	-só'(e)-	still
-ho'(e)-	come, arrive	-ta-	away (directional)
-hóose-	go home	-taome-	by self
-hoove-	mistakenly, fruitlessly	-táve-	slightly
-hóse-	again	-táxe-	on top
-hóxe'e-	cleanly	-to'se-	going to
-kánome-	although	-tónéšse-	how? somehow
-mae-	all over	-tóxe-	along edge
-máhe-	all	-tse-	referring forward
-máhove-	tiredly	-tšéške'-	small, little
-ma'heóne-	sacredly, godly	-va-	later
-má'se-	complete, finish	-váhtome-	nevertheless
-ma'xe-	big, much, a lot	-vá'ne-	just
-màsó-	suddenly	-vá'óse-	complete, fulfill
-méhaa-	used to	-vé'(e)-	prohibit, "don't"
-me'-	should	-vése-	with, also
-mé'(e)-	appear	-vé'se-	by means of, with
-méo-	in early morning	-xaa-, -xamaa-	simply, ordinarily

There are two basic ways to form Yes/No Questions in Cheyenne (Yes/No Questions are questions for which a "yes" or "no" answer is desired.). The first way is to attach the dubitative particle móhe to whatever word you desire to question (when móhe attaches to the following word it loses its -he).

tse'tohe	this one (animate)
mó-tse'tohe	you mean this one?
hetané-ka'ěš'kone	boy
mó-hetané-ka'ěš'kone	Do you mean the boy?
éhoo'kohó	It's raining.
mó'éhoo'kohó	Is it raining?
mó-nénéhéto	Did you say that to him?
mó-nénéheve	Did you say that?
mó'-énéheš'éve	Did he do that?
mó'-étaase	Did he go away?
mó-nénéheš'éve	Did you do that?
mó-nénéméne	Did you sing?
mó'-éoomóho	Did he hit him (obv)?

We will call this way of forming Yes/No Questions "Dubitative Interrogatives". The other way to form Yes/No Questions is with the regular Interrogative verb forms illustrated earlier in the verb paradigms:

éhoo'kōho	It's raining.
éhoo'kōhohe	Is it raining?
émane	He drank.
émanehe	Did he drink?
éoomóho	He hit him (obv).
éoomovohe	Did he hit him (obv)?
némêsenótse menótse	You ate the berries.
némêsenotse menótse	Did you eat the berries?

We can say that these Interrogative forms are made by suffixing -he to the indicative form of the verb. This process is obvious for the first three pairs of forms, above, but not quite so obvious for the last pair. From a technical viewpoint, we can say that 'you ate them (inan)' is /némêsenot/ (some technical rules of Cheyenne add an -e to the end of the word, change the subsequent -te to -tse, and cause the penultimate -o to devoice)--now, if we add -he to this form we get némêsenothe, not pronounceable yet. There is a technical rule of Cheyenne (h-Absorption) which "absorbs" h's which are next to voiceless vowels. In némêsenothe the word-final vowel, -e, will be devoiced, therefore the h next to it is "absorbed" and we are left with the proper form for pronunciation, némêsenotse (after t-Assibilation), 'Did you eat them (inan)?'

Content Questions (questions which want some information other than "yes" or "no") are formed by adding a question word to a verb. The question word may be a separate word, or it may be inserted into the middle of a verb. There are examples of both types on the following pages. WHO questions add some form of 'who', such as nevaahé, to a conjunct participle. WHAT questions add some form of 'what', such as henova'e, to a TI conjunct participle. WHY questions add some form of 'what' to a conjunct verb which contains the preverb -hése-. WHEN questions add the word for 'when', tóne'še, to independent indicative verbs. WHERE questions add the word for 'where', tósa'e, to independent indicative verbs. WHICH questions require a conjunct participle verb.

A QUESTION WORD (with a word-internal question morpheme) is treated just like any other independent indicative verb. QUESTIONS WORDS can enter into full paradigms, just like other verbs. For instance, the word énéhešéve is an AI verb meaning 'he did that'. The corresponding question would be étóněšéve 'What did he do?' Here is a complete paradigm asking what each of the "persons" did:

nátóněšéve	1	What did I do?
nétóněšéve	2	What did you do?
étóněšéve	3	What did he do?
étóněšévóho	4	What did he (obv) do?
nátóněšévéme	11	What did we (excl) do?
nétóněšévema	12	What did we (incl) do?
nétóněšévéme	22	What did you (pl) do?
étóněšéveo'o	33	What did they do?

Because the questioning part is already in the verb, the question verb is treated like an independent indicative verb, not as an independent interrogative verb.

Verbs of saying receive a special morpheme which can give the same kind of questioning effect. For instance, náněheve means 'I said that (referring back to something that was said)', náheve means 'I said.' Now, if we add the preverb -óxò- to this last form, we get náóxòheve which means 'What did I say?' Similarly, we can have the following which are created from corresponding independent indicative forms:

néóxòheve	What did you say?
éóxòheveo'o	What did he say?
éóxòhevoone	What did they say?
éóxòhenove	What is said?
éme'óxòhenove	What should be said, How should it be said?
éme'óxòhestove	What should be said, How should it be said?
néóxòhéto	What did you say to him?
éóxòhetóho	What did he say to him (obv)?

SOME RHETORICAL QUESTIONS:

nésâahe'évèhehe	Are you not a woman?!
névé'hétóněšéve	Why did you do that?!
névé'hénéméne	Why did you sing?!
névé'héoxòhetoo'o	Why did you say that to them?!
ésâatóněšéeno'éetòhane	"It doesn't seem to want to quit snowing, How does it not stop snowing?!"

nevaahē tsévôomôtse
 " tsévôomáta?e
 neváeso ho tsévêstoemose
 nevaahē tsévêstoemose
 neváeso tséoomā?éstse
 nevaahē tsénaóótséstse
 neváeso tsévóomôtse oeškéseho
 nevaahē tsémanestséstse máheo?o
 nevaahē tsémôxe?óóhtse
 neváeseo?o tsévôomaētsee?e
 neváeseo?o tsémêho?ta?ese
 nevaahē tsévê?óhtsemôtse
 nevaahē tséto?seněše?hānôtse
 oeškéseho
 neváeso ho tsévê?hoomose
 nevaahē tséstaeéstséstóvôtse
 tsévêhonévetse
 neváeso ho tsévê?hoomóvose
 neváeso ho tsémêho?taevose
 ka?ěškóneho
 nevaahē tsémévôtse še?xo
 neváeseo?o tséto?sevê?óhtsemōno
 nevaahē tséoomôtse nae?ha
 neváeso ho tséoomóvose
 neváeso ho tséoomaevose
 neváeso tsévêstāheméstse
 nevaahē tsévêstoemôtse
 SOME ANSWERS:

návêstoēmo ame?ha?e
 ka?ěškóneho néméhó?táá?e

QUESTIONS--'Whose ___?'

nevaahē tséhevóhkéha?éstse
 " tséhe mo?kéhānéstse
 " tséhevoéstóvéstse

QUESTIONS--'Which ___?'

taase nemótšěške
 taasévoonéstse nemótšěškehôtse
 taasévo o?o tsevésttoemôtse
 taasévoone tséoomata?ōse
 ka?ěškóneho
 taasévoone hoemaho tsémanéhōse
 taasévoonéstse tsémanéstseto

Who do you see?
 Who sees you?
 Who is he married to?
 Who is married to him (proximate)?
 Who hit me?
 Who is sleeping?
 Who saw the dog?
 Who made the house?
 Who wrote it?
 Who (plural) saw us?
 Who (plural) love me?
 With whom did you go?

Who is going to wash the dog?
 Who is he looking at?

Who talked to the chief?
 Who are they looking at?

Who (obv) loves the children?
 Who ate the duck?
 Who (pl) will I be accompanying?
 Who did my son hit?
 Who did they love?
 Who loved them (obv)?
 Who is being helped?
 Who is your spouse?

I'm married to Flying Woman.
 The children love you.

Whose hat is this, Who is wearing the hat?
 Whose shoe is this?
 Whose dress is this?

Which is your knife?
 Which knives are yours?
 Which one is your spouse?

Which children hit you?
 Which blankets did you make?
 Which ones (inan) did you make?

henova?e tsémêseto	What are you eating?
" tséméséto	What am I eating?
" tsévôohtome	What do you see?
" tsého?âheto	What do you want?
" tsého?oestseto	What are you cooking, boiling?
" tsémanéstseto	What are you making?
" tsémôxe?ôhome	What are you writing?
" tsévê?hoohtome	What are you looking at?
" tsétoenome	What are you holding?
" tsénêmotóhtome	What is in your mouth?
" tsétâxe?seeto	What are you sitting on?
" tséâahtome	What are you listening to?
" tséhonóhtome	What are you baking, roasting?
" tsého?tseto	What do you have?
" tsépêenome	What are you grinding?
" tsétsetâxome	What are you cutting?
" tséhoestome	What are you reading?
" tsémaneto	What are you drinking?

henová?ehôtse tsého?oestseto	What (pl) are you cooking, boiling?
" tsého?tseto	What (pl) do you have?
" tsétoenome	What (pl) are you holding?
" tsévê?hoohtome	What (pl) are you looking at?

. .
: :
. .

SOME ANSWERS:

námêsenôtse menôtse	I'm eating berries.
náho?oestse ho?évohkôtse	I'm boiling meat.
náho?ahe matana	I want milk.

QUESTIONS--'Why ____?'

henaa?e tséhêsea?xaameto	Why are you crying?
henova?e tséhêsea?xaameto	Why are you crying?
" tséhêseoomôtse	Why did you hit him?
" tséhêseháóónâtse	Why is he praying?
henaa?e tséhêseasehtsése	Why did you (pl) leave?

tóne?še ého?eōhtse
 " néêvâho?eohe
 " néto?seaseōhtse
 " énaóotse oeškeso

When did he arrive?
 When did you return?
 When are you going to leave?
 When did the dog sleep?

POSSIBLE ANSWERS:

ého?eōhtse tséhvōona?otse
 náêvâho?eohe hetóéva
 náto?seaseōhtse màhméovónā?o

He arrived this morning.
 I arrived yesterday evening.
 I'm going to leave early tomorrow morning.

QUESTIONS--'Where ___?'

tósa?e nétatse?ōhtse
 " néto?sétse?ōhtse
 " néohkéhotse?ohe
 " énaóotse oeškeso
 " éhoo?e
 " néhohtôva
 " éhó?ta namôxe?éstoo?o
 " névóómo
 " étó?semóheeotséstove
 " néhoo?e
 " névo?éstanéheve
 " nénéxhêstahe

Where did you go?
 Where are you going to go?
 Where do you work?
 Where was the dog sleeping?
 Where is he?
 Where did you buy that?
 Where is my book?
 Where did you see him?
 Where is the meeting going to be?
 Where do you live?
 Where do you live?
 Where are you from?

SOME POSSIBLE ANSWERS:

nátatse?ōhtse hohtóva=máheone
 náohkéhotse?ohe méave?ho?eno
 náohkéhotse?ohe môxe?éstóne-
 máheone
 nemôxe?éstoo?o étáhó?ta
 šééšéstóva
 návó?éstanéheve vóhpoometaneno

I went to the store.
 I work in Lane Deer.
 I work at the school.
 Your book is on the bed.
 I live in Busby.

étôněstòheáénáma	How old is he? (How many years does he have?)
étôněstòhěěše?hama	How many months old is he?
nétóněšéve	What are you doing?
nétóněševěhe	What is your name? (How are you named?)
étôněstòxeo?o	How many are there of them (animate)?
étôněstòháněstse	How many are there of them (inanimate)?
étóněso	How is it, what is its condition?
étôněsta	How is he, what is his condition?
nétônětomóhtahe	How do you feel (physically)?
étônětoeme	How much does it cost, what is its value?
étônětòxe?ohe	How is it written?
étôněšé?tovóho	What did he do to him (obv)?
étônětotaa	What size is he?
nétátóně?éšěháomóhtahe	How long have you been sick?
étône?xóvéháomóhtahe	How sick is he?
étônětaa?o	What size is it?
étônětónóto	How thick is it?
étôněhe?etame	How deep is it (e.g., water)?
étône?éhotoo?e	How deep is it (e.g., hole, cave)?
étône?ého?oése	How high is he hanging?
étône?ého?oésta	How high is it hanging?
étôněstòhnoohne	How many children has she borne?
étôněstahe	How tall is he?
étône?xovanano	How much does it weigh?
étône?xovaneta	How much does he weigh?
étônětaa?ene?ho?ta	How much room is there?
étône?éhoo?e	How long is he staying, did he stay?
étônětotse?ohe	What is his work?
étônětaa?eaměsene?ho?ta	How wide is it?
étátóně?éhoma?o?e	How far is it to _____?
nétóněšěhěne?enovoo?o	How do you tell them apart, know them?
nétôněšetano	How do you feel (mentally)?
nétôněšetano?tóvo	How do you feel (mentally) toward him?
étônětòhtàhave	What color, design, is it, he?
étônětova	How is he furred?
nétôně?xovomóhtahe	How do you feel (physically)?
étône?éno?e	How does it taste?
étône?enehe	How does he taste?
étôněstòhéeno?e	What day of the week is it?
éhová?eve	What sex is he?
néněevá?eve	Who are you?
étônětátamano?e	How is the environment?
étônětoestomo?he	What is his character?
éhová?eešeeve	What kind of day is it (e.g. day of week, weather)?
étôněstàhavónó?e	What type is it, he?
nétôněšěho?eohtse	How did you come?
étôněše?šeme	What sound does he make?
étônětàho?ta	How is it cooked?
étônětàho?he	How is he cooked?

The following forms are included simply for interest's sake.

ho'tʃéʃke	sinew
moʃéʃke	knife
vetʃéʃke	fat
ma'tʃéʃke	bow
améʃke	grease
éheóvahe	He is yellow.
éovahe	He is a coward.
éotá'tavahe	He is blue.
étávahe	He's goofy.
énaa'e	He died.
énaā'e	He doctored.
éó'eotse	It's become dry.
éó'eotse	It's been defecated upon.
náhkohe	bear
náhko'e	Mother! (vocative)
hoema	mosquito, blanket
hoóma	across, on the other side
matana	milk
matāna	someone's breast
éháóóna	He is praying.
éháóóne	He is thirsty.
meʃe	tick
neʃe	2
pe'e	nighthawk
he'e	woman, liver
hóma'e	beaver
nóma'he	fish
mee'e	feather
vee'e	tepee
nápéó'to	I hate him.
náméó'to	I fought him.
méstaa'e	owl
hestaa'e	branch (tree)
étonéto	It's cold (weather).
étonóto	It's thick.

ROOTS

(a partial list)

-áhan-	to extreme	-móhe-	gather
-áhko?-	roll	-momése-	sort
-áhto?h-	under, bury	-momóht-	move
-a?k-	curl, round	-mox-	brush, sweep
-am-	along	-náha?-	catch
-ané?k-	prick	-néhp-	close, cover
-ase-, -asést-	away, remove	-né?t-, -né?s-	extract, take off
-axe-	scratch	-něše?h-	wash
-é?-	break	-netáháv-	different
-e?xov-	peel	-ohas-	shine
-e?kös-	turn over	-ó?-	dry
-e?s-	dress, put on	-o?om-	bypass
-én-	end	-o?x-	half, halve
-ése-	in, into	-óněš-	pain
-estov-	pump	-ono?-	straight, even, correct
-év-	around, about	-oo?k-	bare
-háahp-	large	-ov-	fell
-háhan-	approach	-ova?k-	round
-hahe-	rub	-páho-	next to, stuck to
-hahp-	fasten	-pano?-	spread on surface
-háonov-	dense	-pé-	grind, crush
-havěsév-	bad	-péhév-	good, nice
-heama-	on side	-péhp-	loose, shaggy
-he?am-	up	-pe?pe-	rough
-he?hem-	sprinkle	-po?-	remove off
-he?hév-	squeeze	-séhp-	stretch
-he?k-	prick	-sé?ho?-	fix in, stake in,
-he?kon-	hard	-sóhp-	through
-he?kot-	quiet	-sów-	diminish
-he?n-	separate	-šě?š-	awake
-heso?x-	slippery, smooth	-šě?še-	scrape
-hest-	take	-táhpe?-	big
-hestom-	hinder, prevent	-ta?p-	weak
-heškov-	prick	-ta?ta?-	open
-hetóm-	true	-táx-, -táh-	on top of
-hóhp-	melt, liquefy	-tó?h-	stop
-ho?tov-	loose	-tó?om-	steady, firm
-hona?ov-	add	-tomóht-	erect, vertical
-hosotóm-	rest	-tónov-	thick
-hóxe?-	clean	-tóoxe?-	copy
-hóxov-	cross	-tóx-	edge
-káhan-	tired	-tse?ěst-	long, tall
-ka?-	short	-tse?kést-	short
-máhov-	tire, wear out	-tšěške?-	small
-má?s-, -má?st-	exhaust, finish	-vá?óht-	-vá?òs- fulfill, complete
-mámóhov-	combine	-véhp-	empty
-man-	make	-vé?óhk-	bitter
-máx-	touch	-vóhk-	bent, crooked
-mé?-	appear	-von-	remove, destroy
-me?to?-	exchange	-xanov-	straight
-mén-	dig	-xáxan-	clamp, crunch

EXAMPLES WITH ROOTS

épêhêvoma?ō?e

éâhanóma?ō?e

éoo?koma?ō?e

éênótse?ohe

nâhōxe?ōha

návêhpóha

nâamóovā?a

éova?kana

émé?éhne

étšěšké?o

náhe?amāna

éô?eotse

étôoxe?ěstóne

náhe?hévóhta

éhe?konōhta

náé?óhta

návóhkómo

nâhahpōhta

hahpaneo?o

nâmôheevamoo?o

nášé?šémo

nâmâhovee?e

nâmá?sémo

nápo?ēxa

étse?ěstahe

éhesō?xo

éheso?xanēne

éénééto

nânâha?óóva

évê?ôhkeéno?e

énêhpééto

éhôhpeotse

prefix + root + (medial) + final

It's good ground.

It's very muddy ground.

It's bare ground.

He stopped working.

I cleaned it with a tool.

I emptied it with a tool.

I moved the water with my foot.

She made it round by hand.

He appeared (walking).

It's small.

I raised it (by hand).

It has become dry.

He is copy-writing.

I squeezed it with my mouth.

It's frozen solid.

I broke it with my mouth.

I bent him with my mouth.

I fastened it with my mouth.

pliers (one pair)

I called them together (gathered by summons).

I awakened him (by talking to him).

I'm tired of sitting.

I exhausted him (by talking to him).

I cut it off.

He is tall.

It's slippery.

She is ironing.

It quit snowing.

I got caught by the rain.

It tastes bitter.

It's snowed in (weather is snow-closed).

It's melting.

Verbs can receive tense morphemes to indicate past, far past, and future tenses.

The following verbs, containing no tense morphemes (or, alternatively, a zero morpheme of tense), may be translated with the English present or past tense:

návóómo	I see him, I saw him.
énéméne	He is singing, He sang.
ého'soo'e	He's dancing, He danced.

There is a past tense morpheme, /-h-/ which has the following allomorphs: -x- (preceding -h), -s (preceding -t), -š (preceding -k), -s (preceding -s, resulting in a long -s), and -' (preceding a vowel):

náhvóómo	I saw him.
éhnéméne	He sang.
é'a'xaame	He cried.
ésséváno	He skied.
éxho'soo'e	He danced.
éstsehetósesto	He said this to him. (attributive)
éškoká'a'xesestse	He is said to have jumped around.

The morpheme -nèh- (with appropriate allomorphs) appears to indicate FAR PAST.

nánèhvóómo	I saw him a long time ago.
énèhmésehe	He ate a long time ago.

Future tense is indicated by /-hte/ (-htse after na- prefix, -stse after ne- prefix, and -tse for third-person, with third-person prefix being dropped):

nàhtsemésehe	I shall eat.
nèstsevé'nèhešéve	Don't do that (in the future).
tšenéveòhta	He will have four legs.

Future tense is also indicated by /-hta/ (-hta after ná- prefix and -sta after né- prefix). This morpheme may not be used with third-person prefixes. (This morpheme lowers the preceding pitch.)

nàhtavé'háhtse	I will go along.
nèstaváhósevóomâtse	I'll see you again later.

Past tense is also indicated by /-hta/ with which the preceding verbal prefix stays high-pitched:

tséstàho'ehnèse	when he arrived
éstaešèhetósema'xemé'èstomósanesestse	He (Sweet Medicine) was constantly explaining a lot.

Certain other morphemes are similar to tense morphemes, but are more properly considered preverbs, e.g. -méhaa-, -to'se-, -éše- (see PREVERBS section).

Probably
not a
tense
morpheme
10/2/91
W.L.

Tóne'ʕe ého'oésta?
 Étône'ého'oésta?
 Étône'ého'oése?
 Étône'ého'oése éʕe'he?

}

What time is it? (Literally, where, or how, is it, or he, hanging, e.g. the sun?)

Ésêtovoêsta
 Ehomoêse
 Éeʕehêhpêsétovoêsta
 Emôneenêsétovoêsta
 Évôonā'o
 Etaa'eva
 Ehetóeve
 Emône'xove
 Éhosóvoománo'e
 Éhosóvoomaeohtse
 Éasevo'neohtse

It's noon
 It's midafternoon.
 It's afternoon.
 It's early afternoon.
 It's morning.
 It's night-time.
 It's evening.
 It's early.

It's dawn.

Tóne'ʕe néto'seaeohtse?

When are you going to go?

máhnno'kôxe'ohe (I'll go)
 máhnésôxe'ohe
 máhna'nôxe'ohe
 máhnévôxe'ohe
 máhnóhonôxe'ohe
 máhnaasóhtôxe'ohe
 máhnésóhtônôxe'ohe
 máhna'nóhtôxe'ohe
 másóhtôxe'ohe
 máhmáhtóhtôxe'ohe
 máxhohtáno'kôxe'ohe
 máxhohtánésôxe'ohe
 máxhetóeve
 máhvôona'o

when it's 1 o'clock
 when it's 2 o'clock
 when it's 3 o'clock
 when it's 4 o'clock
 when it's 5 o'clock
 when it's 6 o'clock
 when it's 7 o'clock
 when it's 8 o'clock
 when it's 9 o'clock
 when it's 10 o'clock
 when it's 11 o'clock
 when it's 12 o'clock
 when it's evening
 when it's morning, tomorrow

Étône'ého'oésta
 Éeʕena'nôxe'ohe
 Éeʕenésôxe'ohe
 Éeʕena'nôxe'ohe

What time is it?
 It's 1 o'clock.
 It's 2 o'clock.
 It's 3 o'clock.

Éeʕenésôxe'ohe tséhvôona'o.
 Neva o'xe éeʕehêhpoeêsta.

It's 2 o'clock in the morning.
 It's 4:30 p.m.

Tóne'ʕe néevâho'eohé?

When did you return?

no'kéé'èʕe
 néʕéé'èʕe
 na'héé'èʕe
 máhtóhtóhéé'èʕe
 no'ka tsé'èʕeeve
 no'ka éʕeeva
 no'ka ma'èʕeeve
 taa'eva
 éʕeeva
 hétsetseha éʕeeva
 hane aéneva
 hetóéva

one day ago
 two days ago
 three days ago
 ten days ago
 on Monday (past)
 on Monday
 on Monday (future)
 at night, last night
 yesterday, in the daytime
 today
 last year
 in the evening

standard form

náhko'éehe 'my mother'
 ného'éehe 'my father'
 néške'éehe 'my grandmother'
 ka'èškóného 'children'
 hetaneo'o 'men'
 he'eo'o 'women'
 nanésoneho 'my children'
 véhoo'o 'chiefs'
 (evéhoneve 'he is a chief')
 oeškéseho 'dogs'
 póesono 'cats'
 ho'honáeo'o 'rocks'
 máhtamáhaaheho 'old women'
 ma'hahkéseho 'old men'
 tséhevésésónetono 'those who are
 my siblings, cousins'

vocative form

náhko'e 'Mother!'
 ného'e 'Father!'
 néške'e 'Grandmother!'
 ka'èškónéhaséstse 'Children!'
 hetaneséstse 'Men!'
 he'eséstse 'Women!'
 nésonéhaséstse 'Children!'
 véhonaséstse 'Chiefs!'
 oeškéséhaséstse 'Dogs!'
 póesonéhaséstse 'Cats!'
 ho'honáeséstse 'Rocks!'
 máhtamáháahéhaséstse 'Old Women!'
 ma'háhkéséhehaséstse 'Old Men!'
 vésésónéhaséstse 'Siblings!'
 navésésónéhaséstse 'My Siblings!'
 nésésónéhaséstse 'My Siblings!'

The Five Hunters (by Naomi Stevenson) (mt)

Móhnôhonêhevôhe emôhónêheo'o. Móhvêhevôhe. Na'êstse
 There were five hunters. They were camping. One
 mó'onéahtâhêhe naa na'êstse mó'ô'o'enêhêhe naa na'êstse
 was deaf and one was blind and one
 móho'nóhe'âhtsenêstse naa na'êstse móho'nóhestsé'kónêstse
 didn't have any arms and one didn't have any legs
 naa na'êstse móho'nóhestone'óoneestse.
 and one didn't have any clothes.

Mósêsto'semâhéestomo'hehevôhe. "Nétâhêemôhónémáne!"
 They were going to run out of food. "Let's go hunting!"

móxhehevôhe. Naa nêhe'êe mósêstâhosotómoehevôhe.
 they said. And then they rested.

"Ótahe, nánéstóvo vá'kôhéáso," móxhehêhe tséonéáhtâtsê.
 "Listen, I hear a prairie chicken," said the one who was deaf.

"Náa'hanehe!" éxhesêstse tséó'ó'énêstse.
 "There it is!" said the one who was blind.

"Taameha!" éxhetóvôsesto tsésâahe'âhtsenéhetsese.
 "Go shoot it!" they told the one who didn't have any arms.

Mó'anevo'amâsôhevôhe.
 He shot it down (from the bush).

"Néhnô'oohé'toveha!" éxhetóvôsesto tsésâahestse'konéhetsese.
 "Go bring it!" they said to the one who didn't have any legs.

Naa tséhne'ésêevâho'eotséóse móxhetôhevôhe
 And after he brought it back they said to

tsésâahestone'oonéhetsese, "Nevé'kénôhéstóva néxho'xeha!"
 the one who didn't have any clothes, "In your pocket put it!"

I Want Dry Meat (by Ralph Redfox) (mt)

Náohkeoseeho'ahe honóvôhko. Náhêne'ena tséohkêheêeameemôhónêstse
 I've really been wanting dry meat. I know that he's been hunting,
 ného'éehe. Náhko'éehe éohkema'xetsetonova. Éameo'ésova.
 my father. My mother has been cutting dry meat. She's been slicing it.
 Naa honóvôhko náohkêsáatêe'êemésêhénóne. Tósa'e éohketóne'o'tsenôse?
 But dry meat we have never been eating. Where could it have gone?

To'seó'èšeme'e'ístse menótse éohkeovóehéo'enenéstse
 When they are going to be dried, chokecherries, they are first picked
 naa éohkéhóxe'anenéstse. Éohkepéénéstse naa mato éohkepénóhénéstse.
 and they are cleaned. They are ground or they are pounded (with a tool).
 Éohkeova'kánenéstse. Hešééše éohkeó'èšemenéstse naa
 They are made into patties. In the sun they are dried and
 éohkeonee'ósénénéstse kokahkése. Naa óhtšéšéó'eotsee'ístse
 they are turned over every little while. And when they become dry,
 hoo'henova éohkeetó'éhénéstse. Tósa'e tsé'ó'o éohkého'henéstse.
 in a bag they are put. Someplace where it is dry they are kept.

The Trek from Oklahoma (by Ralph Redfox) (mt)

Tótseha mó'âseehéstovèhanēhe. Mósèstáho'eehéstovèhanēhe
 Long ago the camp was moved. They (Cheyennes) moved
 Heévâhetaneno. Vo'èstaneo'o mó'ásèhâomóhtâhêhevōhe naa
 to Oklahoma. People started to be sick and
 móxhâeanáhtovèhanēhe.
 there was hunger.
 Tsénèxhé'óhtsévoše hotóao'o mósó'hâenóohehevōhe. Ma'háhkéseho
 Where they came from buffalos were still plentiful. The old men
 naa hetaneo'o naa kâsovâaheho mó'óhkemé'etanó'tovòhevovōhe.
 and the men and the young men remembered them (buffalos).
 Mó'évâhōo'óhtsétanòhevōhe. Nótâxé-vé'hó'e ho'nóamâhtavótse
 They wanted to go back home. The soldiers did not agree (with that)
 naa mónèšèhohtovaaseehevōhe. Nótâxe-ve'hó'e mónèhoehevovōhe
 but they left anyway. The soldiers pursued them
 tséhne'évaameohtsevōse. Ho'nónèxhohtamaevótse ta'e
 as they came back. They did not overtake them until
 tsé'èševâho'eehevōse. Móhnanóehevovōhe nótâxé-vé'hó'e.
 they arrived back there. They made peace with the soldiers.
 Hena'háanehe hétsèhéóhe tséhèševó'èstanéhevétse. He'tohe ho'e
 That's why here we live. This land
 néa'enánoné.
 we own it.

He'tohe hóhta'áheo'o éhóhta'áheóneve. Vé'hó'e tsésâa'ésêho'èhnéhévòse
This story it is a story. White men before they came

hako'e móxhêsèhanēhe. Naa násâapèhévéhêne'enōhe. Naa
long ago it must be from. And I do not know it well. But

tséohkevá'nèhetáhtomónéto náhtanèhešémé'ésta.
just the way I have heard it I will tell it that way.

Éohkemaetotóxeme oha násâahéne'enovōhe. Motsé'eoove éohkéhevoone.

He is discussed all over but I do not know him. "Motse'eoove", they say,
mó'ohkévééestsèstóehévovōhe vé'hó'e tsésâa'ésêho'èhnéhévòse. Naa
"he used to talk to them, white men before they came. And

mó'ohkéémé'èstomóehenovōhe hova'ehe heva
he used to explain to them something maybe

tséstó'sêho'èhnétotse. Naa hétsetseha náto'sevá'netšêške'mé'ésta.
that was going to come." And now I am just going to explain it a little.

"Néto'sêho'a'ó'tóévo vo'èstane," éxhesanesèstse. "tsemáhevé'šenohe,"

"He is going to come to you, a person," he said. "he'll be all sewed up,"

éxhesèstse. "Ho'evòtse" tseohkéhestohe," éxhesèstse, "tósa'e
he said. "Earth-Man" he shall be called," he said, "nowhere

tsésâapo'vé'šenóhéhe tse'tohe vo'èstane tséto'sêho'a'ó'tóése.
will he not be sewed up, this person who is going to come to you.

Néto'sevonéano'táévo netao'o hova'ehe tséohkééméhaane'etamése.
He will destroy for you everything that you used to depend on.

Éto'semáhevónéanohtse," éxhetósesto.

He is going to destroy it all," he told them.

"Naa mato néto'sêho'a'ó'tóévo mo'éhèno'ha. "Mo'éhèno'ha"

"And also he is going to come to you, horse. "Mo'ehèno'ha"

nèstseohkéhetóvo hova," éxhesèstse. "Tsenéveóhta naa
you will call the animal," he said. "He will have 4 legs and

tšenéxanetotse hestovootótse. Naa he'éxánèstse mato tšenéxanetotse.
there will be 2, his ears. And his eyes also there will be 2.

Naa hestse'konòtse tšenéveóhta. Nèstseohketáhóénóvo. Hoháá'èše
And his legs there will be 4. You will ride him. Far away

nèstseohketse'òhtséháévo. Tse'tohe "mo'éhèno'ha" nèstseohkéhetóvo.
he will take you. This one "mo'ehèno'ha" you will call him.

Tseohkèsó'tô'ome'ého'oése éše'he. Nèstseohkého'eohéme hako'e,"
It will still hang firm, the sun. You will arrive far away,"

éxhesanesèstse.
he said.

"Nèstsenèhešeevo'èstanéhévème. Nèstsenèhešéeva'xème tse'tohe

"You will live like this. You will be on the go (as) this

mo'éhèno'ha tséhešeevoa'xèstse," éxhesanesèstse.

horse rolls his eyes around," he said.

"Naa mato, "vé'ho'éotóá'a" nêstseohkêhetóvo. Mato tsenéveóhta.

"And also, "ve'ho'eotoa'a" you will call him. Also he'll have 4 legs.

Tsenéŕe'ēsta, naa mato he'éxánêstse tsenéxanetotse. Hestseva'xe
He'll have 2 ears, and also his eyes they will be 2. His tail

tseohkemâhexónêehatse ho'eva. Tsenésôhkonávêháhta, hestóohevono
will reach all the way to the ground. He'll have split hooves, his hooves

tsenésôhkônâhe," éxhesêstse. "Tse'tohe hova nêstseohkemévóvo.
will be split," he said. "This animal you will eat him.

"Vé'ho'éotóá'a" nêstseohkêhetóvo. Hoháá'êŕe tseohkêheŕeméa'xe,"

"Ve'ho'eotoa'a" you will call him. From far away he will be smelled,"

éxhesêstse. Éxhetósesto, "Nêhe hova "vé'ho'éotóá'a" tséohkêhetóse."

he said. He told them, "This animal "ve'ho'eotoa'a" what you will call him."

"Naa tse'tohe tséto'sêho'a'ó'tóése tsemâhetáeotsē'ta ho'e

"And this one who is going to come to you will take over all land

tséxhetaa'óma'o'e. Totósa'e nêstseohkeevemé'a'ééme.

all over the land. Here and there you will appear.

Nêstseohkemo'kôhtávêstséáme," éxhesanesêstse. "Naa ma'tamásanéése,

You will be black-haired," he said. "And if you are crazy,

másáa'évatóxetanó'tomáhése nesta tséheŕevo'êstanéhévése,

if you do not want to discuss it, previously how you lived,

nêstamóhkevóhpa'éme," éxhesanesêstse. "Naa mato mé'êŕevótse

you will be gray-haired," he said. "And also a baby

tsêhóehévése."

will come out (be born) with teeth."

Éstaeŕêhetósema'xemé'êstomósanesêstse. Návâ'nêhetaa'mé'êstomóvo.

He was constantly explaining a lot. I'm just explaining this much

Nêhe'ŕe.

about him. The end.

(Notes: "vo'êstane tséto'sêho'a'ó'tóése" speaks of the coming white man.

"Mo'ehêno'ha" means approximately "domesticated elk", namely, the horse.

"Ve'ho'eotoa'a" means "white man's buffalo", and refers to the cow.)

Song: Jesus Above

Jesus A he'ama HE, návêsenêŕevátama HE. Námêho'ta HE.

Jesus above, he pities me, too. He loves me.

Tsémêhaavoneotsevo náameotseha.

When I was lost he led me.

(Note: A and HE are "vocables", syllables sung to fill out the rhythm of the music.)

Éxhóhta'áhane tsémêhaavéstemo. Éxhósemóho hená'e.

He told the story, he who was my husband. He told about the geese.

Éhma'xeame'hao'o éxhetóhta'áhane. Néhe'ŋe ma'aetano'e náxhéseváena.
They were flying thickly, he told. Then rifle I took it.

Náhtae'eamoo'o tsénêšema'xeametónove'havóse. Hotátse na'éstse
I shot up at them as they were thickly flying. I guess one

náhtaa'tano. Náhtató'omemaso. Éhne'ameana'o. Néhe'ŋe
I accidentally shot. I shot him stiff. He was falling down. Then

éhma'xepe'pe'e'háooheo'o néhe hená'e. Éhne'évaanóhenéheché'tovovo
they really hollered-flew those geese. They followed him down

néhe na'éstse tsémêhaató'omemáxamoo'o. É'évanáha'enovo.
that one that I shot stiff. They caught him.

Éstaevaasêhe'ame'hao'o. Éstaeváhe'ameno'áse'hánovo.
They started to fly back up. They took off upward with him.

Éstaevató'nêšeasevéseame'ha néhe tsémêhaató'omemaso.
Right then he also started flying that one that I had shot stiff.

Éxhetóhta'áhane.

He thus told the story.

The Frog and Her Brothers (by Ed Riggs) (ok)

Tótseha éstáho'kónoehoo'o oonáha'é'héhe ma'xê-ho'honáéva.
Long ago she sat (on), frog, on a big rock.

Éhnêmeneehoo'o. É'òhketsêhéhoo'o, "Náhtatanemo
She was singing. She would say, "My brothers,

òhpêhévenenoohé'ševosêstse náohkevóešetano," é'òhkêhêhoo'o.
when their faces look nice, I am happy," she would say.

Éxho'sóehoono neše kásováaheho. Néhnêšévòse votonêstse
They danced the two young men. Both of them, tailfeathers

éhnêestsenóvòsestòtse hemé'konevo néhe tsého'sóese.
were there on their heads, those who were dancing.

Tsénêšenáamêho'sóévòse é'òhkeéestséhoo'o oonáha'é'héhe, "Náhtatanemo
While they were dancing she used to speak the frog, "My brothers,

òhpêhévenenoohé'ševosêstse náohkevóešetano," é'òhkêhêhoo'o.
when their faces look nice, I am happy," she would say.

Hevámóhe tse'tohe tsého'sóese kásováaheho aénòhe-vóehéhahoono
Apparently these who danced, the young men, (were) jackrabbits

néhe tsénêšòhomó'hese. Mó'òhkêhestatanémêhênótòhe oonáha'é'héhe
these who danced together. They must have been her brothers, the frog,

vóhkoeheho.

the rabbits.

Hena'háanehe tséhetaa'óhta'áhanéto.

That is all that I have to tell.

Ného'éehe émônèhohtóva máheo'o onóveto. Naaxaa'éhéme énòhtsèstovóho
 My father just bought a house out in the country. My sister asked
 tséhešketse, "Néme'néxhêvêstanovemaeneo'o néške'éehe naa namèšéme."
 our mother, "They should come to live with us, my grandma and grandpa."
 Námáhepèhévetanóme tséxho'eehévoše.
 We were all glad when they came.

Hane éšeeva namèšéme móoseeméoto'ehēhe. Tsésto'éto
 The other day Grandpa must have gotten up really early. When I got up
 tšéške'e-amóhvòhto'hestòtse éhová'áháne. Tsésto'sèhoestónéto
 the pick-up was gone. Before I went to school
 nánòhtsèstóvo néške'éehe, "Naa tšéške'e-amóhvòhto'hestòtse?"
 I asked Grandma, "Where's the pick-up?"

"Náoo! Nemèšéme étaasétáhoo'e. Étáhêemóhóne," nánèheta.

"Oh! Your grandpa drove away. He went to hunt," she said to me.

Ééšéhâa'énèsétovoéstatse tsé'èvâho'hóo'ohtsése. Móna'hohevôhe
 It was late afternoon when he arrived home. He must have killed
 ma'xè-hotóá-váotsevâhne. Návéstáhémo namèšéme tsé'anānòse,
 a big buck (deer). I helped Grandpa when he unloaded it,
 tsé'anenése. Néške'éehe sé'ea'e éasevove'sāxa ho'évohkòtse
 when he butchered. Grandma right away started to cut up the meat
 tséto'seó'èšetse. Náhko'éehe éaseo'èxova ho'évohkòtse, naa
 that is going to be dried. My mother started slicing the meat, and
 naaxaa'éhéme étavéstáhémóho tséhešketse.
 my sister helped our mother.

Néške'éehe éasèho'oestse váotsevâhe-ho'évohkòtse. Éno'âho'nóho
 Grandma started to boil the deer-meat. She put in

éšköseesé-hotame naa mésèhêstoto. Namèšéme éasemanestse honóvónó'e,
 salt-pork and potatoes. Grandpa started making a drying rack,

naa nátakanomenó'o'tsèstsenòtse noonè-hestaenòtse. Náhko'éehe
 and I went after some dry branches. My mother

évêestanòtse tséto'sevé'šésèhpèsêane ho'évohkòtse.
 uses them to stretch the meat.

Tséhne'évamèhóo'òhtsétó hako'e nánèhmatóhtomóvo néške'éehe hestomòsèstòtse.
 As I was coming back home, from far away I smelled Grandma's cooking.

Ného'éehe tséxho'héenotse'oestse mótamatómòhevôhe váotsevâhne
 My father, when he got home from work, he must have smelled the deer

tsého'oehetsèstse. Móhtaonóvoeha'eneohehēhe. Néške'éehe
 that was cooking. He must have tried to sneak into the pot. Grandma

énèxho'héhoovo'e'óó'e, "Táhèhovéo'oo'èstse! A'e nèstamésèhémáne."

(was overheard) chasing him out, "Go sit under the arbor! Soon we'll eat."

Namêšéme étsêhevoo'o, "Néxhâməstoo'tovəstse! Táaxa'e tónesto
 Grandpa said, "Come sit here! Let's see how many
 amâho'héstotôtse tsene'aməšohpeohstətonəsestôtse tséhe'sáa'-
 cars will come by before
 éxanənəstovéhāne."
 (dinner) is ready."

Tséne'ovóemé'eohtséto émá'o. Hovehno étatónèšenómeohtséto.
 The first one to appear was red. Barely it was making it northward.
 Tsénêxa'ónéto éheóvo. Tséna'ha'ónéto éhoxòhkó'so. Tsénêva'ónéto
 The second one was yellow. The third one was purple. The fourth one
 éma'éheóvo. Tsénôhona'ónéto éhoxo'òhtsévo. Tsénaasóhtóna'ónéto
 was orange. The fifth one was green. The sixth one
 émo'kòhtávo. Tsénêsòhtóna'ónéto évó'ómo. Tséna'nóhtóna'ónéto
 was black. The seventh one was white. The eighth one
 émòšéškáno. Tsésòhtóna'ónéto épó'o. Otá'tave-amâho'hestôtse
 was brown. The ninth one was gray. A blue car
 énehmé'eanâha'xéto. Éoseenêševov'áhéotséto. Taa'éstó'e
 came down the hill. It was going really fast. Right where we were
 tsé'èšého'o'áhéotséto éma'xepónevone. Énəstano'héveanâha'xéto.
 when it got there it made a big noise. It went off (the road).

Ného'ééhe étsêhevoo'o, "Vo'əstane tsene'onáxèhəoešēše. Táaxa'e
 My father said, "Somebody maybe he will get hurt. Let me see,
 nátáhêtsetóeotse!" Étatšêhešemeohe amâho'hestôtse tséhnêetotse
 I'd better go look!" He ran there (to) car where it was (standing).

Namêšéme naa nánêehove nátáhò'e'ovóne ného'ééhe. Tséstâho'èhnétse
 Grandpa and I followed my father. When we arrived
 ného'ééhe étsêhevoo'o, "Móvâ'nepo'òhehehēhe. Vo'əstane ésâahəoešənâhe."
 my father said, It must have just been a flat tire. No one was hurt."

Ného'ééhe évéstâhémóho néhe hetanóho. Énetâhávánovo
 My father helped that man. They changed
 aséséoneehéheho. Móvâ'neaməhóxovəstavâhēhe. Násâahéne'enovóhene.
 the tire. He must have just been traveling by. We didn't know him.

Namêšéme naa nánêehove návê'hoomóneo'o.
 Grandpa and I watched them.

Naa nêhe'še néške'ééhe náonóomaēne, "Nésá'héməsehe!" Namêšéme
 And then Grandma called us, "Now come to eat!" Grandpa
 émo'o'tóho hetanóho. Tsé'ène'hanátse "Hahoo!" náhetaēne néhe hetane,
 invited the man (to eat). When we finished eating, "Thank you" he told us,
 néhe hetane, nêhe'še étaevaasəta'xe.
 that man, then he drove off.

Nánòhtsəstóvo namêšéme, "Henaar'e tséhəsemo'o'tôtse? Nésâahéne'enovóhene."
 I asked Grandpa, Why did you invite him? We didn't know him."

Nèhe'ŋe náhòhta'áhaova tséohkèheševéstàhemèstse vo'èstane,
Then he told me a story about why he is helped, a person,

"Nèhestoha tàhéemòhòne'tovonòtse váotsevâhne náohkenèhetoo'o ma'heono,
"Every time when I go to hunt deer I tell the sacred powers,

"Nèhne'evávooóméhéne!" Naa ma'háhko'e náohkeme'omo'tàháéne máhtáme.

"Look after me!" And the badger helps us find food.

Hétsetseha éšeeva tséstaameno'òseohéto hoehose nátavóomo váótséva, naa
Today as I came over a hill I saw a deer, and

nèhe'ŋe nátàhène'ena ma'háhko'e mónávè'òhtsémaehēhe."
then I knew the badger must be with me."

"Nátsèhéto ma'háko'e, "Naa hétsetseha ho'évohkòtse éootàhámeotse."

"I said to the badger, "And now, meat, it is ample."

Náemòhno váótséva. Nánè'tòho'òse'ò'ho nèhéóhe. Náhesevaēna hē'e
I killed the deer. I field-dressed it there. I took the liver,

hosèstse. "Hapo'e he'tohe tàhestanòtse!" náhéto. Hapo'e tséméséto
some. "Likewise this take it!" I told him. Likewise what I ate

éoseepèhéveéno'e."

it tasted really good."

"Éohkèšèhó'kèhoxome na'tónèstovee'èstse. Tótseha ma'heono

"He (badger) must be fed when there is a kill. Long ago the Sacred Powers

mónèxhestotse'onéhenotòhe ma'háhko'evaho tsénèševátamátónó'tóétse.

took as a worker (chose) the badger to pity us.

Ta'se tse'tohe ma'háhko'e némè'ovó'semaene. Néto'sèsáavénàhéškosèhema."

Like this badger reminds us. We are not going to be selfish."

"Vé'vénàhéškosènovèe'èstse, vé'sáa'ono'átamàhtséstovèhanéhee'èstse,

"If there is selfishness, if there is not respect for one another,

vé'sáa'ono'kòhtàhéstovèhanéhee'èstse, ma'háhko'e mòhkenoosáhnèhéhe.

if there is not kindness, the badger must turn his back (on us).

Ho'nóhkeevàhetótàetanóhtove, naa netao'o hova'ehe mòhkèhová'áhanéhehanèhe."

There would surely not be happiness, and everything would be gone."

I'm Beading Moccasins (by Jeanette Howlingcrane) (ok)

Tsèxho'èhneto náoxa'òhòne. Mo'kèhanòtse námanèstsenòtse. A'e

When you came I was beading. Moccasins I am making. Soon

nàhtaexananòtse. He'tohe mo'kèhanòtse námanèstoo'tàhahtsenòtse.

I shall finish them. These moccasins, I am making them for myself.

Náto'setaomèhemo'kèhanenòtse naa matò-heva vo'èstane màxho'áestse

They are going to be my own moccasins or if someone wants them

nàhtanèšèhohtóvanòtse. Mómè'héhaomenèstse.

I will sell them.

They surely won't be expensive.

Éohkevá'nemàhtóhtòhanoemenèstse.

They cost just ten (dollars).

How Birney Got the Name 'Oevemanáheno' (by Elaine Strange Owl) (mt)

Naa tséheškéto nánòhtséstovo he'tohe tséhmano'eevöse
 And my mother I asked her (about) this where they have a village,
 Óevemanáheno tséhestohe, "Hénova'e tséohkêhêsenêhestohe he'tohe
 Scabby Place what it is called, "Why is it called this
 Óevemanáheno?" náhéto.
 Scabby Place?" I said to her.

Naa "Hako'e tótseha tséóhe tsésáa'ésémáno'eehevöse vo'éstaneo'o,"
 And "Far (past) long ago here when they did not yet have village, people,"
 éhevoo'o. "Netáó'o háá'êše mómêhaanonó'kevo'éstanéhevêhevōhe tse'tohe
 she said. "All over far they used to live by themselves these
 Óevemanáho, tséohkêhestóhese hétsetseha. Naa tsésáa'ésémáno'eehevöse,"
 Scabbies, what they are called now. And when they did not yet
 éhevoo'o.
 have a village," she said.

"Mó'òhkeméhaa'ovóenêhestóhehanēhe To'ésêhahatá-máhôeve'ho'eno.
 "It first used to be called 'Long-Foot Town':
 Mó'òhkeméhaahestóhehanēhe. Hetane nêhéóhe mómvo'éstanéhevêhēhe.
 It used to be called (that). A man there lived.
 Móxhoháa'éstáhehēhe naa móhto'ésêhahatāhēhe. To'ésêhahatá-máhôeve'ho'eno
 He was tall and he had long feet. 'Long-Foot Town'
 éohkeméhaa'ovóehestohe," éhevoo'o. "Naa tse'tohe hetane móhnêhêševêhēhēhe
 it first used to be called," she said. And this man he was named
 Óevemana, naa hétsetseha, Óevemanáheno tsétaohkêhósêhestohe,"
 Scabby, and now, Scabby Place what it is again called,"
 éhevoo'o. "Naa nêhe'xóvéva ésáa'ésémáhóestovêhane hétsêhéóhe," éhevoo'o.
 she said. "And at that time there was not yet a town here," she said.

When Cheyennes Crossed the Ice (by Mrs. Albert Hoffman) (ok)

Hoóma mómvo'éstanéhevêhevōhe tósa'e. Naa hoséstse mó'eváhehevōhe
 Across they must have lived somewhere. And some were
 tósa'e nêhéóhe kahkêse xamaa-vo'éstaneo'o. É'òhkêsáanāho'òhtsévo'hêvōsesto.
 somewhere there near, Indians. They did not visit them.
 Naa hó'ótóva móhnāho'òhtsévo'hevovōhe. Nêhe'še hó'ótóva éhnéstovóvōsesto.
 And one day they visited them. Then at that time they heard them.
 Éstsêhêsenêstsesesto tséxhe'enéstsevöse naa móséstáhêne'enovôhevōhe
 They were talking Cheyenne as they spoke and they came to know them
 a'e hoséstse tséhnêéhóvévöse. Éstanêšenê'toveotsésesto.
 near some (just like) themselves. They came together.

Naa móhmanêstsehenovohe tséohkevê'šeamohestséstovetsee'éstse
 And they made things by which one moves on water,

tsétôtšëške'oo'èstse he'tónëšëhestonòhomevòse.

those which are small, however they wove them (apparently, rafts).

"Nèstseho'táovoeotsémáne! Nèstsemémèstanémáne!" é'òhkèhèsesto.

"We will turn over! We will drown! they used to say.

Ésâa'évamanèstsehenovòsestòtse.

They quit making them.

Naa nèhe'še hó'ótóva ma'xe-ó'he'e, éohkèhevoone,

And then one day big river, they say, say,

móhma'xemáha'omòhtáhanēhe. Éstónova'omòhtanēse. Éxhòxoveehésesto.

it was frozen hard. It was frozen thick. They moved across.

Naa hosèstse, tao'xe, tséhne'éséhòxoveehévòse éhma'xepónevonenēse.

And some, half of them, when they had moved across, there was a big noise.

Éxhoháetamano'enēse. Ma'ome mó'ô'xeotséhanēhe. Éstaévaveehéohésesto

It was terrible. The ice broke up. They went back

hosèstse. Naa tse'tohe móhne'éséhòxovèhnèhevòhe hosèstse.

some. And those, they already came across, some.

Ésâahéne'enovóhevòsesto tósa'e tséheta'otsèse néhe hosèstse.

They didn't know where they were, those others.

Hévahmémèstanèhevòhe. Naa énéšéhòxoveehésesto nehe.

Maybe they drowned. And they kept moving across those.

Éohkèhetóhta'áhane'o ma'háhkèseho. Hena'háanehe.

They tell this story, the old men. That's all.

Lame Deer School Children (by Lame Deer School Bilingual Program Staff) (mt)

Návômóneo'o ka'èškóneho. Éanòhesévano'o Mo'òhtávòheomeneno

We saw the children. They were sliding down (at) Lame Deer

mòxe'èstóne-máheone éšeeva heamáomee'e. Éeváhóseamee'eohtseo'o.

school yesterday on the side of the hill. They went back up again.

Éeváhósevóhešeanàha'xeo'o. Vovéstomósanéheo'o éne'evávoosaneo'o.

They slid back down again. Teachers were watching.

Oeškéseho éohkemaestao'o. Éohkeméhaaméstó'eesanésesto.
Dogs bark. They used to pull travois.

Póesono éohkemanénóvo matana. Éohkeevo'sóetanoo'o.
Cats drink milk. They like to play.

Móhkaveo'o éohkéhestao'o háá'ěše hoehose.
Bobcats live far away in the hills.

Xaeho éohkemòšéškanáheo'o méaneva naa éohkevo'omáheo'o aénéva.
Weasels are brown in summer and they are white in winter.

Ónonevoněškeho éohkéhōeno'o vóxéva.
Prairie dogs peak out of holes.

Šé'šeo'o éohkepe'pe'éstao'o.
Ducks holler.

Kokóhéaxáne éohkemésenovótse hoókóhtséstse.
Chickens eat raw corn.

Ho'néheo'o énêstooho'o. Éohkena'saneo'o.
Wolves howl. They kill.

Homá'e éohkemáheónaneo'o máhpeva.
Beavers build houses in the water.

Šé'šenovoto éohkeahanó'saneo'o.
Snakes bite.

Háhkotaho éohkemésénóvo netao'o hova'ehe.
Grasshoppers eat everything.

Náhkóheo'o éohkenomáhtsénóvo háhnomáhe-panó'ěhaseo'o. Éohkenaóotseo'o
Bears steal honey. They sleep
aénéva.
in the winter.

Vóhpe-náhkóheo'o éohkéhestao'o nótama ma'omeva.
Polar bears live up north on the ice.

Éšköseesé-hotáme éohkeevo'sóeo'o tséněxōnetamotse.
Pigs play in the mud.

Vóhpevo'aeho éohkeněševó'áhéotseo'o.
White antelope run fast.

Váotseváhne éohkepěhéveeněheo'o.
Deer taste good.

Heškováto éohkemévovo šéstotó'e.
Porcupines eat pine trees.

Hátšěškeho éohkéhéne'enánóvo to'sěhoo'kōhoo'ěstse. Éohkeesevoněhneo'o
Ants know when it's going to rain. They crawl into
hátšěške-omee'e.
their homes (literally, the ant lodge).

Ma'ě-hátšěškeho éohkéheška'ó'saneo'o.
Red ants bite.

Nomá'ne éohkenéma'etó'honao'o.
Fish swim around.

Kósáne éohkéhe'kóhnovo vo'èstanóho.
Goats butt people.

O'kóhomeho éoseehoháchtsétseveo'o. Éohkenéhovovo ónonevonéŋkeho.
Coyotes are really sneaky. They chase prairie dogs.

Vé'kèsêhe-méstaeo'o éohkéhevoone, "Kóhkonóheo'o néxhêoxoméstse!"
Owls say, "Bread, feed me!"

Ókòhkeo'o éohketséhésenéstseo'o.
Crows talk Cheyenne.

Mo'e'háne éohkenomáhtseo'o.
Magpies steal.

Ma'enóne éohkepêhéveeneheo'o óxhonóhevoséstse naa mato óxho'oehévoséstse.
Turtles taste good when they are baked and also when boiled.

Honóxeaseo'o éohkeméohoo'hevao'o matsé'omeva.
Meadowlarks are heard singing early in the morning in the spring.

Vóhkoeheho éohkemésenovótse otá'tavo'éstse naa véhpotótse.
Rabbits eat alfalfa and leaves.

No'éého éohkéhovóhtsénovótse Héstotó'e-oo'xéseonótse.
Squirrels store pine nuts.

The Drumming Owls (Mrs. Allen Flyingout) (ok)

Vé'ho'e naa xamaa-vo'èstane. Xamaa-vo'èstane éhvêehoo'o o'hé'e.
White man and Indian. An Indian was camping by a river.

Naa vé'ho'e éstáho'èho'óhtséhoo'o. No'ka éŋseeva vé'ho'e éstséhetóhoono
And a white man came visiting. One day the white man said to

xamaa-vo'èstanóho, "Hena'a'e tséohkee'tomo?"
the Indian, "What are you afraid of?"

Xamaa-vo'èstane éstséhetóhoono, "Hova'ehe náohkésáa'e'tōhe oha
The Indian said to him, "Nothing I am afraid of except

méstaeo'o tséheonéhavo'éehese."
the owls who have drums."

Tsé'êŋhêoxomóse xamaa-vo'èstane vé'hó'e, vé'ho'e
After the Indian fed the white man, the white man

éhne'eváhó'oohého'o. Móséstamanéstséhēhe onéhavo'e. Taa'eva
went back home. He made a drum. At night

étaeváho'éhneséstse tséhvêetsése xamaa-vo'èstanóho. Éhpô'ponóhánose
he went back where he was camping, the Indian. He pounded on

heonéhavo'e. Éxhêohováoheséstse xamaa-vo'èstane. Hevenótse
his drum. He ran out, the Indian. His home,

éxhênnoo'hovanose. Mé'tó'e vé'ho'e étaeseeheséstse.
he abandoned it. In turn the white man moved in.

The Whiteman and the Indian (by Leonard Yelloweagle) (ok)

Vé'ho'e naa xamaa-vo'èstane é'éénéËeohsésésto. Naa hetóéva
 A whiteman and an Indian were going along together. And in the evening
 éxhonó'tovósesto Ë'e'xo ho'èstava. Naa tsé'èËeexáho'hetsése
 they roasted a duck in the fire. And when it was done cooking
 é'áhto'hohnóvósesto paeva.
 they buried it in the ashes.

Naa mósèsto'seovèËenàhevōhe. Naa nèhe'Ëe vé'ho'e éhnèhetósesto
 And they were going to lie down. And then the white man said to
 tse'tohe xamaa-vo'èstanóho, "Tsépèhêveovaxéstse hétsetseha taa'eva
 this Indian, "The one who dreams well this night
 tsetamévóho tse'tohe Ë'e'xo," éxheséstse. Naa tse'tohe xamaa-vo'èstane
 will eat this duck," he said. And this Indian
 é'amáhtovósesto tse'tohe vé'hó'e. Naa nèhe'Ëe é'ovèËenasésto.
 agreed with this white man. And then they lay down.

Naa tséhvōona'otse vé'ho'e é'oseeméoto'eséstse. Naa tse'tohe
 And in the morning the white man got up really early. And this
 xamaa-vo'èstane é'èËeaahtse'tótoeËenaséstse. Naa vé'ho'e
 Indian he was already lying with his eyes open. And the white man
 é'oseehóhta'áhanétanoséstse. Éhnèhetósesto tse'tohe xamaa-vo'èstanóho,
 really wanted to tell his story. He said to this Indian,
 "Nátaovóehóséssta naováxestótse!" éxhetósesto. Naa tse'tohe
 "Let me first tell my dream!" he told him. And this
 xamaa-vo'èstane éhpèhévátséstánōse.
 Indian thought well of that.

Naa néhe vé'ho'e é'asètóhta'áhaneséstse. Éhnèhetósesto tse'tohe
 And that white man started to tell his story. He told this
 xamaa-vo'èstanóho, "Tsé'ováxenáto vé'ho'á'eo'o tséhetsénoonese
 Indian, "When I dreamed, white women who had wings (i.e. angels)
 éhne'anóhoéséna. Naa tséhéóhetsé'èËe'ho'oésenávōse é'evonóho'o
 were coming down. And here where they were a ladder
 éhne'anóheneeotse," éxheséstse. "Naa nèhe'Ëe nátaasee'eohtse."
 came down," he said. "And then I started to go up."
 Éxhetóhta'áhaneséstse tse'tohe vé'ho'e.
 He told this story this white man.

Naa nèhéóhe tséstaeËe'ho'óhta'áhanése tse'tohe xamaa-vo'èstane
 And there when he got to that point in the story, this Indian
 éhnèhetósesto tse'tohe vé'hó'e, "Hée! Hapo'e náto'éstó'nèheto'ováxe
 said to this white man, "Hee! Likewise I dreamed the same
 tséheto'ováxenáto," éxheséstse. "Naa hapo'e vetséóhe tó'nèhe'xóvéva
 when I dreamed," he said. "And likewise then at the same time
 mónâováxenâhēhe," éxheséstse tse'tohe xamaa-vo'èstane. "Henèhéóhe
 I must have dreamed," he said, this Indian. "There

nétavóomátse é'evonóho'one, nétaamee'eohtse,"éxhetósesto. "Naa
I saw you on the ladder, you were going up," he told him. "And
tsenésáa'éváho'eanóheohtséhe néhoovèhesetamátse," éxhetósesto.
he won't come back down, I mistakenly thought about you," he told him.
"Tse'tohe ʒe'xo náhestāno. Námévo," éxhetósesto.
"This duck, I took it. I ate it," he told him.

Hená'hanehe.
That's it.

The Grasshopper and the Ant (by Mrs. Allen Flyingout) (ok)

Háhkota naa hátʒeʒke. Hátʒeʒke éhma'xéhotse'óheséstse.
Grasshopper and ant. An ant worked really hard.

Énèʒema'xéestovóhtsénóse héstáme hemáheone. Méaneva hova'ehe
She stored a lot (of) her food in her house. In the summer stuff
móhma'xého'tséhēhe tséxhemáheonése.
she had a lot where her house was.

Naa tse'tohe háhkota é'òhkenémeneséstse. É'òhkeve'hého'sóeséstse
And this grasshopper sang. He would just dance

méaneva. "Hapo'e éme'hotse'óhestove! Hapo'e hova'ehe éme'éseotse
in the summer. "Likewise you should work! Likewise something should be put
nemáheone nonohpa máxho'tonéto néstsemese hova'ehe!" éxhetaesesto
in your house so that when cold comes you will eat something!"she told him
hátʒeʒke.

the ant.

"Hová'áháne!" éxheséstse háhkota. "Náto'seého'soo'e,
"No!" said the grasshopper. "I'm going to dance around,

naa mato náto'senéméne. Násâahotse'óhetanóhe. Éheóméhoháaeho'ta."
and also I'm going to sing. I don't want to work. It's too hot."

Nèhe'ʒe tséstatonétotse éstaosáaneméséhêtanoséstse. "Ótséhámóhe,
Then when it was cold he wanted to eat. "Oh,

hátʒeʒke éma'xeéstovóhtse héstáme hemáheone. Náto'séhéméséhétáno,"
the ant stored a lot (of) her food in her house. I'm going to go eat,"
éxheséstse.
he said.

Éstáhéméséhêtanoséstse. É'êʒeméhaanèhetaesesto,
He went to eat. He had already been told (by the ant),

"Nèstsésáahoxomatséhe máxháeanato." Naa éstanèʒevátamósesto hátʒeʒke
"I shall not feed you when you are hungry." But she pitied him, the ant
háhkotaho. Éxhoxomósesto.
(for) the grasshopper. She fed him.

The Snake and Mice (by James Shoulderblade) (mt)

Nétato'sêhósèstomévatsénovo ʒé'ʒenovõtse naa hókkeehesono.
I'm going to tell you about a snake and mice.

ʒé'ʒenovõtse éstaamevonèhného'o. Éstâho'evonèhóhtanohe voxé.
A snake was crawling along. He came upon a hole.

Naa éstaésevonèhného'o. Hotâtse éxhoehoono hókkeehesono.
And he crawled inside. Apparently they were there, mice.

Éxhâemâsetsèstóehoono. "Va'óhtama tsetsehnéstse!" éxhetóhoono.
They really welcomed him. "To place-of-honor go!" she said to him.

Hókkeeheso éstsèhetóhoono henésono, "Tse'tohe nemèʒémévo,
The mouse said to her children, "This (is) your grandfather.

Ného'nâho'óhtséváévo," éxhetóhoono.
He has come to visit you," she told them.

Nèhe'ʒe tséstaeʒenenóve'xóvetse, éxhósètsèhetóhoono na'èstse
Then after a little time, she said to one (of)

henésono, "Néxhêestanomóveha kâhamaxèstse! Nâhtâhomóhtáooché'tóvo
her children, "Go bring (some) firewood! I'll cook for

nemèʒémévo," éxhetóhoono. Éstaosáanèhóá'xého'o.
your grandfather," she told him. He went outside.

Tséstaeʒenèʒenenóve'éhohtàse, éxhòsenèhetóhoono na'èstse.
After he had been gone for a little while, she said to one.

Éxhòsetsèhetóhoono, "Néxhènoohomóveha mahpe! Nâhtâhomóhtáooché'tóvo
She said to him, "Go dip (some) water! I'll cook for

nemèʒémévo. Tsetamésèhèotse," éxhetóhoono. Éstaosáanèhósèhóá'xého'o.
your grandfather. He's going to eat," she told him. He also went outside.

Tséstaeʒèhósenenóve'éhohtatsèse, éxhòsetsèhetóhoono
After he had been gone for a little while, she told

tsénéʒèhè'eotsètsese henésono, "Tâhènohtsévooma! Étónèʒèvèsesto?
the two remaining ones, her children, "Go look for them! What are they doing?

Étâhâe'éhohtao'o. Néxhévèstâhèotsema!" éxhetóhoono.
They have been gone a long time. Go help them!" she told them.

Éstaosáanèhósèhóá'xého'o.
They also went outside.

Tséstaeʒèhósenenóve'xóvetse, éhnèhetóhoono ʒé'ʒenovoto,
After a little while, she said to the snake,

"Tsétama'xèhe'éhohtávòse! Táaxa'e nâhènohtsèvoomoo'o,"
"They have been gone such a long time! Let me see, I'll go look for them,"

éxhetóhoono. Éstaosáanèhósèhóá'xého'o.
she told him. She also went outside.

Tséstaeʒèhóéhnèse henésono éstaasevéno'óohtséhohoono.
After she went out, her children she began to remove from danger.

Naa nèhe'ʒe ʒé'ʒenovõtse hapó'eveta, tsésâa'évâho'èhnèhetsèse
And then the snake likewise, when they did not come back,

éhne'éváhôevonéhnéhoo'o. Tséstaešéhóevonehnése tsé'êetsetóó'öse,
he crawled back out. After crawling out, upon looking around,
éxamaahováneehéhoono.
they were simply gone.

Hena'háanehe hapó'eveta tséohkéhešéhóséstomónéto, he'tohe
That's it, likewise, the way I was told (it), this
hóhta'áheo'o, tséstše'kéhahéto. Hena'háanehe.
story, when I was young. That's it.

Corn Pemmican (by Elva Killson) (mt)

Náhko'ééhe émanēstse ho'xéstoha. Éésêtâhonôhtanôtse
My mother made corn pemmican. She put
mâhaemenôtse honónēstóva. Tsé'êšeexâho'tatse éévaonónanôtse.
corn in the oven. When it was cooked, she took it out.
Épēenanôtse. Naa nêhe'še éhóhpé'ha amēške. Éaesto'énanôtse
She ground it. And then she melted grease. She mixed together
mâhaemenôtse, vé'kee-mahpe, naa nêhe'še amēške. Éova'kanēnēstse.
corn, sugar, and then grease. They were formed into balls.

The Bear, the Coyote, and the Skunk (by Jeanette Howlingcrane) (ok)

Nétâhóhta'âhaovâtse. Náhkohe éstaamenéheohtsé'tanohe meo'o.
I'll tell you a story. A bear was following a path.
Hapo'e nâháóhe o'kôhome mónéhnéheohtsé'tôhéhe. Nêhe'še
Likewise there a coyote must have been following it. Then
éstôo'e'ovâhtséhoono.
they met each other.
Náhkohe éstatsêhetóhoono o'kôhomeho, "No'héhnēstse! He'tohe
The bear said to the coyote, "Move aside! This
nameo'o," éxhetóhoono.
(is) my path," he told him.
"Hová'âháne, hapo'e no'héhnēstse! He'tohe nameo'o," éxhetâehoono.
"No, likewise (you) move aside! This (is) my path," he told him.
Tséxhe'éšeo'evotâhtsevôse éxhe'kemé'êhnêhoo'o xao'o.
While they were arguing with each other he slowly appeared, a skunk.
"Háhtome! He'tohe nameo'o," éxhetóhoono. Éxhe'kenéma'evonéhnéhoo'o.
"Scram! This (is) my path," he told them. He slowly turned around.
Éxhe'kéhešéhósóhnéhoo'o.
He slowly went backwards.
Tséhvômovôse éstanéšêhe'névo'âhéotséhoono.
When they saw him they both took off in separate directions.
Ésâanáha'óoméhesesto tósa'e tséhešeasetaxévôse.
No one caught sight where they took off to.

I have attempted to have a wide variety of texts from several viewpoints. There is geographical variety. Speakers who live in Montana have (mt) after the author credit in the text; speakers who live in Oklahoma have (ok). Some stories are told by men, others by women. Some stories are "historical" first-person eyewitness accounts while others are popular folktales. There are other categories of "historicity", too, for instance, first-person accounts which were made up for pedagogical purposes for bilingual programs. I have tried to select texts for inclusion which illustrate the various verbal modes. In this section I will briefly comment on various aspects of the texts.

Two of the texts, "The Drumming Owls" and "The Whiteman and the Indian" illustrate the popular motif of tension between the Indian (xamaa-vo'èstane, 'ordinary-person') and a trickster. Around the world it is very common to find that different groups of people have stories illustrating the tension they feel as they come into contact with other kinds of people. In some Indian groups of Mexico stories first spoke of the tension between the Indians and the conquering Spaniards. Today the same stories are told, but the oppressor is now the "wealthy" Mexican national land-owner. Often, stories illustrating the cultural tension have plots in which the "underdog" ultimately overcomes or tricks the oppressor. This motif of the tension between a people and a trickster is a common one in Cheyenne stories, and also in other languages of the people who first inhabited North America. In some languages the trickster is a coyote. It is probably no accident that some of the language groups use the same word for 'spider' and 'trickster'. Such is the case with Cheyenne and Arapaho and I seem to recall that a Muskogean language also uses the same word for 'spider' and 'trickster'. There may be other Plains Indian languages that do, as well. The Cheyenne word is vé'ho'e. The Arapaho word is nih?óóθoo (Salzmann, IJAL 22.151). After having used these words for their cultural tricksters, both Cheyennes and Arapahos applied these words to the white man once he arrived on their scenes.

Today, the term "vé'ho'e" first triggers the meaning 'white man' in the mind of the Cheyenne speaker. The folklore trickster in stories is usually translated by 'white man', as it is in the preceding texts. As so often happens, interesting folk etymologies have developed around the term "vé'ho'e". Today's speakers know that vé'ho'e means both 'white man' and 'spider'. Some people say that the white man was given the same name as the spider because he arrived on Indian land and fenced in the range land so that it looked like a spider's web. Others point to Sweet Medicine's prophecy of the coming "person" who would be tsemáhevé'šenohe ('he will be all sewed up'). A related word is évê'hoo'e 'he is all wrapped up (as a baby in a blanket)', which is close to évê'ho'eve. Because of the similarity in sounds between the roots for 'wrapped up' and 'be a white man', some say that the word vé'ho'e is a shortened form of the terminology that Sweet Medicine used.

This is perhaps as good a place as any to point out that Cheyennes divide the human world into three basic types of peoples:

(1) Tsétséhéséstàhese 'Cheyennes', (2) nótseo'o 'other tribes', and (3) vé'hó'e. Cheyennes and other tribes are sometimes grouped together and designated as xamaa-vo'èstane'o (or xaa-vo'èstane'o) 'ordinary people' (namely, 'Indians'). The terms vé'hó'e can be modified in various ways to refer to specific groups of non-Indians. For instance, ma'e-vé'hó'e are 'Germans' (red-ve'ho'e), me'šeesé-vé'hó'e are 'Mexicans' (hairy-nosed (moustached)-vé'hó'e), and mo'òhtáe-vé'hó'e are 'Negroes' (black-ve'ho'e). The term vé'hó'e does not have any meaning of 'white' in it, but because of its most common useage to refer to 'white men', it has developed a strong association with the meaning of 'white'--so strong, in fact, that many Cheyennes point out the humor in a term like mo'òhtáe-vé'hó'e which, to them, sounds like 'black-white man'. From an analytical viewpoint, it is probably most accurate to translate vé'ho'e, today, as something like 'non-Indian'.

Now, for some comments on specific texts. The story of "The Five Hunters" has intrinsic value for its humor, alone, besides having other valuable characteristics. There are several Dubitatives in the text, e.g. mohnohonèhevohe 'there must have been five (an)', mohveehevohe 'they must have been camping', and mo'oneahtáhehe 'he must have been deaf'. It is interesting to note the Conjunct Intensive Negative forms, e.g. moho'nohe'áhtsenéstse 'he no doubt had no arms' and moho'nohestse'konéstse 'he no doubt had no legs'. There is a first-person plural hortative, netáheemòhonemané, which uses the full first-person (inclusive) ending /-mané/, rather than the shorter form without the /-né/ which would also be correct. There are some TA Immediate Imperatives, taameha 'shoot him!', nehno'oohe'toveha 'go bring him back!', and nexho'xeha 'have him, put him in!'. We can see some conjunct "obviative" forms (e.g. forms labeled "4" on pages 116 and 117), such as tsesaahe'áhtsenehetsese 'the one who didn't have any arms' and tsesaahestone'onehetsese 'the one who didn't have any clothes'. These forms are, of course, obviated because they are objects of verbs which have third-person subjects.

The text "I Want Dry Meat" was created for pedagogical reasons. It uses Independent Indicative verb forms. The last sentence may be an example of a Rhetorical Question.

The recipe "Making Chokecherry Patties" is interesting in that the verb forms use Unspecified Subjects. There are some Subjunctive Iterative conjunct verbs, e.g. to'seo'èšemeé'èstse 'when they are going to be dried' and òhtšešeo'eotsee'èstse 'when they become dry'.

"The Trek from Oklahoma" is a brief summary of an important historical event for the Cheyenne people. Note that the predominant verbal mode used is the Dubitative. The Dubitative is commonly used to pass along information that is known to have occurred but which was not viewed first-hand. Note that the first two verbs are Impersonals. Describing a situation with an Impersonal verb is one way of generalizing it, enabling the speaker to leave out reference to specific subjects. This can be done particularly when the participants involved are well-known to the speaker and hearers. In this case, there is no mistaking that the speaker is referring to Cheyennes (not, for example, Crows or Siouxs!). There are some Conjunct Intensive Negative verbs, e.g.

ho'noamãhtavõtse and ho'nonëxhohtamaevõtse.

The story about Sweet Medicine and his prophecies is a very important one to Cheyennes. The present text describes the coming of the white man, the horse, and the cow. There are some Attributive verb forms, e.g. exhesëstse 'he is said to have said' and exhetosesto 'he is said to have told them'. There are some verb forms with body-part medials, e.g. tseneveohta 'he will have four legs' and tseneŕe'esta 'he will have two ears'. There are some conjunct subjunctive verb forms toward the end of the text, ma'tamãsaneese 'if, when you (pl) are crazy' and mãsaa'evatoxetano'tomahese 'if, when you (pl) do not want to discuss it'.

The song "Jesus Above" is included because it has the verb form tsemehaavoneotsevo. Petter labeled this verb type "Oratio Obliqua" (see page 110 in these notes).

The story about "The Geese" has an interesting verb form, tsemehaato'omemãxamoo'o. This appears to be an example of an "absentative" Conjunct Participle (see pages 110 and 130 in these notes).

"The Frog and Her Brothers" uses several Independent Mediate verb forms, a verb type commonly used in legends and folklore in Cheyenne, for instance estaho'konoehoo'o and ehnemenehoo'o. The verb õhpëhevenenoohe'ŕevosëstse is a Conjunct Subjunctive Iterative verb type. It appears to contain the body-part medial for 'face', -éné. The high pitches are not found in the present surface form due to the effect of the pitch rule, "High Push-Over". An interesting point to note is that this story shows that nouns can receive a kind of "Mediate" inflection, seen in the word aenõhe-voehahaono. Note the identity between the noun suffix on this word -(ha)hono and the plural Mediate verb suffix -hono, as in ehnemenehono 'they were singing'.

The text "The Hunter and the Badger" was created for pedagogical reasons. It is important to note the family relationships and working together, cultural values held in high esteem in Cheyenne tradition. The text exposes the intended audience, children in a bilingual education program, to Cheyenne numbers and colors (page 200). This is an example of a text with a strong moral teaching. The last paragraph is almost poetic as it brings home the teaching with Impersonal verbs in quick succession.

"I'm Beading Moccasins" is a brief first-person account. Study of the verb forms would be useful for everyday conversational ability in Cheyenne. The strong verbal construction, mome'hehaoemenëstse is interesting. This is one example of a verb type with a 'negative' meaning, but without the -saa- preverb.

Stories which give reasons for certain present conditions are popular all over the world. "How Birney Got the Name 'Oevemanãheno'" is one of this type. Note the predominance of Dubitative verb forms. Also, note the repetition, not uncommon in Cheyenne stories.

It is said that the story of a crossing on ice is common to some of the Algonquian languages. "When Cheyennes Crossed the Ice" fits into

this motif. Note the inanimate plural Conjunct Participle, tseohkeve'šeamoohestsestovetsee'ěstse. The verb is made "relational" because it is the object of a verb with a third-person subject. There are first-person plural (inclusive) Independent Indicative verb forms with the longer first-plural (inclusive) suffix /-mané/, i.e. něstsého'taovoeotsemane 'we will turn over' and něstsememěstane 'we will drown'. The verb hevahmeměstanehevohe has a suffix like a Dubitative verb, but lacks the Dubitative particle, mo-. Instead it has a different particle, heva- which can be translated as 'maybe' (see page 168 in these notes).

The text about "Lame Deer School Children" contains regular Independent Indicative verb forms. This would be a good text on which to study the use of PREVERBS (see page 179ff.). For example, in the verb eeváhoseamee'eohtseo'o 'they went back up again', there are at least three preverbs, -éva- 'back', -hóse- 'again', and -ame- 'along'. The verb eanöhesevanoo'o contains the preverb -anóhe- 'down', and the verb eeváhosevohešeanáha'xeo'o, besides having the preverbs -éva- and -hóse-, contains the preverb -vóheše- which means 'anew'.

The sentences on "Animals" describe the characteristics of various animals. There is useful language-learning material here. There is also some nice cultural humor. Ononevoněškeho eohkěhoenoeo'o voxeva contains an element of humor. So does okóhkeo'o eohketsěheseněstseo'o. The latter may also contain a pun, with the English name of a traditional adversary tribe, the Cheyennes' closest neighbors to the west.

The next two texts illustrate the tension between Indians and the cultural trickster (subsequently applied to the white man). There is a question and answer dialogue in hena'a'e tseohkee'tome? and hova'ehe naohkěsaa'e'tohe... The latter form is interesting in that it is an example of a word which takes on different meaning depending on whether it is in a "positive" or "negative" environment. The sentence hova'ehe náé'ta would mean 'I am afraid of something' but if we add hova'ehe to the verb násaa'e'tóhe 'I am not afraid of it', we get hova'ehe nasaa'e'tohe 'I'm not afraid of anything' (the verb in the text also contains the preverb -ohke- 'regularly'). This is one story where the trickster gets the best of the Indian. But the next story turns the tables on the trickster in a delightful plot. Note the forwardness and "pushiness" of the white man in the text "The Whiteman and the Indian". But, in the end, the cleverness and intelligence of the Indian wins out.

The story of "The Grasshopper and the Ant" is a familiar one from Aesop's Fables. But the Cheyenne version puts a strong cultural statement on the conclusion. In the English version, the grasshopper is not fed, but he is, in the end, in the Cheyenne version. It is very much against Cheyenne tradition to turn a needy person out, even if much of their trouble is self-inflicted.

"The Snake and Mice" shows how cunning can rescue one from danger. It is another story of the victory of the "underdog" over the oppressor.

The last two texts are self-explanatory. "Corn Pemmican" is a kind of recipe, told in an eyewitness form. "The Bear, the Coyote, and the Skunk" always brings a laugh from those who hear it.

(Note: the "Oklahoma" texts were first transcribed by Donald Olson, the text by J. Shoulderblade was first transcribed by D. Alford.)

This section will deal with the sound "system" of Cheyenne, the way the different "sounds" of Cheyenne interact. Much of it will be quite technical. The rules which will be discussed here are not necessarily important for a Cheyenne teacher or student to understand. But the practical effects of these rules are important for a person to be able to pronounce Cheyenne correctly.

Remember, if something is completely confusing to you, skip over it. Maybe some other part of the explanation will be helpful to you. You might want to come back to this section someday, and maybe it will be more meaningful then.

Cheyenne has 14 phonemes, the "distinctive sounds" listed previously. The Cheyenne alphabet is partially phonemic, but not entirely so. It is intended to be, rather, a "pronunciation orthography". Words are spelled in such a way as to enable a reader to be able to pronounce them correctly. In general, spelling reflects the stage in derivations after the phonological rules have applied.

Here are some of the most important phonological rules of Cheyenne. Rules are not necessarily given in their most sophisticated form. For instance, segmental abbreviations are often used where distinctive feature notation might more adequately capture a generalization. But this presentation will suffice to give the background needed for understanding some of the phonological complexities of the grammatical information. Some formulations are just first-approximations.

1. t-Assibilation

$t \rightarrow ts / _ e$ /nóte/ nótse 'alien'

2. h to s Assimilation

$h \rightarrow s / e _ t$ /nahtóna/ náhtóna 'my daughter'
/nehtóna/ néstóna 'your daughter'

3. h to ʃ Assimilation

$h \rightarrow ʃ / e _ k$ /náhko'éehe/ náhko'éehe 'my mother'
/néhko/ něʃko 'your mother'

(Focus upon the similarities in the first parts of these forms; disregard, for now, the word-final morphological differences.)

4. a-Backing

$a \rightarrow \text{ɔ} / _ (') o$ énaóotse 'he is sleeping'
é má' o 'it is red'

(Each of the a's in these forms is actually pronounced [ɔ].)

5. $\emptyset \rightarrow y / e \text{ — } \overset{V}{[+back]}$

A y glide occurs between e and a following a or o. Since the y sound is the automatic result of this rule, y's are not written in the practical orthography. Writing y's would create additional difficulties for comparing certain related morphological forms, for instance, náá'éna 'I own it' and néá'éna 'you own it' (not, néyá'éna, which obscures the fact that we simply have the verb -á'ená 'to own something' prefixed by the regular first and second-person morphemes, ná- 'I' and né- 'you').

6. $\emptyset \rightarrow w / o \text{ — } a \quad \text{hotó}^{\wedge}a \text{ [hotó}^{\wedge}á?á] \text{ 'buffalo'}$

A w glide occurs between o and a following a. Again, with the same logic given under rule 5., it is unnecessary to write the w. Again, there are instances where writing the w would obscure regular morphological correspondences.

7. Prepenultimate Devoicing (PPD)

$$\overset{V}{[-HI]} \rightarrow [-vd] / C \text{ — } \left[\begin{array}{c} C \\ -vd \\ +cont \end{array} \right] C_0 V C_0 V \quad \begin{array}{l} \text{(applies iteratively)} \\ \text{Condition: The} \\ \text{preceding consonant} \\ \text{may not be } \underline{h}. \end{array}$$

A vowel (which does not have high pitch) is devoiced if followed by a voiceless fricative and not preceded by h.

/tahpeno/ tãhpeno 'flute'
 /kosáne/ kôsâne 'sheep (pl.)'
 /mahnohtetovot/ mãhnõhtsèstovõtse 'if you ask him'

PPD applies iteratively until its structural description is no longer met.

8. Penultimate Devoicing (PD)

$$V \rightarrow [-vd] / C \text{ — } (h) C \#$$

Certain penultimate vowels devoice if they are followed by t, s, ʃ, k, or x, which is, in turn, followed by a word-final e. Rule PD operates in conjunction with the rule of e-Epenthesis.

/hohkox/ hohkõxe 'ax'
 /tétahpetát/ tsétãhpētãtse 'the one who is big'
 /téhhonónévós/ tséxhonónévõse 'when they baked'
 /éʃenét/ éʃenèstse 'days'
 /vóhpoma'óht/ vóhpoma'óhtse 'salt'
 /éheóvaheseht/ éheóvãhesèstse 'he is said to be yellow'
 /mótehk/ mótʃèʃke 'knife'

9. e-Epenthesis

$$\emptyset \rightarrow e / C \text{ — } \# \quad \text{(See forms under Rule 8., above, for examples.)}$$

$$h \rightarrow \emptyset / \left[\begin{array}{c} \overline{V} \\ [-vd] \end{array} \right]$$

An h is "absorbed" by a preceding or following voiceless vowel. The rule accounts for the fact that h is not heard in its original position when a complex syllable is pronounced. After Complex Syllable Formation has applied, Rule 15 applies. Rules 13, 14, and 15 work together to carry out the process of complex syllable formation. Forms illustrating complex syllables will be given under Rule 15.

An h is also "absorbed" by a following voiceless vowel:

tsé- 'conjunct prefix' + -ena'he 'old' + tse '3rd pers. suffix' →
 tséena'èstse 'the one who is old'
 né- 'you' + -one'xàho'he 'burn' + tse 'suffix for some 'you-me'
 Transitive Animate forms' → néone'xàhè'èstse 'you burned me'
 pèhévoestomo'he 'kind' + tse 'imperative suffix' →
 pèhévoestomo'èstse 'be kind!'
 -one'xàho'há 'burn it' + tse 'imperative suffix' →
 one'xàhè'òtse 'burn it!' (change of a to o is regular with
 Transitive Inanimate forms--see paradigms of Transitive
 Inanimate verbs, above)
 néh- 'toward speaker' + -hestaná 'take it by hand' + -tse 'im-
 perative suffix' → néxèstánòtse 'get it!, bring it to me!'

15. Diphthongization

$$\begin{array}{c} V \\ [-vd] \end{array} \rightarrow [-syl] / \text{---} \begin{array}{c} V \\ [+vd] \end{array}$$

The two vowels of a complex syllable form a diphthong. The diphthong will be pronounced differently depending upon what the first consonant is, and, naturally, what the two vowels are. It is important to master the pronunciation of complex syllables. For this reason, I will give several examples of words with complex syllables, and will also give a phonetic representation which should aid in pronunciation for these forms.

/mò'kehanot/ mò'kèhanòtse [moʔkʰʷanòt^s] 'moccasins, shoes'
 /náéšehomosé/ náèšèhomosè [náʔšʰomòs] 'I already cooked'
 /nátahéovešená/ nátàhèovešè [nátháʷowʔš] 'I am going for to
 lie down'
 /étaho'sóe/ étàho'soo'e [étʰoʔsòʔi] 'he danced over there'
 /náohkehomosé/ náohkèhomosè [náòkʰʷomòs] 'I regularly dance'
 /épehèva'e/ épèhèva'e [éphèvaʔi] 'it is good'
 /nàhkoheo/ nàhkòheo'o [nàhkʰoʷoʔò] 'bears'
 /maheón/ màheo'o [māʷòʔò] 'house'
 /nàhkohesó/ nàhkòhèso [nàhkʰós] 'little bear'
 /nàhkoha'é/ nàhkòhá'e [nàhkʰáʔè] 'Bear Woman'

16. Special a and o Devoicing

$$\left[\begin{array}{c} \text{V} \\ +\text{back} \\ -\text{HI} \end{array} \right] \rightarrow [-\text{vd}] / \left[\begin{array}{c} \text{V} \\ +\text{vd} \end{array} \right] _ \text{h C } \$_2$$

Non-high a and o become at least partially, if not completely, devoiced if preceded by a voiced vowel, and followed by h and a consonant and two or more syllables. I will indicate this devoicing in the examples, below, but I would not normally do so.

/náohkeho'sóe/ náohkêho'soo'e 'I regularly dance'
 /émóheeohtéo/ émóheeöhtseo'o 'they are gathering'
 /nápóahtenáhnó/ nápôähtsenáhno 'I punched him in the mouth'

17. Consonant Devoicing

$$\text{C} \rightarrow [-\text{vd}] / _ [-\text{vd}]$$

A consonant is devoiced if it precedes a voiceless segment. Naturally, if a consonant is intrinsically voiceless, the rule applies vacuously.

émane [ímañi] 'he drank'
 éheóvo [íht[∨]ó[∧]phó] 'it is yellow'

PITCH RULES:

Several rules adjust the levels of pitches, or tones, in Cheyenne as they interact with each other. I will just give Cheyenne pitch rules here in brief form (consult the article, "Cheyenne Pitch", listed below, for more extensive discussion of the pitch rules). I use the following pitch symbols: ' = high, ` = low, ¯ = mid, ∨ = "hanging low" or "lowered high" (a pitch which is lower than a mid but slightly higher than a low), and ^ = "raised high". Throughout these notes the low pitch often does not receive any mark. I sometimes use a high pitch mark where it would be more accurate to use a raised high mark (there is little phonetic difference between a high and a raised high, and having one less symbol should make reading that much easier). The hanging low is sometimes simply treated, in these notes, as a low, with no pitch marking (again, to make reading easier). The rules below which deal with the pitches of "penultimate" syllables are most pertinent in a phrase-final environment. There will be more discussion, below, on the characteristics of phrase-medial Cheyenne phonology.

18. High-Raising

$$' \rightarrow ^ / \{ \# \} _ ' \#$$

A high pitch preceding an underlying word-final high is realized as a raised high when not preceded by another high. (A high pitch remains high when preceded by a high and followed by an underlying word-final high.)

/šé?šé/	šê?še	'duck'
/sémón/	sêmo	'boat'
/éma?òvésé/	éma?ovêse	'he has red hair'

19. Low-to-High Raising

$$' \rightarrow ' / ' _ ' \#$$

A low is raised to a high if preceded by a high and followed by a word-final high.

/méšèné/	méšéne	'ticks'
/návoòmó/	návóomo	'I see him'
/pòésó/	póeso	'cat'
/énémèné/	énéméne	'he is singing'
/éméhósané/	éméhósáne	'he loves'
/ésáášé?šévèhé/	ésáášé?šévéhe	'he is not a duck'
/éma?ó/	émá?o	'it is red'

20. Low-to-Mid Raising

$$' \rightarrow \bar{ } / _ ' \#$$

A low is raised to a mid when it precedes a word-final high (and is not preceded by a high--we can eliminate this last condition by ordering Rule 20 after Rule 19).

/kòsán/	kōsa	'sheep (sg)'
/hè?é/	hē?e	'woman'
/éhòmòsé/	éhomōse	'he is cooking'
/étàhpè?àsé/	étàhpè?āse	'he has a big belly'

21. High Push-Over

$$' \rightarrow \bar{ } / ' _ \bar{ } \bar{ } \text{ (applies iteratively)}$$

A high is realized as a low if it is preceded by a high and followed by a phonetic low. (As formulated, Rule 18 must precede Rule 21.)

/néháóónámà/	neháòònàma	'we (incl) prayed'
/néméhó?tónè/	néméhò?tòne	'we (incl) love him'
/náméhósànémé/	náméhòsànême	'we (excl) love'
/évé?hò?évésetàno/	évé?hò?évésetāno	'he hurries like a white man'

22. Word-Medial High-Raising

$$' \rightarrow ^ / ' \left((C \begin{matrix} V \\ [-HI] \end{matrix} \left[\begin{matrix} C \\ -vd \\ +cont \end{matrix} \right] \right) C_0)_0 \text{ --- } ' C_0 V$$

A high is raised if it follows a high (which is not a trigger for the High Push-Over rule) and precedes a phonetic low. One or more voiceless syllables may come between the two highs.

(A devoiced vowel in this process must be underlyingly low, not an underlyingly high vowel which has been devoiced by the High-Pitch Devoicing rule.) Many verbal prefixes and preverbs enter into the process of Word-Medial High-Raising.

/émèsèhe/	émêsehe	'he is eating'
/téhnémènéto/	tséhnêmenéto	'when I sang'
/násâamétòhénòtò/	násâamétòhênoto	'I didn't give him to him'
/ésâamésèhéhéò/	ésâamésèhêheo?o	'they did not eat'
/téhèvéèsèsónètò/	tséhevésèsôneto	'the one who is your cousin'
/mónésó?háèanámé/	mónésó?háèanâme	'Are you (pl) still hungry?'
/névé?èà?xàámé/	névê?ea?xaāme	'Don't cry!'
/éhátèhkéhevèò/	éhátšěškêheveo?o	'they are ants'

23. High-Lowering

(I now believe that this rule does not exist. So hanging low pitches are just regular low pitches. W.L. 2011)

$$' \rightarrow \checkmark / _ \#$$

A high preceding a word-final low is realized as a "hanging low".

/ménè/	měne	'berry'
/mótèhk/	mótšěške	'knife'
/éhè?évè/	éhè?ěve	'she is a woman'

24. Word-Final Lowering

$$V \rightarrow \checkmark / _ \#$$

A word-final vowel is realized as a low pitch. If the vowel is pre-pause, it will be devoiced by the Phrase-Final Devoicing rule.

/návóòmó náhkòhè/	návóòmónáhkòhè	'I saw a bear'
/évóòhtá màhèón/	évóòhtámàhèō?ò	'he saw a house'

25. Vowel-Stretching

$$\emptyset \rightarrow \begin{matrix} \text{V} \\ \left[\begin{array}{l} \alpha \text{ back} \\ \beta \text{ high} \\ \gamma \text{ PITCH} \end{array} \right] \end{matrix} ? / \left[\begin{matrix} \text{V} \\ \gamma \text{ PITCH} \end{matrix} \right] \text{ — } \begin{matrix} \text{V} \\ \left[\begin{array}{l} \alpha \text{ back} \\ \beta \text{ high} \end{array} \right] \left(\left[\begin{array}{l} +\text{obs} \\ -\text{vd} \end{array} \right] \right) \end{matrix} \#$$

Cheyenne does not permit surface word-final vowel sequences. Instead of a word-final vowel sequence found in an underlying form (a voiceless obstruent, t or s, may follow the vowel sequence), a glottal stop and a copy of the last underlying vowel will be inserted. (This process was first described by linguist Ives Goddard, in a slightly different formulation, in the article listed below--because of this contribution, I have sometimes called this process "Goddard's Law".) Subsequent to Vowel-Stretching, a rule of vowel assimilation (independently motivated in Cheyenne phonology) assimilates an e to an immediately preceding vowel.

/xàón/	xāōʔo	'skunk'
/mèón/	měōʔo	'road, trail'
/hònóón/	honōōʔo	'roast'
/émèà/	émeaʔa	'he gave'
/véès/	věěʔése	'tooth'
/séòt/	sěōʔótse	'ghost, corpse'

Caution: not all surface forms which end with two vowels, a glottal stop, and a word-final vowel have undergone Vowel-Stretching. Some forms which have underlying sequences that look like Vowel-Stretched forms (but are not) follow:

/énààʔé/	énaāʔe	'he doctored'
(cf. this with /énae/	énààʔe	'he died')
/nánéʔpóóʔó/	nánéʔpóóʔo	'I peaked'
/éméóʔé/	éméóʔe	'he fought'

26. Vowel Assimilation

$$\begin{matrix} \text{V} \\ [- \text{back}] \end{matrix} \rightarrow \begin{matrix} \text{V} \\ \left[\begin{array}{l} \alpha \text{ back} \\ \beta \text{ high} \end{array} \right] \end{matrix} / \begin{matrix} \text{V} \\ \left[\begin{array}{l} \alpha \text{ back} \\ \beta \text{ high} \end{array} \right] \end{matrix} \text{ — } \text{C}$$

An e assimilates to take on the phonetic value of an immediately preceding vowel when that e is followed by a consonant. Sometimes this assimilation is not total, but usually it is at least nearly so. Assimilation occurring to vowels which have undergone Vowel-Stretching is total, and I write the second vowel in its assimilated form. I do not write "non-Vowel-Stretched" sequences in their assimilated form--so that underlying forms are more easily recovered from surface forms.

/návóòmàé/	návóomāāʔe	[návôòmā·ʔi]	'they saw me'
/névóòmàèè/	névóomaene	[níwôòmā·ni]	'he saw us (incl)'
/éhòʔòèhté/	éhoʔoēstse	[éhòʔō·stsi]	'he cooked it'

27. High-Pitch Devoicing

$V \rightarrow [-vd] / ' C \text{ --- } \begin{bmatrix} +cont \\ -vd \end{bmatrix} C_0 ' C_0 V$ Condition: The preceding consonant may not be h.

A vowel will devoice if it is followed by a voiceless fricative, and if the immediately preceding syllable and the following two syllables are high-pitched. The status of this rule is uncertain at this point. The rule does account for many data, however there may be a better way to capture the devoicing and pitch phenomena involved here. One alternative formulation might modify the Prepenultimate Devoicing rule so that it would also account for the data explained by the High-Pitch Devoicing rule.

/náááháóónáhémé/	násâaháóónáhéme	'we (excl) did not pray'
/éháóónáxèná/	éháóónáxéna	'they prayed lying down'
/náááháóónétéhtáhémé/	násâaháóónétsestáhéme	'we (excl) are not lazy'
/náááméó?tóhéné/	násâáméó?tóhéne	'we (excl) did not fight him'
/nááámétóhénóné/	násâámétóhénóne	'we (excl) did not give it to him'

28. Phrase-Final Devoicing

$V \rightarrow [-vd] / \text{ --- } \&$

All word-final vowels devoice before a pause. Every form given so far in these notes potentially illustrates this rule. The last vowel of each of the above forms will devoice if there is a pause after it.

Phrase-medially, phonological characteristics vary a little from those of phrase-final phenomena. Complex syllable Formation occurs across word-boundaries in connected ("non-linguist-pace") speech.

29. h-Loss

$h \rightarrow \emptyset / V \text{ --- } V \# X$

Phrase-medially, an h which is preceded by a vowel, and followed by a word-final vowel, drops out. Vowel Assimilation applies to the vowel sequence which is produced. Vowel-Stretching does not, hence it must be ordered before the rule of h-Loss.

/námòxè?òhá mòxè?èhtóon/	[námòx ^w ì?òámòx ^w ì?ìstò?ò]	'I wrote a book (by tool).'
/nááávóómóhé náhkòhè/	[nááàβóómó.nâhkòh]	'I did not see the bear.'

h-Loss also occurs with some word-medial sequences in rapid speech:

/éméhààmàrà/	[ímîa.maîi]	'He used to drink.'
/étšè?kéhàhè/	[ítšì?kíah]	'He is young.'
/éhòhàètònétó/	[í'òháìtòníto]	'It's really cold (weather).'

A third person singular conjunct suffix is /t/ (it will have the surface form -tse due to e-Epenthesis and t-Assibilation):

tsé- (conjunct prefix) + -háóóna 'pray' + -tse →
tseháoonátse 'the one who prays'

But, when the stem ends in VhV, h-Metathesis occurs:

tsé- + -hotse'óhe 'work' + -tse → tséhotse'óestse 'the worker'
tsé- + -né'èsto'haha 'take gloves off' + -tse →
tsehé'èsto'hahtse 'the one who takes his gloves off'

Study the description of Transitive Inanimate Imperatives and Conjunct forms for further examples of h-Metathesis.

We can also see the effect of h-Metathesis in certain 'I-you' Transitive Animate verb forms. Compare the paradigms of verbs such as 'hit' and 'measure' with other TA verbs, in the description of TA verbs:

névóomátse	'I see you'
nétaeváestse	'I measure you'
nénáho'oestse	'I hit you'

33. Cliticization

Many "particles" appear to cliticize to a following word in connected speech. The process appears to be one of losing a word-final hV. Compare the particles on the left, below, which are spoken as single utterances, with those on the right which are "bound" to the following word.

tse'tohe 'this one (an.)'	tse'to-mé'èševótse 'this baby'
he'tohe 'this one (inan.)'	he'to-máheo'o 'this house'
móhe 'really?'	mónéháéána 'are you hungry?'
néhe 'that one (an.)'	né-ka'èškéne 'that child'

This process and its phonetic effect should be compared with the rule of h-Loss, above. With h-Loss, the two underlying vowels are retained in the surface form. With Cliticization, the word-final vowel is lost.

34. h to s-Assimilation

h → s / ___ s

An underlying h becomes a surface s when it precedes an s.

/téhsáanémenéhétó/	tséssáanémenéhéto	'when I did not sing'
/éhsóhpeòhtésèht/	éssóhpeòhtséséstse	'it is said that he walked through'

(In these examples, the /h/ indicates a kind of past tense.)

An h of a final is fronted to ʃ when it precedes and follows -e:

náé'ho	I'm afraid of him.	née'ʃe	You are afraid of me.
náameotseho	I guided him.	néameotʃeʃe	You guided me.
náá'ého	I did good to him.	néá'eʃe	You did good to me. (="thank you")

An h of a final is fronted to x when it precedes -e and follows a back vowel:

náhó'ho	I have him.	ného'xe	You have me.
náná'ho	I killed him.	néna'xe	You killed me.
épèhèveméá'ha	It smells good.	épèhèveméa'xe	He smells good.

In verbs with the final 'cut', alternations are between s and x, and between s and ʃ and x:

náa'tāso	I accidentally cut him.
néa'taxe	You accidentally cut me.
néa'tāxa	You accidentally cut it.
náé'ésó	I sliced him.
néé'eʃe	You sliced me.
náé'èxéé'e	They sliced me.
náé'éxa	I sliced it.

38. Preverb Devoicing

$V \rightarrow [-vd] / \text{---} + \overset{C}{[-vd]}$ (optional)

Vowels often devoice immediately preceding a preverb boundary.

éasetá'xe, éasetá'xe 'he started to run'
 énéʃépèhèva'e, énéʃépèhèva'e 'it's O.K.'
 ééʃépèhèva'e, ééʃépèhèva'e 'it's already good'
 ásetánótse, ásetánótse 'Pass it!'
 nánèheʃetāno, nánèheʃetāno 'I'm thinking that way.'

This formulation, or something very similar to it, may also account for the devoicing in certain non-verbal forms:

mo'éhèno'ha 'horse'
 vóhpèvo'ha 'white horse'
 màhtóhtò-hóhtà-no'ka 'eleven'
 naasóhtòno'e 'sixty'

39. Preverb Glottal-Stop Epenthesis

$\emptyset \rightarrow ? / V \text{---} + V$

A glottal-stop is optionally inserted between a preverb ending in a vowel and an immediately following vowel. For most preverbs the rule appears to operate mostly when there is hesitation in speech. The rule is obligatory with the preverb -sáa- 'not'.

ná-sáa-éʃe-mane-hé → násáa'ésēmanēhe 'I did not drink yet.'
 é-sáa-a'xaame-hé → ésáa'a'xaamēhe 'he did not cry'

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