

ED 136613

# MOHAWK

## A TEACHING GRAMMAR

PRELIMINARY VERSION

NORA DEERING

HELGA HARRIES DELISLE

1976

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MOHAWK TEACHING GRAMMAR  
(Preliminary Version)

Nora Deering

and

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Drawings by: Ross Montour  
(Lessons 1 to 10)

Rita Phillips  
(Lessons 11 to 20)

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To all those who are helping  
to keep Mohawk alive.

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## INTRODUCTION

The present teaching grammar of Mohawk was developed at Manitou Community College over a period of two years. It is aimed at teaching Mohawk to adult students. The Mohawk dialect on which this grammar is based is that of Caughnawaga, but it is felt that with minimal adjustments made by the teacher, the text can be used in other communities as well.

Though the text was primarily conceived for classroom use, it could also be helpful to somebody who is learning on his own. However, in such a case the tapes are essential to provide the correct pronunciation and to correct the exercises.

This first version of the Teaching Grammar is a preliminary one that should be revised once it has been tried out in a number of classes. So far, only the first eleven lessons have been tested in the classroom. However, experience has shown that many flaws only show up once the text is put to use. Furthermore, some semantic as well as some grammatical areas have not been covered as extensively as they should be, and some material should probably be rearranged. We would therefore be grateful to any teacher who uses the text if he or she will inform us of weaknesses found in the text.

Nora Deering

May 1976.

Helga Harries-Delisle, Ph.D

## TABLE OF CONTENTS

HOW TO USE THE TEACHING GRAMMAR	
1. Reading and Writing Mohawk -----	1.
2. The Lessons -----	2.
READING AND WRITING MOHAWK	
The Vowels -----	(1)
Exercises -----	(4)
The Consonants -----	(10)
Exercises -----	(13)
LESSON 1	
Conversation 1 -----	1
M-Variants -----	2
Conversation 2 -----	3
Phrases to Use in Class -----	4
Vocabulary -----	4
Personal Names -----	5
Exercises	
E-1 <u>ken</u> questions -----	6
E-2 <u>ken</u> questions, free pronouns -----	6
E-3 <u>cnhka</u> questions, negation -----	7
E-4 questions -----	8
E-5 conversation variation -----	9
Notes to the Student	
Note 1 yes-no questions -----	10
Note 2 free pronouns -----	11
Note 3 <u>aónha</u> and <u>akaónha</u> -----	12
Note 4 bound pronouns -----	12
Note 5 negation -----	13
LESSON 2	
Conversation 1 -----	14
M-Variants -----	15
Conversation 2 -----	16
Phrases to Use in Class -----	17
Vocabulary: counting -----	17

Exercises	
E-1 <u>ken'</u> questions -----	18
E-2 <u>ni'</u> <u>né:'e</u> -----	18
E-3 <u>ki:</u> and <u>thi</u> -----	19
E-4 bound pronouns -----	19
E-5, 6 questions -----	20
E-7 conversation variation -----	21
Notes to the Student	
Note 1 <u>ontiatén:ro'</u> and <u>ontia'tshi</u> -----	22
Note 2 <u>né:'e</u> , <u>ne</u> -----	22
Note 3 bound pronouns: I, you, he, she/one-	22
LESSON 3	
Conversation 1 -----	27
M-Variants -----	28
Conversation 2 -----	30
Phrases to Use in Class -----	31
Vocabulary: counting; kinship terms -----	31
Exercises	
E-1, 2, 3, 4 questions: kinship terms -----	35
E-5 imperative forms -----	38
E-6 counting -----	39
E-7 questions -----	39
E-8 conversation variation -----	39
Notes to the Student	
Note 1 kinship terms -----	40
Note 2 <u>istén:'a</u> and <u>matén:t</u> -----	40
Note 3 kinship terms and she, it; she, one-	41
Note 4 personal pronouns: you(d), you(p) --	42
Note 5 imperative forms -----	43
LESSON 4	
Conversation 1 -----	45
M-Variants -----	46
Conversation 2 -----	48
Phrases to Use in Class -----	49
Vocabulary: counting; people -----	49
Exercises	
E-1 <u>ka'</u> <u>ne</u> questions -----	51
E-2 questions -----	51
E-3, 4, 5, 6 negation -----	52
E-7 word order -----	55



LESSON 4 (Cont'd)	
E-8 questions -----	55
E-9 numbers -----	55
E-10 questions -----	56
E-11 conversation variation -----	56
Notes to the Student	
Note 1 negation -----	57
negation of verbs -----	57
negation of nouns -----	57
negation of pronouns -----	58
Note 2 word order -----	59
Note 3 <u>niwáhsen</u> -----	61
LESSON 5 (REVIEW)	
Conversation 1 -----	62
Conversation 2 -----	63
Conversation 3 -----	65
Conversation 4 -----	66
Exercises	
E-1, 2 questions -----	67
E-3 story -----	69
E-4, 5, 6, 7 conversation variations -----	70
Songs -----	71
LESSON 6	
Conversation 1 -----	72
M-Variants -----	73
Conversation 2 -----	75
Phrases to Use in Class -----	76
Vocabulary: occupations; insects; animals -----	77
Exercises	
E-1 we(d,excl), we(p,excl) -----	78
E-2, 3, 4 <u>ni' ni:se'</u> , <u>ni' ní:'i</u> , <u>ni' né:'e</u> -----	79
E-5 negation -----	81
E-6 habitual aspect suffix -----	82
E-7, 8 questions -----	83
E-9 story -----	84
E-10 conversation variation -----	85
Notes to the Student	
Note 1 we(d,excl), we(p,excl) -----	86
Note 2 morphophonemic rule on third person pronoun -----	87
Note 3 habitual aspect suffix -----	88

LESSON 7	
Conversation 1 -----	89
M-Variants -----	90
Conversation 2 -----	93
Vocabulary: expressions of location: at, on, in, to: <u>-ne</u> , <u>-ke</u> -----	94
expressions of location: at, to, in the place where: <u>tsi</u> -----	95
Exercises	
E-1 <u>-ne</u> , <u>-ke</u> -locative -----	96
E-2 <u>tsi</u> -locative -----	97
E-3 questions -locatives -----	98
E-4 questions -negation -----	98
E-5 <u>wáhi'</u> -----	98
E-6 <u>kwah í:kehre'</u> , <u>ón'te'</u> -----	99
E-7 negation -----	100
E-8 word order -----	100
E-9 relative clauses: the one -----	100
E-10 cislocative and translocative prefixes -----	101
E-11, 12 questions -----	102
E-13 story -----	103
Notes to the Student	
Note 1 locative suffixes: <u>-ne</u> , <u>-ke</u> -----	104
Note 2 locative: <u>tsi nón:we</u> , <u>tsi</u> -----	104
Note 3 translocative and cislocative prefixes -----	105
Note 4 <u>wáhi'</u> -----	107a
Note 5 word order, emphasis, relative clauses -----	107b
LESSON 8	
Conversation 1 -----	108
M-Variants -----	109
Conversation 2 -----	112
Vocabulary: locative <u>-akta</u> ; locative <u>-kon</u> ; locative <u>-okon</u> -----	113
Exercises	
E-1, 2, 3, 4 questions: locatives -----	114
E-5, 6 adjectival verbs -----	116
E-7 <u>nek tsi</u> sentences -----	117
E-8 adjectival verbs and negation -----	117
E-9 they (p,m) , they (p,f) -----	118

LESSON 8 (Cont'd)		
E-10	questions -----	119
E-11	story -----	119
E-12	conversation variation -----	120
Notes to the Student		
Note 1	adjectival constructions; adjectival suffixes; adjectival verbs -----	121
Note 2	negation of adjectival constructions	125
Note 3	bound pronouns: they(p,m), they(p,f)	126
LESSON 9		
Conversation 1	-----	128
M-Variants	-----	129
Conversation 2	-----	132
Vocabulary:	things; weather expressions;---	133
	time expressions; time	
	expressions: during -----	135
	the days of the week -----	136
Exercises		
E-1	questions -buy, bring -----	136
E-2	<u>kátke</u> questions -----	137
E-3	how much- questions -----	137
E-4	how many- questions -----	138
E-5, 6	enumeration of objects -----	138
E-7	<u>khok</u> -----	139
E-8	questions: weather expressions -----	140
E-9	<u>wa'</u> - definite modal prefix -----	141
E-10, 11	questions -----	142
E-12	story -----	143
E-13, 14	conversation variations -----	144
Notes to the Student		
Note 1	enumeration of objects -----	145
	number 'one' -----	146
	number 'two' -----	146
	number 'three' and up -----	147
Note 2	<u>khok</u> -only -----	148
Note 3	definite modal prefix: <u>wa'</u> -----	148
Note 4	days of the week -----	149
LESSON 10 (REVIEW)		
Conversation 1	-----	150
Conversation 2	-----	151
Conversation 3	-----	152
Conversation 4	-----	153

## LESSON 10

## Exercises

E-1, 2 questions -----	154
E-3 story -----	156
E-4, 5, 6 conversation variations -----	157

## LESSON 11

Conversation 1 -----	158
M-Variants -----	159
Conversation 2 -----	162
Vocabulary: domestic animals; trees; -----	163
birds -----	164

## Exercises

E-1 bound pronouns: they(d,m), they(d,f)--	165
E-2 bound pronouns: she/it (neut) -----	166
E-3 nominal classifiers -----	166
E-4 enumeration: people -----	167
E-5 'how many' questions -----	168
E-6, 7 questions -----	169
E-8 story -----	170
E-9 a conversation among animals -----	171

## Notes to the Student

Note 1 bound pronouns: they(d) -----	172
Note 2 bound pronouns: she/it (neut) -----	174
Note 3 nominal classifiers -----	174
Note 4 <u>owí:ra'</u> , <u>owirá:'a'</u> -----	175
Note 5 enumeration of living things -----	175

## LESSON 12

Conversation 1 -----	180
M-Variants -----	182
Conversation 2 -----	184
Vocabulary: materials; -----	185
clothing; colours -----	186

## Exercises

E-1 possessive constructions -----	188
E-2 questions and the she/one pronoun ----	188
E-3 possessive constructions -----	189
E-4 Is it made of...? -----	190
E-5 What colour...? -----	190
E-6 noun incorporation -----	191
E-7 definite (aorist) prefix <u>wa'</u> - -----	192
E-8 comparative constructions -----	192

LESSON 12 (Cont'd)	
E-9 comparative constructions and negation	193
E-10 superlative constructions	194
E-11, 12 questions	195
E-13 story	196
E-14 conversation variation	197
Notes to the Student	
Note 1 possessive constructions with things	198
Note 2 the indefinite feminine pronoun in questions	199
Note 3 noun incorporation	200
Note 4 the definite (aorist) modal prefix <u>wa'</u>	203
Note 5 comparative and superlative constructions, the duplicative prefix <u>t-</u>	205
Note 6 the verbs <u>kahón:tsi</u> 'black' and <u>kará:ken</u> 'white'	206
LESSON 13	
Conversation 1	208
M-Variants	209
Conversation 2	213
Vocabulary: time expressions; body parts	214
Exercises	
E-1 'when' questions and <u>tsi náhe</u> constructions	216
E-2 'how long' questions	217
E-3 indefinite nouns	218
E-4, 5 body parts	219
E-6 <u>oh ní:io</u> questions	220
E-7 the distributive suffix <u>-nion</u>	220
E-8, 9 questions	221
E-10 time	222
E-11, 12 story	223
E-13 conversation variation	225
Notes to the Student	
Note 1 <u>tsi náhe</u> 'ago' constructions	226
Note 2 indefinite nouns	226
Note 3 body parts: inalienable possession	229

LESSON 13 (Cont'd)	
Note 4 <u>oh ní:io</u> constructions -----	231
Note 5 vocatives -----	231
Note 6 the distributive suffix <u>-nion</u> ---	232
Note 7 more about telling the time -----	232
LESSON 14	
Conversation 1 -----	234
M-Variants -----	235
Conversation 2 -----	238
Vocabulary: 'foods; fruits; time expressions: during -----	239
Exercises	
E-1 <u>khé:ken</u> 'instead', <u>ne: ne ia:we</u> 'instead of' -----	241
E-2 the future prefix <u>en-</u> -----	242
E-3 future negation: <u>tóhsa</u> -----	243
E-4 questions -----	244
E-5 noun compounding: meats -----	244
E-6 questions -----	244
E-7 the particle <u>ón'te'</u> -----	245
E-8 the bound pronouns: <u>we(d,incl),</u> <u>we(p,incl)</u> -----	246
E-9 <u>tóka' ni'</u> 'or' and <u>káton</u> 'or' -----	246
E-10 'how' questions and the partitive prefix <u>ni-</u> -----	247
E-11, 12 questions -----	248
E-13 story -----	250
E-14 conversation variation -----	251
Notes to the Student	
Note 1 <u>khé:ken</u> 'instead' and <u>ne: ne</u> <u>ia:we</u> 'instead of' -----	252
Note 2 the future mode prefix: <u>en-</u> -----	253
Note 3 the dubative particle: <u>ón'te'</u> ---	254
Note 4 bound personal pronouns: <u>we(d,incl), we(p,incl)</u> -----	255
Note 5 <u>tóka' ni'</u> and <u>káton</u> 'or' -----	256
Note 6 the partitive prefix: <u>ni-</u> , <u>to:</u> 'how' questions -----	257

## LESSON 15 (REVIEW)

Conversation 1	review of Lesson 11	-----	261
Conversation 2	review of Lesson 12	-----	263
Conversation 3	review of Lesson 13	-----	265
Conversation 4	review of Lesson 14	-----	267
Conversation 5	review of Lesson 15	-----	268

## Exercises

E-1	story to conversation 1	-----	269
E-2	story to conversation 2	-----	271
E-3	story to conversation 3	-----	271
E-4	story to conversation 4 and 5	-----	272
E-5, 6	questions	-----	274
E-7	conversation variation	-----	276

## LESSON 16

Conversation 1	-----	277	
M-Variants	-----	278	
Conversation 2	-----	281	
Vocabulary:	stative verbs	-----	282
	means of transportation	-----	284
	nationalities	-----	285
	objects	-----	285
	dances	-----	287
	games, sport	-----	287
	ceremonies, feasts	-----	288
	months	-----	288
	spiritual world	-----	289

## Exercises

E-1	questions	-----	290
E-2	objective pronominal prefixes: the verb <u>-ien</u> 'have'	-----	290
E-3	the verb <u>-ien</u> and noun incorporation	-----	291
E-4	objective pronominal prefixes: the verb <u>-ka't</u> 'to have a lot of'	---	292
E-5	the verb <u>-ka't</u> and noun incorporation	-----	292
E-6, 7	objective personal pronouns and noun incorporation	-----	293
E-8	questions and negation	-----	295
E-9	questions	-----	295
E-10	'what kind of' constructions	-----	296
E-11	the suffix <u>-neha</u> , <u>-keha</u>	-----	297

LESSON 16 (Cont'd)	
E-12 the suffix <u>-ro:non'</u> -----	297
E-13, 14 story -----	298
E-15 story: <u>Ahkwesahsró:non' tánon'</u> <u>Kahnawakeró:non'</u> -----	299
E-16 The fat man's story -----	301
Notes to the Student	
Note 1 objective pronominal prefixes ---	303
Note 2 <u>oh ni -- o:ten?</u> 'what kind of' constructions -----	306
Note 3 the suffix <u>-neha</u> , <u>-keha</u> -----	307
Note 4 the suffix <u>-ro:non'</u> -----	307
LESSON 17	
Conversation 1 -----	308
M-Variants -----	309
Conversation 2 -----	312
Vocabulary: Play and Entertainment	
the verbs -----	313
the nouns -----	315
Exercises	
E-1 the indefinite prefix <u>a-</u> -----	315
E-2, 3 constructions with 'have to', it is possible' etc. -----	316
E-4 negation -----	318
E-5, 6 the purposive suffix -----	319
E-7 verbs of wanting -----	321
E-8 the iterative prefix <u>s-</u> -----	322
E-9 constructions with 'let' -----	322
E-10, 11 questions -----	323
E-12 conversation variation -----	326
E-13 story: <u>Iekaratón'khwa'</u> -----	327
E-14 story: <u>Ronhkwennión:ni</u> -----	330
Notes to the Student	
Note 1 the indefinite mode prefix <u>a-</u> --	332
Note 2 constructions with 'it is possible', 'it is necessary' etc.	333
Note 3 negation: <u>th-</u> , <u>tóhsa'</u> -----	335
Note 4 the purposive -----	337
Note 5 verbs of wanting -----	341
Note 6 the iterative prefix <u>s-</u> -----	344
Note 7 imperative constructions: 'let' -	344



LESSON 18		
Conversation 1	-----	346
M-Variants	-----	347
Conversation 2	-----	350
Vocabulary: birth	-----	351
marriage	-----	352
sickness, death	-----	353
Exercises		
E-1, 2 the stative suffix <u>-on</u>	-----	354
E-3, 4 the reflexive and the reciprocal prefixes	-----	355
E-5 enumeration of inanimate nouns	-----	357
E-6 constructions with the progressive <u>-hatie</u>	-----	358
E-7 the continuative suffix <u>-k-</u>	-----	358
E-8, 9 the past suffixes <u>-kwe'</u> , <u>-ne'</u>	-----	359
E-10 the reversion suffixes	-----	361
E-11 transitive pronominal prefixes	-----	362
E-12, 13 questions	-----	363
E-14 a letter	-----	364
E-15 write a letter	-----	368
E-16 <u>Rón:kwe wahohiaton'seró:ta'se'</u>	-----	368
Notes to the Student		
Note 1 the stative suffix <u>-on-</u>	-----	371
Note 2 reflexive constructions	-----	373
reciprocal constructions	-----	374
Note 3 enumeration of inanimate nouns	-----	375
Note 4 the progressive suffix <u>-hatie</u>	-----	376
Note 5 the continuative suffix <u>-k-</u>	-----	377
Note 6 the past suffix: <u>-kwe'</u> , <u>-ne'</u> , the particle <u>shos</u> 'used to'	-----	379
Note 7 the reversion suffixes: <u>-hsi-</u> and <u>-ko-</u>	-----	381
Note 8 transitive pronominal prefixes	-----	383
LESSON 19		
Conversation 1	-----	387
M-Variants	-----	389
Conversation 2	-----	393
Vocabulary: Expressions with instrumental suffixes	-----	394
tools	-----	396
more about the human body	-----	397
natural phenomena, directions, etc.	-----	398
around the house	-----	399

## LESSON 19 (Cont'd)

## Exercises

E-1	instrumental constructions -----	400
E-2	the particle <u>tsi</u> -----	402
E-3	sentence conjoining -----	404
E-4	benefactive constructions -----	405
E-5	constructions with the distributive suffix <u>-shon</u> -----	406
E-6	'when' constructions -----	407
E-7	construction with 'same' -----	408
E-8, 9	questions -----	409
E-10	A Weather Report -----	411
E-11	conversation variation -----	413
E-12	story: <u>Shiionthké:rons</u> <u>Nakhsothkénha</u> -----	413

## Notes to the Student

Note 1	the instrumental suffixes <u>-t-</u> and <u>-kw-</u> -----	417
Note 2	the particle <u>tsi</u> : subordinating conjunction -----	420
Note 3	cause and effect: <u>ne arihón:ni'</u> and <u>ne aorí:wa'</u> -----	425
Note 4	benefactive suffixes -----	425
Note 5	the distributive suffix <u>-shon</u> ---	431
Note 6	the prefix <u>sh-</u> 'when' -----	433
Note 7	the prefix <u>sh-</u> 'sameness' -----	435
Note 8	the aspectual structure of Mohawk: the habitual aspect -----	437
	the punctual aspect -----	439
	the perfective or stative aspect -	441
	the progressive aspect -----	442
	the continuative aspect -----	444
	morphophonemic rules -----	445
	verb paradigms -----	446

## LESSON 20 (REVIEW)

1.	<u>Waten:niote'</u> : Scenes from a Wedding -	452
	Scene 1: Preparations -----	454
	Scene 2: At the bridegroom's -----	457
	Scene 3: Cooking -----	459
	Scene 4: Playing Games -----	463
	Scene 5: After lunch -----	467
	Scene 6: Waiting for the guests -----	469
	Scene 7: Bringing the gifts -----	472
	Scene 8: A last dance -----	475

LESSON 20 (REVIEW) (Cont'd)	
2. <u>Thaontané:ken Raoká:ra'</u> : The Rabbit's Story -----	478
3. Mohawk Names	
Mohawk names for women -----	487
Mohawk names for men -----	488
4. Names from English and French -----	489
5. Verb List -----	491
6. Particles -----	502
7. Songs -----	505
8. Mohawk Scrabble -----	509
BIBLIOGRAPHY -----	517

TABLE OF CONTENTS FOR CASSETTE TAPES

Tape I, side 1

Lesson 1 -----	0 - 18
Lesson 2 -----	19 - 32
Lesson 3 -----	34 - 50
Lesson 4 -----	51 - 69

Tape I, side 2

Lesson 5 -----	0 - 21
Lesson 6 -----	22 - 50
Lesson 7 (up to E-10) -----	50 - 70

Tape II, side 1

Lesson 7 (starting with E-10) -----	0 - 8
Lesson 8 -----	9 - 40
Lesson 9 -----	41 - 62
Lesson 10 (up to E-1) -----	63 - 70

Tape II, side 2

Lesson 10 (starting with E-1) -----	0 - 8
Lesson 11 -----	9 - 40
Lesson 12 -----	41 - 70

## Tape III, side 1

Lesson 13 -----	0 - 40
Lesson 14 -----	41 - 70

## Tape III, side 2

Lesson 15 -----	0 - 36
Lesson 16 -----	37 - 70

## Tape IV, side 1

Lesson 17 -----	0 - 42
Lesson 18 (up to E-9) -----	43 - 70

## Tape IV, side 2

Lesson 18 (starting with E-9) -----	0 - 28
Lesson 19 (up to E-11) -----	29 - 70

## Tape V, side 1

Lesson 19 (starting with E-11) -----	0 - 6
Lesson 20 -----	7 - 55

## Tape V, side 2

Reading and Writing Mohawk -----	0 - 40
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## HOW TO USE THE TEACHING GRAMMAR

The outline above is aimed at helping the teacher to understand the composition of the text and the function of the individual parts. The teacher should, however, realize that it is extremely important that students make the transition from the book to the spoken language and that they learn to use Mohawk creatively. This can be achieved by having free conversations from the first day of classes on, even if the students can only say a few sentences. The more often a sentence is repeated, the better it is remembered. Conversations should obviously be based on the materials learned, but the teacher should not hesitate to make up new sentences with the words and structures learned so far and students should also be encouraged to do so. For instance, if the students have learned the sentence ka' wa:re'? and the noun phrase thi ron:kwe in two different places, they should nevertheless be able to understand and to make up themselves the new sentence ka' wa:re' thi ron:kwe?

However, a small word of warning is necessary. Some students might want to advance too fast and try to make up sentence types that they have not yet learned. This is usually done by translating directly from English. Given that the structures of Mohawk and English are very different, this kind of attempt will usually be unsuccessful and should therefore be discouraged especially in the earlier lessons.

HOW TO USE THE TEACHING GRAMMAR1. Reading and Writing Mohawk

The writing system used in the text is the one that has been developed over the last years by a group of Mohawk teachers from Caughnawa and Oka. It is essentially an elaboration of the older system that was used in St. Regis, Caughnawaga and Oka. The distinctions that were added to the older system are: vowel length, indicated by :, the glottal stop, indicated by ', and stress, indicated by ˈ. Furthermore, the h sound which was only written sporadically, is now indicated wherever it occurs.

The section on reading and writing Mohawk is meant as a help to the students so that they can overcome difficulties whenever they come up.

Even though the section on reading and writing Mohawk is placed before the lessons, this does not imply that this section has to be mastered before the first lesson can be tackled. Rather, it is meant to help the students if they encounter difficulties while learning the language. The students can either work with the teacher or use the tapes to learn the correct pronunciation of a given sound. The tapes can also be used as a dictating device.

## 2. The Lessons

The text contains twenty lessons of which every fifth lesson is a review of the four preceding lessons. All lessons are arranged in such a way that when a page is folded down the middle, only the Mohawk or the English shows. This is especially useful for reviewing or when working with the tapes. All lessons (except the review lessons) are arranged in the following way:

- (1) A Conversation C-1: C-1 introduces the new material in dialogue form.
- (2) M-Variants: They introduce systematic variations of the new materials.
- (3) A Conversation C-2: C-2 is rather more complex than C-1 and uses material learned in the M-variants.
- (4) Phrases to Use in Class: A small section that contains phrases teacher and students need to operate in Mohawk in the classroom.
- (5) A Vocabulary Section: It contains lists of some of the semantic areas that have been touched on in the lesson.
- (6) Exercises: They reinforce the patterns the student is acquiring in a given lesson.
- (7) Notes to the Student: They provide the student with a minimum of grammatical and some cultural information and should also be used for reference.

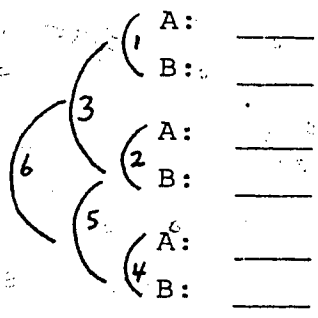
HOW TO USE THE LESSON

(1) The Conversation: C-1

The conversations, especially C-1, introduce new material in dialogue form so that sentences are not learned out of context. The conversation can be taught in the following way:

After having written the English text of C-1 on the board, the teacher introduces the first sentence in Mohawk, pointing at the same time at the corresponding English sentence. The students repeat the sentence till they know it, but not more than three times to avoid boredom. The second sentence is taught like the first one, and then both sentences are said together. Then the teacher goes on to the next set of sentences, until the students know the whole conversation.

This looping technique can be schematisized in the following way:



The numbers show the order in which the individual sentence pairs are taught and then recombined into larger units. Once the students know the conversation fairly well, the group should be split up into smaller groups that can take different roles in the conversation.



Each student should learn to handle all of the roles in the conversation by himself. It is important that the students keep their books closed while learning the conversations and the M-variants.

(2) M-Variants:

M stands for mimic, memorize and manipulate. The main purpose of this section is to reinforce the new material learned in C-1 and to teach the students the systematic patterns of the language. The juxtaposition of related structures allows the student to deduce the patterns that make up the system of the language.

Each M-variant usually contains four lines that are systematically related. In order to avoid that sentences are taught in isolation, the M-variants are always grouped in such a way that two or more of them form mini-conversations. These conversations should be taught together. For instance, in lesson 1, person A in M-1 says: Kwekwe. Skennenko:wa ken? and person B in M-2 answers: Skennenko:wa. In order to teach the M-variants, the teacher can use the same method that is used for the conversations.

(3) The Conversation: C-2

C-2 is taught after the M-variants and the students should learn it easily, since it is based on material already known. C-2 is usually more complex than C-1 and may introduce some additional variations.

(4) Phrases to Use in Class:

These sentences will be useful for both teacher and students to avoid as much as possible the use of spoken English in class. This is also the place where the teacher can teach additional phrases that the students might want to learn.

(5) Vocabulary Section:

This section should be used for reference purposes and not for memorizing individual words. Sometimes vocabulary from this section occurs in the exercises. The students can also use some of the vocabulary when writing their own conversations.

(6) Exercises:

While the conversations and the M-variants should be taught in class, the exercises can be either assigned as homework or done together with the teacher. In these exercises, the student will learn how to manipulate the patterns that he learned in the M-variants. Often, an exercise will be tied in with a Note to the Student, which will provide the grammatical information needed to do the exercise. Similar to the M-variants most exercises are structured like two-sentence conversations, usually in the form of questions and answers. Most exercises are programmed in that they provide a pattern along with any new information that the

students may need to complete the exercise. Each lesson also has an exercise that requires the student to write a conversation of his own. Once the teacher has corrected these conversations, the best ones can be used as additional material in class, especially in the review lessons.

(7) Notes to the Student:

These Notes contain information on grammatical and cultural points that have been covered in a given lesson. However, each lesson will contain some grammatical structures that are not discussed in the Notes of that lesson, mostly because they are too complex for the stage the student is at. The Notes are meant to be used in connection with the exercises and also for reference. Usually a number of examples are given to illustrate the grammatical point under discussion. Taken together, the Notes of the twenty lessons cover the most important areas of Mohawk grammar, but they are by no means complete. Furthermore, as the Notes were written for linguistically unsophisticated students, they do not always mention all of the linguistic ramifications involved.

(8) Review Lessons:

Every fifth lesson is a review lesson that is based on the material learned in the four preceding lessons. Review lessons contain mostly conversations, and as there is no new material introduced, they do

not contain any M-variants. Besides the conversations, there are a few exercises in review lessons. These lessons give the students the opportunity to reinforce the structures that they learned in the preceding lessons.

(9) Tapes:

All twenty lessons are available on cassette tapes. The tapes contain the conversations, the M-variants, the Phrases to Use in Class and most of the exercises.

While the students work with the tape, the Mohawk versions should be covered up to avoid that the students simply read off. The teacher can be there to help if problems arise and to check on the students' progress.

While working with the tapes, the students should not only repeat what they hear, but also anticipate what the voice on the tape will say and then use the tape as a checking device. For example, the students work with C-1 of Lesson 1. In front of them is the English version of C-1 with 'Hello. How are you?' as the first utterance. The students try to say it in Mohawk, then check on the tape whether they used the correct sentence structure and pronunciation. In the exercises, which often consists of questions and answers, the students should anticipate the taped answer with their own, and then use the tape for verification. It was decided to include, where possible, the answers to the exercises on the tapes. This will allow students to correct their work themselves and to use the exercises as mini-conversations.

## READING AND WRITING MOHAWK

The lessons in this book are designed to teach you how to speak Mohawk. However, as the material is in written form and as you are expected to produce some written material, you will also be learning to some extent how to read and write the language. The writing system used in the present text was worked out by a group of Mohawk teachers under the guidance of Marian Williams during 1973 and 1974. The system is based on the writing system that had been introduced by Jesuit missionaries towards the end of the seventeenth century. The present system differs from the old one in that it recognizes that stress, length and the glottal stop are distinctive in Mohawk. It also does away with the use of dashes between syllables, which makes some of the older Mohawk texts so difficult to read, especially for somebody who is not fluent in the language.

The present writing system consists of nineteen symbols representing sounds plus a symbol for length and a symbol for stress. In the following, each symbol is discussed. The examples and the exercises (E) that are attached to each section will help the student to distinguish, pronounce and write the different sounds of Mohawk.

### A. The Vowels

All Mohawk vowels can either be short or long. Length is expressed by a colon, i.e. :. English vowels, e.g. the a in father (see 1. below) only approximate the Mohawk vowels. Nevertheless, the comparison will provide some indication about the quality of the Mohawk vowels.

#### 1. a as in father

the short vowel a :

<u>á</u> hta	'shoe'
<u>w</u> hta	'sugar maple'
sk <u>á</u> tne	'together'
só: <u>r</u> a	'duck'

the long vowel a :

ká:ti'

oká:ra'

kaná:ta'

'then', 'therefore'

'story', 'tale'

'town', 'settlement'

2. i as in beat

the short vowel i :

ísi'

istá

kaié:ri

wisk

'there'

'mother'

'four'

'five'

the long vowel i :

í:se'

í:'i

kí:ken

'you'

'I'

'this one'

3. e as in bet

the short vowel e :

éhsa

óhonte'

kenákere'

tékeni

'black ash'

'green', 'grass'

'I live', 'I reside'

'two'

the long vowel e :

é:so'

kaié:ri

é:rhar

'much'

'four'

'dog'

4. o as in book

the short vowel o :

oká:ra'

roió'te'

ohté:ra'

'story'

'he works'

'root'

the long vowel o :

takó:s

nahó:ten

ó:nen

'cat'

'what'

'good-bye'

5. en is a nasal vowel that resembles the nasal in long  
the short vowel en :

<u>én</u> ska	'one'
k <u>én</u> ' <u>en</u>	'here'
ató:k <u>en</u> '	'axe'
ó:n <u>en</u> ste'	'corn'

the long vowel en: :

<u>kén:</u> tho	'here'
on <u>én:</u> ia'	'stone'
sk <u>én:</u> nen'	'peace', 'hello'

6. on is a nasal vowel which has no English counterpart  
the short vowel on :

<u>ón</u> hka	'who'
ká <u>ton</u>	'or'
onkweh <u>ón:</u> we	'Indian'
on <u>on</u> ' <u>ón</u> sera'	'squash'

the long vowel on: :

on <u>ón:</u> ta'	'hill'
on <u>ón:</u> tsi	'head'
ka'n <u>ón:</u> we	'where'

If you look again at the examples above, you will notice that in each word one of the vowels has a check mark like ✓ over it. This mark indicates which vowel in a word is emphasized or stressed. In English stress is usually not marked, but we could do it, for instance to indicate the difference between cónvict and to convict or éxport and to export. In Mohawk it is essential to know which vowel is stressed to arrive at a correct pronunciation. Usually the syllable before the last is stressed, i.e. penultimate stress, but there are quite a few exceptions. Long vowels are always stressed.

## 1. Words stressed on the penultimate syllable:

kaná:ta	'town'
kanónhses	'Longhouse'
skátne	'all', 'together'
entáкта	'Saturday'
éntie	'south'
kanonhsí:ios	'nice houses'
aní:tas	'skunk'
atatitén:ron	'pity'
tekatsiserá:ton	'window'
ratironhia'kehró:non	'angels', 'residence of the blue'

## 2. Words stressed on other than the penultimate syllable:

árekho'	'not yet'
ká:iare'	'bag'
ó:nenste'	'corn'
áhsire'	'blanket'
enhnísera	'day'
kaná:takon	'in, to town'
rata'én:neras	'male witch'
atenró:sera	'friendship'
ka'nón:	'where?' (shortened form)
akwé:	'everybody' (shortened form)

Exercises

In the exercises below each word is repeated twice. Listen to the words and repeat them looking at your book at the same time. Then close the book and write out the words as you hear them. Don't forget length, i.e. :, and stress, i.e. '. They are as important to the words as the individual sounds. Once you finished a section, open the book and check whether you made mistakes. Go back to practicing those words which you could not write correctly.



E-1

This exercise will teach you to recognize and produce the various vowels that exist in Mohawk. First listen and repeat. Then write out the words with your book closed. Do not worry about the spelling of the consonants.

1. ákta	'near' , 'next to'
2. áhta	'shoe'
3. káhi	'fruit'
4. kátshe	'bottle'
5. athéhsa	'brown'
6. atókwa'	'spoon'
7. éhsa'	'black ash'
8. skátne	'all' , 'together'
9. énska	'one'
10. énskak	'one' (one only)
11. entákta	'Saturday'
12. kentórha	'I am lazy'
13. oháha	'road' , 'trail'
14. Wíshe	'Michael'
15. kahétken	'she is ugly'
16. óhsa'	'lip'
17. tawístawis	'snipe'
18. ohóntsa'	'earth' , 'world'
19. ótkon	'spirit' , 'devil'
20. ohwísta	'metal' , 'money'
21. otáhson	'tail'
22. kéntson	'fish'
23. nektsi	'but'
24. kwéskwes	'pig'
25. kítkit	'chicken'

## E-2

This exercise will teach you to recognize and produce the long vowels of Mohawk. Use the same procedure as in E-1.

1. á:re'	'again'
2. ká:ts	'come here!'
3. atená:ti'	'elk'
4. akwá:wen'	'it's mine'
5. ohné:ka'	'water', 'liquid'
6. kawéhno:ke'	'island'
7. aké:ra'	'plate'
8. oié:ri'	'ten'
9. í:non	'far'
10. í:ken	'indeed'
11. karí:wes	'long time'
12. orí:wa'	'matter', 'affair', 'things'
13. oién:kwa'	'tobacco'
14. oskén:rha'	'rust'
15. kén:reks	'lion'
16. karén:na'	'music'
17. karón:to'	'wooden cabinet'
18. aón:ta'	'pail', 'pot'
19. oskenón:ton	'deer'
20. karónhia:ke	'in the sky'
21. ó:se'	'willow'
22. só:ra	'duck'
23. ostó:kwa'	'beak'
24. takó:s	'cat'
25. tawí:ne	'otter'

## E-3

This exercise will help you to recognize the stress patterns of Mohawk. Proceed as in the other exercises.

1. athéhsa	'brown'
2. á:there'	'basket'
3. athén:no'	'ball'
4. á:share'	'knife'
5. á:re'	'again'
6. ohné:ka'	'water'
7. ohnáwera'	'well'
8. áhsikwe'	'spear'
9. taráktarak	'cricket'
10. óhere'	'cornstalk'
11. aké:ra'	'plate'
12. tékeni	'two'
13. tawístawis	'snipe'
14. otsénha	'fire'
15. otskwá:rhe'	'frog'
16. ówera'	'wind'
17. ohiakwí:ra'	'toe'
18. áhsire'	'blanket'
19. kahwén:kare'	'snowshoe'
20. káhonre'	'rifle'

## E-4

This exercise will help you to recognize those vowels that are the most difficult to learn for a speaker of English.

1. ká:ton	kén:ton
2. kí:ken	káton
3. kón:ne's	kéntho

## E-4 Ccont'd)

4. tóka'	tó:ka'
5. énska	oshérha
6. ka'nón	ká:nen'
7. ká:nhes	kón:ne's
8. ohká:ra'	ohkén:ra'
9. kahén:taién	kahéhtaién
10. kahétken	kaná:tsakon
11. o'nón:na'	o'nó:wa'
12. o'kén:ra'	aké:ra'
13. karón:to'	onón:ta'
14. ná:kon	thí:ken
15. ónhka	énska

## E-5

This exercise will help you to distinguish between short and long vowels.

1. óhere'	ó:kera'
2. á:there'	áhsire'
3. wá:ktate'	waktá:ton
4. ohsóhkwa	ohsó:kwa'
5. tóka'	tó:ka'
6. wá:keke'	waké:kon
7. ówera'	ó:nenste'
8. okénha'	okén:kwara'
9. ató:ken'	atókwa
10. í:se'	ísi'
11. ohné:ka'	ohnéhta'
12. karén:na'	kanén:nawen
13. káton	ká:ton
14. nón:wa'	ohóntsa'
15. tawí:ne	tawístawis

## E-6

This exercise will help you to determine stress, that is that part of the word which is emphasized the most. In the exercise similar words with different stress patterns are contrasted.

1. káton	ka'nón:
2. otská:ra'	ó:kera'
3. á:there'	athén:no'
4. wá:keke'	waké:kon
5. oién:kwa	ó:iente'
6. ó:tsire'	otsísto'
7. ohóntsa'	óhonte'
8. oná:kara'	onawí:ra'
9. kana akon	kanatákta
10. ó:tsire'	okwíra:ke
11. okwaho	ó:kera'
12. áhsire'	atí:ron
13. á:share'	athéhsa
14. kaié:ri	ká:iare'
15. é:neken	onó:ra'

## B. The Consonants

There are twelve consonants in Mohawk. Below is a list of the symbols or combination of symbols used with an English approximation of their pronunciation and some Mohawk examples. Notice that some of the letters, e.g. the t and the k, have two different pronunciations, depending on the environment in which they occur.

1. t as in tall  
as in doll

This sound is pronounced -d- if it precedes a vowel, e.g.:

<u>t</u> ó:ka	'I don't know'
<u>k</u> áton	'or else'

It is pronounced -t- everywhere else, e.g.:

<u>thi</u>	'that'
<u>kit</u> <u>kit</u>	'chicken'

2. k as in kin  
as in get

This sound is pronounced as a -g- if it occurs before a vowel, e.g.:

<u>k</u> én'en	'here'
<u>t</u> óka'	'maybe'

It is pronounced -k- everywhere else, e.g.:

<u>khok</u>	'only'
<u>eksá</u> :'a	'child (f)'

3. s as in set  
as in zipper

This sound is pronounced -z- between vowels and at the beginning of a word before a vowel, e.g.:

í: <u>se</u> '	'you'
<u>só</u> :ra	'duck'

It is pronounced -s- everywhere else, e.g.:

<u>shé</u> :kon	'hello'
ó <u>ksa</u> '	'hurry up'
tó: <u>ske</u> '	'it's true'
takó: <u>s</u>	'cat'

4. ts as in its  
as in red zombie

This sound is pronounced -dz- between vowels and at the beginning of a word before a vowel, e.g.:

<u>otsí</u> : <u>tsa</u> '	'flower'
<u>tsá</u> :ta	'seven'

It is pronounced -ts- everywhere else, e.g.:

<u>tshenorón</u> :khwa	'you love him'
sa <u>htsí</u> :shen	'you have older brothers and sisters'

5. n as in net,  
e.g.:

<u>né</u> ksi	'but'
í: <u>non</u>	'far'

6. h as in hot  
e.g.:

<u>hen</u>	'yes'
ká <u>hi</u>	'fruit'

8. ti as in join  
e.g.:

Wátio  
Tiohtíá:ke  
tióhton  
watió'te'

'Matthew'  
'Montreal'  
'nine'  
'I work'

- thi as in child  
e.g.:

thién:'a  
thio'kéha

'your son'  
'train', 'on the shore'

9. si as in shy  
e.g.:

ohsiahón:ta'  
óhsia'

'stomach'  
'handle'

10. w as in fall  
as in want

The sound is pronounced f before an h, e.g.:

ówhare'

'fur'

o'wháhsa'

'skirt'

It is pronounced w everywhere else, e.g.:

ón:wa

'now'

kwah í:kehre'

'I think'

11. i as in yes  
e.g.:

iah  
kaié:ri

'no', 'not'  
'four'



## 12. ' glottal stop

This sound is produced by an abrupt closure of the air passage in the throat, thus interrupting the air flow, e.g.:

í:'i	'I'
ka'nón:we	'where'
ki'	'though'
íthre's	'he is over there'

Below are some exercises that will help you to recognize, pronounce and spell the consonants that occur in Mohawk. Use the same procedure that you used for the vowels.

## E-1

This exercise will help you to recognize where the letter t is pronounced as in tell and where it is pronounced as in doll.

- |              |                 |
|--------------|-----------------|
| 1. tánon'    | 7. katke        |
| 2. thí:ken   | 8. aon:ta'      |
| 3. thón:ne's | 9. tsí'tha'     |
| 4. tó:ka'    | 10. tékeni      |
| 5. takó:s    | 11. t'hetén:re' |
| 6. kén:tho   | 12. othoré:ke'  |

## E-2

This exercise will help you to recognize where the letter k is pronounced as in kind and where it is pronounced as in gold.

- |           |              |
|-----------|--------------|
| 1. káton  | 4. khékén:'a |
| 2. khok   | 5. okérha'   |
| 3. takó:s | 6. aké:ra'   |

## E-2 (cont'd)

- |                |              |
|----------------|--------------|
| 7. khehsá:tens | 10. khérha   |
| 8. ka:ts       | 11. ká:sere' |
| 9. khétken     | 12. wákhere' |
- 

## E-3

This exercise will help you to distinguish and produce the h sound in Mohawk.

- |             |                   |
|-------------|-------------------|
| 1. hen      | 7. khérha         |
| 2. káhi     | 8. ohnéhta        |
| 3. ká:nhes  | 9. ohné:ka'       |
| 4. óhere'   | 10. wahatorá'the' |
| 5. tóhsa    | 11. rotíhson      |
| 6. ohsí:na' | 12. ówhare'       |
- 

## E-4

This exercise will help you to recognize and produce the glottal stop, which is represented by the symbol ʔ.

- |              |               |
|--------------|---------------|
| 1. í:'i      | 7. senón:we's |
| 2. né:'e     | 8. ka'ní:ka   |
| 3. raksá:'a  | 9. óksa'      |
| 4. a'é:ren   | 10. íthre's   |
| 5. rake'níha | 11. wá:keke'  |
| 6. o'wá:ron  | 12. kerá:ta's |
-

## E-5

This exercise will help you to recognize and produce the sound which is represented by the letter i and which is pronounced like the y in yes.

- |                |                 |
|----------------|-----------------|
| 1. iaŕ         | 9. í:iens       |
| 2. iánere'     | 10. ioiánere'   |
| 3. iá:ia'k     | 11. tá:ien      |
| 4. kaié:ri     | 12. ká:iare'    |
| 5. kén:ie      | 13. iohiá:ri    |
| 6. kahonwé:ia  | 14. ká:nhien    |
| 7. kanonhsí:io | 15. ska'niónhsa |
| 8. ronwá:iats  | 16. karón:ia    |

## E-6

This exercise will help you to recognize and produce the r sound in Mohawk.

- |              |               |
|--------------|---------------|
| 1. ká:ris    | 7. ká:khare'  |
| 2. orí:wase' | 8. rakhón:nis |
| 3. ká:sere   | 9. í:kehre'   |
| 4. rá:tsin   | 10. kárhon    |
| 5. o'só:ra'  | 11. é:rhar    |
| 6. aké:ra    | 12. khekárias |

## E-7

This exercise helps you to practice some of the more complex consonant clusters that are found in Mohawk.

- |              |               |
|--------------|---------------|
| 1. íkkens    | 6. ítsher     |
| 2. kkétskwás | 7. tkaié:ri   |
| 3. í:keks    | 8. atátken    |
| 4. tsítsho   | 9. kákhwa'    |
| 5. tsí'tha   | 10. khekárias |

## E-7 (cont'd)

11. kká:wes	18. ká:nhia
12. kohétstha	19. thienté:ri'
13. óhsia'	20. rohska'rakéhte
14. waktakwaríhsion	21. tekatarhaténies
15. kanien'kehá:ka	22. tiohió:tsis
16. thién:'a	23. khiá:tons
17. rárha	24. khní:nons

The writing system presented above is based on the sound system of Caughnawaga Mohawk. The table below gives a brief overview of the differences in pronunciation that are found among some of the Mohawk communities.

alternation	Caughnawaga/Oka	Akwesasne	English
r / l	rón:kweh orí:wa	lón:kweh olí:wa	'man' 'thing'
ti / ki	tióhton Tiohtiá:ke	kióhton Kiohkiá:ke	'nine' 'Montreal'
ts / j	tsá:ta otsí:tša	já:ta ojí:ja	'seven' 'flower'
s / š	ohsí:na áhsire'	ohší:na ahšíre'	'leg' 'blanket'

LESSON I



C-: Converse, Communicate

(In the following conversations (C-1 and C-2), you will be learning to communicate in a "real-life" situation. Imitate your teacher very carefully, copying his gestures as well as his way of speaking.)

C-1

Two new students, Wá:ri and Shawátis, are meeting on the first day of classes.

- |                               |                                |
|-------------------------------|--------------------------------|
| A: Shé:kon. Skennenkó:wa ken? | A. Hellö. How are you?         |
| B: Skennenkó:wa. Ok ní:se'?   | B: I'm fine. And you?          |
| A: Ianerátie'.                | A: It's going well.            |
| B: Nahó:ten iesá:iats?        | B: What's your name?           |
| A: Wá:ri ióntiats. Ok ní:se'? | A: My name is Mary. And yours? |

B: Shawáti*s* ióntiats.

A: Ok ne raónha?

B: Kó:r ronwá:iats.

A: Ó:nen ki' wáhi.

B: Ó:nen.

B: My name is John.

A: And him?

B: His name is Paul.

A: Good bye then.

B: Good bye.

M-: Mimic, Memorize, Manipulate

(In the M-variants which follow, note that all of the questions asked by A are answered by B. That is, M-1 is answered by M-2 and so forth. In other words, you can make up new dialogues by combining the lines from the M-variants. More important, however, is that you can compare the lines within an M-variant and see how a small change made to an utterance brings about a change in the meaning.)

M-1

A: Kwékwé. Skennenkó:wa ken?  
Shé:kon. Skennenkó:wa ken?  
Kwe. Ianerátie' ken?

A: Hello. How are you?  
Hello. How are you?  
Hello. Is it going well?

M-2

B: Skennenkó:wa.  
Skennenkó:wa. Ok ní:se'?'  
Ianerátie'.

B: I'm fine.  
I'm fine. And you?  
It's going well.

M-3

A: Nahó:ten iesá:iats?  
Nahó:ten ronwá:iats?  
Nahó:ten iontátiats?  
Nahó:ten ronwatí:iats?

A: What's your name?  
What's his name?  
What's her name?  
What's their (p,m) name?

M-4

B: Wá:ri ióntiats.  
 Ko:r ronwá:iats.  
 Arísawe iontátiats.  
 Montóur ronwatí:iats.

B: My name is Mary.  
 His name is Paul.  
 Her name is Elizabeth.  
 Their (p,m) name is  
 Montour.

M-5

A: Ok ní:se'?  
 Ok ne raónha?  
 Ok nakaónha?  
 Ok ne ronónha?

A: And you?  
 And him?  
 And her?  
 And them (p,m)?

M-6

B: Wíshe ióntiats.  
 Wátio ronwá:iats.  
 Warisó:se iontátiats.  
 Sa:k tánon' Á:nen ronwatí:iats.

B: My name is Michael.  
 His name is Mathew.  
 Her name is Josephine.  
 Their names are Jim  
 and Ann.

M-7

A: Ó:nen ki' wáhi'.  
 B: Ó:nen.

A: Good bye then.  
 B: Good bye.

C-: Converse, Communicate  
 (This conversation  
 is more complex than  
 the first conversation  
 (C-1). It includes  
 material that you  
 will be practising  
 in the exercises of  
 section E.)



A group of new students are standing around.

- |  |                                      |
|--|--------------------------------------|
| A: Kwe. Sa:k ióntiats.                   | A: Hello. My name is Jim.            |
| B: Kwékwé..                              | B: Hello.                            |
| A: Ok ní:se', nahó:ten<br>iesá:iats?     | A: And you, what's your<br>name?     |
| B: Ónhka. I: ken?                        | B: Who? Me?                          |
| A: Iah, iah í:se' te. Akaónhá.           | A: No, not you. Her.                 |
| B: Á:nen iontátiats.                     | B: Her name is Ann.                  |
| A: Ok ne ronónhá?                        | A: And them?                         |
| B: Shawátis tánon' Ko:r<br>ronwatí:iats. | B: Their names are John<br>and Paul. |

### Phrases to use in Class

(These are phrases that you've heard your teacher use and that you will be needing in order to begin communicating. Start using them now!)

- |                     |                     |
|---------------------|---------------------|
| Tontasathna'néta.   | Repeat, please.     |
| Tontatsathna'néta.  | Repeat, you two.    |
| Tontasewathna'néta. | Repeat, all of you. |
| Satahón'satat.      | Listen.             |
| Tsatahón'satat.     | Listen, you two.    |
| Sewatahón'satat.    | Listen, all of you. |
| Tsí:ron...          | Say...              |
| Nahó:ten sá:ton?    | What did you say?   |

### Vocabulary

(Each lesson will contain a vocabulary section which is meant for reference. You are not expected to memorize all of the words.)



Personal Names

The list below contains names that were adapted by the Mohawks. Most of them have a French origin. "Real" Mohawk names would be too difficult to learn at this stage because they contain whole phrases, e.g. Tekaweiá:ien "Resting Wings" or Kanónhsase "New House".

A: Names for Men:

Shawátis	'John'
Sa:k	'Jim'
Wíshc	'Michael'
Tá:wit	'David'
Tie:r	'Peter'
Wátio	'Mathew'
Enthré	'Andrew'
Só:se	'Joseph', 'Joe'
Sáro	'Charles'
Atón:wa	'Thomas'
Rorén	'Lawrence'
Aprám	'Abraham'

B: Names for Women:

Á:nen	'Ann'
Warisó:se	'Josephine'
Arísawe	'Elizabeth'
Konwákeri	'Margret'
Wá:ri	'Marv'
Ákat	'Ida/Harriet'
Teré:s	'Theresa'
Wariá:nen	'Maryann'
Sosá:n	'Susan'

E-: Exercise, Expand, Extrapolate

(The following exercises should first be done in writing and then practised orally. Continue following the "A" and "B" pattern where A poses the questions and B answers.

E-1

Before doing this exercise, read Notes to the Student(1). Then study the example in No.1 below, and fill in the blanks in the other sentences following the same pattern.

- |  |   |
|--|---|
| 1. Ko:r ken ronwá:iats?<br>Hen, Ko:r ronwá:iats. | A: Is his name Paul?<br>B: Yes, his name is Paul.           |
| 2. Wa:ri iontátiats?<br>Hen,                     | A: Is her name Mary?<br>B: Yes, her name is Mary.           |
| 3. Montóur ken ?<br>, Montóur                    | A: Is their name Montour?<br>B: Yes, their name is Montour. |
| 4. Wíshe ?<br>Iah, Sa:k                          | A: Is his name Michael?<br>B: No, his name is Jim.          |
| 5. Sosá:n iesá:iats?<br>Iah, Á:nen               | A: Is your name Susan?<br>B: No, my name is Ann.            |

E-2

Carefully study the following questions and fill in the blanks. Be prepared to do them orally. That is, when presented with any question "A", you should be able to give the correct response "B". Read the Notes to the Student (2), (3), (4), (5).

- |                              |                        |
|------------------------------|------------------------|
| 1. I: ken?                   | A: Me?                 |
| <u>Hen, í:se .</u>           | B: <u>Yes, you.</u>    |
| 2. Raónha ken?               | A: <u>Him?</u>         |
| <u>Hen, .</u>                | B: <u>Yes, him.</u>    |
| 3.                      ken? | A: <u>Her (indef)?</u> |
| <u>. . . . .</u>             | B: <u>Yes, her.</u>    |
| 4.                      ?    | A: <u>You?</u>         |
| <u>. . . . .</u>             | B: <u>Yes, me.</u>     |
| 5.                      ?    | A: <u>Them (m)?</u>    |
| <u>. . . . .</u>             | B: <u>Yes, them.</u>   |
| 6.                      ?    | A: <u>Paul?</u>        |
| <u>. . . . .</u>             | B: <u>Yes, Paul.</u>   |
| 7.                      ?    | A: <u>Ann?</u>         |
| <u>. . . . .</u>             | B: <u>Yes, Ann.</u>    |
| 8.                      ?    | A: <u>Us?</u>          |
| <u>. . . . .</u>             | B: <u>Yes, you.</u>    |

E-3

Before doing this exercise, read Notes to the Student 5. Then fill in the blanks after first studying the examples in No. 1 and 2 below.

- |                            |                              |
|----------------------------|------------------------------|
| 1. Ónhka? I: ken?          | A: <u>Who? Me?</u>           |
| <u>Iah, iah í:se te.</u>   | B: <u>No, it is not you!</u> |
| 2. Ónhka? Raónha ken?      | A: <u>Who? Him?</u>          |
| <u>Iah, iah raónha te.</u> | B: <u>No, not him.</u>       |

3. \_\_\_\_\_ ? A: Who? Her (indef)?  
 \_\_\_\_\_ , iah akaónha . B: No, not her.
4. \_\_\_\_\_ ? A: Who? You?  
 \_\_\_\_\_ te. B: No, not me. Peter.
5. \_\_\_\_\_ ? A: Who? Them (male)?  
 \_\_\_\_\_ . B: No, not them. Michael
6. \_\_\_\_\_ ? A: Who? Us?  
 \_\_\_\_\_ . B: No, not you. Mary.
7. \_\_\_\_\_ ? A: Who? Ann?  
 \_\_\_\_\_ . B: No, not Ann. Her.
8. \_\_\_\_\_ ? A: Who? Jim?  
 \_\_\_\_\_ . B: No, not Jim. You.

E-4

Answer the following questions as completely as possible.  
 Be also prepared to answer these questions in class.

1. Skennenkó:wa ken? \_\_\_\_\_
2. Nahó:ten iesá:iats? \_\_\_\_\_
3. Ok ne raónha, nahó:ten ne ronwá:iats? \_\_\_\_\_
4. Ok ní:se', nahó:ten ní:se' iesá:iats? \_\_\_\_\_
5. Nahó:ten ronwatí:iats ne ronónha? \_\_\_\_\_

E-5

Now you can write a conversation in Mohawk. Working with the M-phase, combine the sentences as was done in C-1 and C-2 to make a new conversation of at least ten lines. Make sure that the conversation makes sense and is one that you would really use. Be ready to act out your conversation with a fellow student. Save your conversation and others to come for the review lessons.

In order to help you follow the correct format, write your conversation on a page organized as the one which follows marked "Student Conversation". All of your conversations should be presented in this format.

At the beginning of the conversation, name the persons involved and say where the conversation takes place.

Student Conversation

Name: .....	
Lesson: .....	
Date: .....	
Setting:	
<u>MOHAWK</u>	<u>ENGLISH</u>
A:	A:
B:	B:
A:	A:
B:	B:
A:	A:
B:	B:
A:	A:
B:	B:

### Notes to the Student

(The purpose of this section is to give you grammatical information about the Mohawk language. Every note is linked with one or several exercises, and you have to read the note before you can do the exercise. The Notes to the Student is your key to understanding how the language works. The C's, M's, Phrases and E's are your keys to making the language work for you --- speaking it, reading it, writing it, and being creative in it.)

- (1) All languages have two kinds of questions, information questions as in example 1. below, and yes-no questions as in 2. below.

1. question: Who's that?      answer: Jim. \_\_\_\_\_  
 2. question: Is that Jim?      answer: No.

Information questions like 1. request that a specific information is given in the answer. Questions like in 2., on the other hand, always require a yes or a no in the answer. Information questions in Mohawk are very similar to English information questions using question words like ónhka "who", nahó:ten "what", ka'nón:we "where", and kátke "when". For examples see M-3 and E-3. However, yes-no questions as in 2. above are formed in a different way, namely by placing the word to be questioned at the beginning of the sentence, and then adding the particle ken. ken simply means "question" and cannot be translated into English.

For instance:

3. Á:nen ken iontátiats?  
 Ann question they-call-her?  
 Is her name Ann?

Notes to the Student (cont'd)4. Ko:r ken thi?

Paul question that?

Is that Paul?

Mohawks do not raise their voice at the end of a question like speakers of English do. Listen to questions on the tapes and imitate their intonation carefully. A good way to practice intonation is by humming the melody of a sentence.

- (2) Mohawk has two sets of pronouns: "free pronouns" and "bound pronouns". The free pronouns are a word in themselves, they can stand alone and are not part of a verb. ~~See for instance E-2 and E-3 above.~~ The free pronoun is used for emphasis or clarification. Below is a list of the free pronouns that exist in Mohawk.

í'i	I/me, we/us
í:se'	you/you (singular and plural)
raónha	he/him
akaónha	she/her/one (indefinite)
aónha	she/her/it (neuter)
ronónha	they/them (males, and mixed group)
onónha	they/them (females, indefinite, neuter)

Bound pronouns are "bound" to the verb, they are part of it. Take, for instance, M-3 above. ronwá:iats means literally "they-him-name" and iontátiats means "they-her-name".

Notes to the Student (cont'd)

- (3) You notice that the above list of free pronouns contains two forms for "she/her", i.e. akaónha "she/her/one" (f) and aónha "she/her/it" (neuter). akaónha is used if you are referring to a person you like and respect, a girl, a gentle person, your mother, or a female whose identity you do not know. aonha is used to refer to females you do not particularly care for, or who you consider foolish and pushy. For instance, talking about your sister, you would usually use akaónha. However, if you should get mad at her, you might switch to aónha. aónha is also used to refer to animals and inanimate things.
- (4) Besides the two "she" forms there are also two "they/them" listed in Note (2) above. The information in the brackets behind each form tells you their meanings. The distinction between the two "she" and the two "they" forms is not only made in the free pronouns but also in the bound ones. For example, in M-1 we had nahó:ten iontátiats for "what's her name?". Iontátiats is the female indefinite form corresponding to akaónha. The form that corresponds to the aónha pronoun is nahó:ten konwá:iats "what's her (neuter) name?". The same is true for the "they" forms. Compare nahó:ten ronwatí:iats "what's their (male or mixed) name?" with nahó:ten konwatí:iats "what's their (female) name?". In the early lessons, we will concentrate on the "she/her (indefinite)" and on the "they/them (males and mixed)" forms. The other forms will be learned later. The they forms referring to three or more males or males and females are marked "they(p,m)", where p stands for plural and m stands for masculine or mixed.



## Notes to the Student (cont'd)

- (5) "No" or "not" is expressed in Mohawk by "iah", and the particle te. If you have an English sentence like "no, it's not John", the corresponding Mohawk sentence will contain two iah.

Iah, iah Shawátiis te.

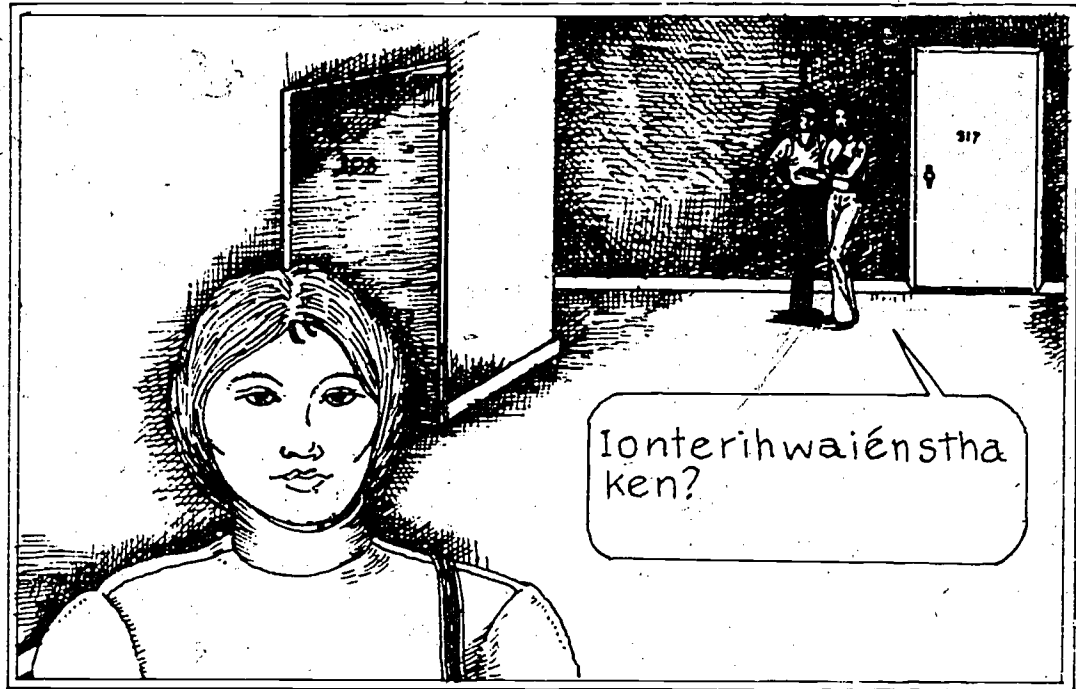
No, it's not John.

However, if you simply want to say "it is not John", only one iah shows up.

Iah Shawátiis te.

It's not John.

LESSON 2



C-: Converse, Communicate

C-1

Two guys are standing next to each other. A third one is walking up to them.

A: Ónhka thi?

B: Ontiatén:ro' ne thi.

A: Nahó:ten ronwá:iats?

B: Rorén.

A: Raterihwaiénstha ken?

B: Hen.

A: Who's that?

B: That's my friend (m)

A: What's his name?

B: Lawrence.

A: Is he a student?

B: Yes.



M-5

A: Tánon' ónhka ne: nakaónha?	A: And who is she?
Tánon' ónhka ne: ne raónha?	And who is he?
Tánon' ónhka ní:se'?	And who are you?
Tánon' ónhka ne: ne ronónha?	And who are they (p,m)?

M-6

B: Ionterihwaiénstha ni' né'e.	B: She's a student, too.
Raterihwaiénstha ni' né'e.	He's a student, too.
Katerihwaiénstha ni' ní'i.	I'm a student, too.
Ronterihwaiénstha ni' né'e.	They (p,m) are student too.

M-7

B: Ontiátshi né'e.	B: She's my friend (f).
Ontiatén:ro' ne'e.	He's my friend (m).
Ontiatén:ro' ne ki.	This is my friend (m).
Onkwatén:ro né'e.	They (p,m) are my frier

C-: Converse, Communicate

C-2

Two girls are discussing some people standing around.

A: Ónhka ne nakaónha?	A: Who's she?
B: Ontiátshi né'e.	B: She's my friend.
A: Ionterihwaiénstha ken?	A: Is she a student?
B: Hen.	B: Yes.
A: Nahó:ten iontátiats?	A: What's her name?
B: Á:nen.	B: Anne.
A: Ronterihwaiénstha ni' ken né'e?	A: Are they students, too?
B: Iah tewakaterién:tare'.	B: I don't know.

- A: Tánon' ónhka ne ne ronórha?      A: And who are they (p,m)?  
 B: Wíshe, Wátio tánon                      B: Their names are Michael,  
 Shawátis ronwatí:iats.                      Mathew and John.  
 Ronterihwaiénstha ni' né'e.                They're students, too.

Phrases to use in Class

tasahkwíshron	"louder (please)"
tatsahkwíshron	"louder, you two"
tasewahkwíshron	"louder, you all"
tkaié:ri'	"that's correct"
iah tetkaié:ri'	"that's wrong, not correct"
í:se' ó:ni	"you too"
í:sé khok	"just you"
akwé:kon	"everybody, all of you"

Vocabulary

Counting

énska	"one"
tékeni	"two"
áhsen	"three"
kaié:ri	"four"
wisk	"five"
ia:ia'k	"six"
tsá:tah	"seven"
sha'té:kon	"eight"
tióhton	"nine"
oié:ri	"ten"

E-: Exercise, Expand, Extrapolate

## E-1

Fill in the blanks in the questions and answers below after you have studied the examples.

1. Raterihwaiénstha ken ne KÓ:r? A: Is Paul a student?  
Hen, raterihwaiénstha. B: Yes, he's a student.
2. Ionterihwaiénstha ken ne - ? A: Is Mary a student?  
Hen, B: Yes, she's a student.
3. \_\_\_\_\_ ken? A: Are you a student?  
Hen, B: Yes, I am a student.
4. \_\_\_\_\_ ne ronónha? A: Are they(m) students?  
\_\_\_\_\_ B: Yes, they are students.
5. \_\_\_\_\_ ? A: Is my friend(m) a student?  
\_\_\_\_\_ B: Yes, he is a student.

## E-2

Fill in the blanks.

1. Ionterihwaiénstha ní'ken né'e? A: Is she a student, too?  
Hen, ionterihwaiénstha ní' né'e. B: Yes, she's a student too.
2. \_\_\_\_\_ ní'ken né'e? A: Are they students, too?  
Hen, B: Yes, they are students too.
3. \_\_\_\_\_ ? A: Is he a student, too?  
\_\_\_\_\_ B: Yes, he is a student too.

## E-3

Fill in the blanks.

- |  |   |
|--|---|
| 1. <u>Ontiatén:ro' ken ne thi?</u><br>, tsatén:ro' ne thi. | A: <u>Is that my friend(m)?</u><br>B: <u>Yes, that's your friend(m).</u>  |
| 2. <u>Ontiátshi ken ne thi?</u><br>, tsá'tsi               | A: <u>Is that my friend(f)?</u><br>B: <u>Yes, that's your friend (f).</u> |
| 3. _____ ken ne thi?<br>Hen,                               | A: <u>Is that your friend (m)?</u><br>B: <u>Yes, that's my friend(m).</u> |
| 4. _____ ?<br>.  | A: <u>Is that your friend(f)?</u><br>B: <u>Yes, that's my friend(f).</u>  |
| 5. _____ ne ki?<br>.                                       | A: <u>Is this Ann?</u><br>B: <u>Yes, this is Ann.</u>                     |
| 6. <u>Raterihwaiénstha</u> _____ ?<br>.                    | A: <u>Is this a student(m)?</u><br>B: <u>Yes, this is a student.</u>      |

## E-4

Before you do this exercise, read and understand Notes to the Student (3), then fill in the blanks.

- |  |   |
|--|---|
| 1. <u>Satetsén'ts ken?</u><br>Hen, _____ . | A: <u>Are you a doctor?</u><br>B: <u>Yes, I'm a doctor.</u>   |
| 2. <u>Rató:rats ken?</u><br>Hen, _____ .   | A: <u>Is he a hunter?</u><br>B: <u>Yes, he's a hunter.</u>    |
| 3. <u>Iehní:nons ken?</u><br>Hen, _____ .  | A: <u>Does she buy?</u><br><u>Yes, she buys.</u>              |
| 4. _____ ken?<br>Hen, _____ .              | A: <u>Is she a hunter?</u><br>B: <u>Yes, she is a hunter.</u> |

- |     |  |                             |
|-----|--|-----------------------------|
| 5.  | <u>          kowá:nen ken?</u>           | A: <u>Is he big?</u>        |
|     | Hen,                                     | B: <u>Yes, he is big.</u>   |
| 6.  | <u>                                ?</u> | A: <u>Do you plant?</u>     |
|     | Hen,                                     | B: <u>Yes, I plant.</u>     |
| 7.  | <u>          atá:wens ken?</u>           | A: <u>Do you swim?</u>      |
|     | Hen,                                     | B: <u>Yes, I swim.</u>      |
| 8.  | <u>          hétken ken?</u>             | A: <u>Is he ugly?</u>       |
|     | Hen,                                     | B: <u>Yes, he is ugly.</u>  |
| 9.  | <u>                                ?</u> | A: <u>Does he swim?</u>     |
|     | Hen,                                     | B: <u>Yes, he swims.</u>    |
| 10. | <u>                                ?</u> | A: <u>Is she ugly?</u>      |
|     | Hen,                                     | B: <u>Yes, she is ugly.</u> |

## E-5

Answer the questions below as completely as possible.

1. Ónhka ní:se'? \_\_\_\_\_
2. Saterihwaiénstha ken? \_\_\_\_\_
3. Ónhka ne thi? \_\_\_\_\_
4. Raterihwaiénstha ní:ken né'e? \_\_\_\_\_
5. Tsatén:ro ken ne thi? \_\_\_\_\_
6. Tsátshi ken ne ki? \_\_\_\_\_
7. Ok nakaónha, tsátshi ní:ken né'e? \_\_\_\_\_

## E-6

Make up five questions using the material of Lesson 1 and Lesson 2. Be prepared to ask these questions in class and be able to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



E-7

Last time, you yourself made up a conversation in Mohawk. This, you will recall, was based on the materials you previously learned. Now you can do the same with this lesson. However, you have more than this lesson's material to work with. You have that of the previous lesson, too. This means that you can now write a longer and more complete conversation than before. Try your hand at this and be ready to perform your new conversation in class. Your conversation should be at least eight lines long. Please note, by the way, how your ability to function in Mohawk rapidly increases with each new lesson. Already, in Lesson 2, you can use material from Lesson 1 and 2 in writing and performing a new conversation. Think of how this potential will increase when you reach Lesson 5 or 10 or 20. Remember to save your conversations for the review lesson.

Notes to the Student

(1) In M-2 you learned that there are two words for "my friend", ontiatén:ro' if a male talks about another male and ontia'tshi if a female talks about another female. A male cannot refer to a female as a friend unless he is talking about his girl friend. The word for girl friend is ákskare'. The same word is used if a woman or girl talks about her boyfriend.

(2) In M-5 you get sentences like

Tánon' ónhka ne:ne ronónha?

And who they?

And who are they?

Ne: is an abbreviation of né:'e 'that one' which can act as the third person emphatic pronoun similar to í:'i 'I' and í:se' 'you'.

The particle ne is a definitizer which is sometimes translated as 'the' or 'who', but often has no equivalent in English. Ne often merges with the following word, e.g.:

ne plus í:'i merges to ní:'i

ne plus í:se' merges to ní:se'

ne plus ontia'tshi merges to nontia'tshi.

(3) In L-1 you learned about free pronouns, that is pronouns that can stand alone like í:se' "you" or raónha "he". Besides free pronouns Mohawk has also bound pronouns, which are attached to the verb root. That is, bound pronouns can never stand alone. You already learned a number of these bound pronouns in this lesson, namely in M-3 and in M-6. Below the forms of "to be a student" are listed again. The bound pronouns are separated from the verb root by a dash. Notice, that in no. 4 and no. 5

Notes to the Student (cont'd)

below the a of -aterihwaiénstha is dropped.

- |         |                 |                          |
|---------|-----------------|--------------------------|
| 1. k-   | aterihwaiénstha | I am a student.          |
| 2. s-   | aterihwaiénstha | You are a student.       |
| 3. r-   | aterihwaiénstha | He is a student.         |
| 4. ion- | terihwaiénstha  | She/one is a student.    |
| 5. ron- | terihwaiénstha  | They (p,m) are students. |

Below is a list of those personal pronouns that you have learned so far. Variations within individual pronouns can be predicted on the basis of the verb stem. For example, the "he" pronoun can be in Mohawk either a r- or a ra-. It is ra- if the first sound of the stem is a consonant as in -hni:nons "to buy", resulting in rahni:nons "he buys". It is r- if the first sound of the verb stem is a vowel as in -aterihwaiénstha "to be a student", resulting in raterihwaiénstha "he is a student".

Mohawk verbs fall into five major classes, which sometimes are further subdivided or which can also merge. The five classes are:

1. verbs that begin with a consonant -consonant-stem class
2. verbs that begin with an i sound -i-stem class
3. verbs that begin with an a sound -a-stem class
4. verbs that begin with an e or en sound -e,en-stem class
5. verbs that begin with an o or on sound -o,on-stem class

In the list below and in other lists in future lessons, you will see entries like this:

he

1. consonant-stem: ra-  
e.g. ra-hni:nons "he buys"

This is to be read as: "he" in Mohawk is expressed by ra- before stems that begin with a consonant.

Notes to the Student (cont'd)

The list below is rather complex. However, it is not necessary that you learn at once all of the distinctions listed. Try to remember the major ones and use the list for reference. You can always come back to it if you are not sure about a specific pronominal form.

I

1. k,ts,s,h consonant-stems and all vowel stems:

k-

e.g.: <u>k</u> -hni:nons	"I buy"
<u>k</u> -kowá:nen	"I am big"
<u>k</u> -tseháiens	"I am a councillor"
<u>k</u> -ató:rats	"I am a hunter"

2. t,r,n,w consonant-stems:

ke-

e.g.: <u>ke</u> -natá:res	"I make visits"
<u>ke</u> -roks	"I chop"
<u>ke</u> -tas	"I put in"

3. i consonant-stems:

t-

e.g.: <u>t</u> -ién'thos	"I plant"
<u>t</u> -ié:wate'	"I am an early riser"

you

1. k,h consonant-stems and vowel stems except i:

s-

e.g.: <u>s</u> -kowá:nen	"you are big"
<u>s</u> -hón:tsi	"you are black"
<u>s</u> -ató:rats	"you are a hunter"
<u>s</u> -entórha	"you are lazy"

2. n,r,w,t consonant-stems:

se-

e.g.: <u>se</u> -natá:res	"you make visits"
<u>se</u> -roks	"you chop"
<u>se</u> -tas	"you put in"

Notes to the Student (cont'd)

3. i consonant-stems (loss of i) and i-vowel stems: ts-

e.g.: ts-én'thos "you plant"  
ts-í:tenhre' "you feel pity"

4. sh consonant-stems: t-

e.g.: t-shons "you hate"  
i-t-shas "you make", "you cre."  
t-shonkaraké:tas "you are a carpenter"

he

1. consonant-stems: ra-

e.g.: ra-hnínons "he buys"  
ra-kowá:nen "he is big"

2. vowel-stems: r-

e.g.: r-ató:rats "he's a hunter"  
r-ón:nís "he makes"

she, one

1. consonant-stems and i vowel stems (loss of i): ie-

e.g.: ie-kowá:nen "she's big"  
ie-roks "she chops"  
ie-natá:res "she makes visits"  
ie:-tenhre' "she feels pity"

2. a stems (loss of a): ion-

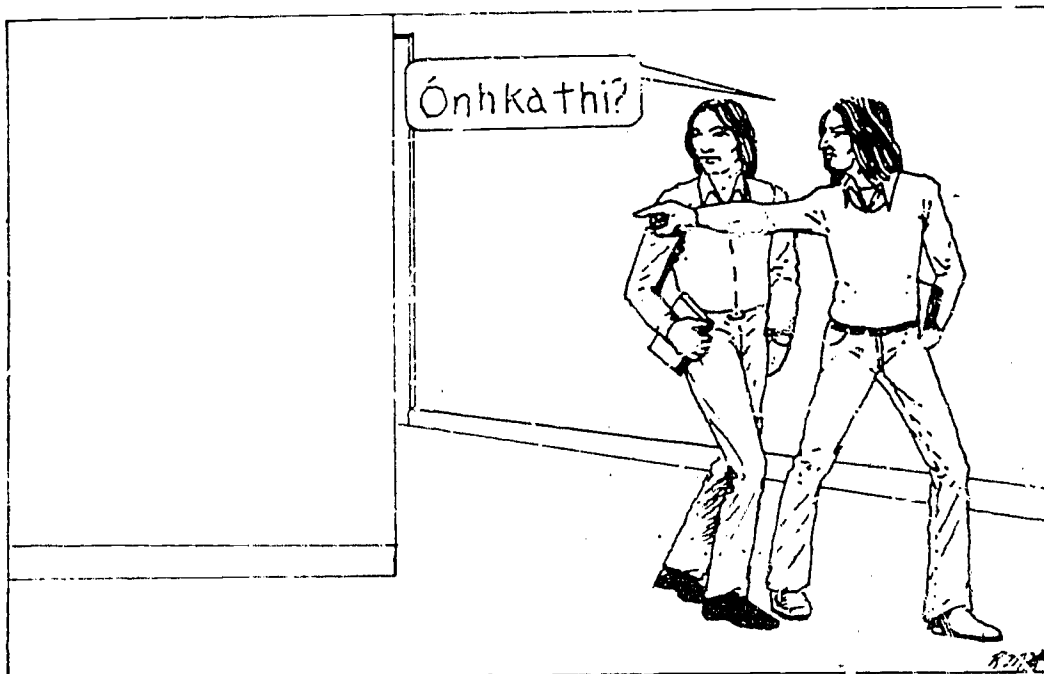
e.g.: ion-tó:rats "she hunts"  
ion-tétsen'ts "she's a doctor"

Notes to the Student (cont'd)

3. e, en, o, on stems:

iak-

e.g.: <u>iak-é</u> :saks	"she looks for"
<u>iak-ent</u> órha	"she is lazy"
<u>iak-ó</u> 'kwats	"she digs"
<u>iak-ón</u> :nis	"she makes it"



LESSON 3



C-: Converse, Communicate

C-1

Aunt Ann (B) is visiting her niece (A).

A: Kwe. Ka' nontáhse'?

A: Hello. Where did you come from?

B: Waríhne.

B: From Mary's.

A: Ken' sátien.  
Skennenkó:wa ken nonwá:ri?

A: Sit over here.  
Is Mary well?

B: Hen, skennenkó:wa.

B: Yes, she is well.

A: Kheién:'a ne ki.

A: This is my daughter.

B: Ken? Ka:ts, takró:ri  
nahó:ten iesá:iats.

B: Really? Come here and  
tell me your name.

- C: Sosá:n.  
 B: Sátien Sosá:n.  
 Satatekén:shen ken?  
 C: Hen. Á:nen iontátiats nakhtsí:'a.  
 B: Ok ne iahtsí:'a, nahó:ten ne  
 ronwá:iats?  
 C: Wátio.  
 B: Ok ne ia'níha, skennenkó:wa ken?  
 C: Hen, skennenkó:wa.  
 B: A:, iánere wáhi.
- C: Susan.  
 B: Sit down, Susan.  
 Do you have brothers  
 and sisters?  
 C: Yes, my older sister's  
 name is Ann.  
 B: And your older brother,  
 what's his name?  
 C: Mathew.  
 B: And your father, is  
 he well?  
 C: Yes, he's well.  
 B: Oh, good.

M-: Mimic, Memorize, Manipulate

M-1

- A: Ka' nontáhse'?  
 Ka' nontá:re'?  
 Ka' nontá:ien'?  
 Ka' nontahón:ne'?
- A: Where did you come from?  
 Where did he come from?  
 Where did she come from?  
 Where did they (p,m) come  
 from?

M-2

- B: Waríhne.  
 Kaná:takon.  
 Kaná:tso.  
 Tiohtiá:ke.
- B: From Mary's.  
 From town.  
 From Ottawa.  
 From Montreal.

M-3

- A: Ka:ts, ken' sátien.  
 Kásene, ken' tsátien.  
 Kásewe, ken' sawátien.  
 Ken' sátien.
- A: Come and sit here.  
 Come(d) and sit (d) here.  
 Come(p) and sit(p) here.  
 Sit over here.



M-4

B: Io.

Niáwen.

B: OK (expression used to  
acknowledge a statement  
or command)

Thank you.

M-5

A: Sahtsí:shen ken?

Satatekén:shen ken?

A: Do you have older  
brothers and sisters?Do you have brothers  
and sisters?

M-6

B: Hen, wakhtsí:shen.

Hen, wakatatekén:shen.

B: Yes, I have older  
brothers and sisters.Yes, I have brothers  
and sisters.

M-7

A: Nahó:ten ronwá:iats ne  
iahtsí:'a?Takróri nahó:ten ronwá:iats ne  
tshekén:'a?Nahó:ten iontátiats ne  
sahtsí:'a?Takróri nahó:ten iontátiats  
ne shekén:'a?A: What's your older  
brother's name?Tell me what's your  
younger brother's name?What's your older  
sister's name?Tell me what's your  
younger sister's name?

M-8

B: Só:se ronwá:iats ne rakhtsí:'a.

Ko:r ronwá:iats ne rikén:'a.

Wá:ri iontátiats ne akhtsí:'a.

Teré:s iontátiats ne khekén:'a.

B: My older brother's name  
is Joe.My younger brother's  
name is Paul.My older sister's name  
is Mary.My younger sister's  
name is Theresa.

M-9

A: Skennenkó:wa ken ne ia'niha?  
 Skén:nen ken ne ia'hsó'tha?  
 Ok ne sahsó'tha, skennenkó:wa  
 ken?

A: Is your father very well?  
 Is your grandfather well?  
 And your grandmother,  
 is she well?

M-10

B: Hen, skennenkó:wa.  
 Hen, skennenkó:wa.  
 Iah, só:t'si.  
 Hen, skén:nen.

B: Yes, he's very well.  
 Yes, she's very well.  
 Not too well.  
 Yes, well.

C-: Converse, Communicate

C-2

Two boys are hitchiking. A car stops.

A: Kwe. Tsatíta.  
 B: Niá:wen. Sa:k ni:' iontiats.  
 Ontiatén:ro' ne ki.  
 Ko:r ne ronwá:iats.

A: Hello. Get(d) in.  
 B: Thanks. My name is Jim.  
 This is my friend.  
 His name is Paul.

A: Tánon Tier ni:' ióntiats.  
 Saterihwaiénstha ken?

A: And my name is Peter.  
 Are you a student?

B: Hen.

B: Yes.

A: Nahó:ten ronwá:iats ne  
 ia'niha?

A: What's your father's  
 name?

B: Só:se ronwá:iats.

B: His name is Joseph.

A: Ónhka ne Só:se?

A: Joseph who?

B: Só:se Deer.

B: Joseph Deer.

A: Riienté:ri. Ohní:io ne  
ia'níha?

Skén:nen ken?

B: Hen, skennenkó:wa.

A: Ó:nen ki' wétewawe'.

B: A:, niáwen ki' wáhi.

Ó:nen.

A: Ó:nen ki' wáhi.

A: I know him. How is  
your father?

Is he well?

B: Yes, he's very well.

A: We've arrived now.

B: Thanks a lot.

Good bye.

A: Good bye then.

### Phrases to use in Class

Tha'tesató:tat!

Tha'tetsató:tat!

Tha'tesewató:tat!

Ohní:tsi ashí:ron...?

Be quiet!

Be quiet (d)!

Be quiet (p)!

How would you say...?

### Vocabulary

#### 1. Counting

enska iawén:re'

eleven

tékeni iawén:re'

twelve

áhsen iawén:re'

thirteen

kaié:ri iawén:re'

fourteen

wisk iawén:re'

fifteen

#### 2. Mohawk Kinship Terms (see Notes to the Student 1,2 and 3)

rake'níha

my father

istén'a

my mother

rakhsó'tha

my grandfather

akhsó'tha

my grandmother

akhtsí:'a

my older sister

rakhtsí:'a

my older brother

rake'nonhá:'a	my uncle
matént	my aunt
ionksá:wha	my mother-in-law (woman speaking)
ionkwe'nhón'sa	my mother-in-law (man speaking)
raksá:wha	my father-in-law (woman speaking)
rakwe'nhón'sa	my father-in-law (man speaking)
akonháwha	my sister-in-law (man speaking)
rakonháfa	my brother-in-law (woman speaking)
kheién:'a	my daughter
riién:'a	my son
kheien'okón:'a	my children
kheiatéré:'a	my granddaughter
riiateré:'a	my grandson
kheiatere'okón:'a	my grandchildren
khe'kén:'a	my younger sister
ri'kén:'a	my younger brother
khesá:wha	my daughter-in-law
riiehnón'sa	my son-in-law
ontiarasé:'a	my cousin
ontiaríha	my sister-in-law (woman speaking)
ontiatíóha	my brother-in-law (man speaking)
tiakení:teron	my wife, my husband
ia'níha	<u>your father</u>
sa'nistéha	your mother
iahsó'tha	your grandfather
sahsó'tha	your grandmother
sahtsí:'a	your older sister

iahtsí:'a	your older brother
ianonhá:'a	your uncle
satént	your aunt
iesasá:wha	your mother-in-law (woman or man speaking to woman)
iesenhón'sa	your mother-in-law (woman or man speaking to man)
iasá:wha	your father-in-law (woman or man speaking to woman)
ienhón'sa	your father-in-law (woman or man speaking to man)
sonháwha	your sister-in-law (speaking to a man)
ionháwha	your brother-in-law (speaking to a woman)
sheién:'a	your daughter
tién:'a	your son
sheien'okón:'a	your children
sheiateré:'a	your granddaughter
tshateré:'a	your grandson
sheiatere'okón:'a	your grandchildren
she'kén:'a	your younger sister
tshe'kén:'a	your younger brother
shesá:wha	your daughter-in-law
etsenhón'sa	your son-in-law
tsara'sé:'a	your cousin
tsaríha	your sister-in-law (speaking to a woman)
tsatióha	your brother-in-law (speaking to a man)
tsátshi	your friend (speaking to a woman about a woman)
tsatén:ro'	your friend (speaking to a man about a man)
tesení:teron	your wife, your husband

ro'níha	<u>his father</u>
ro'nisténha	his mother
rohsó'tha	his grandfather
rohsó'tha	his grandmother
rohtsí:'a	his older sister
rohtsí:'a	his older brother
rononhá:'a	his uncle
raotént	his aunt
shakoién:'a	his daughter
roién:'a	his son
shakoién'okón:'a	his children
shakoteré:'a	his granddaughter
roteré:'a	his grandson
shakotere'okón:'a	his grandchildren
ro'kén:'a	his younger brother
shako'kén;'a	his younger sister
shakosá:wha	his daughter-in-law
ronwe'nhónsa	his mother-in-law
rawe'nhónsa	his father-in-law, son-in-law
raonháwha	his sister-in-law
ronatió:ha	his brother-in-law
ronara'sé:'a	his cousin
ronatén:ro'	his friend
ró:ne	his wife
ro'níha	<u>her father</u>
o'nisténha	her mother
rohsó'tha	her grandfather
ohsó'tha	her grandmother
ohtsí:'a	her older sister
ako'kén:'a	her younger sister
rohtsí:'a	her older brother
ro'kén:'a	her younger brother

akoténth	her aunt
rononhá:'a	her uncle
akoién:'a	her daughter
roién:'a	her son
akoién'okón:'a	her children
akoteré:'a	her granddaughter
roteré:'a	her grandson
akotere'okón:'a	her grandchildren
onara'sé:'a	her cousin (f)
ronara'sé:'a	her cousin (m)
ró:ne	her husband
konwasá:wha	her mother-in-law, daughter-
shakosá:wha	her father-in-law in-law
ronwenhón'sa	her son-in-law
onariha	her sister-in-law
raonháwha	her brother-in-law
onátshi	her friend (f)

.E-: Exercise, Expand, Extrapolate

E-1

Fill in the blanks in the questions and answers below. If you do not know all of the kinship terms (i.e. my father, your mother, etc.), you can look them up in the Vocabulary list.

- |   |  |
|---|--|
| 1. Ia'niha ken ne thi?<br><u>Hen, rake'niha ne thi.</u> | A: Is that your father?<br>B: Yes, that's my father.           |
| 2. Sa'nisténha ken ?<br><u>Hen,</u> .                   | A: Is that your mother?<br>B: Yes, that's my mother.           |
| 3. Iahsó'tha ?<br><u>Hen, rakhsó'tha</u> .              | A: Is that your grandfather?<br>B: Yes, that's my grandfather. |





## E-3

Fill in the blanks after you have studied the examples.

- |    |  |   |
|----|--|---|
| 1. | Tshe'kén:'a ní:ken né'e?<br><u>Hen, ri'kén'a ni' né'e.</u> | A: Is he also your younger<br><u>brother?</u><br>B: Yes, he's also my<br>younger brother. |
| 2. | Tsátshi ni:ken ne'e?<br><u>Hen, _____ ni' ne'e.</u>        | A: Is she also your<br><u>friend(f)?</u><br>B: Yes, she's also my<br>friend(f).           |
| 3. | _____<br>_____ ?<br>_____ .                                | A: Is she also your older<br><u>sister?</u><br>B: No, she's my friend(f).                 |
| 4. | _____<br>_____ ?<br>_____ .                                | A: <u>Is he also a student?</u><br>B: Yes, he's also a student.                           |
| 5. | _____<br>_____ ?<br>_____ .                                | A: <u>Are they also students?</u><br><u>Yes, they are also students.</u>                  |

## E-4

Fill in the blanks.

- |    |   |  |
|----|---|--|
| 1. | Skennenkó:wa ken ne ia'niha?<br><u>Hen, skennenkó:wa.</u> | A: Is your father well?<br><u>Yes, he's very well.</u>                       |
| 2. | _____<br>_____ ?<br>_____ .                               | A: Is your mother well?<br>B: <u>Yes, she's very well.</u>                   |
| 3. | _____<br>_____ ?<br>_____ .                               | A: Is your grandmother well?<br>B: <u>Yes, she's well.</u>                   |
| 4. | Ohní:io nowirá:'a?<br><u>Hen, _____ ?</u><br>_____ .      | A: How is the baby?<br><u>Is she well?</u><br>B: Yes, she's well.            |
| 5. | Ohní:io _____ ?<br>_____ .                                | A: How is your grandfather?<br><u>Is he well?</u><br>B: <u>Not too well.</u> |

E-5

Before doing this exercise, read Notes to the Student 4 and 5, where you will find all the necessary vocabulary. Then fill in the blanks.

- |    |   |  |
|----|---|--|
| 1. | <u>Ka:ts!</u><br><u>Onhka? I: ken?</u><br><u>Iah, iah i:se' te. Raónha.</u> | <u>A: Come here!</u><br><u>B: Who? Me?</u><br><u>A: No, not you. Him.</u>              |
| 2. | <u>_____</u><br><u>_____</u>  | <u>A: Get in (d)!</u><br><u>B: Who? Us?</u><br><u>A: No, not you. Them(m).</u>         |
| 3. | <u>_____</u><br><u>_____</u>  | <u>A: Stop it!</u><br><u>B: Who? Me?</u><br><u>A: No, not you. Her.</u>                |
| 4. | <u>_____</u><br><u>_____</u>  | <u>A: Go(p) home!</u><br><u>B: Who? Us?</u><br><u>A: No, them (f).</u>                 |
| 5. | <u>_____</u><br><u>_____</u>  | <u>A: Go back!</u><br><u>B: Who? Her?</u><br><u>A: No, not her. You.</u>               |
| 6. | <u>_____</u><br><u>_____</u>  | <u>A: Drink (d)!</u><br><u>B: Who? Them(m)?</u><br><u>A: No, not them(m). Them(f).</u> |
| 7. | <u>_____</u><br><u>_____</u>  | <u>A: Go (d) back!</u><br><u>B: Who? Us?</u><br><u>A: No, your friends(f).</u>         |

## E-6

Have a close look at the numbers in the vocabulary list. Then make up the remaining numbers.

1. \_\_\_\_\_  
   si
2. \_\_\_\_\_  
   seventeen
3. \_\_\_\_\_  
   eighteen
4. \_\_\_\_\_  
   nineteen

## E-7

Give an appropriate answer to the questions below.

1. Nahó:ten iontátiats ne sa'nisténha? \_\_\_\_\_
2. Ok ne ia'níha, nahó:ten ne ronwá:iats? \_\_\_\_\_
3. Skennenkó:wa ken ne ia'níha? \_\_\_\_\_
4. Ok ne iahtsó'tha, nahó:ten ne ronwá:iats? \_\_\_\_\_
5. Sahtsí:shen ken? \_\_\_\_\_
6. Raterihwaiénstha ken ne iahtsí.'a? \_\_\_\_\_
7. Ok nontiatén:ro, raterihwaiénstha ní:ken né'e? \_\_\_\_\_

## E-8

Using the material that you have covered in the last three lessons, write a real-life conversation. To make it as real as possible, describe in English where and when your conversation takes place. State who's there and what the people are doing. This will provide the setting for your conversation. Try to include in your conversation some of the sentences you have learned in the exercises. Be creative!

Notes to the Student

1. Mohawk kin terms reflect the relationships that existed traditionally in Mohawk families. All kin terms are verbs, and the bound pronoun that is chosen reflects the speaker's attitude towards his kin. Relative age of the persons involved is of utmost importance; i.e. an attitude of deference is shown towards members of an older generation (grand-parents, parents, etc.) or older members of the same generation (older sister, older brother). The older person will usually be the agent in a relationship.

The list below gives an idea of the distinctions involved.

akhsó'tha	"my grandmother"	lit: "She to me is grandmother"
rake'níha	"my father"	lit: "He to me is father"
rién:'a	"my son"	lit: "I have him for son"
kheién:'a	"my daughter"	lit: "I have her for daughter"
rakhtsí:'a	"my older brother"	lit: "He has me for brother"
ri'kén:'a	"my younger brother"	lit: "I have him for brother"

In some relationships the people involved are considered to be of equal status, for example:

ontiararasé:'a	"my cousin"	lit: "We(d) are cousins"
ontiatén:ro'	"my friend(m)"	lit: "We(d) are friends"
sewatén:ro'	"your friends(m)"	lit: "You(p)are friends"

2. In the list of kinship terms you find that the word for "my aunt" is matént, which is a borrowing from French "ma tante". The reason is that in traditional Mohawk society the notion of "aunt" did not exist. All persons that we would call "aunt" in the English kinship system were called "mother" in the Mohawk system. For instance, if you talked about your biological mother, you would say: istén:'a "my mother", while if you talked about your mother's sister you would say istén:'a plus her name, i.s.

Notes to the Student (cont'd)

istén:'a Á:nen "mother Ann". When addressing any of your mothers you would always say istá: "mother". This system is still used by some of the older speakers of Mohawk.

3. In the Notes to the Student of Lesson 1, you learned that Mohawk has two "she" forms, she/one (indefinite) and she/it (neuter). It is the she/one form that we are using in the early lessons. However, in the list of kinship terms, the "her" forms are in the neuter form, because speakers of Mohawk generally prefer to use the she/it (neuter) form when talking about relatives. Only when talking about children are both forms commonly used. Thus you will hear all four of the forms listed below.

ronwatiien'okón:'a	"her (indef) children"
akoien'okón:'a	"her (neuter) children"
ronwanatere'okón:'a	"her (indef) grandchildren"
akotere'okón:'a	"her (neuter) grandchildren"

4. In M-3 you have learned that Mohawk has three different forms for the English "sit down!" or "you sit down!". The form used by the speaker depends on whether he is talking to one person, to two persons, or to three or more persons. If he is talking to two persons, the forms are marked in English with a (d), which stands for "dual". Dual means "two" in Latin. If the speaker is talking to three or more persons, the forms are marked (p), which stands for "plural". If only one person is addressed, the "you" forms remain unmarked. The "you" singular forms are discussed in Lesson 2, Notes to the Student, 3. The forms used to express "you(d)" and "you(p)", are listed below.

you (d)

1. consonant stems:

e.g.: seni-hní:nons  
seni-natá:res

"you (d) buy"  
 "you (d) make visits"

seni-

2. i, e, en, o, on stems:

e.g.: sen-entórha  
sen-ón:nis  
sen-í:teron

"you (d) are lazy"  
 "you (d) make it"  
 "you (d) live, stay"

sen-

3. a stems:

e.g.: ts-ató:rats  
ts-atétsen'ts

"you (d) hunt"  
 "you (d) are doctors"

ts-

you (p)

1. consonant stems:

e.g.: sewa-hní:nons  
sewa-natá:res

"you (p) buy"  
 "you (p) make visits"

sewa-

2. a, e, en stems:

e.g.: sew-entórha  
sew-ató:rats

"you (p) are lazy"  
 "you (p) are hunters"

sew-

3. i stems (loss of i):

e.g.: sewén:-teron  
sewén:-tenhre'

"you (p) stay, live"  
 "you (p) have pity"

sewen-

4. on, o stems:

e.g.: ts-ó'kwats  
ts-ón:nis

"you (p) dig"  
 "you (p) make it"

ts-

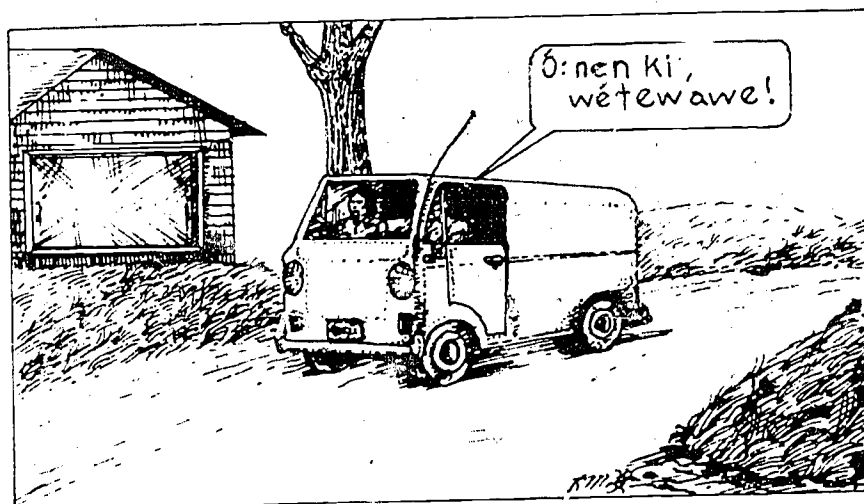
Notes to the Student (cont'd)

5. In this lesson, you learned some commands in Mohawk like sátien "sit down!" and tsatíta "you (d) get in!" Command forms are the simplest verb forms in Mohawk. Below is a list of the most common ones. All command forms are in the "you" form, that is in Mohawk you have to say "you drink!" instead of simply saying "drink!". In the list below, the pronouns are separated from the verb by a dash. This gives you another chance to study the forms of the three different "you" pronouns. (see L-17, Note 7).

1.	s	-hnekí:ra	"drink!"
	seni-	hnekí:ra	"drink(d)!"
	sewa-	hnekí:ra	"drink(p)!"
2.	s	-kóha	"go get it!"
	seni-	kóha	"go(d) get it!"
	sewa-	kóha	"go(p) get it!"
3.	ken	nontá:-s -e	"come here!"
	ken	nontá -sen-e	"come here (d)!"
	ken	nontá -sew-e	"come here (p)!"
4.	wa:-s		"go!"
	wá:-	sen-e	"go (d)!"
	wá:-	sew-e	"go (p)!"
5.	te-s	-tán	"stand up!"
	te-sení:-	tan	"stand(d) up!"
	te-sewá:-	tan	"stand(p) up!"
6.	ka:t-s		"come here!"
	ká-	sene	"come(d) here!"
	ká-	sewe	"come(p) here!"
7.	s	-atíta	"get in!" (a vehicle)
	ts	-atíta	"get in(d)!"
	sew-	atíta	"get in(p)!"

Notes to the Student (cont'd)

- |     |                         |                             |
|-----|-------------------------|-----------------------------|
| 8.  | s -atitáhko             | "get out!" (from a vehicle) |
|     | ts -atitáhko            | "get out(d)!"               |
|     | sew-atitáhko            | "get out(p)!"               |
| 9.  | s -ahtén:ti             | "walk; go away!"            |
|     | ts -ahtén:ti            | "walk; go away(d)!"         |
|     | sew-ahtén:ti            | "walk; go away(p)!"         |
| 10. | s -atoríshen            | "stop it!"                  |
|     | ts -atoríshen           | "stop it(d)!"               |
|     | sew-atoríshen           | "stop it(p)!"               |
| 11. | sa-s -ahtén:ti          | "go home!"                  |
|     | sa-ts -ahtén:ti         | "go(u) home!"               |
|     | sa-sew-ahtén:ti         | "go(p) home!"               |
| 12. | sa-s -áhket             | "go back!"                  |
|     | sa-ts -áhket            | "go(d) back!"               |
|     | sa-sew-áhket            | "go(p) back!"               |
| 13. | s- aterihwaiensthá:na   | "go to school!"             |
|     | ts- aterihwaiensthá:na  | "go(d) to school!"          |
|     | sew- aterihwaiensthá:na | "go(p) to school!"          |





LESSON 4



Converse--: Converse, Communicate

C-1

Two students are watching some people.

- |   |  |
|---|--|
| A. Tsatén:ro ken ne thi?                          | A: Is that your friend(m)?                           |
| B: Ka' ni ká:ien?                                 | B: Which one?  |
| A: Thi rón:kweh.                                  | A: That man.   |
| B: Iah, iah teiontiatén:ro'.<br>Páhtsá:'a ne thi. | B: No, he's not my friend.<br>He's my older brother. |
| A: Ka' ne tsatén:ro'?                             | A: Where's your friend?                              |
| B: Thén:teron.                                    | B: He's at home.                                     |

- A: Ko:r ken ronwá:iats ne iahtsí:'a?      A: Is your older brother's name Paul?
- B: Iah, iah Ko:r tehonwá:iats. Shawátis ronwá:iats.      B: No, his name is not Paul. His name is John.
- A: Thén:teron ken ne iahtsí:'a?      A: Is your older brother at home?
- B: Iah, iah tethén:teron. Kaná:takon íthrés.      B: No, he's not at home. He's in town.

N-: Mimmic, Memorize, Manipulate

M-1

- A: Tsatén:ro' ken ne thi?      A: Is that your friend(m)?  
Tsátshi ken ne thi?      Is that your friend(f)?  
Thién:'a ken ne thi?      Is that your son?  
Sheién:'a ken ne thi?      Is that your daughter?

M-2

- B: Ka' niká:ien?      B: Which one?

M-3

- A: Thi rón:kweh.      A: That man.  
Thi iakón:kweh.      That woman.  
Thi ísi íthrate'.      That one(m) standing over there.  
Thi ísi itie:te'.      That one(f) standing over there.

M-4

- B: Iah, iah teiontiatén:ro'.      B: No, he's not my friend.  
Iah, iah teiontiá'tsi.      No, she's not my friend.  
Iah, iah téhién:'a.      No, he's not my son.  
Iah, iah tekheién:'a.      No, she's not my daughter.

M-5

A: Ka' ne thién:'a?	A: Where is your son?
Ka' ne sheién:'a?	Where is your daughter?
Ka' ne sewatén:ro'?	Where are your friends(m)?
Ka' ne tsatén:ro'?	Where is your friend(m)?
Ka' ne tsátshi?	Where is your friend(f)?

M-6

B: Thén:teron.	B: He's at home.
Tié:teron.	She's at home.
Thatí:teron.	They're at home.
Thén:teron nontiatén:ro'.	My friend(m) is at home.
Tié:teron nontíá'tsi.	My friend(f) is at home.

M-7

A: Bill ken ronwá:iats né iahtsí:'a?	A: Is your older brother's name Bill?
Wá:ri ken iontátiats né tsá'tsi?	Is your friend's(f) name Mary?
Ko:r ken iesá:iats?	Is your name Paul?
Montóur ken ronwatí:iats?	Is their name Montour?

M-8

B: Iah, iah Bill tehonwá:iats.	B: No, his name is not Bill.
Iah, iah Wá:ri teiontátiats.	No, her name is not Mary.
Iah, iah Ko:r teiíntiats.	No, my name is not Paul.
Iah, iah Montóur tehonwatí:iats.	No, their name is not Montour.

M-9

A: Tié:teron ken ne  
sa'nistén:ha?

Thatí:teron ken?

Tié:teron ken?

Thén:teron ken?

A: Is your mother at home?

Are they at home?

Is she at home?

Is he at home?

M-10

B: Iah, iah tetié:teron .  
nistén:ha.

Iah, iah tethatí:teron.

Iah, iah tetié:teron.

Iah, iah tethén:teron.

B: No, my mother is not at  
home.

No, the/ are not at home.

No, she's not at home.

No, he's not at home.

M-11

B: Kaná:takon í:tien's  
nistén:ha.

Kaná:takon thón:ne's.

Kaná:takon í:tien's.

Kaná:takon íthre's.

B: My mother is in town.

They are in town.

She's in town.

He's in town.

C-: Converse, Communicate

C-2

Two women are slowly walking down the street, talking.

A: Wenhniserí:io wáhi'.

A: It's a nice day, isn't it.

B: Hen, wenhniserí:io.

B: Yes, it's a nice day.

- |   |   |
|---|---|
| A: Ka' ne sheien'okón:'a?<br>Thatí:teron ken?             | A: Where are your children?<br>Are they at home?                              |
| B: Iah, iah tethatí:teron.<br>Kaná:takon thón:ne's.       | B: No, they are not at home.<br>They are in town.                             |
| A: Iah ken sheién:'a te thi?                              | A: Isn't that your daughter?  |
| B: Ka' níká:ien?  | B: Which one?   |
| A: Ne thi isi í:tiete'.                                   | A: That one(f) standing over<br>there.  |
| B: Iah, iah tekheién:'a,<br>khekén:'a. Ionterihwaiénstha. | B: No, she's not my daughter,<br>she's my younger sister.<br>She's a student. |
| A: Kaná:takon ní:ken ne:'<br>í:tien's ne sheién:'a?       | A: Is your daughter also in<br>town?  |
| B: Iah, tié:teron nen' né:'e.<br>Iontewaiénstha'.         | B: No, she's at home.<br>She's studying.                                      |

---

Phrases to use in Class

Sonke'nikón:hren.	I forgot.
Tóhsa sasa'nikón:hren!	Don't forget.
Tóhsa saseni'nikón:hren!.	Don't(d) forget.
Tóhsa sasewa'nikón:hren!	Don't(p) forget.
Iah teské:iahre.	I don't remember.
Sehiá:rak.	Remember.
Senehiá:rak.	Remember (d).
Sewehiá:rak.	Remember (p).

---

Vocabulary

1. counting (see Notes to the Student, 3)

tewáhsen	twenty
áhsen niwáhsen	thirty
kaié:ri niwáhsen	fourty

wisk niwáhsen  
 tewáhsen énska  
 áhsen niwáhsen énska  
 áhsen niwáhsen tékeni

fifty  
 twentyone  
 thirtyone  
 thirtytwo

2. people

rón:kwe	"man"
ronón:kwe	"men" (more than two)
tehnón:kwe	"two men"
iakón:kwe	"woman"
konnón:kwe	"women" (more than two)
tekenón:kwe	"two women"
eksá:'a	"child(f): girl"
raksá:'a	"child(m): boy"
ratiksa'okón:'a	"children" (general) (male or mixed)
kontiksa'okón:'a	"children" (general) (female)
ranekén'teron	"young man"
ieiá:tase	"young girl"
roska'rakéhte	"a male human being"
rotiska'rakéhte	"males"
tsako'thonwí:sen	"a female human being"
tsona'thonwí:sen	"females"
rokstén:ha	"old man"
rotikstén:ha	"two old men or mixed group"
rotikstenhokón:'a	"old men" (three or more)
akokstén:ha	"old woman"
otikstén:ha	"two old women"
otikstenhokón:'a	"old women" (three or more)
owirá:'a	"human baby"

E-: Exercise, Expand, Extrapolate

## E-1

Fill in the blanks. Some of the new words you will have to look up under Vocabulary.

- |                          |                               |
|--------------------------|-------------------------------|
| 1. Ka' ne ia'niha?       | A: Where is your father?      |
| Thén:teron ne rake'niha. | B: My father is at home.      |
| 2. Ka' ne _____ ?        | A: Where is the man?          |
| _____ .                  | B: The man is at home.        |
| 3. _____ ?               | A: Where is the old woman?    |
| _____ .                  | B: She's at home.             |
| 4. _____ ?               | A: Where is the boy?          |
| _____ .                  | B: He's at home.              |
| 5. _____ ?               | A: Where are the children(m)? |
| _____ .                  | B: They are at home.          |
| 6. _____ ?               | A: Where are the women?       |
| Tkontí:teron _____ .     | B: The women are at home.     |
| 7. _____ ?               | A: Where are your friends(m)? |
| _____ .                  | They are at home.             |

## E-2

Answer the questions below.

- |                              |                |
|------------------------------|----------------|
| 1. Ko:r ken iesá:iats?       | Hen, _____     |
| 2. Sa:k ken ronwá:iats?      | Hen, _____     |
| 3. Á:nen ken iontátiats?     | Iah, iah _____ |
| 4. Montóur ken ronwatí:iats? | Hen, _____     |
| 5. Wíshe ken ióntiats?       | Iah, _____     |

## E-3

Before doing this exercise, read Notes to the Student, 1.  
Then fill in the blanks below.

- |   |  |
|---|--|
| 1. Thatí:teron ken?<br>Iah, iah tethatí:teron.  | A: Are they at home?<br>B: No, they are not at home.               |
| 2. _____ ken?<br>Iah, _____.                    | A: Is he at home?<br>B: No, he's not at home.                      |
| 3. _____ ken ne ia'niha?<br>_____ ne raké'niha. | A: Is your father at home?<br>B: No, my father is not at home.     |
| 4. _____ ?<br>_____.                            | A: Is the old woman at home?<br>B: No, she's not at home.          |
| 5. _____ ?<br>_____.                            | A: Is the girl at home?<br>No, the girl isn't at home.             |
| 6. _____ ?<br>_____.                            | A: Are the old men at home?<br>B: No, the old men are not at home. |

## E-4

Before doing this exercise, read Notes to the Student, 1.  
Then answer the questions below.

- |   |   |
|---|---|
| 1. Atiá:tawi' ken?<br>Iah, iah atiá:tawi' te. | A: Is it a dress?<br>B: No, it's not a dress. |
| 2. Aké:ra' ken?<br>_____.                     | A: Is it a plate?<br>B: No, it's not a plate. |
| 3. Káhonre' ken?<br>_____.                    | A: Is it a gun?<br>B: No, it's not a gun.     |
| 4. Anitskwá:ra' ken?<br>_____.                | A: Is it a chair?<br>B: No, it's not a chair. |



- |                             |                             |
|-----------------------------|-----------------------------|
| 5. Otsísto ken?<br>_____    | A: Is it a star?<br>_____   |
|                             | No, it's not a star.        |
| 6. Kéntson ken?<br>_____    | A: Is it a fish?<br>_____   |
|                             | B: No, it's not a fish.     |
| 7. Otsí:t'sa' ken?<br>_____ | A: Is it a flower?<br>_____ |
|                             | B: No, it's not a flower.   |
| 8. Kanákta' ken?<br>_____   | A: Is it a bed?<br>_____    |
|                             | B: No, it's not a bed.      |

## E-5

Before doing this exercise, read Notes to the Student, 1 c. and d. Then fill in the blanks.

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. Raksá:'a ken ne thi?<br>_____ | A: Is that a boy?<br>_____         |
| Iah, iah raksá:'a te.            | B: No, it's not a boy.             |
| 2. Í:se' ken sató:rats?<br>_____ | A: Are you the hunter?<br>_____    |
| Iah, iah í:'i té:ken.            | B: No, it's not me.                |
| 3. _____ ?                       | A: Is he the student?<br>_____     |
|                                  | B: No, it's not him.               |
| 4. _____ ?                       | A: Is that Mary?<br>_____          |
|                                  | B: No, it's not her.               |
| 5. _____ ?                       | A: Is he the boy?<br>_____         |
|                                  | B: No, it's not him.               |
| 6. _____ ?                       | A: Are you Michael?<br>_____       |
|                                  | B: No, it's not me.                |
| 7. _____ ?                       | A: Is that the old man?<br>_____   |
|                                  | B: No, it's not the old man.       |
| 8. _____ ?                       | A: Is this the old woman?<br>_____ |
|                                  | B: No, it's not the old woman.     |

## E-6

Before doing this exercise, read Notes to the Student, 1 c. and d. Then fill in the blanks.

- |     |                           |                                    |
|-----|---------------------------|------------------------------------|
| 1.  | Tsatén:ro' ken?           | A: Are you friends(m)?             |
|     | Iah, iah teiontiatén:ro'. | B: No, we aren't friends.          |
| 2.  | _____ ?                   | A: Is he an old man?               |
|     | _____ .                   | B: No, he's not an old man.        |
| 3.  | _____ ?                   | A: Is she an old woman?            |
|     | _____ .                   | B: No, she's not an old woman.     |
| 4.  | Tsara'se:'a _____ ?       | A: Are you (d) cousins?            |
|     | teiontiarase:'a.          | B: No, we (d,excl) aren't cousins. |
| 5.  | _____ ?                   | A: Are you friends(f)?             |
|     | _____ .                   | B: No, we aren't friends.          |
| 6.  | Sató:rats ní'ken ní:se'?  | A: Are you a hunter too?           |
|     | _____ .                   | B: No, not me.                     |
| 7.  | ní'ken né:'e?             | A: Is he a student too?            |
|     | _____ .                   | B: No, not him.                    |
| 8.  | _____ ?                   | A: Is she your friend(f) too?      |
|     | _____ .                   | B: No, not her.                    |
| 9.  | _____ ?                   | A: Are you a student too?          |
|     | _____ .                   | B: No, not me.                     |
| 10. | ní'ken ní:'i?             | A: Am I a student, too?            |
|     | _____ .                   | B: No, you are not a student.      |

## E-7

Before doing this exercise, read the Notes to the Student, 2, ve. carefully. New words you will find in the vocabulary section. Give full sentence answers to the questions below.

1. Thén:teron ken ne riién:'a? Hen,  
Iah, iah
2. Riién:'a ken thén:teron? Hen,  
Iah, iah
3. Thatí:teron ken ne  
ratiksa'okón:'a? Hen,  
Iah, iah
4. Ratiksa'okón:'a ken  
thatí:teron? Hen,  
Iah, iah

E-8

Answer the questions below.

1. Tsatén:ro' ken thi  
rón:kweh? \_\_\_\_\_
2. Thi ken ísi í:tiete'  
tsá'tsi ken? \_\_\_\_\_
3. Ka'ne sahsó'tha? \_\_\_\_\_
4. Thén:teron ken ne  
riién:'a? \_\_\_\_\_
5. Thatí:teron ken ne  
ronón:kweh? \_\_\_\_\_
6. Wíshe ken ronwá:iats ne  
raterihwaiénstha? \_\_\_\_\_

E-9

Make up ten numbers in Mohawk. For help consult Counting  
in the vocabulary section and Notes to the Student, 3.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## E-10

Make up five questions. Be prepared to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## E-11

Use the material you have covered in the last four lessons to write a conversation. This time assume that the conversation involves three people. Try and make up some new sentences by using the techniques which you learned in the exercises, that is, by replacing the words in an already known sentence with new ones. For example, you learned the sentence ontiátshi tié:teron "my friend(f) is at home". Now you want to say "my aunt is at home". So you look up "my aunt" in the vocabulary list in Lesson 3, you find matént, and you put it in the sentence, getting matént tié:teron. This way you can make up a lot of new sentences. Be creative!

### Notes to the Student

1. In this lesson, you learned some of the ways Mohawk speakers use to negate a sentence. Mohawk negation involves two elements, iah and te-. While iah is always placed at the beginning of the sentence, the position of te- can vary depending on what you negate and on what you want to say.

a. negation of verbs:

If a verbal form like "I hunt" is negated, the te- is prefixed to the verbal form, e.g.

kató:rats	"I hunt"
<u>iah</u> <u>te</u> kató:rats	"I don't hunt"
katétsen'ts	"I'm a doctor"
<u>iah</u> <u>te</u> katétsen'ts	"I'm not a doctor"

b. negation of nouns (excluding persons):

If a noun like "purse" is negated, the te follows the noun. In this case te can also take the longer form te:ken, e.g.

kahná:ta'	"(It's) a purse"
<u>iah</u> kahná:ta' <u>te</u>	"it's not a purse"
<u>iah</u> kahná:ta' <u>té:ken</u>	"it's not a purse"
atiá:tawi'	"(It's) a dress"
<u>iah</u> atiá:tawi' <u>te</u>	"it's not a dress"
<u>iah</u> atiá:tawi' <u>té:ken</u>	"it's not a dress"

c. negation of nouns representing persons:

If a noun like raksá:'a "child(m)", "boy" is negated, a speaker of Mohawk has two choices depending on what he wants to express. If the te- is prefixed to the word, the speaker is negating that the person talked about is a child, an old man etc.. If, on the other hand, the

Notes to the Student (cont'd)

speaker wants to say that "it is not X", then the te follows. Below are some examples that will help you to distinguish between the two meanings.

<u>iah</u> <u>tehaksá:</u> 'a	"he's not a child(m)"
<u>iah</u> <u>raksá:</u> 'a <u>te</u> ( <u>té:ken</u> )	"it's not the child(m)"

<u>iah</u> <u>tehokstén:</u> 'a	"he's not an old man"
<u>iah</u> <u>rokstén:</u> 'a <u>te</u> ( <u>té:ken</u> )	"it's not the old man"

<u>iah</u> <u>teiontiatén:</u> ro'	"we(d) aren't friends"
<u>iah</u> <u>ontiatén:</u> ro <u>te</u>	"it's not my friend"

Notice that the initial r of raksá:'a and of rokstén:'a becomes an h when te- is prefixed.

d. negation of personal pronouns:

The negation of personal pronouns varies slightly from the negation of personal nouns discussed under c. above. If you want to say "not me, you, etc." the te is dropped and a ne shows up in its place.

<u>iah</u> <u>ní:se'</u>	"not you"
<u>iah</u> <u>í:se'</u> <u>te</u> (:ken)	"it's not you"
<u>iah</u> <u>ní:'i</u>	"not me"
<u>iah</u> <u>í:'i</u> <u>te</u> (:ken)	"it's not me"

Both sentences iah ní:'i and iah í:'i te are reductions of longer sentences. Let's look at some questions and their answers. A question like:

Sató:rats ní'ken ní:se'? "Are you a hunter, too?"  
can have a long answer like a. below or a reduced answer like b.

Notes to the Student (cont'd)

- a. Iah, iah ní:'i teka- "No, I'm not a hunter"  
to:rats.
- b. Iah, iah ní:'i. "No, I'm not"  
"No, not me"

Similarly, a question like:

Í:se' ken sató:rats? "Are you the hunter?"

can have a long or complete answer, as in a. below  
or a reduced answer as in b. below.

- a. Iah, iah i:' tekató:- "No, I'm not the hunter"  
rats. No, it's not me who is the  
hunter.
- b. Iah, iah i:' te(:ken). "No, I'm not the one"  
No, it's not me.

Ne: ne shows up in an answer that involves a third  
person like he, she, and they, e.g.:

Rató:rats ken? "Is he a hunter?"

- a. Iah, iah ne ne raónha "No, he's not a hunter"  
teható:rats.
- b. Iah, iah ne ne raónha. "No, he's not."  
No, not him.

2. You will have realized by now, that the order in which the words occur in a Mohawk sentence is different from the order in an English sentence. In order to speak good Mohawk, it is very important that you use the correct Mohawk word order. A general rule is, that in Mohawk the most important element of the sentence is placed first. For example, when you ask for a person's name, the person answering will place the name at the beginning of the sentence, e.g.

Notes to the Student (cont'd)

- |                                |                         |
|--------------------------------|-------------------------|
| 1. <u>Nahó:ten ronwá:iats?</u> | <u>Ko:r ronwá:iats.</u> |
| lit: What they-him-call?       | Paul they-him-call.     |
| What's his name?               | His name is Paul.       |

Thus, in an answer, the information asked for always comes first in Mohawk but not necessarily in English. Below is another example.

- |                              |                                 |
|------------------------------|---------------------------------|
| 2. <u>Ka' ne ia'niha?</u>    | <u>Thén:teron ne raké'niha.</u> |
| lit: Where (is) your father? | lit: At home my father.         |
| Where's your father?         | My father is at home.           |

The same thing happens in yes-no questions. Whoever or whatever you ask information about is placed first. For example, an English question like 3. below can be translated in two ways.

3. Is my mother at home?

Let's say you want to find out whether your mother is at home or some place else. In that case you question the at-home part of the sentence as in 4.

4. Tié:teron ken nistén:ha?  
 lit: She-at-home question my mother?  
 Is it at home, that my mother is?  
 Is my mother at home?

However, if you want to ask whether it's your mother or somebody else who is at home, you question isténha as in 5.

5. Isténha ken tié:teron?  
 lit: My mother question she-at-home?  
 Is it my mother who is at home?  
 Is my mother at home?

4. and 5. above also differ in the answers that are appropriate for them. In 4. you asked information about the being-at-home, so that part will come first in your answer, whether it is a positive one as in 6. or a negative one as in 7.



Notes to the Student (cont'd)

6. Hen, tié:teron nistén:'a.

lit: Yes, she-at-home my mother.

Yes, it is at home that my mother is.

Yes, my mother is at home.

7. Iah, iah tetié:teron nistén:'a.

lit: No, not she-at-home my mother.

No, it is not at home that my mother is.

No, my mother is not at home.

Question 5., on the other hand, can be answered in the following two ways.

8. Hen, sa'nisténha tié:teron.

lit: Yes, your mother she-at-home.

Yes, it is your mother who is at home.

Yes, your mother is at home.

9. Iah, iah sa'nisténha tetié:teron.

lit: No, not your mother she-at-home.

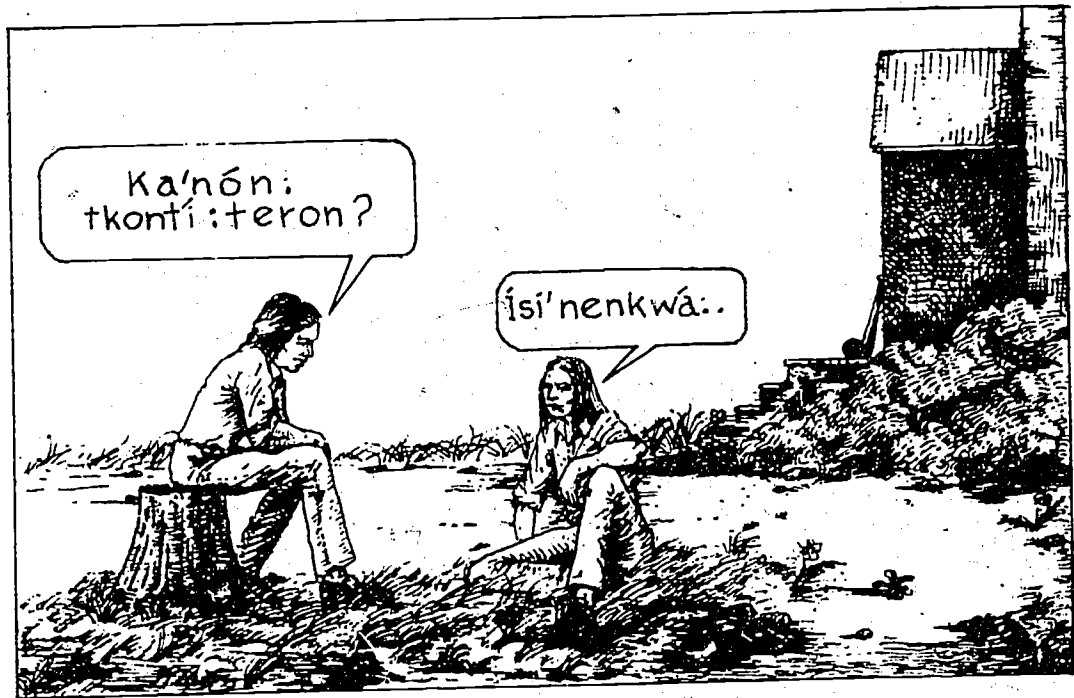
No, it's not your mother who's at home.

No, your mother is not at home.

3. The English -ty ending in counting, (e.g. twenty) is expressed by niwáhsen in Mohawk. You can now make up all the numbers from one to one hundred.

tékeni tewáhsen	twenty
tewáhsen áhsen	twenty three
áhsen niwáhsen	thirty
áhsen niwáhsen wisk	thirty five
énska tewen'niáwe'	one hundred
tékeni tewen'niáwe'	two hundred
áhsen tewen'niáwe' tánon'	three hundred and thirty five
áhsen niwáhsen wisk	

LESSON 5 (REVIEW)



(TEACHER: Assign E-7 of this lesson right away. Then use the best ones of the collected assignments as part of the review lesson.)

C-: Converse, Communicate

C-1 A, a girl is joining a party at B's house, where A meets C.

A: Kwékwe.

A: Hello.

B: Kwe. Skennenkó:wa ken?

B: Hello. How are you?

A: Skennenkó:wa. Ok ní:se'?

A: Fine. And you?

B: Íanerátie. Sátien.  
Ontiatén:ro ne ki.

B: Fine. Sit down.  
This is my friend(m).

A: Kwe. Nahó:ten iesá:iats?

A: Hello. What's your name?

C: Ko:r. Nahó:ten ní:se'  
iesá:iats?

C: Paul. What's your name?

A: Á:nen íóntiats.

A: My name is Ann.

- C: Saterihwaiénstha ken? C: Are you a student?  
 A: Iah, iah tekaterihwaiénstha. A: No, I'm not a student.  
 Ok ní:se'? Are you?  
 C: Hen, katerihwaiénstha. C: Yes, I'm a student.  
 A: Satatekén:shen ken? A: Do you have brothers and  
 sisters?  
 C: Hen, wakhtsí:shen. C: Yes, I have older brothers  
 and sisters.  
 A: Nahó:ten ronwatí:iats? A: What are their names?  
 C: Arísawe tánon Wá:ri. C: Elizabeth and Mary. And  
 Tánon Wátio ronwá:iats ne my older brothers' name is  
 rakhtsí'a. Mathew.  
 A: Ken' ken rón:ne's? A: Are they (p,m) here?  
 C: Iah, Waríhne thón:ne's. C: No, they (p,m) are at Mary's.

C-: Converse, Communicate



C-2

A and B, two girls, are watching a group of people.  
 C, a boy, joins them later.

A: Ónhka ne thi?	A: Who's that?
B: Ka' níká:ien?	B: Which one?
A: Thi isi í:tiete'. Tsá'tsi ken?	A: That one(f) standing there. Is she your
B: Iah, iah teiontiátshi. Aktsí:'a né:'e.	B: No, she's not my fr She's my older sist
A: Warisó:se ken iontátiats?	A: Is her name Josephi
B: Iah, Wá:ri iontátiats.	B: No, her name is Mar
C: Kwe. Skennenkó:wa ken?	C: Hello. How are you
A: Skennenkó:wa. Ka' nontáhse'?	A: Fine. Where did you from?
C: Kaná:takon. Ka' ne iahtsí:'a?	C: From town. Where's your older
A: Kaná:takon íthre's.	A: He's in town.
C: Ok ne shekén:'a?	C: And what about your sister?
A: Iah tewakaterién:tare. Tóka nón:wa' tié:teron.	A: I don't know. Maybe she's at home
B: Ia'níha ken ne thi?	B: Is that your father
C: Ka' níká:ien?	C: Which one?
B: Thi rón:kweh.	B: That man. (pointing)
C: Iah, rakhsó'tha ne thi.	C: No, that is my gran
B: Ka' ne íá'niha?	B: Where's your father
C: Thén:teron.	C: He's at home.
A: Skennenkó:wa ken ne ia'níha?	A: Is your father well
C: Hen, skennenkó:wa.	C: Yes, he's well.

C-: Converse, Communicate

C-3

A is sitting in a restaurant, B and C just joined him.

A: Shé:kon.Tsátien.

A: Hello. Sit down(d).

B: Shé:kon.Ontiara'sé:'a ne  
ki. Wariá:nen iontátiats.

B: Hello. This is my cousin.  
Her name is Mary-Ann.

A: Kwe. Enhsnekí:ra' ken  
káwhe'?

A: Hi. Will you have some  
coffee?

B: Thikawenni:io.  
Wenhniserí:io, wáhi'.

B: Ok. It's a nice day,  
isn't it.

A: Hen, wenhniserí:io.  
Saterihwaiénstha ken?

A: Yes, it's a nice day.  
Are you a student?

C: Iah, iah tekaterihwaiénstha,  
rikén:'a khok raterih-  
waiénstha.

C: No, I'm not a student,  
only my younger brother  
goes to school.

A: Só:se ken ronwá:iats ne  
tshe'kén:'a?

A: Is your younger brother's  
name Joe?

C: Iah, Tierkó:wa ronwá:iats. C: No, his name is Big Peter.

- A: Iah tehienté:ri.  
 C: Kaná:tso' thén:teron.  
 B: Ónhka ne thi?  
 A: Ka' níká:ien?  
 B: Ne thi kaiá:tase'.  
 A: Aktsí:'a ne thi.  
 B: Wá:ri ken iontátiats?  
 A: Iah, Á:nen iontátiats.  
 Á:nen, ka:ts konró:ri.
- D: Iah, iah tewakenáktote'.  
 Ó:nen.  
 A: Ó:nen ki' wáhi'.  
 B: Iohnhá:ten' wáhi'.
- A: I don't know him.  
 C: His home is in Ottawa.  
 B: Who's that?  
 A: Which one?  
 B: That young girl.  
 A: That's my older sister.  
 B: Is her name Mary?  
 A: No, her name is Ann.  
 Ann, come here, I want to tell you something.
- D: No, I don't have time.  
 Good-bye.  
 A: Good-bye then.  
 B: That's too bad.

C-: Converse, Communicate



C-4

The party has just started and people are getting acquainted.

- A: Kwe. Shawátis ióntiats. Onkwatén:ro' ne ki. Ko:r tánon Wátio ronwatí:iats. A: Hello. My name is John. And these are my friends(m). Their names are Paul and Mathew.
- B: Kwe. Arísawe ni:' ióntiats. Sewátien tánon sewahnehkí:ra ki onontákeri . B: Hello. My name is Elizabeth. Sit down (p) and drink this beer.
- A: Io. Saterihwaiénstha ken? A: Ok. Are you a student?
- B: Iah. Ok ní:se'? B: No. Are you?
- A: Iah, iah tekaterihwaiénstha. Ko:r khok raterihwaiénstha. Sáhs-kare' ken thi? A: No, I'm not a student. Only Paul goes to school. Is that your boyfriend?
- B: Ka' ní:se'? B: Which one?
- A: Ne thi isi' íthrate'. A: The one(m) standing over there.
- B: Iah, khekén:'a ne akóhs-kare'. B: No, that's my younger sister's boyfriend.
- A: Ka' ní:se' ne sáhs-kare'? A: Where is your boyfriend?
- B: Ísi' íthrate'. Wíshe ronwá:iats. B: He's standing over there. His name is Michael.
- A: Raterihwaiénstha ní:ken né'e? A: Is he a student, too?
- B: Shewatié:rens. B: Sometimes.
- A: Shékon ken nonontákeri'? A: More beer?
- B: Iah, niá:wen. B: No, thanks.
- A: A: ki' teteninónniahkhw. A: Let's dance then.

E-1

Give appropriate answers to the questions below.

1. Nahó:ten iesá:iats? \_\_\_\_\_
2. Saterihwaiénstha ken? \_\_\_\_\_
3. Ok ne ronónha, nahó:ten ne ronwatí:iats? \_\_\_\_\_

4. Ok ne tsatén:ro', nahó:ten ne ronwá:iats? \_\_\_\_\_  
\_\_\_\_\_
5. Ónhka ne thi? Tsátshi ken? \_\_\_\_\_
6. Ionterihwaiénstha ní:ken né'e? \_\_\_\_\_
7. Ok ne raónha, tsarà'sé:'a ken? \_\_\_\_\_
8. Sahtsí:shen ken? \_\_\_\_\_
9. Thatí:teron ken? \_\_\_\_\_
10. Kahnawá:ke ken tié:teron ne sahtsí:'a? \_\_\_\_\_
11. Nahó:ten ióntatiats ne sahtsí:'a? \_\_\_\_\_
12. Riienté:ri ken thi rón:kweh? \_\_\_\_\_
13. Ka' ne sewatén:ro'? Kén'en ken rón:ne's? \_\_\_\_\_  
\_\_\_\_\_
14. Sahsó'tha ken thi iakón:kweh? \_\_\_\_\_
15. Skennenkó:wa ken ne sahsó'tha? \_\_\_\_\_  
\_\_\_\_\_

E-2

Make up ten questions using material from the first five lessons. Be prepared to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



8. \_\_\_\_\_  
 9. \_\_\_\_\_  
 10. \_\_\_\_\_

E-3

Read and understand the passage below. Then answer the questions on the story.

"Ko:r ni:' ióntiats. Wá:ri iontátiats nistén:'a tánon  
 Wíshe ronwá:iats ne rake'ní:ha. Tékeni tewakatatekén:shen.  
 Shawátis ronwá:iats ne raktsí:'a tánon Á:nen iontátiats ne  
 khekén:'a. Raterihwaiénstha ne raktsí:'a. Tiohtiá:ke  
 thaterihwaiénstha. Iah ni:' tekaterihwaiénstha.  
 Kató:rats ní:'i."

### Vocabulary

-ato:rats	"t. be a hunter"
Tiohtiá:ke	"Montreal"
to: nihá:ti?	"How many?" (male or mixed)

### Questions

1. Nahó:ten iesá:iats? \_\_\_\_\_
2. Nahó:ten ronwatí:iats ne sa'nistén:ha tánon' ne ia'ní:ha? \_\_\_\_\_
3. Satatekén:shen ken? \_\_\_\_\_
4. To: nihá:ti? \_\_\_\_\_
5. Raterihwaiénstha ken ne iahtsí:'a? \_\_\_\_\_
6. Ka'nón:we? \_\_\_\_\_
7. Saterihwaiénstha ní:ken ní:se'? \_\_\_\_\_

E-4

Free conversation:

Close your books and converse with your teacher on subjects that we have covered so far. Make use of the vocabulary that you know and do not slip into English. In order to get the conversation going, make believe one of the following situations or any other situation you can think of.

1. You just arrived at a party and strike up a conversation with the person standing next to you.
2. You and your friend are watching a group of people. You'd like to know more about them.

E-5

Repeat E-4, but this time with a student.

E-6

Using the folded-paper technique (fold your pages down the center so that the English is on one side and the Mohawk on the other) review the C's, the M's, and the F's of lessons 1 through 4. Do this review rapidly. If you hesitate with some part of the lesson, mark that part with an "x" in pencil. After classes practice in the lab those parts marked with x's. As you learn them, erase the x's. Be sure that you know the first five lessons really well before you start on Lesson 6. This is your last chance to do any "catching up", as we will not return to the first five lessons.

E-7

Pick the best, that is the most realistic and the most complex of the four conversations you have written so far and hand it in. The teacher will choose the best four or five of these conversations and add them to this lesson for review. These conversations must be learned and performed by the class as were C-1 through C-4 of this review.

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Ionshetákhwa karén:na' : Counting Song

Énska, tékeni, áhsen,  
 Kaié:ri, wisk, iá:ia'k,  
 Tsá:ta, sha'té:kon, tióhton,  
 Tánon' ó:ni' oié:ri.

Tho nikahiatónhkwake,  
 Enkkwé:ni enkáhsete'.

Vocabulary:

tho nikahiatónhkwake	that's how many numbers
enkkwé:ni	I'm able to, I can
enkáhsete'	I'll count

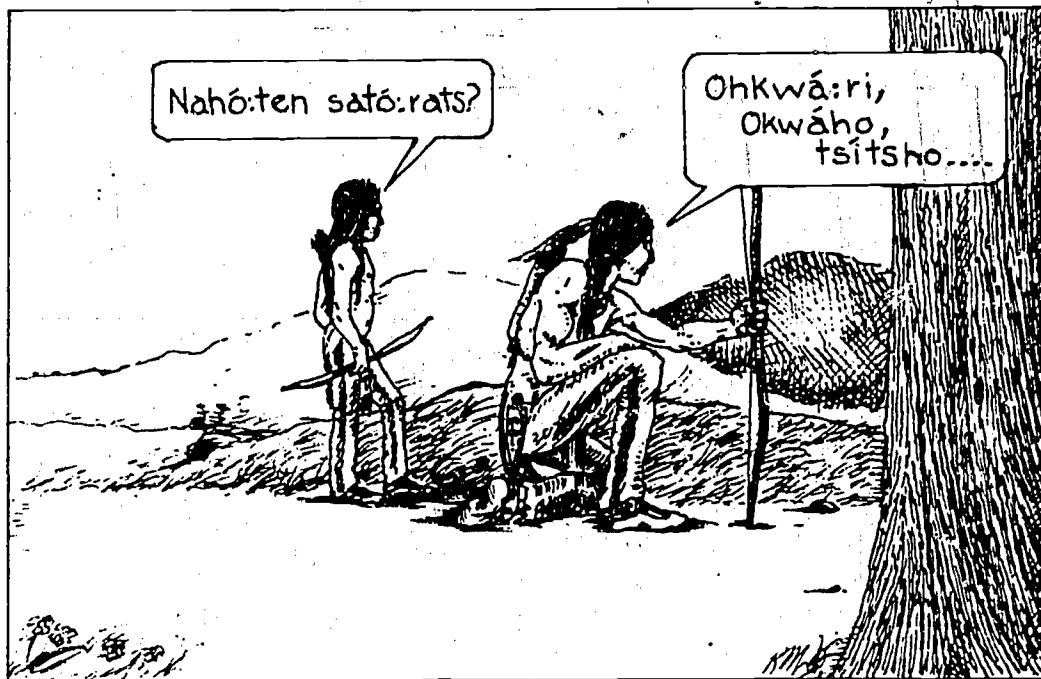
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Oié:ri nihá:ti onkwehón:we: Ten Indians

Énska, tékeni, áhsen, kaié:ri, wisk  
 Tánon' iá:ia'k, tsá:ta, sha'té:kon, tióhton oié:ri  
 Tho nihá:ti né:'e onkwehón:we.

Oié:ri, tióhton, sha'té:kon, tsá:ta, iá:ia'k,  
 Wisk, kaié:ri, áhsen, tékeni, énska  
 Nek shaiá:ta né:'e onkwehón:we.

LESSON 6



C-: Converse, Communicate

C-1

Paul meets some people in a bar.

A: Shékon. Sewátien.  
Ko:r ióntiats.

A: Hello. Sit (p) down.  
My name is Paul.

B: Shékon. Só:se ni:' ióntiats.  
Onkwatén:ro' ne ki.

B: Hello. My name is Joe.  
These are my friends.

A: Enhsnekí:ra ken?

A: Will you have a drink?

B: Thikawenní:io'. Nahó:ten  
saió'te'?

B: Ok. What are you doing  
(working)?

A: Katétsen'ts.

A: I'm a doctor.

- C: Ken? Ka'nón tisaió'te'?      C: Really? Where do you work?  
 A: Kaná:takon. Nahó:ten ní:se'      A: In town. What are you (p)  
     sewaió'te'?      doing?  
 C: I: ken? Katenhni:nons ní:'i.      C: Me? I'm a salesman.  
 A: Ok ní:se', nahó:ten      A: And you, what's your (d)  
     seniió'te'?      job?  
 B: Iatiaterihwaiénstha.      B: We (d,excl) are students.  
 A: Tsató:rats ken ó:ni?      A: Are you (d) also hunters?  
 C: Hen, akwé: iakwató:rats.      C: Yes, we (p,excl) all are  
     hunters.  
 A: Tó:ske ken? Nahó:ten      A: Really? What do you (p)  
     sewató:rats?      hunt?  
 C: Oskenón:ton tánon só:ra.      C: Deer and ducks.  
 A: Ka'nón:we?      A: Where?  
 B: Kaniatarákta.      B: Near the river.

---

M-: Mimmic, Memorize, Manipulate

M-1

- A: Nahó:ten saió'té?      A: What's your job? (What  
     are you working on?)  
     Nahó:ten seniió'te'?      What's your (d) job?  
     Nahó:ten sewaió'te'?      What's your (p) job?

M-2

- B: Katétsen'ts.      B: I'm a doctor.  
     Iatiatétsen'ts.      We (d,excl) are doctors.  
     Iakwatétsen'ts.      We (p,excl) are doctors.
-

M-3

A: Nahó:ten roió'te'?

Nahó:ten iakoió'te'?

Nahó:ten rotiió'te'?

A: What's his job?

What's her job?

What's their (p,m) job?

M-4

B: Ratétsen'ts.

Iontétsen'ts.

Rontétsen'ts.

B: He's a doctor.

She's a doctor.

They (p,m) are doctors.

M-5

B: Ok ne raónha, ratenhní:nons. B: And him, he's a salesman.

Ok nakaónha, iontenhni:nons. And her, she's a salesgirl.

Ok ne ronónha, rontenhni:nons. And them, they (p,m) are salesmen.

M-6

A: Ka'nón: tisiá'ite'?

Ka'nón: tiseniió'ite'?

Ka'nón: tisewaió'ite'?

A: Where do you work?

Where do you (d) work?

Where do you (p) work?

M-7

B: Ó:ia' tkaná:taien.

Kanatakwe'niió:ke'.

Kaniatarákta.

B: In another town.

On the main street.

Near the river.

M-8

A: Sató:rats ní'ken ní:se'?

Tsató:rats ní'ken ní:se'?

Sewató:rats ní'ken ní:se'?

A: Are you a hunter, too?

Are you (d) hunters, too?

Are you (p) hunters, too?

M-9

B: Hen, kató:rats ni' ní:'i.

Hen, iatiató:rats ni' ní:'i.

Hen, iakwató:rats ni' ní:'i.

B: Yes, I'm a hunter too.

Yes, we (d,excl) are hunters too.

Yes, we (p,excl) are hunters too.

M-10

A: Nahó:ten sató:rats?	A: What do you hunt?
Nahó:ten tsató:rats?	What do you (d) hunt?
Nahó:ten sewató:rats?	What do you (p) hunt?

M-11

B: Oskénón:ton tánon só:ra.	B: Deer and ducks.
Thaontané:ken.	Rabbits.
Tsaní:to tánon anén:taks.	Beaver and porcupine.

M-12

A: To: niiohwistá:'e?	A: What time is it?
Tó: kati' ó:nen	What time is it now?
niiohwistá:'e?	

M-13

B: Tékeni teiohwista:'e.	B: Two o'clock.
Enkár iotohétston ne áhsen.	A quarter after three.
Enkár tió:tokté ne kaié:ri.	A quarter to four.
Tsá:ta sa'tewahsen:na.	Half past seven.
Wisk mínit tió:tokte ne tékeni.	Five minutes to two.
Oié:ri mínit iotohétston ne áhsen.	Ten minutes past three.

C-: Converse, Communicate

C-2

A and B are discussing some people who are sitting close by.

A: Ónhka thi?	A: Who's that?
B: Á:nen thi. Iontétsen'ts.	B: That's Ann. She's a doctor.
A: Ka'nón:?	A: Where?

- B: Kaná:takon.  
 A: Sewatén:ro' ken thi?  
 B: Iah, Ko:r ronatén:ró.  
 Rontétsen'ts ni' né:'e.  
 A: Tánon nahó:ten ní:se'  
 sewaió'te'?  
 B: Iakwaterihwaiénstha.  
 Tánon iakwaién'thos.  
 A: Tó:ske ken? Ka'nón:we?  
 B: Kanatákta.  
 A: Ok ne raónha, raién'thos  
 ni:' ken né'e?  
 B: Iah, ratenhní:nons.  
 Ó:ia' tkana:taién thoió'te'.  
 A: Tó:ske ken?  
 B: To: niiohwistá:'e?  
 A: Enkár iotohétston ne wisk.  
 B: Sok ná:'ə ken? Ó:nenk tsi  
 enskahtén:ti.  
 Ó:nen ki' wáhi.  
 A: Ó:nen.
- B: In town.  
 A: Are those your friends?  
 (pointing)  
 B: No, they are Paul's friends.  
 They (p,m) are also doctors.  
 A: And what do you (p) do?  
 B: We (p,excl) are students.  
 And we (p,excl) farm.  
 A: Really? Where?  
 B: Near the town.  
 A: And him, is he also a  
 farmer?  
 B: No, he's a salesman. He  
 works in another town.  
 A: Is that so?  
 B: What time is it?  
 A: A quarter after five.  
 B: Already. I have to go.  
 Good bye then.  
 A: Good bye.

### Phrases to use in Class

- Nahó:ten kén:ton'?  
 Tiohrhén:sa satá:ti.  
 Onkwehonwehnéha satá:ti.  
 Sa'nikonhraién:tas ken?  
 Seni'nikonhraién:tas ken?  
 Sewa'nikonhraién:tas ken?  
 Iah tewake'nikonhraien:ta's.
- What does it mean?  
 Say it in English. Speak in  
 English.  
 Say it in Indian. Speak in  
 Indian.  
 Do you understand?  
 Do you (d) understand?  
 Do you (p) understand?  
 I don't understand.



Vocabulary1. occupations

stem: -'nataron:nis	ra'natarón:nis	"he's a baker"
-riston:ni	raristón:ni	"he's a blacksmith"
-hson'karake:tas	rahson'karaké:tas	"he's a carpenter"
-khon:nis	rakhón:nis	"he's a cook"
-atetsen'ts	ratétsen'ts	"he's a doctor"
-ronwarahehra	raronwarahéhra	"he's an electrician"
-ien'thos	raién'thos	"he's a farmer"
-ahriohka'wi:nes	rahriohka'wí:nes	"he's a fisherman"
-thken:se	shakothkén:se	"he's a fortuneteller"
-haha:wis	shakohahá:wis	"he's a guide"
-ato:rats	rató:rats	"he's a hunter"
-kontserahros	rakontseráhros	"he's a painter"
-atke:ron <sub>s</sub>	ratké:ron <sub>s</sub>	"he's a peddler"
-atenhni:nons	ratenhní:nons	"he's a salesman"
-askwahehra	raskwahéhra	"he's a steelworker"
-risti:seres	raristí:seres	"he's a surveyer"
-ahkwennion:ni	rahkwennión:ni	"he's a tailor"
-tsnie	tewatsnie'	"she's a nurse"

2. insects

otsi'nón:wa'	insect, bug
takwa'áhson	spider, (cancer)
tsistá:rare	grasshopper
tsi'ktsinén:nawen	butterfly
tsi'ks	fly
tsi'kško:wa	horse fly
okariahtá:ne	mosquito
otsí:non	flee, louse
taráktarak	cricket

3. wild animals

tsaní:to	beaver
ohkwá:ri	bear
tsitekeriiá:kon	buffalo
ohrió:ken	chipmunk
oskenón:ton	deer
atená:ti	elk
tsítsho	fox
ska'nióhhsa	moose
otsinó:wen	mouse
anó:tien	muskrat
tawí:ne	otter
anén:taks	porcupine
thaontané:ken	rabbit
atíhron	raccoon
otsino'wenhkó:wa	rat
aní:tas	skunk
aonkwehtá:kon	squirrel (grey)
aró:sen	squirrel (red)
a'nó:wara	turtle
onón:kote	weasel
tako'skó:wa	wild cat, tiger, panther
okwáho	wolf

E-: Exercise, Expand, Extrapolate

E-1

Before you do this exercise, read and understand Notes to the Student, 1. Then fill in the blanks below. In the questions you have to complete the words by prefixing the personal pronoun "you" "you(d)" or "you(p)".

- |   |   |
|---|---|
| 1. <u>Tsató:rats ken?</u><br>Hen, iatiató:rats.   | A: <u>Do you (d) hunt?</u><br>B: _____          |
| 2. <u>          atshó:kwas ken?</u><br>Hen,       | A: <u>Do you (p) smoke?</u><br>B: _____         |
| 3. <u>          atá:wens ken?</u><br>Hen,         | A: <u>Do you (d) swim?</u><br>B: _____          |
| 4. <u>          atké:rons           ?</u><br>Yah, | A: <u>Do you peddle (things)?</u><br>B: _____   |
| 5. <u>          atenhní:nons       ?</u><br>Hen,  | A: <u>Do you (p) sell (things)?</u><br>B: _____ |
| 6. <u>          atonkária'ks       ?</u><br>Hen,  | A: <u>Are you (d) hungry?</u><br>B: _____       |
| 7. <u>          atkáthos           ?</u><br>Iah,  | A: <u>Do you (p) see it?</u><br>B: _____        |
| 8. <u>          hní:nons           ?</u><br>Iah,  | A: <u>Do you (d) buy?</u><br>B: _____           |

E-2.

Fill in the blanks. The occupations are listed in the vocabulary.

- |  |   |
|--|---|
| 1. <u>Satétsen'ts ní'ken ní:se'?</u><br>Hen, katétsen'ts ni ní:'i. | A: <u>Are you a doctor, too?</u><br>B: <u>Yes, I'm a doctor, too.</u>               |
| 2. <u>Satenhní:nons               ?</u><br>Hen, _____.             | A: <u>Are you a salesman, too?</u><br>B: <u>Yes, I'm a salesman, too.</u>           |
| 3. <u>          ní'ken ní:se'?</u><br>Hen, _____                   | A: <u>Are you (d) doctors, too?</u><br>B: <u>Yes, we (d,excl) are doctors, too.</u> |

4. \_\_\_\_\_ ? A: Are you (p) steelworkers, too?  
 B: Yes, we (p,excl) are steelworkers, too.
5. \_\_\_\_\_ ? A: Are you (p) salesmen, too?  
 B: Yes, we (p,excl) are salesmen too.

E-3

Fill in the blanks. If you do not know the exact pronominal form for a given stem, go back to those lessons in which these forms are discussed. For instance, for "she" or "they(p,m)" forms go back to Lesson 2, Notes to the Student, 3.

1. Ratétsen'ts ní'ken né:'e? A: Is he a doctor, too?  
 Hen, ratétsen'ts ni' né:'e. B: Yes, he's a doctor, too.
2. Iakotkén:se' ? A: Is she a fortuneteller, too?  
 \_\_\_\_\_ B: Yes, she's a fortune-teller, too.
3. \_\_\_\_\_ A: Is he a cook, too?  
 \_\_\_\_\_ B: Yes, he's a cook, too.
4. \_\_\_\_\_ A: Are they (p,m) hunters, too?  
 \_\_\_\_\_ B: Yes, they (p,m) are hunters, too.
5. Ratiien'thos A: Are they (p,m) farmers, too?  
 \_\_\_\_\_ B: Yes, they (p,m) are farmers, too.
6. \_\_\_\_\_ A: Is she a peddler, too?  
 \_\_\_\_\_ B: Yes, she's a peddler, too.

E-4

After having done E-2 and E-3, can you explain, when to use ni', ní:'i, ni' ní:se' or ni' né:'e? It's simple. For the first person, i.e. "I", "we (d)" and "we (p)" ni' ní:'i is used because í:'i stands for "I" or "we". For the second person, "you", "you (d)" and "you (p)" it's ni' ní:se' and for all third persons i.e. "he", "she/one", "she/it", "they", it's ni' né:'e.

- |  |   |
|--|---|
| 1. Saterihwaiénstha ní'ken<br><u>ní:se'?</u><br>Hen, | A: Are you a student, too?<br>B: <u>Yes, I'm a student, too.</u>                                    |
| 2. _____   | A: Is he a hunter, too?<br>B: <u>Yes, he's a hunter, too.</u>                                       |
| 3. _____   | A: Are you (p) steelworkers,<br>too?<br>B: <u>Yes, we (p,excl) are<br/>steelworkers, too.</u>       |
| 4. Iekhón:nis                    ?<br>_____          | A: Is she a cook, too?<br>B: <u>Yes, she's a cook, too.</u>   |
| 5. _____   | A: Are they (p,m) electrici-<br>cians, too?<br>B: <u>Yes, they (p,m) are<br/>electricians, too.</u> |

E-5

Before doing this exercise, read Notes to the Student, 2, then fill in the blanks.

- |   |   |
|---|---|
| 1. Ratétsen'ts ken?<br><u>Iah, iah tehatétsen'ts.</u> | A: Is he a doctor?<br>B: <u>No, he's not a doctor.</u>                        |
| 2. _____                    126<br><u>Iah,</u>        | A: Are they (p,m) salesmen?<br>B: <u>No, they (p,m) are not<br/>salesmen.</u> |

- |    |  |  |
|----|--|--|
| 3. |  | A: Is Jim a carpenter?<br>B: No, he's not a carpenter.             |
| 4. |  | A: Is he a steelworker?<br>B: No, he's not a steelworker.          |
| 5. |  | A: Is Joe working?<br>B: No, he's not working.                     |
| 6. |  | A: Are they (p,m) working?<br>B: No, they (p,m) are not working.   |
| 7. |  | A: Are they (p,m) students?<br>B: No, they (p,m) are not students. |

E-6

Before doing this exercise, read Notes to the Student, 3, then fill in the blanks by adding the pronominal prefix and the habitual suffix. Use 1. below as an example.

- |    |                 |  |
|----|-----------------|--|
| 1. | - i'tie' -      | <u>"to fly around"</u>                 |
|    | Rátie's ken?    | A: Is he flying around?                |
|    | Hen, rátie's.   | B: Yes, he's flying around.            |
| 2. | - ata:wen -     | <u>"to swim" "to take a bath"</u>      |
|    |                 | A: Do you (p) swim?                    |
|    |                 | B: Yes, we (p,excl) swim.              |
| 3. | - 'nataron:ni - | <u>"to make bread" "to be a baker"</u> |
|    |                 | A: Is he a baker?                      |
|    |                 | B: No, he's not a baker.               |
| 4. | - tsha:ni -     | <u>"to be afraid"</u>                  |
|    |                 | A: Are you afraid?                     |
|    |                 | B: No, I'm not afraid.                 |

5. - atonkaria'k -

"to be hungry"

A: Are you (d) hungry?

B: Yes, we (d,excl) are hungry.

E-7

Give a complete answer to the questions below.

1. To: niiohwistá:'e? \_\_\_\_\_
2. Nahó:ten saió'te'? \_\_\_\_\_
3. Nahó:ten roió'te ne ia'níha? \_\_\_\_\_
4. Iakoió'te ken nistén'a? \_\_\_\_\_
5. Nahó:ten rotiió'te' ne sewatén:ro'? \_\_\_\_\_
6. Ratétsen'ts ken thi rón:kweh? \_\_\_\_\_
7. Ok ne tsá'tsi, iontenhí:nons ken? \_\_\_\_\_
8. Ka'nón: tisewaió'te'? \_\_\_\_\_
9. Kaná:takon ken thoió'te' ne ia'níha? \_\_\_\_\_
10. Kaniatarákta ken thén:teron nontiatén:ro'? \_\_\_\_\_
11. Tsató:rats ken? \_\_\_\_\_
12. Nahó:ten tsató:rats? \_\_\_\_\_
13. Ka'nón: titsató:rats? \_\_\_\_\_
14. Ó:nen ken iotohétston ne sha'té:kon? \_\_\_\_\_

E-8

Make up five questions using as much as possible the new material learned in this lesson. Be prepared to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

E-9

Read and understand the passage below. Then answer the questions on it.

"Shékon, Atón:wa ióntiats. Katerihwaiénstha tánon' watió'te' ó:ni'. Ó:ia' tkaná:taien tewatio'te'. Ontiatén:ro' ne ki. Sa:k ronwá:iats. Rakhón:nis nen' né:'e. Kanatakwe'niió:ke tsi teiontskahónkhwa thoió'te'. Wátio ne ki. Paskwahé:hra' nen' né:'e. Iakwató:rats ó:ni'. Ska'nión:'sa tánon' tsítsho iakwató:rats. Onontá:ke tánon' karhá:kon ieiakwató:rats. Sató:rats ken ní:se'?"

Vocabulary:

watió'te'	"I am working"
tsi teiontskahónkhwa	"restaurant", "the place where you eat"
ó:ni'	"also", "too"
onontá:ke	"in the hills"
karhá:kon	"in the woods"
ieiakwató:rats	"we (p,excl) hunt over there"

Questions

1. Nahó:ten ronwatí:iats thi ronón:kweh? \_\_\_\_\_



2. Ka'nón thoió'te' ne Atón:wa? \_\_\_\_\_
3. Nahó:ten roió'te' ne  
ronatén:ro' Sa:k? \_\_\_\_\_
4. Ka'nón: thoió'te' ne Sa:k? \_\_\_\_\_
5. Rontó:rats ken? \_\_\_\_\_
6. Nahó:ten rontó:rats? \_\_\_\_\_
7. Ka'nón: iehontó:rats? \_\_\_\_\_

E-10

Write a conversation or a story, in which you make use as much as possible of the different "you" and "we" forms. Be careful not to mix up the forms. The best way to avoid this is by writing behind each pronoun in the English version what you are talking about. For example, do not just write "we", but "we (d,excl)" or "we (p,excl)" and check whether your conversation makes sense. For example, if you ask a question with a "you (p)" in it, your answer will usually contain a "we (p,excl)".

## Notes to the Student

1. In the <sup>3</sup>previous lessons, you have learned that Mohawk has three "you" forms compared to only one in English. In this lesson, you will have noticed that Mohawk also has several "we" forms. Actually, there are four "we" forms, but you have only learned two of them so far. These two are "we(p,excl)" and "we(d,excl)". You already know that p stands for plural and d for dual, but how about excl? Excl stands for exclusive and it means that the speaker excludes the person he's addressing from his statement. For example you meet three of your friends on the street and one of them says in Mohawk: We just ate. The "we" excludes you, the person addressed. So "we(p,excl)" literally means: "we three or more persons excluding the person addressed" while "we(d,excl)" means: "we two persons excluding the person addressed".

Obviously, a speaker of Mohawk sometimes also wants to include the addressed person into his statement. In that case he'll use a different form which we call inclusive. There are two inclusive "we" forms, namely "we(p,incl)" and "we(d,incl)" depending on the number of persons involved. The inclusive "we" forms will be learned later.

Below is a list that tells you which prefix is used with a given stem.

we (d, excl)

1. consonant stems:

iakeni-

- e.g.: iakeni-kowá:nen "we(d,excl) are big"  
iakeni-ién'thos "we(d,excl) farm"  
iakení:-kens "we(d,excl) see her"

Notes to the Student (cont.'d)

2. i, e, en, o, on stems:

iaken-

- e.g.: iaken-ón:nis "we(d,excl) make it"  
iaken-éhre' "we(d,excl) think, want"  
iaken-í:teron "we(d,excl) live, stay"

3. a stems:

iati-

- e.g.: iati-ató:rats "we(d,excl) are hunters"  
iati-aterihwaiénstha "we(d,excl) are students"

we (p, excl)

1. consonant stems:

iakwa-

- e.g.: iakwa-kowá:nen "we(p,excl) are big"  
iakwa-ién'thos "we(p,excl) farm"  
iakwá:-kens "we(p,excl) see her"

2. i, a, e, en stems:

iakw-

- e.g.: iakw-én:teron "we(p,excl) live, stay"  
iakw-éhre' "we(p,excl) think, want"  
iakw-ató:rats "we(p,excl) are hunters"

3. on, o stems:

iati-

- e.g.: iati-ón:nis "we(p,excl) make it"

2. You have learned that in Mohawk the third person masculine singular and plural pronouns usually start with a r-, e.g. r-, ra- "he" and ron-, rati- "they(p,m)". However, this r- changes to an h- if the pronoun is not at the beginning of a word, that is if a prefix occurs like the negative prefix te-, the cislocative prefix t-, or the translocative prefix i-/ie-.

Notes to the Student (cont'd)

- |                       |   |
|-----------------------|---|
| 1. a) rató:rats       | "he's a hunter"                             |
| b) iah teható:rats *  | "he's not a hunter"                         |
| 2. a) rén:teron       | "he's home", "he's in"                      |
| b) thén:teron         | "he's living there", "he's home over there" |
| 3. a) roió'te'        | "he's working"                              |
| b) thoió'te           | "he's working away from here"               |
| 4. a) rató:rats       | "he's a hunter"                             |
| b) ieható:rats        | "he hunts away from here"                   |
| 5. a) rontó:rats      | "they are hunters"                          |
| b) iehontó:rats       | "they hunt away from here"                  |
| 6. a) ratikhón:nis    | "they are cooks"                            |
| b) iah tehatikhón:nis | "they are not cooks"                        |

3. You will have noticed in this lesson (e.g. M-2, M-4, and M-5) that the verbs indicating a profession usually end in an -s suffix. This suffix indicates that the subject of the verb is doing something habitually like "being a hunter" or "being a doctor". For example, if you know the verb root for "to plant" which is -ien'tho-, you can make up the form "he is a farmer" by adding the prefix for "he" and the suffix for the habitual aspect, forming ra-iéntho-s "he's a farmer", "he plants".

Sometimes the -s suffix takes the form of -as as in rate:kwás 'he runs away habitually' and katsho'kwás 'I smoke'.

(see also L-19, Note 8)

- \* The change r → h does not take place in some of the verbs that belong to the en-/on- class, e.g.: iah tehrento:re' 'he's not difficult', iah tehrentorha 'he's not lazy', iah tehronk-wehti:io 'he's not good-looking', iah tehronhe:wa's 'he doesn't sweep'.

LESSON 7



C-: Converse, Communicate

C-1

A meets his two friends B and C on the street.

A: Kwe. Ka' wésene'?

A: Hello. Where are you (d) going?

B: Wa'tiatiatskahón:ne'.

B: We're going to eat.

A: Ka'nón:?

A: Where?

B: Raktsinéha.

B: At my older brother's place.

A: Éntewe'.

A: I'll come along.

- B: Thikawenní:io. Hánio  
ká:ts.
- A: Ka' wá:re' thi rón:kwe?
- C: Ka' níká:ien?
- A: Ne thí:ken wá:re'.
- C: Ia'níha thi, wáhi.  
Wa'thatskahón:ne' ní:ken  
né'e?
- B: Iah. Kwah í:kehre' tsi tion-  
kwanónhsote ón'te wá:re'.
- A: Tsatonkária'ks ken?
- C: Hen, oronhwí:io ki' ná:'a.  
Ok ní:se'?
- A: I: Ó:ní katonkária'ks.  
Óksa'.
- B: Ok. Come on.
- A: Where's that man going?
- C: Which one?
- A: The one walking away.
- C: That's your father.  
Isn't it. Is he also  
going to eat?
- B: No. I think he's going  
to our house.
- A: Are you hungry (d)?
- C: Yes, that's for sure.  
And you?
- A: I'm hungry too. Hurry.

M-: Mimic, Memorize, Manipulate

M-1

- A: Ka' wáhse'?
- Ka' wésene'?
- Ka' wésewe'?
- Ka' wá:re'?
- Ka' wá:'en'?
- A: Where are you going?  
Where are you(d) going?  
Where are you(p) going?  
Where is he going?  
Where is she going?

M-2

- B: Wa'tkatskahón:ne'.
- Wa'tiatiatskahón:ne'.
- Wa'tiakwatskahón:ne'.
- Wa'thatskahón:ne'.
- Wa'ttiontskahón:ne'.
- B: I'm going to eat.  
We (d,excl) are going to  
eat.  
We (p,excl) are going to  
eat.  
He's going to eat.  
She's going to eat.

M-3

A: Ka'nón:we'?  
Ka'nón: tsi ní:wa'?

A: Where?  
Whereabouts?

M-4

B: Raktsinéha.  
Istennéha.  
Ta'wítne.  
Shawátisne.

B: At my older brother's.  
At my mother's.  
At David's.  
At John's.

M-5

A: Éntewe'.  
  
Éntewe'.  
Énsewe'.  
  
Énsewe'.

A: I'll come along with you.  
(We'll all go together.)  
We'll come along with you.  
He'll come along with  
you (p).  
She'll come along with  
you (p).

M-6

A: Ka' wáhse'?  
Ka' wésene'?  
Ka' wésewe'?  
Ka' wá:re' thi rón:kwe?

A: Where are you going?  
Where are you (d) going?  
Where are you (p) going?  
Where is the man going?

M-7

B: Kaná:takon wá:ke'...  
Waríhne wa'ákene'.  
Tsi teiontskwahón'khwa  
wa'ákwe'.  
  
Tsi iakenheion'taientahkhwa  
wá:re'.

B: I'm going to town.  
We (d) are going to Mary's.  
We (p) are going to the  
restaurant.  
He's going to the  
hospital.

M-8

A: Ónhka thi tá:re'?

A: Who's the one (m) walking towards us?

Ónhka thi tá:ien'?

Who's the one (f) walking towards us?

Ónhka thi tahón:ne'?

Who are the ones (m) walking towards us?

M-9

B: Ia'níha thi, wáhi?

B: That's your father, isn't it?

Sa'nisténha thi, wáhi?

That's your mother, isn't it?

Sewatén:ro' thi, wáhi?

Those are your friends (p,m) aren't they?

M-10

A: Hen, kwah í:kehre'  
wa'thatskahón:ne' ón'te  
ni' né'e.

A: Yes, I think he's also going to eat.

Hen, kwah í:kehre' Kaná:tso  
ón'te wá:'en.

Yes, I think she's going to Ottawa.

Hen, kwah í:kehre' Kó:rne  
ón'te wahón:ne'.

Yes, I think they (p,m) are going to Paul's.

M-11

A: Satonkária'ks ken?

A: Are you hungry?

Tsatonkária'ks ken?

Are you(d) hungry?

Sewatonkária'ks ken?

Are you(p) hungry?

M-12

B: Hen, oronhwí:io ki' na:' tsi  
katonkária'ks.

B: Yes, I'm hungry for sure.

Hen, oronhwí:io ki' na:' tsi  
iatiatonkária'ks.

Yes, we (d,excl) are hungry for sure.



B: Hen, oronhwí:io ki' na:' tsi iakwatónkária'ks.      B: Yes, we (p,excl) are hungry for sure.  
Oronhwí:io ki' ná:'a.      That's for sure.

M-13

A: I: ó:ni katonkária'ks.      A: I'm hungry, too.  
I: ó:ni iatiatónkária'ks.      We (d,excl) are hungry, too.  
I: ó:ni iakwatónkária'ks.      We (p,excl) are hungry, too.

C-: Converse, Communicate

C-2

A meets B and his friends after classes.

A: Wenhniserí:io nón:wa'.      A: It's a nice day today.  
B: Hen, ion'wé:sen.      B: Yes, it's nice.  
A: Ka' wésewe'?      A: Where are you(p) going?  
B: Wa'tiakwatskahón:ne'.      B: We (p,excl) are going to eat.  
A: Ka'nón:?      A: Where?  
B: Shawatísne. Ka' wáhse' ní:se'?      B: At John's. And where are you going?  
A: I: ó:ni watkatskahón:ne'.      A: I'm also going to eat.  
B: Ka'nón:we?      B: Where?  
A: Tsi teiontskahón'khwa' wá:ke'.      A: I'm going to the restaurant.  
C: Ónhka thi tá:ien?      C: Who's the one (f) walking towards us?  
B: Akhtsí:'a thi.      B: That's my older sister.  
A: Ionterihwaiénstha ken?      A: Is she a student?  
B: Iah, iontétsen'ts.      B: No, she's a doctor.

- |   |  |
|---|--|
| C: Ka' wá:'en'?   | C: Where's she going?                      |
| B: Iah tewakaterién:tare'.                                      | B: I don't know.                           |
| A: Kwah í:kehre' tsi iaken-<br>hoion'taiéntákhwa ón'te wá:'en'. | A: I think she's going to<br>the hospital. |
| B: Tóka' nón:wa'.   | B: Maybe that's so.                        |
| C: Sewatonkária'ks ken?   | C: Are you (p) hungry?                     |
| B: Hen. Oronhwí:io ki' na:<br>tsi katonkária'ks.                | B: Yes, I'm hungry for sure.               |
| C: I: ó:ni'.  | C: Me too.                                 |
| A: Iah ki' ní:'i.   | A: Not me, though.                         |

### VOCABULARY

1. expressions of location: at, on, in, to (see Notes to the Student, 1)

Ko:r	"Paul"	Kó:rne	"at, to Paul's"
Wá:ri	"Mary"	Waríhne	"at, to Mary's"
Wíshe	"Michael"	Wishéne	"at, to Michael's"
ontiatshi	"my friend(f)"	ontia'tshihne	"at, to my friend's (f)"
khekén:'a	"my younger sister"	kheken'kéha	"at, to my younger sister's"
rake'níha	"my father"	rake'ninéha	"at, to my father's"
istén:ha	"my mother"	istennéha	"at, to my mother's"
rakhsó'tha	"my grandfather"	rakhsó'thnéha	"at, to my grand- father's"
ontiatén:ro'	"my friend(m)"	ontiaténró:ke	"at, to my friend's (m)"
thio'kéha'	"train"	thio'kehá:ke	"at, to the train- station"
akohsá:tens	"horse"	akohsa'ténsne	"at, to the stable"
kwéskwes	"pig"	kwéskwésne	"at, to the pig's pen"
kítkit	"chicken"	kitkítne	"at, to the chicken coop"

kahéhta'	"garden, field"	kahehtá:ke	"at, to the garden, field"
kawé:no'	"island"	kawehtó:ke	"on, to the island"
ó:kwire'	"tree"	okwirá:ke	"on, to the tree"
kaniá:tare'	"there is a body of water"	kaniatará:ke	"on, to a body of water"
onón:ta'	"mountain"	onon'tá:ke	"on, to the mountain"
onón:ta'	"hill"	onontohará:ke	"on, to the hill"
otsí:tsa'	"flower"	otsitsá:ke	"on the flower"
atekhwá:ra'	"table"	atekhwahráhne	"on the table"
anitskwá:ra'	"chair"	anitskwahráhne	"on the chair"
ká:sere'	"vehicle"	ka'serehtá:ke	"on, to the vehicle"
ohsónkare'	"board"	ohson'kará:ke	"on the floor"
onawá:tsta'	"mud"	onawa'tstá:ke	"in the mud"
oráhkwa'	"sun"	orahkohtserá:ke	"in the sun"
ohné:kə'	"water"	awén:ke	"in the water"
		akennhá:ke	"in the summer"
éntie	"south", "noon"	entienké:ne	"in the daytime"
		akohserá:ke	"in winter"
		ahson'thén:ne	"in the night"
		kakwité:ne	"in the spring"
		kanenna'ké:ne	"in the fall"

2. expressions of location: at, to, in the place where...

(see Notes to the Student, 2)

tsi tionkwanón'sote'	"at, to, in our house"
tsi thonón:sote'	"at, to, in his house"
tsi iontenhninón:tha	"at, to, in the store, the place where they sell"

tsi teiontskahón:hkhwa	"at, to, in the restaurant, the place where one eats"
tsi iehiatonsheratahkwa'tha	"at, to, in the post office, the place where you take out the letters"
tsi kahnáwáhere'	"at, to, in the place where the rapids are"
tsi iekhonniá:tha	"at, to, in the kitchen, the place where one cooks"
tsi kanonhsí:io	"at, to, in the living room, the place of the house which is nice"
tsi iontawenstákhwa	"at, to, in the bathroom"
tsi ionnonwé'tstha	"at, to, in the bedroom, the place where you spend the night"
tsi iontekatákhwa	"fireplace"
tsi ionterihwaienstákhwa	"at, to, in the school, the place where one learns"
tsi iakenheiontaienákhwa	"at, to, in the hospital"

E-: Exercise, Expand, Extrapolate

E-1

Before you do this exercise, read Notes to the Student, 1. Then fill in the blanks. If you do not know whether to use -ne or -ke, check the vocabulary list. It contains all the information you need.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. Ka'non: wa'tehsatskahon:ne'?  | A: Where are you going to eat?    |
| <u>Ta'witne.</u>                 | B: <u>At David's.</u>             |
| 2. Ka'non: wa'titsatskahon:ne'?  | A: Where are you(d) going to eat? |
| _____                            | B: <u>At Ann's.</u>               |
| 3. Ka'non: wa'tisewatskahon:ne'? | A: Where are you(p) going to eat? |
| _____                            | B: <u>At my father's.</u>         |

4. \_\_\_\_\_  
A: Where's he going to eat?  
B: In the kitchen.
5. \_\_\_\_\_  
A: Where's she going to eat?  
B: At the restaurant.
6. \_\_\_\_\_  
A: Where am I going to eat?  
B: At my friend's (f).
7. \_\_\_\_\_  
A: Where are we (d,excl) going to eat?  
B: At the trainstation.

## E-2

Fill in the blanks. For information, see Notes 1 and 2.

1. Ka' wáhse'?  
Tsi tié:teron wá:ke'.  
A: Where are you going?  
B: I'm going to the place where she lives.
2. \_\_\_\_\_  
A: Where are you (d) going?  
B: We (d) are going to the place where I work.
3. \_\_\_\_\_  
A: Where are you (p) going?  
B: We (p) are going to the post office.
4. \_\_\_\_\_  
A: Where's he going?  
B: He's going to the bathroom.
5. \_\_\_\_\_  
A: Where's she going?  
B: She's going to the kitchen.
6. \_\_\_\_\_  
A: Where are they (p,m) going?  
B: They are going to the chicken coop.

## E-3

Before doing this exercise, read Notes to the Student, 2.  
Then answer the questions.

- |                                |   |
|--------------------------------|---|
| 1. Ka' wá:'en'?                | <u>Tsi tionkwanon:sote.</u>             |
|                                | At her house.                           |
| 2. Ka' wá:re'?                 | <u>To the place where I work.</u>       |
| 3. Ka'nón wa'tehsatskahón:ne'? | <u>At the place where his house is.</u> |
| 4. Ka' wésewe'?                | <u>To the bathroom.</u>                 |
| 5. Ka' ne Wíshe?               | <u>In the kitchen.</u>                  |
| 6. Ka' ne tsatén:ro'?          | <u>At the school.</u>                   |

## E-4

Fill in the blanks. Use the verb "to be hungry" in all answers.

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. Wa'thatskahón:ne' ken?    | <u>Iah, iah tehatonkária'ks.</u> |
| 2. Wa'titsatskahón:ne' ken?  | <u>Iah,</u>                      |
| 3. Wa'tisewatskahón:ne' ken? | <u>Hen,</u>                      |
| 4. Wa'tehsatskahón:ne' ken?  | <u>Iah,</u>                      |
| 5. Wa'tiontskahón:ne' ken?   | <u>Hen,</u>                      |

## E-5

Before doing this exercise, read Notes to the Student, 4.  
Then answer the question.

- |                   |                        |
|-------------------|------------------------|
| 1. Ia'níha, wáhi? | <u>Hen, rake'níha.</u> |
|-------------------|------------------------|

2. Rató:rats, wáhi? \_\_\_\_\_
3. Satonkária'ks, wáhi? \_\_\_\_\_
4. Iakoió'te', wáhi? \_\_\_\_\_
5. Wa'tisewatskahón:ne', wáhi? \_\_\_\_\_
6. Wá:re' thi rón:kwe , wáhi? \_\_\_\_\_
7. Tsaterihwaiénstha, wáhi? \_\_\_\_\_
8. Rontétsen'ts ne sewatén:ro',  
wáhi? \_\_\_\_\_

## E-6

Answer all questions below by starting your answers with Hen, kwah í:kehre'... Yes, I think that.... Use M-10 as a model.

1. Wa'thatskahón:ne' ní:ken  
né'e? Hen, kwah í:kehre'  
wathatskahón:ne' ón'te ni'  
né'e. \_\_\_\_\_
2. Rató:rats ní:ken né'e? Hen, \_\_\_\_\_
3. Ratonkária'ks ní:ken né'e? Hen, \_\_\_\_\_
4. Iontenhní:nons ní:ken né'e? Hen, \_\_\_\_\_
5. Tiohtiá:ke ken wahón:ne'? Hen, \_\_\_\_\_
6. Kaná:takon ken wésene'? Hen, \_\_\_\_\_

## E-7

Answer the questions below in the negative.

1. Satonkária'ks ken? Iah, iah í:kehre' tekaton-  
kária'ks. \_\_\_\_\_

2. Rontétsen'ts ní:ken né'e? Iah,
3. Wa'tehsatskahón:ne' ken? Iah,
4. Rotiió'te' ken? \_\_\_\_\_
5. Ionterihwaiénstha ken ó:ni? \_\_\_\_\_

## E-8

Before doing this exercise, read Notes to the Student, 5.  
Then provide an appropriate answer to the questions below.

1. Ónhka ne thi wá:re'? Raké'niha ne thi.
2. Ónhka ne thi tá:ien'? \_\_\_\_\_
3. Ónhka ne thi wahón:-  
ne'? \_\_\_\_\_
4. Ónhka ne thi wá:len'? \_\_\_\_\_

## E-9

Before doing this exercise, read Notes to the Student, 5.

1. Raónha ken rató:rats? Is he the one who hunts?  
a) Hen, raónha rató:rats. a) Yes, he's the one who  
hunts.  
b) Iah, iah raónha té:ken. b) No, he's not the one.
2. \_\_\_\_\_ sekhón:nis? Are you the one who cooks?  
a) \_\_\_\_\_ a) Yes, I'm the one who  
cooks.  
b) \_\_\_\_\_ b) No, I'm not the one.
3. \_\_\_\_\_ Is she the one who's a doctor?  
a) \_\_\_\_\_ a) Yes, she's the one who's  
a doctor.  
b) \_\_\_\_\_ b) No, she's not the one.



4. tháti:teron? Are they (p,m) the ones who live in town?  
 \_\_\_\_\_  
 a) \_\_\_\_\_ a) Yes, they are the ones who live in town.  
 b) \_\_\_\_\_ b) No, they are not the ones.
5. thoió'te'? Is he the one who works in town?  
 \_\_\_\_\_  
 a) \_\_\_\_\_ a) Yes, he's the one who works in town.  
 b) \_\_\_\_\_ b) No, he's not the one.

## E-10

Before doing this exercise, read Notes to the Student, 3.  
 Then translate the Mohawk sentences into English.

1. Ratewaiénstha. He studies.  
 Iehatewaiénstha. He is there studying,  
 he came from here.  
 Thatewaiénstha. He is there studying.
2. Sató:rat!  
 Ia'sató:rat!  
 Tasató:rat!  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Ken' í:ie'ns. She is here.  
 Ítien's.  
 Ié:ién's.  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Kaná:takon thréhtha. He comes here to town.  
 Kaná:takon iehréhtha.  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Íenhse' ken? Will you go over?  
 Éntehse' ken?  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Ratiién'thos.  
 Iehatién'thos.  
 Thatiién'thos.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Nahó:ten iesaió'tens?  
 Nahó:ten tisaió'tens?

\_\_\_\_\_

\_\_\_\_\_

8. Waható:rate'.  
 Taható:rate'.  
 Iaható:rate'.

He hunted.

\_\_\_\_\_

\_\_\_\_\_

E-11

Answer the questions below.

1. Ontiatén:ro' thi, wáhi?
2. Ka' wá:re' ne tsatén:ro'?
3. Raónha ken rató:rats?
4. Ka' wá:'en' thi eksá:'a?
5. Sa'nistennéha ken  
 wa'tionskahón:ne'?
6. Ok ní:se', ka'wáhse'?
7. Wa'tehsatskahón:ne' ken?
8. Ka'noñ: wa'tehsatskahón:ne'?
9. Satonkária'ks ken?
10. Í:se' ken saterihwaiénstha?
11. Tsén'thos ken nakennhá:ke?
12. Ka'nón tsén'thos?

\_\_\_\_\_

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E-12

Make up five questions which use the material that you covered in this lesson. Be prepared to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

E-13

A fortuneteller is telling you about your past and present life. You answer him by starting with Kwa iah káneka tetisaierí:ton "you didn't get anything right", and then continue from there. You correct the fortuneteller's statements and tell your "true" story using the "I" form.

Shakothkén:se': "Ko:r iesá:iats, wáhi. Wátio ronwá:iats ne ia'níha, tánon' Warisó:se iontátiats ne sa'nistéha. Kaié:ri nisatatekén:shen, wáhi. Rontenhní:nons. Ó:ia' tkaaná:taien tsi nón tehsí:teron. Kwah í:kehre' Aterónto ón'te. Tsatenró:ke nón:wa' tehsí:teron. Satétsen'ts ní:se' tánon' kwah í:kehre' sató:rats ón'te ó:ni'."

Í:se' : "Kwa iah káneka tetisaierí:ton .....

### Vocabulary

ón'te	Cannot be translated into English. It is used with certain sentences that express uncertainty, e.g. the sentences that start with <u>kwah í:kehre'</u> "I think that...".
tsi nón:	the place where...
Aterónto	Toronto
nón:wa'	now

Notes to the Student

1. Mohawk has several suffixes that indicate locations. One of them is the -ne/-ke suffix which you learned in M-3. Depending on the context -ne/-ke can be translated as "at", "in", "on" or "to" in English. In the vocabulary list you find many examples. -ne/-ke is usually appended to the end of the word, with the exception of kinship terms. Compare Kó:rne "at Paul's place" with rakhtsinéha "at my older brother's place". In rakhtsinéha -ne is placed before the final syllable (h)a, while in Kó:rne -ne is placed at the end. All kinship terms, that is all words for relatives, follow the pattern of rakhtsinéha, all personal names and other nouns follow the pattern of Kó:rne. If you look at the vocabulary list of this lesson (locations), you will also notice that in some cases the -ne is replaced by a -ke, for example in ontiatenró:ke "at my friend's (m)" or in kheken'kéha "at my younger sister's place". When to use the -ne and when the -ke suffix is difficult for you to predict, you will simply have to learn the forms. The -ne/-ke suffix is also used for expressions involving time similar to the English use of "in" and "at" in "at night" or "in the morning". Below are some Mohawk examples:

akennhá:ke	"in the summer"
ahsonthén:ne	"in the night"

For more examples, see the Vocabulary Section.

2. In Mohawk the expression "at/to/in the place where" is rendered by tsi nón:we or a shortened form tsi nón:. For example,

tsi nón: tható:rats	"at, to, in the place where he goes hunting"
---------------------	--

Notes to the Student (cont'd)

tsi nón: iehakhón:nis "at, to, in the place where he cooks"

tsi nón: tié:teron "at, to, in the place where she lives"

Often tsi nón: is even shortened further to tsi.

tsi tié:teron "at, to, in the place where she lives"

tsi tewatió'te' "at, to, in the place where I work"

More examples are listed in the Vocabulary section.

3. Mohawk has two prefixes, the translocative and the cislocative, which indicate where the action takes place with respect to the speaker.

a. the translocative indicates that the movement is away from the speaker. It is expressed by i-, e.g.:

ién:ke' "I shall go"

ia'satáweia't "go in!"

ia'tsá:ken'n "go on out"

b. the cislocative is expressed by a t-. It has two meanings:

1. motion towards the speaker. This meaning occurs with verbs of motion. Below are a number of examples:

éntke' "I shall come"

tasatáweia't "come in"

ta'tsá:ken'n "come on out"

2. an action takes place 'over there', e.g.:

tható:rats "he is there and he hunts"

thén:teron "he is there where he is staying"

Notes to the Student (cont'd)

The examples below show the difference between the cislocative and meaning 1. of the translocative:

<u>ten</u> haráhtate'	"he'll run"
ten <u>th</u> aráhtate'	"he'll start over there and he'll run towards speaker"
<u>ia</u> 'tenharáhtate'	"he'll start over here and he'll run away from speaker"
<u>tas</u> até:ser	"come crawl over!"
<u>ia</u> 'saté:ser	"go crawl over!"

Another meaning difference that can be expressed by the two prefixes is the following:

<u>ie</u> :rate'	"he is standing over there with his back to the speaker"
<u>íth</u> rate'	"he is standing over there facing the speaker"
<u>ia</u> 'teshakoká:nere'	"he is looking at her"
<u>teteshon</u> waká:nere'	"he is looking at us"

The meaning distinctions between the cislocative and meaning 2. of the translocative are sometimes difficult to capture in English. The cislocative emphasizes that the person talked about is 'over there', while the translocative i-emphasizes the motion away from the speaker. Compare the examples below:

<u>thoió</u> 'tens	"he works over there"
<u>iehoio</u> 'tens	"he works over there" (he came from here)
<u>thoi</u> 'te'	"he is working over there"
<u>iehoio</u> 'te'	"he is working over there" (he came from here)

Notes to the Student (cont'd)

<u>en</u> thoió'ten'	"he'll work over there" (he is there and he'll work)
<u>ien</u> thoió'ten'	"he'll go there and he'll work"
<u>tho</u> io'tén:'en	"he is there and he has worked there"
<u>ieho</u> io'tén:'en	"he had gone there and he worked there and he is back"
<u>tho</u> ió'ten	"let him work there"
<u>ieho</u> ió'ten	"let him go there and work"
ken' í:re's	"he is here"
kaná:takon í <thre< u="">'s</thre<>	"he is in town"
kaná:takon <u>ie</u> :re's	"he is in town" (he came from here)

The two prefixes undergo rather complex changes when affixed to a verb. The arrow stands for 'becomes'.

1. i- → ie- before a consonant, e.g.:

iehaien'thos "he is there farming"

i- → ia'- before the duplicative prefix t- and before the second person pronoun in the imperative, e.g.:

ia'tenhatska:hon "he'll go there and eat"

ia'sato:rat "go and hunt there"

i- → ion- before the iterative prefix s-, e.g.:

ionsasataweia't "go in again"

Notes to the Student (cont'd)

2. t- → ta- before the second person subjective pronoun in the imperative:

<u>tasata</u> weiat	"come in"
<u>tasató</u> :rat	"hunt there"

t- → ti- before the second person objective pronoun:

<u>tisai</u> ó'tens	"you work there"
<u>tisatorá</u> :ton	"you have hunted over there"

Both prefixes merge with the definite prefix wa'-, e.g.:

<u>waható</u> :rate'	"he hunted"
<u>taható</u> :rate'	"he hunted there"
<u>iaható</u> :rate'	"he went there to hunt"

Both prefixes combine with other prefixes but their relative order is different. While the translocative always occurs at the beginning of the word, the cislocative t- usually occurs just before the personal pronoun except when the definitive prefix wa'- is present.

4. In M-9 you learned the expression wáhi which corresponds to English tag questions like "isn't it (he, she)" etc.. If a speaker uses wáhi he expects you to confirm whatever he has said. Wáhi can also be used as emphatic morpheme, for example in: Kanó:ron wáhi "Gee it's expensive". The difference between (1) Kanó:ron wáhi "Gee it's expensive" and (2) Kanó:ron, wáhi "It's expensive, isn't it", is expressed by a pause. In (2), you make a pause between kanó:ron and wáhi, in (1) you do not make a pause.



Notes to the Student (cont'd)

5. It was pointed out before (see Notes to the Student, 2, Lesson 4) that Mohawk places the word that is to be emphasized at the beginning of the sentence. For example,

Sa:k ken ne rató:rats? "Is Jim the one who is a hunter?"

Rató:rats ken ne Sa:k? "Is Jim a hunter?"

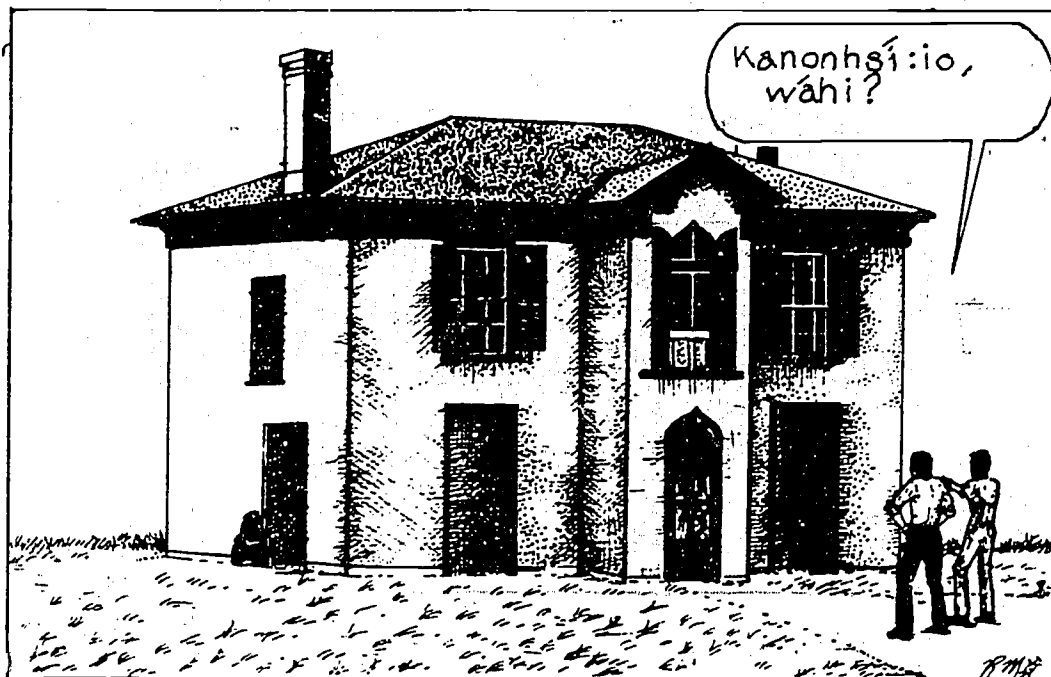
If one wants to emphasize a pronoun, it is usually the free pronoun that appears at the beginning of the sentence, e.g.:

1. a) I: ken kekhón:nis? a) Am I the one who is the cook?
- b) Hen, í:se' sekhón:nis. b) Yes, you are the one who is the cook.
2. a) Raónha ken rakhón:nis? a) Is he the one who is the cook?
- b) Hen, raónha rakhón:nis. b) Yes, he's the one who is the cook.

Sentence 2. above can, however, also be expressed in the following ways:

3. a) Ne: ken ne rakhón:nis? a) Is he the one that is the cook?
- b) Hen, ne: ne rakhón:nis. b) Yes, he's the one that is the cook.
4. a) Ne: ken thi ne rakhón:- a) Is that the one who is the cook?
- nis? b) Yes, that's the one who is the cook.
- b) Hen, ne: thi ne rakhón:nis.

LESSON 8



C-: Converse, Communicate

C-1

Two new students meet on campus.

A: Kwékwé. Skennenkó:wa ken?

A: Hello. How are you?

B: Skennenkó:wa.

B: I'm fine.

A: Ka' wáhse'?

A: Where are you going?

B: Watkatskahón:ne'.

B: I'm going to eat.

A: Éntene'.

A: I'll go with you.

- B: Ka'nón:we nón:wa' tehsí:teron? B: Where are you staying now?  
 A: Kaná:takon, kaniatarákta. A: In town, near the river.  
 Ok ní:se'? And you?  
 B: Iah í:non té:ken. B: Not far from here. I'm  
 Ontia'tshíhne tki:teron. staying at a friend's(f).  
 A: Ka' nitisé:non? A: Where are you from?  
 B: Kanehsatá:ke. B: From Oka.  
 A: I: Ó:ni'kanehsatá:ke A: I'm from Oka, too.  
 nitewaké:non.  
 B: Ken? Ka'nón: tsi ní:wa'? B: Really? Whereabouts?  
 A: Onontohará:ke tsi non: A: Where the house is on  
 tkanónhsote'. the hill.  
 B: Kanonsowá:nen wáhi. B: Gee that's a big house.  
 A: Hen, kanonsowá:nen, nek tsi A: Yes, it's a big house, but  
 iah ki' tekanonhsasé'tsi. it's not new.  
 B: Hen, iah tewasé'tsi, B: Yes, it's not new, but  
 nek tsí kanonhsí:io ki'. it's a nice house.  
 A: Hen, tahsié:rite'. Tó:ske A: Yes, you're right. It's  
 tsi kanonhsí:io'. Ó:nen ki' really nice. Good bye  
 wáhi'. now.  
 B: Ó:nen. B: Good bye.

---

M-: Mimic, Memorize, Manipulate

## M-1

- A: Ka'nón:we nón:wa' tehsí: - A: Where are you staying  
 teron? now?  
 Ka'nón:we nón:wa' thén: - Where is he staying now?  
 teron?  
 Ka'nón:we nón:wa' tié:teron? Where is she staying now?

## M-2

- B: Kaná:takon. B: In town.  
 Onontohará:ke tsi non On the hill where the  
 tkanónhsote'. house is.

Kawehnó:ke tsi non	On the island where the
tkanónhsote'.	house is.
Karhá:kon.	In the woods.
A'tohserá:kon.	In a tent.

## M-3

A: Ka'nón:we nón:wa'	A: Where are you (c) staying
tisení:teron?	now?
Ka'nón:we nón:wa'	Where are you (p) staying
tisewén:teron?	now?
Ka'nón:we nón:wa'	Where are they (p,m)
thatí:teron?	staying now?
Ka'nón:we nón:wa'	Where are they (p,f)
tkontí:teron?	staying now?

## M-4

B: Ontiatenró:ke tkí:teron.	B: I'm staying at my
	friend's (m).
Enthré:ne tiakení:teron.	We (d,excl) are staying at
	Andrew's.
Í:non tiakwén:teron.	We (p,excl) are staying
	far away.
Kaná:takon thatí:teron.	They (p,m) are staying
	in town.
Ísi' tkontí:teron.	They (p,f) are staying
	over there.

## M-5

A: Í:non ken?	A: Is it far?
Ákta ken?	Close-by? Close to here?
Ísi' ken nenkwá:?	Over there on the other
	side?
Ken' ken nenkwá:?	Over here on this side?
É:so' ken tsi í:non?	Is it very far?

M-6

B: Hen. Kaniatarákta.  
 Hen. Ohahákta.  
 Hen. Kanatákta.  
 Hen. Onontákta.  
 Hen. Karhákta.

B: Yes. Near the water.  
 Yes. Near the road.  
 Yes. Near the town.  
 Yes. Near the hill.  
 Yes. Near the forest.

M-7

A: Ka' nitisé:non?  
 Ka' nithawé:non?  
 Ka' nitiakawé:non?

A: Where are you (d) from?  
 Where is he from?  
 Where is she from?

M-8

B: Kanehsatá:ke nitionkené:non.  
 Kanehsatá:ke nithawé:non.  
 Kanehsatá:ke nitiakawé:non.

B: We (d,excl) are from Oka.  
 He's from Oka.  
 She's from Oka.

M-9

A: Ka' nitisené:non?  
 Ka' nitisewé:non?  
 Ka' nithoné:non?  
 Ka' nitioné:non?

A: Where are you (d) from?  
 Where are you (p) from?  
 Where are they (p,m) from?  
 Where are they (p,f) from?

M-10

B: Kanón:no nitionkené:non.  
 Kanón:no nitionkwé:non.  
 Kanón:no nithoné:non.  
 Kanón:no nitioné:non.

B: We (d,excl) are from  
 New York City.  
 We (p,excl) are from  
 New York City.  
 They (p,m) are from  
 New York City.  
 They (p,f) are from  
 New York City.

M-11

A: Kanonhsowá:nen wáhi'.  
 Kanonhsí:io wáhi'.  
 Kanonhsásé'tsi wáhi'.  
 Kanónhses wáhi'.

A: It sure is a big house.  
 It sure is a nice house.  
 It sure is a new house..  
 It sure is a long house.

M-12

B: Iah, ken' nikanonhsá:'a.  
 Iah, iah tekanonhsí:io.  
 Iah, iah tekanonhsasé'tsi.  
 Iah, ken' nikanonhsésha.

B: No, it's a small house.  
 No, it's not a nice house.  
 No, it's not a new house.  
 No, it's a short house.

C-: Converse, Communicate

C-2

A and B are talking about some people who are sitting in the grass nearby.

A: Konterihwaiénstha ken thi?

A: Are those students (p, f)?

B: Hen.

B: Yes.

A: Ka'nón tkontí:teron?

A: Where are they (p, f) staying?

B: Ísi nenkwá:..

B: Over there on the other side.

A: Ka'nonhsasé'tsi ken?

A: Is it a new house?

B: Hen, Waríhne.

B: Yes, at Mary's.

A: Ka' nitioné:non?

A: Where are they (p, f) from?

B: Kwah í:kehre' Tiohtiá:ke on'te nitioné:non.  
 B: I think they (p, f) are from Montreal.

A: Tánon' thí:ken ronónkweh,  
 ronterihwaiénstha ní:ken  
 nen né:'e?

A: And those men, are they  
 (p, m) students, too?

B: Ne: ki' í:kehre'.

B: I think so.

A: Ka'nón thatí:teron?

A: Where are they (p, m)  
 staying?

B: Ohahakta' thatí:teron.

B: They (p,m) are staying near the road.

A: Tiohtia:ke níken né:'e nithoné:non?

A: Are they (p,m) also from Montreal?

B: Iah tewakaterién:tare'.

B: I don't know.

A: Ka'nón:we nón:wa' wahón:ne'?

A: Where are they (p,m & f) going now?

B: Kwah í:kehre' wathonstkahón:ne' ón'te.

B: I think they (p,m & f) are going to eat.

A: Ka'nón: ? Kén'en ken kaná:takon? A: Where? Here in town?

B: Iah, onontohará:ke tsi teiontskahón'khwa.

B: No, in the restaurant on the hill.

A: Í:non wáhi'.

A: That's really far.

B: Hen, é:so' tsi í:non.

B: Yes, it's quite far.

### Vocabulary

1. expressions of location: -akta "near", "next to", "by", "on the edge of".

atsá:кта	riverside, on the edge of the river
onontákta	near the mountain, hill
kanatákta	near the town
kanonhsákta	near the house
kahwehno'tserákta	near the island
karhákta	on the edge of the woods
kahnawákta	near the swamp
ohnawerákta	near the well
ahskwákta	by the bridge
kahehtákta	near the garden
ohentákta	near the field, grass, green area
kahnawákta	by the running water
atsá:кта	near a body of water

2. expressions of location: -kon "in", "inside", "in the middle of", "on", "to".

kaná:takon	in town, to town
karhá:kon	in the woods, on the farm
onón:takon	at the foot of the hill
kahiatonhsérá:kon	in the book
kahná:wakon	in the rapids
kanón:wakon	at the bottom of the water
kahiónhakon	in the creek
kaná:wakon	in the swamp

3. expressions of location: -okon "under", "through".

kanaktó:kon	under the bed
kahiatonseró:kon	under the book, paper
ohontsó:kon	downstairs, in the cellar
otstenhró:kon	under the rock
ohentó:kon	through the grass
oientó:kon	under the wood
ahskó:kon	under the bridge

E-: Exercise, Expand, Extrapolate

E-1

Fill in the blanks in the questions and give a different answer for each question.

1. Ka'nón:wa nón:we' thén:teron ne só:se? Kaná:takon.
2. Ka'nón:wa nón:we' ní:se'?
3. Ka'nón:wa ne Sosá:n?
4. ne sewatén:ro'?
5. ne iakón:kweh?



E-2

Provide an appropriate question for each of the answers below. Be sure that each question and its answer make sense together. For new words see the Vocabulary section.

- |    |                                |   |
|----|--------------------------------|---|
| 1. | <u>Kó:rne ken tehsí:teron?</u> | <u>Iah, ontiatenró:ke' tkí:teron.</u>   |
| 2. | <u>_____</u>                   | <u>Iah, a'tohserá:kon tkontí:teron.</u> |
| 3. | <u>_____</u>                   | <u>Iah, karhá:kon tiakení:teron.</u>    |
| 4. | <u>_____</u>                   | <u>Iah, kaná:takon tiakwén:teron.</u>   |
| 5. | <u>_____</u>                   | <u>Iah, í:non thatí:teron.</u>          |

E-3

Fill in the blanks in the questions and answers below.

- |    |  |   |
|----|--|---|
| 1. | <u>Í:non ken tehsí:teron?</u>            | <u>Hen, í:non tkí:teron.</u>            |
| 2. | <u>Ken' ken nenkwá: _____ ?</u>          | <u>Hen, ken' nenkwá: tiakení:teron.</u> |
| 3. | <u>Kaniatarákta _____ tisewén:teron?</u> | <u>Iah, _____</u>                       |
| 4. | <u>_____ ken _____ ?</u>                 | <u>Hen, ohahá'kta tkontí:teron.</u>     |
| 5. | <u>_____ tesí:teron?</u>                 | <u>Iah, _____</u>                       |

E-4

Fill in the blanks.

- |    |                                     |                                      |
|----|-------------------------------------|--------------------------------------|
| 1. | <u>Tiohtia:ke ken nitisené:non?</u> | <u>Iah, Kanón:no nitionkené:non.</u> |
| 2. | <u>_____ ken nithoné:non?</u>       | <u>Iah, _____</u>                    |
| 3. | <u>Kanehsatá:ke _____ ?</u>         | <u>Iah, _____ nitionkené:non.</u>    |
| 4. | <u>Kaná:tso _____ nitisewé:non?</u> | <u>Iah, _____</u>                    |
| 5. | <u>Aterón:to _____ ?</u>            | <u>Iah, _____ nitioné:non.</u>       |

## E-5.

Before doing this exercise, read Notes to the Student, 1.

Then give the English meaning of the answers below.

- |                                    |                       |
|------------------------------------|-----------------------|
| 1. Ká:iare' ken thi?               | A: Is that a bag?     |
| Hen, kaiarowá:nen.                 | B: _____              |
| Hen, kaiarasé'tsi                  | B: _____              |
| Hen, kaiarí:io.                    | B: _____              |
| Hen, ken' nikaiará:'a.             | B: _____              |
| 2. Áhsire' ken thi?                | A: Is that a blanket? |
| Hen, wahsirasé'tsi.                | B: _____              |
| Hen, wahsirowá:nen.                | B: _____              |
| Hen, wahsirí:io.                   | B: _____              |
| Hen, ken' niwahsirá:'a.            | B: _____              |
| Hen, wahsí:res.                    | B: _____              |
| 3. Atiá:tawi ken ki?               | A: Is this a shirt?   |
| Hen, watia'tawitsherasé'tsi        | B: _____              |
| Hen, watia'tawitsherí:io.          | B: _____              |
| Hen. Watia'tawitsherowá:nen. wáhi. | B: _____              |
| Hen. Watia'tawí:tsheres, wáhi.     | B: _____              |
| Hen. Ken' niwatia'tawitsherésha.   | B: _____              |

## E-6

Fill in the blanks and give the English meaning of the sentences. Notes to the Student, 1 contains the grammatical information needed for this exercise.

- |                          |                   |
|--------------------------|-------------------|
| 1. Kanákta ken thi?      | A: Is that a bed? |
| _____                    | B: Yes, _____     |
| Hen, kanaktasé'tsi.      | B: _____          |
| Hen, _____ -í:io.        | B: _____          |
| Hen, _____ -owá:nen.     | B: _____          |
| Hen, ken' nikanakt-_____ | B: _____          |

2. Kéntson ken thi? A: Is that a fish?  
Hen, kentsowá:nen. B: \_\_\_\_\_  
Hen, \_\_\_\_\_ -ase. B: \_\_\_\_\_  
Hen, \_\_\_\_\_ -í:io. B: \_\_\_\_\_  
Hen, \_\_\_\_\_ -es. B: \_\_\_\_\_
3. Ató:ken' ken thi? A: Is that an axe?  
Hen, watoken'serowá:nen. B: \_\_\_\_\_  
Hen, \_\_\_\_\_ -asé'tsi. B: \_\_\_\_\_  
Hen, \_\_\_\_\_ -í:io. B: \_\_\_\_\_

## E-7

Answer the questions below with a nek tsí "but" sentence.

1. Kanonhsowá:nen ken? Iah, nek tsí kanonhsi:io.  
2. Kanonhsasé'tsi ken? Iah, nek tsí \_\_\_\_\_  
3. Ken' ken nikanonhséssha? Iah, \_\_\_\_\_  
4. Ken' ken nikanonhsá:'a? Iah, \_\_\_\_\_  
5. Kanón:hSES ken? Iah, \_\_\_\_\_

## E-8

Before doing this exercise, read Notes to the Student, 2.  
Then answer the questions in the negative.

1. Kanonhsí:io ken? Iah, iah tekanonhsí:io.  
2. Kanonhsowá:nen ken? Iah, \_\_\_\_\_  
3. Kanonhsasé'tsi ken? Iah, \_\_\_\_\_

4. Ken' ken nikanonhséssha? Iah,
5. Ken' ken nikanonhsá:'a? Iah,

## E-9

Before doing this exercise, read Notes to the Student, 3.  
The verbs are a-stems in 1. and 2., consonant stems in 3.  
and 4..

1. Nahó:ten rotiió'te'? A: What's their (p,m) job?  
B: \_\_\_\_\_ B: Ann, Mary and Susan are doctors.  
C: \_\_\_\_\_ C: And Jim, Peter, and Theresa  
are students.
2. Ok nonónha, nahó:ten ne:' A: And they (p,f), what's their  
iotiió'te'? job?  
B: \_\_\_\_\_ B: They (p,f) are salesgirls.  
C: \_\_\_\_\_ C: But Mary, Ann, and my friend(f)  
are students.
3. Ratinatá:res ken? A: Do they (p,m) make visits?  
B: Iah, nektsi tsonathorwí:sen B: No, but the women make visits.  
ki'
4. Kontiiér!thos ken? A: Are they (p,f) farming?  
B: \_\_\_\_\_ B: No, but Paul, Jim, and Michael  
are farming.

## E-10

Make up six questions using the material of this lesson.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## E-11

Read and understand the passage below. Then answer the questions.

"Áhsen niwakhtsí:shen ne rotiska'rakéhte' tánon' kaié:ri niwakhtsí:shen ne tsonathonwí:sen. Ko:r, Enthré, tánon' Wíshe ronwatí:iats ne rotiska'rakéhte', tánon' Á:nen, Wá:ri, Arísawe tánon' Ákat konwatí:iats ne tsonathonwí:sen. Akwé:kon Kahnawá:ke nithoné:non. Kahnawá:ke thatí:teron ne rotiska'rakéhte', ok ne tsonathonwí:sen tíohtíá:ke né'e tkontí:teron. Kaniatarákta tkontí:teron tánon' kanonhsí:io tsi nón: tkontí:teron. Iononhsakaión'on. Konterihwaiénstha, ok ne rotiska'rakéhte' rontó:rats nen' ne'e."

Vocabulary

ok ne "but"  
iokaión'on "it is old"

Questions

1. Nahó:ten ronwatí:iats ne rotiska'rakéhte? \_\_\_\_\_

2. Ok ne tsonathonwí:sen, nahó:ten ne konwatí:iats? \_\_\_\_\_  
\_\_\_\_\_
3. Ka' nithoné:non? \_\_\_\_\_  
\_\_\_\_\_
4. Ka'nón:we nón:wa' thatí:teron? \_\_\_\_\_  
\_\_\_\_\_
5. Ok ne tsonathonwí:sen, ka' ne non: tkontí:teron? \_\_\_\_\_  
\_\_\_\_\_
6. Kanonhsasé'tsi ken tsi nón: tkontí:teron? \_\_\_\_\_  
\_\_\_\_\_
7. Ok ne rotiskarakēhte', nahó:ten ne rotiió'te'? \_\_\_\_\_  
\_\_\_\_\_

## E-12

Write up the "lifestory" of a friend. Tell the name, place of origin, where your friend lives now, the name of the parents, or friends, and where they are from and live now. You can also talk about his or her job. You should have all the sentences you need in the lessons you have learned up to now. Be prepared to tell your story in class.

Notes to the Student

1. English adjectives like "nice", "long", "big" etc. are expressed in two ways in Mohawk which are discussed below under I and II.

I. A suffix is attached to the noun which does not undergo any other changes. For instance, -ko:wa "very big" is attached to takó:s "cat" to give tako'skó:wa "tiger". Below is a list of these adjectival endings together with some examples.

1. -ko:wa "very big"

examples:

kaniatara'kó:wa	"ocean", "big water"
kahonre'kó:wa	"canon", "big gun"
kanonhsakó:wa	"parliament", "big house"
a'sharekó:wa	"bread knife", "big knife"
khotkó:wa	"overcoat", "big coat"

2. -on:we "real", "genuine", "true"

examples:

onkwehón:we	"Indian", "the real man"
kana'tarokhón:we	"corn bread", "the real bread"
o'seronnión:we	"French as spoken in France"
tiorhensaka'ón:we	"English by birth"
onononseraón:we	"pumpkin"

3. -kenha "ancient", "former", "late", "what was and is no more", "what belonged to a person and does not belong any more", "expression of pity: oh the poor...".

examples:

Tierkénha	"the late Peter"
-----------	------------------

Notes to the Student (cont'd)

ra'kenihkénha	"the father that I lost"
akithsenen'kénha	"my horse that now belongs to somebody else", "my dead horse", "oh my poor horse"
akohsa:tens	
akenonhsakénha	"the house that I had", "it was my house"
kahna'tahkénha	"it was a purse", "oh the poor purse"

4. -ase "fresh", "new"

examples:

ohsé:rase	"the new year"
o'wá:rase	"fresh meat"
á:ia se'	"fresh fruit"
ona'tará:se	"fresh bread"
kaná:tase	"new town, settlement"

5. -aka:ion "old", "former"

examples:

owistaká:ion	"old money that is no longer in circulation"
kanataká:ion	"old village"
onatakaión:ne	"in Old Montreal, Notre Dame"

II. In many cases the English adjective is expressed by a verb in Mohawk. For example, kowá:nen means "it is big" and rakowá:nen means "he is big". If you want to say "it is a big house", you combine "it is big" with the word for "house" into kanonhsowá:nen lit.: "it-house-big". The form the "it" pronoun will take depends on the first sound of the noun stem. If the noun starts with a



Notes to the Student (cont'd)

consonant like in -nonhs- "house", the "it" pronoun is expressed by ka- as in kanonhsowá:nen "it is a big house". If the noun begins with an a- as in á'share! "knife", the "it" pronoun is expressed by a w-, e.g. wa'sharowá:nen "it's a big knife", and if the stem begins with an on- or o- as in onón:ta "mountain", "it" is expressed by a i- glide, e.g. ionón:tes "it's a high mountain".

Below is a list of the most common of the descriptive verbs. You will learn more about the process of combining nouns and verbs in future lessons.

1. -owa:nen "to be big"                      kowá:nen "it is big"

examples:

wa'sharowá:nen	"it is a big knife"
ka'serehtowá:nen	"it is a big car"
kahoniowá:nen	"it is a big boat"

2. -ase'tsi "new" (for objects)                      asé'tsi "it is new"

examples:

kānonhsasé'tsi	"it is a new house"
ka'serehtasé'tsi	"it is a new car"
kahonwasé'tsi	"it is a new boat"
wa'sharasé'tsi	"it is a new knife"

3. -akaion'on "old", "used", "worn"                      iokaión'on "it is old"

examples:

io'serehtakaión'on	"it is an old car"
iononhsakaión'on	"it is an old house"
io'sharakaión'on	"it is an old knife"

Notes to the Student (cont'd)

4. -i:io "nice", "good",  
"good-looking"

examples:

wa'sharí:io

ka'serehtí:io

raksa'tí:io

ieksa'tí:io

ronkwehtí:io

iakonkwehtí:io

ronkwehserí:io

iakonkwehserí:io

5. -aksen "ugly", "bad"

examples:

wa'sharáksen

kawennáksen

kanaskwáksen

ronkwehtáksen

ka'serehtáksen

6. -es "long", "high",  
"deep"

examples:

ka'seréhtes

wa'shá:res

iosheón:wes

ionón:tes

kari:wes

ioiánere "it is good"

"it is a good knife"

"it is a good car"

"he is a nice boy, a good man"

"she is a nice girl, a good woman"

"he is a good-looking man"

"she is a good-looking woman"

"he's a good person"

"she's a good person"

io'táksen "it is bad"

"it is a bad knife"

"it is a bad word"

"it is a bad animal"

"he is a bad person"

"it is a bad car"

í:iens "it is long"

"it is a long car"

"it is a long knife"

"it is a deep hole"

"it is a high mountain"

"it is a long affair"

Notes to the Student (cont'd)

7. ken'ni-----a:'a "small"      ken' niwá:'a "it is small"
- examples:
- |                    |                       |
|--------------------|-----------------------|
| ken' nikahonrá:'a  | "it is a small gun"   |
| ken' nikahonwá:'a  | "it is a small boat"  |
| ken' nikanonhsá:'a | "it is a small house" |
| ken' niwa'shará:'a | "it is a small knife" |
8. ken' ni----esha "short"      ken' niénsa "it is short"

examples:

ken' nikahonwésha	"it is a short boat"
ken' nikahonrésha	"it is a short gun"
ken' niwatia'tawitserésha	"it is a short dress"
ken' niwa'sharésha	"it is a short knife"

2. The negation of adjectival constructions is in general straightforward, that is they act exactly like other verbs, e.g.:

kanonhsí:io	"it is a nice house"
iah tekanonhsí:io	"it is not a nice house"

If the adjectival constructions contain the partitive prefix ni- as in

ken' <u>ni</u> kanonhsá:'a	"it is a small house"
ken' <u>ni</u> kanonhsésha	"it is a short house"

the ni- is dropped in negation, e.g.:

iah ken' tekanonhsá:'a	"it is not a small house"
iah ken' tekanonhsésha	"it is not a short house"

Notes to the Student (cont'd)

3. In this lesson you learned that Mohawk has more than one "they" form. The two forms learned so far are "they(p,m)" and "they(p,f)". The "they(p,m)" form is used for a group of males and for a mixed group of males and females, while the "they(p,f)" form is used for a group of females. Both "they" forms require, as the p for plural indicates, that the group contains three or more persons. Special "they" forms are used for two persons. You'll learn those later.

The bound pronouns expressing "they(p,m)" and "they(p,f)" respectively are the following:

they (p,m)

a. consonant stems:

rati-

e.g.: rati-kowá:nen "they(p,m) are big"

b. i-stems:

rat-

e.g.: rat-í:teron "they(p,m) live/stay"

c. a-stems:

ron-

e.g.: ron-tó:rats "they(p,m) are hunters"

d. e,en,o,on-stems:

ronn-

e.g.: ron:n-ehre' "they(p,m) want to"

ronn-ón:nis "they(p,m) make it"

## Notes to the Student (cont'd)

they (p,f)

a. consonant stems:

konti-

e.g.: konti-kowá:nen "they (p,f) are big"b. i-stems:

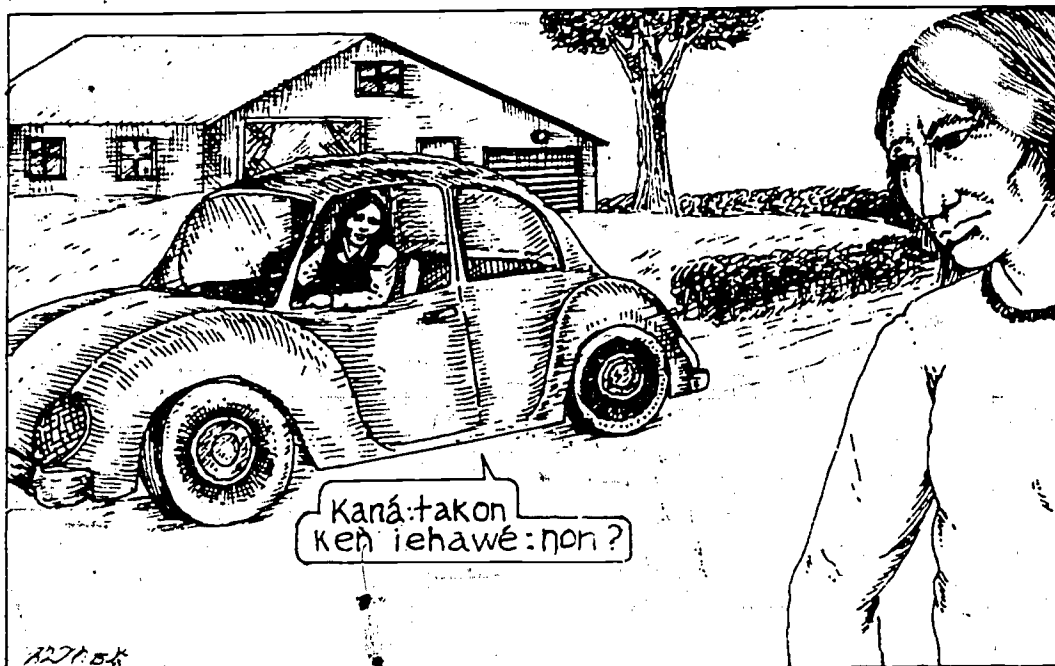
kont-

e.g.: kont-í:teron "they (p,f) live, stay"c. a-stems:

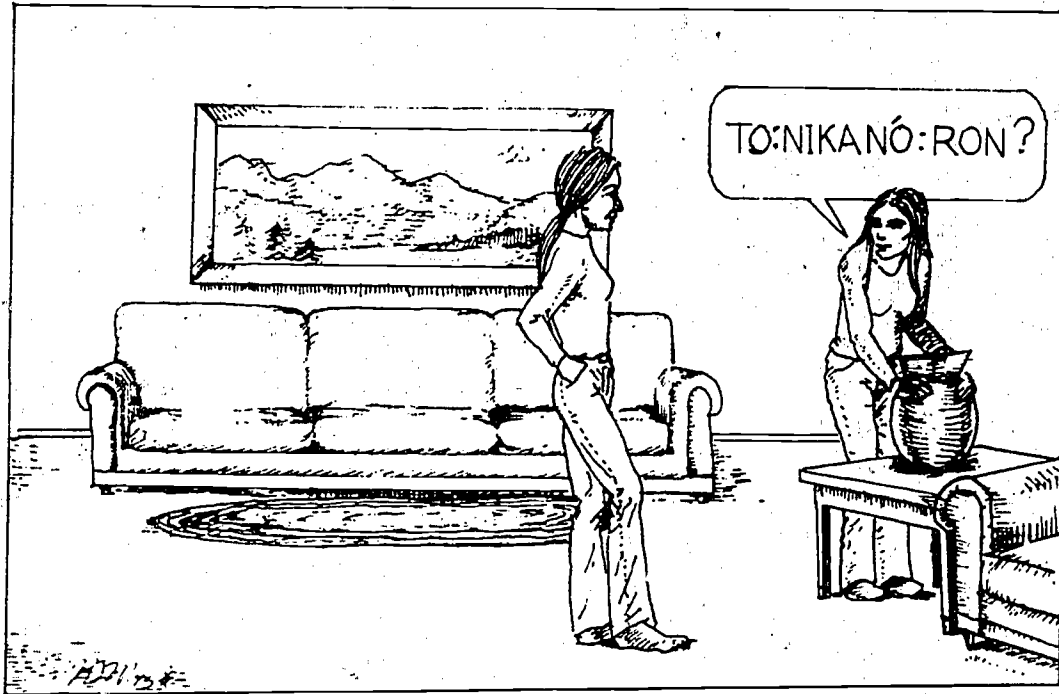
kon-

e.g.: kon-tó:rats "they (p,f) are hunters"d. e,en,o,on-stems:

konn-

e.g.: kón:n-ehre "they (p,f) want to"konn-ón:nis "they (p,f) make it"

LESSON 9



C-: Converse, Communicate

C-1

A girl walks into the house of a friend.

A: Eh, kwē. Ha' tasatáweia't  
t'anon' sátiē. Iothó:re' ken  
nátste?

B: Hen, iaó:te'. Nahó:ten ne  
thi?

A: Anitskwá:ra ne thi.

A: Oh, hello. Come in and sit  
down. Is it cold  
outside?

B: Yes, it's windy.  
What's that?

A: That's a chair.

- B: Tó:ske ken? Ónhka  
iakohní:non?
- A: Í:'i.
- B: Kátke nisahní:non?
- A: Ohrón'ke.
- B: Ka'nón: táhshawe'?
- A: Tsi iontenhninón:tha' tá'khawe'.
- B: To: nikanó:ron?
- A: Áhsen khok nikawístake.
- B: Tánon' ka'nón:we tashnínon  
thi ká:iare'?
- A: Kaná:takon takhní:non.
- B: Kanó:ron ken?
- A: Hen, tióhton nikawístake  
nikanó:ron.
- B: Really? Who bought  
it?
- A: I did.
- B: When did you buy it?
- A: This morning.
- B: Where did you get it  
from?
- A: I got it at the store.
- B: How much did it cost?
- A: Only three dollars
- B: And where did you buy  
that bag?
- A: I bought it in town.
- B: Is it expensive?
- A: Yes, it costs nine  
dollars.

---

M-: Mimmic, Memorize, Manipulate

M-1

- |                            |                     |
|----------------------------|---------------------|
| A: Anitskwá:ra ken ne thi? | A: Is that a chair? |
| Atekhwá:ra ken ne thi?     | Is that a table?    |
| Ká:iare' ken ne thi?       | Is that a bag?      |
| Áhsare' ken ne thi?        | Is that a knife?    |

M-2

- |                          |                         |
|--------------------------|-------------------------|
| B: Iah, á:there' ne thi. | B: No, that's a basket. |
| Iah, ka'náhkón ne thi.   | No, that's a barrel.    |
| Hen, ká:iare' ne thi.    | Yes, that's a bag.      |
| Iah, ató:ken ne thi.     | No, that's an axe.      |

M-3

A: Ónhka wa'ehní:non'?  
Ónhka wahahní:non'?

A: Who (f) bought it?  
Who (m) bought it?

M-4

B: I: wa'khní:non'.  
I: wa'khní:non' ki: áhta.  
Raónha wahahní:non'.  
Akaónha wa'ehní:non'.

B: I bought it.  
I bought these shoes.  
He bought it.  
She bought it.

M-5

A: Kátke nisahní:non?  
Kátke nisahní:non ki áhta?  
Kátke nihohní:non?  
Kátke niiakohní:non?

A: When did you buy it?  
When did you buy these shoes?  
When did he buy it?  
When did she buy it?

M-6

B: Ohrón'ke.  
Thetén:re.  
Tsi niahíá:kseres.  
Kwa'shón:te.

B: This morning.  
Yesterday.  
This week.  
Last night.

M-7

A: Ka'nón: táhshawe' ki?  
Ka'nón: táhshawe' ki áhta?  
Ka'nón: taháhawe'?  
Ka'nón: taiéhawe'?

A: Where did you get this?  
Where did you get these shoes?  
Where did he get it?  
Where did she get it?

M-8

B: Kaná:takon tá'khawe'.  
Tsi iontenhninón:tha'  
tá'khawe' ki áhta.  
Ó:ia' tkaná:taien taháhawe'.

B: I got it in town.  
I got these shoes in the store.  
He got it in another town.



B: Tsi iontkerontákhwa'  
taiéhawe'.

B: She got it at the  
market.

M-9

A: To: naskáriake'?  
To: nahakáriake'?  
To: na'ekáriake'?  
To: nesewakáriake'?

A: How much did you pay?  
How much did he pay?  
How much did she pay?  
How much did you (p)pay?

M-10

B: Áhsen khok nikawístake.  
Wisk khok nikawístake.  
Ísi non ne áhsen nikawístake.  
Ísi non ne wisk nikawístake.

B: Only three (3) dollars.  
Only five (5) dollars.  
Over three (3) dollars.  
Over five (5) dollars.

M-11

A: To: nikanó:ron?  
To: nikanó:ron thi: ká:iare'  
  
Kanó:ron ken?  
Kanó:ron ken ki: ká:iare'?

A: How much did it cost?  
How much did that bag  
cost?  
Is it expensive?  
Is this bag expensive?

M-12

B: Skawísta nikanó:ron.  
Tekawístake nikanó:ron.  
Hen, áhsen nikawístake  
nikanó:ron.  
Iah, kaié:ri nikawístake  
nikanó:ron.

B: It costs one dollar.  
It costs two dollars.  
Yes, it costs three  
dollars.  
No, it costs four  
dollars.

M-13

A: Ohniwenhniseró:ten?  
Ohní:io nátste?

A: What kind of a day is it?  
How is it outside?

M-14

B: Iothó:re'.  
Io'tarihen.  
Io'kerén'en.  
Iokennó:ron.

B: It's cold  
It's warm (hot)  
It's snowing.  
It's raining.

C-: Converse, Communicate

C-2

Robert is visiting his brother Abraham.

A: Tasatáweiat!

A: Come in!

B: Kwékwé. Iothó:re' wáhi.

B: Hello. It sure is cold.

A: Io'kerén'en ken?

A: Is it snowing?

B: Iah, ioráhkote.

B: No, it's sunny.

Ka' táhshawe' ki atekhwá:ra'?

Where did you get this table?

A: Shawátis wahahní:non.

A: John bought it.

B: To: nikanó:ron? Ísi' ken  
non ne oié:ri nikawístake?B: How much did it cost?  
More than ten dollars?A: Kwah í:kehre' tewáhsen ón'te'  
nikawístake nikanó:ron.A: I think it costs twenty  
dollars.

B: Kanó:ron, ken:?

B: That's expensive,  
isn't it?A: Hen, oronhwí:io ki' ná:'a  
tsi kanó:ron.A: Yes, that's expensive  
for sure.B: Watekhwaratserí:io ki'.  
Kátke nihohní:non?B: It's a nice table though.  
When did he buy it?A: Thetén:re'. Wa'sharí:io ó:ni  
wahahní:non.A: Yesterday. He also  
bought a good knife.

B: Wa'sharowá:nen ken?

A: Iah, ken' niwá:'a.  
Enhsnekí:ra' ken o...keri?

B: Iah ki' ná:'a. Khé...  
enskahtén:ti. Ó:ne... wáhi.

A: Ó:nen.

B: Is it a big knife?

A: No, it's small. Will  
you have a beer?

B: No, I guess not. I'll go  
home instead. Good bye  
then.

A: Good bye.

## Vocabulary

### 1. Things

ató:ken'	axe
á:there'	basket
athén:no'	ball
kahonwé:ia'	boat
kanákta'	bed
kátshe'	bottle, jar, cup
a'é:n:na'	bow and arrow
ka'náhkón'	barrel, drum
otsi'néhtara'	beads, seeds
ohwísta'	bell, money
áhsire'	blanket
o'neróhkwa'	box
atenen'tsháhna'	bracelet
otsíhkwa'	button, fist, warclub, carrots
oná:ke'	bark, canoe
ká:sere'	car, vehicle
kéntskare'	carpet
oronkwáhsa'	chain
kárhon'	cradleboard
kaia'tón:ni'	doll
kanhóha'	door
otsísera'	glass (window)

ó:wise'	drinking glass, ice
ohwistanó:ron'	gold
kanónhsa'	house
kaná:tson'	kettle, pot, pail
iohón:rote'	kettle (water)
ienontarotsentáhkwa	ladle
oháhsera'	lamp
tekatáhkwa'	matches
atáthken'	mirror
aón:ta'	pail, container
aká:we'	paddle
kahiatón'ser:	paper, book
kanén:nawen'	pipe
káhonre'	rifle
ká:nhehs'	ribbon, silk
kahwén:kare'	snowshoe
oién:kwa'	tobacco
kaión:ni'	wampum belt
okahkwén:ta'	wheel
tekatsiserá:ton'	window

## 2. Weather Expressions

wenhnesirí:io	"it's a nice day"
iokennó:ron	"it's raining"
iothó:re'	"it's cold"
teiotshá:taien	"it's foggy"
io'kerén:'en	"it's snowing"
iaó:te'	"it's windy"
teionion'kwatá:se	"it's stormy (snowstorm)"
iowehrenháties	"it's thundering"
tewanine'karawánions	"it's lightning"
iowisóntion	"it's hailing"
ioráhkote	"it's sunny"
ioronió:ron	"it's cloudy"

iotshataronniónties  
io'taríhen

"it's partially cloudy"  
"it's warm, hot"

### 3. Time Expressions

ón:wa' wenhniserá:te'

"today"

eniorhén'ne

"tomorrow"

enió:karahwe'

"tonight"

iotohétston nén:tie'

"in the afternoon"

én:tie'

"at noon"

ahsón'then

"at midnight"

ahson'thén:ne

"at night"

ohron'ké:ne

"in the morning"

ohrón'ke

"this morning (past)"

ohron'kéhstsi'

"in the early morning"

thetén:re ohrón'ke

"yesterday morning"

eniorhén'ne ohron'ké:ne

"tomorrow morning"

kwa'són:te'

"last night"

eniórhen'ne eniό:karahwe

"tomorrow night"

o'karasnéha

"in the evening"

tnaio'karáwha

"in the early evening"

### 4. Time Expressions: during, at the time of...

tshi niwahsón:tes

"during the night"

tshi niwenhníseres

"during the day"

tshi niiahíá:kseres

"during the week"

tshi niíóhseres

"during the year"

tshi niwenhní:tes

"during the month"

tshi niwakénnhes

"during the summer"

tshi niíóhseres

"during the winter"

tshi nikakwitehnéhseres

"during the spring"

tshi nikanenna'kéhseres

"during the fall"

5. The Days of the Week (see: Notes to the Student, 4)

awententá'on'ke	Monday, the day after the holy day
ratironhia'kehronón:ke	Tuesday, at the angel's
soséhne	Wednesday, Joseph's day
okaristiiáhne	Thursday, Eucharist
ronwaia'ta'nentaktón:ne	Friday, the day when he was put on the cross
entákta	Saturday, near the holy day
awentatokenhtí:ke	Sunday, the holy day

E-: Exercise, Expand, Extrapolate

E-1

Fill in the blanks below. Some of the words you will have to look up in the Vocabulary list under Things.

1. Ónhka iakohní:non thi anitskwá:ra? A: Who bought that chair?  
I: tá'khawe'. B: I brought (got) it.
2. Ónhka taiéhawe' thi anitskwá:ra? A: Who bought that chair?  
Ontiátshi B: My friend (f) bought it.
3. \_\_\_\_\_ A: Who bought that knife?  
 \_\_\_\_\_ B: My grandfather bought it.
4. \_\_\_\_\_ A: Who bought this bag?  
 \_\_\_\_\_ B: Jim brought it.
5. \_\_\_\_\_ A: Who bought this spoon?  
 \_\_\_\_\_ B: We (p,excl) bought it.

E-2

Fill in the blanks. New words are in the Vocabulary list under Time Expressions.

- |                                      |  |
|--------------------------------------|--|
| 1. Kátke nisahní:non?<br>Thetén:re'. | A: When did you buy it?<br>B: Yesterday.                 |
| 2. _____ kahwén:kare'?               | A: When did he buy those snowshoes?<br>B: Last week.     |
| 3. _____                             | A: When did he buy that bag?<br>B: I think this morning. |
| 4. _____                             | A: When did you (p) buy that basket?<br>B: Last night.   |

E-3

Fill in the blanks.

- |   |   |
|---|---|
| 1. To: nikanó:ron thi kaná:tson?<br>_____ | A: How much did that pot cost?<br>B: It costs six dollars.                |
| 2. _____                                  | A: How much did that knife cost?<br>B: It costs three dollars.            |
| 3. _____                                  | A: How much did that basket cost?<br>B: Only seven dollars.               |
| 4. To: naskáriake' thi káho:re'?<br>_____ | A: How much did you pay for that rifle?<br>B: I paid ten dollars.         |
| 5. _____                                  | A: How much did he pay for those snowshoes?<br>B: Over twenty dollars.    |
| 6. _____                                  | A: How much did she pay for that pipe?<br>B: She paid six dollars for it. |

E-4

Before doing this exercise, read Notes to the Student, 1.  
Then fill in the blanks.

- |  |  |
|--|--|
| 1. To: ní:kon washní:non ne kátshe'<br>_____ | A: How many of the bottles<br>did you buy?<br>_____  |
| Áhsen ní:kon.                                | B: Three of them.                                    |
| 2. To:<br>_____                              | A: How many of the blankets<br>did he buy?<br>_____  |
| 3.<br>_____                                  | B: Four of them.                                     |
| 4.<br>_____                                  | A: How many of the glasses did<br>he bring?<br>_____ |
| 5.<br>_____                                  | B: Eight of them.                                    |
| _____  | A: How many of the dolls did<br>she bring?<br>_____  |
| _____  | B: Two.  |
| _____  | A: How many pipes did you buy?<br>_____              |
| _____  | B: Only one  |

E-5

Before doing this exercise, read Notes to the Student, 1.  
Then fill in the blanks.

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. Nahó:ten wahshní:non?<br>_____ | A: What did you buy?<br>_____  |
| Kanákta'                          | B: A bed.                      |
| Skanákta'                         | B: One bed.                    |
| _____                             | B: Two beds.                   |
| _____                             | B: Four beds.                  |
| 2. Nahó:ten taháhawe'?            | A: What did he bring?<br>_____ |
| Káhonre'                          | B: A gun.                      |
| _____                             | B: One gun.                    |



3. Nahó:ten taiéhawe'?

Á:there'.

B: Two guns

B: Three guns.

A: What did she bring?

B: A basket.

B: One basket.

B: Two baskets.

B: Three baskets.

B: Six baskets.

## E-6

Answer the questions below. Use ní:kon in your answers as in example 1. below. See also Notes to the Student, 1.

1. Nahó:ten táhshawe'?

Áhsen ní:kon kátshe.

A: What did you bring?

B: Three bottles.

B: Four chairs.

B: Six glasses.

B: Ten blankets.

B: Five guns.

## E-7

Read Notes to the Student, 2 before you do this exercise. Whenever possible use the shortened form of "only" in your answers.

1. To: nahakáriake'?

A: How much did he pay?

B: Only one dollar.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B: Only ten dollars.

B: Only six dollars.

B: Only seven dollars.

2. Nahó:ten wahshní:non?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A: What did you buy?

B: Only two houses.

B: Only one canoe.

B: Only three knives.

B: Only a ball.

E-8

Fill in the blanks. Some of the expressions you will have to look up in the Vocabulary list under Weather Expressions.

1. Iothó:re' ken?

Iah,

A: Is it cold?

B: No, it's not cold. It's a nice day.

2. Iokennó:ron ken?

Iah,

A: Is it raining?

B: No, it's sunny.

3. \_\_\_\_\_

A: Is it thundering?

B: No, but it's hailing.

4. \_\_\_\_\_ ken nátste?

A: Is it windy outside?

B: No, but it's snowing.

5. \_\_\_\_\_

A: Is it warm outside?

B: No, it's cloudy and foggy.

E-9

Before doing this exercise, read Notes to the Student, 3.  
Then translate the wa'- forms into English as was done in  
example 1. below.

1. Saté:ko!

Wahaté:ko.

Wa'katé:ko.

Run away!

He ran away.

I ran away.

2. Sátien!

Wahátien.

Wa'kátien.

Sit down!

3. Se'wá:rak!

Waha'wá:rake'.

Wa'e'wá:rake'.

Eat the meat!

4. Okwirá:ke' será'then!

Okwirá:ke' wa'kerá'then.

Okwirá:ke' wahserá'then.

Climb the tree!

5. Satíta!

Wahatíta'.

Wa'katíta'.

Get in!

6. Tesenónniakw!

Wa'tienónniakwe'.

Wa'thanónniakwe'.

Dance!

7. Tesani'tsónkwahkw!

Jump!

Wa'thani'tsónkwahkwe'.

Wa'tkani'tsónkwahkwe'.

8. Shneki:ra!

Drink!

Wahahneki:ra'.

Wahsneki:ra'.

## E-10

Answer the questions below.

1. Nahó:ten thi? \_\_\_\_\_
2. Ónhka rohní:non ki ató:ken? Só:se ken wahaní:non? \_\_\_\_\_
3. Kátke nihohní:non? \_\_\_\_\_
4. Ka'nón: taháhawe'? \_\_\_\_\_
5. Tánon' ónhka iakohní:non ki áhsire'? \_\_\_\_\_
6. To: nikanó:ron? \_\_\_\_\_
7. Tánon to: nahakáriake' ki ató:ken? \_\_\_\_\_
8. Ísi' ken non ne áhsen iawén:re nikawístake? \_\_\_\_\_
9. Kátshe ken wahshní:non? \_\_\_\_\_
10. To: ní:kon wahshní:non? \_\_\_\_\_

## E-11

Make up five questions using the material of this lesson.  
Be prepared to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## E-12

Read and under and the letter below. Then answer the questions.

Sosá:n;

ón:wa' wenhniserá:te wákeré' iakonhiá:tonse'.  
 Tiotierénhton tsi enkonhróri akwé:kon ní'i ionkwata'karí:te.  
 Aia:wen's ki' ni' ní:se' aesewata'karí:teke'.

Wahserihwá:ronke ken tsi asé'tsi anitskwá:ra  
 wa'ehní:non ne tsá'tshi Teré:s? Kwa'són:te' taiéhawe'.  
 Tiohtiá:ke taiehní:non. Sha'té:kon khokh iawén:re  
 nikawístake na'ekáriake'. Iah wáhi tekanó:ron. Tánon'  
 n-Atón:wa tekahón:rake né:'e waháhni:non. Iah ne tewakate-  
 riéntaré' to: nahakáriake'. Kwah í:kehre' kanó:ron ón'te'.

Kátke entehsenatá:ra? Iosnó:re' tontashiá:tón.

Wa:ri

Vocabulary

ón:wa'	"now"
wenhniserá:te	"this day"
wákeré'	"I thought"
iakonhiá:tonse'	"I should write to you"
tiotierénhton tsi	"first of all"

-hrori	"to tell"
-ta'kari:te'	"be in good health"
aiáwën's	"hopefully"
wahserihwá:ronke'	"you heard"
entehsenatá:ra	"you'll visit us"
iosnó:re'	"soon"
tontashiá:ton	"you write back"
tewakatonhontsó:ni	"I want"
aonkhtó:kenhse	"I should find out"

### Questions

1. Óhka wa'ehní:non nanitskwá:ra? \_\_\_\_\_
2. Kátke niiakohní:non? \_\_\_\_\_
3. Ka'nón taiehní:non? \_\_\_\_\_
4. To: na'ekáriake'? \_\_\_\_\_
5. Kanó:ron ken? \_\_\_\_\_
6. Ok n-Aton:wa, to: ní:kon wahahní:non ne káhonre'?' \_\_\_\_\_
7. To: nikanó:ron? \_\_\_\_\_

### E-13

Write a letter in which you tell about the things your mother (or father, or older sister, etc.) bought. Mention where and when he/she bought it, discuss the price, etc.. You can use E-12 as an example. Make your letter about the same length as E-12.

### E-14

Prepare a short discussion on the weather. For vocabulary, see M-13, M-14, Weather Expressions in the Vocabulary Section, and E-8.

Notes to the Student

1. In M-12 of this lesson you learned how a word changes if you put a number in front of it. Here are two more examples:

(1) kanónhsa	"house"
skanónhsa	"one house"
tekanónhsake	"two houses"
áhsen nikanónhsake	"three houses"
(2) ó:wise	"drinking glass"
ska'wí:sa	"one drinking glass"
teka'wí:sake	"two drinking glasses"
áhsen nika'wí:sake	"three drinking glasses"

You notice that the words for "one" and "house" and "two" and "houses" merge. They could, however, also occur separately, especially in constructions like below.

(3) énska khok kanón'sote	"there's only one house standing there"
tékeni khok tekanón'sote	"there are only two houses standing there"

The same is true for numbers three and up. Instead of saying áhsen nikanónhsake "three houses", you can also say áhsen ní:kon kanónhsa "three (of) houses". Below are some other examples:

(4) kaié:ri nika'wí:sake	"four drinking glasses"
kaié:ri ní:kon ó:wise'	"four (of) drinking glasses"
(5) wisk niwathenno'tserá:ke	"five balls"
wisk ní:kon athén:no'	"five (of) balls"

In order to make up a numbered word in Mohawk, several steps have to be gone through. First, all nouns are divided into two classes, i.e. those that begin with a ka- or an

Notes to the Student (cont'd)

o- are in one class, and those that begin with an a- are in another class. Below are step by step instructions on how to form numbered words in the two noun classes.

1. the number "one"

- a. ka- and o- noun class: e.g. ó:wise' "drinking glass"  
 first step: drop the first syllable, in this case the o-: -wise'  
 second step: prefix ska- : skawí:se'  
 third step: change final e' to a : skawí:sa "one glass"
- b. a- noun class: e.g. á:share' "knife"  
 first step: prefix sew- : sewa'shá:ra  
 second step: change final e' to a : sewa'sha:ra  
 "one knife".

2. the number "two"

- a. ka- and o- noun class: e.g. ó:wise' "drinking glass"  
 first step: drop the first syllable, i.e. the o- : -wise'  
 second step: prefix teka- : tekawí:se'  
 third step: change final e' to a : tekawí:sa  
 fourth step: add non-singular suffix -ke : tekawí:sake "two glasses".
- b. a- noun class: e.g. á:share' "knife"  
 first step: prefix tew- : tewa'share'  
 second step: change final e' to a : tewa'sha:ra  
 third step: add non-singular suffix -ke : tewa'shara:ke "two knives".



Notes to the Student: (cont'd)

3. numbers "three" and up

Nouns that are preceded by the number three or by higher numbers differ only in one aspect from number two formations, i.e. the initial te- is replaced by a ni-. Below are some examples:

a. ka- and o- class:

áhsen nikawí:sake	"three glasses"
áhsen nikahahserá:ke	"three lamps"
áhsen nikanónhsake	"three houses"
kaié:ri nikanáktake	"four beds"
kaié:ri nikaná:tsake	"four pots"

b. a- class:

áhsen niwa'shá:rake	"three knives"
áhsen niwa'thé:rake	"three baskets"
kaié:ri niwaén:nake	"four bows and arrows"
kaié:ri niwahsí:rake	"four blankets"

One of the steps described in 1. and 2. above is that a final e' changes to an a. This is the most common process but not the only one. Some nouns add increments like -sera-, -tshera-, -ta-, or -kwa-. These increments are not translatable. They show up whenever a noun is combined with something else, e.g. with a number construction or with a verb. We cannot predict which increment a certain noun will take, it has to be learned with each noun.

Below are some examples:

ató:ken'	"axe"
sewato'kéns <u>era</u>	"one axe"
tewato'k <u>ensera</u> ke	"two axes"

Notes to the Student (cont'd)

athén: no'	"ball"
sewathénno' <u>'tshera'</u>	"one ball,"
tewathénno' <u>'tsherá:kə</u>	"two balls"
ká: sereh'	"car"
ska' seréhta	"one car"
teka' serehtáke	"two cars"
áhta.	"shoe"
sewahtáhkwa	"one shoe"
tewahtáhkwake	"two shoes"

2. In this lesson, you learned the word khok "only", which can also be shortened to -k as below, where it is suffixed to the word it modifies.

a. skawísta khok	"only one dollar"
skawístak	"only one dollar"
b. tekawístake khok	"only two dollars"
tekawístakek	"only two dollars"
c. áhsen khok nikawístake	"only three dollars"
áhsenk nikawístake	"only three dollars"
d. kaié:ri khok nikawístake	"only four dollars"
kaié:rik nikawístake	"only four dollars"

If a number ends in a sound that makes it difficult to hear a suffixed -k for "only", you would rather use the long form, for example in:

wisk khok nikawístake "only five dollars"  
 but not: wiskk nikawístake

3. In M-4 above, all verbs have the prefix wa'-, e.g. wa'khní:non "I bought it". The wa'- prefix indicates

Notes to the Student (cont'd)

that an event is definitely taking place or has definitely taken place in the past. Wa' is therefore called the "definite mode", it says that the speaker is telling the truth. Usually wa' forms are rendered in English in the past tense. Below are further examples:

wa'kató:rate'	<u>wa'</u> -k-ató:rate'	"I hunted"
wa'katé:ko'	<u>wa'</u> -k-até:ko'	"I ran away"
wahakáriake'	<u>wa</u> -ha-káriake'	"he paid it"
wa'tharáhtate'	<u>wa'</u> -t-ha-ráhtate'	"he ran"

Whenever another consonantal prefix is placed before the wa' prefix, the wa' is reduced to a', for example:

taháhawe'	t- <u>a</u> -há-hawe'	"he brought it"
tahahní:non	t- <u>a</u> -ha-hní:non	"he bought it from"
iahahní:non	i- <u>a</u> -ha-hní:non	"he went there to buy it"
nahakáriake'	n- <u>a</u> -hakáriake'	"he paid it"

Whenever wa' precedes the syllable -se, wa' changes to we-, e.g.

wésewe'	<u>wé</u> -sew-e'	"you(p) are going"
wesewahní:non	<u>wé</u> -sewa-hní:non	"you(p) bought"

4. Today's speakers of Mohawk will hardly ever use the Mohawk expressions for the days of the week that are listed under Vocabulary. Instead, the English equivalents are used even in an all-Mohawk conversation.

LESSON 10



C-: Converse, Communicate

C-1

Theresa, a pretty girl, meets Peter at a party.

B: Shé:kon, sátién.

B: Hello, sit down.

A: Shé:koñ.

A: Hello.

B: Tier ióntiats. Nahó:ten ní:se' iesá:iats?

B: My name is Peter. What yours?

A: Tere:s.

A: Theresa.

B: Saterihwaiénstha ken?

B: Are you a student?

- A: Hen. Katerihwaiénstha.  
Nahó:ten ní:se' saió'te'?
- B: Karistátsi' watió'te'.
- A: Ka'nón tisaió'te'?
- B: Kaná:takon, kanatakwe'niió:-  
ke. Kanesatá:ke ken  
nitisé:non?
- A: Iah, iah Kanesatá:ke  
tetewaké:non. Tiohtiá:ke  
nitewaké:non.
- B: Ka'nón wa'nón tehsí:teron?
- A: Kén'en kaná:takon. Tiohtiá:  
ke ken tehsí:teron?
- B: Iah, Kahnawá:ke tkí:teron.  
Saniatá'thens ken?
- A: Iah, nektsi katonkária'ks ki'.
- B: Ha' ki' tetiatská:hon.  
Tsi iekhonniá:tha'  
tkakhwáhere'.
- A: Ha' ki' tho niehétene'.
- A: Yes, I'm a student.  
What's your job?
- B: I'm a steelworker.
- A: Where do you work?
- B: In town, on the main  
street. Are you from  
Oka?
- A: No, I'm not from Oka.  
I'm from Montreal.
- B: Where are you staying  
now?
- A: Here, in town. Are you  
staying in Montreal?
- B: No, I'm staying in  
Caughnawaga. Are you  
thirsty?
- A: No, but I'm hungry.
- B: Ok, then, let's eat.  
The food is set up in  
the kitchen.
- A: Let's go there then.

## C-2

Tom is sitting on a bench. His friend Bill approaches with some other people.

- A: Kwéhkwe. Sewátien.
- B: Io. Onkwatén:ro ne ki.  
Shawátis, Tá:wit tánon'  
Wátio ronwatí:iats.
- A: Kásewe' ken' sewátien.  
Ka' wésewe'?
- C: Wa'tiakwatskahón:ne'.
- A: Hello. Sit (p) down.
- B: Ok. These are my  
friends (m). Their names  
are John, David and  
Mathew.
- A: Come (p) and sit (p)  
down here. Where are  
you (p) going?
- C: We (p,excl) are going  
to eat.

A: Katonkária'ks ni' ní:'i.  
Éntewe'. Tsi teiontskahón:-  
khwa ken wésewe'?

C: Khére' káti' ken.

A: Ka'nón tsi ní:wa'?

B: Ohahakaión:ne.

A: Hen, rotikhwí:io.

C: Ónhka ne thi ísi íthrate'?

B: Ka' níká:ien?

C: Ne thi ka'serehtákti  
íthrate'.

B: Kwah í:kehre' karihton ón'te.

A: Hen, riienté:ri. Sa:k  
ronwá:iats.

C: Ha' ki' tetewatskahón:na.

C:nen tho:ha' aonkwatakenró-  
kwahsé.

A: I'm hungry too. I'll  
come along. Are you(p)  
going to a restaurant?

C: I guess so.

A: Whereabouts?

B: On the old road.

A: Yes, they have good food.

C: Who's that (m) standing  
over there?

B: Which one?

C: The one (m) standing by  
the car.

B: I think he's a policeman.

A: Yes, I know him. His  
name is Jim.

C: Let's go and eat then. I'm  
almost fainting from  
hunger.

C-3

Mary is paying a casual visit to her friend Susan.

A: Tasatawéia't, ka:ts ken'  
sátien. Ohní:io nátsste'?

B: Wenhniseráksen. Iokennó:ron.

A: Saia'taná:wen ken?

B: Iah só:tsi. Nahó:ten ne thi?

A: Ahsirasé'tsi ne thi.

B: Wahsirí:io wáhi.  
Washní:non ken?

A: Iah, Atón:wa taháhawe'.

B: Kátke?

A: Thetén:re'. Tsi iontenhninón:-  
tha tahahní:non.

B: To: nikanó:ron?

A: Come in and sit over  
here. How is it outside?

B: It's a bad day. It's  
raining.

A: Are you wet?

B: Not much. What's that?

A: That's a new blanket.

B: Gee that's a nice blanket.  
Did you buy it?

A: No, Tom brought it

B: When?

A: Yesterday. He bought  
it at the store.

B: How much was it?

- A: Shaté:kon iawén:re khok  
nikawístake.
- B: Wa: tsi kanó:ron.
- A: Ne ken íhsere'?
- B: Wisk khok ni:' nakkáriake'.
- A: Wisk khok ken nikawístake?  
Ka'nón:we? Í:nón ken?
- B: Iah, ákta tsi nón: thénteron  
ne Tá:wit.
- A: Enió:karahwe' thoién:ke'.
- A: Only eighteen dollars.
- B: Wow that's expensive.
- A: Do you think so?
- B: I only paid five.
- A: Only five dollars?  
Where? Is it far?
- B: No, it's next to the  
place where David lives.
- A: I'll go there tonight.

C-4

Paul meets his friend Jim, a real estate man, after work.

- A: Átskwi, to: nikanónhsake  
wahasaténhí:nón?
- B: Tékeni khok.
- A: Iánere, wáhi.
- B: Iah ki' sótsi. Enshneki:ra'  
ken káwhe'?
- A: Tikawenní:io. Ónhka ne thi  
kontiiá:tase?
- B: Ka' níká:ien?
- A: Ne thí:ken takón:ne'.
- B: Montóur konwatí:iats.  
Kaná:takon tkontí:teron.
- A: Konterihwaiénstha ón'te'.
- B: Hen, ne ki' í:kehre'.
- A: Ka' nitióné:nón?
- B: Kwah íkehre' Kahnawá:ke  
ón'te'.
- A: Well, how many houses  
did you sell?
- B: Only two.
- A: That's good, isn't it?
- B: Not really. Will you  
have some coffee?
- A: Ok. Who are those  
young girls?
- B: Which ones?
- A: The ones (f) walking  
towards us.
- B: Their (f) name is  
Montour. They (p,f) are  
staying in town.
- A: They (p,f) must be  
students.
- B: Yes, I think so.
- A: Where are they (p,f)  
from?
- B: I think from Caughnawaga.

A: Ka'nón: tsi ní:wa?

A: Whereabouts?

B: Kaniatarákta tkanónhsote  
kanonhsasé'tsi.

B: The new house next to  
the river.

A: Kanonhsí:io ken?

A: Is it a nice house?

B: Hen, í:kehre' akhní:non.

B: Yes, I am thinking of  
buying it.

To: takróri sateriéntare'  
ken ka'nón: íthre's ne Wishe.

Tell me, do you know  
where Michael is?

A: Hen, karhá:kon íthre's.  
Shé:kon ne' rató:rats  
nakohserá:ke tánon' raién'-  
thos nakennhá:ke.

A: Yes, he's in the woods.  
He still hunts in the  
winter and farms in the  
summer.

B: Ken? Ronkwehserí:io.

B: Really? He's a nice guy.

A: Hen, tó:ske'. Shé:kon ken  
ne káwhe'?

A: Yes, it's true.  
More coffee?

B: Iah, iah tewakenáktote.

B: No, I don't have time.

E-: Exercise, Expand, Extrapolate

E-1

Give an appropriate answer to the questions below.

1. Nahó:ten saió'te'? \_\_\_\_\_
2. Ka' wáhse'? \_\_\_\_\_
3. Ok ní:se', nahó:ten sewaió'te'? \_\_\_\_\_
4. Ka'nón tisewaió'te'? \_\_\_\_\_
5. Sewatonkária'ks ken? \_\_\_\_\_
6. Ok ne ronónha, nahó:ten rotiió'te'?  
Karístatsi ken rotiió'te'? \_\_\_\_\_
7. Í:se' ken tsató:rats? \_\_\_\_\_
8. Nahó:ten tsató:rats? \_\_\_\_\_
9. Ka' wá:'en thi eksá:'a? \_\_\_\_\_



10. Shekén:'a thi, wáhi? \_\_\_\_\_
11. Ok nonónha, ka' nitioné:non? \_\_\_\_\_
12. Ka' nón:wa nón tkontí:teron? \_\_\_\_\_
13. Kanonhsí:io ken? \_\_\_\_\_
14. Ónhka iakohní:non ki áhsire'? \_\_\_\_\_
15. Ka'nón taiehní:non? \_\_\_\_\_
16. Kanó:ron ken? \_\_\_\_\_
17. To: ne sewakáriake'? \_\_\_\_\_
18. Tiohtiá:ke ken nithoné:non ne sewatén:ro'? \_\_\_\_\_
19. Óhniwenhniseró:ten? \_\_\_\_\_
20. Iota'rihen ken? \_\_\_\_\_
21. Ok ne sahsó'tha, Kaná:tso ken í:tien's? \_\_\_\_\_
22. Wa'tehsatskahón:ne' ken? \_\_\_\_\_

E-2

Find an appropriate question to the sentences below.

1. \_\_\_\_\_ ? Hen, katétsen'ts.
2. \_\_\_\_\_ ? Kanatakwe'niió:ke.
3. \_\_\_\_\_ ? Rontétsen'ts.
4. \_\_\_\_\_ ? Kaniatarákta.
5. \_\_\_\_\_ ? Oskenónton.
6. \_\_\_\_\_ ? Thaontané:ken.
7. \_\_\_\_\_ ? Hen, iontenhní:nons ni: né'e.
8. \_\_\_\_\_ ? Wa'tkatskahón:ne'.
9. \_\_\_\_\_ ? Istennéha.

- |     |         |  |
|-----|---------|--|
| 10. | _____ ? | Kwah í:kehre' wathatskahón:ne' ni' né'e. |
| 11. | _____ ? | Hen, katonkáriaks.                       |
| 12. | _____ ? | Oronhwí:io ki' na:'a.                    |
| 13. | _____ ? | Kanónskon onontohará:ke.                 |
| 14. | _____ ? | Ohahákta.                                |
| 15. | _____ ? | Ontiatshíne tkontí:teron.                |
| 16. | _____ ? | Hen, Kanesatá:ke nitionkené:non.         |
| 17. | _____ ? | Kaná:takon thén:teron.                   |
| 18. | _____ ? | Iah, iah tekanonsowá:nen.                |
| 19. | _____ ? | Aké:ra né thi.                           |
| 20. | _____ ? | Ontiá'tshi wa'ehní:non.                  |
| 21. | _____ ? | Iah, skawíshta khok..                    |
| 22. | _____ ? | Wisk iawén:re nikawístake nikanó:ron.    |

E-3

Read the story below. Make up five questions on that story. Be prepared to ask your fellow students those questions.

"Sawatis:

Teská:nere' ken ki káhonre'? Ontiarasé'a Enthré wahihní:non. Thienté:ri ken n-Enthré? Onontohará:ke thén:teron. Ratétsen'ts nen né'e tánon' ne raóskare ionterihwaiénstha nen' né:'e. Tsá:ta iawén:re nikawístake nikanó:ron ki káhonre'. Iah í:kehre' tekanó:ron. Oskenón:ton tánon' thaontané:ken kató:rats. Sewatié:rens ohkwá:ri ó:ni' "

Vocabulary

thienté:ri

raóskare

sewatié:rens

ohkwá:ri

"you know him"

"his girlfriend"

"sometimes"

"bear"

E-4

Choose a partner and make up an oral conversation with him or her. Keep your books closed.

E-5

Change to another partner and start a new conversation. Try to make it as difficult as you can.

E-6

Write a long conversation (about 20 lines) using as much diverse material as possible from the ten preceding lessons.



LESSON 11



C-: Converse. Communicate.

C-1

A and B are walking down the street after work.

A: Ónhka thi tekenón:kwe?

A: Who are those two women?

B: Ka' níká:ien?

B: Which ones?

A: Thí:ken ísi wá:kene'.

A: Those two (d,f) walking away.

B: Ákat tánon Á:nen konwatí-iats. Tiohtiáke tkení:-teron.

B: Their names are Ida and Ann. They (d,f) are staying in Montreal.

A: Kahnawá:ke ken nitioné:-non?

A: Are they (d,f) from Caughnawaga?

B: Iah ki' ná'a.

B: I don't think so.

- A: Oh nitiatiérha?  
Tiaterihwaién:stha ken?
- B: Iah, watenhni:nons n-Akat  
tánon'watétsen'ts n-Á:nen.  
Kaná:takon tiotiió'te'.
- A: Ka' wá:kene'?
- B: Kwah í:kehre'wattiats.-  
kahón:ne', on'te'.
- A: Shawatisne ken?
- B: Khé:re' ken? He ki  
é:rhar. Í:se' ken  
satshé:nen?
- A: Hen, "Ohkwá:ri" konwá-  
iats.
- B: Ken? Ken' ken kén:teron?
- A: Iah, rake'nihnéha  
tkén:teron.
- A: What are they (d,f) doing?  
Are they (d,f) students?
- B: No, Ida is (neut) a sales-  
girl and Ann is (neut) a  
doctor. They (d,f) work  
in town.
- A: Where are they (d,f) going?
- B: I think they (d,f) are  
going to eat.
- A: At John's place?
- B: I suppose so. Look at  
this dog. Is it yours?
- A: Yes, its (neut) name is  
"Bear".
- B: Really? Is it (neut) staying  
here?
- A: No, it's (neut) staying at  
my father's place.

C-: Conserve, Communicate

M-: Mimic, Memorize, Manipulate

M-1

- A: Ónhka thi tekenón:kwe?  
Ónhka thi tehnón:kwe?  
Ónhka thi áhsen nikón:ti?  
Ónhka thi áhsen nihá:ti?
- B: Ka' niká:ien?
- A: Who are those two women?  
Who are those two men?  
Who are those three (females)?  
Who are those three (males  
or mixed)?
- B: Which ones?

M-2

A: Thí:ken ísi wá:kene'.  
Thí:ken ísi wá:ne'.  
Thí:ken áhsen nikón:ti  
wa'kón:ne'.  
Thí:ken áhsen nihá:ti  
wahón:ne'.

A: Those two (d,f) walking away.  
Those two (d,m) walking away.  
Those three (f) walking  
away.  
Those three (m) walking  
away.

M-3

B: Kenikhón:nis.  
Nikhón:nis.  
Kontikhón:nis.  
Ratikhón:nis.

B: They (d,f) are cooks.  
They (d,m) are cooks.  
They (p,f) are cooks.  
They (p,m) are cooks.

M-4

A: Nahó:ten iotiió'te'?

B: Watétsen'ts n-Ákat tánon'  
watenhí:nons n-Á:nen.  
Kana'tarón:nis ne Wá:ri  
tánon' kakhón:nis ne Terés.

A: What do they (d,f) do?

B: Ida is (neut) a doctor and  
Ann is (neut) a salesgirl.  
Mary is (neut) a baker and  
Thérèse is (neut) a cook.

M-5

A: He ki é:rhar owí:ra'.  
He thi takó:s.  
Satkáhto ki ka'tshé:nen.  
Satkáhto ki akohsá:tens.

A: Look at this puppy.  
Look at that cat.  
Look at this animal.  
Look at this horse.

M-6

A: Í:se' ken sa'tshé:nen?  
Í:se' ken sa'tshé:nen ne  
takó:s?  
Í:se' ken sa'tshé:nen thi  
takó:s owí:ra?  
Í:se' ken sa'tshé:nen  
nakohsá:tens?

A: Is is yours (animal)?  
Is it your cat?  
Is that your kitten?  
Is it your horse?

M-7

- B: Hen, i: aki'tshé:nen'.      B: Yes, it's mine (animal).  
Hen, í:se' sa'tshé:nen'.      Yes, it's yours.  
Iah, raónha rao'tshé:nen'.      No, it's his.  
Iah, akaónha ako'tshé:nen'.      No, it's hers.

M-8

- A: Ken' ken kén:teron?      A: Is it (indef.) staying here?  
Wató:rats ken?      Is it (indef.) a hunter?  
Waríhne ken tkén:teron?      Is it (indef.) staying at  
Mary's place?

M-9

- B: Iah ki' ná:'a.      B: I don't think so.  
Ki' ná:'a.      Could be,  
Khé:re' ken.      I suppose so.  
Khé:re' káti ken.      I suppose so (grudging  
admission).  
Ne ki í:kehre'.      I do think so.

M-10

- A: Iató:rats ken ne sewatén: ro'?      A: Are your two friends hunters?  
Iatenhí:nons ken?      Are they (d,m) salesmen?  
Nina'tarón:nis ken?      Are they (d,m) bakers?  
Nikhón:nis ken?      Are they (d,m) cooks?

M-11

- B: Hen, ska'nión'sha' tánon'      B: Yes, they (d,m) hunt moose  
okwáho' iató:rats.      and wolves.  
Iah, nikhón:nis.      No, they (d,m) are cooks.  
Iah, niríhton.      No, they (d,m) are policemen.  
Iah, iaterihwaiénstha.      No, they (d,m) are students.

M-12

A: Ka'nón iatoráthes?  
Ka'nón thní:teron?  
Ka' wá:ne'?

A: Where do they (d,m) go to  
hunt?  
Where are they (d,m) staying?  
Where are they (d,m) going?

M-13

B: Ononta'kowáhne  
iatora'thes.  
Akta ní:teron.  
Wathiatskahón:ne'.

B: They (d,m) go hunting in  
the mountains.  
They (d,m) are staying  
close-by.  
They (d,m) are going to eat.

C-2

A, B and C are sitting on a porch, watching life around  
them. A cat comes around the corner of the house.

A: Satkáhto ki takó:s.

A: Look at this cat.

C: Í:se' ken sa'tshé:nen?

C: Is it your animal?

B: Hen, i: aki'tsé:nen.  
"Ta'koskó:wa" iakwanatón'-  
khwa. Bótsi, bótsi, bótsi..  
Waríhne tkén:teron.

B: Yes, it's mine. We call it  
"Tiger". Pussy, pussy, pussy..  
It is staying at Mary's.

A: Wató:rats ken?

A: Does it hunt?

B: Ne ki í:kehre'. Kaia'  
tashnó:re'. He, onhka  
ne thi tehnón:kwe?

B: I think so. It's fast.  
Look, who are those two men?

A: Ka' níká:ien?

A: Which ones?

B: Thi:ken ísi wá:ne'.

B: Those two (m) walking away.

A: Enthré tánon Rorén ne thi.

A: Those are Andrew and Lawrence.

B: Iaterihwaiénstha ken?

B: Are they (d,m) students?

A: Iah, iató:rats. Ska'nión-  
sha tanon' ohkwá:ri tanon'  
okwáho iató:rats.

A: No, they (d,m) are hunters.  
They (d,m) hunt moose, bears,  
and wolves.

B: Ka'nón iató:rathes?

B: Where do they (d,m) go to hunt?

A: Onontohará:ke tánon kania-  
tarákta.

A: In the hills and along the  
river.



- B: Kahnawá:ke ken ni'thoné:- non?      B: Are they (d,m) from Caughnawaga?
- A: Hen, nek tsi Akwesásne thni:teron.      A: Yes, but they (d,m) are staying in St. Regis.
- B: Ka' wá:ne'?      B: Where are they (d,m) going?
- A: Tó:ka'. Toka' nón:wa wathiatskahon:ne'.      A: I don't know. Maybe they (d,m) are going to eat.
- B: Katonkária'ks ni' ni'i.      B: I'm hungry too.
- A: I: ó:ni'. Ha' ki' tetiats-kahón:na'.      A: Me too. Let's go and eat then.

## Vocabulary

### 1. Domestic Animals

ka'tshé:nen	animals (generic)
tsikinahkontahkwá:ne	bee
teró:	bull
takó:s	cat
tiohnónskwaron	cow
kítkit	chicken
kítkit rá:tsin	rooster
só:ra'	duck
kaia'tákeras	goat (its body smells)
tewénniake'	goose
akohsá:tens	horse
teiotiná'karoton'a	lamb, sheep
kwéskwes	pig
skawiró:wane'	turkey

### 2. Trees

ó:kwire'	tree, sapling, branch
karón:ta'	tree trunk, log
onén:ta'	evergreen
ónerahte'	leaf

ó:nhahte'  
 oná:ke'  
 éhsa'  
 káneron  
 tsio'skóhió:wane'  
 ohósera'  
 watenaké:tarons  
 onen'takwenhtén:sera'  
 a'ká:ratsi'  
 onen'ta'ón:we  
 ó'nón:na'  
 kanén:ten's  
 wáhta'  
 ka'takén:ra'  
 karihton'  
 otokénha  
 onerahtón:ta'  
 o'só:ra'  
 ó:se

3. Birds

tsí'tha'  
 á:kweks  
 kwareró:ha'  
 tsistékeri'  
 karhakón:ha  
 teia koia'tákhwa'  
 ohá:kwaront  
 tsohwá:staka'we'  
 karhónk  
 skawiró:wane'

branch  
 bark (birch), canoe  
 ash (black)  
 ash (white)  
 aspen  
 basswood  
 birch  
 cedar  
 elm  
 hemlock  
 hickory  
 jackpine  
 sugar maple  
 soft maple  
 black oak  
 white oak  
 poplar  
 spruce  
 willow

bird  
 eagle  
 barn owl  
 horned owl  
 hawk (older)  
 hawk  
 heron  
 sea gull  
 wild goose  
 turkey

sonhátsi'	black duck
tihkáhon	bittern
tonniatarén:ton	loon
ka'tarakonhá:ka'	swallow
tió:kwaris	redwing blackbird
tawístawis	snipe
orí:te'	dove, pidgeon
tsó:ka'we	crow
tsiskó:ko	robin
wa'kória	whip-o-will
iótiwístó	snowbirds
tsiktseré:re' <u>or</u>	chickadee
tsiskeré:re'	
a'tiarentakó:wa	oriole
katsiskontároks <u>or</u>	woodpecker
karontakároks	
raónraon	humming bird
skanaie'kó:wa	peacock

E-: Exercise, Expand, Extrapolate

E-1

Before doing this exercise, read Notes to the Student 1,  
p. 172. Then fill in the blanks.

- |   |                              |
|---|------------------------------|
| 1. Nahó:ten rotiió'te' thi<br>tehnón:kwe? | A: What do those two men do? |
| _____                                     | _____                        |
| 2. _____                                  | B: They (d,m) are doctors.   |
| 3. _____                                  | B: They (d,m) are hunters.   |
| 4. _____                                  | B: They (d,m) are cooks.     |
| 5. _____                                  | B: They (d,m) are students.  |
|   | B: They (d,m) are policemen. |

6. Ok ne thi takenón:kwe,  
nahó:ten ne iotiió'te'?

A: And those two women, what  
do they do?

B: They (d,f) are doctors, too.

7. \_\_\_\_\_

B: They (d,f) are cooks, too.

8. \_\_\_\_\_

B: They (d,f) are students, too.

9. \_\_\_\_\_

B: They (d,f) are bakers, too.

10. \_\_\_\_\_

B: They (d,f) are salesgirls.

E-2

Before doing this exercise, read Notes to the Student 2,  
p. 172. Then fill in the blanks.

1. Nahó:ten ioió'te'?

A: What does she (neut) do?

B: She (neut) is a hunter.

2. \_\_\_\_\_

B: She (neut) is a doctor.

3. \_\_\_\_\_

B: She (neut) is a salesgirl.

4. \_\_\_\_\_

B: She (neut) is a cook.

5. Ners

B: She (neut) is a nurse.

E-3

Before doing this exercise, read Notes to the Student, 3 and 4,  
p. 173. Then fill in the blanks.

1. Í:se' ken sa'tshé:nen thi?  
Hen, i: aki'tshé:nen.

A: Is that your animal?

B: Yes, it's mine (animal).

2. Raónha ken rao'tshé:nen  
ki é:rhar?  
Hen,

A: Is this his dog?

B: Yes, it's his.

3. Ko:r ken ?  
Iah,

A: Is that Paul's pig?

B: No, it's mine.

4. Sosá:n ?

A: Is that Susan's horse?

B: Yes, it's hers.

5. \_\_\_\_\_ A: Is this your father's rooster?  
B: No, it's Jim's.
6. \_\_\_\_\_ A: Is this your puppy?  
B: No, it's yours.
7. \_\_\_\_\_ A: Is this the old woman's chicken?  
B: No, it's Mary's.
8. \_\_\_\_\_ A: Is this Joe's bear cubs?  
B: Yes, it's his.

## E-4

Read Notes to the Student, 5, p.174. before doing this exercise.

You will need the following vocabulary for this exercise:

é:so'	"many"
tohkára nikón:ti	"just a few (f) of them"
tohkára nihá:ti	"just a few (m) of them"
kwah ki' ken nikón:ti	"quite a number of them (f)"
kwah ki' ken nihá:ti	"quite a number of them (m)"

1. To: nihá:ti ne rotiska'ra-kéhte?  
Tehniáhse.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ A: How many of them are men?  
B: Two of them.  
B: Three of them.  
B: Five of them.  
B: Just a few.
2. To: nikón:ti ne tsonathon-wi:son?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ A: How many women are there?  
B: Two of them (f).  
B: Six of them (f).  
B: Quite a number of them (f).  
B: Just a few (f).

3. To: nihá:ti thatí:teron? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- A: How many (m) are staying there?  
 B: Eight of them (m) are staying there.  
 B: Many.  
 B: Two of them (m).  
 B: Quite a number of them (m).
4. To: nikón:ti tkontí:teron? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- A: How many (f) are staying there?  
 B: Twenty of them.  
 B: Many.  
 B: Two of them.
5. To: nikón:ti sheia'tenhá:-  
 wi ne kitkit? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- A: How many chickens did you bring?  
 B: Just a few of them.  
 B: Five of them.  
 B: Quite a number of them.
6. To: nikón:ti wahsenaskwah-  
 ní:non? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- A: How many animals did you buy?  
 B: Three chickens and five ducks.  
 B: Two horses and six cows.
7. To: nítson tisewén:teron? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- A: How many of you are staying there?  
 B: Two of us.  
 B: Four of us.

E-5

Make up five questions and answers in Mohawk with "how many" using the vocabulary in Notes to the Student, 5, p. 174.

Below is one example:

- |                                      |                   |
|--------------------------------------|-------------------|
| 1. To: nikón:ti ne kontiksa'okón:'a? | Kaié:ri nikón:ti. |
| 2. _____                             | _____             |
| 3. _____                             | _____             |
| 4. _____                             | _____             |
| 5. _____                             | _____             |
| 6. _____                             | _____             |

E-6

Give an appropriate answer to the questions below.

1. Ónhka ki tehnón:kwe? \_\_\_\_\_
2. Ónhka thi kaié:ri nikón:ti? \_\_\_\_\_
3. Ónhka thi wisk nihá:ti? \_\_\_\_\_
4. ~~Rontké:rons ken?~~ \_\_\_\_\_
5. Ónhka thi tekenón:kwe wá:kene'? \_\_\_\_\_
6. Iatenhni:nons ken? \_\_\_\_\_
7. Watké:rons ken ne Wá:ri? \_\_\_\_\_
8. Kén'en ken kén:teron? \_\_\_\_\_
9. To: nihá:ti rotiió'te'? \_\_\_\_\_
10. To: nikón:ti konterihwaiénstha? \_\_\_\_\_
11. To: nihá:ti wa'thontskahón:ne'? \_\_\_\_\_
12. To: nikón:ti wahsenaskwahni:non ne kwéskwes? \_\_\_\_\_

E-7

Make up five questions using the materials of this lesson. Be prepared to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

E-8

Read and understand the story below. Then answer the questions on it.

Ekhsá:'a, Wá:ri iontátiats, ohsó'tha teiotíh'thare'. Wa'í:ron:  
 "Satkáhto ki takó:s owí:ra'. Khekén:'a ako'tshé:nen.  
 Thetén:re' takonwaia'ténhawe'. Kaia'tasnó:re' tánon' é:so'  
 tsi wató:rats. Watonkária'ks ki' ná:'a. Tekeniiáhse é:rhar  
 takonwatiia'ténhawe' nakhtsí:'a Só:san. Kanahskwí:ios tanon'  
 tekenikowá:nen. Khe'tsá:nis ní:'i, nek tsi iah iá:ken  
 tetiatkária's."

Vocabulary:

takonwaia'ténhawe'	"she brought the animal (body)"
é:so' (tsi)	"a lot"
ki' ná:'a	"must be"
kanahskwí:ios	"they are nice animals"
khe'tsá:nis	"I'm afraid of them"
iá:ken	"it is said", "they say"
tiatkári'as	"they (d,f) bite"
ni-iakonáhskwaien	"she has that many animals"
ioia'takenhé:ien	"it is slow"

Questions:

1. Onhka akótsché:nen thi takó:s owí:ra'? \_\_\_\_\_
2. Katke nithkonwaia'tenha'? \_\_\_\_\_
3. Ioia'takenhé:ion ken? \_\_\_\_\_
4. Wató:rats ken? \_\_\_\_\_
5. To: niiakonáhskwaien ne Sosá:n? \_\_\_\_\_



6. Tekenikowá:nen ken ne é:rhar? \_\_\_\_\_
7. Konwatinon:we's ken nek sá:'a? \_\_\_\_\_
8. Tiatkárias ken ne é:rhar? \_\_\_\_\_

E-9

The conversation below is held by animals in Mohawk.  
Learn those animal names that you don't know yet.

Énska sé'ken né'e ki katshé:nen skátne kón:ne'skwe' tánon'  
akwé:kón wa'kontá:ti'.

É:rhar	:	Wof, wof, wof.
Kítkit	:	Tak, tak, tako:k. Tak, tak, tako:k.
Otskwa:rhe"	:	Wararam, wararam.
Kwéskwes	:	Kwi:k, kwi:k, kwi:k.
Tiohnónskwaron	:	Ma:::., ma:::.
Akóhsá:tens	:	Wi::ien hen hen hen.
Tsikinahkontahkwá:ne':	:	Tsi:kh, tsi:kh, tsi:kh.
Teiotina 'karotón'a	:	Ma::, ma::.
Takó:s	:	Niao, niao.
Kaia'tákeras	:	Men 'en'en'en.
Kítkit rá:tsin.	:	Khokeren'en, khokeren'en.

Vocabulary:

énska sé'ken né'e	"once upon a time"
kón:ne'skwe'.	"they were there"
akwé:kón wa'kontá:ti'	"they all spoke"

Notes to the Student

(1) In L-8 you had learned that there are two forms for "they". In this lesson we introduced two more forms, namely "they (d,f)" and "they (d,m)". The "they (d,f)" form you use for two females, two animals or two things i.e. for everything non-masculine, while "they (d,m)" is used for two males or for a male and a female.

The free pronouns for "they(d)" are the same as for "they(p)", namely ronónha for males and onónha for females. The bound pronouns, however, are different, namely ni- / n- / i- for "they (d,m)" and keni- / ken- / ti- for "they (d,f)".

they (d,m)

- a. before consonant stems: ni-  
 e.g. ni- hní:nons "they (d,m) buy"
- b. before e/i/en- stems: n-  
 e.g. n- í:teron "they (d,m) live"  
n- "they (d,m) are at home"  
n- éhre' "they (d,m) want it"  
n- entórha "they (d,m) are lazy"
- c. before a- stems: i-  
 e.g. i- ató:rats "they (d,m) hunt"

they (d,f)

- a. before consonant stems: keni-  
 e.g. keni- hní:nons "they (d,f) buy"
- b. before e/i/en- stems: ken-  
 e.g. ken- í:teron "they (d,f) live"  
ken- "they (d,f) are at home"  
ken- éhre' "they (d,f) want it"  
ken- entórha' "they (d,f) are lazy"
- c. before a- stems: ti-  
 e.g. ti- ató:rats "they (d,f) hunt"

Notes to the Student (cont'd)

- (2) In L-1 we talked about the two "she" forms in "Notes to the Student, 2, p. 11. The "she" form we have used so far has the free pronoun akaónha "she/one" and the bound pronoun ie- / i- / iak- depending on the verb. This pronoun can also be used to express the meaning of the English indefinite pronoun "one". For instance, ie:teron can mean "she stays" or "one stays". The second "she" form has the free pronoun aónha, which can be translated both as "she" or "it", and which will be referred to as she (neut), where (neut) stands for neuter. Which "she" form to use if you talk about a girl or a woman depends on what you think of the person in question (for more information see Lesson I). However, if you talk about an animal, you will always use the "she/it (neut)" form. The bound forms used to express "she/it (neut)" are ka- / k(en)- / w- / i-.

she/it (neut)

- |                              |                         |
|------------------------------|-------------------------|
| a. before consonant stems:   | <u>ka-</u>              |
| e.g. <u>ka-</u> hni:nons     | "she/it (neut) buys"    |
| b. before i- stems:          | <u>k(en)-</u>           |
| e.g. <u>kén:-</u> teron      | "she/it (neut) stays"   |
| c. before a / e / en- stems: | <u>w-</u>               |
| e.g. <u>w-</u> ató:rats      | "she/it (neut) hunts"   |
| <u>w-</u> éhre'              | "she/it (neut) wants"   |
| <u>w-</u> entórha            | "she/it (neut) is lazy" |
| d. before o / on- stems:     | <u>i-</u>               |
| e.g. <u>i-</u> ohétstha      | "she/it (neut) outdoes" |
| <u>i-</u> ón:nis             | "she/it (neut) makes"   |

The she/it (neut) prefixes are also used in many constructions that are translated into English as "it is" plus adjectival construction because in Mohawk one says "it blacks" rather than "it is black".

ka-nó:ron	"it is expensive"
ka-ríhton	"it is cooked"
ka-ráken	"it is white"
ká:-tens	"it is thick"
ka-ia'tasnó:re'	"it (animate) is fast"
w-á:se'	"it is fresh"
ka-hón:tsi	"it is black"
w-ahétken	"it is ugly, bad"

- (3) In M-6 you learned that in Mohawk you cannot simply say "is that your dog?" but you have to say "is that your-animal the dog?" That is, you first have to mention the general semantic class "animal", and then you specify the exact animal you are talking about. In Mohawk, such classifiers are used for animals, fruits, meats, and trees. The following are the classifier nouns used:

ka'tshé:nen	animal
káhi	fruit
o'wá:ron	meat
ó:kwire'	tree

Below are some examples:

1. Í:se' ken sa'tshé:nen thi é:rhar?  
 You quest. your-animal that dog?  
 Is that your dog?
2. Í:se' ken sáhi ki sewahió:wane'?  
 You quest. your-fruit this apple?  
 Is that your apple?
3. Í:se' ken sa'wá:ron ki kwéskwes o'wá:ron?  
 You quest. your-meat this pork meat?  
 Is this your pork?
4. Í:se' ken sá:kwire' thi wáhta?  
 You quest. your-tree that maple?  
 Is that your maple tree?

Notes to the Student (cont'd)

Noun classifiers only show up if a prefix has to be attached to the noun. For instance, in the examples 1, to 4. above, the possessive prefix s(a)- has to be attached, but because it cannot be attached to any of the special nouns like é:rhar or wáhta, the classifier noun takes over this function. If no prefix has to be added, the noun classifiers are not needed, as in the examples below:

5. Satkáhto ki é:rhar.  
Look at this dog.
6. Satkáhto ki wáhta.  
Look at this maple.
7. Satkáhto ki tako'skó:wa.  
Look at this cat-huge.  
Look at this tiger.
8. Satkáhto ki é:rharjenja.  
Look at this dog-dead.  
Look at this dead dog.

(4) In L-6 you will have noticed that the word for "kitten" is takó:s owí:ra. The word owí:ra, which means "young animal", can modify any animal name to designate the young of a species. If you add the verb root a' "to be small", you get the word owirá:'a, which means "human baby".

(5) In L-9 you learned how to enumerate objects, e.g. tekanónhsake "two houses", áhsen nikanónhsake "three houses" etc. The enumeration of living things, i.e. of people and animals, is somewhat different. For instance, the noun referring to a person or an animal is preceded by a separate numeralized word, like shaiá:ta which means something like "one-male-body". See the examples below in which the numeralized words are underlined:

- |                                     |               |
|-------------------------------------|---------------|
| 1. <u>shaiá:ta</u> rón:kwe          | "one man"     |
| 2. <u>tehniiáhse</u> tehnón:kwe     | "two men"     |
| 3. áhsen <u>nihá:ti</u> ronón:kwe   | "three men"   |
| 4. <u>tseiá:ta</u> iakón:kwe        | "one woman"   |
| 5. <u>tekeniiáhse</u> tekenón:kwe   | "two women"   |
| 6. áhsen <u>nikón:ti</u> konnón:kwe | "three women" |

The numeralized words for "one" and "two" contain the word oiá:ta "body", e.g. shaiá:ta means literally "one-he-body" and tehniiáhse means "two-they(d)-body-together". Nihá:ti and nikón:ti, on the other hand, just mean "that many of them (p,m) and "that many of them (p,f)" respectively.

Another change occurs in the noun that follows the numeralized word. Compare tehnón:kwe in example 2. with ronón:kwe in example 3. These changes involve pronouns and sometimes the pluralizer -okon:'a as in áhsen nihá:ti ratiksaokón:'a "three boys". Numerical constructions that refer to two persons sometimes contain the duplicative prefix te- which means that two persons are involved, e.g. tehniiáhse tehnón:kwe means literally "two-they (d,m)-body-together two-they (d,m)-man". Below is a list of some of the more commonly used human nouns:

a. singular masculine

- |                        |                 |
|------------------------|-----------------|
| shaiá:ta rón:kwe       | "one man"       |
| shaiá:ta ranekén'teron | "one young man" |
| shaiá:ta raksá:'a      | "one boy"       |
| shaiá:ta rokstén:ha    | "one old man"   |

b. singular feminine

- |                     |                    |
|---------------------|--------------------|
| tseiá:ta iakón:kwe  | "one woman"        |
| tseiá:ta ieiá:tase' | "one young girl"   |
| tseiá:ta eksá:'a    | "one girl (child)" |
| tseiá:ta akoksténha | "one old woman"    |

c. dual, masculine

tehniiáhse tehnón:kwe	"two men"
tehniiáhse tehninekén'teron	"two young men"
tehniiáhse tehniksá:'a	"two boys"
tehniiáhse rotikstén:'a	"two old men, "they(d) are old"
tehniiáhse ronatén:ro'	"two friends", "they(d) are friends"
tehniiáhse ronara'sé:'à	"two cousins", "they(d) are cousins"

d. dual, feminine

tekeniiáhse tekenón:kwe	"two women"
tekeniiáhse tekeniiá:tase'	"two young girls"
tekeniiáhse tekeniksá:'a	"two girls (children)"
tekeniiáhse otikstén:ha	"two old women"
tekeniiáhse oná'tsi	"two friends"
tekeniiáhse onara'sé:'a	"two cousins"

e. plural, masculine

áhsen nihá:ti ronón:kwe	"three men"
áhsen nihá:ti ratinekén'teron	"three young men"
áhsen nihá:ti ratiksa'okón:'a	"three boys"
áhsen nihá:ti rontikstenhokón:'a	"three old people"
áhsen nihá:ti ronatenro'shón:'a	"three friends"
áhsen nihá:ti ronarase'okón:'a	"three cousins"

f. plural, feminine

áhsen nikón:ti konnón:kwe	"three women"
áhsen nikón:ti kontiiá:tase'	"three young girls"
áhsen nikón:ti kontiksa'okón:'a	"three girls (children)"
áhsen nikón:ti otikstenhokón:'a	"three old women"
áhsen nikón:ti onatsihokón:'a	"three friends"
áhsen nikón:ti onarase'okón:'a	"three cousins"

You have learned above that the numeralized words contain a pronoun as in s-ha-ia:ta "one-he-body" or te-hni-iahse "two-they (d,m)-body together". The numeralized words can also combine with other pronouns like "you" and "we". This results in the following combinations:

teseniiáhse	"two of you"
teiakeniiáhse	"two of us (excl)"
teteniiáhse	"two of us (incl)"
wisk nítsón	"five of you"
wisk niátion	"five of us (excl)"
wisk nítion	"five of us (incl)"

The enumeration of animals is less complex, because the noun does not change. Usually the feminine forms are used for the numeralized nouns, i.e. skaiá:ta "one-she/it-body", tekeniiáhse and nikón:ti. The masculine form is only used if the animal in question is definitely a male, e.g. in 4. to 6. below.

1. skaiá:ta é:rhar	"one dog"
2. tekeniiáhse é:rhar	"two dogs"
3. áhsen nikón:ti é:rhar	"three dogs"
4. shaiá:ta teró:	"one bull"
5. tehniáhse teró:	"two bulls"
6. áhsen nihá:ti teró:	"three bulls"



RABBIT SONG

Ónhka ako'tshé:nen  
 thaontané:ken  
 karhakón:shon  
 nia'katákhe' ontia'karón:ti'.

Tiakotatewén:no.

Tiakotsísero.

Tiakotatewén:no.

Tiakotsísero.

Vocabulary:

karhakón:shon

nia'katákhe'

ontia'karón:ti'

all over the forest

it ran to

it galloped



LESSON 12



C-: Converse, Communicate

C-1

A is showing off her new possessions to her friends.

A: Senón:we's ken  
nakewháhsa?

A: Do you like my skirt?

B: Hen, wahsohkwi:io.

B: Yes, it's a nice colour.

C: Hen, kenón:we's nek tsi  
sótsi ken' niwá:'a, wáhi?

C: Yes, I like it, but it's  
too small, isn't it?

A: Iah í:kehre' ken' tewá:-  
'a.

A: I don't think it's too  
small.

- B: Ka'nón tashní:non?  
 A: Iah tewakhní:non'. Istén'a wa'éhsa'.  
 B: Ken?  
 C: Akaónha ni'ken né'e wa'éhsa' ne satiá:tawi'?  
 A: Iah, Wá:ri tánon Ákat wa'-keníhsa'. Senón:we's ken?  
 B: Sénha ne ki kenón:we's.  
 A: Nek tsi sótsi kowá:nen.  
 B: Ken? Kenón:wes ki' ní'i.  
 A: Iah ki' ní'i.  
 C: Iah ni' ní'i.  
 B: Ká:nhes ken ionniá:ton?  
 A: Iah, oniatará'a ionniá:ton.  
 C: Kania'taranó:ron ken?  
 A: Hen, sha'té:kon nikawístake nikanó:ron.
- B: Where did you buy it?  
 A: I didn't buy it. My mother made it.  
 B: Is that so?  
 C: Did she also make your dress?  
 A: No, Mary and Ida made it. Do you like it?  
 B: I like this one better.  
 A: But it's too big.  
 B: Really? I like it though.  
 A: Not me though.  
 C: Me neither.  
 B: Is it made of silk?  
 A: No, it's made of cotton.  
 C: Is the cotton expensive?  
 A: Yes, it costs eight dollars.



M-: Mimic, Memorize, Manipulate

## M-1

- A: Senón:we's ken nakwatiá:- tawi'?      A: Do you like my dress (garment)?
- Senón:we's ken ne satiá:- tawi'?      Do you like your dress?
- Senón:we's ken nakatia:- tawi'?      Do you like her dress?
- Senón:we's ken ne raotiá:- tawi'?      Do you like his shirt (jacket)?

## M-2

- B: Hen, ioiánere'.      B: Yes, it is nice.
- Hen, nek tsi sótsi ki iókste'.      Yes, but it's too heavy.
- Iah, sótsi ken' niwá:'a.      No, it's too small.
- Iah, sótsi kowá:nen.      No, it's too big.

## M-3

- A: Kenón:we's ni' ní'i.      A: I like it, too.
- Ienón:we's ni' ne:' nistén'a.      My mother likes it, too.
- Ranón:we's ki' ne raónha.      He likes it, though.
- Kenón:we's ki' ní'i ne satiá:tawi'.      I like your dress, though.

## M-4

- C: Iah ki' ní'i.      C: Not me, though.
- Iah ki' nakaónha.      Not her, though.
- Iah ki' ne ronónha.      Not them, though.
- Iah ki' ne raónha.      Not him, though.

## M-5

- A: Iah tewakhní:non.      A: I didn't buy it.
- Iah tehohní:non.      He didn't buy it.
- Iah teiakohní:non.      She didn't buy it.
- Iah tewakhní:non ne kahná:ta.      I didn't buy the purse.

- M-6  
 A: Istén:'a wa'éhsa'.  
 Onónha wa'keníhsa'.  
 Rake'niha waháhsa'.  
 Wíshe tánon Tier wahníhsa'.  
 A: My mother made it.  
 They (d,f) made it  
 My father made it.  
 Michael and Peter made it.
- M-7  
 B: Akaónha ní'ken né'e  
 wa'éhsa', ne satiá:tawi?  
 Onónha ni' ken né'e  
 wa'keníhsa' ne sáhta?  
 Raónha ní'ken né'e waháhsa'  
 ne sa'niá:nawen?  
 Ronónha ní'ken né'e  
 wahníhsa' ne sanón:warore'?  
 B: Did she also make your dress?  
 Did they (d,f) also make  
 your shoes?  
 Did he also make your gloves?  
 Did they (d,m) also make your  
 hat?
- M-8  
 A: Hen, akaónha iakóhson.  
 Iah, iah onónha teiotíhson.  
 Hen, raónha róhson.  
 Hen, ronónha rotíhson.  
 A: Yes, she made it.  
 No, they (f) didn't make it.  
 Yes, he made it.  
 Yes, they (m) made it.
- 
- M-9  
 A: Í:se' ken satiá:tawi'?  
 I: ken akwathá'steren' ki?  
 Raónha ken raó:ris ki?  
 Akaónha ken akotahkwénnia' ki?  
 A: Is it your dress?  
 Are these my pants?  
 Are these his socks?  
 Are these her clothes?
- M-10  
 B: Hen, i: akwá:wen.  
 Hen, í:se' sá:wen.  
 Hen, raónha raó:wen.  
 Hen, akaónha akó:wen.  
 B: Yes, it's mine.  
 Yes, they are (it is) yours.  
 Yes, they are (it is) his.  
 Yes, they are (it is) hers.
- M-11  
 A: Ká:nhehs ken ionniá:ton?  
 Oniatará:'a' ken ionniá:ton?  
 Ohnakén'sa ken ionniá:ton?  
 Ó:iente' ken ionniá:ton?  
 A: Is it made of silk?  
 Is it made of cotton?  
 Is it made of leather?  
 Is it made of wood?

M-12

- B: Hen, ká:nhehs ionniá:ton. B: Yes, it is made of silk.  
 Iah, ó:iente' ionniá:ton. No, it is made of wood.  
 Iah tewakaterién:tare'. I don't know.  
 Ne ki' i:kehre'. I think so.

M-13

- A: Kania'taranó:ron ken? A: Is the cotton expensive?  
 Kahnaken'sanó:ron ken? Is the leather expensive?  
 Kanhehsanó:ron ken? Is the silk expensive?  
 Kaientanó:ron ken? Is the wood expensive?

M-14

- B: Hen, kania'taranó:ron. B: Yes, the cotton is expensive.  
 Hen, kahnaken'sanó:ron. Yes, the leather is expensive.  
 Hen, kanhehsanó:ron. Yes, the silk is expensive.  
 Hen, kaientanó:ron. Yes, the wood is expensive.

M-15

- B: Tewáhsen nikahwístake B: It costs twenty dollars.  
 nikanó:ron.  
 Áhsen niwáhsen nikahwístake It costs thirty dollars.  
 nikanó:ron.  
 Kaié:ri niwáhsen nikahwístake It costs fourty dollars.  
 take nikanó:ron.  
 Wisk niwáhsen nikahwístake It costs fifty dollars.  
 nikanó:ron.

C-2

A and C are visiting their friend B who has a few new things around.

- A: Í:se' ken ki: sanitskwá:- A: Is this your chair?  
 ra?  
 B: Hen, i: akwá:wen. B: Yes, it's mine.  
 A: Á:nen ken wa'éhsa'? A: Did Ann make it?  
 B: Iah, Wíshe tánon Tier B: No, Michael and Peter made  
 wahníhsa'. Senón:we's ken? it. Do you like it?  
 C: Hen, kenón:we's. C: Yes, I like it.  
 A: I: ó:ni' kenón:we's, nek I like it too, but it's  
 tsi sótsi ki' iókste'. too heavy.

- B: Hen, wanitskwaratserowá:-  
nen. B: Yes, it's a big chair.
- C: Ó:iente' ionniá:ton ken:? C: It's made of wood, isn't it?  
B: Hen. B: Yes.
- A: Ronónha ni' ken né'e A: Did they (d,m) also make  
wahníhsa' ne sanón:warore'? your hat?
- B: Iah, i: wá:ksa'. B: No, I made it
- C: Ken? Ioiánere'. C: Really? It's nice.
- A: Oniatará'a ken ionniá:-  
ton? A: Is it made of cotton?
- B: Iah, ohnakén'sa ionniá:-  
ton. B: No, it's made of leather.
- C: Kanó:ron-ken? C: Is it expensive?
- B: Hen, kennaken'sanó:ron. B: Yes, the leather was expen-  
Tewáhsen nikahwístake sive. It costs twenty dollars.  
nikanó:ron.

### Vocabulary

#### 1. Materials

otsísera'	'glass'
kahwístara:ken	'silver'
ohwístanó:ron	'gold'
karístatsi'	'metal, iron, stove'
ká:nhehs	'silk'
oniatará:'a'	'cotton'
karisé:	'wool, flannel'
okénha'	'felt (material)'
oniatará:'a'	'cloth'
ówhare'	'fur'
onón'kwis	'hair'
ó:'nas	'feathers'

onén:ia'	'stone'
onawá:tsta'	'mud'
ohká:ra'	'bark, wood chips'
ó:iente'	'wood'
kahiatónhsera'	'paper'
aweráhsa'	'moss'
o'nién:ra'	'twigs'

2. Clothing

atahkwénnia'	'clothes'
atsherón:niá'	'clothing'
ká:khare	'skirt, slip'
a'wháhsa'	'skirt'
atiá:tawi'	'shirt, dress, coat'
oiá:ta'	'blouse'
oiá:kara'	'blouse, waist'
athá'steren	'pants'
ká:ris	'stockings, socks'
áhta'	'shoes'
akohserakéhka atiá:tawi'	'winter coat'
a'niá:nawen	'gloves, mittens'
anón:warore'	'hat, cap'
iontenia'taraniáktha'	'scarf'
na:kon tióntstha'	'underwear'

3. Colours

ohsókwa'	'colour'
onekwén'tara'	'red'
óhonte'	'green, grass'
ctsi:nekwar	'yellow'
orón:ia'	'blue, sky'
kará:ken	'white'
kahón:tsi	'black'
athéhsa	'brown'



ta'kenróhkwa	'grey'
weshén:rate'	'pink'
atiarén:ta'	'orange'
arihwawa'konnéha	'purple, like the Pope'
kanekwen'tarahón:tsi	'dark red'
kanekwen'tarará:ken	'light red'
karon'iahón:tsi	'dark blue'
karon'iará:ken	'light blue'

E-: Exercise, Expand, Extrapolate

E-1

Before doing this exercise, read Notes to the Student, 1 p. 196.

1. Senón:we's ken nakwatia:tawi?      A: Do you like my dress?

Iah, nek tsi kenón:-we's ki' saiá:kaia'.      B: No, but I like your blouse.
2. \_\_\_\_\_ ?      A: Do you like my pants?

\_\_\_\_\_ .      B: No, but I like your dress.
3. \_\_\_\_\_ ?      A: Do you like my hat?

\_\_\_\_\_ .      B: No, but I like your purse.
4. \_\_\_\_\_ ?      A: Does she like my dress?

ki' ne' ne Bill.      B: No, but Bill likes it.
5. \_\_\_\_\_ ?      A: Does he like her pants?

\_\_\_\_\_ .      B: No, but Mary likes them.
6. \_\_\_\_\_ ?      A: Do you like her purse?

\_\_\_\_\_ .      B: No, it's too heavy.

7. \_\_\_\_\_ ? A: Do you like this plate?  
 \_\_\_\_\_ B: No, it's too big.
8. \_\_\_\_\_ ? A: Do you like her hat?  
 Iah, sótsi í:kehre' . B: No, I think it's too small.
9. \_\_\_\_\_ ? A: Do you like your dress?  
 \_\_\_\_\_ B: No, I don't like it.
10. \_\_\_\_\_ ? A: Does he like your skirt?  
 \_\_\_\_\_ B: No, he doesn't like it.
11. \_\_\_\_\_ ? A: Do you like my blouse?  
 Hen, nek tsi sótsi ken'  
 niwá:'a né . B: Yes, but your pants are  
 too small.
12. \_\_\_\_\_ ? A: Do you like his pants?  
 \_\_\_\_\_ B: Yes, but his hat is too  
 big.
13. \_\_\_\_\_ ? A: Do you like her dress?  
 \_\_\_\_\_ B: Yes, but her blouse is  
 not nice.

## E-2

Before doing this exercise, read Notes to the Student, 2,  
 p. 197.

1. \_\_\_\_\_ ? A: Who made your dress?  
 Isténha wa'éhsa' . B: My mother made it.
2. \_\_\_\_\_ ? A: Who made his pants?  
 \_\_\_\_\_ B: Paul made them.
3. \_\_\_\_\_ ? A: Who made your hat?  
 \_\_\_\_\_ B: My friend (f) made it.
4. \_\_\_\_\_ ? A: Who made this new purse?  
 \_\_\_\_\_ B: My friend (m) made it.

5. \_\_\_\_\_ ? A: Who made her table?  
 \_\_\_\_\_ . B: I think her father made it.

E-3

1. Ónhka akotiá:tawi' ki? A: Whose dress is this?  
 I: akwatiá:tawi'. B: It's my dress.
2. \_\_\_\_\_ ? A: Whose hat is that?  
 \_\_\_\_\_ . B: It's mine.
3. \_\_\_\_\_ ? A: Whose blouse is this?  
 \_\_\_\_\_ . B: It's Mary's blouse.
4. \_\_\_\_\_ ? A: Whose shoes are these?  
 \_\_\_\_\_ . B: They are my father's shoes.
5. \_\_\_\_\_ ? A: Whose wood is this?  
 \_\_\_\_\_ . B: It's yours.
6. \_\_\_\_\_ ? A: Whose house is this?  
 \_\_\_\_\_ . B: It's my grandfather's house.
7. \_\_\_\_\_ ? A: Whose bed is this?  
 \_\_\_\_\_ . B: It's my daughter's bed.
8. \_\_\_\_\_ ? A: Whose leather is that?  
 \_\_\_\_\_ . B: It's his.

E-4

Fill in the blanks. New words are listed under Vocabulary 1.

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1. <u>Ka:nhes ken ionnia:ton?</u> | A: <u>Is it made of silk?</u>   |
| Iah, onia'tara:'a ion-            | B: No, it's made of cotton.     |
| nia:ton.                          |                                 |
| 2. _____ ?                        | A: <u>Is it made of silver?</u> |
| _____ .                           | B: No, it's made of gold.       |
| 3. _____ ?                        | A: <u>Is it made of wood?</u>   |
| _____ .                           | B: No, it's made of felt.       |
| 4. _____ ?                        | A: <u>Is it made of fur?</u>    |
| _____ .                           | B: No, it's made of feathers.   |
| 5. _____ ?                        | A: <u>Is it made of wood?</u>   |
| _____ .                           | B: No, it's made of bark.       |

E-5

If you do not know all the colour terms, check under Vocabulary, 3. Colours. Also read Notes to the Student, 6, p. 204, before doing this exercise.

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. <u>Oh niwahsohkó:ten ki:?</u> | A: <u>What colour is this?</u>        |
| Onekwén'tara'.                   | B: Red.                               |
| 2. <u>Oh niwahsohkó:ten ne</u>   | A: <u>What colour is your dress?</u>  |
| <u>sa'tiá:tawi?</u>              |                                       |
| Onekwén'tara' niwahsohkó:-       | B: It's red.                          |
| ten.                             |                                       |
| 3. _____ ?                       | A: <u>What colour is that?</u>        |
| _____ .                          | B: Dark blue.                         |
| 4. _____ <u>ne saiá:ta'?</u>     | A: <u>What colour is your blouse?</u> |
| _____ .                          | B: It's yellow.                       |
| 5. _____ ?                       | A: <u>What colour is his shirt?</u>   |
| _____ .                          | B: Green and white.                   |

6. \_\_\_\_\_ ? A: What colour are your pants?  
 \_\_\_\_\_ B: Black.
7. \_\_\_\_\_ ? A: What colour is the wool?  
 \_\_\_\_\_ B: It's pink.
8. \_\_\_\_\_ ? A: What colour is the silk?  
 \_\_\_\_\_ B: Grey and orange.

E-6

Before doing this exercise, read Notes to the Student, 3, p.198. Then give the English meaning of the sentences below.

1. Ke'wá:raks. \_\_\_\_\_
2. Wanitskwaratsherowá:nen. \_\_\_\_\_
3. Wanitskwaratsheranó:ron. \_\_\_\_\_
4. Sewatia'tawi'tsherahni:non'. \_\_\_\_\_
5. Watekhwaratsherase'tsi? \_\_\_\_\_
6. Kanhe'si:io'. \_\_\_\_\_
7. Kahnaken'sase'tsi'. \_\_\_\_\_
8. Kanonhsano:ron. \_\_\_\_\_
9. Sanonhsahni:non. \_\_\_\_\_
10. Watekhwaratsherowa:nen. \_\_\_\_\_
11. Ratia'tawi'tsheranon:we's. \_\_\_\_\_
12. Ko:r rahtakwanon:we's. \_\_\_\_\_

E-7

Before doing this exercise, read Notes to the Student, 4, p. 201. Then fill in the blanks.

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1. Wa'satá:wen' ken?<br>_____   | A: Did you swim?<br>_____           |
| Hen, wa'katá:wen'.              | B: Yes, I swam.                     |
| 2. _____ ken?<br>_____          | A: Did he swim?<br>_____            |
| Hen,                            | B: Yes, he swam.                    |
| 3. Wa'hsekhón:ni' ken?<br>_____ | A: Did you cook?<br>_____           |
| _____ .                         | B: Yes, I cooked.                   |
| 4. _____ ?<br>_____             | A: Did you (p) cook?<br>_____       |
| _____ .                         | B: Yes, we (p,excl) cooked.         |
| 5. _____ ?<br>_____             | A: Did she make it?<br>_____        |
| _____ .                         | B: No, John made it.                |
| 6. _____ ?<br>_____             | A: Did you buy the skirt?<br>_____  |
| _____ .                         | B: No, Mary bought it.              |
| 7. _____ ?<br>_____             | A: Did he hunt?<br>_____            |
| _____ .                         | B: No, he cooked.                   |
| 8. _____ ?<br>_____             | A: Did they (d,m) make it?<br>_____ |
| _____ .                         | B: No, the two women made it.       |

E-8

Before doing this exercise, read Notes to the Student, 5a, p. 203. Then fill in the blanks.

- |                                     |                      |
|-------------------------------------|----------------------|
| 1. Kkowá:nen.<br>_____              | I'm big.<br>_____    |
| Hen, nek tsi i: sénha<br>kkowá:nen. | Yes, but I'm bigger. |

2. Rakowá:nen.

Hen, nek tsi Ko:r .

3. Iakonkwe'tí:io'.

4. .

5. .

6. .

7. .

8. .

He's big.

Yes, but Paul is bigger.

She's pretty.

Yes, but Ann is prettier.

This house is nice.

Yes, but this house is nicer.

This bed is long.

Yes, but this bed is longer.

That wood is expensive.

Yes, but this wood is more expensive.

That cotton is expensive.

Yes, but this silk is more expensive.

This cat is fast.

Yes, but that dog is faster.

E-9

Before doing this exercise, read Notes to the Student, 5a, p.203.

1. Kó:r ken sénha rakowá:-  
nen tsi ní:iot ne  
Shawátis?

Iah, iah ne sénha  
tehakowa:nen.

A: Is Paul bigger than John?

B: No, he's not bigger.

2. .

?

A: Is Ann bigger than Mary?

B: No, she's not bigger.

3. Ne ken ki atiá:tawi' senha  
ioiánere' tsi ní:iot thi  
oiá:kara'?
- 
- A: Is this dress nicer  
than that blouse?
- 
- B: No, it's not nicer.
4. \_\_\_\_\_ ?
- 
- A: Is this cotton more  
expensive than that silk?
- 
- B: No, it's not more expensive.
5. \_\_\_\_\_ ?
- 
- A: Is this cat faster than  
that dog?
- 
- B: No, it's not faster.

## E-10

Before doing this exercise, read Notes to the Student, 5b,  
p. 203. Then fill in the blanks.

1. Rakowá:nen. \_\_\_\_\_ He is big.
- Hen, nek tsi í:se' aonhá'a  
tehskowá:nen. \_\_\_\_\_ Yes, but you are the  
biggest.
2. \_\_\_\_\_ This is good.
- Tóka' nón:wa, \_\_\_\_\_ Maybe, but this is the best.
3. Rahnén:ies. \_\_\_\_\_ He's tall.
- teknén:ies. \_\_\_\_\_ Yes, but I'm the tallest.
4. \_\_\_\_\_ This wood is expensive.
- \_\_\_\_\_ Yes, but that wood is the  
most expensive.
5. Ne aonhá'a ki tkanonhsowá:-  
nen. \_\_\_\_\_ This is the biggest house.
- \_\_\_\_\_ No, that house is bigger.
6. \_\_\_\_\_ Your shoes are nice.
- \_\_\_\_\_ Maybe, but your shoes are  
the nicest.



7. \_\_\_\_\_ . This is the nicest shirt  
 \_\_\_\_\_ . No, that shirt is nicer.
8. \_\_\_\_\_ ? Do you like this hat?  
 \_\_\_\_\_ . Yes, it's the biggest.
9. \_\_\_\_\_ ? Is this cat a hunter?  
 \_\_\_\_\_ . Yes, it's the fastest.
10. \_\_\_\_\_ . This wool is the most expensive.  
 \_\_\_\_\_ . No, that wool is more expensive.

## E-11

Give an appropriate answer to the questions below.

1. Ónhka iakóhson ne satiá:tawi'? \_\_\_\_\_
2. Senón :we's ken? \_\_\_\_\_
3. Iah ken sótsi tekowá:nen? \_\_\_\_\_
4. Karisé: ken ionniá:ton? \_\_\_\_\_
5. Ka'nón tashní:non ne karisé: ? \_\_\_\_\_
6. Karise'tseranó:ron ken? \_\_\_\_\_
7. To: naskáriake'? \_\_\_\_\_
8. Oh niwahsohkó:ten ne karisé: ? \_\_\_\_\_
9. Ranón:we's ken ne satiá:tawi'? \_\_\_\_\_
10. Ónhka ne ki akóhta? \_\_\_\_\_
11. Asé'tsi' ken? \_\_\_\_\_
12. Senón:we's ken tsi niwahsohkó:ten? \_\_\_\_\_
13. Ónhka iakóhson? \_\_\_\_\_

14. Ka' níká:ien sénha senón:we's? \_\_\_\_\_

15. Ka' níká:ien aonhá'a tehsenón:we's? \_\_\_\_\_

## E-12

Make up five questions, using the material of this lesson.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## E-13

Read the story below and answer the six questions that follow.

Á:nen tánon Konwákeri teiotínthare':

" Ioiánere' ki atíá:tawí'. Istén'a wa'éhsa'. Ne ó:ni' ki athá'steren wa'éhsa'. Nek tsi sótsi í:kehre' ken' niwá:'a. Ienón:we's ki' ne' nakaónha. Ohnakén'sa ionniá:ton nek tsi kenhnaken'sanó:ron ki'. Tewáhsen nikahwístake nikanó:ron. Nek tsi iá:ia'k khok nikahwístake nikanó:ron nakwa'tiá:tawí'. Oniatará:'a ionniá:ton. É:so' tsi kenón:we's tsi niwahsohkó:ten. Ok ní:se'? Akwatiá:tawí' ken sénha ioiánere' tsi ní:iot ne satiá:-tawí'?

Vocabulary

Konwákeri

"Margaret"

teiotínthare'

"they are talking together"

é:so'

"a lot", "many"

1. Ónhka wa'éhsa' 'tiá:tawi? \_\_\_\_\_
2. Sótsi ken ken' niwá:'a nathá'steren? \_\_\_\_\_
3. Onhka ienón:we's nathá'steren? \_\_\_\_\_
4. Nahó:ten ionniá:ton nathá'steren? \_\_\_\_\_
5. To: nikanó:ron nohnakésha? \_\_\_\_\_
6. Oniatará:a ken ionniá:ton natiá:tawi? \_\_\_\_\_

E-14

Write a conversation using as much as possible the new material you have learned in this lesson.

Notes to the Student

1. In this lesson, you learned possessive constructions like "my dress", "your dress", etc. You will have noticed that words like "my" and "you" are expressed in Mohawk by prefixes like akwa- and sa- as in akwatha'steren "my pants" and sathá'steren "your pants". The form of these prefixes depends on the word they are attached to or, more specifically, on the first sound of the noun. There are two main classes of nouns. Below is an example of each of these classes. Compare them and see how the prefixes differ. For instance, for "my lunch" the prefix is akwa-, and for "my house" it is ake-.

- a. possessive pronouns for noun-stems that begin with a consonant.

<u>kanónhsa</u>		"house"
ake-	nónhsa	"my house"
sa-	nónhsa	"your house"
rao-	nónhsa	"his house"
ako-	nónhsa	"her house"
ao-	nónhsa	"her/its house"
onkeni-	nónhsa	"our (d) house"
onkwa-	nónhsa	"our (p) house"
seni-	nónhsa	"your (d) house"
sewa-	nónhsa	"your (p) house"
raoti-	nónhsa	"their (d,p,m) house"
aoti-	nónhsa	"their (d,p,f) house"
<u>oka:ra'</u>		"story"
ak-	ká:ra'	"my story"
sa-	ká:ra'	"your story"
rao-	ká:ra'	"his story"
ako-	ká:ra'	"her (indef) story"
ao-	ká:ra'	"her (neut)"

Notes to the Student (Cont'd)

onkeni-	ká:ra'	"our (d) story"
onkwa-	ká:ra'	"our (p) story"
seni-	ká:ra'	"your (d) story"
sewa-	ká:ra'	"your (p) story"
raoti-	ká:ra'	"their (m) story"
aoti-	ká:ra'	"their (f) story"

b. Possessive pronouns for noun-stems that begin with an a-.

<u>atenna:tshera'</u>		"food taken along"
akwa-	tenná:tshera'	"my food"
sa-	tenná:tshera'	"your food"
rao-	tenná:tshera'	"his food"
ako-	tenná:tshera'	"her (indef) food"
ao-	tenná:tshera'	"her (neut) food"
ontia-	tenná:tshera'	"our (d) food"
onkwa-	tenná:tshera'	"our (p) food"
tša-	tenná:tshera'	"your (d) food"
sewa-	tenná:tshera'	"your (p) food"
raona-	tenná:tshera'	"their (d,p,m) food"
aona-	tenná:tshera'	"their (d,p,f) food"

2. You know that in Mohawk a verb is always accompanied by a personal pronoun, that is you cannot just say -non:we's "like" but you have to say kenon:we's "I-like", senon:we's "you-like" etc.. However, sometimes, you are talking about another person without knowing whether that person is male or female, for instance in a question like 'Who's coming?' or 'Who bought this?'. In such a case, a speaker of Mohawk will always choose the feminine pronoun, usually the she/one form. So you will say:

Ónhka tá:ien?	Who's coming (f. indef)?
Ónhka:k tá:ien'.	Somebody is coming (f, indef).

Notes to the Students (Cont'd)

Ónhka iakóhson ki  
atiá:tawi?

Who made (f, indef) this  
dress?

The masculine pronoun is only used in a question if you are sure that the person you are asking about is male, e.g.:

Ónhka róhson?

Who made (m) it?

Ónhka tá:re'?

Who's coming (m)?

3. In an earlier lesson, you have learned the word kanó:ron "expensive" and in this lesson you have learned words like ohnakén'sa "leather" and ó:iente' "wood". If you look at M-13 and M-14 above, you notice that words like "expensive" and "leather" can be merged into one word, e.g. in kahnaken'sanó:ron "the leather is expensive". This process is called noun incorporation. It is used a lot in Mohawk. Kahnaken'sanó:ron "the leather is expensive" can be broken down in the following way:

1. ka- hnaken'sa- no:ron "the leather is expensive"  
it- leather- expensive

Below are some other examples:

2. wā- ha- ien'kwa- hni:non "he bought tobacco"  
past- he- tobacco- buy
3. wa'- ke- nakta- hni:non "I bought a bed"  
past- I- bed- buy

In order that a noun can be incorporated, it has to be the object or recipient of an action, e.g. a bed in I bought a bed in example 3. above. Some verbs do not allow incorporation. For instance, in 4. and 5. below, the patient noun á:there' "basket" has to occur separately.

4. wahatkáhto ná:there' "he saw the basket"
5. wahaka'én:ion' ná:there' "he examined the basket"

Notes to the Student (Cont'd)

Furthermore, certain specific nouns cannot be incorporated directly. Instead, a noun that represents the class of a specific noun is incorporated. For instance, you cannot say "I-dog-bought" by incorporating "dog". Instead, you have to say "I-animal-bought dog". The same is true for fruits, trees, meat, liquids and people. The incorporated nouns that can stand for people are oiá:ta' "body" and in a few cases owí:ra' "baby", "young one". In the examples below, the incorporated nouns are underlined.

6. wa'tekheia:tahkwe' n-eksá:'a  
 I- her- body- lift- up the girl  
 "I lifted the girl up"

7. ia'kheia'ténhawe' ne iakón:kwe  
 I- her- body- carry the woman  
 "I carried the woman"

8. wa'katewirará:ko' n-eksá:'a  
 I- refl- baby- take the girl  
 "I adopted the girl"

For all living animals including birds and insects, but excluding kentson "fish", the incorporated nouns that are used are -nahskwa- "animal", and sometimes also oiá:ta' "body", e.g.:

9. wa'kenahskwahní:non ne é:rhar  
 I- animal- buy- dog  
 "I bought the dog"

10. tasheia'ténhawe' ne kítkit  
 you- body- bring chicken  
 "you brought the chicken"

Notes to the Student (Cont'd)

If you look back at examples 1. to 3. you notice that the nouns are shortened when they are incorporated, e.g. ohnakén'sa "leather" becomes -hnaken'sa and kanákta "bed" becomes -nakta. Another change that occurs often is the addition of a so-called increment to the noun when the noun is incorporated. There are at least five of these increments, -sera-, -tshera-, -ta-, -hkwa-, and -a-. They cannot be translated into English and they seem to be unpredictable. That is, you have to learn which increment goes with which noun. Below is an example for each of these increments. The incorporated noun roots are underlined once, the increment twice.

11. wa-ha-token'-sera-hni:non  
past- he- axe- increment- buy  
"he bought an axe"
12. wa-ha-then no'-tshera-hni:non  
past- he- ball- increment- buy  
"he bought a ball"
13. wa-ha-tshe-ta-hni:non  
past- he- bottle- increment- buy  
"he bought a bottle"
14. wa-ha-hta-hkwa-hni:non  
past- he- shoe- increment- buy  
"he bought shoes"
15. wa-ha-wa'r-a-hni:non  
past- he- meat- increment- buy  
"he bought meat"



Notes to the Student (Cont'd)

Whether or not to incorporate a noun into the verbal structure often depends on what you want to say. Below are three Mohawk versions of the English sentence "buy a/the dress!".

16. satia'tawi'tsherahní:non "buy a dress!"  
 17. atia:tawi' shní:non "buy a/the dress!"  
 (rather than something else)  
 18. shní:non natiá:tawi' "do buy a/the dress!"

In 16., where atiá:tawi' "dress" is incorporated, you are telling somebody to buy a dress, i.e. 16. contains the most general statement of the three examples. In 17., where atia:tawi' precedes the verb, the emphasis is on "dress". The command is "buy the dress rather than something else". In 18., on the other hand, it is the verb shní:non "you buy" which stands first and therefore is emphasized, i.e. "do buy the dress".

4. In several of the preceding lessons, we encountered the prefix wa'-, wa-, as for example in wa'khní:non' "I bought it", wa'tkatskahón:ne' "I'm going to eat", and wa'éhsa' "she made it". This wa'-, wa- prefix is usually called the aorist or definite mood. It expresses the idea that a single event definitely took place or is definitely taking place right now. The wa'- prefix always precedes the personal pronoun.

1. wa' - k - ato:rat - e'  
 definite-pronoun-verb -punctual aspect  
 wa'kató:rate' "I hunted"

Notes to the Student (Cont'd)

A verb in the aorist wa'-, wa- mode always has the punctual aspect suffix, which expresses that an action took place, will take place or should take place at some specific point in time. The punctual aspect suffix is represented by the following sound combinations: -e', -a', -' or Ø. Ø stands for zero, which means the absence of a special marker as for example in the English plural for "fish", in which a special plural marker is absent.

Sometimes it is difficult to recognize the presence of wa'-, wa- because it can merge with other prefixes, e.g.:

- |     |             |                                  |
|-----|-------------|----------------------------------|
| 8.  | ta'shni:non | "you bought from someplace else" |
| 9.  | tá:re'      | "he's walking towards us"        |
| 10. | sahahtén:ti | "he went home"                   |
| 11. | onkí:tawe'  | "I slept"                        |

In examples 8. to 10., the w- of wa'-, wa- was deleted.

- |     |                   |   |             |
|-----|-------------------|---|-------------|
| 8a. | t- wa'- shni:non  | → | ta'shni:non |
| 9a. | t- wa'- re'       | → | tá:re'      |
| 10. | s- wa'- hahten:ti | → | sahahtén:ti |

In 11. wa'- merged with the wa- of 'I', i.e. wak-, to onk-.

- |     |                   |   |            |
|-----|-------------------|---|------------|
| 11. | wa'- wak- i:tawe' | → | onkí:tawe' |
|-----|-------------------|---|------------|

5. Comparative and superlative constructions like "my shirt is nicer" and "my shirt is the nicest" are formed in the following way:

Notes to the Student (Cont'd)

a. comparative constructions

A comparison is made by placing the word sénha "more" before the verbal construction, e.g.:

sénha kowá:nen	"it's bigger"
sénha ioiánere'	"it's nicer, better"
sénha teiό:ka	"it's faster"
sénha ken' niwá:'a	"it's smaller"
sénha kenón:we's	"I like it better"
sénha kanonhsowá:nen	"it's a bigger house"
sénha kanonhsanó:ron	"it's a more expensive house"

In order to compare two persons or objects as in "I'm bigger than Joe" tsi ní:iot "as, like, than, the way that" is used. For example:

I: sénha kkowá:nen tsi "I'm bigger than Joe"  
ní:iot ne Só:se.

Raónha sénha ron'wé:sen "He is nicer than Michael"  
tsi ní:iot ne Wíshe.

Ne ki é:rhar sénha -teiό:- "This dog is faster than  
ka tsi ní:iot ne skaiá:ta. the other one"

b. superlative constructions

These constructions make use of aonhá'a, which can be translated by "most", and the duplicative prefix t-/te-. This prefix occurs in many environments. Its basic meaning is that more than one person, object, state or action is involved. For instance, we encountered this prefix in enumeration with "two", e.g. tekanónhsake "two houses". Below are examples of superlative constructions.

Notes to the Student (Cont'd)

ne aonhá'a tkowá:nen	"it's the biggest"
ne aonhá'a tíoianere'	"it's the best"
raónha aonhá'a thakowá:nen	"he's the biggest"
i: aonhá'a tekkowá:nen	"I'm the biggest"
ronónha aonhá'a thatikowá:nen	"they (p,m) are the biggest"
ne aonhá'a tkanonhsanó:ron	"that's the most expensive house"
ne aonhá'a tkanaktowá:nen	"that's the largest bed"

aonhá'a "the most" can be replaced by nakwá: if the referent is in the third person, that is, if you talk about a 'he', a 'she', an 'it' or a 'they'. Nakwá: cannot be used if the referent is 'I' or 'you'. Below are some examples:

ne nakwá: tkanonhsowá:nen	"the biggest house"
ne nakwá: thakowá:nen	"he's the biggest"
ne nakwá: tiekowá:nen	"she's the biggest"
ne nakwá: tkanaktowá:nen	"the biggest bed"

6. Among the colour terms listed under Vocabulary, the two colours kará:ken "white" and kahón:tsi "black" are quite different from the other colour words. Kará:ken and kahón:tsi are verbs, while the other colour words are not. The difference shows in the following facts:

- a. kahón:tsi and kará:ken have prefixed pronouns while the other colour words do not change.

1. rahón:tsi	"he's black"
2. iehón:tsi	"she/one is black"
3. kahón:tsi	"she/it is black"

Notes to the Student (Cont'd)

but:

4. onekwén'tara' nihaia'tó:ten "he's red"

5. onekwén'tara nihsia'tó:ten "you are red"

b. like other verbs, kañon:tsi and kara:ken can incorporate nouns, other colour words remain unchanged.

1. kanonhsará:ken "the house is white"

2. kanonhsahón:tsi "the house is black"

but:

3. onekwén'tara' nikanonhsó:ten "the house is red"

4. otsí:nekwar nikanonhsó:ten "the house is yellow"



LESSON 13



C=: Converse, Communicate

C-1

John and his wife Elizabeth are talking over a cup of coffee.

A: Ka' ne iahtsí:'a Só:se?

A: Where's your older brother Joe?

B: Tsahíá:khsera tsi nahe rohténtion. Kanón:nō' iehawé:non.

B: He left a week ago. He went to New York.

A: Ken? To: nikarí:wes tsi rohténtion?

A: Oh? How long is he going to be away?

B: Sewenhní:ta, tóka' níken tewenhní:take.

B: A month, or perhaps two months.

A: Karí:wes wáhi. Ohnihotierá:non?

A: That's a long time. What has he gone down there for?

B: Karísta'tsi roio'tén'-seron.

B: He's gone to work on steel.

- A: Satahónshatat. Ónhkak tá:ien'.  
 B: Hen, wakathón:te'. Sa:k í:kehre'. Sa:k, ka:ts.  
 A: Tska'énion.  
 C: Ohniiotié:ren?  
 A: Ska'énion ne sahsíta-kéhshon.  
 B: Tánon' ska'énion ne seshnonhsakéhshon.  
 C: Akwé:kon teió'tson.  
 A: Wa:s akwé: senóhare.  
 C: Akwé:kon ken káton nekh ne kahsi'ta'kéhshon?  
 A: Akwé:kon.  
 B: Thó ne' ó:nen senta.  
 C: Nahó:ten tsá:ton?  
 A: Ká:ton wa:s akwé: senóhare.  
 A: Tánon ní:'i ká:ton wa:s sénta.  
 C: Io.
- A: Listen. Somebody is coming.  
 B: Yes, I hear. I think it's Jim. Jim, come here.  
 A: Look at him.  
 C: What's the matter? (Why?)  
 A: Look at your feet.  
 B: And look at your hands.  
 C: They are all dirty.  
 A: Go and wash everything.  
 C: Everything or only my feet?  
 A: Everything.  
 B: And then go to sleep.  
 C: What are you (d) saying?  
 A: I am saying go and wash everything.  
 A: And I am saying go to sleep.  
 C: Ok.

M-: Mimic, Memorize, Manipulate

M-1

- A: Ka' ne iahtsí:'a So:se?  
 Ka' ne sahsó'tha?  
 Ka' ne sewá'tshi?  
 Ka' ne sewatén:ro?
- A: Where's your older brother Joe?  
 Where's your grandmother?  
 Where are your friends (f)?  
 Where are your friends(m)?

M-2

- B: Tsahíá:khsera tsi náhe rohténtion.  
 Tsóhsera tsi náhe iakohténtion.
- B: He's been gone for a week.  
 She's been gone for a year.

Tewehnisera:ke' tsi  
náhe ionahténtion.

They (p,f) have been gone  
for two days.

Sewehní:ta' tsi náhe  
ronahténtion.

They (p,m) have been gone  
for a month.

M-3

B: Kanón:no' iehawé:non.  
Konwaienkéha ieiakawé:-  
non.  
Kaná:takon ieioné:non.  
Aterónto iehoné:non.

B: He's gone to New York.  
She's gone to her daughter's.  
They (p,f) have gone to town.  
They (p,m) have gone to Toronto.

M-4

A: To: nikarí:wes tsi  
rohténtion?  
To: nikarí:wes tsi  
iakohténtion?  
To: nikarí:wes tsi  
ionahténtion?  
To: nikarí:wes tsi  
ronahténtion?

A: How long is he going to stay  
away?  
How long is she going to stay  
away?  
How long are they (p,f) going  
to stay away?  
How long are they (p,m) going  
to stay away?

M-5

B: Sewehní:ta.  
Tóka' nón:wa tewehní:-  
take.  
Tsahíá:khsera.  
Sewehnísera.

B: A month.  
Perhaps two months.  
A week.  
A day.

M-6

A: Karí:wes wahi.  
Iah tekarí:wes.  
Ken' nikarihwés'ha wáhi.  
Ionehrákwa wahi.

A: That's a long time.  
That's not a long time.  
That's a short time.  
That's interesting, strange.



M-7

A: Ohniiotié:ren tsi  
rohténtion?

Ohniiotié:ren tsi  
iakohténtion?

Ohniiotié:ren tsi  
ionahténtion?

Ohniiotié:ren tsi  
ronahténtion?

A: Why did he go away?

Why did she go away?

Why did they (p,f) go away?

Why did they (p,m) go away?

M-8

B: Roio'tén'seron.

Iakonatá:ron.

Iotiiio'tén'seron.

Rotinatá:ron.

B: He's gone to work.

She's gone to visit.

They (p,f) have gone to work.

They (p,m) have gone to visit.

M-9

A: Ónhkak tá:ier'.

Ónhkak wá:en'.

Ónhkak kanónhskon  
tié:teron.

A: Somebody is coming.

Somebody is going.

Somebody is in the house.

M-10

B: Hen, wakathón:te'.

Hen, tehiká:nere'.

Hen, Sa:k í:kehré'.

B: Yes, I hear.

Yes, I am looking at him.

Yes, I think it's Jim.

M-11

A: Ska'éñion ne sahsi'-  
ta'kéhshon.

Ska'éñion ne seshnonh-  
sa'kéhshon.

Ska'éñion ne skonhsá:ke.

Ska'éñion ne senentsha'-  
kéhshon.

A: Look at your feet.

Look at your hands.

Look at your face.

Look at your arms.

M-12

B: Tetsá:ron tei'ó'tson'.  
 Tei'ó'tson'.  
 Ioná:nawen.  
 Ionawa'starónnion.

B: They are both dirty.  
 It is dirty.  
 It is wet.  
 There's mud on them.

M-13

A: Wa:s akwé: senóhare,  
 Wa:s senóhare.  
 Wa:s tetsá:ron senóhare.  
 Wa:s sarahsi'tóhare.

A: Go and wash everything.  
 Go and wash.  
 Go and wash both of them.  
 Go and wash your feet.

M-14

A: Nahó:ten sá:ton?  
 Nahó:ten tsá:ton?  
 Nahó:ten wahsí:ron?  
 Nahó:ten rón:ton?

A: What are you saying?  
 What are you (d) saying?  
 What did you say?  
 What are they (p,m) saying?

M-15

B: Ká:ton wa:s akwé:  
 senóhare.  
 Iatiá:ton wa:s sén:ta.  
 Wa'kí:ron akwé: senóhare.  
 Iah thé:nen'.

B: I'm saying go and wash  
 everything.  
 We (d,excl) are saying go  
 to sleep.  
 I said wash/everything.  
 Nothing.

M-16

A: To: niiohwistá:'e?  
 To: neniohwista'éhake'  
 tho wáhse'?  
 To: shiiohwistá:'e ní:ro?  
 To: shiiohwistá:'e  
 ní:sa'?

A: What time is it?  
 What time are you going  
 there?  
 What time did he arrive?  
 What time did you arrive?

M-17

- B: Iá:ia'k niio'wistá:'e.      B: Six o'clock.  
 Iá:ia'k neniohwista'-  
 éhake'.      It'll be at six o'clock.  
 Iá:ia'k shatewashén:na.      Half past six.  
 Enká:r iotohétston ne      A quarter past six.  
 iá:ia'k.

C-: Converse, Communicate

C-2:

Susan, (A) comes home after an afternoon's play. Her mother, (B) receives her.

- B: Sosá:n, ska'éñion ne      B: Susan, look at your face:  
 skon'sá:ke.  
 A: Ohniotié:ren?      A: Why?  
 B: Ionawá'tstare'. Tánon'      B: It's muddy. And look at your  
 ska'éñion ne satia:tawi'      new dress. It's torn and  
 asé'tsi'. Ioterátson      dirty. Go and wash your face.  
 tánon' teió'tson. Wa:s  
 sathkonhsóhare.  
 A: Io. Istá:, katonkária'-      A: Ok. Mother, I'm hungry.  
 ks.  
 B: Niá:re' ensathkonhsóha-      B: Wash your face first.  
 re. Ka' ne sewá'tshi?      Where are your friends (f)?  
 A: Ka' nika:ien?      A: Which ones?  
 B: Ne ki ne tetewanonhsa-      B: The ones from next door.  
 né:ken.  
 A: Aterónto ieioné:non.      A: They (p,f) went to Toronto.  
 Tewehniserá:ke tsi náhe      They (p,f) left two days ago.  
 ionahténtion.  
 B: Ionehrákwa wáhi. Ohniion-      B: That's strange. Why did  
 tié:ren tsi Aterónto      they (p,f) go to Toronto?  
 ieioné:non?  
 A: Tó:ka'. Toka' nón:wa      A: I don't know. Perhaps they  
 iotinató:ron.      (p,f) are visiting.  
 B: To: nikarí:wes tsi      B: How long are they (p,d)  
 ionahténtion?      going to stay away?  
 A: Tsahia:khsera. Enwá:ton      A: A week. Can I eat now?  
 ken ó:nen tenkatská:hon?  
 B: Iah, wa'kí:ron niá:re'      B: No, I said wash your face  
 ensathkonhsóhare.      first.

A: Io. To niowistá:'e?

A: Ok. What time is it?

B: Iá:ia'k niowistá:'e.

B: Six o'clock.

### Vocabulary

#### 1. Time expressions

sewenhnísera	a day
tewenhniserá:ke	two days
é:so' wenhniserá:ke	many days
tohkára niwenhniserá:ke	a few days
áhsen niwenhniserá:ke	three days
tsahíá:khsera	a week
teiahia'khserá:ke	two weeks
tóhka niiahia'khserá:ke	several weeks
tohkára niiahia'khserá:ke	just a few weeks
sewenhní:ta	a month
tewenhní:take	two months
wisk niwenhní:take	five months
tóhka niwenhní:take	several months
tsóhsera	a year
teiohserá:ke	two years
wisk niiohserá:ke	five years
énska wa'kawistá'eke	one hour
tóhka na'kawistá'eke	several hours

#### 2. Body parts: with locatif suffix -ne/-ke and personal pronoun. (see Notes to the Student, 3)

(I)

keshnonhsá:ke	my hand
kkonhsá:ke	my face
kahsi'tá:ke	my foot
kshi'ná:ke	my leg
kenentshá:ke	my arm
kahon'tá:ke	my ears
kkáhrá:ke	my eyes

ke'nionhsá:ke  
 kenawirá:ke  
 kahiakwirá:ke  
 kenontsí:ne

my nose  
 my teeth  
 my toes  
 my head

## (II)

seshnonhsá:ke  
 skonhsá:ke  
 sahsi'tá:ke  
 tshi'ná:ke  
 senentshá:ke  
 sahon'tá:ke  
 skahrá:ke  
 se'nionhsá:ke  
 senawirá:ke  
 sahiakwirá:ke  
 senontsí:ne

your hand  
 your face  
 your feet  
 your leg  
 your arm  
 your ears  
 your eyes  
 your nose  
 your teeth  
 your toes  
 your head

## (III)

rashnonhsá:ke  
 rakonhsá:ke  
 rahsi'tá:ke  
 rahshi'ná:ke  
 ranentshá:ke  
 rahon'tá:ke  
 rakahrá:ke  
 ra'nionshá:ke  
 ranawirá:ke  
 rahakwirá:ke  
 ranontsí:ne

his hand  
 his face  
 his foot  
 his leg  
 his arm  
 his ears  
 his eyes  
 his nose  
 his teeth  
 his toes  
 his head

(IV)

ieshnonshá:ke	her hand
iekonhsá:ke	her face
ionhsi'tá:ke	her feet
iehsi'ná:ke	her leg
ienentshá:ke	her arm
ionhon'tá:ke	her ears
iekahrá:ke	her eyes
ie'nionhsá:ke	her nose
ienawirá:ke	her teeth
ionhiakwirá:ke	her toes
ienontsí:ne	her head

F-: Exercise, Expand, Extrapolate }

E-1

Before doing this exercise, read Notes to the Student, 1,  
226 . New words are in the Vocabulary List.

- |                                   |   |
|-----------------------------------|---|
| 1. Kátke nihchténtion ne<br>Ko:r? | A: When Did Paul leave?                 |
| _____                             | _____                                   |
| . B: A long time ago.             |   |
| 2. Kátke ?                        | A: When did your father leave?          |
| _____                             | _____                                   |
| . B: A few days ago.              |   |
| 3. ?                              | A: When did your friend (m) leave?      |
| _____                             | _____                                   |
| . B: One hour ago.                |   |
| 4. niiaako'téntion ne Wári?       | A: When did Mary leave?                 |
| _____                             | _____                                   |
| . B: During the night.            |   |
| 5. ?                              | A: When did your older sister<br>leave? |
| _____                             | _____                                   |
| . B: Many years ago.              |   |

6. ?  
A: When did your friend (f) leave?  
B: During the summer.
7. nihonahténion ne ronón:kwe?  
A: When did the men leave?  
B: Two months ago.
8. ?  
A: When did your friends (m) leave?  
B: Ten days ago.

E-2

1. To: nikarí:wes tsi rohténtion? ?  
A: How long is he going to stay away?  
B: Two years..
2. To: ?  
A: How long is she going to stay away?  
B: Two months.
3. ?  
A: How long is your friend (m) going to stay away?  
B: Perhaps a few days.
4. ?  
A: How long are they (p,f) going to stay away?  
B: Just a few weeks.
5. ?  
A: How long is the girl going to stay away?  
B: Several hours.

E-3

Before doing this exercise, read Notes to the Student, 2,  
p. 226. Then fill in the blanks.

- |     |                   |    |                             |
|-----|-------------------|----|-----------------------------|
| 1.  | Ónhka tá:ien?     | A: | Who's coming?               |
|     | _____             | B: | Nobody.                     |
| 2.  | _____ ?           | A: | Is somebody coming?         |
|     | _____             | B: | Yes, my father is coming.   |
| 3.  | _____ ?           | A: | Who's coming?               |
|     | _____             | B: | The whole crowd.            |
| 4.  | _____ ?           | A: | Who's that?                 |
|     | kanatakon'ró:non. | B: | It's Jim from town.         |
| 5.  | _____ ?           | A: | What did you buy?           |
|     | _____             | B: | Nothing.                    |
| 6.  | _____ ?           | A: | Did you buy something?      |
|     | _____             | B: | Yes, everything.            |
| 7.  | _____ ?           | A: | Did he buy anything?        |
|     | tehohní:non.      | B: | No, he didn't buy anything. |
| 8.  | _____ ?           | A: | Does he cook?               |
|     | _____             | B: | Sometimes.                  |
| 9.  | _____ ?           | A: | Where is Mary?              |
|     | _____             | B: | Somewhere in town.          |
| 10. | _____ ?           | A: | Where are you going?        |
|     | _____             | B: | Nowhere.                    |



E-4

Before doing this exercise, read Notes to the Student, 3, p. 229.

- |                                      |                              |
|--------------------------------------|------------------------------|
| 1. Ska'énion ne sahsitá:ke!<br>_____ | A: Look at your feet!        |
| _____                                | B: Why? Are they both dirty? |
| 2. _____                             | A: Look at your face!        |
| _____                                | B: Why? Is it dirty?         |
| 3. _____                             | A: Look at his hand!         |
| _____                                | B: Why? Is there mud on it?  |

E-5

Before doing this exercise, read Notes to the Student, 3 and 4, p. 229.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. Ohní:ict ne kahsitá:ke?<br>_____ | A: What's the matter with my feet?   |
| _____                               | B: They are both dirty.              |
| 2. Ohní:iot _____ ?                 | A: What's the matter with my face?   |
| _____                               | B: It is dirty.                      |
| 3. _____ ?                          | A: What's the matter with his face?  |
| _____                               | B: It is full of mud.                |
| 4. _____ ?                          | A: What's the matter with her leg?   |
| _____                               | B: It is wet.                        |
| 5. _____ ?                          | A: What's the matter with his hands? |
| _____                               | B: They are both wet.                |

E-6

Before doing this exercise, read Notes to the Student, 4,  
p. 231. Then fill in the blanks.

- |    |   |   |
|----|---|---|
| 1. | Ohní:io ne<br>_____?<br>Sótsi iokaíón'on. | A: What's the matter with<br>that house?<br>_____ |
|    |   | B: It's too old.                                  |
| 2. | _____?<br>_____.                          | A: How is your new purse?<br>_____                |
|    |   | B: It's too heavy.                                |
| 3. | _____?<br>_____.                          | A: How is your grandmother?<br>_____              |
|    |   | B: She's not well.                                |
| 4. | _____?<br>_____.                          | A: What's the matter with<br>that table?<br>_____ |
|    |   | B: It's too big.                                  |
| 5. | _____?<br>_____.                          | A: What's the matter with my<br>dress?<br>_____   |
|    |   | B: It's torn.                                     |
| 6. | _____?<br>_____.                          | A: How is my dress?<br>_____                      |
|    |   | B: It's nice.                                     |

E-7

Before doing this exercise, read Notes to the Student, 6,  
p. 232. Then translate the Mohawk sentences into English.

- |    |                              |                              |
|----|------------------------------|------------------------------|
| 1. | Enha'therón:ni.<br>_____     | He'll make a basket<br>_____ |
|    | Enha'theronniánion.<br>_____ | He'll make baskets.          |
| 2. | Sateweién'ton.<br>_____      | Put it away!<br>_____        |
|    | Sateweien'tónnion.<br>_____  |                              |
| 3. | Io'kén:rare'.<br>_____       | There's dust on it.<br>_____ |
|    | Io'kenhrarónnion.<br>_____   |                              |

4. Wa'thanónniahkwe'. He danced.  
Wa'thanonniahkwanion.
5. Kéntskare'. There is a carpet.  
Kentskarónnion'.
6. Íserahst thi kanónhsa. Take a picture of the house.  
Serahstánion thi kanónhsa:  
sashón:'a.
7. Atiá:tawi' enie'ní'khon'. She'll sew a dress.  
Atiá:tawi'shón:'a enie'-  
ni'khónnion'.
8. Kaia'tón:ni wa'khní:non'. I bought a  
Kaia'tonnishón:'a  
wa'khninónnion.
9. Senóhare! Wash it!  
Senoharénion!

E-8

Give appropriate answers to the questions below.

1. Ka' ne tsara'sé:'a Wíshe? \_\_\_\_\_
2. Kanón:no ken iehawé:non? \_\_\_\_\_
3. Kátke nihohéntion? \_\_\_\_\_
4. To: nikarí:wes tsi rohténtion? \_\_\_\_\_
5. Ohniotié:ren tsi Kanón:no iehawé:non? \_\_\_\_\_
6. Ronatá:ron ken? \_\_\_\_\_
7. Ónhkak ken tá:ien? \_\_\_\_\_
8. Ohní:ict ne rahsi'tá:ke? \_\_\_\_\_
9. Ioná:navens ní:ken né'e? \_\_\_\_\_
10. Nahó:ten rón:ton? \_\_\_\_\_

E-9

Make up five questions, using the materials of this lesson.  
Be prepared to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

E-10

Before doing this exercise, read Notes to the Student, 7,  
p. 232.

A: Fill in the blanks:

To: niiohwistá:'e?

What time is it?

\_\_\_\_\_

A quarter to ten.

\_\_\_\_\_

Ten minutes to four.

\_\_\_\_\_

Five minutes past one.

\_\_\_\_\_

Twenty minutes to three.

\_\_\_\_\_

A quarter past nine.

\_\_\_\_\_

Half past eight.

B: Answer the questions below:

1. To: neniohwista'éhake' tho: wa:re'? \_\_\_\_\_

2. To: shiiohwistá:'e niiá:ko'? \_\_\_\_\_

3. To: neniohwista'éhake' en:tehse'? \_\_\_\_\_

4. To: neniohwista'éhake' enhoi'ó'ten'? \_\_\_\_\_  
 \_\_\_\_\_
5. To: neniohwista'éhake' tenhsatská:hon? \_\_\_\_\_  
 \_\_\_\_\_
6. Ka' nikahá:wi' waható:rate'? \_\_\_\_\_  
 \_\_\_\_\_

## E-11

Read and understand the paragraph below. Then answer the questions.

Sosá:n : Shé:kens ken ne Wá:ri?

Arísawe : Iah, ó:nen teiahia'ksherá:ké tsi nahe iakohténtion. Aterónto ieiakawé:non. Kwah í:kehre' sewenhní:ta ón'te tsi iakohténtion. Iah tewakaterien:tare' oh niioitié:ren tsi Aterónto ieiakawé:non. Rón:ton ionterihwaiénstha iá:ken, nek tsi tóka' nón:wa iakoió'te'. Oh ne kén'en niiontiéhrha?

Sosá:n : Kwah í:kehre' iakote'nikonró:ri ón'te. Tóka' nón:wa ónka'k ieiontatenatahrená:wi'.

Vocabulary:

shé:kens	'you see her'
ó:nen	'it has been...', 'already'
niioitié:ren	'why' (shortened form)
rón:ton	'they (p,m) say'
iá:ken	A particle used to express that you are reporting what a third person said. It cannot be translated into English.
iakote'nikonró:ri	'she's having a good time'

ieiontatenatahrená:wi' 'she's visiting her there'  
 í:ienhre' 'she thinks'

Questions:

1. Kátke niiakoténtion ne Wá:ri? \_\_\_\_\_
2. Ka' nón: ieiakawé:non? \_\_\_\_\_
3. To: nikarí:wes tsi iakohténtion? \_\_\_\_\_
4. Ohniiotié:ren tsi Aterónto ieiakawé:non? \_\_\_\_\_
5. Nahó:ten rón:ton? \_\_\_\_\_
6. Nahó:ten í:ienhre' ne Sosá:n? \_\_\_\_\_

E-12

Read and understand the story below. Then answer the questions.

A little girl comes home from playing. Her grandmother receives her.

Ohna'á:wen ne sehsnonhsa'kéhshon? Tetsá:ron ionawá:-  
 'tstare'. Tánon' ioná:nawen ne sanón:warore' tánon'  
 ioterátson ne satiá:tawi'. Ohnahsátiere? Wa:s akwé:  
 senóhare, iah nek té:ken ne sehsnonhsá:ke. Tánon'  
 tesahsteríhen.

Vocabulary:

ohna'á:wen	'what happened...'
ioterátson	'it is torn'
ohnahsátiere	'what did you do?'
iah nek té:ken	'not only (that)'

Questions:

1. Oh ní:io\* ne ieshnonhsá:ke? \_\_\_\_\_
2. Oh ní:io ne akonón:warore'? \_\_\_\_\_
3. Oh ní:io ne akotiá:tawi'? \_\_\_\_\_

E-13

Write a conversation or a paragraph using the materials of this lesson. Your paragraph should contain around thirty words.



\* Oh ni:io is a reduction of oh.ni:iot that you encountered in this and other lessons. Speakers of Mohawk, like speakers of other languages, tend to shorten certain words in daily speech. Another example of this is akwe:, the shortened form of akwe:kon, 'all'.

Notes to the Student

1. In M-1, you learned that tsi nahe means 'ago' or more specific 'that much time since'. This word occurs together with many time expressions. Below are some other examples:

tohkára niwenhniserá:ke tsi nahe	'a few days ago'
áhsen niwenhniserá:ke tsi nahe	'three days ago'
é:so' wenhniserá:ke tsi nahe	'many days ago'
tóhka niahia'khserá:ke tsi nahe	'several weeks ago'
tóhkara niahia'khserá:ke tsi nahe	'just a few weeks ago'
énska wa'kawistá:'eke' tsi nahe	'an hour ago'

tsi náhe is also used to connect two sentences. In these sentences, tsi náhe corresponds to English 'since', e.g.

Tsi karí:wes tsi nahe tkonhén'he'.	'It has been such a long time since I've seen you'.
Ó:nen karí:wes tsi nahe iewakkwathón:ne' n-Aterónto.	'It has been a long time since I've been in Toronto.'

2. Mohawk, like all other languages, has a number of nouns that are indefinite in that they do not name a specific person or thing, e.g. nouns like someone, something, no one, nothing, etc. There are furthermore some nouns that can substitute for other nouns like 'one' in the sentence 'this dress is nicer than that one'. The list below contains indefinite and substitute nouns and an example for each of them.



Notes to the Student (cont'd)1- indefinite nouns

- a. onhká:k 'somebody'  
Onhká:k tá:ien' 'Somebody is coming.'
- b. iahón'ka 'nobody'  
Iahón'ka thontá:ien' 'Nobody is coming.'
- c. tiohk nahó:ten 'something'  
Tiohk nahó:ten 'He's gone to buy something.'  
rohninón:ron
- d. thé:nen 'anything'  
íah thé:nen 'nothing'  
Nahó:ten wahseke? 'What did you eat?'  
Iah thé:nen. 'Nothing.'  
Thé:nen ken washní:- 'Did you buy anything?'  
non?  
Iah, íah the' 'No, I didn't buy anything.'  
tewakhní:nón.
- e. akwé:kon 'all of them', 'everybody', 'everything'  
Akwe:kon thone- 'All of them came.'  
nónhne'.  
Akwe:kon wahó:ti. 'He lost everything.'  
sewakwé:kon 'all of you'  
iakwakwé:kon 'all of us (excl)'  
tewakwé:kon 'all of us (incl)'  
kanenhrakwé:kon 'the whole crowd'
- f. shewatié:rens 'sometimes'  
Shewatié:rens rato- 'Sometimes he goes hunting.'  
rá'thes.
- g. thikawenní:io kátke 'anytime'  
Kátke ón'te aontá:- 'When should I come?'  
ke'?

Notes to the Student (cont'd)

- Thikawenni:io kátke. 'Anytime.'
- h. ka'k nón:we 'somewhere'
- ka'k nón:
- Ka' ne é:rhar? 'Where is the dog?'
- Kanónhskon ka'k nón:. 'Somewhere in the house.'
- Ka'k ken nón: wáhse'? 'Are you going somewhere?'
- Hen, kaná:takon wá:ke'. 'Yes, I'm going to town.'
- i. thikawenni:io ka'nón: 'anywhere', 'anyplace'
- ka' néntien ki o'wá:ion 'Where shall I put this meat?'
- Thikawenni:io ka'nón:. 'It doesn't matter where.'
- káneka 'Anyplace.'
- iah káneka 'Any place will do.'
- Káneka ken wáhse? 'anywhere', 'anyplace'
- Iah, iah káneka thá:ke'. 'nowhere', 'noplac'
- 'Are you going anywhere?'
- 'No, I'm not going anywhere.'

káneka is less specific than ka'k nón:we in h. above.

Káneka is usually used in questions.

2- substitute nouns

- a. énska 'the thing', 'that one'  
(inanimate)
- Ne sénha ki watia'- 'This dress is nice than the  
tawi'tserí:io tsi other one.'  
ní:iot n-énska.
- b. skaiá:ta 'that one, the other one,  
one person' (f, indef)
- Ne sénha ki teiío:'ka 'This one runs faster than the  
tsi ní:iot ne skaiá:- other one.' (f, indef)  
ta.

Notes to the Student (cont'd)

- c. tseiá:ta  
Iekowá:nen ki iakón:-  
kwe tsi ní:iot ne  
tseiá:ta.  
'that one, the other one,  
one person' (f, neut)  
'This woman is big just like  
the other one!' (f, neut)
- d. shaiá:ta  
Ne ki rón:kwe sénha  
raio'tenhserí:io tsi  
ní:iot ne shaiá:ta.  
'that one, the other one,  
one person.' (m)  
'This man is a better worker  
than the other one.' (m)
- 
- e. oná'tiake'  
Ne sénha ki teiío:'ka  
tsi ní:iot n-oná'tiake'.  
'those, the other ones,  
some of them' (p,f)  
'This one runs faster than  
the other ones.'
- f. roná'tiake'  
Ne ki sénha ratikowá:-  
nens tsi ní:iot ne  
roná'tiake'.  
'those, the other ones,  
some of them' (p,m)  
'These are bigger than the  
other ones.' (p,m)
- g. ó'tiake'  
Ó'tiake' ken nonkwá:-  
ti nia'kón:ne'.  
Ó'tiake onekwén'tara'  
niwahsohkó:ten.  
'some, some of them' (animate and  
inanimate)  
'Some of them went this way.' (f)  
'Some of them are red.'
3. In Lesson 12, you learned that Mohawk has a series of  
possessive pronouns like ak-, ake-, akwa- for 'my', sa-  
and s- for 'your' etc. The same pronouns can also occur  
with body parts, e.g.
- ake-nón:tsi 'my head'  
sa -nón:tsi 'your head'  
rao-nón:tsi 'his head'

Notes to the Student (cont'd)

These forms will occur in sentences like those below:

Akenón:tsi raráhsta.	'He's drawing my head.'
Sanón:tsi raráhsta.	'He's drawing your head.'
Raonón:tsi raráhsta.	'He's drawing his head.'

However, the above forms are not used very often. More common are the forms below, in which the possessive pronoun is replaced by the personal pronoun and where the locative suffix -ne/-ke is added. So you are not merely saying 'my head' but 'on/at my head', even though this is not always evident in the English translation.

ke-nontsí:ne	'(on/at) my head'
se-nontsí:ne	'(on/at) your head'
ra-nontsí:ne	'(on/at) his head'

These forms occur in the following sentence types:

Ohní:io ne kenontsí:ne?	'What's the matter with my head?'
Ska'én:ion ne ranontsí:ne.	'Look at his head.'
Se'nikón:rarak ne serontsí:ne.	'Watch your head.'

The change from a possessive pronoun to a personal one not only takes place if -ne/-ke is suffixed to the noun, but whenever a suffix is attached, e.g.

ranontsistákta	'near his head'
ranontsistó:kon	'under his head'

However, the above-discussed change only takes place if body parts are involved. Any other noun will retain the possessive pronoun, even if a suffix is present, e.g.

raononhsá:ke	'on his house'
raonónhskon	'inside his house'

Notes to the Student (cont'd)

4. The Mohawk word ohní:io or ohní:iot can be translated into English as 'what's the matter with' and as 'how is'. In other words, ohní:io asks information about the condition of something or someone. Below are a few examples:

Ohní:io ne kehsnonhsá:ke? 'What's the matter with my hands?'  
Teió'tson. 'They are dirty.'

Ohní:io ne sanitskhwá:ra? 'How is your chair?'  
Ioiánere'. 'It's a good one.'

Ohní:io ne sa'nisté'na? 'How is your mother?'  
Iakota'karí:te'. 'She's well.'

5. If a name or a kinship term is used to call somebody (vocatives), the word is usually shortened. For example:

<u>regular</u>		<u>vocative</u>	
stén:ha	'my mother'	istá:	'mother!'
rake'ní'ha	'my father'	ráke'ni	'father!'
rahksó'tha	'my grandfather'	rákhso	'grandfather!'
akhsó'tha	'my grandmother'	ákhsó	'grandmother!'
Wá:ri	'Mary'	Wári	'Mary!'
Á:nen	'Ann'	Ánen	'Ann!'
ontiatí'oha	'my brother-in-law' (man speaking)	tiátio	'brother-in-law'
ontíar'í'ha	'my sister-in-law' (woman speaking)	tiári	'sister-in-law'
riochatén:'a	'my nephew'	wáten	used by older people to address younger people
		tien'	term of endearment used by parents to address their small children
koniateré:'a	'you are my grandchild'	kwátere'	'grandchild'

Notes to the Student (cont'd)

6. In M-12 you learned ionawa'starónnion 'there is mud on them'. The verbal suffix -nion signals that the action or the state expressed by the verb is distributed over time and space, e.g.:

iona'wá:tstare'	'there's mud on it'
ionawatstarón <u>nion</u>	'there is mud on them, there is more than one spot of mud on it'
<hr/>	
satenhní:non ne kaiare'shón:'a'	'sell the bags' (all together)'
satenhninón <u>nion</u> ne kaiare'shón:'a'	'sell the bags! (one after the other)'
wa'kenóhare'	'I washed'
wa'kenohar <u>énion</u>	'I washed clothes'
sáhseht ne kaia'tonnishón:'a'	'hide the dolls' (all together)'
sahsehtán <u>ion</u> ne kaia'tonnishón:'a'	'hide the dolls' (here and there)'
tehanitson kwákhwa	'he jumps'
tehanitson'kwákhwan <u>ions</u>	'he's jumping up and down'
enhá:raste'	'he'll draw, he'll take a picture or pictures'
enharastán <u>ion</u>	'he'll take pictures (emphasis on plural)'

7. In M-15 and M-16 you learned some of the expressions connected with telling the time in Mohaw. Here are some more expressions that you will need:

To: niiohwistá:'e?	'What time is it?'
To: neniohwista'éhake'?	'What time will it be?'
To: shiiohwistá:'e?	'What time was it?'

Notes to the Student (cont'd)

Wisk niio'wistá:'e.	'Five o'clock.'
Wisk shatewashén:na.	'Half past five.'
Enká:r iotohétston ne wisk.	'A quarter past five.'
Enká:r tio:tokte' ne wisk.	'A quarter to five.'
Oié:ri mínit iotohétston ne wisk.	'Ten minutes past five.'
Oié:ri mínit tió:tokte' ne wisk.	'Ten minutes before five.'

If you are not interested in the exact time but rather want to know when, what time of day, year, etc., or during what time, you can ask:

Ka' nikahá:wi' rokwá'thcn?'When was he here?'

Ka' nikahá:wi' entéhshe'? 'When will you come?'

These questions can be answered by giving an exact time or by giving a certain time period, e.g.

- 1- Ka' nikahá:wi' rokwáthon? 'When was he here?'
- |                       |                   |
|-----------------------|-------------------|
| Iá:ia'k shiohwá:á:'e. | 'At six o'clock.' |
| Kwa'shón:te.          | 'Last night.'     |
| Thetén:re.            | 'Yesterday.'      |
- 2- Ka' nikahá:wi' entéhshe'? 'When will you come?'
- |                              |                   |
|------------------------------|-------------------|
| Iá:ia'k neniohwista'éha-ke'. | 'At six o'clock.' |
| Enió:karahwe'.               | 'Tonight.'        |
| Eniórhenne'.                 | 'Tomorrow.'       |

LESSON 14



C-: Converse, Communicate

C-1

John (A) and Mary (B) are discussing their summer vacation.

A: Ka' ne ken non:wa non  
iáletewe' tsi niwakénahes?

A: Where should we (p,incl)  
go during this summer?

B: Káton káhiatara'kowáhne  
iéntewe'?

B: What do you say we (p,incl)  
go to the ocean?

A: Ohnentewatierá:na'?

A: What shall we (p,incl) do  
there?

B: Khére kati ken' entewahrión-  
kawine' tánon' entewatá:wen.

B: I guess we'll (p,incl) fish  
and we'll swim.

A: Tánon' ne tehniksá:'a o'nhe'-  
sharonkwá:ke ne enhiathka-  
rithserón:ni'.

A: And the children (d) will  
play in the sand.



- B: Hen, enhonon'éskwén' ki' ná:'a.  
 A: To: niió:re' ne kaniatara'-kowáhne?  
 B: Tewehnisera:ke khokh toka ka'serehta:ke nienhéntewe'.  
 A: Sótsi í:non. Káton khe Kanón:no iéntewe'?  
 B: Kanón:no! Óhniotié:ren?  
 A: Tentewatstekáwha.  
 B: Kanó:ron ki' né:'e.  
 A: Iah ki' ne' í:non té:ken.  
 B: Ne ki' ni:' akerá:ko' ne kaniatara'kowáhne iaiétewe'. É:so' kéntson éntewa'ke'.  
 A: Iah ní:'i tewaké:ka's ne kéntson.  
 B: Ok ne tehniksá:'a?  
 A: Iah ni' ne'e tehoné:ka's.  
 B: Ionhá:ten wahi.
- B: Yes, they (d,m) will probably enjoy that.  
 A: How far is the ocean?  
 B: Only two days if we (p,incl) go by car.  
 A: That's too far. What do you say we (p,incl) go to New York instead?  
 B: To New York! Why?  
 A: We'll (p,incl) go all over the place.  
 B: But that's expensive.  
 A: But it's not so far.  
 B: Well, I prefer that we (p,incl) go to the ocean. We'll (p,incl) eat lots of fish.  
 A: I don't like fish.  
 B: How about the kids?  
 A: They (d,m) don't like it either.  
 B: Too bad.

---

M-: Mimmic, Memorize, Manipulate

M-1

- A: Ka' ne ken nón:wa non iaiétewe' tsi niwakénnhes?  
 Ka' ne ken nón:wa non iaiétene' tsi niwakénnhes?  
 Ka' ne ken nón:wa non iaiétewe' tsi nióhséres?  
 Ka' ne ken nón:wa non iaiétene' tsi nióhséres?
- A: Where should we (p,incl) go during this summer?  
 Where should we (d,incl) go during this summer?  
 Where should we (p,incl) go during the winter?  
 Where should we (d,incl) go during the winter?

M-2

B: Káton kaniatara'kowáhne  
iéntewe'?

Káton Kanón:no iéntene'?

Káton onontohará:ke  
iéntewe'?

Káton Wastonronón:ke  
iéntene'?

B: What do you say we  
(p,incl) go to the ocean?

What do you say we  
(d,incl) go to New York?

What do you say we  
(p,incl) go to the mountains?

What do you say we  
(d,incl) go to the States?

M-3

A: Ohnentewatierá:na'?

Ohnentiatiérá:na'?

A: What shall we (p,incl) do  
there?

What shall we (d,incl) do  
there?

M-4

B: Khé:re káti ken' entewah-  
rióhkawine'.

Khé:re káti ken' entewatá:-  
wen.

Khé:re káti ken' tentiatste-  
káwaha.

Khé:re káti ken' entenina-  
tá:ra'.

B: I guess we'll (p,incl)  
fish.

I guess we'll (p,incl)  
swim.

I guess we'll (d,incl) go  
all over the place (travel).

I guess we'll (d,incl) go  
and visit.

M-5

A: Tánon'ne tehniksá:'a  
enhiathkahri'tsherón:ni'  
né'e.

Tánon'ne tehniksá:'a  
tenhiarahtáthon.

Tánon'ne tehniksá:'a  
enhiate'nikonhró:ri'.

Tánon'ne tehniksá:'a  
enhiatá:wen o:ni'.

A: And the children (d,m)  
will play.

And the children (d) will  
run around.

And the children (d) will  
have fun.

And the children (d) will  
also swim.

M-6

B: Hen, enhonon'éskwen' ki'  
ná'a.

Iah, iah thahonon'éskwen'.

Kwah í:kehre' enhonon'éskwen'  
ón'te.

Iah í:kehre' enhonon'éskwen'.

B: Yes, they'll (d,m) probably  
enjoy that.

No, they (d,m) would not  
enjoy that.

I think they (d,m) will  
enjoy that.

I don't think they (d,m)  
would enjoy that.

M-7

A: To: niió:re' ne  
kaniatara'kowáhne?

To: niió:re' ne kanón:no?

To: niió:re' tkanón:tote'  
ne ononta'kowáhne?

To: niió:re' ne Wastonronón:-  
ke?

A: How far is the ocean?

How far is New York?

How far are the mountains?

How far are the States?

M-8

B: Tewehnisera:ke khok tóka'  
ka'serehtá:ke nienhéntewe'.

Wisk khok nenkawistá:'eke  
toka' ka'serehtá:ke nien-  
héntene'.

Áhsen khok niwenhniserá:ke  
tóka' thiokehá:ke nienhén-  
tewe'.

Tékeni khok nenkawistá:'eke  
tóka' thio'kehá:ke nien-  
héntene'.

B: Only two days if we (p,incl)  
go by car.

Only five hours if we (d,incl)  
go by car.

Only three days if we (p,incl)  
go by train.

Only two hours if we (d,incl)  
go by train.

M-9

A: Sótsi í:non.

Iah í:non té:ken.

Oronhwí:io ki' ná:'a tsi  
í:non.

É:so' tsi akta.

A: That's too far.

That's not far.

Sure that's far.

That's very close.

M-10

- |   |   |
|---|---|
| B: Ne ki' ni:' akerá:ko ne<br>Wastonronón:ke iaiétewe'. | B: I would prefer for us<br>(p,incl) to go to the States. |
| Ne ki' ni:' akerá:ko ne<br>kaniatara'kowáhne iaiétene'. | I would prefer for us<br>(d,incl) to go to the ocean.     |
| Ne ki' ni:' akerá:ko ne<br>Kanón:no iaiétewe'.          | I would prefer for us<br>(p,incl) to go to New York.      |
| Ne ki' ni:' akerá:ko ne<br>ononta'kowáhne iaiétene'.    | I would prefer for us<br>(d,incl) to go to the mountains. |

M-11

- |  |   |
|--|---|
| A: É:so' kéntson éntewake'.            | A: We'll (p,incl) eat lots of<br>fish.      |
| É:so' onén'sto éntewake'.              | We'll (p,incl) eat lots of<br>corn soup.    |
| É:so' ken' niiohontésa<br>énteneke'.   | We'll (d,incl) eat lots of<br>strawberries. |
| É:so' ohkwá:ri' o'wá:ron<br>énteneke'. | We'll (d,incl) eat lots of<br>bear meat.    |

M-12

- |  |  |
|--|--|
| B: Iah ní:'i tewaké:ka's ne<br>kéntson.            | B: I don't like fish.                    |
| Nek tsi iah ki' ne:<br>tehoné:ka's ne tehniksá:'a. | But the children (d,m)<br>don't like it. |
| Ken' niiohontésa ní:'i<br>waké:ka's.               | I like strawberries.                     |
| Nek tsi iah ki' tesé:ka's<br>no'wá:ron.            | I don't like meat.                       |

C-2

A young couple is talking about their winter vacations.

- |   |  |
|---|--|
| A: Ka' ne ken nón:wa non<br>iaíétene' tsi niiohseres? | A: Where should we (d,incl)<br>go during the winter? |
| B: Káton Kanón:no iéntene'?                           | B: What do you say we<br>(d,incl) go to New York?    |

- A: Ohnentiatiérá:na'?
- B: Khé:re káti ken'  
tentiatiéstékáwha.
- A: Sótsi iohwistowá:nen.
- B: Tóka ki' nón:wa  
aieteninatahréhson.
- A: Iahón'ka tetekheienté:ri.
- B: I: ki' kheienté:ri's.  
Matént Wá:ri Kanón:no  
tié:teron tánon'ontiará-  
sé'a Sós:se Wáston thén:-  
teron.
- A: Iah í:kehre' thaonkon'-  
eskwen'.
- B: Ohniotié:ren?
- A: Ne ki' ni:' akera:ko ne  
ononta'kowáhne iaiétene'.
- B: To: niió:re' tkanón:tote'  
ne ononta'kowáhne?
- A: Áhsen khok niwenhniserá:ke  
tóka thio'kehá:ke nienhén-  
tene'. Tánon' é:só' ohkwá:-  
ri o'wá:ron énteneke'.
- B: Ohkwá:ri o'wá:ron!  
Onontohará:ke!
- A: Hen, kontinákere nohkwa:ri.
- B: Iah tesaterién:tare' nahó:ten  
sahtharáhkwen. Sótsi ki'  
ó:ni' í:non nononta'kowáhne.
- A: What shall we (d,incl) do  
there?
- B: I guess we'll (d,incl) go  
all over the place.
- A: That takes too much money.
- B: Then maybe we (d,incl)  
should go visiting.
- A: I don't know anybody over  
there.
- B: But I do. Aunt Mary lives  
in New York and cousin Joe  
lives in Boston.
- A: I don't think I would enjoy  
that.
- B: Why not?
- A: I'd prefer for us (d) to go to  
the mountains.
- B: How far are the mountains?
- A: Only three days if we  
(d,incl) take the train.  
And we'll (d,incl) eat lots  
of bear meat.
- B: Bear meat! In the mountains!
- A: Yes, there are lots of bears.
- B: You don't know what you are  
talking about. And any way,  
the mountains are too far  
away.

### Vocabulary

#### 1. Food

kákhwa'	food
kaná:taro	bread
kana'tarokhón:we	cornbread
akare:t	cake
owistó'sera'	butter

o'nhón'sa'	eggs
tsí:s	cheese
onón:ta'	milk
rabotsín	pudding
kéntson	fish
o'wá:ron/	meat
ka'wahrakerí:ta'	steak, fried meat
kana'tarakerí:ta'	fried bread
ka'wá:ro	boiled meat, boiled dinner
rasó:s	gravy
onón:tara'	soup
o'nhónsta'	dumpling
ase'shón:'a'	vegetables
ó:nenste	corn
onon'ónsera'	squash
onon'ónserakó:wa	pumpkin
ononhkwén'en	corn on the cob
kanen'ón:we	hominy, hulled corn
oniónkseri'	onion
kanenstathá:ton	dried corn
ka'warahthá:ton	dried meat
osahé:ta'	beans
onékwa'	peas
ohté:ra'	roots
onéhsio	cabbage
onekwén'tara'nikatsihkó:ten	beets
otsihkwakó:wa'	turnip
otsihkwakáhte	radishes
ká:nen	seeds
iokháhon	garlic
tamétos	tomatoes
tiohió:tsis	salt
tionon'kwá:tsheros	pepper
ietsikhe'tókhwa'	sugar
othé:sera'	flour

2. Fruits

kátshe káhi	pears (bottle fruit)
sewahió:wane'	apples, the big fruit
o'nénhare'	grapes, raisins,
o'nénharekó:wa'	cultivated grapes
ken' niiohontésa	strawberries, the greens are short
skanekwen'tará:non	raspberries
kahrhatakéha	blueberries
wíhson	plums
ohsó:kwa'	nuts
é:ri	cherries
tekakonwhará:ron	peaches, the furry ones
wahiá:ris	melon, cantaloup

3. Time expressions: during

tsi niwahsón:tes	during the night
tsi niwenhníseres	during the day
tsi niiahia:khseres	during the week
tsi niwenhni:tes	during the month
tsi niióhseres	during the year/winter
tsi niwakénnhes	during the summer
tsi nikakwitehnéhseres	during the spring
tsi nikanennakéhseres	during the fall

E-: Exercise, Expand, Extrapolate

E-1

Before doing this exercise, read Notes to the Student, 1, p. 252. Then fill in the blanks.

1. Ko:r ken wahatawénhe'?

A: Is it Paul who is going to swim?

Iah, só:se khe: wahatawénhe'.

B: No, it's Joe who is going to swim instead.

2. Wá:ri ken kaná:takon  
wá:en?  
Iah, .
- A: Is it Mary who's going to town?  
B: No, it's Ann who is going to town instead.
3. Tsatén:ro' ken enható:-  
rate'?  
Iah, .
- A: Is it your friend (m) who's going to hunt?  
B: No, it is Paul who's going to hunt instead.
4. Ia'niha ken enhen'teron:-  
take'?  
Iah, .
- A: Is it your father who's going to stay?  
B: No, it's your grandfather who's going to stay instead.
5. Sa'nisténha ken eniekhón:ni?  
Iah, .
- A: Is it your mother who's going to cook?  
B: No, it's Peter who's going to cook instead.
6. Í:se' ken ensaió'ten'?  
Iah, .
- A: Are you the one who'll work?  
B: No, my friend (m) is the one who'll work instead.

E-2

Before doing this exercise, read Notes to the Student, 2,  
p. 253.

1. Kanón:no ken iéntewe'?  
Iah, Wóston iéntewe'.
- A: Will we (p,incl) go to New York?  
B: No, we'll go to Boston.
2. ?  
.
- A: Will he take a bath (swim)?  
B: No, Mary will take a bath.
3. ?  
.
- A: Shall we (d,incl) travel during this summer?  
B: Yes, we'll travel.



4. \_\_\_\_\_ ? A: Will Paul hunt?  
 \_\_\_\_\_ . B: No, he won't hunt.
5. \_\_\_\_\_ ? A: Will you hunt?  
 \_\_\_\_\_ . B: No, I won't hunt either.
6. \_\_\_\_\_ ? A: Will they (d,m) have fun?  
 \_\_\_\_\_ . B: Yes, they'll have fun.
7. \_\_\_\_\_ ? A: Will Mary go visiting?  
 \_\_\_\_\_ . B: No, I'll go instead.
8. \_\_\_\_\_ ? A: Will you take a bath?  
 \_\_\_\_\_ . B: No, I won't take a bath.

## E-3

Fill in the blanks. Use the future mode for the command sentences. For more information, see Notes to the Student, 2, p. 253.

1. Nahó:ten sá:ton? A: What did you say?  
 Káton tónsa ehshatá:wen. B: I said don't take a bath.
2. \_\_\_\_\_ ? A: What did he say?  
 \_\_\_\_\_ . B: He said don't hunt.
3. \_\_\_\_\_ ión:ton? A: What did she say?  
 \_\_\_\_\_ . B: She said don't (p) take a bath.
4. \_\_\_\_\_ ? A: What did you say?  
 \_\_\_\_\_ . B: I said don't (d) go visiting.
5. \_\_\_\_\_ ? A: What did Jim say?  
 \_\_\_\_\_ . B: Jim said don't fish.
6. \_\_\_\_\_ ? A: What did I say?  
 \_\_\_\_\_ . B: You said don't (d) sit down.

E-4

Answer the questions below. For vocabulary, see 'Food' in the vocabulary list.

1. Nahó:ten`éntewake'? \_\_\_\_\_
2. Nahó:ten énteneke'? \_\_\_\_\_
3. Nahó:ten én:rake'? \_\_\_\_\_
4. Nahó:ten énseneke'? \_\_\_\_\_
5. Nahó:ten énhseke'? \_\_\_\_\_

E-5

Think up some more combinations naming kinds of meat. (see M-11).

1. Kwéskwes o'wá:ron.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

E-6

Answer the questions below making the necessary changes.

- |                                      |   |
|--------------------------------------|---|
| 1. Sé:ka's ken ne kana'-tarokhón:we? | Iah, iah tewake:ka's ne kana'tarokhon:we. |
| 2. Ionkené:ka's ken ne kéntson?      | Hen, _____                                |
| 3. Iakawé:ka's ken ne ka'wá:ro'?     | Iah, _____                                |
| 4. Sé:ka's ken ne thaon'-tané:ken?   | Hen, _____                                |

5. Rawé:ka's ken nó:-  
nenste ne rake'niha?

Iah,

## E-7

Before doing this exercise, read Notes to the Student, 3, p. 254 . Then fill in the blanks.

- |   |   |
|---|---|
| 1. Ko:r ken ronwá:iats?                 | A: Is his name Paul?                      |
| Iah, iah í:kehre' Ko:r<br>tehonwá:iats. | B: No, I don't think his name<br>is Paul. |
| 2. _____ ?                              | A: Is she walking?                        |
| _____ .                                 | B: Yes, I think she's walking.            |
| 3. _____ ?                              | A: Are they (p,m) in town?                |
| _____ .                                 | B: No, I think they (p,m) are<br>at home. |
| 4. _____ ?                              | A: Is he a hunter?                        |
| _____ .                                 | B: No, I don't think he hunts.            |
| 5. _____ ?                              | A: Is she a cook?                         |
| _____ .                                 | B: No, I don't think she cooks.           |
| 6. _____ ?                              | A: Where is Jim?                          |
| _____ .                                 | B: I don't know. He must be sick.         |
| 7. Enkatawénha'.                        | A: I'll go swimming.                      |
| _____ .                                 | B: You must be crazy.                     |
| 8. _____ ?                              | A: Do you know that one (m)?              |
| _____ .                                 | B: No, but he must be a nice man.         |

## E-8

Translate the sentences below into English. For more information refer to Notes to the Student, 4, p. 255.

1. Weteni'wá:rake'. We (d,incl) ate meat.
2. Sótsi ken é:so' weteni'-  
wá:rake'? \_\_\_\_\_
3. Weteni'wá:rake' ni'  
ní:'i. \_\_\_\_\_
4. Kwah í:kehre' sótsi ón'te  
é:so' weteni'wá:rake'. \_\_\_\_\_
5. Ahsontakwé:kon ken  
weteni'wá:rake'? \_\_\_\_\_
6. Wetewa'wá:rake'. \_\_\_\_\_
7. Wa'akeni'wá:rake'. \_\_\_\_\_
8. Kontátie wa'akwa'wá:-  
rake'. \_\_\_\_\_
9. É:so' ni'ken ní:'i  
wetewa'wá:rake'? \_\_\_\_\_
10. Kítkit wa'ákeneke. \_\_\_\_\_

## E-9

Before doing this exercise, read Notes to the Student, 5, p.256. Then fill in the blanks.

1. Nahó:ten ne kén'en      A: I wonder what I should buy?  
akhní:non? \_\_\_\_\_  
O'nénhare' shní:non tóka      B: Buy grapes or cherries.  
ni' é:ri.
2. Nahó:ten ne kén'en      A: I wonder what he should  
ahahní:non?      buy? \_\_\_\_\_  
Tóka kaná:taro tóka ni'      B: Maybe bread or eggs.  
o'nhón'sa'.



3. \_\_\_\_\_ ? A: How heavy is the baby?  
 . B: Only twelve pounds.
4. \_\_\_\_\_ ? A: How heavy is the chicken?  
 . B: About five pounds.
5. \_\_\_\_\_ ? A: How many cats are there?  
 . B: Only three of them.
6. \_\_\_\_\_ ? A: How old is the car?  
 . B: It's only four years old.
7. \_\_\_\_\_ ? A: How old is your grandfather?  
 . B: He's eighty-two years old.
8. \_\_\_\_\_ ? A: How old is the baby (m)?  
 . B: He is two years old.
9. nikakwí:ra? A: How big is the tree?  
 . B: Only four feet.
10. nikaniá:tares? A: How long is the material?  
 . B: Five yards.
11. tisanón:sote' ? A: How far is your house?  
 . B: Only twenty yards.

E-11

Give an appropriate answer for the questions below.

1. Ka' ne ken nón:wa non iaiétene' tsi niwakénnhes?

2. Tánon' tsi niíóhseres, ka' ne ken nón:wa non iaiétene'?

3. Ohnentiaterá:na'? \_\_\_\_\_
4. Entiátá:wen ken? \_\_\_\_\_
5. Okh ne tehniksá:'a, ohnenhiaterá:na'?  
\_\_\_\_\_
6. Íhsehre' ken tóka enhonon'eskwen?  
\_\_\_\_\_
7. To: niió:re' ne Wastonronón:ke?  
\_\_\_\_\_
8. Sótsi í:non, wáhi? \_\_\_\_\_
9. Ne ken ní:se' ahserá:ko ne kaniatara'kowáhne iaiétene'?  
\_\_\_\_\_
10. É:so' ken kéntson énteneke'?  
\_\_\_\_\_
11. Sé:ka's ken ne kéntson? \_\_\_\_\_
12. Okh ne tehniksá:'a, roné:ka's ken?  
\_\_\_\_\_
13. To: níhsa'? \_\_\_\_\_
14. To: nisaia'tákste'? \_\_\_\_\_
15. Tánon' to: na'tesohseriiá:kon?  
\_\_\_\_\_

E-12

Make up six questions using the material of this and of former lessons.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## E-13

Tier is talking to his younger brother Só:se about their summer vacations.

Kwah í:kehre' Wastonronón:ke ón'te nón:wa iéntewe' tsi niwakénnhes. Sok kaniatara'kowáhne nientsítewe' khé:re káti ken' Wastonronón:ke entewanatá:ra', tánon' kaniatara'kowáhne ientewatá:wen. Sahkko:wa enharióhkawine'. Rawé:ka's ne:' ne kéntson ok ní:'i iah tewaké:ka's. Tánon'o'nesharonkwá:-ke entiathkahri'tserón:ni' tánon' entenitakhéhson. Í:non ne kaniatarakowáhne. Tóka' thio'kehá:ke nienhéntewe'. Sewen-hnísera khok nikarí:wes. Íhsehre' ken tóka enson'éskwen'.

Vocabulary

nientsítewe'	we (p,incl) will go to another place
nienhéntewe'	(if) we (p,incl) go by
ienhón:newe'	(before) they'll get there)

Questions

1. Ka' wahón:ne' tsi niwakénnhes?
2. Sok ka' nienshón:ne'?
3. Ohnehontierá:na' ne Wastonronon:ke?
4. Tánon' ohnehontierá:na' ne kaniatara'kowáhne?
5. Ohnehatierá:na' ne Sahkkó:wa?
6. Ónhka iakawé:ka's ne kéntson?



7. Ohnenhiatierá:na ne Tier tánon' ne Só:se?
8. Í:non' ken ne kaniatara'kowáhne?
9. Thio'kehá:ke ken nienhón:ne'?
10. To: nikarí:wes ienhón:newe' tóka thio'kehá:ke nienhón:ne'?

## E-14

Using the materials of this lesson, tell us, in writing, about your summer plans. You can either write a conversation, as in C-1 and C-2, or a paragraph as in E-12.



Notes to the Student

1. Mohawk has different words for 'instead' and 'instead of', namely khé:ken 'instead' and ne ne iá:we 'instead of', 'rather than'. Khé:ken can also be shortened to khe:.

- a) Wahatawénhe' ken ne Ko:r? Is Paul going to swim?  
 Iah, enható:rate' khe: No, he's going to hunt instead.  
khé:ken
- b) Ko:r ken wahatawénhe'? Is it Paul that's going to swim?  
 Iah, Só:se khe: No, it's Joe who is going to  
khé:ken swim instead.
- c) Ko:r ken thowá:re'? Is it Paul that's going?  
 Iah, Sá:k khe: No, it is Jim that's going  
khé:ken instead.

Notice that khe:/khé:ken is placed directly after that word which is opposed to a word in the preceding sentence. For example, in a) 'to swim' and 'to hunt' are opposed and khe: is placed after 'to hunt'. In b), on the other hand, 'Paul' and 'John' are opposed and khe: shows up after 'John'.

Whenever you would use English 'instead of' you have to use ne ne iá:we in Mohawk, e.g.:

- d) O'wá:ron ken í:raks ne Is Paul eating the meat?  
Ko:r?  
 Iah, kaná:taro í:raks ne No, he's eating the bread instead  
ne iá:we o'wá:ron. of the meat.
- e) Roió'te' ken ne Ko:r? Is Paul working?  
 Iah, rató:rats ne ne No, he's hunting instead of  
iá:we ahoió'te'. working.
- f) Ko:r ken thowá:re'? Is it Paul that's going?  
 Iah, Sá:k thowá:re' No, it is Jim that's going  
ne ne iá:we Ko:r. instead of Paul.

Notes to the Student (cont'd)

If ne ne iá:we opposes two verbal structures as in e) above, the second verb is in the indefinite mode. This mode is marked by an a- prefix, e.g. a-hoió'ten' 'for him to work', 'he should work'. The indefinite mode also shows up in M-1 and M-10 of this lesson. The implication is that the speaker thinks that Paul should work, but he went hunting instead. You will learn more about the indefinite mode in future lessons, especially in Lesson 17.

2. In Lesson 12 you learned about the definite mode (aorist) which is expressed by the prefix wa'-. In this lesson you are learning about the "future mode" which says that the speaker is certain that a given event will take place. The future mode is expressed by the prefix en- which is placed before the personal pronoun and is marked by the punctual aspect suffix (see Notes to the Student, 4, Lesson 12).

<u>en-</u> ható:rate'	'he will hunt'
<u>en-</u> hanatá:ra'	'he will go visiting'
<u>en-</u> hatá:wen	'he will swim'
<u>en-</u> tháha'we'	'he will bring'
<u>t-</u> <u>en-</u> haiá:ia'ke'	'he will cross'
<u>i-</u> <u>én:</u> re'	'he will go'

en- usually occurs at the beginning of the word, but some prefixes can precede it as the last two examples show.

In tenhaiá:ia'ke' the duplicative prefix t- precedes en-, and in ién:re', the translocative i- occurs initially.

The future prefix en- cannot cooccur with the negative prefix te-. Instead, the prefix tha-/th- occurs as in the examples below. (for more information see L-17)

iah tha-ható:rate'	'he won't hunt'
iah tha-hanatá:ra'	'he won't go visiting'
iah tha-hatá:wen	'he won't swim'
iah <u>th-</u> iá:re'	'he won't go'

Notes to the Student (cont'd)

However, verbs in the future mode can be negated in the case of commands, where tóhsa 'don't' is used. The English translation for these sentences does not contain the future morpheme 'will'.

tóhsa <u>en-</u>	hsató:rate'	'don't hunt'
tóhsa <u>en-</u>	hsenató:ra'	'don't visit'
tóhsa <u>en-</u>	hsatá:wen	'don't swim'
tóhsa i- <u>én-</u>	'se'	'don't go'

3. In M-6 and in other sentences, you have come across the word ón'te' which, we said, cannot be directly translated into English. Ón'te' usually expresses doubt, it implies that the speaker is not sure whether the thing he or she is talking about is true. Below are a number of sentences that contain ón'te'. Sometimes ón'te' is also used by itself. Somebody says something and you answer ón'te', meaning 'I suppose so', 'could be'.

Kwah í:kehre' énthre' ón'te'. I think he'll come.

Iah té:kehre' í:se' ón'te' I doubt that it's your animal.  
satshe:nen.

Iah té:kehre' ién:ra' I doubt that he'll go.  
ón'te'.

Énthre' ón'te' ken? Do you think he'll come?

Ón'te' is also used in sentences that are translated into English with 'must be', e.g.:

Ponkwehserí:io' ón'te'. He must be a nice man.

Rató:rats ón'te'. He must be a hunter.

Tesahwishenhé:ion ón'te'. You must be tired.

Tehsanonwarawén:rie ón'te'. You must be crazy.

Rononwá'ktani' ón'te' ne Joe must be sick.  
Só:se.

Notes to the Student (cont'd)

4. In this lesson you learned to use the two inclusive 'we' forms, where (d,incl) stands for 'dual inclusive' and (p,incl) stands for 'plural inclusive'. The term 'inclusive' means that the person addressed is included in the statement. For instance, wéteneke 'we (d,incl) ate' means 'you and I ate', while wétewake 'we (p,incl) ate' means 'you and I and some other person or persons ate'. If somebody asks you a question with an inclusive 'we', you can answer with the same 'we' form, because you are included. For instance:

Question

Wéteneke' ken? 'Did we (d,incl) eat it?'

Answer

Hen, wéteneke'. 'Yes, we (d,incl) ate it.'

However, if somebody asks you a question with an exclusive 'we' form, you answer with a 'you' form, because you are not included. For instance:

Question

Wa'ákwake' ken? 'Did we (p,excl) eat it?'

Answer

Hen, wésewake'. 'Yes, you (p) ate it.'

We (d,incl)

- a) before consonant stems: teni-

e.g. teni-nákere 'we (d,incl) live'  
teni-kowá:nen 'we (d,incl) are big'

- b) before a- stems: ti-

e.g. ti-ató:rats 'we (d,incl) hunt'  
ti-atenhni:nons 'we (d,incl) are salesmen'

Notes to the Student (cont'd)c) before all other stems: ten-

e.g.	<u>ten-í:teron</u>	'we (d,incl) are staying'
	<u>ten-óhkwats</u>	'we (d,incl) dig'
	<u>ten-ón:nis</u>	'we (d,incl) make'
	<u>ten-entórha</u>	'we (d,incl) are lazy'
	<u>ten-é:saks</u>	'we (d,incl) look for'

We (p,incl)a) before consonants stems: tewa-

e.g.	<u>tewa-nákere</u>	'we (p,incl) live'
	<u>tewa-kowá:nen</u>	'we (p,incl) are big'

b) before i- stems: tew-, verb-initial -i- becomes -en-.

e.g.	<u>tew-én:teron</u>	'we (p,incl) are staying'
	<u>tew-én:tenhre'</u>	'we (p,incl) feel sorry for her'

c) before a-, e-, en- stems: tew-

e.g.	<u>tew-ató:rats</u>	'we (p,incl) hunt'
	<u>tew-atenhní:nons</u>	'we (p,incl) are salesmen'

d) before o-, on- stems: ti-

e.g.	<u>ti-ón:nis</u>	'we (p,incl) make'
	<u>ti-ohétsta</u>	'we (p,incl) pass it'

5. Mohawk has two words to express the English disjunction 'or', namely tóka' ni' and káton. Tóka' ni' is always used in statements, while káton is used in questions. Below are some examples:

- a) O'nénhare' tás'ha tóka' 'Bring grapes or cherries!  
ni' é:ri.
- b) Atiá:tawi' shní:non tóka' 'Buy a dress or a blouse!  
ni' oiá:kara'.

Notes to the Student (cont'd)

- c) Enwatió'ten' tóka' ni' enkatorátha'. 'I'll work or I'll go hunting'
- d) O'nénhare' tás'ha tóka' ni' é:ri tás'ha. 'Either bring grapes or bring cherries'
- e) O'nénhare' ken tás'hawe' káton é:ri? 'Did you bring grapes or cherries?'
- f) Atiá:tawi' ken wa'shni:- non káton oiá:kara'? 'Did you buy a dress or a blouse?'
- g) Enhsaió'ten' ken káton enhsatorátha'? 'Will you work or go hunting?'
- h) O'nénhare' ken enték'ha- we' káton é:ri enték'hawe'? 'Shall I bring grapes or shall I bring cherries?'

6. In M-1 of this lesson you learned expressions like tsi niwakénnes 'during the summer' (see also Vocabulary 3). The partitive prefix ni-, n- that occurs in these time expressions occurs in many verbal construction expressing a variety of ideas, like a certain number, place, time or manner. So far you have encountered ni-, n- in the following constructions:

- Ohniwahsohkó:ten? 'What colour is it?'
- Onekwén'tara' niwahsohkó:ten. 'It's red (colour).'
- Óhonte' nikanonhsó:ten 'The house is green.'
- To: nihá:ti thón:ne's? 'How many of them (m) are there?'
- Áhsen nihá:ti. 'Three of them.'
- To: nahskáriake? 'How much did you pay?'
- Wisk nikawístake'. 'Five dollars.'
- To: nikarí:wes tsi ionahténtien? 'How long are they (p,f) going to stay away?'
- Áhsen niwenhniserá:ke. 'Three days.'

Notes to the Student (cont'd)To: niowistá: 'e?

'What time is it?'

Wisk niowistá: 'e.

'It's five o'clock.'

Ka' nikahá:wi 'thówahse'?

'When are you (p,f) going?'

Tsi nióhseres.

'During the winter.'

Ohnihatié:rha?

'What is he doing?'

Ratkonhsóhares.

'He is washing his face.'

The examples above show that 'how' questions always involve the particle to: and the prefix ni-, n-. The examples below show you how to form 'how' questions. Notice that all those answers that contain a number follow the patterns that you learned in Lesson 9, Note 1, about the enumeration of objects.

a) how big (things):to: ni + pron. + noun - increment

To: nika'seréhta?

'How big is the car?'

Wisk niwatahtsherá:ke.

'Five yards.'

To: niwatekhwahrá'tshera?

'How big is the table?'

Tewahsí:take.

'Two feet.'

b) how big (persons, animals):to: ni + pron. + a'

To: ní:ra'?

'How big is he?'

Kenk ní:ra'.

'He's just so little.'

To: nihón:na's?

'How big are they (p,m)?'

Iá:ia'k niwahsí:take.

'Six feet.'



Notes to the Student (cont'd)c) how many (things):

to: ni + pron. + noun + increment + plural

To: nika'seréhtake? 'How many cars are there?'

Áhsen nika'seréhtake. 'There are three cars.'

To: niwa'thé:rake? 'How many baskets are there?'

Wisk niwa'thé:rake. 'There are five baskets.'

d) how many (persons, animals):

See also Lesson 11.

To: nihá:ti? 'How many of them (m) are there?'

To: nikón:ti? 'How many of them (f) are there?'

e) how heavy (things):

to: ni + pron. + kste' ne - noun

To: niiókste' ne 'How heavy is the basket?'  
á:there'?

Ákta ne wisk nikakón'tshe- 'Nearly five pounds.'  
rake.

To: niiókste' no'wá:ron? 'How heavy is the meat?'

Tekakon'tshera:ke khok. 'Only two pounds.'

f) how heavy (persons, animals):

to: ni + pron. + ia'ta + kste'

To: nisaia'tákste'? 'How heavy are you?'

Énska tewen'niáwe'-nika- 'I weigh 100 pounds.'  
kon'tshera:ke niwatia'-  
tákste'.

To: niioia'tákste' ne 'How heavy is the dog?'  
é:rhar?

Oié:ri nikakon'tsera:ke 'He weighs 10 pounds.'  
niioia'tákste'.

Notes to the Student (cont'd)g) how old (things):to: ni + t + pron. + ien ne noun

To: nitió:ien ne á:there'? 'How old is the basket?'

Wisk niiohserá:ke nitió:ien. 'It's five years old.'

h) how old (persons, animals):to: n + a' + te + pron. + ohser + iiá:kon

To: na'tesohseriiá:kon? 'How old are you?'

Wisk na'tewakohseriiá:kon. 'I'm five years old.'

To: na'tehaohseriia'kón:ne'? 'How old was he?'

Wisk na'tehaohseriia'kón:ne'. 'He was five years old.'

When you ask somebody's age, you are actually asking how many winters he or she has crossed, i.e. the words for 'winter' óhsera and 'cross' ia'k are part of the question.



LESSON 15 REVIEW



C-: Converse, Communicate

C-1

A and C are meeting B who's carrying a kitten.

A: Satkáhto thi takó:s  
owi:ra. Í:se' ken  
satshé:nen'?

A: Look at that kitten.  
Is it yours?

B: Hen, i: akitshé:nen'.  
Senahskwanón:we's-ken?

B: Yes, it's mine. Do you  
like it?

A: Hen, kanahskwi:io.  
Nahó:ten konwá:iats?

A: Yes, it's cute. What's  
its name?

B: Athontsísta.

B: Blackie.

- A: Wató:rats ken?                   A: Is it a hunter?
- B: Árekho, sotsi ken'               B: Not yet, it's too small.  
  niiaká:'a.
- C: He, onhka thi tekenón:-         C: Look, who are those two  
  kwe?                                women?
- A: Ne ken thi ísi' wá:kene'?       A: Those two (f) walking away?
- C: Hen.                               C: Yes.
- A: Kwah í:kehre' tiatenhní:-       A: I think they (d,f) are  
  nons ón'te'.                        salesgirls.
- B: Iah, iah tetiatenhní:-         B: No, they (d,f) aren't  
  nons.                                salesgirls.
- C: Sheienté:ri ken?                 C: Do you know them?
- B: Hen, ne ne iakononwaró:-       B: Yes, the one with the hat  
  ron iontétsen'ts. Lí:sa           is a doctor. Her name is  
  iontátiats.                         Lisa.
- A: Okh ne tseiá:ta?                 A: And the other one?
- B: Wariá:nen iontátiats.           B: Her name is Mary-Ann.  
  Iah ne teiakoió'te'.               She isn't working.
- C: Ionterihwaiénstha ken?         C: Is she a student?
- B: Iah kiná:'a.                     B: I don't think so.  
  To: niiowistá:'e?                   What time is it?
- A: Enká:r khok tió:tokte'         A: Only a quarter to six.  
  ne iá:ia'k.
- C: Sok ná:'a ken?                   C: Already? We (d,excl)  
  Wa'tietia'tskahón:ne'.           are going to eat.
- A: Hen, é:so' tsi katon-           A: Yes, I'm very hungry.  
  kária'ks.
- B: Éntewe'.                         B: I'll go with you.



C-2 A and C admire the new acquisitions of their friend B.

A: Senón:we's ken ne sahná:ta?

A: Do you like your purse?

B: Iah, iah tekenón:we's. Sótsi kowá:nen.

B: No, I don't. It's too big.

A: Kenónwe's ki' ní'i.

A: I like it though.

C: I: ó:ni. Wahsohkwí:io.

C: Me too. It's a nice colour.

A: Ka'nón tashní:non?

A: Where did you buy it?

B: Iah tewakhní:non. Shawátis tánon' Enthré rotíhson.

B: I didn't buy it. John and Andrew made (d,m) it.

C: Onia'tará:'a' ken ionniá:ton?

C: Is it made of cotton?

B: Iah, ohnakén'sa' ionniá:ton.

B: No, it's made of leather.

A: Ken? Nikanó:ron rohna-keñ'sa.

A: Really? Leather is so expensive.

- B: Hen, sótsi kanó:ron.  
 C: To: naskáriake?  
 B: Áhsen niwáhsen nikawís-  
 take nikanó:ron.  
 A: Kanó:ron wáhi.  
 C: Í:se' ken ki sáhta?  
 B: Hen, i: akwáhta'.  
 C: Ronónha ní:ken né'e  
 rotíhson?  
 B: Iah, iah ronónha tehotíh-  
 son.  
 A: Ónhka iakóhson?  
 B: Iah tewakaterién:tare'.  
 I:' wa'katakwahní:non'.  
 Sahsohkwanón:we's ken?  
 A: Hen, kenón:we's ne  
 onekwén'tara niwahtahkó:-  
 ten.  
 C: Ne ni:' akerá:ko'.  
 natéhsa'.  
 B: Satenién:ten!  
 A: Iah, sénha ni:' tekahsi'-  
 towá:nen's tsi ní:iot  
 ní:se'.  
 B: Tó:ske'.  
 C: Ha' ki' tsitiahtén:ti'.  
 Enióhrhenne' tentsi-  
 tewatátken.  
 B: Ka' nikahá:wi entísene'?  
 A: Toka nón:wa ákta ne  
 tékeni.  
 B: A: enwakerhá:reke'.  
 Ó:nen ki' wáhi.  
 C: Ó:nen.
- B: Yes, it is too expensive.  
 C: How much did you pay for it?  
 B: It costs 30 dollars.  
 A: Gee, it is expensive.  
 C: Are these your shoes?  
 B: Yes, they are my shoes.  
 C: Did they (d,m) make them  
 too?  
 B: No, they didn't make them.  
 A: Who made them?  
 B: I don't know.  
 I bought the shoes.  
 Do you like the colour?  
 A: Yes, I like red shoes.  
 C: I prefer brown ones.  
 B: Try them on!  
 A: No, my feet are bigger than  
 yours.  
 B: That's true.  
 C: Well, let's go home now.  
 We'll see you tomorrow.  
 B: What time will you (d) come?  
 A: Maybe around two o'clock.  
 B: I'll be waiting.  
 Good bye then.  
 C: Good bye.



C-3 Elizabeth, A, and her daughter, B, are sitting in the kitchen.

B: Satahónshatat! Ónkhak tá:ien'.

B: Listen! Somebody is coming.

A: Hen, tshe'kén:'a í:-kehre'. Ka:ts tien'.

A: Yes, I think it's your younger brother. Come here, my little one.

B: Ska'én:ion ne ra'shi-tá:ke.

B: Look at his feet.

A: Ohni:io ne ra'shitá:ke?

A: What's the matter with his feet?

B: Tetsá:ron ionawá:tstare'.

B: They are both full of mud.

C: Atsá:kta ié:ke'skwe'.

C: I was at the river.

B: Tesahontá'tson ó:ni'.

B: Your ears are dirty, too.

A: Hen, wa:s satahon'tóhare.

A: Yes, go and wash your ears.

C: Nekh ken ne kahon'tá:ke?

C: Only my ears?

A: Sahsitakéhshon ó:ni'.

A: Your feet too.

- C: Tetsá:ron ken enkenóha-re'?
- A: Hen, tetsá:ron.
- B: Tánon' satkáhtho ne ra'othá'steron.
- A: Ioná nawen tánon ioterátson.
- C: Iah ki' tewatha'steren'-tsheranó:ron.
- A: Oronhwí:io ki'ná: tsi kanó:ron. Oié:ri' nika'-wístake nikanó:ron.
- B: Ken? Oniatará'a ken ionniá:ton?
- A: Hen. Ohnakén'sa sénha ioiánere', sotsi ki' ne' kanó:ron.
- B: Hen, wakaterién:tare', nek tsi ne ki' aonhá'a tioiánere'.
- C: Ó:nen ki' wá:ksa'.
- A: Íanere'. Tha'tesató:tat ki' ó:nen tánon sen:ta.
- C: Katonkária'ks.
- A: Kaná:taro ki' í:sek.
- C: Shall I wash both?
- A: Yes, both of them.
- B: And look at his pants.
- A: They are wet and torn.
- C: Well, the pants weren't expensive.
- A: Sure they were expensive. They cost 10 dollars.
- B: Really? Are they made of cotton?
- A: Yes. Leather is better, but it is too expensive.
- B: Yes, I know, but it is the best.
- C: (coming back from washing) I've finished.
- A: Good. Now be quiet and go to sleep.
- C: I'm hungry.
- A: Eat some bread then.





C-4 Mary meets her girlfriend Susan at the train station.

A: Ka' wáhse'?

A: Where are you going?

B: Kaná:takn. Tio'hk ken nahó:ten entkonhawihnten?

B: To town. Shall I bring you something?

A: Hen, káhi tás'ha.

A: Yes, bring me some fruit.

B: Ohniwahió:ten? Kátshe ken káhi káton sewahió:wane káton é:ri?

B: What kind? Pears or apples or cherries?

A: Kátshe káhi. Iah tewa-ké:ka's ne sewahio:wane.

A: Pears. I don't like apples.

B: Sewahió:wane ní:'i sénha wa'ké:ka's tsi ní:iot ne kátshe káhi.

B: I like apples better than pears.

A: Iah, kátshe káhi sénha teiotsikhé:tare'.

A: No, pears are sweeter.

B: Ne níha kénhak. Ka' ne sáhska're'?

B: Ok, let it be that then. Where's your boyfriend?

A: Thetén:re' rohténtion. Aterónto iehawó:non.

A: He left yesterday. He went to Toronto.

- B: To: nikarí:wes tsi rchténtion?  
 A: Tóka' sewenhní:ta tóka' ní' ken tewenhní:take.  
 B: Karí:wes wáhi. Enhsentón:ni.  
 A: Hen, enkentón:ni.  
 B: Ohnihotierá:non?  
 A: Roio'tén'sheron.  
 B: Eh, ó:nen takatá'khe' ne iakoia'takarénies. Ó:nen ki' wáhi.  
 A: Ó:nen. Tóhsa sasani-kónhren ne kátshe káhi.
- B: How long will he be gone?  
 A: A month, perhaps two months.  
 B: That's a long time. You'll be lonely.  
 A: Yes, I'll be lonely.  
 B: What has he gone to do over there?  
 A: He's gone to work.  
 B: Oh, there's the bus. Good bye now.  
 A: Good bye. Don't forget the pears.



C-5 Jim and his wife Ann talk over their plans for the summer.

- A: Ka' ne ken nón:wa non iaiétewe' tsi niwa-kénnes?  
 B: To: nikarí:wes tsi tewahentióhne?  
 A: Áhsen niwenhni:take.
- A: Where should we (p,incl) go during the summer?  
 B: For how long are we (p,incl) going away?  
 A: For \*three months.

- B: Nahó:ter ashí:ron  
karhakonkówahne ialetewe'?      B: What do you say if we (p,incl)  
go into the forest?
- A: Ohnentewatierá:na'?      A: What shall we (p,incl) do  
there?
- B: Ne entewatí:rente'  
entewatenatón:ni.      B: First we'll (p,incl) build  
a camp.
- Ā: Nahó:ten éntewake'?      A: And what will we (p,incl)  
eat?
- B: Entewahrióhkawine' tánon'  
entewató:rate'.      B: We'll (p,incl) fish and  
hunt.
- A: Iáh tewaké:ka's ne  
kéntson.      A: I don't like fish.
- B: Ensé:ka'we' se' í:kehre'.      B: I think you'll like it.  
Iawékon se' ne ótsase'.      Fresh fish tastes good.
- A: Ok ne ratiksa'okón:'a?      A: How about the kids?
- B: Enhonrióhkawine' ni'  
né'e tánon enhonhia'kha'      B: They'll also fish, and  
they'll go pick berries.
- A: Ohniwahió:ten?      A: What kind of berries?
- B: Karhatakéha, skanekwen'-      B: Blueberries, raspberries,  
tará:nen, ken' niiohon-      strawberries, all kinds.  
téssha, niatewá:iak'.
- A: Tóka' se' nón:wa enhonon'-      A: They just might enjoy that.  
éskwen.
- B: Á:kehre' tóka' nón:wa'.      B: I should think so.  
Serihwanón:we's ken?      Do you like the idea?
- A: Tóka' nón:wa'. Tentsi-      A: Perhaps. We (d,excl) will  
tenihthá:re' ki' shé:kon.      talk about it again.

E-1 Read and understand the passage below. Then answer the questions.

Sosá:n : Shé:kens ken thi tekeniiá:tase'?

I: onkwara'sé:'a. Tetsá:ron Tiohtiá:ke  
ttiaterihwaiénstha. Ne ne iehnén:ies  
teietsi'nehtará:rons ok ne tseiá:tá ie'ní'khons  
nen né:'e. Atiá:tawi' tánon' athá'sterén  
iakón:nis, ohnakén'sa ióntstha. Thí:ken

tehninekén'teron' ská'tne íthnete' kwah í:kehre'  
 kehre' ne ón'te' aotíhskare'. Tierkó:wa  
 ronwá:iats ne rakowá:nen. Tánon' ne shaiá:ta  
 Wátio ne ronwá:iats.  
 Káton eniethiatiatáhrhahse'.

### Vocabulary

iehnén:ies	'the tall one (f)'
teietsinehtara:rons	'she does beadwork'
ie'ní'khons	'she sews'
ióntstha	'she uses it'
aotíhskare'	'their (d) boyfriends'
iethiatiatáhrhas	'let's join them'

### Questions

1. To: nikónti? \_\_\_\_\_
2. Sosá:n ken onara'se'okón:'á? \_\_\_\_\_
3. Nahó:ten iotiió'tens? \_\_\_\_\_
4. Ka'nón: ttiaterihwaiénstha? \_\_\_\_\_
5. Nahó:ten ó:ni' iakoió'te' ne iehnén:ies? \_\_\_\_\_
6. Okh ne tseiá:ta, nahó:ten ne iakoió'te'? \_\_\_\_\_
7. Nahó:ten iakón:nis? \_\_\_\_\_
8. Ohnakén'sa ken ióntstha? \_\_\_\_\_
9. Ónhka thi: tehniáhse ská'tne íthnete'? \_\_\_\_\_
10. Nahó:ten ronwatí:iats? \_\_\_\_\_

E-2 Read the passage below. Then answer the questions.

Wa:ri : "Senón:we's ken ne Ko:r raotha'steren'tsherasé'tsi.  
 Kenón:we's néktsi sótsi ki' ken' niwá:sa'.  
 Ontiarasé:'a wa'éhsa'. Ohnakén'sa ionniá:ton.  
 Ontiarasé:'a ni' né'e iakóhson thi óhonte'  
 niwahsohkó:ton atiá:tawi'. Iah tekenón:we's.  
 Ok ní:se'? Ienón:we's ki' ne' nistén'a.  
 Ká:nhes ionniá:ton. Thó:ha wisk niwáhsen  
 nikawístake nikanó:ron."

Ane:n : "Kanó:ron wáhi."

### Vocabulary

athá'steren

'pants'

iakóhson

'she made it'

thó:ha

'almost', 'close to'

### Questions

1. Ónhka wa'éhsa' ne Ko:r raothá'steren? \_\_\_\_\_
2. Nahó:ten ionniá:ton? \_\_\_\_\_
3. Ónhka iakóhson natiá:tawi'? \_\_\_\_\_
4. Ohniwa'sohkó:ten natiá:tawi'? \_\_\_\_\_
5. To: naekáriake' ne ká:nhes? \_\_\_\_\_

E-3 Read the passage below. Then answer the questions.

"Ken' nontá:se Shawátis! Skaén:ion ne sathá'steren.  
 Ioterá'tson tánon' teió'tson. Tánon' tesahsitá'tson ó:ní.  
 Ánen, ken' nontá:se. Skaén:ion ne satiá:tawi'. Asé'tsi'  
 tánon' na'teshi'tsonste'. Ónwa'k sahsó'tha wa'éhsa'."

É:so' tsi kanó:ron ase'kén ká:nhes ionniá:ton.  
Wa:s akwé:kon seninóhare, tho: ne ó:nen tha'tetsato:tat  
tánon' sení:ta".

Vocabulary

ken' nontá:se	'come here ', 'get over here'
na'teshi'tsónste	'you've made it so dirty'
ónwa'k	'just now'
é:so'	'a lot, much'
ase'kén	'as it is, as it was'
thó:ne	'then', 'and then'

Questions

1. Ioterátson ken ne Shawátis raothá'steren? \_\_\_\_\_
2. Asé'tsi ken natiá:tawi'? \_\_\_\_\_
3. Ónhka iakóhson natiá:tawi'? \_\_\_\_\_
4. Nahó:ten ionniá:ton natiá:tawi'? \_\_\_\_\_

E-4 Read the passage below. Then answer the questions.

Mary is talking to her husband Joe.

Wá:ri : "Sateriéntare' ken tsi Kaná:tso iehawé:non ne  
 Ko:r? Ó:nen tewenhñiserá:ke tsi náhe rohténtion.  
 Teiahia'kserá:ke tsi nikarí:wes ienhré:sheke'.  
 Iah tekari:wes nek tsi sha'té:io ki' tsi  
 enhrentón:ni'. Khé:re tóka ienhoiío'ten. Ka'  
 káti ni:' non iéntene' tsi niwakénnhes?  
 Nahó:ten ashí:ron Wastonronón:ke iaiétene'?  
 Tentiastekáwha. Tóka ni' kaniatara'kowáhne  
 iéntene'. Entiahrióhkawine' tánon' entiatá:wen.

Sonke'nikónhren tsi iah tesé:ka's ne  
 kéntson. Tóka'ni' karhakon'kowahne' ientene'.  
 Entiató:rate' tánon' entiahiák'ha'.  
 Serihwanón:we's ken?

Só:se : Oronhwí:io ki' ná'a.

### Vocabulary

ienhré:sheke'	'he'll be there'
sha'té:io ki' tsi	'just the same'
káti	'then'
sonke'nikónhren	'I forgot'
iá:ken	'they say'
ién:ne'	'they (d,m) will go'

### Questions

1. Ka'nón: iehawé:non ne Ko:r? \_\_\_\_\_
2. Kátke nihohéntion? \_\_\_\_\_
3. To: nikarí:wes tsi rohténtion? \_\_\_\_\_
4. Enhrentón:ni' ken? \_\_\_\_\_
5. Ka' iá:ken non ién:ne'? \_\_\_\_\_
6. Enhiahriohkawíne' ken? \_\_\_\_\_
7. Rawé:ka's ken ne kéntson ne Só:se? \_\_\_\_\_
8. Oh nenhiatierá:na' ne karhakon'kowáhne'? \_\_\_\_\_
9. Rarihwanón:we's ken ne Só:se? \_\_\_\_\_

E-5 Find an appropriate answer for the questions below.

1. Ónhka thi tehnón:kwe? \_\_\_\_\_  
\_\_\_\_\_
2. Tiohtiá:ke ken tkení:teron? \_\_\_\_\_  
\_\_\_\_\_
3. Í:se' ken satshé:nen? \_\_\_\_\_  
\_\_\_\_\_
4. Ken' ken kén:teron? \_\_\_\_\_  
\_\_\_\_\_
5. Iató:rats ken? \_\_\_\_\_  
\_\_\_\_\_
6. Ka'nón nihiató:rats? \_\_\_\_\_  
\_\_\_\_\_
7. Ohkwá:ri tánon' okwaho ken iató:rats? \_\_\_\_\_  
\_\_\_\_\_
8. Senón:we's ken ne sa'thá'steren'? \_\_\_\_\_  
\_\_\_\_\_
9. Ranón:we's ken ne sa'tiá:tawi'? \_\_\_\_\_  
\_\_\_\_\_
10. Asé'tsi' ken nanón:warore'? \_\_\_\_\_  
\_\_\_\_\_
11. Sótsi ken kowá:nen? \_\_\_\_\_  
\_\_\_\_\_
12. Ienón:we's ken ne sahná:ta? \_\_\_\_\_  
\_\_\_\_\_



13. Ia'níha ken wa'háhsa nató:ken? \_\_\_\_\_  
\_\_\_\_\_
14. Raónhã ni' ken né'e waháhsa ne sa'niá:nawen? \_\_\_\_\_  
\_\_\_\_\_
15. Ohní:íó ne sehsnonhsá:ke? \_\_\_\_\_  
\_\_\_\_\_
16. Enkenóhare' ken ne kahsitá:ke tánon' ne kehsnonhsá:ke? \_\_\_\_\_  
\_\_\_\_\_
17. Ka' né ken nón:wa non iaiétewe' tsi niwakénnhes? \_\_\_\_\_  
\_\_\_\_\_
18. Kaniatara'kowáhne ken iéntewe'? \_\_\_\_\_  
\_\_\_\_\_
19. Ohnentewatierá:na'? \_\_\_\_\_  
\_\_\_\_\_
20. Entiatá:wen ken? \_\_\_\_\_  
\_\_\_\_\_
21. To: niió:re' ne kaniatara'kowáhne? \_\_\_\_\_  
\_\_\_\_\_
22. É:so! ken éntewake' ne kéntson? \_\_\_\_\_  
\_\_\_\_\_
23. Ensaíó'ten' ken káton enhsatorátha'? \_\_\_\_\_  
\_\_\_\_\_
24. Ónhka raotiá:tawi sénha ioiánere', Sa:k ken káton Só:se? \_\_\_\_\_  
\_\_\_\_\_

25. Wishe ken sénha rakowá:nen tsi ní:iot ne Wátio?

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26. Ka' níká:ien' aonhá'a tkancnhsowá:nen?

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E-6 Make up ten questions using all the material you have learned so far, but especially the material of Lessons 11, 12, 13, and 14. Be prepared to answer your own questions.

1. 

---
2. 

---
3. 

---
4. 

---
5. 

---
6. 

---
7. 

---
8. 

---
9. 

---
10. 

---

E-7 Write a paragraph or a conversation, about forty words long. Use the materials of the last four lessons.

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LESSON 16



C--: Converse, Communicate

C-1

Two people meet waiting for the bus.

- |                                     |  |
|-------------------------------------|--|
| A: Kwe. Ka' wá:se'?                 | A: Hello. Where are you going?           |
| B: Kahnawá:ke wá:ke'.<br>Ok ní:se'? | B: I'm going to Caughnawaga.<br>And you? |
| A: Tiohtiá:ke ni: wá:ke'.           | A: I'm going to Montreal.                |
| B: Sonkwehón:we ken?                | B: Are you an Indian?                    |
| A: Hen, konkwehón:we.<br>Ok ní:se'? | A: Yes, I'm an Indian. And<br>you?       |

- B: Konkwehón:we ni' ní'i.      B: I'm an Indian too.
- A: Ohnisa'taró:ten?              A: What's your clan?
- B: A'kskeré:wake'. Ok      B: I'm of the bear clan.  
ní:se', oh nisa'taró:-      What's your clan?  
ten?
- A: Wakeniáhton. Wakenón'-      A: I'm of the turtle clan.  
ses ó:ni'.                      I'm also a Longhouse.
- B: Tetiahsón'tha ní'i.              B: I'm a Catholic.
- A: Sheienté:ri ken thi      A: Do you know those men (p)?  
ronón:kwe?                      (pointing)
- B: Hen, rononkwehón:we ni'      B: Yes, they're Indians too.  
né'e.
- A: Ronhrónkha ken nonkwe-      A: Do they speak Indian?  
honwehnéka?
- B: Ostón:ha.                      B: A little bit.
- A: Kwahtokén'en tsi      A: You speak Indian very  
sahrón'kha nonkwehon-      well.  
wehnéha.
- B: Í:se' ó:ni'.                      B: You too.  
Nahó:ten saió'te'?              What's your job?
- A: Tién'thos.                      A: I'm a farmer.
- B: Ken? Sanaskwaká:te'      B: Really? Do you have a  
ken?                              lot of animals?
- A: Hen, kwéskwes wake-      A: Yes, I have pigs and lots  
nahskwáien tánom' é:so'      of chickens  
kón:ti kítkit.
- B: Sanáhskwaien ni' ken      B: Do you also have a horse?  
né:'e nakohsá:tens?
- A: Iah, wakaténahskwahní:-      A: No, I have sold it.  
non.

M-: Mimmic, Memorize, Manipulate

M-1

- A: Sonkwehón:we ken?              A: Are you an Indian?  
Ronkwehón:we ken?              Is he an Indian?  
Iakonkwehón:we ken?              Is she an Indian?  
Rononkwehón:we ken?              Are they (p,m) Indians?

M-2

- |                       |                              |
|-----------------------|------------------------------|
| B: Hen, konkwehón:we. | B: Yes, I'm an Indian.       |
| Hen, ronkwehón:we.    | Yes, he's an Indian.         |
| Hen, iakonkwehón:we.  | Yes, she's an Indian.        |
| Hen, rononkwehón:we.  | Yes, they (p,m) are Indians. |

M-3

- |                     |                          |
|---------------------|--------------------------|
| A: Ohnisa'taró:ten? | A: What's your clan?     |
| Ohniho'taró:ten?    | What's his clan?         |
| Ohna'ako'taró:ten?  | What's her clan?         |
| Ohnahoti'taró:ten?  | What's their (p,m) clan? |

M-4

- |                  |                                       |
|------------------|---------------------------------------|
| B: Akskeré:wake' | B: I am of the bear clan.             |
| Ro'nehsí:io.     | He is of the snipe clan.              |
| Iakokwáho.       | She is of the wolf clan.              |
| Rotiniáhton.     | They (p,m) are of the<br>turtle clan. |

M-5

- |                                   |                               |
|-----------------------------------|-------------------------------|
| B: Tánon' wakenón'ses.            | B: And I'm a Longhouse.       |
| Tánon' tehaiahsóntha.             | And he's a Catholic.          |
| Tánon' iah thateieiah-<br>sóntha. | And she's a Protestant.       |
| Tánon' rotinón'ses.               | And they (p,m) are Longhouse. |

M-6

- |                         |                                |
|-------------------------|--------------------------------|
| B: Ronón'ses, ni' né'e. | B: He's Longhouse, too.        |
| Iakonón'ses ni' né'e.   | She's Longhouse, too.          |
| Rotinón'ses, ni' né'e.  | They (p,m) are Longhouse, too. |
| Iotinón'ses, ni' né'e.  | They (p,f) are Longhouse, too. |

M-7

A: Sheienté:ri ken thi  
ronón:kwe?

Sheienté:ri ken thi  
ieiá:tase?

Thienté:ri ken thi  
ranekén'teron?

Thienté:ri ken thi  
roksténha?

A: Do you know those men (p)?

Do you know that young girl?

Do you know that young man?

Do you know that old man?

M-8

B: Hen, rononkwehón:we  
ni' né'e.

Hen, Kahnawá:ke  
nitiakawé:non.

Hen, Akwesásne nithawé:-  
non.

Hen, ronkwehón:we ne  
ro'níha.

B: Yes, they (p,m) are Indians,  
too.

Yes, she's from Caughnawaga.

Yes, he's from St. Regis.

Yes, his father is Indian.

M-9

A: Ronhrónkha ken nonkwe-  
honwehnéha?

Ionhrónkha ken nonkwe-  
honwehnéha?

Rahrónkha ken nonkwe-  
honwehnéha?

Rahrónkwa ní:ken né:'e  
nonkwehonwehnéha?

A: Do they (p,m) speak Indian?

Does she speak Indian?

Does he speak Indian?

Does he also (p,m) speak  
Indian?

M-10

B: Ostón:ha.

Iah só:tsi.

Tohkára' niiowén:nake.

Hen, oronhwí:io ki' ná'a.

Iah kwa.

B: A little bit.

Not too much.

A few words.

Yes, that's for sure.  
Certainly.

Not much.

M-11

A: Rotináhskwaien ken  
nakohsá:tens?Ronáhskwaien ken ne  
kwéskwes?Iakonáhskwaien ken ne  
kítkit?Sanáhskwaien ken ne  
é:rhar?

A: Do they (p,m) have horses?

Does he have pigs?

Does she have chickens?

Do you have dogs?

M-12

B: Hen, rotinahskwaká:te'.

Hen, ronahskwaká:te'.

Hen, iakonahskwaká:te'.

Hen, wakenahskwaká:te'.

B: Yes, they have lots (of  
animals).

Yes, he has lots.

Yes, she has lots.

Yes, I have lots.

M-13

A: Ro'tshá:ni ken?

Iako'tshá:ni ken?

Roti'tshá:ni ken?

A: Is he energetic? (not lazy)

Is she energetic?

Are they (p,m) energetic?

M-14

B: Hen, tánon' ro'nikonh-  
rowá:nen ó:ni'.Hen, tánon' iako'nikonh-  
rowá:nen ó:ni'.Hen, tánon' roti'nikonh-  
rowá:nen ó:ni'.B: Yes, and he's also very  
clever.Yes, and she's also very  
clever.Yes, and they (p,m) are  
also very clever.

C-2

A and B are watching a young man leave the house next door.

- |   |  |
|---|--|
| A: Ónhka thi ranekén'-<br>teron?  | A: Who's that young man?   |
| B: Ko:r thi.  | B: That's Paul.  |
| A: Nahó:ten roió'te'?   | A: What's his job?   |
| B: Kwah í:kehre' raterih-<br>waiénstha ón'te'.  | B: I think he's a student.   |
| A: Ronkwehón:we ken?  | A: Is he an Indian?  |
| B: Hen. Ro'nehsí:io.  | B: Yes. He is of the snipe clan.   |
| A: I: ó:ni' wa'kerehsí:io.<br>Ronón'ses ní'ken né'e?                                    | A: I'm also of the snipe clan.<br>Is he Longhouse, too?                              |
| B: Iah, kwah í:kehre' iah<br>ón'te' tha'tehaiahsón'tha.                                 | B: No, I think he's a Protestant.  |
| A: Rahrónkha ken nonkwe-<br>honwenéha?  | A: Does he speak Indian?   |
| B: Iah só:tsi.  | B: Not too much.   |
| A: Oh niiontié:ren?   | A: How come?   |
| B: Iah teionhrónkha ne<br>roni'sténha. Kanón:no<br>nitiakawé:nor.                       | B: His mother doesn't speak it.<br>She's from New York.                              |
| A: Ronkwehón:we ken ne<br>ro'níha?  | A: Is his father Indian?   |
| B: Hen, khé:re' tóka'.<br>Rakowá:nen tánon' ro'-<br>nikonrowá:nen ó:ni'.<br>Rinón:we's. | B: Yes, I believe so.<br>He's a big man and he's<br>also very clever.<br>I like him. |

### Vocabulary:

1. Stative Verbs: these Mohawk verbs are expressed in English by a to be plus adjective construction. Some of these verbs take subjective, some of them objective pronouns. For a discussion of objective pronouns, see Notes to the Student, 1, p. 303.



a) stative verbs with objective pronouns:

rotshennón:ni	he is glad
ro'nikonráksens	he is sad, unhappy
roia'tatshá:ni	he is aggressive
roia'tákste	he is heavy
ro'tshá:ni'	he is industrious
ro'nikonhrowá:nen	he is clever
roia'takenhé:ion	he is slow
rotiatáthteron	he is dangerous
rotshé.iaron	he is shy
rona'khwén:'en	he is angry
tehoterién'takária	he is bothersome
rononhwáktani	he is sick
ró:ten	he is poor
rokwáhtshe	he is rich
rota'karí:te'	he is healthy, he is well
roserén'tara's	he is sleepy
tehohwishenhé:ion	he is tired
roten'kéwhen	he is jealous
ro'nóshen	he is jealous, envious

b) stative verbs with subjective pronouns:

ronkwehserí:io	he is nice
ken' nihrá'a	he is small
rahnén:ies	he is tall
ken' nihahneniés'ha	he is short
ronkwehtáksen	he is bad
rentór'ha	he is lazy
rahseró:hen	he is quick tempered
rakowá:nen	he is big
ratatkwenniénstha	he is stuck up
ratatón:ni	he is proud
ranekén'teron	he is handsome
ronkwe'tí:io	he is good-looking
ra'shátste'	he is strong

2. Means of Transportation

ká:sere	car, vehicle
thio'kéha	train
iakoia'takarénie's	bus, it transports bodies
teká:tens	airplane, it flies
baishíker	bicycle
tékeni teiokahkwén:tonte'	bicycle (two wheels)
áhsen niokahkwén:tonte'	tricycle (three wheels)
motoshíker	motorcycle
kanonhsí:sere'	cutter
teka'katsjóhare'	Indian sleigh
teionto'tsinehtakhwa'	sleigh, a sliding vehicle
ká:sere	

3. Traditional Terminology: the meaning of some of the Mohawk terms below may vary from community to community or even from speaker to speaker.

a. the clans, family

ka'tá:ra	clan
ka'nistén'sera'	clan mothers
rohskeré:wake'	he belongs to the bear clan
ro'nehsí:io'	he belongs to the snipe clan
rokwáho	he belongs to the wolf clan
raniáhton	he belongs to the turtle clan
roneniothró:non	he belongs to the rock or little turtle clan
rohsennakéhte	he belongs to the deer clan
ohwá:tsire'	family, specific
kahwa:tsire'	family, generic
roiá:ner	sachem, elected chief
katsénhaien	council of people

b. nationalities

ronkwehón:we	an Indian (m)
renhna'rá:ken	a white man
rahón:tsi	a black man
kanatién	a French-Canadian
wa stonró:ni	an American
tiorhenshá:ka	an Englishman
o'seronnión:we	a Frenchman from France
o'serón:ni	a Frenchman or French-Canadian
kanien'kehá:ka	Mohawks, People of the Flint
kanien'kehró:non	Mohawks
ohontsakaionró:non	people of the old country
ronatshá:kanen	Abenaki, Hurons
ratino'tstowá:nens	Sioux
ononta'kehá:ka	Onondaga
oneniohte'á:ka	Oneida
shotinon'towane'á:ka	Seneca
atirón:taks	Attikamek, Ojibway
tewakénha	Delawares
ratirhakón:ha	Cree, Algonquians, forest people

c. objects

ienontarotsen'tákhwa'	bread paddle
kanien:ke	soup laddle
onohkwítshera'	boiled and sweetened corn
onó:ra'	braided corn
tkanó:ra'	corn husk mattress
onó:ra' kaia'tón:ni	husk doll
ka'ní:ka'	corn mortar
a'sí:sa'	pestle

ahshá:ra'  
kahwén:kare  
oien'kwa'ón:we  
kanén:nawen  
kárhon  
kaión:ni  
o'nekó:rha'  
iothkonwaroróktha'  
okón:wara'  
tohtó:wi  
  
otsi'néhtara'  
tekatsi'nehtará:ron  
o'nhé:ta'  
tekanhé:taron or  
o'nhé:ta' ionniá:ton  
athsinó:ron  
  
a'én:na'  
kaién:kwire'  
káhnia'  
ahtáhtshera'  
ató:ken  
otsíhkwa'  
áhsikwe'  
  
ohstá:wen  
ka'náhkun  
kana'tióia'  
ó:wahste'  
  
ten'én:ra'  
wa'én:rote'  
  
ion'arótha'  
ion'arotákhwa'  
ionta'arónkhwa'

burden strap  
snowshoe  
Indian tobacco  
pipe  
cradle board  
Wampon belt  
Wampon string  
mask  
mask, it's a face  
wooden doll  
  
beads  
bead work  
quill (porcupine)  
quill work  
  
leggings  
  
bow  
arrow  
flint  
quiver  
tomahawk, axe  
club, fist  
spear  
  
rattle  
large drum, rawhide drum  
water drum  
sticks  
  
stockade, palisade, fence  
enclosure, fort  
  
gill netting  
gill net, trap net  
seine, a large net used to draw  
fish ashore

d. dances

kentson'néha  
 sorahnéha  
 ostawa'kó:wa  
 ohstawenkó:wa

kanehó:ron  
 kanehwá:ien  
 ohkí:we'

ohsá:se'  
 wahtahtsheró:ton  
 teiontatenentshawá:kon  
 teiontenonia'kennieh-  
 tákhwa

Fish dance  
 Duck dance  
 Great Feather dance  
 Big Rattle dance, another name  
 for the Great Feather dance  
 Drum dance  
 Skin dance  
 dance for the dead  
 women's death chant  
 war dance (probably Seneca)  
 Standing Quiver dance  
 Holding Hand dance  
 jig

e. games, sports

tekanonhkwen'áneren  
 kahén:ta' or atenénha'  
 kaienta'kó:wa

aterawenhtha'  
 aterawentesha'  
 aterawen:tas

tehonthénnoks

tehontatshenséhsta'

teionttsihkwá:'eks or  
 attsihkwá:e'

ká:nhien

tehonré:rons

tehontatié:nas

ronttsihkó:iaks

raia:tare'

corn cob game  
 peach stone game  
 bowl game, ceremonial form of  
 the peach stone game  
 snowsnake game  
 short snakes  
 long snakes  
 ball game, they play ball  
 baseball  
 Lacrosse game  
 Lacrosse stick  
 foot-race, they race  
 they wrestle  
 they box  
 he is part of it, he is a  
 member, there is a picture of him

f. ceremonies, feasts

tehontenonhehrá:tons	they give thanks, feast, ceremony
óhseron	Midwinter
wáhta'	Maple
onon'kwashón:'a	Medecines
ohwéntsa'	Earth
iohontésha'	Strawberry
skanekwen'tará:nen'	Raspberry
okahsheró:ta'	Green Corn
kaienthókwen	Harvest
enwatkenhó:ten	End of Warm Season

g. months

ehní:ta	noon, month
seskéha	August, time of freshness
seske'kó:wa	September, time of much freshness
kenténha	October, time of some poverty in nature
kenten'kó:wa	November
tsi iotórha	December, it is difficult
tsi iotor'kó:wa	January, it is very difficult
ennískha	February, tardiness
ennis'kó:wa	March, much tardiness
onerahtókha	April, the leaves are leaving a little
onerahtokkó:wa	May, the leaves are leaving a lot
ohiaríha	June, the fruit ripens a little
ohiari'kó:wa	July, the fruit ripens a lot

h. spiritual world

atónnhets	soul, life
rótkon	a seer, he has spiritual power
iótkon	she has spiritual power
ótkon	spirit, connected with spiritual world, devil
otkonseráksen	bad spirit, bad devil
rotia'tátkon	the seventh child of the same sex from the same parents, believed to have special spiritual power to do good (heal) or to do bad
onón'kwa'	medecine
kanonhkwa'tsherí:io	good medecine
kanonhkwa'tsheráksen	bad medecine
ratétsen'ts	medecine man, doctor
shonkwaia'tíson	the Creator, the Maker
rawenní:io	God
káhiatonseratokénti	Bible
rotitokenhséhahkwe	prophets
karihwí:io	good word, it is a good thing
karihwáksen	bad word, sin, it is a bad thing
tharonhiawa:kon	Creator, giant
akakón'sa	mask, face
kaianere'kó:wa	the Great Law of the Iroquois
ato'wíhtshera'	Society of Faces
ato'wi;hato'wi	spirit that the mask represents
atianerón'tshera'	something frightening, possibly supernatural
atetshénsera'	dream
ieién:tere's	clairvoyant
shakotkén'se'	fortuneteller (m)
ata'ennaráhtshera'	witchcraft
rataén:naras	he is a witch
wataén:naras	she is a witch

E-: Exercise, Expand, Extrapolate

## E-1

Give an answer to the questions below.

1. Tiohtiá:ke ken wá'en'? \_\_\_\_\_
2. Kanehsatá:ke ken wa'hón:ne'? \_\_\_\_\_
3. Tawítne ken wá:re'? \_\_\_\_\_
4. Kahnawá:ke ken wáhse'? \_\_\_\_\_
5. Anéhnne ken wá:ke'? \_\_\_\_\_

## E-2

The verb root -ien- 'to have' takes objective pronouns which are discussed in Notes to the Student, 1, p. 303.

The same is true for the verb root -ka:te- 'to have a lot of' which you will find in E-4 and E-5. Before doing this exercise, read Notes to the Student, 1 carefully. Then fill in the blanks.

1. Sá:ien' ken ne kaná:taro? A: Do you have bread?  
Hen, wátien'. B: Yes, I have.
2. Sá:ien' ken \_\_\_\_\_ ? A: Do you have an ax?  
Iah, iah tewátien'. B: No, I don't have one.
3. \_\_\_\_\_ ne kahiatónhsera? A: Does he have paper?  
 B: Yes, he has.
4. \_\_\_\_\_ ? A: Do we (p,incl) have a basket?  
 B: Yes, we (p,incl) have.
5. noná:ke' kahonwé:ia? A: Do they (p,f) have a birch-bark canoe?  
 B: Yes, they (p,f) have.



6. ne shikaré't? A: Do you (d) have cigarettes?  
 B: No, we (d,excl) don't.
7. Sewaseréhtaien ken? A: Do you (p) have a car?  
 B: Yes, we (p,excl) have.
8. Iakotia'tawi'tsherá:ien' ? A: Does she have a dress?  
 B: No, she doesn't have a dress.
9. Sahshikare'tsherá:ien' ? A: Do you have a cigarette?  
teka'tshókwas. B: No, I don't smoke.

## E-3

The exercise below contains the same sentences as E-2, the only difference is that all the nouns have been incorporated. Give a translation of the questions and answers below. To make it a little more difficult, we changed the order of the sentences.

1. Rohiatonhserá:ien' ken? A: Does he have paper?  
Hen, rohiatonhserá:ien'. B: \_\_\_\_\_
2. Sana'tará:ien' ken? A: \_\_\_\_\_  
Hen, wakena'tará:ien'. B: \_\_\_\_\_
3. Senishikaretsherá:ien' ken? A: \_\_\_\_\_  
Iah, iah teionkenihsikare - B: \_\_\_\_\_  
tsherá:ien'.
4. Iakotia'tawitsherá:ien' ken? A: \_\_\_\_\_  
Hen, iakotia'tawitsherá:ien'. B: \_\_\_\_\_
5. Satoken'será:ien' ken? A: \_\_\_\_\_  
Iah, iah tewakatoken'será:ien'. B: \_\_\_\_\_

6. Rotihón:waién' ken noná:ke'? A: \_\_\_\_\_  
 Hen, rotihón:waién'. B: \_\_\_\_\_
7. Ionkwa'thé:raien' ken? A: \_\_\_\_\_  
 Hen, ionkwa'thé:raien'. B: \_\_\_\_\_
8. Sewa'seréhtaién' ken? A: \_\_\_\_\_  
 Hen, ionkwa'seréhtaién'. B: \_\_\_\_\_

## E-4

Before doing this exercise, read Notes to the Student, 1, p.303 about the objective pronouns.

1. Saká:ta' ken na'tiá:tawi? A: Do you have a lot of dresses?  
 B: Yes, I have a lot.
2. \_\_\_\_\_ A: Does he have a lot of blankets?  
 B: No, he doesn't have a lot.
3. \_\_\_\_\_ A: Does she have a lot of bread?  
 B: No, but she has a lot of meat.
4. \_\_\_\_\_ A: Do you have a lot of fish?  
 B: No, but I have a lot of meat.
5. \_\_\_\_\_ A: Do we (p,incl) have a lot of meat?  
 B: Yes, we (p,incl) have a lot.

## E-5

This exercise contains the same material as E-4, but this time the nouns are incorporated. Furthermore, the answers in 1. and 3. contain iah the', which can be translated by 'nothing', 'none at all'.

1. Iakona'taraká:te' ken? A: \_\_\_\_\_  
 Iah, iah the' teiakona'tará:- B: \_\_\_\_\_  
 ien.
2. Sa'tia'tawitsheraká:te ken? A: \_\_\_\_\_  
 Hen, waka'tia'tawi'tsheraká:- B: \_\_\_\_\_  
 te'.
3. Ionkwa'wahraká:te' ken? A: \_\_\_\_\_  
 Iah, iah the' teionkwa'wá:- B: \_\_\_\_\_  
 raien!
4. Rohsiraká:te' ken? A: \_\_\_\_\_  
 Hen, rohsiraká:te'. B: \_\_\_\_\_
5. Sentsaká:te' ken? A: \_\_\_\_\_  
 Iah, nek tsi wake'wahraká:- B: \_\_\_\_\_  
 te' ki'.

## E-6

Before doing this exercise, read Notes to the Student, 1, p. 303. For information on noun incorporation involving animals, see Notes to the Student, 3, in Lesson 12, p.200. See also M-11 and M-12 of this lesson.

1. Potináhskwaien' ken nakohsá:- A: Do they (p,m) have horses?  
 tens. \_\_\_\_\_  
 Hen, rotinahskwaká:te'. B: Yes, they (p,m) have lots  
 of them.
2. \_\_\_\_\_ A: Does he have chickens?  
 \_\_\_\_\_ B: Yes, he has (animals).
3. \_\_\_\_\_ A: Do you have a cat?  
 \_\_\_\_\_ B: Yes, I have.

4. \_\_\_\_\_  
A: Do you (d) have dogs?  
B: Yes, we (d,excl) have lots of them.
5. \_\_\_\_\_  
A: Does she have ducks?  
B: Yes, she has lots of them.
6. \_\_\_\_\_  
A: Do they (d,m) have lots of roosters?  
B: Yes, they (d,m) have lots of them.

## E-7

In this exercise remember that even if in English you can say 'he has lots' as in 1. below, you have to say in Mohawk ronahskwaka:te 'he has lots of animals'.

1. É:so' ken ronáhskwaien? A: Does he have many animals?  
Hen, ronahskwaká:te'. B: Yes. he has lots.
2. É:so' ken \_\_\_\_\_ ? A: Do you have many animals?  
Hen, é:so' wakenáhskwaien! B: Yes, I have many.
3. \_\_\_\_\_ A: Do you have many horses?  
B: Yes, I have lots.
4. \_\_\_\_\_ A: Do they (p,f) have many dresses?  
B: Yes, they (p,f) have many.
5. \_\_\_\_\_ A: Do they (p,m) have many fish?  
B: No, they (p,m) have none at all.

E-8

Answer the questions below in the negative. In both E-8 and E-9 some of the verbs will take subjective pronouns and some will take objective ones. For instance, the verb for 'to be an Indian' takes subjective pronouns, the verbs for 'to be a Longhouse', 'to belong to the wolf clan', etc. take objective pronouns.

1. Sonkwehón:we ken? Iah tekonkwehón:we.
2. Ronkwehón:we ken? \_\_\_\_\_
3. Rononkwehón:we ken? \_\_\_\_\_
4. Iakonkwehón:we ken? \_\_\_\_\_
5. Ronón'ses ken? \_\_\_\_\_
6. Rotinón'ses ken? \_\_\_\_\_
7. Wakkwáho ken? \_\_\_\_\_

E-9

Answer the questions below.

1. Akwesásne ken wáhse'? \_\_\_\_\_
2. Ronkwehón:we ken ne tsatén:ro'? \_\_\_\_\_
3. Ohniho'taró:ten ne ia'-níha? \_\_\_\_\_
4. Ohnahoti'taró:ten ne sewatén:ro'? \_\_\_\_\_
5. Saskeré:wake' ní'ken ní:se'? \_\_\_\_\_
6. Rokwáho ken ne ia'-so'thá? \_\_\_\_\_
7. Sanón'ses ken? \_\_\_\_\_

8. Teieiahsóntha ken ne  
satént? \_\_\_\_\_
9. Thienté:ri ken thi  
raksá'a? \_\_\_\_\_
10. Sheienté:ri ken thi  
eksá'a? \_\_\_\_\_
11. Rahrónkha ken nonkwehon-  
wehnéha ne ia'níha? \_\_\_\_\_
12. Ionhrónkha nonkwehonweh-  
néha, ken:? \_\_\_\_\_

## E-10

Before doing this exercise, read Notes to the Student, 2, p. 306. Then translate the questions and answers below into English.

1. Ohniwahió:ten? \_\_\_\_\_

A: \_\_\_\_\_

Kátse káhi. \_\_\_\_\_

B: \_\_\_\_\_

2. Ohnihronkwehseró:ten? \_\_\_\_\_

A: \_\_\_\_\_

Ronkwehserí:io. \_\_\_\_\_

B: \_\_\_\_\_

3. Ohnika 'wahró:ten wahahní:-
- 
- non? \_\_\_\_\_

A: \_\_\_\_\_

Kítkit o'wá:ron. \_\_\_\_\_

B: \_\_\_\_\_

4. Ohniwahió:ten ta'sháwe' ne
- 
- sewaió:wane? \_\_\_\_\_

A: \_\_\_\_\_

Onekwén'tara niwahió:ten. \_\_\_\_\_

B: \_\_\_\_\_

5. Ohna'kanahskó:ten wáhsken'? \_\_\_\_\_

A: \_\_\_\_\_

Ohkwá:ri. \_\_\_\_\_

B: \_\_\_\_\_

## E-11

Before doing this exercise, read Notes to the Student, 3, p. 307.

A: Translate the sentences below into English.

1. Aterontonéha ki: thio'kéha. \_\_\_\_\_
2. Kahnawakéha iakoia'takarénie's. \_\_\_\_\_
3. Wastonnéha teká:tens. \_\_\_\_\_
4. Onkwehonwenéha kanén:nawen'. \_\_\_\_\_

B. Translate the sentences below into Mohawk.

1. \_\_\_\_\_ This is an Indian dress.
2. \_\_\_\_\_ That is an American hat.
3. \_\_\_\_\_ This is a New York bus.
4. \_\_\_\_\_ That is an Indian basket.
5. \_\_\_\_\_ Is this an American car?

## E-12

Before doing this exercise, read Notes to the Student, 4, p. 307. Then translate the English sentences into Mohawk following the example in 1. below.

1. Shenón:we's ken ne Tiohtia'- A: Do you like the people of  
kehró:non? Montreal?  
Iah, nek tsi khenón:we's ki' B: No, but I like the people  
ne Tiatontarikonró:non. of Quebec City.
2. Sheienté:ri' ? A: Do you know the people of  
Toronto?  
B: No, but I know the people  
of Ottawa.
3. A: Do you know the Americans?  
B: Yes, I know them.

4. \_\_\_\_\_  
A: Do you like the people of Oka?  
\_\_\_\_\_
- B: No, but I like the people of Caughnawaga.
5. \_\_\_\_\_  
A: Do you like the people from the forest?  
\_\_\_\_\_
- B: Yes, I like them.

## E-13

Read and understand the conversation below. Then answer the questions.

- Ko:r : Sheienté:ri ken ki ieiá:tase'?
- Tier : Hen. Arísawe iontátiats. Tiohtiá:ke tié:teron. Iakonkwehón:we tánon' kwahtokén'en tsi ionhrónkha nonkwehonwehnéha. Kwah í:kehre' iakohkwaho on'te' tánon' iakonón'ses. Tiohtiá:ke tiakoió'te', tánon' ashonthén:ne ionterihwaiénstha.
- Ko:r : Nahó:ten roió'te' ne ronwa'níha?
- Tier : Raién'thos. Kanehsatá:ke ákta tsinón: iehaién'thos. Ronahskwaká:te'. Kwah í:kehre' wisk ón'te' níkon:ti nakohsá:tens, tohkára níkon:ti kwéskwes, tánon' é:so' kón:ti ne kítkit. Shewatié:rens rinatahrenawi:re's.
- Ko:r : Kwah í:kehre' riienté:ri ón'te'. Rakowá:nen tánon' rotshá:ni.
- Tier : Hen. Sankkó:wa ronwá:iats.

Vocabulary:

kwahtokén'en	'really', 'truly'
ashonthén:ne'	'at night'
rinatahrenawi:re's	'I go and visit him'



Questions:

1. Nahó:ten iontátiats ne ieiá:tase'? \_\_\_\_\_
2. Ka'nón tié:teron? \_\_\_\_\_
3. Ionhrónkha ken nonkwehonwehnéha? \_\_\_\_\_
4. Na'ako'taró:ten? \_\_\_\_\_
5. Iakonón'ses ken? \_\_\_\_\_
6. Ka'nón: tiakoió'te'? \_\_\_\_\_
7. Nahó:ten roió'te' ne ronwa'níha? \_\_\_\_\_
8. To: nihonáhskwaien nakohsá:tens? \_\_\_\_\_
9. Roienté:ri ken ne Ko:r? \_\_\_\_\_
10. Nahó:ten ronwá:iats ne ronwa'níha? \_\_\_\_\_

## E-14

Write a conversation similar to the one in E-10 above. Make use of the new forms that you learned in this lesson, especially of the objective pronouns.

## E-15

Read and understand the story below. Then answer the questions.

Ahkwesahsró:non' tánon' Kahnawakeró:non'.

Né:ne shikahwistanó:ron tóhka' nihá:ti Ahkwesahsró:non tánon' ne Kahnawakeró:non skáthne Kanón:no thotiió'tehkwe'. Ó:nen ki' ki: Ahkwesahsró:non sahonwanáhtkawe' sok ne Kahnawahkeró:non wahsakotiste:riste' tánon' wahonní:ron wahs sasewatén:ti sasewatahtheronniá:na. Iah thé:nen tehó:nen ne Ahkwesahsró:non

Vocabulary:

né:ne	'at the time of'
shikahwistanó:ron	'depression', 'when the money was scarce'
tónhka'	'several'
sahonwanáhtkawe'	'they (p,m) were laid off'
wahsakotisté:riste'	'they (p,m) laughed at them'
sasewatén:ti	'go home'
sasewata'theronniá:na	'return to making baskets'
ró:nen	'they (p,m) have said' (perfective of irregular verb <u>-aton-</u> 'to say')

Ó:ia' ionsakáhewe' Kahnawakeró:non' nón:wa sahonwanáhtkawe'.  
 Sok nón:wa Ahkwesahsró:non' tonsahontón:tarikte'. Wahonni:-  
 ron wa:s sasewaten:ti, tanon' tonsasewatsinehtararónha.

Vocabulary:

ó:ia' ionsakáhewe	'another time it happened again'
nón:wa	'now', 'this time'
tonsahontón:tarikte'	'they (p,m) burst out laughing'
wahonni:ron	'they (p,m) said' (past tense of <u>-aton-</u> 'to say')
tonsasewatsinehtararónha	'return to do your beadwork'

Questions:

1. Ka'nón: ie'hotiió'tehkwe' ne Ahkwesahsnó:ron tanon' ne Kahnawakeró:non? \_\_\_\_\_
2. Ka' nithoné:non? \_\_\_\_\_
3. Ka' ni' kahá:wi' tho iehoné:non? \_\_\_\_\_
4. Ónhka sahonwanáhtkawe'? \_\_\_\_\_
5. Nahó:ten wahonni:ron ne Kahnawakehró:non? \_\_\_\_\_
6. Ónhka sahonwanáhtkawe' ne ó:ia' shionsakáhewe'? \_\_\_\_\_
7. Nahó:ten wahonni:ron ne Ahkwesahsró:non'? \_\_\_\_\_

Vocabulary:

ka' ni'kahá:wi' 'when was it that'

E-16

Here is another story, about a fat white man who knew Mohawk. Read and understand it, then answer the questions.

Ó:nen sé'ken né:'e ki: énska ia'ká:ienhte' tóhka nikón:ti onkwehón:we. Kahnawá:ke nontakón:ne' wa'kontihna'tsheri-sá'kha Tiohtiá:ke. Tsi non: ki ia'kontáweia'te' rón:kwe théntskote' tánon' kwahí:ken tsi ronekwen'towá:nen. Tánon' ió:ken tsi renhnará:ken. Tseiá:ta ki onkwehonwenéha waontewennón:tahkwe' waí:ron: "He thi rón:kwe nihonekwén:ta". Thotatia'stsíhen ki rón:kwe wahén:ron: "Nahó:ten káti sarihwá:ke?" Kahnawá:ke sé'ken thanákerehkwe' tánon' kwah tokén:'en tsi rohron'khá:'on nonkwehonwenéha.

Vocabulary:

énska ia'ká:ienhte'	'it happened once'
nontakón:ne'	'they (p,f) came from'
wa'kontihna'tsherisá'kha	'they (p,f) went to look for work'
ia'kontáweia'te'	'they (p,f) went in'
théntskote'	'he was sitting there'
ronekwen'towá:nen	'he has a big stomach'
ió:ken	'it shows'
waontewennón:tahkwe'	'she used those words'
nihonekwén:ta	'the size of his stomach'
thotatia'stsíhen	'he spoke right up'
sarihwá:ke	'your business'
se' (ken)	'it seems'
kwah tokén:'en	'quite well really'
rohron'khá:'on	'he learned the language'

Questions:

1. Ónhka Tiohtiá:ke ieionenónhne'? \_\_\_\_\_
2. Ohniionatieranónhne'? \_\_\_\_\_
3. Ónhka thentskó:tahkwe'? \_\_\_\_\_
4. Ronekwen'towá:nen ken? \_\_\_\_\_
5. Ronkwehón:we ken? \_\_\_\_\_
6. Nahó:ten wa'í:ron tseiá:ta? \_\_\_\_\_
7. Nahó:ten tontahén:ron? \_\_\_\_\_
8. Ka'nón: iehohronkhá:'on nonkwehonwehnéha? \_\_\_\_\_

Vocabulary:

ieionenónhne'

'they (p,f) went there'

tontahén:ren

'he replied'



### Notes to the Student

1. Up to now we have concentrated on learning the set of personal pronouns which is generally called the subjective pronoun set, for example the k- in k-ato:rats 'I hunt', the s- in s-ato:rats 'you hunt', or the r- in r-ato:rats 'he hunts'. However, there exist two other sets of personal pronouns in Mohawk, often called the objective set and the transitive set. The objective forms resemble in many instances the subjective ones, but there are differences you have to be aware of. When to use the subjective pronouns and when the objective ones is often difficult to determine. The objective ones usually occur if the verb expresses a state. It can also express that the subject of the verb in question is considered to be the patient, and not the agent of the action or state involved. Some verbs, like 'to have', and 'to sleep' always use the objective pronouns, others will use it to express certain aspects. In this lesson, you find the objective pronoun in M-3, M-4, M-5, M-6, M-8, M-11 and M-12. Below a list of the objective pronouns is contrasted with a list of the subjective pronouns.

A: Objective Personal Pronouns      B: Subjective Personal Pronouns

wake-nón'ses	'I am a Longhouse	k-hní:nons	'I buy'
sa-nón'ses	'you are a     "	s-hní:nons	'you buy'
ro-nón'ses	'he's a         "	ra-hní:nons	'he buys'
iako-nón'ses	'she's/one is a "	ie-hní:nons	'she/one buys'
io-nón'ses	'she/it is a    "	ka-hní:nons	'she/it buys'
ionkeni-nón'ses	'we(d,incl) are "	teni-hní:nons	'we(d,incl) buy'
ionkeni-nón'ses	'we(d,excl) are "	iakeni-hní:nons	'we(d,excl) buy'
ionkwa-nón'ses	'we(p,incl) are "	tewa-hní:nons	'we(p,incl) buy'
ionkwa-nón'ses	'we(p,excl) are "	iakwa-hní:nons	'we(p,excl) buy'
seni-nón'ses	'you(d) are     "	seni-hní:nons	'you(d) buy'
sewa-nón'ses	'you(p) are     "	sewa-hní:nons	'you(p) buy'
roti-nón'ses	'they(d,m) are  "	ni-hní:nons	'they(d,m) buy'
roti-nón'ses	'they(p,f) are  "	rati-hní:nons	'they(p,m) buy'
ioti-nón'ses	'they(d,f) are  "	keni-hní:nons	'they(d,f) buy'

Notes to the Student (cont'd)

If you compare the two sets above, you will notice that some of the objective pronouns are identical to the subjective ones. You will also notice that in the objective set some of the pronominal distinctions are neutralized, i.e. there are only two 'we' forms instead of four, and two 'they' forms.

You have learned that the forms of a pronoun may vary depending on the first sound of the verb root to which the pronoun is prefixed. These variations are also found in the objective pronouns, though to a lesser degree. Thus 'they (m)' is roti- before consonant stems, rot- before i-stems, and ron- before e-, en-, and on-stems, while 'they (f)' is ioti- before consonant stems, iot- before i-stems, and ion- before e-, en-, o-, and on- stems.

Among the verbs you have learned to far, the objective pronoun is used in:

<u>ro-ió</u> 'te'	'he is working'
<u>ro-hténtion</u> '	'he left'
<u>ro-nón</u> 'ses	'he's a Longhouse'
<u>ró:-ta</u> 's	'he sleeps'
<u>ro'nesí:io</u>	'he is of the snipe clan'
<u>ro-kwáho</u>	'he is of the wolf clan'
<u>ro-skeré:wake</u>	'he is of the bear clan'
<u>ró:-ien</u>	'he has'
<u>ro-ká:te</u> '	'he has a lot'

Many of the Mohawk verbs that are translated into English with a predicate adjective constructions use the objective pronoun, e.g. below. See also Vocabulary section of this lesson.

Notes to the Student (cont'd)

<u>rotshennón</u> :ni	'he's glad'
<u>roia</u> 'tatshá:ni	'he's aggressive'
<u>roia</u> 'tákste	'he's heavy'
<u>ro</u> 'tshá:ni	'he's smart, industrious'
<u>ro</u> 'nikonrowá:nen	'he's clever'
<u>roia</u> 'takenhé:ion	'he's slow'

You will find that the objective pronoun shows up in unexpected places. Below are a few examples:

- a) The objective pronoun indicates the possessor in a verbal construction with an incorporated noun root, e.g.

<u>rononhsowá</u> :nen	'his house is big'
<u>wakenonhsowá</u> :nen	'my house is big'
<u>sanonhsowá</u> :nen	'your house is big'

- b) The objective pronoun is used if a noun with a possessive pronoun prefix is negated, e.g.

í:'i akwatiá:tawi'	'it's my dress'
iah i:' <u>tewakatiá</u> :tawi'	'it's not my dress'
raónha raotiá:tawi'	'it's his shirt'
iah raónha <u>tehotiá</u> :tawi'	'it's not his shirt'
i:' akwá:wen	'it's mine'
iah i:' <u>tewaká</u> :wen	'it's not mine'
raónha raó:wen	'it's his'
iah raónha <u>tehó</u> :wen	'it's not his'

- c) The objective pronoun occurs with the stative or perfective verb aspect, which is discussed in more detail in Lesson 18, Notes to the Student, 1.

Notes to the Student (cont'd)

rakhón:nis	'he cooks'
but	'he's a cook'
rokhón:ni	'he's cooking'
tehaiá:ia'ks	'he crosses'
but	
tehoiahiá:kon	'he has crossed'
raterí:ios	'he fights'
but	
roterí:io	'he's fighting'

2. In this and earlier lessons, you learned expressions like ohnisa'taró:ten? 'what's your clan?' and ohniwah-sohkó:ten? 'what colour is it?'. Both expressions contain ohni----- o:ten?\* 'what' or 'what kind of' which can be combined with many other nouns, e.g.

Ohnika'wahró:ten?	'What kind of meat is it?'
Ohnikanonhsó:ten?	'What kind of house is it?'
Ohna'kanahskó:ten?	'What kind of animal is it?'
Ohniwahió:ten?	'What kind of fruit is it?'
Ohniwatia'tawi'tseró:ken?	'What kind of dress is it?'
Ohniwahió:ten wahshní:non?	'What kind of fruit did you buy?'

If you don't want to ask a question, that is if you simply want to say 'this kind of', you drop the oh- prefix, e.g.

\* The morpheme oh: In this text, the morpheme oh has generally been considered as a prefix in expressions like the ones discussed above. However, there is evidence that oh is a free morpheme, for instance in the following sentence: Oh ni:se' nika'wahro:ten wahshní:non? 'What kind of meat did you buy?'



Notes to the Student (cont'd)

- Kenón:we's ki: nikawahró:ten. 'I like this kind of meat.'  
 Ranón:we's ki: nikanonhsó:ten. 'He likes this kind of house.'  
 Onekwén'tara niwahsohkó:ten. 'It's red'(speaking about things).  
 Onekwén'tara nikaia'tó:ton. 'It's red'(speaking about living things).

3. The suffix -neha (or -keha) may be added to a noun. It expresses the idea that something is done according to the ways of somebody or something. You have an example of it in M-9 above, where onkwehonwehnéha means "according to the ways of the Indians", "the Indian way", "like the Indians". For example in:

onkwehonwehnéha ronhrónkha 'he speaks the Indian way"  
 'he speaks Indian'

other examples of the neha/keha suffix are:

kahnawa'kéha' 'in the ways of Caughnawaga'  
 'of Caughnawaga'  
 'from Caughnawaga'  
 kanonno'kéha ki atíá:tawi' 'this is a New York dress'  
 'the kind worn in New York'  
 Tiatontari'konnéha thi áhta 'those are Quebec shoes'  
 'the king worn in Quebec City'  
 kanonno'kéha thi thio'kéha 'that is a New York train'  
 Wostonnéha thi ká:sere 'that is an American car'

4. If you want to say in Mohawk 'a person from, of', you add the suffix -ro:non' to the word for the town or the place, e.g.:

Tiohtia'kehró:non' 'people from/of Montreal'  
 Kanon'nokehró:non' 'people from/of New York'  
 kanatakonró:non' 'people from/of the town'  
 kaniatara'kehró:non' 'people from/of the river'  
 karhakonró:non' 'people from/of the forest'

LESSON 17



C-: Converse, Communicate

C-1

Susan and her brother are sitting at home. Their friend Bill joins them and they discuss what they could do that night.

A: Ion'wé:sen tsi niwahsontí:io. Karon'iakwé:kon tsi iötsistohkwarónnion.

B: Ha ki' ka:kh iétewe'.

C: Oh kati' ón'te' naiete-wátiere'?

A: It's such a beautiful night tonight. The sky is full of stars.

B: Well, let's go someplace.

C: But what should we (p,incl) do?

- A: Oh káti' ne' ní:iot ne taietetewa'tskahón:na' thó:ne ó:nen aietewate-rohrók'ha teiíóia'ks?      A: How about going to eat and then to the movies?
- B: Iah ni:' tewakon'éskwani' ne teiíóia'ks. Ne ni:' akérá:ko tsi ioshon'karén:ton iaiétewe'. Tókani taietetewanonniakwá:na.      B: I don't like movies. I'd prefer to go to the tavern. Or we could go dancing.
- C: Tó:ske. Aonkon'éskwen' ki' ní:i.      C: That's right. I'd like that.
- A: Iah ki' ni'i tewakon'éskwani' ne tsi ioshon'karén:ton iá:ke'. Tánon' iah tekeweién:te' ne takenónniakwe'.      A: But I don't like to go to the tavern. And I don't know how to dance.
- B: Enkonrihónnien'. Kenonniaweiénhen ne pólkha.      B: I'll teach you. I know the polka
- A: Niá:wen, ronhátien ki' ná:'a iah. Ne akérá:ko aontaki'teróntake'.      A: Thanks, never mind. I'd rather stay home.
- B: Káton káti' khe tente-wahiatonsherá:ien'.      B: Let's play cards then.
- C: Sahiatonsherá:ien káti ken ne teiehiatonsheraien-tákhwa?      C: Do you have playing cards?
- B: Khé:re' ken. Enké:sake' ki'.      B: I guess so. I'll look for them.
- A: Nahó:ten ne ken' taietetewá:ien?      A: What should we (p,incl) play?
- C: Tetewahwístaien.      C: Let's play for money.
- B: Iah, iah ni:' thatétiens.      B: No, I don't gamble.
- C: A: tóhsa ki' wáhi.      C: Well, don't then.

---

M-: Mimmic, Memcrize, Manipulate

M-1

- A: Kak iétewe.      A: Let's go someplace.  
Kak nón:we' iétewe      Let's go someplace tonight.  
neniío:karahwe'.

Tiok naietewátiere'  
nón:wa.

Kak non: iaiétewe'  
neniós:karahwe'.

We (p,incl) should do  
something this time.

We (p.incl) should go  
someplace tonight.

M-2

B: Hen, enwá:ton' ki'  
tentewa'tskahón:na'.

Hen, oh káti' ní:iot ne  
tsi ioshon'karén:ton  
iaiétewe'?

Hen, enwá:ton nentewa-  
terohró'kha.

Hen, oh káti ní:iot ne  
taietewanonniahkwa:na'?

B: Yes, we (p,incl) could go  
to eat.

Yes, well how about going  
to the tavern?

Yes, we (p.incl) could go  
to the movies.

Yes, well how about going  
to dance?

M-3

A: Iah ni:' thatewakatohont- A: I don't want to go and  
só:ni ne ta katskahón:na'.

Iah ni:' tewakon'éskwani'  
ne tsi ioshon'karen:ton

Iah ni:' tewakon'éskwani'  
ne teiória'ks.

Iah ni:' thatewakatohont-  
só:ni ne takenonniahkwa:na'.

I don't want to go and  
eat.

I don't like taverns.

I don't like movies.

I don't want to go dancing.

M-4

A: Iah tekeweién:te' ne  
takenónniahkwe'.

Iah tekeweién:te' ne  
takhiaton'será:ien.

Iah tekeweién:te' ne  
takato'tsi'nehtsherón:-  
ten'.

Iah tekeweién:te' naonk-  
hsá:ten.

A: I don't know how to  
dance.

I don't know how to play  
cards.

I don't know how to skate.

I don't know how to ride  
a horse

## M-5

B: Kenónnia weiénhen ki'  
ní'i ne pólkha. I:  
enkonrihónnien'.

Keweién:te' ne takhia-  
tonsherá:ien. I: enkon-  
rihónnien'.

Sa:k ki' raweién:te' ne  
tahato'tsi'nehtsherón:-  
ten'. Enhiaíé:nawase'.

Onwá:ri ki' ieweién:te'  
ne aiakohsá:ten. Enie-  
sarihónnien'.

B: But I know the polka.  
I'll teach you.

I know how to play cards.  
I'll show you.

But Jim knows how to  
skate. He'll help you.

But Mary knows how to  
ride a horse. She'll  
show you how.

## M-6

A: Ne akerá:ko aontaki'-  
teróntake'.

Ne akerá:ko tsi ioshon'-  
karén:ton iá:ke'.

Ne akerá:ko takato'tsi-  
nehtá:na'.

Ne akerá:ko akahriokawi'-  
néhsera'.

A: I'd rather stay home.

I'd rather go to the  
tavern.

I'd rather go sliding.

I'd rather go fishing.

## M-7

A: Nahó:ten ne kén'en  
taietewá:ien?

Ka' ne ken' non:  
iaiétewe'?

Enwá:ton ken naietewate-  
rohró'kha'?

Enwá:ton ken taietewá:-  
ien'?

A: What should we (p.incl)  
play?

Where should we go?

Can we go to the movies?

Can we do some gambling?

## M-8

B: Tetewahwístaien.

Tsi ioshon'karén:ton  
iétewe'.

Hen, tewaterohró'kha.

Hen, ionkwana'karón:ti.

B: Let's play for money.

Let's go to the tavern.

Yes, let's go to the movies.

Yes, let's throw dice.

M-9

- |   |                           |
|---|---------------------------|
| A: Iah nonwen:ton thaté-<br>tiens.        | A: I never gamble.        |
| Tah ni:' tekhnékírha.                     | I don't drink.            |
| Iah ni:' tekaterohrókhes.                 | I don't go to the movies. |
| Iah nonwén:ton tha'tekena'-<br>kará:iens. | I never play dice.        |

C-2

So:se, Wishe and Sa:k are discussing what they could do with their evenings.

- |   |   |
|---|---|
| A: Kakh non: iaiétewe'<br>nenió:karahwe'.<br>Io'taríhen nátste'.  | A: We (p,incl) should go<br>someplace tonight.<br>It's warm outside.          |
| B: Iah tewakenáktote'.<br>Ó:nenk tsi enkhenatahre-<br>sé:ra' ne iontién:'a.   | I have no time. I have<br>to visit my parents.                                |
| A: Iah ken thaón:ton<br>eniórhren'ne' tho iáhse'?   | A: Couldn't you go there<br>tomorrow?   |
| B: Iah, ó:nenk tsi teio-<br>tohontsóhon eniókarahwe'<br>iakhwá'tho'.  | B: No, it's absolutely<br>necessary that I go<br>tonight.                     |
| A: Okh ní:se', Wishe?<br>Sanáktote' ken?  | A: What about you, Mike?<br>Do you have time?                                 |
| C: Hen, wakenáktote'.<br>Oh káti' ní:iot ne tsi<br>ioshon'karén:ton iaiétewe'?  | C: Yes, I've time.<br>How about going to the<br>tavern?                       |
| A: Iah tewaké:ka's nonon-<br>tákeri tánon' iah tewakon'-<br>éskwani ne tsi ioshon'ka-<br>rén:ton. Ne akerá:ko taka-<br>to'tsinehtá:na'. | A: I don't like beer and I<br>don't like taverns.<br>I'd rather go sliding.   |
| C: Tahsato'tsinehta:na'?<br>Eksa'néha né'e. Sótsi<br>ó:ni' iothó:re'.   | C: Sliding? That's for<br>children. It's too cold<br>anyway.                  |
| A: A' ki' khe teni'teron:-<br>tak. Tiokh nahó:ten<br>taietení:ien'.   | A: Well, let's (d,incl) stay<br>here then. We (d,incl)<br>can play something. |

- |  |  |
|--|--|
| C: Hen, káton tentenina'-<br>kará:ien'.                                | C: Yes, let's (d,incl) play<br>dice                |
| B: Iah ni:' tha'tokena'-<br>kará:iens kwah ni:' iah<br>thetha'tétiens. | B: I don't play dice and I<br>don't gamble anyway. |
| A: Wa:'s ki' sasáhtén:ti.<br>Iah ki' ó:ni' tesanáká-<br>tote'.         | A: Go home then. You<br>don't have time anyway.    |

Vocabulary:

Play; Entertainment

The list below contains verbs that express activities of play and entertainment and nouns related to these activities. The Mohawk sentences are all introduced by 'ha' which can be translated into English by 'come on', as a sort of invitation. The verbs are imperatives (commands) and contain the 'we(p,incl)' pronoun tewa-. For more information on this kind of imperative verb forms see Note 7 of this lesson.

A: The verbs:

ha' tetewanónniakhkw	'come on, let's dance'
ha' tewaterennó:ten	'come on, let's sing'
ha' tetewahiatonserá:ien	'come on, let's play cards'
ha' tetewá:ien	'come on, let's play (gamble)'
ha' tewaterohró'kha teioia'ks	'come on, let's go to the movies'
ha' tetewana'kará:ien	'come on, let's play dice'
ha' ionkwana'karón:ti	'come on, let's throw dice'
ha' tewatkahri'tsherón:ni	'come on, let's play (with toys, games)'
ha' teka:tens tión:ni	'come on, let's make a kite'
ha' tewanawa'tstón:ni	'come on, let's make mud, play in mud'
ha' o'nehsaronkwá:ke tewatkahri'thserón:ni	'come on, let's play in the sand'
ha' tetewathénnokh	'come on, let's play ball'

ha' kaia'tón:ni tewatkahri'- tsherón:ni	'come on, let's play with dolls'
ha' tewathonwi'há:ren	'come on, let's swing'
ha' tetewani'tsonkwahkwánion	'come on, let's skip'
ha' tetewanén:iaien'	'come on, let's play marbles'
ha' tetewatkahkwentá:'ek	'come on, let's roll the wheel'
ha' tetewato'tsí:neht	'come on, let's slide'
ha' tetewato'tsinehtsherón:- ten	'come on, let's skate'
ha' óniehte' tshi'tewaia'- tón:ni	'come on, let's make a (snow)man'
ha' tetewatatenonnio'kóiak	'come on, let's have a snowball fight'
ha' tewá:rast	'come on, let's draw, let's take a picture, let's paint a picture'
ha' ionkwahonwi'seréhsera	'come on, let's go for a drive'
ha' tewathonweia'tána	'come on, let's go for a boat ride'
ha' tewatawénha	'come on, let's go swimming'
ha' tewahriohkawinéhsera	'come on, let's go fishing'
ha' tetewentsoia'ákha	'come on, let's spear fish, hunt fish'
ha' tewahiákha	'come on, let's go and pick berries'
ha' tewatsí:tsako'	'come on, let's pick flowers!
ha' tewathón:ro	'come on, let's dive'
ha' tetewatenonniakén:ni	'come on, let's jig'
ha' teionén:res tetewanón- niahkw	'come on, let's dance a square dance'
ha' tetewatkén:ni	'come on, let's have a contest, let's see who does best'
ha' tewa'níkhon	'come on, let's sew'
ha' tetewatsinehtará:ron	'come on, let's do beadwork'
ha' tewa'therón:ni	'come on, let's make a basket'
ha' tewakaretsherón:ni	'come on, let's make a cake'



## B: The nouns:

teká:tens	'kite, it flies'
teieneniaientákhwa'	'marbles'
teionni'tsonkwahkwá:tha' ahserí:ie'	'skipping rope'
teióia'ks	'movies, film'
iciá:tare'	'picture, drawing'
raia:tare'	'picture of a man, he is on it'
ó:kwire' í:kare'	'picture of a tree'
Wá:ri ieiá:tare'	'picture of Mary'
teionto'tsinehtákhwa' ká:sere'	'sleigh, sliding vehicle'
teionto'tsinehtserontákhwa'	'skates'
ononnió:kwa'	'snowball, lump'
teiotatenonnió'kóien'	'snowball fight'
athén:no'	'ball'
kaia'tón:ni	'doll'
ionthonwi'harákhwa'	'swing'
iohthkari'tákhwa'	'toy'
teiontenonniakenniehtákhwa'	'jig'
ionrio'kawine'tákhwa'	'fishing rod'
á:ria	'fish hook'
ahserí:ie	'string; rope, line, thread'
ionta'arókhwa'	'fishing net'
otsi'nonwa'nhé:ta'	'earth worm'

E-: Exercise, Expand, Extrapolate

## E-1

Before doing this exercise, read Notes to the Student, 1, p. 332. Then change the verbs below from the future en-mode to the indefinite mode.

1. enhari'wanón:ton'	he'll ask
ahari'wanón:ton'	he should ask
2. enkató:rate'	I'll hunt
	I should hunt
3. enieien'thó:ko'	she'll harvest
	she should harvest
4. enkenón:wene'	I'll like it
	I should like it
5. enhaká:raton'	he'll tell a story
	he should tell a story
6. ónhkak eniakoka:ri'	it will bite someone
	it should bite someone
7. enhonterí:io'	they (p,m) will fight
	they (p,m) should fight
8. tenhari'wa'será:ko'	he'll answer
	he should answer
9. eniakwátshahte'	we (p,excl) will burn it
	we should burn it
10. enionkhikaratón:hahse'	she'll tell us about it
	she should tell us about it

## E-2

Before doing this exercise, read Notes to the Student, 1. Then complete the sentences with verb forms in the indefinite mode, picking any verb that fits. You can, for example, use some of the verbs listed in Note 1 or those of E-1. Do not forget to also complete the English translation and be careful to use the correct pronoun form.

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 1. Teiotohontsóhon<br>naható:rate'. | It's necessary for him to<br>hunt. |
| 2. Teiotohontsóhon ne               | It's necessary                     |
| 3. Í:kehre'                         | I want to                          |
| 4. Wahc:ri' ne                      | He told him to                     |
| 5. Wa'ontateriwanón:tonhse'<br>ne   | She asked her to                   |
| 6. Enhskwé:ni ne                    | You are able to                    |
| 7. Iah thatehónatohontso:ni<br>ne   | They (p,m) don't want to           |
| 8. Í:rehre'                         | He wants to                        |
| 9. Enkkwé:ni ne                     | I'm able to                        |
| 10. Iah thaónton ne                 | It's not possible that             |

## E-3

Before doing this exercise, read Notes to the Student, 2.  
Then answer the questions with sentences containing enwá:ton,  
iah thaónton, ó:nenk tsi and teiotohontsóhon.

- |  |                         |
|--|-------------------------|
| 1. Ka' ne Só:se?                                   | Ó:nenk tsi sahahtén:ti. |
| 2. Enwá:ton ken nensenatá:ra'?                     |                         |
| 3. Ka' wáhse'?                                     |                         |
| 4. Teiotohontsóhon ken nahoió'-<br>ten'?           |                         |
| 5. Iah ken thaónton akhní:non?                     |                         |
| 6. Ka' ne tsatén:ro'?                              |                         |
| 7. Enwá:ton ken ne tho iá:ke'?                     | Iah,                    |
| 8. Ó:nenk ken tsi enhoio'ténh-<br>sera?            |                         |
| 9. Enwá:ton ken nahaterohrók'ha?                   |                         |
| 10. Teiotohontsóhon ken kaná:-<br>takon iaiétewe'? |                         |

## E-4

Before doing this exercise, read Notes to the Student, 3.  
Then answer the questions in the negative.

- |   |                      |
|---|----------------------|
| A: 1. Iehsiens ken?                     | Iah, iah thatétiens. |
| 2. Ieható:rats ken?                     | Iah,                 |
| 3. Iehatá:wens ken?                     | Iah,                 |
| 4. Tesatchontsó:ni ken<br>ahsenatá:ra'? | Iah,                 |

- |                         |                         |
|-------------------------|-------------------------|
| 5. Tensatská:hon ken?   | Iah,                    |
| <hr/>                   |                         |
| B: 1. Eniontá:wen' ken? | Iah, iah thaiontá:wen'. |
| 2. Enhanatá:ra' ken?    | Iah,                    |
| <hr/>                   |                         |
| 3. Enhsekhón:ni ken?    | Iah,                    |
| <hr/>                   |                         |
| 4. Enhaién'tho' ken?    | Iah,                    |
| <hr/>                   |                         |
| 5. Enkatshó:ko ken?     | Iah,                    |
| <hr/>                   |                         |
| 6. Enieká:raton ken?    | Iah,                    |
| <hr/>                   |                         |

## E-5

Before doing this exercise, read Notes to the Student, 4. Then answer the questions, using the material given in Note 4.

- |                             |                     |
|-----------------------------|---------------------|
| 1. Enhatorá'tha' ken?       | Hen, enhatorá'tha'. |
| <hr/>                       |                     |
| 2. Roterohró'khon ken?      | Hen,                |
| <hr/>                       |                     |
| 3. Tahsekhonniá:ne' ken?    | Hen,                |
| <hr/>                       |                     |
| 4. Iakoio'thén'seron ken?   | Hen,                |
| <hr/>                       |                     |
| 5. Tahakhonniá:ne' ken?     | Hen,                |
| <hr/>                       |                     |
| 6. Wa'tehsatskahón:ne' ken? | Hen,                |
| <hr/>                       |                     |
| 7. Tenthatskahón:na' ken?   | Hen,                |
| <hr/>                       |                     |
| 8. Saterohró'khes ken?      | Hen,                |
| <hr/>                       |                     |
| 9. Entewaterohró'kha' ken?  | Hen,                |
| <hr/>                       |                     |
| 10. Thotora'thón'ne' ken?   | Hen,                |
| <hr/>                       |                     |

E-6

Before doing this exercise, read Notes to the Student, 4.  
Then translate the Mohawk sentences into English.

- |                                 |                              |
|---------------------------------|------------------------------|
| 1. Ioshnó:re' ken énthre'?      | Will he come soon?           |
| Hen, enthoio'tén'sera'.         | Yes, he'll come to work.     |
| 2. Eniorhenne' ken tentehse'?   | Will you come back tomorrow? |
| Hen, enthtien'thóhsera'.        | Yes,                         |
| 3. Ón:wa ken tenthre'?          |                              |
| Iah, eniórhenne' ténthre'.      |                              |
| 4. Te'thawé:non ken ne Shawáti? |                              |
| Iah, árekho thate'thawe:non.    |                              |
| 5. Tiakawé:non ken n-Onwá:ri?   |                              |
| Iah, iah tetiakawé:non.         |                              |
| 6. Karí:wes ken téntehse'?      |                              |
| Iah, ioshno:re' ténthke'.       |                              |
| 7. Ka' wáhse'?                  |                              |
| Wa'kateróhró'khe' teiíóia'ks.   |                              |
| 8. Ioshnó:re' ken ién:re'?      |                              |
| Hen, eniío:karawe' ién:re'.     |                              |
| 9. Eniorhen'ne' ken ién:hse'?   |                              |
| Hen, enkatorátha'.              |                              |
| 10. Karí:wes ken ién:ien'?      |                              |
| Iah, ó:nenk ién:ien'.           |                              |

E-7

Before doing this exercise, read Notes to the Student, 5.  
Then answer the questions.

- |  |   |
|--|---|
| 1. Tesatohontsó:ni ken kana:takon iáhse'?              | Hen, tewakatohontsó:ni kaná:takon iá:ke'. |
| 2. Iah ken tha'tehotohontsó:ni the:' aha'wahrahní:non? | Iah,                                      |
| 3. Kátshe ken káhi tesatohontsó:ni?                    |   |
| 4. Íhsehre' ken ahoi'ó'ten'?                           |   |
| 5. Iah ken té:ienhre' Tiohtiá:ke iá:re'?               |   |
| 6. Ahsathón:tate' ken naiétewe'?                       |   |
| 7. Tho ken niiakorihó:ten naion'therón:ni?             |   |
| 8. Tho ken nisarihó:ten nahsekhón:ni?                  |   |
| 9. Enhakwé:ni' ken nahohsá:ten?                        |   |
| 10. Iah ken thahskwé:ni' nahská:raton'?                |   |
| 11. Wahakwé:ni' ken wahia'nikonrhá:ten?                |   |
| 12. Seweién:te' ken ne ahsekhón:ni?                    |   |
| 13. Raweién:te' ken ne tahahiaton'será:ien?            |   |
| 14. Seweién:te' ken ne táhsien'?                       |   |
| 15. Ne ken rori'waio'tátie' nahatenonhsón:ni?          |   |

## E-8

Before doing this exercise, read Notes to the Student, 6.  
Then translate the b. sentences below into English.

- |       |                      |                           |
|-------|----------------------|---------------------------|
| 1. a. | Rotá:whon.           | He has gone to sleep.     |
|       | b. Shotá:whon.       | _____                     |
| 2. a. | Tenkaráhtate'.       | I'll run.                 |
|       | b. Tenskaráhtate'.   | _____                     |
| 3. a. | Wahíhna'ne'.         | I hired him.              |
|       | b. Sahihna'ne'.      | _____                     |
| 4. a. | Wa'sheia'tóhare'.    | You washed her.           |
|       | b. Sa'sheia'tóhare'. | _____                     |
| 5. a. | Wahahtén:ti.         | He went away.             |
|       | b. Sahahtén:ti.      | _____                     |
| 6. a. | Ahaká:raton'.        | He should tell the story. |
|       | b. Sahaká:raton'.    | _____                     |
| 7. a. | Enkatorá'tha'.       | I'll go hunting.          |
|       | b. Enskatorá'tha'.   | _____                     |
| 8. a. | Ahsenatá:ra'.        | You should visit.         |
|       | b. Aonsahsenatá:ra'. | _____                     |

## E-9

Before doing this exercise, read Notes to the Student, 7.  
Then fill in the blanks.

- |    |                             |                        |
|----|-----------------------------|------------------------|
| 1. | <u>Nahó:ten eniakón:ni?</u> | What shall she make?   |
|    | Ion'therón:ni.              | Let her make a basket. |



- |     |                    |                                   |
|-----|--------------------|-----------------------------------|
| 2.  | én:katste'?        | What shall I use?                 |
|     |                    | Use this knife.                   |
| 3.  | eniekhón:ni?       | Who shall do the cooking?         |
|     |                    | Let Paul do the cooking.          |
| 4.  |                    | Do the planting.                  |
|     |                    | No, let Susan do the planting.    |
| 5.  |                    | Who'll buy it?                    |
|     |                    | Let me buy it.                    |
| 6.  |                    | Who shall do the work?            |
|     |                    | Let them (p,m) do the work.       |
| 7.  |                    | Who shall do the work?            |
|     |                    | Let Henry and Albert do the work. |
| 8.  |                    | What shall we (p,incl) do?        |
|     |                    | Let's make a kite.                |
| 9.  |                    | Where shall we (d,incl) go?       |
|     |                    | Let's go to the movies.           |
| 10. | Tewakwishenhé:ion. | I'm tired.                        |
|     | A' ki' khé:ken     | Let's (d.incl) sleep then.        |

E-10

Answer the questions below.

1. Ka' ne ken' non: iaiétewe'?

---



---

2. Tesatohontsó:ni ken tsi  
iohsonkarén:ton iáhse'?

---



---

3. Iah ken téhsere' tahsatská:-  
hon?
4. Seweién:te' ken tahsenón-  
niahkwe'?
5. Raweién:te' ken ne tsaten:ro'  
nahohsá:ten?
6. Oh niiotié:ren' tsi iah  
taón:ton akhní:non?
7. Ne ken ahserá:ko aontahsi'-  
terón:take'?
8. Fnshnekí:ra' ken?
9. Íhsere' ken akatia'tawi'-  
tsherahní:non?
10. Teiotohontsóhon ken  
nahatá:wen'?
11. Ón:wa ken enhaién'tho'?
12. Aonsakahtén:ti ón'te' ken?
13. Iah ken tha'tehoto'hontsó:ni  
nahsekhón:ni?
14. Iah ken thiahsatá:wen?
15. Ionterohró'khes ken ne  
teióia'ks?
16. Tahsekhonniá:ne' ken?

17. Í:rhar ken tesatohontsɔ:ni? \_\_\_\_\_

18. Íhsehre' ken karhá:kon iá:ke'? \_\_\_\_\_

19. Tho ken nihorihó:ten ne  
tahanónniakwe'?

20. Enskwé:ni ken ahsa'therón:ni? \_\_\_\_\_

E-11

Make up ten questions using the materials of this lesson.  
Be prepared to answer your own questions.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

E-12

Write a story or a conversation about you or somebody else's likes and dislikes concerning play and entertainment. There are three different roots for the English verb 'like':

- |                   |   |
|-------------------|---|
| 1. wakon'éskwani' | I enjoy something.<br>I like to do something. |
| 2. kenón:we's     | I like an object.                             |
| 3. waké:ka's      | I like the taste of something.                |

Below are some sample sentences:

- |                                    |                          |
|------------------------------------|--------------------------|
| 1. Raon'éskwani' tahanón-niahkwe'. | He likes to dance.       |
| 2a. Ranón:we's ki: atia:tawi'.     | He likes this garment.   |
| b. Ratia'tawi'tsheranón:we's ki:.  |                          |
| 3. Rawé:ka's ki: onénsto.          | He likes this corn soup. |



E-13

Read the story below about an extremely lazy man.  
Then answer the questions.

Iekaraton'kwa

Ó:nen sé'ken ne ki: rón:kwe raonhá:'a rén:teron tánon' kwahí:ken tsi rentór'ha tánon' ó:nen é:so' tsi raton-kária'ks tánon' iah ki' té:rehre' ahoió'ten. Ó:nen ki' ne kanatakónró:non wahonní:ron kaniatará:ke ienhonwaia'tón:ti tsi niió:re' kwahtokén:'en enhatonkária'ke'. Iah séwi' thé:nen teshó:ien nahó:ten á:rake tánon' kwa iah té:rehre' ahoió'ten'.

Vocabulary:

ó:nen sé'ken né'e	'once there was'
raonhá:'a	'he is alone'
kwahí:ken	'very' (emphat 3)
í:rehre'	'he wants'
ienhonwaia'tón:ti	'they (p,m) will throw him'
séwi'	'as'
iah teshó:ien	'he hasn't anymore'
á:rake'	'for him to eat'

Kaiá:rakon wahonwaia'títa' ki: rón:kwe tánon' wahon'thahíca' tsi tkaniá:tare' ia'honwaia'tón:ti. Iakón:kwe ki: wahonwén:tenhre' sok waí:ron: "Wakenénstaien' ahinénstanonte' kaní:io' ki' tóhsa ísi' ia'tshisewaia'tón:ti." Kí:ken ne rón:kwe kaiá:rakon raiatítahke tontahohén:rete' tánon' wahén:ron: "Kanenstarónkwen ken?" Tontaiahí:ron: "Iah!" Sok tontahén:ron: "Ronhátien ki' ná:'a iah."

Vocabulary:

wahonwaia'tita'

wahonthahita'

tkaniá:tare'

wahonwén:tenhre'

ahinénstanonte'

kani'io' ki'

tóhsa

tshisewaia'tón:ti

raia'titáhkhe'

'they (p,m) put him in'

'they (p,m) took the road'

'where the river is'

'she felt sorry for him'

'I could give him some corn'

'so long as'

'not' used with future

'don't', 'won't'

'you (p) throw him in'

'he's in going along'

Questions:

1. Raonhá:'a ken rón:teron'  
ki rón:kwe?
2. Oh nihoiá:tawens?
3. Oh niotié:ren tsi ratonká:-  
ria'ks?
4. Nahó:ten wahonni:ron' ne  
kanatakon'rón:non?
5. Ka'nón: wahonwaia'tita'?
6. Ónhka teiakato'hontsonihne'  
nahorwaié:nawa'se'?
7. Oh niotié:ren tsi teiakoto'-  
hontsonihne' nahorwaié:nawa'se'?
8. Nahó:ten wai:ron' ki iakón:-  
kwe?
9. Tānon' nahó:ten wahari'-  
wanón:ton ne rón:kwe?

10. Naho:ten wa'tieriwa'-  
sera:ko' ne iakon:kwe?

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11. Wahanén'stake' ken ne  
rón:kwe?

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Vocabulary for questions:

oh nihoiá:tawens-  
teiakoto'hontsoníhne'  
ahonwaié:nawa'se'  
wahari'wanón:ton'  
wa'tierihwa'será:ko'  
wahanén'stake'

'what's the matter with him?'  
'she wanted'  
'for her to help him'  
'he asked'  
'she answered'  
'he ate the corn'



E-14

Read and understand the story below about three tailors who try to outdo each other. Then answer the questions.

Ronhkwennión:ni

Áhsen nihá:ti ki ronhkwennión:ni tehotiri 'wakehnen ónhka sénha rahkwenniaweiénhen tsi nihá:ti. Shaiá:ta wahén:ron: "Tetská:nere' ken thi rón:kwe ísi' wá:re'? Enkhkwé:ni enhiiakwenniónnien' tánon' kwahtokén'en tsi ia'tenhaié:ri." Shaiá:ta wahén:ron: "Tetská:nere' ken thi rón:kwe tsi teiothihsate iahakwatá:se'? Enkhkwé:ni nenhiakwenniónnien' tánon' kwahtokén'en tsi ia'tenhaié:ri." Sok ne shaiá:ta wahén:ron: "Nahó:ten nen né'e? wah ní'i, nek tsi enhsekhró:ri ká'non iehohkwatá:se' ne rón:kwe enkhkwé:ni nerhiakwenniónnien'."

Vocabulary:

rahkwennión:ni	'tailor', 'one who makes clothes'
tehotiri 'wakehnen	'they (p,m) are arguing'
rahkwenniaweiénhen	'he is a good tailor'
tetská:nere'	'he knows how to make clothes'
enkhkwé:ni'	'you see him'
enhiiakwenniónnien'	'you are looking at him'
ia'tenhaié:ri	'I can', 'I'm able to'
teio'thióhsate'	'I will make him a suit'
iahakwatá:se'	'it will fit him'
nen né'e	'at corner'
enhsekhró:ri	'he went around'
iehohkwatá:se'	can be translated as 'that' in this context
	'you will tell me'
	'he went around'



Questions:

1. To nihá:ti ne ronhkwennión:ni?

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2. Nahó:ten ronathroriá:ton?

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3. Nahó:ten wahén:ron' ne  
tahatié:renhte' wahatá:ti'?

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4. Nahó:ten wahén:ron' ne  
tekeníhaton wahatá:ti'?

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---

5. Ok ne ahsénhaton wahatá:ti',  
nahó:ten ne: wahén:ron'?

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Vocabulary for questions:

ronathroriá:ton

'they (p,m) are taking about'

tahatié:renhte'

'the first one (m)'

wahatá:ti'

'he spoke', 'who spoke'

Notes to the Student

1. In many of the M's of this lesson, you have learned verb forms in the indefinite mode, which in Mohawk are expressed by the prefix a-. The indefinite mode is usually translated into English by the conditional 'should' or by an infinitive verb as in 3. to 7. below. The indefinite mode expresses uncertainty and/or the speaker's wishes. Like the aorist wa'/wa- mode (see L-12, Note 4.) and the future en- mode (see L-14, Note 2.), the indefinite mode requires the punctual aspect suffix.

- |  |                                      |
|--|--------------------------------------|
| 1) <u>a</u> ható:rate'                   | 'he should hunt'                     |
| 2) <u>a</u> haién'tho                    | 'he should plant'                    |
| 3) í:kehre' <u>a</u> khní:non            | 'I want to buy it'                   |
| 4) wahathón:tate' nahoió'ten'            | 'he agreed to work'                  |
| 5) wahsakhóhóri<br>nahotiió'ten'         | 'he told them to work'               |
| 6) teiotohontsóhon<br>nahinatahré:nahse' | 'it's necessary for me to visit him' |
| 7) enhakwé:ni nahatá:wen'                | 'he's able to swim'                  |
| 8) iah thaónton <u>a</u> khní:non        | 'it's not possible that I buy it'    |
| 9) tho nihorihó:ten<br>nahanonhsahní:non | 'he's willing to buy the house'      |
| 10) wahiiónnien' nahó:tawe'              | 'I made him sleep'                   |

The indefinite morpheme a- undergoes the following changes: \*

- a) a- becomes aon- before the iterative prefix s- (see Note 6 of this lesson), e.g.:

- |                                     |                            |
|-------------------------------------|----------------------------|
| <u>aonsakahtén:ti</u>               | 'I should go home'         |
| í:kehre' raonha <u>aonsaható:ri</u> | 'I want him to drive back' |
| <u>aonsontio'tén'sera'</u>          | 'I should go back to work' |

\* Actually the morphophonemics involved are more complex. It appears that we have to assume the following underlying forms:

- |                                 |                       |
|---------------------------------|-----------------------|
| a- + s- + wa- + k- + ahten:ti   | → aonsakahtén:ti      |
| a- + t- + wa- + ra+ khonnia:na' | → aontahakhonniá:na'. |

Notes to the Student (cont'd)

- b) a- becomes aon- before the first person singular objective pronoun wak-, which is reduced to -k-, e.g.:

<u>aonkí:ta'</u> we'	'I should sleep'
iah thateiotohontsóhon <u>naontió'</u> ten'	'I don't have to work'
<u>aonkenahskwaién:</u> take'	'I should have an animal'

- c) a- becomes aon- before the cislocative prefix t-

<u>aontahakhonniá:</u> na'	'he should come to come'
<u>aontáhse'</u>	'you should come'
<u>aontahen'</u> terón:take'	'he should be at home'

When preceded by the indefinite prefix a-, the first and second person plural pronouns take on a longer form, e.g.:

<u>entewanatá:</u> ra'	'we (p,incl) will visit'
<u>aietewanatá:</u> ra'	'we (p,incl) should visit'
<u>enteninatá:</u> ra'	'we (d,incl) will visit'
<u>aieteninatá:</u> ra'	'we (d,incl) should visit'
<u>ensewanatá:</u> ra'	'you (p) will visit'
<u>aiesewanatá:</u> ra'	'you (p) should visit'
<u>enseninatá:</u> ra'	'you (d) will visit'
<u>aieseninatá:</u> ra'	'you (d) should visit'

2. In M-2 you learned sentences with enwá:ton, which in those sentences was translated as 'could'. A more exact translation of enwá:ton is 'it is possible', e.g.:

enwá:ton ne tho iá:ke'	'it's possible that I go there'
enwá:ton ken nenskwá'tho?	'is it possible that you come by?' 'could you come by?'
hen, enwá:ton	'yes, it's possible' 'yes, I could'

Notes to the Student (cont'd)

The negative of enwa:ton 'it's possible' is iah thaón:ton 'it's not possible', e.g.:

iah thaón:ton akatá:wen' 'it's not possible that I  
take a bath'

iah thaón:ton ahoi'ó'ten' 'it's not possible that he  
works'

Other expressions learned in this lesson are ó:nenk tsi 'have to' and teiotohontsóhon 'it's necessary'. Below are some more examples:

ó:nenk tsi

ó:nenk tsi enshahtén:ti 'he has to go home'

ó:nenk tsi enhoio'ténhsera' 'he has to go to work'

ó:nenk tsi wahinatahré:- 'I had to visit him'  
nahse'

teiotohontsóhon

teiotohontsóhon naonsakahténti' 'it's necessary that I go  
home'

teiotohontsóhon nahoi'ó'ten' 'it's necessary that he should  
work'

iah thateiotohontsóhon the' 'I don't have to buy any  
akewa'rahní:non meat'

Notice that ó:nenk tsi can precede verbs in different modes (e.g. future en-, momentary wa- etc.) while teiotohontsóhon requires that the following verb be in the indefinite mode (a-). Sometimes, for an especially emphatic effect, ó:nenk tsi and teiotohontsóhon can be combined in one sentence, e.g.:

ó:nenk tsi teiotohontsóhon 'I have to visit him'  
nahinatahré:nahse' 'it's absolutely necessary that  
I should visit him'

ó:nenk tsi teiotohontsóhon 'it's absolutely necessary that  
nahoi'ó'ten' he should work'

Notes to the Student (cont'd)

3. You have learned that 'not' is expressed in Mohawk by iah and the prefix te-. However, there are instances where 'not' is expressed by different means, namely by the prefix th- or by the particle tóhsa'.

a) the prefix th- is used to express negation if other verbal prefixes are present, e.g.:

(1) Before the duplicative prefix t-, the negative prefix is tha'-, which is a reduction of th- + wa'-.

tétiens	'I gamble'
iah <u>tha'</u> tétiens	'I don't gamble'
tehotohontso:ni	'he wants'
iah <u>tha'</u> tehotohontsó:ni	'he doesn't want'
tehowénrie'	'he's stirring'
iah <u>tha'</u> tehowénrie'	'he isn't stirring'

(2) Before the translocative prefix i- the negative prefix is th-:

ieható:rats	'he hunts over there'
iah <u>thie</u> ható:rats	'he doesn't hunt over there'
iah <u>thia</u> ható:rate'	'he won't hunt over there'
iekatá:wens	'I swim over there'
iah <u>thie</u> katá:wens	'I don't swim over there'
iehoió'te'	'he works over there'
iah <u>thie</u> hoió'te'	'he doesn't work over there'

(3) Verbs in the future mode cannot be negated in Mohawk because the future prefix en- is only used if something is definitely going to happen. Therefore, if one wants to say that something is not going to happen, one has to use the indefinite mode prefix a- plus the negative prefix th-, e.g.:

Notes to the Student (cont'd)

enható:rate'	'he'll hunt'
iah <u>thahat</u> ó:rate'	'he won't hunt'
iah <u>thaietewat</u> ó:rate'	'we (p,incl) won't hunt'
eniekhón:ni	'she'll cook'
iah <u>thai</u> ekhón:ni	'she won't cook'

The two prefixes that do not follow the above rule are the cislocative prefix t- and the iterative prefix s-. Both take the regular negative prefix te-, e.g.:

shahténties	'he goes home'
iah <u>teshaht</u> énties	'he doesn't go home'
thén:teron	'he's staying over there'
iah <u>tethén</u> :teron	'he's not staying over there'
thontó:rats	'they (p,m) are there hunting'
iah <u>tethont</u> ó:rats	'they (p,m) are there but not hunting'

b) the particle tóhsa' is used with verbs in the imperative mode and with verbs in the indefinite mode, e.g.:

sató:rat!	'hunt!'
<u>tóhsa'</u> sató:rat!	'don't hunt!'
saió'ten!	'work!'
<u>tóhsa'</u> saió'ten!	'don't work!'
tho iétewe'!	'let's go there!'
<u>tóhsa'</u> tho iétewe'!	'let's not go there!'
aható:rate'	'he should hunt'
<u>tóhsa'</u> aható:rate'	'he shouldn't hunt'
ahoió'ten'	'he should work'
<u>tóhsa'</u> ahoiό'ten'	'he shouldn't work'
akató:wen'	'I should swim'
<u>tóhsa'</u> akató:wen'	'I shouldn't swim'

Notes to the Student (cont'd)

4. The notion of going somewhere or of coming someplace with the purpose of doing something is expressed in Mohawk by a suffix which we will call purposive. This suffix follows the verb root and the benefactive suffix (see Notes to the Student, Lesson 19). The purposive suffix can take the following shapes depending on the verb class and the environment: -h-, -r-, -n- or -hs, -ser- or -hser-. The purposive suffix can be followed by other verbal suffixes, for instance the habitual suffix -(e)s, the punctual suffix -a' or -e', and the stative suffix -on. In the examples below the purposive suffix is underlined.

teioia'ks raterohró'khes	'he goes to watch movies'
roio'tenhson:ne'	'he had gone to work'
enhoio'tén' <u>sera</u> '	'he'll go to work'
roien'thóh <u>seron</u>	'he's gone to plant'
tahoio'tén' <u>sere</u> '	'he's coming to work'
thotora'thón'ne'	'he had come to hunt'
tahakhonniá:ne'	'he's coming to cook'
ranatá:res	'he goes visiting'
rahnenna'tahninón:re'	'he is here to buy potatoes'
	'he came to buy potatoes'
wa'ekhonniá:ne'	'she's on her way there to cook'
wahakaratón:ne'	'he's on his way there to tell stories'
enhi'ni'khon'sé:ra'	'I'll go there to sew for him'
wahi'ni'khon'sé:re'	'I'm on my way there to sew for him'
enke'ni'khón:na'	'I'll go there to sew'

The cislocative prefix t- occurs with the purposive suffix to express that the motion of the subject is towards the speaker as in 5., 6., 9. and 10. below. Motion away from the speaker is not expressed by a special prefix, since the translocative prefix i- cannot co-occur with the purposive suffix. The definite prefix wa'-/wa- (see Lesson 12),

Notes to the Student (cont'd)

when combined with the purposive, takes on the meaning of 'to be on one's way to do something' while wa'-/wa- without the purposive usually has the meaning of past tense. The examples below contrast the two forms. The purposive suffix is underlined.

wa'thrónhewe'	'he swept'
wa'thronhewá: <u>ne</u> '	'he's on his way there to sweep'
wahi'ni'khon:se'	'I sewed for him'
wahinikhon'sé: <u>re</u> '	'I'm on my way to sew for him' 'I'm going there to sew for him'

To give an idea of the range of meanings that can be achieved by combining the verb and the purposive suffix with other affixes, some questions and the corresponding answers are given below.

1) Ohnihatierá: <u>ne</u> '?	'What is he going to do?' 'What did he come to do?'
Ranatá:re'.	'He's here to visit.'
Rakhonniá: <u>ne</u> '.	'He's here to cook.'
Roio'tén'sere'.	'He's here to work.'
2) Ohnihatierá: <u>nene</u> '?	'What was he going to do here?'
Ranatá:renene'.	'He was going to visit (but he didn't).'
Rakhonniá: <u>nene</u> '.	'He was going to cook (but he didn't).'
Roie'tén'sere' <u>ne</u> '.	'He was going to work (but he didn't).'



Notes to the Student (cont'd)

- 3) Ohnahatierá:ne'? 'What is he going to do there?'  
 Wahanatá:re'. 'He's going there to visit.'  
 Wahakhonniá:ne'. 'He's going there to cook.'  
 Wahoio'ténsere'. 'He's going to work.'
- 4) Ohnahatierá:nene'? 'What was he going to do there?'  
 Wahanatá:renene' 'He was going to visit (but he  
 didn't).'  
 Wahakhonniá:nene'. 'He was going to cook (but he  
 didn't).'  
 Wahoio'ténsere'ne'. 'He was going to work (but he  
 didn't).'
- 5) Ohnontahatierá:ne'? 'What is he coming to do?'  
 Tahanatá:re'. 'He's coming to visit.'  
 Tahakhonniá:ne'. 'He's coming to cook.'  
 Tahoio'tén'sere'. 'He's coming to work.'
- 6) Ohnontahatierá:nene'? 'What was he coming to do?'  
 Tahanatá:renene' 'He was coming to visit (but he  
 didn't).'  
 Tahakhonniá:nene'. 'He was coming to cook (but he  
 didn't).'  
 Tahoio'tén'serene'. 'He was coming to work (but he  
 didn't).'
- 7) Ohnihotierá:non? 'What has he gone there to do?'  
 Ronatá:ron. 'He has gone there to visit.'  
 Rokhonniá:non. 'He has gone there to cook.'  
 Roio'tén'seron. 'He has gone there to work.'

Notes to the Student (cont'd)

- |     |                      |  |
|-----|----------------------|--|
| 8)  | Ohnihotieranón'ne'?  | 'What had he gone there to do?'              |
|     | Ronatarón'ne'.       | 'He had gone there to visit.'<br>(he's back) |
|     | Rokhonnianón'ne'.    | 'He had gone there to cook.'<br>(he's back)  |
|     | Roio'tenhson'ne'.    | 'He had gone there to work.'<br>(he's back)  |
| 9)  | Ohnithotierá:non?    | 'What has he come here to do?'               |
|     | Thonata:ron.         | 'He has come to visit.'                      |
|     | Thokhonniná:non.     | 'He has come to cook.'                       |
|     | Thoio'tén'seron.     | 'He has come to work.'                       |
| 10) | Ohnithotieranón:ne'? | 'What had he come here to do?'               |
|     | Thonatarón'ne'.      | 'He had come to visit.'                      |
|     | Thokhonnianónhne'.   | 'He had come to cook.'                       |
|     | Thoio'tenhson'ne'.   | 'He had come to work.'                       |
| 11) | Ohnenhatierá:na'?    | 'What will he go there to do?'               |
|     | Enhanatá:ra'.        | 'He'll go there to visit.'                   |
|     | Enhakhonniá:na'.     | 'He'll go there to cook.'                    |
|     | Enhoio'tén'sera'.    | 'He'll go there to work.'                    |
| 12) | Ohnenthaterá:na'?    | 'What will he come here to do?'              |
|     | Enthanatá:ra'.       | 'He'll come here to visit.'                  |
|     | Enthakhonniá:na'.    | 'He'll come here to cook.'                   |
|     | Enthoio'tén'sera'.   | 'He'll come here to work.'                   |

Notes to the Student (cont'd)

5. Like other languages, Mohawk has ways of expressing meanings like 'to know how to', 'to want something', 'to think something', 'to think about something', 'to be able to do something', etc. All of these constructions except b. 4 to 6 require the use of the indefinite mode in the subordinate sentences, which are in general translated into English by 'to' plus an infinitive verb form.

a) to want: - tohontso-

- |    |   |                                |
|----|---|--------------------------------|
| 1) | Tewakatohontsó:ni<br>kaná:takon iá:ke'.     | 'I want to go to town.'        |
| 2) | Kaná:taro' ken<br>tesatohontsó:ni?          | 'Is it bread that you want?'   |
| 3) | Iah thatehotohontsó:ni<br>aha'wahrahní:non. | 'He doesn't want to buy meat.' |

b) to want, to think: - ehr-

This verb can also be translated by 'want', but it can only occur in those places where you can replace it by 'think' in English, e.g. you can say for a. 1) above 'I'm thinking of going to town', but you cannot say for a. 2) 'Do you think bread?'

- |    |  |   |
|----|--|---|
| 1) | Í:kehre' kaná:takon<br>iá:ke'.         | 'I want to go to town.'<br>'I'm thinking of going to town.'                           |
| 2) | Íhsehre' ken ahse'-<br>wahrahní:non?   | 'Do you want to buy meat?'<br>'Are you thinking of buying meat?'                      |
| 3) | Iah te:ienhre' kaná:-<br>takon iá:ke'. | 'She doesn't want me to go to town.'<br>'She doesn't think that I should go to town.' |
| 4) | Kérhahkwe' ake'-<br>warahní:non.       | 'I wanted to buy the meat.'<br>'I was thinking of buying the meat.'                   |

Notes to the Student (cont'd)

If the verb -ehr- is used exclusively to express the meaning of English 'think', the following verb does not have to be in the indefinite mode as in the sentences above, and a word like on'te or toka 'maybe', 'could be' has to be added. Also, the form used for English 'I think' can be kwah i:kehre instead of i:kehre.

- |    |   |   |
|----|---|---|
| 5) | Kwah í:kehre' ronon-wáktani ón'te'.         | 'I think he's sick.'  |
| 6) | Íhsehre' ken tóka' rononwáktani ne Sa:k?    | 'Do you think that Jim is sick?'                                  |
| 7) | Í:ienhre' tóka' rohténtion'.                | 'She thinks he's gone away.'                                      |
| c) | <u>to agree to do something:</u>            | <u>-thon'tat-</u>   |
| 1) | Wa'kathón:tate' naiákwe'.                   | 'I agreed to go with them.'                                       |
| 2) | Wahathón:tate' ne iá:re'.                   | 'He agreed to go.'  |
| 3) | Iah tehothontá:ton tho iá:re'.              | 'He didn't agree to go there.'                                    |
| 4) | Ahsathón:tate' ken nahstió'tenhse'?         | 'Do you agree to work for me?'<br>'Would you please work for me?' |
| d) | <u>to be willing:</u>                       | <u>-rihoten-</u>  |
| 1) | Tho niwakerihó:ten ne tho iá:ke'.           | 'I'm willing to go there.'  |
| 2) | Tho nihorihóten' nahsonkwaiē:nawase'.       | 'He was willing to help us.'                                      |
| 3) | Tho ken nisarihó:ten naiétewe'?             | 'Are you willing to come along with us?'                          |
| 4) | Iah tho teiakorihó:-ten ne taienónniahkwe'. | 'She's not willing to dance.'                                     |

Notes to the Student (cont'd)e) to be able to, can:-kweni-

- 1) Enhakwé:ni' nahatá:wen. 'He can swim.'
- 2) Iah thahskwé:ni' ahsa'-therón:ni. 'You aren't able to make a basket.'
- 3) Enkkwé:ni' naonkhsá:ten. 'I can ride a horse.'
- 4) Wahakwé:ni' wahake'-nikonrhá:ton. 'He was able to fool me (to cheat me).'

f) to know how to:-weien-

- 1) Keweién:te' ne takenónniahke'. 'I know how to dance.'
- 2) Iah tehaweién:te' nahatá:wen. 'He doesn't know how to swim.'
- 3) Iewientehtón'ne' naie'ní'khon. 'She knew how to sew.'

g) to plan, to work on an idea:-rihwaio't-

- 1) Ne wakerihwaio'tátie' nakatenonhsón:ni'. 'I'm planning to build a house.'
- 2) Ne roréhwaio'tátie' ne aha'therón:ni'. 'He's planning to make some baskets.'

h) it seems:tsi ni:iot

- 1) Tsi ní:iot natienté:ri ki atekhwá:ra'. 'It seems I know this table.'
- 2) Tsi ni:iot nakehrheke' iah se' toka' thaontare'. 'It seems to me that he might not come.'
- 3) Tsi ni:iot nahrehrheke' toka' wakeno:wen'. 'He seems to think that I'm a liar.'

Notes to the Student (cont'd)

6. In this lesson, you encountered in several places the so-called iterative prefix s-/ts- which expresses ideas that usually are translated into English by 'again', 'back', 're-' (re- like in return), e.g.:

- |  |                                  |
|--|----------------------------------|
| 1) <u>sk</u> ah <sup>h</sup> tentionhe'  | 'I'm going home'                 |
| 2) en <u>sh</u> ah <sup>h</sup> tén:ti   | 'he'll go home'                  |
| 3) <u>s</u> ah <sup>h</sup> iatóhare'    | 'I washed him again'             |
| 4) aon <u>s</u> ah <sup>h</sup> ihna'ne' | 'I should hire him again'        |
| 5) ha' <u>ts</u> itewatá:wen'            | 'let's swim again'               |
| 6) ent <u>s</u> akeninóhare'             | 'we (d,excl) will wash it again' |
| 7) ent <u>s</u> isewanóhare'             | 'you (p) will wash it again'     |

The iterative prefix precedes personal pronouns and the aorist wa'-/wa- which is reduced to a after the iterative prefix, as in 3) above. On the other hand, the iterative prefix follows the future and the indefinite mode prefixes as in 4) and 6) above. Remember that the indefinite mode prefix a- always becomes aon- before the iterative.

Examples 5) to 7) above show that the iterative prefix becomes ts-/tsi- in the first and second persons plural, that is in all 'you (d)' and 'you (p)' forms and in all 'we' forms.

7. In Lesson 3 you learned how to give commands in Mohawk. Verbs in the command form are relatively simple since they do not have any aspect ending. The same structure is also used for verb forms that are translated into English by 'let' plus an infinitive verb. This construction is often used with the free pronoun as in i: kekhón:ni 'let me do the cooking'. If the free pronoun is not used, the form reflects a stronger command, similar to the difference

Notes to the Student (cont'd)

reflected in the English translation: í:se' sekhón:ni, 'you cook', sekhón:ni 'cook!'.

í:se' sekhón:ni	'you cook'
i: kekhón:ni	'let me cook, let me do the cooking'
raónha rakhón:ni	'let him cook'
akaónha iekhón:ni	'let her/one cook'
aónha kakhón:ni	'let her/it cook'
i: tenikhón:ni	'let us (d,incl) cook'
i: iakenikhón:ni	'let us (d,excl) cook'
i: tewakhón:ni	'let us (p,incl) cook'
i: iakwakhón:ni	'let us (p,excl) cook'
í:se' senikhón:ni	'you (d) cook'
í:se' sewakhón:ni	'you (p) cook'
ronónha nikhón:ni	'let them (d,m) cook'
ronónha ratikhón:ni	'let them (p,m) cook'
onónha kenikhón:ni	'let them (d,f) cook'
onónha kontikhón:ni	'let them (p,f) cook'
í:se' saió'ten	'you work'
i: watió'ten	'let me work'
raónha roió'ten	'let him work'
akaónha iakoió'ten	'let her/one work'

If an unincorporated object is involved in an imperative structure, we get the following word orders:

Ne ki: kaná:tson í:satst.	'Use this pail.'
Ne ki: kaná:tson í:iontst.	'Let her use this pail.'
Ne ki: kaná:tson í:ratst.	'Let him use this pail.'

or

I: í:katst ki: kaná:tson.	'Let me use this pail.'
Raónha í:ratst ki: kaná:-tson.	'Let him use this pail.'

You find many more examples of verbs in the imperative form in the vocabulary section

LESSON 18



C-: Converse, Communicate

C-1

Two old friends are meeting after a long time. They exchange news.

A: He, ka' non táhse'.  
Tsi kari:wes tsináhe  
tkonhén'hne'.

A: Hey, where do you come from.  
It's been a long time since  
I've seen you.

B: Ón:wak sá:kewe'.  
Aterón:to iewakenón'ne'.  
Wahserihwá:ronke' ken  
tsi iakowí:raien n-Onwá:ri?

B: I just got back. I've been  
in Toronto. Did you hear  
that Mary had a baby?



- A: Ken? Oh naakowiró:ten'? A: Really? What did she have?  
 B: Roska'rakéhte'. B: She had a little boy.  
 A: Ken? To nihoia'tákste'? A: Really? How much did he weigh?  
 B: Sha'té:kon nikakon'tse- B: Eight pounds when he was  
 rá:ke shahrennákeratè'. born.  
 Rotakarí:te' ó:ni'. And he's healthy, too.  
 A: Ó:nen ken rote'nehkwa'- A: Has he been christened  
 éhston? yet?  
 B: Hen, Píter wahonwaná:- B: Yes, they called him  
 tonkwe'. Só:san tánon' Peter. Susan and Tom were  
 Atón:wa wahonwahsén:non. his Godparents.  
 Ok ní:se', ka'nón táhse' And you, where do you come  
 tánon' ka' wáhse'? from and where are you going?  
 A: Ón:wak sa:kewe' wakaten- A: I just got back from a  
 nio'tanon'ne'. Riién:'a wedding. My son got married  
 Kanón:no tahónniake'. in New York.  
 B: Ken', ónhka wahotíniake'? B: Really? Who did he marry?  
 A: Tarién na'eia'tó:ten. A: An Italian girl.  
 Raónha rahnon'wáhshen'. He's staying with her family.  
 He, ó:nen takatákhe' Oh, there comes my bus.  
 naké:sere' iakoia'ta-  
 karénnies.  
 Kátke tiok she: tentsi- We'll see one another  
 tiatátken. again sometime.  
 B: Hen, ne ki' iánere' ios- B: Yes, it better be soon.  
 n-o:re'akénhake'. Ó:nen Good-bye then.  
 ki' wáhi.

M-: Mimmic, Memorize, Manipulate

M-1

- A: Tsi karí:wes tsi náhe It's been such a long time  
 tkonkén'hne'. since I've seen you.  
 Tsi karí:wes tsi náhe It's been a long time since  
 thikén'hne'. I've seen him.  
 Tsi karí:wes tsi náhe It's been a long time since  
 tekhekén'hne'. I've seen her.  
 Tsi karí:wes tsi náhe It's been a long time since  
 tekhekén'hne'. I've seen them (p.m).

M-2

- B: Aterónto iewakenón'ne'. I've been to Toronto.  
 Kenhtá:ke iehawenón'ne'. He's been to Laprairie.  
 Tiatontarí:kon ieiakawé:- She has gone to Quebec City.  
 non.  
 Shahré:'on iehoné:non. They (p,m) have gone to  
 Châteauguay.

M-3

- A: Wahserihwá:ronke' ken Did you hear that Mary has  
 tsi iakowí:raien a baby?  
 n-Onwá:ri?  
 Wahserihwá:ronke' ken Did you hear that Louise  
 tsi tehnikhen wa'onte- adopted twins?  
 wirará:ko ne Rowí:s?  
 Wahserihwá:ronke' ken Did you hear that Jim is  
 tsi rawenhé:ion ne Sa:k? dead?  
 Wahserihwa:ronke' ken Did you hear that Tom got  
 tsi wahóniake' n-Atón:wa? married?

M-4

- B: Hen. Saró: wahonwaná:- Yes. They named him Charles  
 tonkwe'.  
 Hen. Terés tánon' Ákat Yes. They (p,m) named them(d,f)  
 wakonwatiná:tonkwe'. Theresa and Ida.  
 Hen. Thetén:re' ronwa- Yes. They buried him yesterday.  
 ia'táten.  
 Hen, wakaterién:tare'. Yes, I know. His wife is  
 Tariién na'eia'tó:ten Italian, isn't she?  
 ne ró:ne', wáhi?

M-5

- A: Ó:nen ken ronwanekwa- Has he been baptized?  
 éhston?  
 Ó:nen ken konwatineh - Have they (d,f) been baptized?  
 kwaéhston?  
 Rononwákhtani' ken? Is he sick?  
 Ka' non tahotíniake'? Where did they (m) get married?

M-6

- B: Hen. I: rihseenná:wi'. Yes. I'm his godmother.  
 Hen. I: khesenná:wi'. Yes. I'm their (d,f) godmother.  
 Hen. Ro'nrakaión:se'. Yes. He has tuberculosis.  
 Kanonhsésne tahotíniake'. They (m) got married in the  
 Longhouse.

M-7

- A: Rota'karí:te' ken? Is he healthy?  
 Ionata'karí:te' ken? Are they (d,f) healthy?  
 To nithoién:tahkwe'? How old was he?  
 To nitiakó:ien? How old is she?

M-8

- B: Hen. Sha'té:kon nika- Yes. He weighed eight pounds  
 kon'tserá:ke nihoia'- when he was born.  
 takstehkwe shahrennake-  
 rate'.  
 Hen. Ia:ia'k nikakon'- Yes. They (d,f) weighed six  
 tsera:ke niotiia'táks- pounds when they (d,f) were  
 téhkwe' shakenennákerate'. born.  
 Ia:ia'k niwáhsen wisk He was 65 years old.  
 na'tehaoseriiaakón:ne'.  
 Tewáhsen na'teiakaohse- She is twenty years old.  
 riiá:kon.

M-9

- A: Kátke tiok she: We'll (d) see one another  
 tentsitiatátken. again sometime.  
 Kátke tiok she: We'll (p) see one another  
 tentsitewatátken. again sometime.  
 Í:tskens ken ne Sa:k? Do you see Jim?  
 Shé:kens ken n-Onwá:ri? Do you see Mary?

M-10

- B: Hen, ne ki' iánere'            Yes, it better be soon.  
iosnó:re' akénhake'.  
Hen, aiá:wens ki' wáhi.        Yes, I hope so.  
Hen, ón:wa'k wahí:ken'.        Yes, I just saw him.  
Hen, onwá's tsi khé:ken'.      Yes, I saw her a while ago.

C-2

A group of Lucy's friends are getting together to give her a bridal shower. Some of them have not seen each other for quite some time and exchange the latest news.

- A: Ótsta' tsi karí:wes tsi      A: Gee, it's been such a long  
náhe tkonkén'hne.            time since I've seen you.  
Sanonwaktaníhahkwe' ken?    Have you been sick?
- B: Iah, Tiatontarí:kon iewa-    B: No, I've been to Quebec  
kenón'ne'. Riién:'a tho:      City. My son works there.  
thoió'te'. Ón:wa'k tsi        He just got married last  
niiahiakseresón:ne'        week.  
roniá'kon.
- C: Ken? Ónhka wahotíniake'?    C: Really? Who did he marry?  
Kheienté:ri ken?            Do I know her?
- B: Iah ki' ná:'a. Kaneh-        B: I dor't think so. She's  
satá:ke nitiakawé:non.        from Oka. Her father is  
Ratsénhaiens ne ronwaníha.    a councillor.
- A: Ok ní:se' ne ia'níha?        A: And how is your father?  
Rota'karí:te' ken?            Is he well?
- B: Ó:nen tewenhní:take tsi      B: He died two months ago.  
náhe thawenhé:ien.
- C: Ken? Iah tewakerihwah-      C: Oh? I didn't hear about  
rón:ken.                        it.
- A: Ó:nen kwah ken' náhe        A: He had been sick for quite  
shihononwáktani. Wisk        some time. He was only 55  
khok niwáhsen wisk na'-      years old. And how is your  
tehaohseriiakón:ne'?        father?  
Oh ní:se' ní:iot ne ia'níha?
- C: Ó:nen ki' é:so' tsi tsoiá-    C: He's much better. He's  
nere'. Tsi tionkwanónh-      staying with us.  
sote' thén:teron.

- B: We'senirihwá:ronke' ken tsi wa'ontewirará:ko' ne Oróte?  
 A: Iah, iah tewakerihwa-rón:ken? Roskarakehte ken?  
 B: Hen, kaié:rik niwenhni:-take nithó:ien. Shahonate'serehtakarhátho niho-nenhé:ien ne ronwaién:'a.  
 A: Io'nikonráksa', wáhi. Nek tsi iontekسا'tana-rónhkhwa ki' n-Oróte.  
 C: He, ó:nen tá:ien' ne Rósi. Tha'tetewató:tat. Shhhh.....
- B: Did you (d) hear that Dorothy adopted a baby?  
 A: No, I didn't know that? Is it a little boy?  
 B: Yes, he's only four months old. His parents died when their car turned over.  
 A: That's very sad. But Dorothy likes children.  
 C: Oh, Lucy's coming. Let's be quiet.

### Vocabulary

#### 1. Birth

wahrennákerate'	'he was born'
wa'kenákerate'	'I was born'
owirá:'a	'baby'
iewirahninón:re'	'she's pregnant'
iakowí:raren	'she has a baby'
iakowiraiéntá:'on	'she has gotten a baby'
tékeni teiakowí:raien	'she has two children'
tehní'khen	'twins (males or mixed)'
tekení'khen	'twin girls'
tehní'khen wa'akowira-ien:ta'ne'	'she gave birth to twin boys'
tehní'khen iakowí:raien	'she has twin boys'
wa'katewirará:ko'	'I adopted (a child)'
wakatewirarákwen	'I have adopted (a child)'
wahonwanehkwá:este'	'they (p,m) baptized him'
wahsakotinehkwá:este'	'they (p,m) baptized her'
Tier wahiná:tonkwe'	'I called him Peter'
Tier wahihsén:non'	'I gave him the name of Peter'

rohsenná:wi'

'his godfather, the one who gave him a name'

ronwahsenná:wi'

'his godmother'

kehsenná:wi'

'I'm her godparent'

rihsenná:wi'

'I'm his godparent'

## 2. Marriage

kaniá:kon

'marriage'

raóhskare'

'his girlfriend'

akóhskare'

'her boyfriend'

í:ne's

'they (d,m) are going together'

í:ne'skwe'

'they (d,m) used to go together'

onón:wer

'love potion'

enhotíniake'

'they'll get married'

wahotíniake'

'they got married'

rotiniá:kon

'they are married'

rotiniakón'ne'

'they were married'

teieiahsonthá:ke  
ienionkeníniake'

'we'll get married in the Catholic Church'

iah thateieiahsonthá:ke'  
ienionkeníniake'

'we'll get married in the Protestant Church'

Kanonhsésne ienionkení-  
niake'

'we'll get married in the Longhouse'

ró:ne'

'her husband, his wife'

tehniáhse'

'they are husband and wife, they are living together'

teiakení:teron

'my husband, my wife, we (d) are living together'

tehonatekháhsion

'they are separated'

iakotén:niote'

'there is a wedding, they are having a feast'

watén:niote'

'there is a wedding'

teienonniahkwá:ne'

'there is going to be a dance'

iakoniáktha akarét

'wedding cake'

iakoniáktha atíá:tawi'

'wedding dress'

wa'katnonhwahsén'ne'

'I'm going to stay with my in-laws'

o'nisten'nēha wa'etiatiēn'-  
ne'  
iakoniákon  
roniákon

'we (d,excl) are going to stay  
at her mother's'  
'bride'  
'bridegroom'

3. Sickness, Death

rononwákhtani'  
kánhra  
kanhratarí:nes  
ro'tonkwárhos  
iako'tonkwarhoskó:wa  
ro'tarihenhseranóhston  
rohsá:ken  
ro'nraka on:se'  
rohsiahontanón:waks  
ronon'waranón:waks  
wahokaré:wahte'  
wahatatkaré:wahte'  
wa'thathsinia'ke'  
wa'thatenenthia'ke'  
wa'thateniarahnonterá:kó  
tsi iakenheion'taiēntákhwa'  
tsi ieia'tatárian  
karón:to'  
ronwaia'táten  
wahonwaia'táta'  
wa'iheie'  
wahrénheie'  
rawenhé:ien  
iakawenhé:ien  
rorióhton  
iakotēnhré:'ons  
rotēnhré:'ons  
wa'akotēnhré:'onske'

'he's sick'  
'sickness'  
'epidemic'  
'he has fever'  
'typhoid fever'  
'he has a cold'  
'he's coughing'  
'he has tuberculosis'  
'he has a stomach ache'  
'he has a headache'  
'he got hurt, he hurt him'  
'he hurt himself'  
'he broke his leg'  
'he broke his arm'  
'he broke his neck'  
'hospital'  
'cemetery'  
'coffin, any big wooden container'  
'he's buried'  
'they buried him'  
'she died (recently)'  
'he died (recently)'  
'he's dead'  
'she's dead'  
'he died of'  
'she is a widow'  
'he is a widower'  
'she became a widow'

E-: Exercise, Expand, Extrapolate

## E-1

Before doing this exercise, read carefully Notes to the Student, 1, p.371. Then fill in the blanks. Remember that the stative suffix requires the use of the objective pronoun form.

- |                            |                               |
|----------------------------|-------------------------------|
| 1. Rotiniá:kon ken?        | Are they married?             |
| Hen, rotiniá:kon.          | Yes, they are married.        |
| 2. Í:se' ken sa'theríson?  | Did you make the basket?      |
| Iah, raónha .              | No, he made the basket.       |
| 3. ?                       | Has she written?              |
| Hen, ó:nen .               | Yes, she has already written. |
| 4. nohnenná:ta'?           | Has he planted the potatoes?  |
| Iah, akaónha .             | No, she planted them.         |
| 5. ?                       | Did you eat already?          |
| Hen, ó:nen tewakatská:hon. | Yes, I have already eaten.    |
| 6. Rotinenstahninón:ron ?  | Have they gone to buy corn?   |
| . .                        | No, they have gone visiting.  |
| 7. Ó:nen ken ?             | Has he already gone to cook?  |
| . .                        | No, he has gone to hunt.      |
| 8. ?                       | Is she swimming?              |
| . .                        | No, she is making a basket.   |



E-2

Translate the sentences below into English.

1. Iakoién'thon ken nó:nenste'?

Iah, nek tsi ohsahé:ta' ki'  
iakoién'thon.

2. Sa'therón:ni ken?

Hen, waka'theríson.

3. Ó:nen ken romwanehkwáéhston?

Hen, Wishe wahorwaná:tonkwe'.

4. Tsi kaniá:tare' ken iehawé:non?

Hen, rotorá'thon.

5. Ronatá:ron ken?

Iah, tánon' teiotohontsohón:-  
ne'.

6. Tisakhonniá:non ken?

Iah, tewakatawéhon.

7. Seniio'tén'en ken?

Hen, akwé: ionkeníhson.

8. Rotitá:whon ken?

Iah, ronatia'toharéhon.

E-3

Translate the sentences below. For information, see  
Notes to the Student, 2.

1. Wahatatia'tóhare' ken?

Iah, shé:kon tehoia'tá'tson.

2. Iontatenón:we's ken?

Iah, iontát'shons.

3. Wahatatkare:wahte' ken?  
 Iah, wahatkare:wahte'.
4. Wa'ontatia'tohare' ken?  
 Iah, ronwa'niha wahsakoia'tohare'.
5. Ohka wa'esaié:nawase'?  
 I: wa'katatié:nawase'.
6. Saterién:tare' ken tsi tá:re' ne Sa:k?  
 Hen, wakaterién:tare'.
7. Sata'karí:te' ken?  
 Iah, iah tewakata'karí:te'.
8. Wahsatenahskwahní:non ken ne é:rhar?  
 Hen, thetén:re' wa'katenahskwahní:non.
9. Wahaterá:ko' ken natiá:tawi'?  
 Iah, i: wa'katerá:ko'.
10. Saterennó'tha ken?  
 Iah, wa'katewennahtón'on.

## E-4

Before doing this exercise, read Notes to the Student, 2.  
 Then fill in the blanks.

- |  |   |
|--|---|
| 1. Wahsatate'nhó:ton' ken?<br>Hen, wa'katate'nhó:ton'. | Did you lock yourself in?<br>Yes, I locked myself in.     |
| 2. _____<br>Iah, nek tsi akaónha _____                 | Did he lock himself in?<br>No, but she locked herself in. |

- |    |  |   |
|----|--|---|
| 3. |  | Did you get hurt?                                 |
|    |  | No, but Susan got hurt.                           |
| 4. |  | Look into the mirror!                             |
|    |  | No, I hate myself.                                |
| 5. |  | Did you lose your voice?                          |
|    |  | Yes, I'm not well.                                |
| 6. |  | Did she adopt a child?                            |
|    |  | Yes, her name is Louise.                          |
| 7. |  | Did you take the bag?                             |
|    |  | Yes, I took it.                                   |
| 8. |  | Did they (p,f) hit themselves<br>with the hammer? |
|    |  | No, they (p,f) hit each other<br>with the hammer. |

## E-5

Before doing this exercise, read Notes to the Student, 3.  
Then fill in the blanks.

- |     |                        |                         |
|-----|------------------------|-------------------------|
| 1.  | Tásha nake'rahshón:'a! | Bring me the plates!    |
| 2.  | Kásha ne !             | Give me the dolls!      |
| 3.  | !                      | Bring me the knives!    |
| 4.  | Sahsehtánion !         | Hide the dolls!         |
| 5.  | Se'nikhónnion !        | Sew the bags!           |
| 6.  | Sonniánion !           | Make the baskets!       |
| 7.  | Sateweien'tónnion !    | Put away the blankets!  |
| 8.  | Iahá:hsa' thi !        | Take those dresses!     |
| 9.  | Isi ia'sá:ti !         | Throw these shoes away! |
| 10. | Satenhní:non !         | Sell those balls!       |

## E-6

Before doing this exercise, read Notes to the Student, 4.  
Then translate the sentences below into English.

1. Rorihwaio'tátie's ahanonhsahní:non. \_\_\_\_\_
2. Kaseréhtakon raia'tionnítie'. \_\_\_\_\_
3. Ronatahronhátie's ken? \_\_\_\_\_
4. Sarihwaio'tátie' ken? \_\_\_\_\_
5. Rotkehrontátie's ken? \_\_\_\_\_
6. Rotawenhátie'. \_\_\_\_\_

## E-7

Before doing this exercise, read Notes to the Student, 5.

A: Translate the sentences below into English.

1. Enha'theronnísheke'. \_\_\_\_\_
2. Enhsatorátsheke' ken? \_\_\_\_\_
3. Enhatetséntsheke ken? \_\_\_\_\_
4. Enkatenhninónsheke'. \_\_\_\_\_
5. Enwatia'tawi'tsherowanén:sheke' ken? \_\_\_\_\_
6. Akanonhsiióhake' ne thi. \_\_\_\_\_
7. Aonkwatsennonníhake'. \_\_\_\_\_
8. Senikhonní'shek! \_\_\_\_\_

B: Fill in the blanks.

1. Rotsennón:ni ken? \_\_\_\_\_ Is he happy?  
Iah, nek tsi ahotsennonníhake' ki'. No, but he should be happy.
2. \_\_\_\_\_ What will she become?  
\_\_\_\_\_ She'll be a doctor.

3. \_\_\_\_\_ Is she good-looking?  
 \_\_\_\_\_ No, but she will be good-looking.
4. \_\_\_\_\_ Will you be a farmer?  
 \_\_\_\_\_ No, I'll be a basket maker.
5. \_\_\_\_\_ Is he big?  
 \_\_\_\_\_ No, but he will be big.

## E-8

Before doing this exercise, read Notes to the Student, 6.  
 Then translate the sentences below into English.

1. Rats:hókwas ken? Does he smoke?  
 \_\_\_\_\_  
 Iah, nek tsi ratshókwaske' ki'. No, but he used to smoke.
2. Rahiá:tons ken? Does he write?  
 \_\_\_\_\_  
 Iah, nek tsi rahia:tonskwe' ki'.
3. Ítsshons ken? Do you hate it?  
 \_\_\_\_\_  
 Iah, nek tsi íkshonskwe' ki'.
4. Senón:we's ken?  
 \_\_\_\_\_  
 Iah, nek tsi kenón:we'skwe' ki'.
5. Teharé:rens ken? Does he race?  
 \_\_\_\_\_  
 Iah, nek tsi teharé:renskwe' ki'.
6. Ieién'thos ken?  
 \_\_\_\_\_  
 Iah, nek tsi ieién'thoskwe' ki'.
7. Ionkwaió'tens ken?  
 \_\_\_\_\_  
 Iah, nek tsi ionkwaió'tenske' ki'.
8. Ranatá:res ken?  
 \_\_\_\_\_  
 Iah, nek tsi ranatá:reskwe' ki'.

9. Rotorá'thón'ne' ken? Had he gone?  
 Iah, ronatarón'ne'.
10. Í:se' ken sen :ta'skwe'?  
 Iah, nek tsi Sa:k ki' ró:ta'-skwe'.
11. Sa'theronnia'nón'ne' ken?  
 Hen, waka'theronnia'nón'ne'.
12. Kaiariióhne' ken?  
 Iah, nek tsi kaiarowanén'ne' ki'.
13. Saniá:kon ken?  
 Iah, nek tsi wakenia'kón:ne' ki'.
14. Rohsí:raien ken?  
 Iah, nek tsi rohsiraién:tahkwe' ki'.
15. Rakowá:nen ken?  
 Iah, nek tsi rakowanén:ne' ki'.
16. Raká:rátónskwe' ken?  
 Hen, tiotkón shos roká:rátón.

## E-9

Fill in the blanks in the sentences below.

1. Rakhón:nis ken? Is he a cook?  
 Iah, nek tsi . No, but he used to be a cook.
2. Is she a salesgirl?  
 No, but she used to be a salesgirl.
3. Do you make baskets?  
 No, but I used to make baskets.

- |    |  |                              |
|----|--|------------------------------|
| 4. |  | Are they (p,m) farmers?      |
|    |  | No, they (p,m) never farmed. |
| 5. |  | Has he gone hunting?         |
|    |  | No, he had gone yesterday.   |
| 6. |  | Is he nice?                  |
|    |  | No, but he used to be nice.  |

## E-10

Before doing this exercise, read Notes to the Student, 7.  
Then give the English meaning of the verb forms that contain the reversive suffix.

- |                     |                   |                  |
|---------------------|-------------------|------------------|
| 1. Satíta'!         |                   | Get in!          |
|                     | Satitáhko'!       |                  |
| 2. Satkonwaró:rok!  |                   | Put a mask on!   |
|                     | Satkonwarorókhsi! |                  |
| 3. Satia:tawit!     |                   | Put on a dress!  |
|                     | Satia'tawitáhsi!  |                  |
| 4. Tesani'tónniath! |                   | Tangle it!       |
|                     | Tesani'tonniáhsi! |                  |
| 5. Sahsarón:ten!    |                   | Tie it!          |
|                     | Sahsarontá:ko!    |                  |
| 6. Senien'thárhok!  |                   | Lock it!         |
|                     | Senien'thará:ko!  |                  |
| 7. Tesé'kha!        |                   | Put it together! |
|                     | Tese'kháhsi!      |                  |
| 8. Se'ní'khon!      |                   | Sew it!          |
|                     | Se'ni'khón:ko!    |                  |

E-11

Before doing this exercise, read Notes to the Student, 8.

A: Translate the sentences below into English.

1. Kari:wes tsi nahe tekhe kenhne'. \_\_\_\_\_
2. Wahí:ken. \_\_\_\_\_
3. Só:se' wahiná:tonkwe'. \_\_\_\_\_
4. Therés ionkenatón khwa. \_\_\_\_\_
5. Eniórhenne' enhorwaia 'táta'. \_\_\_\_\_
6. Riienté:ri'. \_\_\_\_\_
7. Sheienté:ri' ken? \_\_\_\_\_
8. Shenón:we's ken ne ro'nisténha? \_\_\_\_\_
9. I: khehsenná:wi'. \_\_\_\_\_
10. Ón:wa'k wa'shakó:ken'. \_\_\_\_\_

B: Translate the sentences below into Mohawk.

- |                              |   |
|------------------------------|---|
| 1. Shakonorónkhwa.           | He loves her.                           |
| 2. _____                     | I love them.                            |
| 3. _____                     | He loves us (d).                        |
| 4. Roienté:ri'.              | He knows him.                           |
| 5. _____                     | You know him.                           |
| 6. _____                     | We (d,excl) know them.                  |
| 7. Ririhonnién:ni.           | I teach him.<br>I'm his teacher.        |
| 8. _____                     | They teach me.<br>They are my teachers. |
| 9. _____                     | You teach me.<br>You are my teacher.    |
| 10. Enhorwari'wanón:tonhse'. | She'll ask him.                         |



- |                |                      |
|----------------|----------------------|
| 11. _____      | She'll ask me.       |
| 12. _____      | She'll ask you.      |
| 13. Enhí:ion'. | I'll give it to him. |
| 14. _____      | I'll give it to her. |
| 15. _____      | I'll give it to you. |

## E-12

Answer the questions below.

- |  |       |
|--|-------|
| 1. Aterón'to ken iesenón'ne'?                              | _____ |
| 2. Ka' iehawenón'ne' ne ia'níha?                           | _____ |
| 3. Wahserihwá:ronke' ken tsi<br>iakowí:raien ne khekén:'a? | _____ |
| 4. Oh na'akowiró:ten'?                                     | _____ |
| 5. Nahó:ten wahorwaná:tonkwe'?                             | _____ |
| 6. Ó:nen ken romwanekwaéhston?                             | _____ |
| 7. Ónhka wahorwahsén:non'?                                 | _____ |
| 8. Rota'karí:te' ken?                                      | _____ |
| 9. To: nihoia'tákstehkwe'<br>shahrennákerate'?             | _____ |
| 10. Iakawenhé:ion ken ne sahsótha'?                        | _____ |
| 11. Oh niiakoiá:tawenskwe' ?<br>Iakonowaktaníhahkwe' ken?  | _____ |
| 12. Kátke niiontatia'táten?                                | _____ |
| 13. Kápnawá:ke ken iaontatia'táta'?                        | _____ |
| 14. Ne ken wahotíniake' ne karí:-<br>wes ó:nen shí:ne's?   | _____ |
| 15. Kanonhsésne ken iahotíniake'?                          | _____ |

16. Iakoten'nió:tahkwe' ken? \_\_\_\_\_
17. Oh niiakotia'tawi'tseroténhne'? \_\_\_\_\_
18. Ka' non ienhiátien? \_\_\_\_\_

## E-13

Make up ten questions in Mohawk using the materials of this lesson. Be prepared to ask them in class and to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## E-14

Read and understand the story below. Then answer the questions.

Shé:kon Anen,

ón:wa wenhniserá:te' wá:kehre' ó:nen ieióhe niaonsakonhiá:tonse'. Karí:wes ó:nen ne shi:kehre' iah ki' tewá:tons. Tiótkon tiok nahó:ten kaió'tats.

Wakatakari:te' ní:'i nek tsi ro'tarihenhseranóhston ne: ne Shawátis tánon' rahsá:kha ne riién:'a. Ok ne rikén:'a tehotenenthiá:kon nen né:'e.

Vocabulary:

ieióhe	'the time has come'
iaonsakonhiá:tonse'	'I should write to you again'
shí:kehre'	'since I have been thinking'
kaió'tats	'it gets in the way'
ro'tarihensheranóhston	'he has a cold'
rahsá:kha	'he coughs'
tehotenenthiá:kon	'his arm is broken'

Questions:

1. Ónhka iako'tarihenhseranóhston? \_\_\_\_\_
2. Oh nihoiá:tawens ne ronwaién:'a? \_\_\_\_\_
3. Ok ne ronwakén:'a, oh ne:  
nihoiá:tawens? \_\_\_\_\_

Aterónto iewakenón'ne'. Kheién:'a kheiaten'sehrón'ne'.  
Sarihwa'rónken ken tsi iakowí:raien? Roska'rákéhte' naakowi'-  
ró:ten. Shiawentatokén'ton nihonwanekwa'éhston. I:  
wahihsén:non. Atón:wa wahiná:tonkwe'. Kwahí:ken tsi  
rota'karí:te'.

Ontiá'tshi ó:ni' wa'khenatahré:nahse'. Ón:wak ne:  
ken'nahé:'a iakotehre'ónskon'. Wisk khok niwáhsen na'  
tehaohseriia'kón:ne'. Raweriá:ne' ki' ná:'a wahiórióhte'.  
Tsi niahia'kseresón:ne' ronwaia'táten. Roia'ca'nhá:ten'.  
Ní:iot tsi ronkwehsirióhne' tánon' ronkwehtiióhne'. Tánon'  
raio'tenhseriíóhne' tsi rahson'karaké:taskwe', tánon' shos tsi  
nihakaraweiénhen'skwe'.

Vocabulary:

kheiatkensehrón'ne'	'I had gone to see her'
na'akowiró:ten	'that kind of baby did she have'
shiiawentatokén'ton	'last Sunday'
ken' nahé:'a	'lately'

iakotehre'onskon'  
 raweriá:ne'  
 wahorióhte'  
 roia'ta'nhá:ten'  
 raio'tenhseríio'  
 rahson'karaké:tas  
 rakaraweiénhen's

'she has become a widow'  
 'his heart'  
 'it killed him'  
 'it's a pity to lose him'  
 'he is a good worker'  
 'he is a carpenter'  
 'he is good at telling stories'

Questions:

1. Ka'ieiakawenón'ne'?
2. Ónhka'ontatatken'sehrón'ne'?
3. Ontatién:'a ken iakowí:raien?
4. Oh naakowiró:ten?
5. Kátke nihonwanekwa'éhston?
6. Ónhka ronwahsenná:wi'?
7. Rota'karí:te' ken?
8. Wa'ontatenatahré:nahse' ken  
ó:ni' noná'tshi?
9. Iakotehre'onskon' ken?
10. To:nateha'osheriia'kón:ne'  
ró:nehkwe'?
11. Nahó:ten wahorióhte'?
12. Kátke nihorwaia'táten?
13. Oh nironkwe'toténhne'?
14. Raio'tenhseriíóhne' ken?
15. Rakaraweiénhen'skwe' ken?

Thienté:ri ken ne riionhatén:'a Wíshe? Sé:iaró:' ken  
 Sosá:shos í:ne's? Tiótkon ki' wahóniake' tsi niahia'-  
 kseresón:ne'. Kanehsatá:ke nitiakawé:non ne ró:ne'.  
 Teieiahson'thá:ke nonkwá wahotíniake'. Wakaten'niota'-  
 nón'ne'. Kaniahskwiióhne'. Wisk natekaiá:serahkwe' ne  
 iakoniáktha akaré:t tánon' iohskatstón:ne' ne iakoniákon  
 iakotia'tawi'tón:ne'.

Vocabulary:

riionhatén:'a	'my nephew'
í:ne's	'they (d) are going together'
tiótkon ki'	'anyway'
nonkwá	'on that side, in'
wakaten'niota'nón'ne'	'I went to the wedding'
kaniahskwí:io	'it's a good feast'
	'it's a good wedding'
tekaiá:seri'	'it is layered'
	'it is put one on top of the other'
akaré:t	'cake'
ióhskats	'it is beautiful'
oh niiohtón:ne' ...	'how was....?'

Questions:

1. Óhka wa'akóniake'? \_\_\_\_\_
2. Kátke nihoniákon? \_\_\_\_\_
3. Ka' nitiakawé:non ne ró:ne? \_\_\_\_\_
4. Teieiahson'thá:ke ken iahotíniake'? \_\_\_\_\_
5. Kaniahskwiióhne' ken? \_\_\_\_\_
6. Kaniahskowanén:ne' ken? \_\_\_\_\_
7. To: natekaiá:serahkwe' ne akaré:t? \_\_\_\_\_
8. Oh niiohtón:ne' nakotiá:tawi'? \_\_\_\_\_

Kátke káti' ó:nen entehsenatá:ra'. Tiótkon ionkwarhá:re' naontáhse'. Ionkwanonhsowá:nen tánon' iahón:'ka kwa' tetsé:teron. Thok ki' ná:'a nón:wa nenkónhake'.

Ó:nen ki' wahi,

*Kawennanó:non*

Vocabulary:

ionkwarhá:re'	'we are waiting'
iahón'ka	'nobody'
kwa'	'hardly'
thok ki' na'	'that's all, I guess'
nenkónhake'	'there will be this much'
	'that will be all'

E-15

Write a 'gossipy' letter to a friend. Make use of the M's and of the vocabulary section. Your letter should be about half as long as the one in E-14.

E-16

Read and understand the story below. Then answer the questions. By the way, this story tells you what can happen, if people don't know enough Mohawk.

Rón:kwe wahohiaton'seró:ta'se'.

Wahón:nise' é:so' iá:kon iah teiehiatonhseraierihne' tánon' tiótkon ne rotiska'rakéhte' é:ren non iehotiió'te'. Ó:nenki' ki: rón:kwe wahohiatonhseró:tase' tánon' iah tehaweién:te' nahawennahnó:ton.

Vocabulary:

wahohiaton'seró:ta'se'	'he received a letter'
wahón:nise'	'long time ago'
é:so' iá:kon	'many people'
iehiatonhseraienteríhne'	'people (one) knew how to read and write'
é:ren non	'somewhere else, elsewhere'
ó:nen ki'	'now then'
ahawennahnó:ten	'(how) to read, he should read'

Ró.ne iakohiatóntie' tánon' iah ne teieweién:te' naiehiá:-  
 ton akó:ren ne iontathiatón:ni. Tióthkon ki' ne raónha  
 akó:ren né:'e wahonwawennanó'thahse' tánon' ki: rón:kwe ne  
 wahawennahnó:ton iah né:'e tehahrón'kha' nonkwehonwehnéha  
 tióthkon ki' tho ní:ioth ki tsi wahawennahnó:ton.  
 "Ne rorióhton tsi wahatenoró'tsi." Ó:nen se' ken' wá:ton'  
 ne kahiatónhsera', ne roió'te' tsi ratinoró'tions.

Vocabulary:

iakohiatóntie'	'she sent a letter'
aiehiá:ton	'(how) to write, she should write'
akó:ren	'someone else'
wahonwawennanó'thahse'	'someone read it for him'
tióthkon ki'	'anyway, so'
rorióhton	'he died of'
wahatenoró'tsi	'he got husked'
ó:nen se' ken'	'but what'
kahiatónhsera'	'letter, paper, book'
ratinoróhtions	'they husk'

Questions:

1. Iehiaton'seraienteríhne' ken ne wahón:nise'?
2. Ka'nón iehotiió'tehkwe' ne rotiska'rakéhte'?

3. Wahohiatonseró:tase' ken? \_\_\_\_\_
4. Raweién:te' ken nahawennanó:ton? \_\_\_\_\_
5. Ónhka iakohiatóntie'?' \_\_\_\_\_
6. Ónhka iakohiá:ton? \_\_\_\_\_
7. Rahrón'kha ken nonkwehorwehnéha  
ne rón:kwe? \_\_\_\_\_
8. Nahó:ten wahén:ron ne rón:kwe? \_\_\_\_\_
9. Tánon' nahó:ten kahiá:ton ne  
kahiátónhsera? \_\_\_\_\_





Notes to the Student

1. In this and in some of the other lessons, you have encountered verbs that end in the suffix -on. This suffix is the stative or perfective aspect of Mohawk, and it expresses the idea that the subject is in the state or has been in the state described by the verb.\* This state can result from an action. Stative verb forms are usually translated into English by the perfective form, e.g. 'he has made a basket', though sometimes they can also be translated by the progressive form, e.g. 'he is making a basket'. Verb forms in the stative aspect are usually considered to be further in the past than verb forms in the definite mode with wa'-, e.g.:

rotiniá:k <u>on</u>	they are married
tehotská:h <u>on</u>	he is eating
ó:nen tehotská:h <u>on</u>	he has already eaten
roterén:note'	he's singing
róh <u>son</u>	he has finished making something
ro'therí <u>son</u>	he has finished making the basket
rohiá:t <u>on</u>	he has written
ronatahré:n <u>en</u>	he is visiting
roién't <u>hon</u>	he has planted

The stative aspect co-occurs often with the purposive suffix. These verbs are usually translated as e.g.: 'he has come to do something' or 'he has gone to do something', indicating that the action is not completed. (see also Note 4 in Lesson 17.)

\* For further information on the perfective, see Notes to the Student, 3, Lesson 19.

Notes to the Student (cont'd)

rohninón: <u>ron</u>	he has gone to buy
ronatá: <u>ron</u>	he has gone visiting
anonatá: <u>ron</u>	he should have gone to visit
enhonatá: <u>ron</u>	he'll have gone to visit
rokhonniá: <u>non</u>	he's gone there to cook
rotá: <u>whon</u>	he has gone there to sleep
thotorá' <u>thon</u>	he has come to hunt
thokhoniá: <u>non</u>	he has come to cook
rotia' <u>toharéhon</u>	he has gone to wash

Though -on- is the most common shape of the stative suffix, it can also take the shape of -en- or be completely absent, e.g.:

ro'therón: <u>ni</u> __	he's making a basket he has made a basket
rokhón: <u>ni</u> __	he is cooking he has cooked
rotá: <u>wen</u>	he has swum he has taken a bath
roio'tén' <u>en</u>	he has worked

You will have noticed that all of the above examples make use of the so-called objective pronoun, that is ro- instead of r(a)- in our examples. The objective pronouns were discussed in L-16, Note 1. It was mentioned there that the objective pronoun is used to express a state. The stative suffix -on, -en, always requires an objective pronoun. However, the opposite is not true: that is, not all verbs with an objective pronoun require the stative suffix.

If one wants to indicate that a state is completed, the past suffix -'ne'- (see Note 6 in this Lesson) is added to the stative suffix, e.g.:

Notes to the Student (cont'd)

waka'therón:ni	I have made a basket
waka'theronnihne'	I had made a basket
Aterón:to ieiakawé:non	she has gone to Toronto
Aterón:to ieiakawenón'ne'	she had gone to Toronto
rotá:whon	he has gone to sleep
rotawhón'ne'	he had gone to sleep

2. A very common feature of Mohawk is the use of reflexive constructions. The basic idea expressed by the reflexive is that the action or the state described by the verb is directed towards the subject of the sentence, e.g. in English 'I wash myself' as compared to 'I wash him'. In Mohawk, the reflexive is expressed by a verbal prefix which can take the following shapes: -atat-, -atate-, or -tat-.

wa'katate'nhó:ton	I locked myself in or out
wahontatia'tóhare'	they (p,m) washed themselves
wahontatié:nawa'se'	they (p,m) helped themselves
wahontatáhsehte'	they (p,m) killed themselves
ratatenón:we's	he likes himself
ratát'shons	he hates himself
satátken	you look into the mirror

There also exists a reduced reflexive which occurs frequently in Mohawk and which is not translated into English as a reflexive form. This semi-reflexive indicates that the action or state described by the verb is somehow directed towards the subject of the verb. The forms the semi-reflexive can take are: -ata-, -ate-, -aten-, or -at-, e.g.:

Notes to the Student (cont'd)

wa'katewennahtón'on	I'm hoarse I lost my voice
wakaterién:tare'	I know (that)
wa'thathsíniake'	he broke his leg
rota'karí:te'	he's healthy, he's well
wakatewirarákwen	I have adopted a child
wa'katerá:ko'	I took it (and kept it)
katenhní:nons	I sell it
raterennó'tha	he's a singer
watehnhotónkwas	the door opens
wa'tewátia'ke'	it broke

Sometimes the semi-reflexive morpheme -at- or -t- is used to express a semi passive as in the examples below.

Notice the difference in meaning between the forms with a full reflexive and those with a reduced reflexive, which are translated into English by 'got'.

wahatatkaré:wahte'	he hurt himself
wahatkaré:wahte'	he got hurt
wahontatsheronniánion'	they (p,m) dressed themselves
wahontsheronniánion'	they (p,m) got dressed
wa'katatia'tóhare'	I washed myself
wa'katia'tóhare'	I got washed

The reciprocal, expressed in English by 'each other' is in Mohawk closely related to the reflexive. The only difference is that a reciprocal verb contains the duplicative prefix t- in addition to the full reflexive form. This duplicative prefix signals that two or more parties are involved. Compare the sentences below:

Notes to the Student (cont'd)

wahontatié:nawa'se'	they (p,m) helped themselves
wa'thontatié:nawa'se'	they (p,m) helped each other
wahontatenekón:reke'	they (p,m) hurt themselves with the hammer
wa'thontatenekón:reke'	they (p,m) hurt each other with the hammer
entsitewatátken	we (p,incl) will see ourselves again, we'll look again into the mirror
entsitewatátken	we will see each other again

3. You have learned in L-11, that the suffix -okon:'a is used to express the idea that several persons or animals are involved, e.g.:

kheién:'a	my child
kheien' <u>okón:'a</u>	my children
é:rhar	dog
erhar <u>okón:'a</u>	dogs

To express the plurality of inanimate nouns, a slightly different suffix is used, namely -shón:'a, e.g.:

ake:ra'	plate, dish, cup
ake'rah <u>shón:'a</u>	plates
kaia'tón:ni	doll
kaia'tonni' <u>shón:'a</u>	dolls
atiá:tawi'	garment
atia'tawi' <u>shón:'a</u>	garments
orí:wa'	affair
orihwa' <u>shón:'a</u>	affairs

Notes to the Student (cont'd)

However, these pluralized forms are not used as frequently as the corresponding English forms. For instance, if the verb contains the distributive suffix -nion, the noun can be in the singular, e.g.:

Sahsehtánion ne kaia'tón:ni'! Hide the dolls (here and there)!

or

Sahsehtánion ne kaia'tonni'-shón:'a! Hide the dolls (here and there)!

Also, if a number or a particle like é:so' 'many' precedes the noun, Mohawk uses a different way to pluralize (see also Lesson 9), e.g.:

skanónhsa	one house
tekanónhsake	two houses
áhsen nikanónhsake	three houses
é:so' kanónhsake	many houses

4. The verb root -t- carries the meaning of fast, continuous or repeated motion, e.g.:

rátie's	he is flying around all over
rátie'skwe'	he was flying around all over
teká:tens ken' kátie'	the airplane is flying by
tésten	go by plane!

This verb can also be combined with other verbs to emphasize that a state is prolonged or repeated over a certain period of time or a certain space. Combined with other verbs it can take the following shapes: -hatie'-, -tatie'-, -atie'- or -tie'-. Notice in the examples below that if -hatie' etc. is combined with a true verb like visit, hide, or sweep the objective pronoun form is used. For further information on this progressive construction, see also Lesson 19, Note 8.

Notes to the Student (cont'd)

wakenatahré:nen	I'm visiting
wakenatahronhátie's	I'm visiting several places
wakenatahronhátie'skwe'	I was visiting several places
<u>enwakenatahronhátie</u> :sheke'	I will be visiting several places
kaia'tiónni'	she's lying down, her body is lying down
kaia'tionnítie's	she's lying down repeatedly
kaia'tionnítie'	she's lying down while she is moving (e.g. in an ambulance)
kaniá:tare'	there is a body of water
kaniataratátie'	river, it goes on and on
kahiónha	creek
kahionhatátie'	creek, emphasizing continuous motion
wakerihwaio'tátie'	I'm planning something I'm working on an idea
rorihwaio'tátie's	he's planning something on and off
rohsehtonhátie's	he keeps hiding it
teiakaonhewenhátie'	she's in the process of sweeping

5. The aspect suffix -hak-, -hek-, -ek- or -k- expresses the idea that an action or a state will be or should be continued.

enhatorátsheke'	he'll be a hunter
ahakhonníhsheke'	he should be a cook
ahotá:hsheke'	he should be asleep
enhanatahré:hsheke	he'll keep visiting the same place

Notes to the Student (cont'd)

enhaterennót' <u>hake</u> '	he'll be a singer
enhotenhré:'ons <u>ke</u> '	he'll be a widower

The continuative suffix also occurs with verbs that indicate a state in the future mode or the indefinite mode, e.g.:

ronnonkwe'tí:io's	they (p,m) are good-looking
enhonnonkwe'tiió: <u>sheke</u> '	they'll be good-looking
enronkwe'tiió' <u>hake</u> '	he'll be good-looking
kaiarowá:nens ne thi	those are big bags
akaiarowanén: <u>sheke</u> ' ne thi	those should be big bags
rotsennón:ni	he's happy
ahotsennonní <u>hake</u> '	he should be happy

The continuative also shows up with the imperative, e.g.:

tseñthó' <u>shek</u> !	be a farmer! keep planting!
satorathé: <u>shek</u> !	be a hunter! keep going hunting!
sekhonní' <u>shek</u> !	be a cook! keep cooking!

The -k- suffix also shows up in the plural forms of inanimate nouns (see also Lesson 9).

áhsire'	blanket
tewahsirá: <u>ke</u>	two blankets
áhsen niwahsí: <u>rake</u>	three blankets
é:so' wahsí: <u>rake</u>	many blankets
atiá:tawi'	dress
tewatia'tawi'tsherá: <u>ke</u>	two dresses
áhsen niwatia'tawi'tsherá: <u>ke</u>	three dresses
é:so' watia'tawi'tsherá: <u>ke</u>	many dresses



Notes to the Student (cont'd)

6. You have learned (see Lesson 12, Note 4) that in Mohawk the idea that an action took place in the past, is expressed by the aorist or definite mode wa'-/wa- together with the punctual aspect. Verbs in this form express that an action definitely took place, and that it took place once. These verb forms are usually translated into English by the simple past, e.g.:

wa'khní:non	I bought (it)
wahaién'tho'	he planted

However, Mohawk has several other ways of indicating that an action or a state took place in the past or is completed.

1) the suffix -kwe'/'ne'

This suffix indicates that an action or a state is completed. Whether a verb will take -kwe' or 'ne' as past suffix appears to depend on the environment. For instance, -kwe' always appears after an s, while 'ne' always appears after the stative suffix -on. When -kwe' follows the habitual suffix -s-, the verb is translated into English with 'used to'.

ratshókwas	he smokes, he's a smoker
ratshókwask <u>we'</u>	he was a smoker, he used to smoke
roió'tens	he works, he's a worker
roió'tensk <u>we'</u>	he was a worker, he used to work
roió'te'	he is working
roió'teh <u>we'</u>	he was working
ronónhsote'	he has a house
rononhsó:tah <u>we'</u>	he had a house

Notes to the Student (cont'd)

kaiarí:io's *	they are nice bags
kaiarí:io's <u>kwe'</u>	they were nice bags
kaiarí:io'	it's a nice bag
kaiariió <u>hne'</u>	it was a nice bag
rotorá'thon	he has gone hunting
rotora'thón' <u>ne'</u>	he had gone hunting
rotiniá:kon	they are married
rotinia'kón' <u>ne'</u>	they were married
wahatorá'the'	he's going to hunt
wahatorá'the' <u>ne'</u>	he was going to hunt (but he didn't)

2) the particle shos 'used to'

This particle expresses an idea which is very similar to that of a verb with the habitual aspect and the past suffix -kwe', e.g.:

rató:rats <u>kwe'</u>	he was a hunter
rató:rats <u>shos</u>	he used to hunt
raién'thos <u>kwe'</u>	he was a farmer
raién'thos <u>shos</u>	he used to farm
ra'wá:raks <u>kwe'</u>	he was a meat eater
ra'wá:raks <u>shos</u>	he used to eat meat

- \* The plural suffix -s found with adjectival verbs is identical with the habitual aspect suffix (see L-6, Note 3, L-19, Note 8), but instead of expressing plurality or repetition of an action, it expresses that the quality in question is assigned to several objects, e.g.:

iohahaná:wen	'the road is wet'
iohahaná:wens	'the roads are wet'
teiohtahkwá'tson	'the shoe is dirty'
teiohtahkwá'tsons	'the shoes are dirty'

Notes to the Student (cont'd)

However, shos behaves differently from 'kwe' in a number of instances:

- a) if the verb is negated, -kwe' remains a suffix, while shos moves before the verbal structure, e.g.:

iah tekená:tarak <u>skwe</u> '	I never ate bread
iah <u>shos</u> tekená:taraks	I never used to eat bread
iah tehaká:rat <u>onskwe</u> '	he never told stories
iah <u>shos</u> ne tehaká:rat <u>ons</u>	he never used to tell stories

- b) if the verb is preceded by a particle like tiótkon 'always', only shos can occur:

tiótkon <u>shos</u> ratshókwas	he always used to smoke
tiótkon <u>shos</u> raká:rat <u>ons</u>	he always used to tell stories

The particle shos can also occur with the stative aspect, e.g.:

tiótkon <u>shos</u> roká:rat <u>on</u>	he was always telling stories
tiótkon <u>shos</u> roterén:note'	he was always singing

7. English has a number of verbal prefixes like dis- and un-, that reverse the original meaning of the verb, e.g. 'undo', 'disconnect', etc. In Mohawk this idea is expressed by two suffixes, namely -hsi and -ko-/-kw-.

se'rhó:rok!	cover it!
se'rhórók <u>hsi</u> !	uncover it!
ro'rhórók <u>hsion</u>	he has taken the cover off
ra'rhórók <u>hsions</u>	he's the one who takes the covers off

Notes to the Student (cont'd)

senón:tek!	close it! (with a lid)
senonték <u>hsi</u> !	open it!
ranonték <u>hsions</u>	he is uncovering it
rononték <u>hsion</u>	he has uncovered it
ranontek <u>hsión</u> :nene'	he was going to take the cover off
se'wahrakwé:tar	cut the meat!
se'wahrakwe'tarón: <u>ko</u> '	slice the meat!
waha'wahrakwe'tarón: <u>ko</u> '	he sliced the meat
se'nhó:ton	close(it)! (a door, a window, something with a hinge, also a store)
senhotón: <u>ko</u> '	open(it)!
ra'nhotón <u>kw</u> as	he's opening it, doorman
ro'nhotón <u>kw</u> en	he has opened(it)
ro'nhoton <u>kwén</u> :ne'	he had opened
séta!	put it in!
stáh <u>ko</u> '	take it out!
enhatáh <u>ko</u> '	he'll take it out
rotáh <u>kw</u> en	he has taken it out
tsén:tho'	plant!
tsen'thó: <u>ko</u> '	harvest!
raien'thó <u>kw</u> as	he is harvesting
roien'thó <u>kw</u> en	he has harvested

The reversive suffix is also used to express the end or interruption of an action, e.g.:

sáhso'!	dye it!
sahsó: <u>ko</u> !	stop dying!
	take it out of the dye!

Notes to the Student (cont'd)

wa'kenóhare'	I washed
wa'kenoharéh <u>si</u> '	I just finished washing
rokhón'ni	he has cooked
rokhon'niá <u>hsion</u>	he has already done the cooking
rotá:wen	he has taken a bath
rota'wén' <u>sion</u>	he has already taken a bath

8. So far you have learned two of the pronoun sets that occur in Mohawk, the subjective and the objective set. In addition to these two sets Mohawk makes use of a so-called transitive set that mentions both the subject and the object of the verb if the object is animate, i.e. either human or an animal. For example, if you say riiente:ri thi raksa:'a 'I know that boy', you are actually saying 'I-him-know that boy'. Some of the forms are neutralized, for example ronwaiente:ri means 'they know him'. The distinction between dual, plural, feminine and masculine does not exist for 'they' in the transitive pronoun set. But in spite of these neutralizations, the list of transitive pronouns is very long. It is included here to serve as reference. The pronouns may vary slightly depending on the initial sound of the verb root. These variations are not included for reasons of space. For further examples of transitive pronouns, see M-1, M-4, M-6 and M-10 of this lesson.

kon	-nón:we's	I like you
ri	-nón:we's	I like him
ke	-nón:we's	I like her or it
khe	-nón:we's	I like her, people, someone
keni	-nón:we's	I like you (d)
kwa	-nón:we's	I like you (p)
khe	-nón:we's	I like them

Notes to the Student (cont'd)

take	-nón:we's	you like me
tshe	-nón:we's	you like him
se	-nón:we's	you like her or it
she	-nón:we's	you like her, people, someone
takeni	-nón:we's	you like us (d)
takwa	-nón:we's	you like us (p)
she	-nón:we's	you like them
rake	-nón:we's	he likes me
ia	-nón:we's	he likes you
ro	-nón:we's	he likes him
ra	-nón:we's	he likes her or it
shako	-nón:we's	he likes her, people, someone
shonkeni	-nón:we's	he likes us (d)
shonkwa	-nón:we's	he likes us (p)
tshiseni	-nón:we's	he likes you (d)
tshisewa	-nón:we's	he likes you (d)
shako	-nón:we's	he likes them
wake	-nón:we's	it or she likes me
sa	-nón:we's	it likes you
ro	-nón:we's	it likes him
io	-nón:we's	it likes her or it
iako	-nón:we's	it likes her, people, someone
ionkeni	-nón:we's	it likes us (d)
ionkwa	-nón:we's	it likes us (p)
seni	-nón:we's	it likes you (d)
sewa	-nón:we's	it likes you (p)
iako	-nón:we's	it likes them

Notes to the Student (cont'd)

ionke	-nón:we's	she, people, one likes me
iesá	-nón:we's	she likes you
ronwa	-nón:we's	she likes him
konwa	-nón:we's	she likes her or it
iontate	-nón:we's	she likes her, people, someone
ionkhi	-nón:we's	she likes us (d or p)
ietshi	-nón:we's	she likes you (d or p)
ronwati	-nón:we's	she likes them (m, d or p)
konwati	-nón:we's	she likes them (f, d or p)
tshiteni	-nón:we's	we (d,incl) like him
teni	-nón:we's	we like her or it
iethi	-nón:we's	we like her, people, someone, then
tshitéwa	-nón:we's	we (p,incl) like him
tewa	-nón:we's	we like her or it
iethi	-nón:we's	we like her, people, someone, then
keni	-nón:we's	we (d,excl) like you
shakeni	-nón:we's	we like him
iakeni	-nón:we's	we like her or it
iakhi	-nón:we's	we like her, people, someone
keni	-nón:we's	we like you (d)
kwa	-nón:we's	we like you (p)
iakhi	-nón:we's	we like them
kwa	-nón:we's	we (p,excl) like you
shakwa	-nón:we's	we like him
iakwa	-nón:we's	we like her or it
iakhi	-nón:we's	we like her, people, someone
kwa	-nón:we's	we like you (d or p)
iakhi	-nón:we's	we like them

Notes to the Student (cont'd)

takeni	-nón:we's	you (d) like me
tshiseni	-nón:we's	you like him
seni	-nón:we's	you like her or it
ietshi	-nón:we's	you like her, people, someone
takeni	-nón:we's	you like us (d)
takwa	-nón:we's	you like us (p)
ietshi	-nón:we's	you like them
takwa	-nón:we's	you (p) like me
tshisewa	-nón:we's	you like him
sewa	-nón:we's	you like her or it
ietshi	-nón:we's	you like her, people, someone
takwa	-nón:we's	you like us (d or p)
ietshi	-nón:we's	you like them
ionke	-nón:we's	they (m,f,d or p) like me
iesa	-nón:we's	they like you
ronwa	-nón:we's	they like him
konwa	-nón:we's	they like her or it
shakoti	-nón:we's	they like her, people, someone
ionkhi	-nón:we's	they like us (d or p)
ietshi	-nón:we's	they like you (d or p)
ronwati	-nón:we's	they (m,f,d or p) like them (m)
konwati	-nón:we's	they (m,f,d or p) like them (f)
shakoti	-nón:we's	they (m,d or p) like them (m,f, d or p)
iakoti	-nón:we's	they (f,d or p) like them (m,f, d or p)

All of the pronouns that begin with tsh-, e.g. tshisewa-nón:we's 'he likes you (p)' can also be found with initial he- or 'e-, e.g. hetshisewa-nón:we's or 'etshisewa-nón:we's.



LESSON 19



C-: Converse, Communicate

C-1

A kitchen just before mealtime. The family is gathering. There is the mother, A, her three children, B, C, and D and her husband, F.

B: Nahó:ten tewákhe'?

B: What are we (p,incl) having to eat?

A: É:so' ionkwatatén:ron ne skawiró:wane'. Ka'n-hontstóhon wa'kónnia'te'. Sosá:n, káton' enhseksá:ren'?

A: We have a lot of left-over turkey. I made dumplings with it. Susan, how about setting the table?

C: Io. Nahó:ten entewah-nekí:ra'?

C: O.K. What are we (p,incl) going to drink?

- A: Ti: tánon' onón:ta'.  
Ha' ki' tetewatská:tien.      A: Tea and milk.  
Come on now, let's eat.
- D: Iah tewakáthere' teie'-  
wahrawe'estákhwa'.      D: I don't have a fork.
- F: Wa:s ki: ia'stáhko.      F: Go and get one.
- B: Istá, akwé:kon ken  
wahsátste' ne óhna'?      B: Mother, did you use all  
the leather?
- A: Iah, ostón:ha onkwatá:-  
tenre'. Atenentshahnha'  
enkónnia'te'.      A: No, I've a little bit left.  
I'll make bracelets with  
it.
- C: Enwá:ton ken énska  
enskónnien'?      C: Can you make one for me?
- A: Tóka' nón:wa'. Ko:r  
rirharatstén:ni énska.      A: Perhaps. I promised one  
to Paul.
- D: Saró:, enwá:ten ken  
ehskeseréhtani baishíker  
áhsen niokahkwén:tonte'?      D: Charley, will you lend me  
your tricycle?
- C: Iah taón:ton, ontia-  
tén:ro iehóha.  
Baishíker wa'tietiatá:ton.      C: It's not possible.  
My friend took it.  
We (d,excl) exchanged with  
the bicycle.
- D: Ion'ha:ten wáhi'.      D: Too bad.
- A: Saió'te' ken nón:wa  
wenhniserá:te?      A: Are you working today?
- F: Hen. Rake'níha riiotén'-  
se'. Wahatién:ton wahta.  
Ienontarotsentákhwa'  
enkónnia'te'.      F: Yes. I'm working for my  
father. He gave me some  
maple wood. I'll make ladles  
out of it.
- C: Káton' entehsóhetste'  
thi tewá:ia.      C: Please pass me that fruit  
pie.
- F: Sókhare' ken?      F: Again?
- C: Hen, shé:kon katonkáriaks.      C: Yes, I'm still hungry.
- A: Ónhka enionkhsnié:non'  
akeksóhare'?      A: Who'll help me wash the  
dishes?
- B: I: enkanhsnié:nen'.      B: I'll help you.
- D: Ok ní:i é:rhar enhí:-  
nonte'.      D: And I'll feed the dog.

M-: Mimic, Memorize, Manipulate

M-1

- A: Nahó:ten tewákhe'?      What are we (p,incl) having to eat?  
 Nahó:ten tewahneki'rá:-ne'?      What are we (p,incl) having to drink?  
 Nahó:ten éntewake'?      What will we (p,incl) eat?  
 Nahó:ten entewahneki:-ra'?      What will we (p,incl) drink?

M-2

- B: É:so' ionkwatatén:ron ne skawiró:wane'.      We (p,incl) have a lot of left-over turkey.  
 É:so' ionkwaién:tahkwe' nonón:ta'.      We (p.incl) had a lot of milk.  
 Iote'wahratatén:ron kwéskwes waté:skonte'.      There's some left-over pork roast.  
 Iothnekatatén:ron káfhe.      There is some left-over coffee.

M-3

- B: Ka'nhontstóhon wa'kónnia'-te'.      I made dumplings with it.  
 Khóko wa'katatnekómien.      I made myself some cocoa.  
 Enkatennatsherónnia'te'.      I'll make a lunch with it.  
 Enskataríha'te'.      I'll reheat it.

M-4

- A: Akwé:kón ken wáhsatste' ne óhna?      Did you use all the leather?  
 Akwé:kón ken wá:ratste' ne ówhare'?      Did he use all the fur?  
 Akwé:kón ken éhnsatste' ne otsinéhtara'?      Will you use all the beads?  
 Akwé:kón ken énhtratste' ne ó:iente'?      Will he use all the wood?

## M-5

- B: Iah, ostón:ha onkwatá:- No, I've a little bit left.  
tenre'.
- Iah, é:so' wahotá:- No, he has a lot left.  
tenre'.
- Iah, ostón:ha enwakatá:- No, I'll have some left.  
tenre'.
- Iah, é:so' enhotá:tenre'. No, he'll have a lot left.

## M-6

- B: Atenentshahnha' enkón:- I'll make bracelets with it.  
nia'te'.
- Anón:warore' enhrón:- He'll make a hat with it.  
nia'te'.
- Iontstaro'kwaniáktha' I'll make a necklace with it.  
enkón:nia'te'.
- Ienontarósentákhwa' He'll make a ladle with it.  
enhrón:nia'te'.

## M-7

- A: Enwá:ton ken énska Can you make one for me?  
enskónnien'?
- Enwá:ton ken nenhihni:- Can I buy it from him?  
non?
- Enwá:ton ken nén'skon? Can you give it to me?
- Enwá:ton ken nenhákeni'? Can he lend it to me?

## M-8

- B: Iah, Ko:r rirharatstén:ni No, I promised one to Paul.  
énska.
- Iah, ronara'sé:'a No, his cousin bought it  
wahohni:non. from him.
- Iah, teiakeni:teron No, I gave it to my wife.  
wa'khé:ion'.
- Iah, tehotohontsó:ni No, he wants to sell it.  
ahatenhni:non.

## M-9

- A: Enwá:ton ken enhskeseréh-tani' baishíker áhsen niokahkwén:tonte'? Will you lend me your tricycle?
- Enwá:ton ken éhntsheni' ne ionthkarihtahkhwa-shón:'a? Will you lend him the toys?
- Enwá:ton ken enhshená:-tsani' iehnenna'tókhwa'? Will you lend her your pot for cooking potatoes?
- Enwá:ton ken enhsheia-tia'tawi'tsherá:ni' sakotá:stha'? Will you lend her a nightgown?

## M-10

- B: Iah thaón:ton, ontiatén:-ro' iehóha. It's not possible, my friend (m) took it.
- Iah thaón:ton, ontiá'-tshi ieiakóha. It's not possible, my friend (f) took them.
- Iah thaón:ton, istén:'a iontstá:ne'. It's not possible, my mother is going to use it.
- Iah thaón:ton, akwé:kon ioná:nawens. It's not possible, they are all wet.

## M-11

- B: Baishíker wa'tietia-tá:ton. We (d,excl) exchanged. (with the bicycle)
- Wa'ontia'tonníhseron'. She gave me a doll.
- Tka'wá:ra' iontena'tarónniá:ne'. She is going to make meat pies.
- Istén:'a wa'onkenoharé'-se'. My mother washed them for me.

## M-12

- A: Saió'te' ken nón:wa wenhniserá:te? Are you working today?
- Roio'tén'sere' ken nenhiórhenne'? Is he going to work tomorrow?
- Í:se' ken satenahskwaninón:re' nakohsá:tens? Are you the one who's selling the horse?
- Í:se' ken sekhonniá:ne' nenió:karahwe'? Are you the one who's cooking tonight?

## M-13

- B: Hen, rake'niha riio'tén'- Yes, I'm working for my father.  
se'.
- Hen, enñakenóhare'se'. Yes, he'll wash for me.
- Iah, Sa:k rakwatenahs- No, Jim is selling it for me.  
kwahninonsé:re'.
- Iah, Á:nen iekhonniá:- No, Ann is doing the cooking.  
ne'.

## M-14

- A: Ónhka enionkhsnié:nen' Who'll help me wash the dishes?  
akeksóhare'?
- Ónhka enionkhsnié:nen' Who'll help me clean up the  
takatotárho' tsi kitchen?  
iekhonniá:tha'?
- Ónhka enhonwahsnié:nen' Who'll help him light the  
ahatsirón:ni'? fire?
- Ónhka eniontatsnié:nen' Who'll help her dry the pots?  
aiena'tsokewánion'?

## M-15

- B: I: enkonhsnié:nen'. I'll help you.
- Katerí eniesahsnié:nen'. Catherine will help you.
- Ko:r ahohsnié:nen'. Paul should help him.
- I:se ahsehsnié:nen'. You should help her.

## M-16

- B: Tho: ne' ó:nen enhí:- And then I'll feed the dog.  
nonte' ne e:rhar.
- Tánon' i: enkhnekakóha'. And I'll get the water.
- Tánon' i: entientakóha'. And I'll get the wood.
- Tsi nikarí:wes enkenonh- While I wash the bathroom  
sóhare' tsi iontawens- floor  
tákhwa'.



C-2

Bill is working in his back yard, his friend Albert joins him. Two kids are playing around.

- |  |   |
|--|---|
| A: Kwe. Oh nihsatiérha?  | A: Hi. What are you doing?  |
| B: Kerontotsherón:ni tsi iekhonniá:tha' aó:wen.  | B: I'm making a cabinet for the kitchen.                                |
| A: Ken? Enioianeréhake' káti' ná:'a.   | A: Really? I bet it's going to be nice.                                 |
| B: Aíá:wens ki' wáhi. Iekaié:ri tsi nikaio'-ten'serowa:nen. To: kásha thi ieshonwaka-rontákhwa'. | B: I hope so. It's a big-enough job. Hand me the drill, please.         |
| A: Ka' non: ni' ká:ien'?   | A: Where is it?   |
| B: Ísi' atekhwaráhne tkáhere'.   | B: It's over there on the table.  |
| A: Iah teketshénries. He: ken' káhere'. Akwé:-kon ken satstá:ne' ki: oshón:kare'.                | A: I can't find it. Oh, there it is. Are you going to use these boards? |
| B: Iah, enwakatá:tenre' ostónha. Tesatohon'-tsó:ni' ken?   | B: No, I'll have some left over. Do you need some?                      |

- A: Ken' niwá:'a tewaka-  
tohon'tsó:ni'. í:kehre'  
aten'én:ra' aonsahkwatá:-  
ko'. A: I need a small piece.  
I want to fix the fence.
- B: Satatié:nawa's tsi  
nahó:ten tesatohon'tsó:-  
ni'. B: Help yourself to what you  
want.
- A: So: , niá:wen wáhi'.  
Enwá:ton ken iene'-  
konréksta áhskeni'.  
Ne nostón:ha kowá:nen. A: Gee, thanks. Could you  
lend me a hammer? One  
that is a little bit big.
- B: Iah ken: teká:ien',  
rikén:'a riníhen. Raónha  
etsheri'wanón:tens.  
Ó:nen rotstáhsion'. B: It's not here. I loaned  
it to my (younger) brother.  
Ask him. He's through  
with it.
- A: Saterién:tare' ki' wáhi' A: Well, you know, we (d,excl)  
tsi iah kwah tha'teietia-  
tatenón:we's tsi náhe  
tiontiateriósion. Kari:-  
wes ó:nen thikén'ne'. don't like each other very  
much since we had that fight.  
I haven't seen him for a  
long time.
- B: Ó:nen ki' tóka' ieióhe' B: Well, it's about time that  
aonsesenirihwahserón:ni. you made up anyway.

### Vocabulary

1. Below is a list of words that use one or both of the instrumental suffixes discussed in Notes to the Student, 1, of this lesson. The instrumental suffixes also show up in many of the expressions that are used for tools, see 2. below, and in the locatives listed in the Vocabulary section of Lesson 7.

iekhonnia'tákhwa'	'cooking utensils'
tsi iekhonniá:tha'	'kitchen'
iekhonniá:tha'	'cooker'
ken' non: niekekhonniá:tha'	'this is where I cook'
iekhoniá:tha' karístatsi	'cooking stove'
iekhonnia'tákhwa ki kaná:- tson	'this pot is used for cooking'
iakotá:stha'	'night gown, anaesthetic, sleeper on a train'



ionthkonshokewá'tha'	'towel, one uses it to wipe one's face'
ieksokewáhtha'	'dishtowel, one uses it to wipe the dishes'
onon'waré:tha'	'soap, one uses it for washing'
ieristahrhóhstha'	'iron, one uses it to rub with'
iewennahno'tákhwa'	'reading material, one uses it to read with'
ienohare'tákhwa' ka'nákhon	'washtub, one uses it to wash with'
teie'wahrawé'estákhwa'	'fork, one uses it to pierce the meat with'
iontkaritákhwa'	'toy, one uses it to play with'
ieksohare'tákhwa' onia'- tará:'a	'dischcloth, the cloth that is used to wash the dishes'
ionthkonhsoharetákhwa'	'face cloth, one uses it to wash one's face'
ieni'khon'khwa' karón:- ware'	'a needle that is used for sewing'
tsi iontena'tarontákhwa'	'oven, the place that is used for baking bread'
ieienthóhstha'	'a thing used for planting, a place where one plants'
ienohare'tákhwa' oshón:- kare'	'washboard, a board used for washing'
oshón:kare' ienohare'- tákhwa'	'something used to wash the board'
iehstathatákhwa' ahserí:ie	'clothes-line, twine used for drying'
kastathá:tha'	'drier, it is used for drying'
iontawenstákhwa'	'bathing suit, bath tub'
iehnantaktákhwa'	'patch, something used for patching'
iena'tarakwe'tará:tha' á:share'	'bread knife'
ionthonwiharákhwa'	'swing, it is used to hang up your boat'
káwhe iehnekonniá:tha'	'coffee pot, one uses it to make coffee'
teiontnekontákhwa' aké:ra'	'saucer'
iehnekirá:tha' aké:ra'	'cup, mug'
iontekwahra'tsherohróktha'	'table cloth'
tsi iehnekatahkwáhtha'	'sink'

tsi iontawenstákhwa'	'bath tub, the place where you take a bath'
iena'tsahrákhwa'	'frying pan'
iehnenna'tókhwa'	'potato pot, one uses it to cook potatoes'
iewahrókhwa'	'pot for making boiled dinner'
teie'kháhstha'	'glue'
iakotianerónstha'	'ghost, something strange that scares you'
teionto'tsinehtsheron- tákhwa'	'skates, one uses them for skating'
ionterennotákhwa'	'instrument, something used to make music with'
ieriseronniá:tha'ahserí:ie	'wool, thread or yarn used to make socks with'
ion'aronniá:tha' ahserí:ie	'thread to make lace or nets'
ionta'arókhwa'	'fishing net'
ionrio'kawine'tákhwa'	'fishing rod'

## 2. Tools

ion'aronniá:tha' (karón:ware')	'crochet hook, needles to make lace with, crocheting'
ieriseronniá:tha' (karón:ware!)	'knitting needles, needles to make socks with'
tewata'sharí:sas	'scissors, the knives rub against each other'
teieshonwakahrhateniá:tha'	'screwdriver'
tekahtó:rarak	'pliers, it presses together'
ieshonwakarhontá'khwa'	'drill, punch'
teieshonkariá:kstha'	'saw, it is used for cutting boards'
iene'konrékstha'	'hammer, it is used for hitting'
ieneniakareniá:tha'	'shovel, it is used to transport stones'
teká:naks	'rake'
atshó:kten	'hoe'
ie'tarakarha'thóhstha'	'plow'
rabarowét	'wheelbarrow'
ienie'konrehsthakó:wa	'sledge hammer'

karón:ware'	'nail, pin, needle, wire, screw, any length of metal'
ieronwaro'thiá:tha'	'goose neck'
karistatsi'kó:wa	'crow bar'
ieshonkaraketé:tha'	'plain, used to rub or scrape with'
ieshon'karakwe'tará:tha'	'chisel'
ató:ken	'axe'

### 3. More about the human body

oronhkwé:na'	'back, spine'
onekwénhsa'	'blood'
ó:stien	'bones'
onón:wara'	'brain'
ohná:tsha' <u>or</u> ohó:kwa'	'buttocks'
onón:ta'	'breast'
otskwé:na'	'chest'
oká:ra'	'eyes'
ióre'sen	'fat'
onón'kwis	'hair'
ohnhoskwá:rha'	'hip'
awé:ri	'heart'
okwítsha'	'knee'
okahróhsta'	'intestine'
otsiná:kwa'	'lung'
óhsa'	'lips'
o'thwén'sa'	'liver'
omasé:ta'	'muscles'
onión'sa'	'nose'
oniá:ra'	'neck'
óhna'	'skin'
onekwén:ta'	'stomach'
ohnénhsa'	'shoulder'
ohnítsha'	'thigh'
ohniá:sa'	'throat'
oweión'kara'	'thumb'
en'náhsón	'tongue'

4. Natural phenomena, directions, etc.

(for additional vocabulary, see Lesson 9)

othoré:ke	'north, on the cold side'
éntie	'south, noon'
é:neken nón:kwa	'west'
ná:kon nón:kwa	'east'
oráhkwa'	'sun, moon'
enhní:ta'	'moon, month'
otsi'é:ra'	'new moon, crescent, fingernail, claw'
orón:ia'	'sky, blue'
otshá:ta'	'cloud, fog, steam'
otsísto	'star'
ohóntsa'	'earth, world'
ówera'	'wind, air'
teiweraatá:se'	'wind, storm'
ohné:ka'	'liquid'
ohné:kanos	'drinking water'
okennorahserákeri	'rainwater'
iokennó:ron	'it's raining'
ká:'nhiote'	'rainbow'
oniéhte'	'snow'
io'kerén:'en	'it's snowing'
iowistanawen'hátie'	'it's melting'
ionen'óntion	'it's hailing, ice-rain'
iowisóntion	'it's hailing pieces of ice'
ó:wise'	'ice, glass'
iowehrenhátie's	'it is thundering'
tewanine'kara'wánions	'there is lightning'
o'tónkwa'	'fire, flames'
otsénha'	'fire'
oniá:tara'	'body of water, river, water, lake'
kawé:note'	'island, that is there'
owehnóhkwa'	'island'

io'tón:niate'	'peninsula, a finger of land, a point of land'
ionon'taká:ronte'	'cave'
iohá:te'	'there is a path'
iohatátie	'there is a path going along'
oháha'	'road'
ánskwa'	'bridge, dock'

### 5. Around the house

ohneróhkwa'	'box'
karón:to	'trunk, coffin, cupboard, cabinet'
ennísera'	'shelf'
ionkwenniharákhwa karón:to	'clothes closet'
karahkwaka 'ióntha'	'clock'
oháhsera'	'lamp'
tie'nero'kwatihenthóhstha' karón:to	'chest of drawers'
atátken	'picture, mirror'
ietskarónkhwa'	'carpet, mat'
kanhóha	'door'
tekatsiserá:ton	'window'
ionta'araniiontákhwa'	'curtain, lace used to hang up'
á:'are'	'lace, net'
ohsón'ta'	'walls'
é:neken	'ceiling'
ohsonkará:ka'	'floor'
kanákta'	'bed'
ionnitskarákhwa'	'sheets'
iontenaktorókstha'	'bed cover, bedspread'
atkon:sera'	'pillow'
má'trés	'mattress'
tkasthó:sera ká:iare'	'feather mattress'
karístatsi	'stove'
atekhwá:ra'	'table'
iontekhwaha'tsherohróktha'	'tablecloth'
sówha'	'sofa'

aké:ra'	'bowl, dish, plate'
teiontnekontákhwa' aké:ra'	'saucer'
iehnekirá:tha' aké:ra'	'cup, mug'
káwhe iehnekoniá:tha'	'coffee pot'
ahsareshón:'a	'silverware'
tsi iehnekatahkwáhtha'	'sink'
tsi iontawenstákhwa'	'bathtub'
oronhkwé:na'	'roof, spine, back'
o'tá:ra'	'chimney'
aten'én:rakon	'yard, inside the fence'
aten'én:ra'	'fence'
kaién'thon	'garden'
katsi'tsaién:thon	'flower garden'
shié:t	'shed'
rakeréns	'barn'
akohsaténsne	'stable'

## E-1

Before doing this exercise, read Notes to the Student, 1.  
New vocabulary is in the Vocabulary list 1 or 2.

- |                            |   |
|----------------------------|---|
| A: 1. Nahó:ten én:ratste'? | What will he use?                         |
| Teie'kháhstha' én:ratste'. | He'll use glue.                           |
| 2. _____                   | What are you going to use?                |
| _____                      | I'm going to use a hammer.                |
| 3. _____                   | What will you use this silk for?          |
| _____                      | I'll make a shirt with it.                |
| 4. _____                   | What did they (m,p) use that leather for? |
| _____                      | They (m,p) used it to make shoes.         |
| 5. _____                   | What shall I use?                         |
| _____                      | Use the fork.                             |

6. \_\_\_\_\_  
Are you going to use this knife?  
\_\_\_\_\_  
No, I won't use it.
7. \_\_\_\_\_  
Does he use that wood?  
\_\_\_\_\_  
Yes, he makes chairs out of it.
8. \_\_\_\_\_  
Did she use this pail?  
\_\_\_\_\_  
No, I used it.

B: Translate the questions and answers below into English.

1. Nahó:ten enkenoharé:tahkwe'? \_\_\_\_\_  
What shall I use for washing?  
\_\_\_\_\_  
Ne í:satst thi ienohare'-  
tákhwa ka'nákhon.  
Use the wash tub.
2. Nahó:ten enieríhtahkwe'? \_\_\_\_\_  
Ie'wahrókhwa i:iontst.
3. Nahó:ten éhnsatste' tsi  
ehnsien'thó:ko? \_\_\_\_\_  
Atshó:kten én:katste'.
4. Taká:naks ken wá:ratste'? \_\_\_\_\_  
Iah, ietarakarha'thóhstha  
wá:ratste'.
5. Ne: ken kontikhonniá:tha  
ki: karístatsi'? \_\_\_\_\_  
Iah, ne nénska kóntstha.
6. Ó:iente' ken ehnsónnia'te'. \_\_\_\_\_  
Iah, karístatsi són:nia't.

E-2

Before doing this exercise, read and understand Notes to the Student, 2.

A: This exercise covers part a. of Note 2. Fill in the gaps.

1. Saterién:tare' ken tsi  
wa'haksnié:nen tsi wa'-  
keksóhare'?

Do you know that he helped  
me wash the dishes?

Yes, he told me.

2.

Does she know that it is  
snowing?

Yes, I told her.

3.

Did he help you to make the  
basket?

Yes, he helped me.

4.

Will you use leather to make  
it?

No, I'll use cotton.

5.

Does he have to work?

Yes, it is necessary.

6.

Do you know that he helped me  
to make the basket?

No, I didn't know that.  
(No, I don't know.)

B: This exercise covers part 2. to 15. of Note 2. Translate  
into English.

1. Tsi niwahsón:tes ken saió'te'? Do you work during the night?

Iah, tsi niwenhníseres  
watió'te'.

No,

2. To? nikarí:wes tsi rohtén-  
tion?

Tsi niwenhníseres eniór'hen'ne'.



3. Senonhsanón:we's ken?  
 É:so' tsi kenón:we's.
4. Ra'khwaweiénhen ken?  
 Hen, é:so' tsi ra'khwaweiénhen.
5. Ka' non: thén:teron?  
 Enkonna'tónhahse' tsi non:  
 thén:teron.
6. Saterién:tare' ken ka' nenkwá:  
 thoió'te'?
- Iah, nek tsi tién:teri ki'  
 tsi non: thén:teron.
7. Kátke enskenatahré:nahse'?
- Tsi nenhoiό'teke' ne Saró.
8. To: nikarí:wes ó:nen tsi náhe  
 tetskénhne'?
- Tsahiá:ksera' tsi náhe  
 thikénhne'.
9. Kátke enséhsa'tén:ti?
- Iah thaonsakahtén:ti tsi  
 niió:re' kaié:ri niioh-  
 wistá:'e.
10. Ka' ne sakhsarie?
- Wahiiá'títa' tsi niió:-  
 re' kanón:no.
11. Enion'therísa ken?
- Hen, enion'therísa ohén:ton  
 tsi niió:re' enionhtén:ti'.
12. To: niiá:ka nowirá:'a?
- Tsi niiá:ka ne sheién:'en.

13. To: ní:kon sanitskwahra'-  
tsherá:ien'?

Tsi ní:kon ró:ien' ne Ko:r.

14. Kátke iehséhtha ne tsi  
teiontskahón'khwa?

Tsi ní:kon enkatonkáriake',  
kheh ní:kon tho ién:ke'.

15. Sé:ka's ken tsi ni: tsi  
iekhón:nis?

Hen, wa'ké:ka's nakoná:taro'  
kana'tarokhón:we.

## E-3

In the following exercise, you are given sentences in sets of two. Connect these sentences with the particle in brackets. For information see Notes to the Student, 2 and 3.

1. Ronorwáktani.  
Iah te'thawé:non.  
(ne arihón:ni')

Ronorwáktani, ne arihón:ni

iah te'thawé:non.

2. Tehohwishenhé:ion.  
Iah thahaterohrókha teió:-  
ia'ks. (ne arihón:ni)

3. Iah tewatió'te'.  
Wakenorwáktani.  
(ne arihón:ni - ne tsi)

4. Iah í:se' tesarí:wa'.  
Ionkwén:ten.  
(tsi)

5. Tier ken raorí:wa?  
Wesaia'taná:wenste'?  
(tsi)

6. Wakaterién:tare'.  
Kaná:takon thén:teron.  
(tsi)

7. É:so' tehatén:tsha's.  
Akwé: rathwistahní:nons.  
(nek tsi)
8. Rinón:we's.  
Iah tehinorónhkhwa.  
(nek tsi)
9. Waké:ka's ne kéntson.  
Sótsi kanó:ron.  
(nek tsi)
10. Iah tha'tekatská:hons.  
Sótsi wakaré'sen.  
(ne arihón:ni - ne tsi)

## E-4

In order to do this exercise, you have to read Notes to the Student, 4, and look up the class individual verbs belong to.

- |                              |  |
|------------------------------|--|
| 1. Tier' ken enthio'tén'se'? | Will you work for Peter?               |
| Iah, Saró wahiic'tenhsé:re'. | No, I'm on my way to work for Charles. |
| 2. Erwá:ton                  | Can you sew it for me?                 |
|                              | Yes, I'll sew it for you.              |
| 3.                           | Did he sell the leather?               |
|                              | Yes, I sold it for him.                |
| 4.                           | Will you buy it from Bill?             |
|                              | No, I'll buy it from Joe.              |
| 5.                           | Can you work for me?                   |
|                              | No, I don't have time.                 |
| 6.                           | What are you doing?                    |
|                              | I'm fixing the sink for him.           |
| 7.                           | Is Mary sick?                          |
|                              | Yes, you should tell her a story.      |

	Yes, I drive for him (regularly).
9. Iowísto né	It's cold in the house.
	Yes, I'll make a fire
10.	Do you know where Tom
	Yes, I'll show you.
11.	Do you like your new dr
	No, she made it big for
12.	Did she make this baske you?
	No, Therese made it for
13.	Will you visit them (m)
	No, I've already visite
14.	Will he blame it on me?
	No, he'll blame it on M

E-5

This exercise is based on Notes to the Student, 5.  
the note, then fill in the blanks.

1. Í:skens ken thi thaontané:ken?	Do you see that rabbit?
Hen, karhakónshon katákhes.	Yes, it's running from bush.
2. Enkheié:na' ken nowirá:'a?	Shall I hold the baby?
	No, let her crawl all o
3.	Where did you go?
	I did some visiting.

4. \_\_\_\_\_  
Where is your son?  
\_\_\_\_\_ He's running all over the grass.
5. Ka' néntien ki: kanen'-  
shón:'a?  
\_\_\_\_\_ What will I do with these seeds?  
\_\_\_\_\_ Plant them!
6. \_\_\_\_\_  
thatiia'titáron. \_\_\_\_\_ Where are the children?  
\_\_\_\_\_ They are in the cars.
7. Enthtiaténhawe' ken ne  
é:rhar? \_\_\_\_\_ Shall I bring the dog?  
\_\_\_\_\_ Iah, sótsi' \_\_\_\_\_ No, it'll run around too much.

## E-6

In order to be able to translate the Mohawk sentences below into English, you first have to study Note 6.

1. Kátke ní:sa'

Shé:kon shiioráhkote'  
niwá:ko'.

2. Kátke niiá:ko'?

Shiwakí:ta's niiá:ko'.

3. Ioronhiorón:ne' ken shon-  
sakahtén:ti?

Iah, wenhniseriióhne'.

4. Ronowaktaníhahkwe' ken sha'-  
shenatahré:nahse'?

Iah, roiótehkwe'.

5. Wahthié:nawa'se' ken ne Sa:k?

Hen, wahiié:nawase' shihonon-  
wáktani.

6. Kátke tentewatská:hon?

Tsi niéntewawe' ne waríhne.

7. To: náhe testienterhá:'on?

Shi'sewirá:'a' shikonienté:ri.

8. Karí:wes ken ó:nen shi'-  
satétsents?

Ó:nen wisk niiohserá:ke tsi  
náhe shikatétsents.

E-7

This exercise is based on the information provided in  
Notes to the Student, 7.

1. Sha'tethotí:ien ken?

Iah, Wére sénha thó:ien.

Are they (p,m) the same age?

No, Bill is older.

2. ki: ká:ris?

Hen,

Are these socks of the same  
color?

Yes, they are both red.

3.

Were those knives the same?

No, they were different.

4. ne: akaré:t?

Will the cakes be the same?

- |                   |            |                                  |
|-------------------|------------|----------------------------------|
| 5. Ne: ken        | ?          | Did you wash the same blanket?   |
| Iah, ne: nénska   | .          | No, I washed another one.        |
| <hr/>             |            |                                  |
| 6.                | wetsatíta? | Did you (d) get on the same bus? |
|                   |            | No, I got in my car.             |
| <hr/>             |            |                                  |
| 7. Ó:ia' ken      | ?          | Are those dresses different?     |
| Hen, sénha ne ki: | .          | Yes, this one is more expensive. |

## E-8

Answer the questions below.

1. Nahó:ten tenékhe'?
2. Tánon' nahó:ten tenihnekihrá:-ne'?
3. Ka'nhontstóhon ken wahsón:ni'?
4. Enkenon'tatarihate' ken?
5. Erwá:ton ken ehskwatokwahtshe-rá:ni ienontarotsentákhwa'?
6. Akwé:kon ken wá:iatste' ne kaná:taro?
7. Ostón:ha' ken wesatá:tenre' nonón:ta'?
8. Akarét ken ehson:nia'te'?
9. Erwá:ton ken nén'skon?

10. Atón:wa ken tsherharatstén:ni? \_\_\_\_\_  
 \_\_\_\_\_
11. Sosá:n ken ióntenahskwahninón:-  
 re' ne é:rhar? \_\_\_\_\_  
 \_\_\_\_\_
12. Sa:k ken romwatenahskwahninon'-  
 sé:re'? \_\_\_\_\_  
 \_\_\_\_\_
13. Ónhka enionkhsnié:nen' takato-  
 tarho' tsi ionnonhwétstha? \_\_\_\_\_  
 \_\_\_\_\_
14. Í:se' ken enhsnekakóha'?' \_\_\_\_\_  
 \_\_\_\_\_
15. Thienté:ri ken ónhka  
 roientakóhon? \_\_\_\_\_  
 \_\_\_\_\_
16. Erwá:ton ken í:se' ahseksohare'?' \_\_\_\_\_  
 \_\_\_\_\_
17. Nahó:ten éhnsatste' kí:ken  
 karisé:?' \_\_\_\_\_  
 \_\_\_\_\_
18. Éhnsatste' qí' ken ne'  
 onekwénhtala karise:?' \_\_\_\_\_  
 \_\_\_\_\_
19. Ne ken shon'sóhkwa ki: karisé:?' \_\_\_\_\_  
 \_\_\_\_\_
20. Wa'esahsnié:nen' ken tsi  
 wahskare'tsherón:ni? \_\_\_\_\_  
 \_\_\_\_\_
21. Saterién:tare' ken tsi  
 iokennó:ron? \_\_\_\_\_  
 \_\_\_\_\_
22. Wahate'seréhson ken? \_\_\_\_\_  
 \_\_\_\_\_
23. To: sha'tesohseriá:kon  
 shahanonhsahni:non? \_\_\_\_\_  
 \_\_\_\_\_



24. Ó:ia' ken na'té:iot ne sáhta? \_\_\_\_\_  
 \_\_\_\_\_

25. Ne ken arihón:ni' sahtén:-  
 ti ne tsi kanón:no wá:re'?

\_\_\_\_\_

\_\_\_\_\_

## E-9

Make up ten questions. Be prepared to answer your own questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## E-10

This is a weather report in Mohawk. Read it and then answer the questions.

Ne ki nenhnísera thathró:ris

Ne kí:ken ne thathró:ris oh nenwenhnisero'ténhake nenió:-  
 karahwe' tánon' neniórhene'. Wa'thorá'the' nenió:karahwe'.  
 Ioronhió:ron nón:wa tánon' teiotshtaién:ton. Tsi niwahsón:-  
 tes enskaronhioró'ksi'. Othoré:ke' nentkawerénhawe'.

Ok neniórhen 'ne' , ostón:ha' ensewa'taríhate' tánon' tóka'  
 eniokén:nore' ne iotohétston néntie'. Iokwenhrá:ron'  
 enkawehránion' tánon' tenwanihne'kara'wánion'.  
 Ia'sewáha ne sewaterahkwawehrorókstha'! Ó:nen ki' wáhi'.

Vocabulary (for additional vocabulary, see Vocabulary list:  
 natural phenomena).

ehnísera thathró:ris	he tells the weather, weatherman
enskaronhioró'ksi'	the sky will clear
othoré:ke	north, from the north
entkawerénhawe'	it will bring the wind, winds will be
ensewa'taríhate'	it will warm up
eniokén:nore'	it will rain
iokonhrá:ron	in spots
enkawehránion'	it will thunder
tenwanihne'kara'wánion'	there will be lightning
ia'sewáha	bring along
sewaterahkwawehrorókstha'	your umbrellas

Questions:

1. Kátke wa'thorá'the'?

---



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2. Teiotshá:taien' ken?

---



---

3. Kátke enskaronhioró'ksi'?

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---

4. Ka' nentkawerénhawe'?

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5. Oh nenhwennisero'ténhake'  
 neniórhen'ne'?

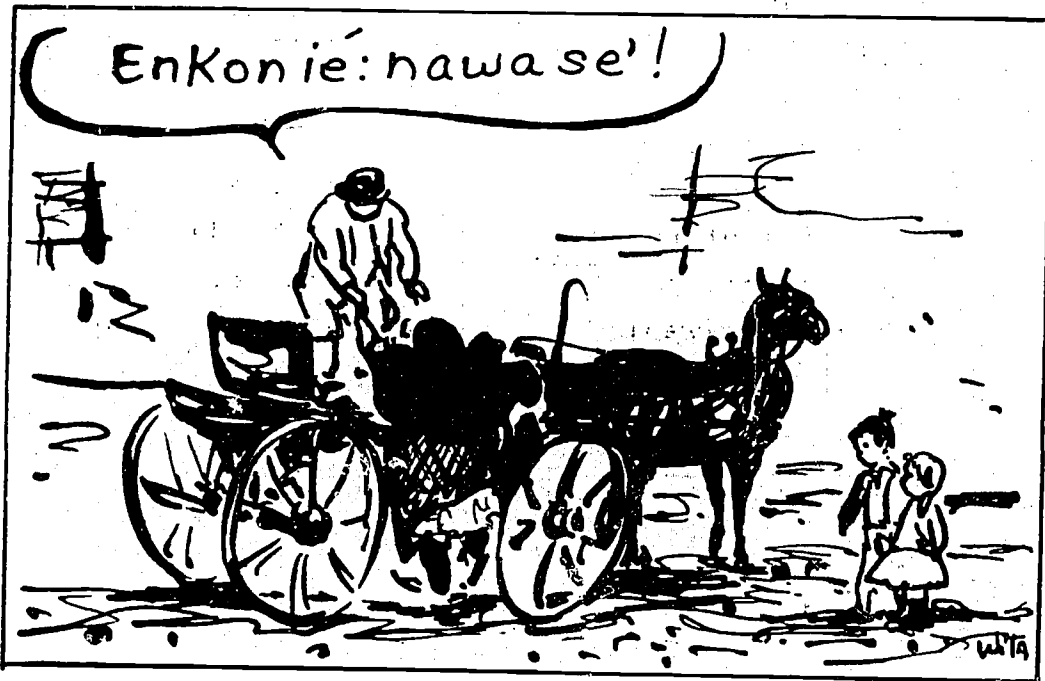
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E-11

Write your own little weather report, using E-10 as a model. For more 'weather' vocabulary, see Vocabulary 4. natural phenomena.



E-12

Read the story about 'when my late grandmother was a peddler'. Then answer the questions.

Shiionthké:rons Nakhsothkénha.

Wahón:nise' akhsothkénha shos ionthké:rons tekatsinehtará:-  
ron, tánon' tióthkon akohserá:ke tsi nikahá:wi. Iah  
teiakaon'eskwanihakwe' ne taion'niá:nawenke' sótsi iakoio'tá:-  
ti ne taiontathwíston nó:nen thé:nen aiontenhni:non tánon'  
iah ki' ó:ni', thateiakohsio'tanó'stha ase'kén iakóhere' ki'  
wáhi'. Tiótkon ki' ne ratihnará:ken shakotí:tenhre' ki:  
tsi iah thateiako'niá:nawen sok enshakona'nianawéntsheron.

Kenk niió:re' nietsakawé:non sok' á:re' entsakó:ti  
 nahniá:nawen. Ó:ia' ionsakáhewe rón:kwe ne rohonwí:sere'  
 kanonhsí:sere' wá:rehre' to: shakoia'títa ki: niiakó:ten  
 ehta'kéhshon í:ien sok ki' tahsakonén'tsha' nahshakoia'-  
 takará:tate'. Né:ne iá:we' ahshakoia'takará:tate', raónha  
 khé:ken kwa é:neken nihátie tsi tahonwaia'titáhkwahte'.

Vocabulary:

wahón:nise'	long time ago
tekatsinetaará:ron	it is beaded, beadwork
tsi nikahá:wi	at that time, during
iakaon'eskwaníhakwe'	she used to like
taion'niá:nawenke'	for her to wear gloves
iakoiotá:ti	it gets in her way
taiontathwíston	for her to make change
teiakohsio'tanóhstha	her hands get cold
ase'kén	as
iakóhere'	she has a shawl on
thiótkon ki'	anyway
shakotí:tenhre'	they feel sorry for her
teiako'niá:nawen	she's wearing gloves
enshakona'nianawén:tsheron	they'll give her gloves
kenk niió:re'	only a little way
nietsakawé:non	(that) she went
á:re'	again
entsakó:ti	she'll lose it again
ionsakáhewe	the time came again
rohonwí:sere'	he is riding
kanonhsí:sere	cutter
to: shakoia'títa	let him give her a lift
iakó:ten	she is poor
ehta'kéhshon	on foot
tahsakonén'tsha'	he took her arm

ahshakoia'takará:tate'      for him to lift her up  
 é:neken                              high up  
 nihátie                                he flew  
 tahonwaia'titáhkwahte'      in one swoop she pulled him out

Questions:

1. Nahó:ten ionthké:ronskwe'  
nakhsotkhénha?
2. Ka' nikahá:wi ionthké:-  
ronskwe' ne tekatsinehtará:-  
ron?
3. Iakaoneskwaníhahkwe' ken ne  
taionniá:nawenke'?
4. Oh niiotié:ren?
5. Teiakohsio'tanohstáhkwe' ken?
6. Iakó:rahkwe' ken?
7. Ónhka wa'ontatí:tenre'?
8. Oh niiotié:ren tsi wa'ontatí:-  
tenre'?
9. Nahó:ten enshakotí:ion?
10. Saiako'nianawentsherón:ti ken?
11. Nahó:ten rohonwí:sere'?
12. Nahó:ten wá:rehre'?

13. Oh nāhoiá:tawen?

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Vocabulary for questions:

enshakotí:ion

they will give it to her

saiako'nianawentsherón:ti she lost the gloves again

---

Notes to the Student

1. In this and earlier lessons, you have encountered the instrumental suffix -th-, -t- which expresses the meaning 'used for', 'with', 'into', or 'out of', e.g.: tsi iekhonnaí:tha 'kitchen', 'the place used for cooking' or onon'ware:tha 'soap', 'it is used for washing'. This suffix takes the following shapes:

- a) -th- before a final -a, e.g.:

<u>iekhonnaí:tha</u>	one uses it for cooking
<u>tsi ionnonwé'tstha'</u>	bedroom, it is used for sleeping
<u>ieksokewáhta'</u>	dishtowel, it is used for wiping the dishes with
<u>iakotá:stha'</u>	something used for sleeping, a nightgown, an anaesthetic, a sleeper on a train
<u>ó:iente' iontkarí:tha</u>	she plays with the wood
<u>ká:nhes ronniá:tha</u>	he makes it with silk he makes it into silk

- b) -t- everywhere else, e.g.:

<u>kaia'tón:ni eniontká:ri'te'</u>	she'll play with the doll
<u>ká:nhes són:nia't!</u>	make it out of silk!

The instrumental suffix also occurs in the verb 'to use something' or 'to use for something', 'to use to do something', e.g.:

<u>Nahó:ten én:satste' tsi</u> <u>enhsó'kwate'?</u>	What will you use to do the digging?
<u>Atokwahkó:wa én:katste'.</u>	I'll use a big spoon.
<u>Nahó:ten iontstá:ne' ki:</u> <u>onia'tará:'a?</u>	What is she going to use this cotton for?
<u>Atiá:tawi iakonna'tá:ne'.</u>	She's going to make a dress with it.

Notes to the Student (cont'd)

Nahó:ten ráts <u>th</u> a ki: ó:iente'?	What does he do with this wood?
Atekhwá:ra' ronniá: <u>th</u> a.	He makes tables out of it.
Oh nika'wahró:ten enkenonta- rónnia' <u>te</u> '?	Which meat shall I use to make soup with?
Kítkit i:sat <u>st</u> .	Use chicken.

The instrumental suffix expresses two meanings. Consider the two translations that are possible for question 1.

1. Nahó:ten en:ratste'?      1a: What will he do with it?  
What will he use it for?  
1b: What will he do it with?  
What will he use for it?

1a. questions the use something will be put to, it can be answered by:

- 2a. Atekhwá:ra ronnia'tá:ne'.      He's going to make a table  
out of it.

1b. questions what instrument will be used and it can be answered by:

- 2b. A:share'én:ratste'.      He'll use a knife.

The above-discussed instrumental suffix -th-, -t- is often followed by another suffix that takes the forms -hkhw- or -hkw-.

- c) -hkhw- before final -a and at the end of a word:

satkahrí:tah <u>khw</u> !	use it to play with!
ienohare' <u>tá</u> khwa'	detergent, water, etc. one uses it to wash with
teie'wahrawe'está <u>khwa</u> '	fork, one uses it to pierce the meat with
iontkarítá <u>khwa</u> '	toy, one uses it to play with
iekhonniatá <u>khwa</u> '	cooking utensils, one uses it



Notes to the Student (cont'd)

d) -hkw- everywhere else, e g.:

enhsatkahrí:tahkwe'	you'll use it to play with
ne: wa'keksohare:tahkwe' ki:	I used this cloth to wash
onia'tará:'a	the dishes with

The exact meaning of the suffix -hkhw-, -hkw- is difficult to establish and it is possible that changes have taken place recently. Today it expresses that the object used is not normally used for the action in question, for instance a spoon used for digging, a dishtowel used as a potholder, or a pot used to make bread. The -hkhw- suffix also occurs with the verb 'to use'.

Nahó:ten enkatstáhkw'e' tsi	What shall I use to make
enkena'tarón:ni?	the bread in?

Ne kí:ken kaná:tson	Use this pot!
sátstahkhw'	

Nahó:ten seksohare'tákhwa?	What do you use to wash the
	dishes with?

Ieksokewáthta' katstákhwa.	I use the dishtowel for it.
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Below are some examples that illustrate the difference between the suffix -t-, -th- and the combination of the two suffixes -t-, -th- and -hkhw-.

Ne ki: í:sats!	Use this one!
----------------	---------------

Ne ki: satstákhw'	Use this for it! (not the
	thing usually used for this
	function)

Nahó:ten én:katste'	What shall I use to make
nakena'taron:ni?	the bread?

Iah tewakéksaien'	I don't have a dish.
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Nahó:ten káti' enkatstáhkw'e'?	What shall I use then?
--------------------------------	------------------------

Ne ki: kaná:tson satstákhw'	Use this pot!
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Notes to the Student (cont'd)

Nahó:ten sáts <u>tha</u> ki: ó:iente'?	What do you use this wood for?
Atekwá:ra konniá: <u>tha</u> .	I use it for making a table.
Katkahri ' <u>tákhwa</u> .	I use it to play with.

2. The particle tsi occurs very frequently in Mohawk, either by itself or in combination with other particles. Below, some of the more common meanings of tsi are discussed.

a) tsi 'that', 'for', 'to', connects two sentences, that is it connects a subordinate clause with a main clause, e.g.:

Wakaterién:tare' <u>tsi</u> kaná:takon iehawé:non.	I know that he has gone to town.
Wahatié:nawase' <u>tsi</u> wa'keksóhare'.	He helped me to wash the dishes.
Roterién:tare' <u>tsi</u> iethó:re'.	He knows that it is cold.
Ó:nenk <u>tsi</u> enshahtén:ti.	He has to go home. It's necessary that he'll go home.
Enhihsnié:nen' <u>tsi</u> rokhón:ni.	I'll help him to cook.
Onón:ta' wá:katste' <u>tsi</u> wa'kenóhare'.	I used milk to wash it.
Á:share' wá:katste' <u>tsi</u> wa'tkená 'khon.	I used a knife for scraping it.

b) tsi 'during'. In order to express this meaning, the stem takes on the partitive prefix ni- and a suffix -es, which may be the habitual aspect suffix.

<u>tsi</u> niwahsón:tes	during the night
<u>tsi</u> niwenhníseres	during the day

Notes to the Student (cont'd)

- c) tsi nikarí:wes 'during the time', 'while', 'as long as'.  
This expression is related to the forms in b) above.

Énhseke' tsi nikarí:wes saió'te'. You'll eat it while you work.

Rakhón:ni' tsi nikarí:wes ken' rén:te'. He cooks while he's staying here.

Tsi ni es rohwístaien iah tha'taonta:re'. As long as he has money, he won't come back.

Enki'terón:take' tsi nikarí:wes teiotohontsóhon. I'll stay as long as it is necessary.

- d) ne tsi 'because'.

Ne arihón:ni' iah thatewakats- I'm not eating because I'm  
ká:hon ne tsi iah tekatonkariaks. not hungry.  
The reason I'm not eating  
is that I'm not hungry.

Riienawá:se' ne tsi rinón:we's. I help him because I like  
him.

- e) nek tsi 'but'.

Tehotohontsoníhne' aontá:re' He wanted to come but he  
nek tsi iah tehonáktó:tahkwe'. had no time.

Iah tewaké:ka's nek tsi I don't like it but I'll  
én:keke' ki'. eat it.

- f) tsi 'so' emphasizes the following adjectival verb.

Tsi kanó:ron. It is so expensive.

Tsi rokstén:'a. He is so old.

É:so' tsi kowá:nen. It's very big.

É:so' tsi iekhwaweiénhen. She really knows how to cook.  
She's a very good cook.

Notes to the Student (cont'd)

- g) tsi 'the place where', 'the place that'  
tsi non:  
tsi nón:we'

tsi 'the place that' is used before verbal structures with the she/it pronoun, e.g.:

<u>tsi</u> iontawenstákhwa	bathroom, the place that is used for bathing
<u>tsi</u> ionnonwé'tstha	bedroom, the place that is used for sleeping
<u>tsi</u> kanonhsí:io	living room, the place of the house which is nice

tsi non: 'the place where', 'where'  
tsi nón:we'

Ionón:te's <u>tsi nón:we'</u> :nén:teron.	It's a big hill where he lives
Enkonna'tón:hahse' <u>tsi non:</u> thoió'te'.	I'll show you where he works.
Wakaterién:tare' <u>tsi non:</u> ieiionnonwé'tstha.	I know the place where she goes to sleep.

Sometimes the relative 'where' is expressed by ka' non:, e.g.:

Enhiriwanón:tonhse' ka' non: I'll ask him where Jim lives.  
thén:teron ne Sa:k.

Ka' non: seems to occur with verbs like 'ask', or 'tell' i.e. if there is an implied question. Tsi non: refers more specifically to 'the place where' and has some demonstrative power. Compare the sentences below.

Enketshén:ri <u>ka' non:</u> thén:- teron.	I'll find the place where he lives.
Wa'ketshén:ri <u>tsi non:</u> thén:- teron.	I found the place where he lives.

Notes to the Student (cont'd)

Sateriën:tare' ken ka' non: thén:teron? Do you know where he lives?  
thén:teron?

Tienté:ri tsi non: thén:teron. I know where he lives.

Wahakró:ri ka' non: thén:- teron ne Sa:k. He told me where Jim lives.

Wahakró:ri tsi non: thén:- teron ne Sa:k. He told me at the place where Jim lives.

- h) tsi 'when'. In order to express this meaning, tsi has to be followed by a verb that has the partitive prefix n- and the future prefix en-. For further information on 'when' sentences, see Note 6. in this lesson.

Tsi nenhaté:sere', ó:ia' When he'll come, I'll buy  
enhiahtahkwahní:non'se' him other shoes.

Tsi nén:thre' enhiié:- When he'll come, I'll help  
nawase' him.

- i) tsi náhe 'since', 'ever since'.

Ó:nen énska wa'kahwistá:eke' It has been an hour since  
tsi náhe rohténtion. he left.

To: nikarí:wes ó:nen tsi How long has it been since  
náhe tkonkénhe' I saw you?

Tsi náhe shihienté:ri, Ever since I've known him,  
shihó:ten. he has been poor.

- j) tsi niió:re' 'till', 'as far as', 'before'.

Iah thaonsakahtén:ti tsi I won't leave till three  
niió:re' áhsen niiohwistá:'e. o'clock.

Enhstiatíta ken tsi niió:re' Will you give me a ride as  
Tioht á:ke? far as Montreal?

Enhsatekhwísa' ne sa'tsikhé:- You'll finish your candy  
ta' tsi niió:re' iénhsewe'. before you'll get there.

Notes to the Student (cont'd)

ohén:ton tsi niió:re' 'before'

Enhatewienste' ohén:ton tsi He'll study before he sleeps  
niió:re' enhó:tawe'.

Teniontská:non' ohén:ton tsi She'll eat before she leaves.  
niió:re' enionhtén:ti'

k) tsi ni- + pronoun + -a', 'the size of it', 'as big as'.

tsi ní:wa' it is as big as (for objects)

To: ní:wa' natekhwá:ra? How big is the table?

Tsi ní:wa' ne satekhwá:ra. As big as your table.

tsi niá:ka' she/it is as big as (for animate things)

tsi ní:ra' he's as big as

tsi nihón:na's they (p,m) are as big as

l) tsi ní:kón 'as many as', 'whenever'.

To: ní:kón sá:ien'? How many (objects) do you have?

Tsi ní:se' ní:kón sá:ien'. As many as you have.

Tsi ní:kón enhí:ken  
tiótkon ro'nikonhrá:ns. Whenever I see him, he's always sad.

Tsi ní:kón ién:ke', tiótkon  
rohténtien. Whenever I go there, he's always gone away.

Tsi ní:kón erwakenonhwákten, Everytime I get sick, (that's  
kheh ní:kón tho ién:ke'. how many times), I go there.

m) tsi ní:iot 'rather than', 'the same as',  
tsi ni: 'the way that', 'than'

Ne akerá:ko aki'terón:take' I'd rather stay home than go  
tsi ní:iot natiá:ken'ne' out.

Sha'tewatia'tawitsheró:ten He bought the same shirt as  
wahahní:non tsi ni:' ní:iot. I did.

Notes to the Student (cont'd)

Iah nonwén:ton the' thahsha-  
koié:na' tsi ní:iot tsi  
rató:rats. He'll never catch anything  
the way he hunts.

Iah tho tha'tewaka'nikón:-  
rhare' tsi ní:iot nakaénha. I don't worry the way she  
does.

Iah tewakon'éskwani tsi ni:  
tsi ionterennó'tha. I don't like the way she  
sings.

n) tsik 'only if'.

Tho: ken wáhse' nenió:-  
karahwe'? Are you going there tonight?

Tsik í:se' ó:ni' tho:  
ién:hse'. Only if you go there too,

Tsik iontenhninón:tha  
entéhsawe'. Only if you bring it from  
the store.

Tsik niwahsón:tes. Only during the night.

3. Sentences that express cause and effect can take various shapes in Mohawk. Usually the two sentences are connected by ne arihón:ni' 'that is why', 'that is the reason why', e.g.:

Kaná:takon wá:re', ne arihón:-  
ni' iosnó:re' wahahtén:ti. He's going to town, that's  
why he left early.

Iah teshohwístaien ne arihón:-  
ni' rén:teron. He doesn't have any more money,  
that's why he's staying home.

Sentences like the two above can also be turned around, e.g.:

Ne arihón:ni' iosnó:re'  
wahahtén:ti ne tsi kaná:-  
takon wá:re'. The reason why he left early  
is that he is going to town.  
He left early because he's  
going to town.

It is also possible to omit ne arihón:ni', e.g.:

Iosnó:re' wahahtén:ti ne tsi  
kaná:takon wá:re'. He left early because he's  
going to town.

Notes to the Student (cont'd)

Oh niiontié:ren tsi  
thienawá:se'?

Why do you help him?

Ne tsi rinón:we's.

Because I like him.

In many instances ne arihón:ni' can be replaced by ne aorí:wa' 'that's the reason why'.

Ne aorí:wa' riienawá:se'  
ne tsi rinón:we's.

The reason I'm helping him  
is that I like him.

Ne aorí:wa' contains ó:riwa' 'affair, matter, fault'.

Thus we can get the following sentences:

Iah i: tewakerí:wa', í:se'  
sarí:wa'.

It's not my fault, it's  
your fault.

Raónha raorí:wa' tsi  
eniakwen'terón:take'.

It's his fault that we're  
going to stay home.

Iah akaónha teiakorí:wa' tsi  
iah tekanatará:ien.

It's not her fault that  
there is no bread.

Í:se' ken sarí:wa' tsi  
taieiá:ten'ne'?

Is it your fault that she  
fell off?

4. The fact that somebody benefits from or is the recipient of an action is generally expressed in English by the prepositions 'to' or 'for', e.g. 'I work for him', 'I gave it to him'. Sometimes, the relationship is not marked by a preposition, e.g. in 'I help him'. In Mohawk, such relations are expressed by verbal suffixes. \* These suffixes precede the aspect suffixes and the purposive. Thus we can get the following forms (the benefactive is underlined).

---

\* There is evidence that some of the so-called suffixes are actually verb roots. For instance, the benefactive suffix -ni- occurs as a verb root in the paradigm for 'lend', e.g. tákeni, 'lend it to me', wahákeni, 'he lent it to me'. See also the discussion of the progressive -hatie in Lesson 18.



Notes to the Student (cont'd)

enhi'ni'khon'sé:ra'	I'll go there to sew for him
wahinikhon'sé:re'	I'm on my way to sew for him
wahi'ni'khon'sé:ra'	I went there to sew for him
rini'khon'sé:re's	I go there regularly to sew for him
enhikwatakwení:ra'	I'll go there to fix it for him
wahikwatakwenísé:re'	I'm on my way to fix it for him
rikwatakweníhrónhne'	I went there to fix it for him
rikwatakwení:re's	I go there regularly to fix it for him
tskwatakwení:ra!	go there to fix it for him!

Which of the benefactive suffix occurs depends on the verb and the aspect involved. Four major classes were distinguished

Class 1: The benefactive suffix that occurs with this class is -s-, -hs-, e.g.:

enwatió'ten'	I'll work
enhiíó'tenhse'	I'll work for him
riio'tenhse'	I work for him
thió'tenhs	work for him!
ó:nen riio'ténhse'	I've already worked for him
enkenóhare'	I'll wash
enhinóhare'se'	I'll wash for him
rinoharé:se'	I'm washing for him, I wash for him
tshenóhare's	wash for him!
ó:nen rinoharé:se'	I've already washed for him

Other verbs belonging to this class are:

tenhírihtá:se'	I'll break it for him
enínawá'se'	I'll help him
enhién'thohse'	I'll plant for him

Notes to the Student (cont'd)

tenhi <sup>h</sup> entohwiha' <u>se</u> '	I'll split the wood for him
enhi' <u>ni</u> 'khon' <u>se</u> '	I'll sew for him
enhihni':non' <u>se</u> '	I'll buy for him
enhiiatenhi':non' <u>se</u> '	I'll sell for him
enhiiatkehrónhah <u>se</u> '	I'll sell to him

Class 2: The two benefactive suffixes that occur with t' is class are -s- and -ni-. -s- occurs with the punctual aspect, i.e. the definite, the indefinite and the future mode, and with the imperative. The suffix -ni- occurs with the stative and the serial aspect.

enkewennahnó:ton'	I'll read
enhiwennahnó'thah <u>se</u> '	I'll read for him
tshewennahnó'tha' <u>s</u>	read for him!
riwennahno'tá: <u>ni</u>	I'm reading for him
riwennahno'tá: <u>nis</u>	I read for him regularly

enkkwatá:ko'	I'll fix it
enhi <sup>h</sup> kwatákwah <u>se</u> '	I'll fix it for him
tskatákwah <u>s</u>	fix it for him!
rikwatakwén: <u>ni</u>	I'm fixing it for him
rikwatakwén: <u>nis</u>	I fix it for him regularly

Class 2 appears to be the largest class. Below are some other verbs that belong to it.

enhihiá:tonh <u>se</u> '	I'll write for him
rihiatón: <u>nis</u>	I write for him
enhi <sup>h</sup> karatón'hah <u>se</u> '	I'll relate to him
	I'll tell him a story
rikaratón: <u>nis</u>	I tell him stories
enhi <sup>h</sup> aterennó'thah <u>se</u> '	I'll sing for him
riiaterennotá: <u>nis</u>	I sing for him

Notes to the Student (cont'd)

enshakori 'warón:tonhse'	he'll ask her
shakori 'wanontón:ni	he's asking her
enhithárhahse'	I'll talk to him
rihthará:ni	I'm talking to him
enhina 'tón:hahse'	I'll show him
rina 'tón:ni	I'm showing him
enhitsenhónnien'se'	I'll make for him
ritsenhonnién:nis	I make for him regularly
enhiiatóriahse'	I'll drive for him
riiatorién:ni	I drive for him regularly
enhiiateweien'tón:hahse'	I'll put it away for him
riiateweien'tón:ni	I'm putting it away for him
enhinéhskwahse'	I'll steal it for him
rinéhskwén:ni	I'm stealing it for him
tenhiiatonserá:ien'se'	I'll play cards for him
tehihiatonseraién:ni	I'm playing cards for him

Class 3: This class marks the benefactive by the two suffixes -en- and -ni-. -en-\* occurs with the punctual aspect and the imperative, -ni- with the stative and the habitual aspect, e.g.:

wahskó:wanahte'	You made it too big
wahseko 'wanáhten'	You made it too big for her
sheko 'wanáhten	make it too big for her!
shekowanáhtén:nis	You make it too big for her

\* Notice that the -en- suffix also occurs in the habitual and stative aspects preceding the -ni- suffix. It appears that some of the forms are the result of morphophonemics.

Notes to the Student (cont'd)

entékhawé'	I'll bring it
ienhíhawíhten'	I'll bring it for him
ó:nen íehíhawíhtén: <u>ni</u>	I already brought it for him

Other verbs belonging to class 3:

enshakohtahkónnién'	he'll make shoes for her
shakohtahkonnién: <u>nis</u>	he makes shoes for her
ensheiahstóhten'	you'll make it too small for her
sheiahstohtén: <u>nis</u>	you make it too small for her
enhiríhón: <u>nien'</u>	I'll teach him
riríhónnién: <u>nis</u>	I teach him regularly

Class 4: A small group of verbs marks the benefactive with the suffixes -w- and -s-. -w- occurs with the stative and the habitual aspect, -s- with the punctual aspect and the imperative.

enhinatahré: <u>nahse'</u>	I'll visit him
rinatahrená: <u>wi</u>	I've visited him
tshenatahré: <u>na's</u>	visit him!
enkenatá: <u>ra'</u>	I'll visit
o:nen wakenatahré: <u>nen</u>	I've already visited
i: enthákerah <u>se'</u>	he'll blame it on me
i: thakerá: <u>wi'</u>	he's blaming me

Some English verbs can occur with the preposition 'for' as well as the preposition 'to', e.g.: 'I'll sell it to him or 'I'll sell it for him'. In Mohawk these two sentences are not distinguished, i.e. the Mohawk sentence below has two meanings:

Notes to the Student (cont'd)

enkoniatenhni:non'se'            I'll sell it to/for you

In some instances, however, another affix will disambiguate a sentence. In the example below, the translocative prefix i- implies a direction, a motion towards the recipient.

enhihiá:tonhse'	I'll write for him
ienhihiá:tonhse'	I'll write to him
tshiá:ton's	write for him!
ia'tshiá:ton's	write to him!

The English preposition 'from' is not expressed in Mohawk by a special affix. Instead, the use of the transitive pronoun implies this meaning, e.g.:

enkenénhsko	I'll steal it
enhinén'sko	I'll steal it from him
enhinénhskwahse'	I'll steal it for him
enkhni:non'	I'll buy it
enkonhni:non'	I'll buy it from you
enkonhni:non'se'	I'll buy it for you

5. In Lesson 18, Note 3, we discussed the nominal plural suffix -shon:'a. Variations of this suffix can also occur with verbs and locatives expressing the general meanings of distribution of an action and of plurality. The suffix only occurs with verbs in the punctual aspect or in the imperative form.

a) the suffix -shon/-hon/-on \* occurs with verbs. Its meaning is that an action is distributed over space, e.g.:

\* It appears that the above-discussed suffix can be broken down further and that the -on- part represents the stative aspect suffix.

Notes to the Student (cont'd)

ién:re'	he'll go
enhréshon	he'll walk around
enhatákhe'	he'll be running
enhatakhéshon	he'll run around
enkenatá:ra'	I'll visit
enkenatahréshon	I'll visit several places
senatahréshon	visit all over! do some visiting!
wahsenatáhréshon	you visited all over
enhaté:sere'	he'll crawl
rateseréshon	let him crawl all over
enhateseréshon	he'll crawl all over
wahateseréshon	he crawled all over
tenharáhtate'	he'll run
tenharahátáthon	he'll run around
seró:rok	gather it! collect it!
serohrókxon	gather it in separate piles!
tsén'tho	plant!
tser'thóhseron	plant all over! plant them! keep planting!

- b) the suffix -shon occurs with locatives to indicate that several locations or several parts of the same location are involved.

atekhwahráhne ratákhes	he's running around on the table
atekhwahráhnéshon ratákhes	he's running around on the tables
kahentá:ke ratákhes	he's running on the grass
kahenta'késhon ratákhes	he's running all over on the grass

Notes to the Student (cont'd)

karhá:kon	in the bush
karhakón' <u>shon</u>	from bush to bush, in the bushes
kaseréhtakon	in the car
kaserehtakón' <u>shon</u>	in the cars

- c) the suffix -shon occurs with body parts after the locative suffix -ne/-ke (see Lesson 13) to indicate plurality.

skonhsá:ke	(on) your face
senikonhsá:ke	(on) your (d) face
sewakonhsakéh <u>shon</u>	(on) your (p) face
seshnonhsá:ke	(on) your hand
seshnonhsakéh <u>shon</u> *	(on) your (p) hands
sewahsnonhsakéh <u>shon</u>	(on) your (p) hands

6. To express that an action took place or that a state existed simultaneously with another action or state, Mohawk uses the verbal prefix sh- which can often be translated into English by the conjunction 'when', e.g.:

Kátke ní:ro'?	When did he arrive?
<u>Shi</u> wakekhón:ni ní:ro'.	He arrived when I was cooking.

---

\* Like in many other languages, plurality does not have to be marked in Mohawk if the context is unambiguous. For instance, we get two forms for 'on your (p) hands', one with the 'you' singular pronoun, se-, one with the 'you' plural pronoun sewa-. This is possible because the ending -shon already expresses plurality.

Notes to the Student (cont'd)

Ohnihsatiérhahkwe' <u>shá</u> :- rawe'?	What were you doing when he arrived?
Wakekhonníhne' <u>shá</u> :rawe'.	I was cooking when he arrived.
Iorahkó:tahkwe' ken <u>shahsah</u> - tén:ti?	Was it sunny when you went away?
Iah, ioronhiorón:ne' <u>sha</u> 'kah- tén:ti.	No, it was cloudy when I went away.
Kátke nihsateweiénston?	When did you study?
<u>Shihó</u> :ta's niwakateweiénston.	When he was sleeping, I studied.
Kátke nihiaienawá:se' ne Saró?	When did Charles help you?
<u>Shiwa</u> 'kenonwáktani'.	When I was sick.
Raweién:te' ken nahaté:- sere' ne Tier?	Does Peter know how to crawl?
Hen, raté:sere'skwe' <u>sha</u> 'khe- natahré:nahse'.	Yes, he was crawling when I visited them.

The sh- prefix can occur several times in a sentence, e.g.:

To: náhe te'thienterha:'on?	How long have you known him?
<u>Shihawirá</u> : 'a <u>shihii</u> enté:ri.	I've known him ever since he was a baby.
Tiótkon ken <u>shihó</u> :ten?	Has he always been poor?
Hen, tsi náhe <u>shihii</u> enté:ri, <u>shihó</u> :ten.	Yes, ever since I've known him, he's been poor.
Shé:kon ken <u>shii</u> oráhkote <u>shahsah</u> tén:ti?	Was it still sunny when you went away?
Hen, shé:kon <u>shii</u> orahkó:te'.	Yes, it was still sunny.



Notes to the Student (cont'd)

Sh- often merges with the following prefix, namely:

a:	sh + ni	becomes	shi-
b:	sh + wa'	becomes	sha'-
c:	sh + wa	becomes	sha-
d:	sh + wa' + wa	becomes	shon-

Sh- can only be used with the past tense. In the future, the conjunction 'when' is expressed by tsi and the partitive prefix n-, e.g.:

Kátke é:thre'?	When will he come?
<u>Tsi</u> <u>nerwatio'</u> ten é:thre'.	When I'll work, he'll come.
Kátke eniakwakhón:ni?	When will we (p,excl) cook?
<u>Tsi</u> <u>nén:rawe'</u> .	When he'll arrive.

7. In the preceding note, we discussed the prefix sh- which indicates that something happened at the same time, which in English is usually expressed by 'when'. The same prefix is also used to express sameness among objects or people, usually translated into English by 'the same as', e.g.:

<u>sha'té:ioht</u>	they(d) are the same
<u>sha'teiohtón:ne'</u>	they(d) were the same
<u>sha'tenióhton</u>	they(d) will be the same
<u>sha'tewahsohkó:ten</u>	they(d) are the same colour
<u>sha'tewahsohko'ténhne</u>	they(d) were the same colour
<u>sha'tenwahsohko'ténhake'</u>	they(d) will be the same colour
<u>sha'tewahsohkó:tens</u>	they(p) are the same colour
<u>sha'teiókste'</u>	they(d) are the same weight
<u>sha'tethotí:ien.</u>	they(p) are of the same age
ne: <u>sha'tewa'sharó:ten</u>	it's the same kind of knife

Notes to the Student (cont'd)

In the above examples two or more objects or people are compared with each other, which is reflected by the dualic prefix te-. This prefix is used when two or more elements are involved. The composition of constructions with sh- is the following:

- a) sh + wa' + te + (mode) + pronoun + (noun) + verb + asp + (plural).

Elements in brackets are optional.

If you want to express that you are talking about one and the same object as in the sentence 'I washed the same blanket again', you do not use the dualic prefix because only one object is involved, e.g.:

ne: <u>sha</u> 'kaná:tša'	it is the same pot
ne: <u>sha</u> 'kaseréhta'	it is the same car
ne: <u>shon</u> 'shá:ra'	it is the same knife
ne: <u>shon</u> 'hsí:ra'	it is the same blanket

Sókhare' ne: <u>shon</u> 'hsí:ra'	I washed the same blanket
sakenóhare'.	again.

Ne: <u>sha</u> 'kaseréhton'	We (d,excl) got on the same
wa'etiatíta'.	vehicle.

The above expressions can be broken down in the following way:

- b) sh + wa' + pronoun + noun.

If you want to express that two or more objects or persons are different from each other, you use a construction that is very similar to the one used in a) above, e.g.:

Notes to the Student (cont'd)

ó:ia' na'té:ioht	they (d) are different
ó:ia' na'tenióhton	they (d) will be different
ó:ia' na'teiohtón:ne'	they (d) were different
ó:ia' na'teiohtánnion	they (p) are different
ó:ia' na'té:ioht ki: ahsí:re'	these blankets are (d) different
ó:ia' na'tewa'theró:ten	they are different kinds of baskets
ó:ia' na'tewahsharó:ten	the knives are (d) of a different kind
ó:ia' na'tewahsharó:tens	the knives are (p) of a different kind

The composition of constructions with 'different' are:

- c) ó:ia' n + wa' + te + (mode) + pronoun  
+ (noun) + verb + aspect + (plural)

The following morphophonemic changes take place:

sh + wa'	becomes	sha'-
sh + wa' + wa	becomes	shon-
n + wa'	becomes	na'-

8. The discussion below is an attempt to give a more complete picture of the aspectual structure of Mohawk. Only the more general morphophonemic processes have been listed. At the end a number of verb paradigms are listed which illustrate some of the points made below.

1- the habitual aspect (see also Lesson 6)

The basic meaning of this aspect marker is that of plurality.

Notes to the Student (cont'd)

a) repetition of the same action over a period of time,  
an action is done regularly, e.g.:

- |                      |                                       |
|----------------------|---------------------------------------|
| 1. rató:r <u>ats</u> | he hunts regularly,<br>he is a hunter |
| 2. roió't <u>ens</u> | he works regularly                    |
| 3. raká:w <u>es</u>  | he paddles                            |

b) distribution of the same action over space, e.g.:

- |                         |                                     |
|-------------------------|-------------------------------------|
| 1. í:re'                | he is walking, he is there          |
| í:re' <u>s</u>          | he is walking around                |
| 2. ratákhe'             | he is running now                   |
| ratákhe' <u>s</u>       | he is running around                |
| 3. rátie'               | he is flying by in one swoop        |
| rátie' <u>s</u>         | he is flying around                 |
| 4. rorohronhátie'       | he is gathering while<br>walking by |
| rorohronhátie' <u>s</u> | he is gathering all over            |

c) repetition of the same action corresponding to  
progressive forms in English, e.g.:

- |                             |  |
|-----------------------------|--|
| 1. ratá:w <u>ens</u>        | he swims regularly,<br>he is swimming      |
| 2. ra'nhotónkw <u>as</u>    | he opens it, he is opening<br>it           |
| 3. tehrontahní:r <u>ats</u> | he packs it down, he is<br>packing it down |
| 4. rá:i <u>ens</u>          | he puts it down, he is<br>putting it down  |
| 5. tehronhé:w <u>as</u>     | he sweeps, he is sweeping                  |

Notes to the Student (cont'd)

- d) distribution of characteristic over several objects.  
This usage of the habitual aspect occurs with  
adjectival verbs, e.g.:

- |    |                     |                       |
|----|---------------------|-----------------------|
| 1. | kanonhsí:io' thi    | that is a nice house  |
|    | kanonhsí:io's thi   | those are nice houses |
| 2. | wa'therowá:nen ki:  | this is a big basket  |
|    | wa'therowá:nens ki: | these are big baskets |

The habitual aspect is generally represented by an -s.  
If the verb has the instrumental suffix, the habitual  
ending is -a, e.g.:

- |    |                            |                    |
|----|----------------------------|--------------------|
| 1. | ratatonhkariá:kth <u>a</u> | he starves himself |
| 2. | rátsth <u>a</u>            | he uses it         |
| 3. | tehanonniákh <u>wa</u>     | he dances          |
| 4. | ratstákh <u>wa</u>         | he uses it for     |

If the verb has the reversive suffix -hsi- (see Lesson 18  
an -on is inserted before the habitual suffix, e.g.:

- |    |                |                  |
|----|----------------|------------------|
| 1. | sóhthsi        | pull it out!     |
|    |                | take it off!     |
|    | róhthsions     | he pulls it out  |
| 2. | senontékhsi    | lift the lid!    |
|    | ranontékhsions | he lifts the lid |

2- the punctual aspect (see also Lesson 12, 14 and 17)

The punctual aspect indicates that the action took place,  
will take place or is taking place at a particular point  
in time.

- a) future; action will take place, e.g.:

Notes to the Student (cont'd)

- |                  |                     |
|------------------|---------------------|
| 1. enható:rate'  | he will hunt        |
| 2. enhoió'ten'   | he will work        |
| 3. én:raste'     | he will use it      |
| 4. enhatshén:ri' | he will find it     |
| 5. enhatorá'tha' | he will go and hunt |

## b) indefinite; action should take place, e.g.:

- |                 |                       |
|-----------------|-----------------------|
| 1. aható:rate'  | he should hunt        |
| 2. ahoió'ten'   | he should work        |
| 3. á:ratste'    | he should use it      |
| 4. ahatshén:ri' | he should find it     |
| 5. ahotorá'tha' | he should go and hunt |

## c) definite; action has just taken place, e.g.:

- |                  |                    |
|------------------|--------------------|
| 1. waható:rate'  | he hunted          |
| 2. wahoió'ten'   | he worked          |
| 3. wá:ratste'    | he used it         |
| 4. wahatshén:ri' | he found it        |
| 5. wahatorá'tha' | he went and hunted |

## d) progressive; action is taking place right now, e.g.:

- |                   |                    |
|-------------------|--------------------|
| 1. roió'te'       | he is working      |
| 2. í:rate'        | he is standing     |
| 3. rón:ni'        | he is making it    |
| 4. raweién:te'    | he is learning     |
| 5. ratorá'the'    | he is here to hunt |
| 6. ráhawe'        | he is holding it   |
| 7. roió'ténhsere' | he is here to work |

The morpheme that represents the punctual aspect suffix is the '. Changes will occur in certain environments, e.g.: after a consonant the punctual suffix is usually -e'. After the purposive in the future, indefinite,

Notes to the Student (cont'd)

and definite, (a)5, b)5, and c)5 above ) the punctual suffix is -a'.

3- the perfective or 'stative aspect (see also Lesson 18)

a) an action is perfected

- |                             |                        |
|-----------------------------|------------------------|
| 1. r <sup>ó</sup> tston     | he has used it         |
| 2. rinoronhkhwá:' <u>on</u> | I have loved him       |
| 3. ratá:wen                 | he has swum            |
| 4. raón:ni                  | he has made it         |
| 5. ro'ní'khon               | he has sewn it         |
| 6. shakotken'sé: <u>ron</u> | he has gone to see her |
| 7. rokarewáhton             | he has gotten hurt     |
| 8. ronóhare                 | he has washed          |

b) an action is in progress, or perfected, e g.:

- |                    |   |
|--------------------|---|
| 1. tehowén:rie     | he has stirred it,<br>he is stirring it |
| 2. roká:we         | he has paddled,<br>he is paddling       |
| 3. rote'shennón:ni | he has aimed,<br>he is aiming           |
| 4. tehotská:hon    | he has eaten,<br>he is eating           |
| 5. roterí:io       | he has fought,<br>he is fighting        |
| 6. rohnekí:ren     | he has drunk,<br>he is drinking         |

The perfective suffix undergoes a number of morpho-phonemic changes, of which the most common ones are listed below.

Notes to the Student (cont'd)

- I. -on is deleted after an unstressed i, en, or e vowel, e.g. a)3, a)4, b)1, b)2, and b)5.\*
- II- An a followed by an -on will merge to en, e.g. b)6.
- III- An unstressed o or on preceding the suffix -on will drop, e.g. 5a. and 4b. above and also:
- |    |               |                |
|----|---------------|----------------|
| 1. | tohohsén'thon | he has cried   |
|    | tesahsén'tho  | cry!           |
| 2. | roién'thon    | he has planted |
|    | tsén'tho      | plant!         |
- IV- ok followed by -on is deleted, e.g.:
- |    |                |                      |
|----|----------------|----------------------|
| 1. | roró:ron       | he has gathered it   |
|    | seró:rok       | gather it!           |
| 2. | rotkonwaró:ron | he has put on a mask |
|    | satkonwaró:rok | put on a mask!       |

4- the progressive

As was pointed out in the discussion of the habitual, punctual and perfective aspects, these forms can sometimes take on progressive meaning. A large class of verbs merges the meaning of the habitual or regular with the progressive, see 1 c) while a smaller class merges the perfective with the progressive, see 3b.

\* This rule is very general but there are exceptions to it which will have to be further investigated.



Notes to the Student (cont'd)b) in the imperative mode

- |                           |                      |
|---------------------------|----------------------|
| 1. roién:tak              | let him have it      |
| 2. teiotikerón:tek        | let it be square     |
| 3. satateweiennenta'ónhak | be ready             |
| 4. roká:tek               | let him behave a lot |
| 5. ratorátshek            | let him be a hunter  |

General morphophonemic rules for the continuative are:

- I- -k- becomes -(h)ek- after the habitual suffix -s-.
- II- -k- becomes -hak- following a stressed syllable.
- III- -k- remains -k- everywhere else.

6- General morphophonemic rules for aspect suffixes:

a) Final n and w are deleted before the habitual suffix -s and the perfective suffix -on, e.g.:

- |               |                                 |
|---------------|---------------------------------|
| 1. raná:ie'n  | let him become proud            |
| enhaná:ie'ne' | he became proud                 |
| <u>but</u>    |                                 |
| ronaié:'on    | he has become proud             |
| 2. sé:ka'w    | like the taste of it            |
| enhawé:ka'we' | he'll like the taste of it      |
| <u>but</u>    |                                 |
| rawé:ka's     | he likes the taste of it        |
| raweká:'on    | he has liked the taste<br>of it |

\* It is possible that the occurrence of final n and w is not due to morphophonemic alternations but signals a difference in meaning. For instance, for 1. above there exists another form raná:ie', 'he is proud', in which the final n does not occur. The same alternation exists for several other forms, e.g. rokwáhtshe'n, 'let him get rich', and rokwáhtshe', 'he is rich'.

Notes to the Student (cont'd)

- 3. será:ta'n                    step on it
- wahará:ta'ne'                he stepped on it
- but
- rará:ta's                      he steps on it
- roratá:'on                     he has stepped on it

b) The reversive ending -ko undergoes the following morphophonemic changes:

- I- -ko- becomes -kwa- before the habitual suffix -s.
- II- -ko- plus the perfective suffix -on merge to -kwen.
- III- -ko- remains -ko- everywhere else.

- 1. ranénskwas                    he steals, he is stealing
- senénsko                      steal
- enhanénsko'                    he will steal
- ronénskwen                    he has stolen
- 2. ratoriahnerónkwas            he moves, he is moving
- satoriahnerón:ko              move
- enhatoriahnerón:ko'          he will move
- rotoriahnerónkwen            he has moved

7- Verb Paradigms

I- The paradigms below will be listed in the following order:

- 1. habitual
- 2. future-punctual
- 3. perfective
- 4. progressive
- 5. perfective plus purposive
- 6. past perfective plus purposive
- 7. imperative

Notes to the Student (cont'd)a) to hunt

- |                    |                     |
|--------------------|---------------------|
| 1. rató:rats       | he hunts            |
| 2. enható:rate'    | he will hunt        |
| 3. rotorá:ton      | he has hunted       |
| 4. rató:rats       | he is hunting       |
| 5. rotorá'thon     | he has gone to hunt |
| 6. rotora'thónhne' | he had gone to hunt |
| 7. sató:rat        | hunt                |

b) to wash

- |                    |                     |
|--------------------|---------------------|
| 1. ranóhares       | he washes           |
| 2. enhanóhare'     | he will wash        |
| 3. ronóhare        | he has washed       |
| 4. ranóhares       | he is washing       |
| 5. ronoharéhon     | he has gone to wash |
| 6. ronoharehón'ne' | he had gone to wash |
| 7. senóhare        | wash                |

c) to buy

- |                     |                    |
|---------------------|--------------------|
| 1. rahní:nons       | he buys            |
| 2. enhahní:non'     | he will buy        |
| 3. rohní:non        | he has bought      |
| 4. rahní:nons       | he is buying       |
| 5. rohninón:ron     | he has gone to buy |
| 6. rohninón'ron'ne' | he had gone to buy |
| 7. shní:non         | buy                |

Notes to the Student (cont'd)d) to swim

- |                   |                     |
|-------------------|---------------------|
| 1. ratá:wens      | he swims            |
| 2. enhatá:wen'    | he will swim        |
| 3. rotá:wen       | he has swum         |
| 4. ratá:wens      | he is swimming      |
| 5. rotawénhon     | he has gone to swim |
| 6. rotawenhón'ne' | he had gone to swim |
| 7. satá:wen       | swim                |

e) to hire somebody

- |                      |                           |
|----------------------|---------------------------|
| 1. tshé'nha's        | you hire him              |
| 2. entshé'nha'ne'    | you will hire him         |
| 3. tshe'nhá:'on      | you have hired him        |
| 4. tshé'nha's        | you are hiring him        |
| 5. tshe'nhá:seron    | you have gone to hire him |
| 6. tshe'nha'són'nhe' | you had gone to hire him  |
| 7. tshé'nha'n        | hire him                  |

f) to burn something

- |                       |                        |
|-----------------------|------------------------|
| 1. ra'tsha'áhtha      | he burns it            |
| 2. enhá'tshahte'      | he will burn it        |
| 3. rotsha'áhton       | he has burned it       |
| 4. ra'tsha'áhtha      | he is burning it       |
| 5. rotsha'ahtá:non    | he has gone to burn it |
| 6. rotsha'ahtanón'ne' | he had gone to burn it |
| 7. sá'tshat           | burn it                |

Notes to the Student (cont'd)g) to sing in a choir

- |                         |                     |
|-------------------------|---------------------|
| 1. tehari'wákhwa        | he sings            |
| 2. tenharí:wahkwe'      | he will sing        |
| 3. tehorihwákhwen       | he has sung         |
| 4. tehorihwákhwen       | he is singing       |
| 5. tehorihwahkwá:non    | he has gone to sing |
| 6. tehorihwahkwanón'ne' | he had gone to sing |
| 7. tesarí:wahkhw        | sing                |

h) to work

- |                     |                     |
|---------------------|---------------------|
| 1. roió'tens        | he works            |
| 2. enhoió'te'       | he will work        |
| 3. roio'tén:'en     | he has worked       |
| 4. roió'te'         | he is working       |
| 5. roio'tén'seron   | he has gone to work |
| 6. roio'ten'son'ne' | he had gone to work |
| 7. saió'ten         | work                |

i) to sleep

- |                  |                      |
|------------------|----------------------|
| 1. ró:ta's       | he sleeps            |
| 2. enhó:ta'we'   | he will sleep        |
| 3. rotá:'on      | he has slept         |
| 4. ró:ta's       | he is sleeping       |
| 5. rotá:whon     | he has gone to sleep |
| 6. rota'whón'ne' | he had gone to sleep |
| 7. sén:ta'       | sleep                |

Notes to the Student (cont'd)

II- The following paradigms of adjectival verbs and of the corresponding verb forms with 'become' are listed in the order of:

Adjectival verbs

1. present tense, e.g. he is \_\_\_\_\_
2. past tense, e.g. he was \_\_\_\_\_
3. future tense, e.g. he will be \_\_\_\_\_
4. imperative, e.g. let him be \_\_\_\_\_

Verb forms with 'become'

1. habitual, he becomes \_\_\_\_\_
2. progressive, he is becoming \_\_\_\_\_
3. future, he will become \_\_\_\_\_
4. perfective, he has become \_\_\_\_\_
5. imperative, let him become \_\_\_\_\_

a) to be tired

- |                                    |                  |
|------------------------------------|------------------|
| 1. tehowishenhé:ion                | he is tired      |
| 2. tehowishenheión:ne'             | he was tired     |
| 3. tenhowishenheiónhake'           | he will be tired |
| 4. teh <sub>o</sub> wishenheiónhak | let him be tired |

b) to get tired

- |                           |                     |
|---------------------------|---------------------|
| 1. tehawishenhé:ions      | he gets tired       |
| 2. tehowishenheion'hátie' | he is getting tired |
| 3. tenhawishénheie'       | he will get tired   |
| 4. tehowishenhéion        | he has gotten tired |
| 5. tehawishénhe           | let him get tired   |

Notes to the Student (cont'd)c) to be ready

1. rotateweiennentá:'on he is ready
2. rotateweiennentá'ón:ne' he was ready
3. enhotateweiennenta'- énhake' he will be ready
4. satateweiennenta'ónhak be ready

d) to get ready

1. ratateweiennén:ta's he gets ready
2. ratateweiennén:ta's he is getting ready
3. enhatateweiennén:ta'ne' he will get ready
4. rotateweiennentá:'on he has gotten ready
5. satateweiennén:ta'n get ready
6. rotateweiennenta'on-hátie' he got here all ready

e) to be round

1. teiothwe'nón:ni it is round
2. teiothwe'nonníhne' it was round
3. teniothwe'nonníhake' it will be round
4. teiothwe'nonníhak let it be round

f) to become round

1. tewathwe'nón:nis it gets round
2. teiothwe'nonníhatie' it is getting round
3. tenwathwe'nón:ni' it will get round
4. teiothwe'nonní:'on it has gotten round
5. tewathwe'nón:ni let it get round

## LESSON 20 (REVIEW)

### 1. Waten:niote'.

The following scenes could have been taking place during a Mohawk wedding some fifty or more years ago. A wedding then took three days. Cooking and other preparations began on Saturday. Sunday evening was reserved for a meal and afterwards everybody played party games. Then, on Monday morning before breakfast, the Church ceremony took place. Afterwards, the guests had to be picked up and then there was a breakfast of steak and sausages. During the whole day there were always two parties going on, one at the bride's and one at the groom's place. At noon, the bride's parents would go over to the groom's place to ask the groom's parents and some close relatives to join them for the meal of roast pork and potatoes. At dinner, the groom's parents would reciprocate. After and between meals people danced, usually to fiddle and organ music.

On Tuesday, the gifts were hung on large poles that were carried by two men on their shoulders. They walked with the gifts through the village to the place where the young couple was staying, usually at one of their parents'. The gift bearers were surrounded by people, some of them dressed up in all kinds of funny combinations, others wearing masks. In the evening, if people still felt like dancing, they would go to the place where the young couple was staying. They would bring all kinds of pots and pans which they used to make a big noise. This would usually lead to another dance which could last the whole night.



Cast

bride:	Sosá:n
bridegroom:	Sa:k
bride's mother:	Eréna
bride's father:	Arék
bride's grandmother:	Wariiá:
bride's godmother:	Teré:s
bride's older sister:	Ro:s
<del>bridegroom's mother:</del>	Rowí:s
bridegroom's father:	Wére
bride's maid:	Oróte
bridegroom's younger sister:	Wenní:k
bridegroom's older brother:	Enthré
guests:	Saró, Tá:wit



Scene 1: We are at the bride's house sometime before the wedding. The following people are present: the bride's mother Eréna. the bride's father Arék, the bride's godmother Teré:s, and the bride's grandmother Warriá: . They are discussing details of the upcoming wedding.

Scene 1:

Eréna : Atskwi Teré:s, ónhka káti' wa'ontati'terón'-ne' ne Só:san?

Helen : Well Teresa. who is going to be the maid of honor for Susan?

Teré:s : Khé:re' káti' ken tóka' Oróte. I:' ni' né:'e khehsenná:wi. Ó:nen kheri'wanontón:ni tánon' iakorihwanonwé:'on.

Teresa: I guess it will be Dorothy. She's my god-child, too. I have already asked her and she has agreed.

Wariia: : Shikáhson ken nakotiá:tawi'?

Myra : Is her dress ready-made?

Teré:s : Iah, iontia'tawi'tshe-rón:nis iakóhson. Te-io'nhésáhstará'the ionniá:ton.

Teresa: No. the dressmaker made it. It's made out of satin.

Eréna : Oh nikaierontó:ton nakotiá:tawi'?

Helen : How is her dress made?

Teré:s : Kaiatahserón:ni. Ok ne Sosá:n akotiá:tawi'?

Teresa: It's princess-style. How about Susan's dress?

Eréna : Thó:ha ki' ne shá:ka. Nek tsi tewa'arón:ton nen' né:'e. Tánon' ne akota'arorókthá', ne: ni:'i wakata'arorón:ne' shonkéniake.

Helen : It's almost the same, except that it has some lace. And her veil, it's the one I wore when I got married.

Alec who has so far listened patiently, interrupts the women.

Arék : Ó:nen káti' ken akwé:kon iethihonkará:wi?

Alec : Have we invited everybody now?

Eréna : Hen, shiiaontatckénhton ni'khehonkará:wi.

Helen : Yes, I invited them last Sunday.

Wariia: : Wa'tshón:ka ken ne tsarasé:'a Saró:?

Myra : Did you invite your cousin Charles?

Scene 1 (cont'd)

- Eréna : Hen, ne: shenhnísera rihonkará:wi.
- Arék : Tá:ien' ken ne matén:t Arísawe?
- Eréna : Eniónte'nién:ten' ki' naontá:ien' iah kwah teiakota'karí:te'.
- Teré:s : Kátke káti' entitewa-táhsawen' naietewakhón:ni? Entákta ken?
- Eréna : Hen, ionkwaio'tenhseraká:-te'. Iosnó:re' aontete-watáhsawen. Tánon' ni:-se', Arék, tóhsa sasa'-nikónhren tsi ó:nenk tsi eneswashon'karakwenhtáhrho ná:tste tsi non tentewanón-niahkwe'.
- Arék : Hen, ó:nen iontiaterih-wahserón:ni raktsí:'a. Raónha tánon' ronaten:ro' enionksnié:nen. Tánon' rorihwanonwé:'on ne Só:se o:no:wa' ahaterenno:ton.
- Teré:s : Ó:nen káti' ken akwé: karihwahserón:ni?
- Eréna : Ó:nen ki' ón'te' wáhi'.
- Teré:s : Ó:nen ki' ni:' enskah-tén:ti. Ó:nen ki' wáhi'.
- Kanonhrakwé:kon : Ó:nen.
- Helen : Yes, I invited him the same day.
- Alec : Is aunt Elizabeth coming?
- Helen : She will try to come, she's not feeling very well.
- Teresa : When then are we going to start cooking? Saturday?
- Helen : Yes, we have a lot of work. We should start early. And you, Alec, don't forget that you men will have to lay the floor down outside for dancing.
- Alec : Yes, I have already made arrangements with my (older) brother. He and his friend are going to help me. And Joe has agreed to play the fiddle.
- Teresa : Is everything arranged then?
- Helen : I believe so.
- Teresa : I'll go home now. Goodbye then.
- Everybody : Goodbye.



Scene 2: We are at the bridegroom's place; the bridegroom's parents Rowí:s and Wére are getting ready to go over to the bride's house to give some advice to the young couple. Rowí:s and Wére are in their room.

Scene 2:

- Rowi:s : Ó:nen ken thóha ahsa-tateweiennén:ta'ne'?
- Wére : Iah, watié:wa's nakwáhta.
- Rowi:s : Kanaktó:kon ia'sátkens.
- Wére : Hen, ó:nen ki' wa'-ketshén:ri'. Nahó:ten ne kén'en aietení:ron tsi enie'thihretsá:ron?
- Rowi:s : Ne ki' kwah tkaia'-takwení:io' ne tahiataenorón:khwake'.
- Wére : Hen, tó:ske'. Tánon' ahiiehiahrahkwen ne Sa:k tóhsa ahatiesáhtake'.
- Rowi:s : Hen, raon'éskwani nahathwistahní:non.
- Wére : Hen, he: ki' ohwísta sathroriá:ton, ó:nen ken sahní:non ne sa'tiá:táwi'?
- Rowi:s : Hen, tánon' satenia'tara-niáktha ó:ni' wa'khné:non. Orón:ia' ní:iot tánon' kará:ken kanekwarónnion.
- Wére : Saterién:tare' tsi iah tekenon:we's ne kanekwarónnion.
- Rowi:s : A: í:se' ki' tonsasatata-wí:ra'.
- Wére : Khé:re' káti' ken. Ka' ne Sa:k? Ó:nen ieióhe' itaiewaiá:ken'né'.
- Sa:k : Wakatateweiennen'tá:on ki' ní:'i.
- Wére : Ha' ki' wáhi'.
- Louise: Are you almost ready?
- Bill : No, I can't find my shoes.
- Louise: Look under the bed.
- Bill : Yes, I found them now. I wonder what kind of advice we (d, incl) should give them?
- Louise: The most important thing is that they (d) should love one another.
- Bill : Yes, I agree. And I also should make Jim think about not being wasteful.
- Louise: Yes, he likes to spend money.
- Bill : Talking about money, did you buy any dress yet?
- Louise: Yes, and I also bought your tie. It's blue with white polka dots.
- Bill : You know I don't like polka dots.
- Louise: Well, you go and exchange it.
- Bill : I guess so. Where is Jim? It's time to go now.
- Jim : I'm ready.
- Bill : Let's go then.



Scene 3: It's Saturday before the wedding  
 This is the day when the food is  
 prepared. We are in the big kitchen  
 of the bride's home. A huge woodstove  
 is going, it's hot, and everybody is  
 bustling around.

Scene 3:

- Ro:s : Ne: tahnonnaiaí:ron    Rose : My goodness it's hot.  
tsi io'taríhon.
- Eréna : Hen, tesahnonhón:ti    Helen : Yes, open the window to  
tekatsiserá:ton ostón:-    let some air in. Teresa,  
ha aontontáweiate'    did you put the meatpies  
nó:wera'. Teré:s,    in yet?  
ó:nen ken iesana'tará-  
ten ne tka'wá:ra?
- Teré:s : Hen. Tkanon'ónsera'    Teresa: Yes. I'm making pumpkin  
ki' nón:wa' skatena'-    pies now.  
tarón:ni'.
- Eréna : Tesatohontsó:ni ken    Helen : Do you want anybody to  
ónhkak aiesahsnié:-    give you a hand?  
nen'?
- Teré:s : Thikawenní:io.    Teresa: O.K. then. Perhaps Rose  
Tóka' nón:wa Ro:s    could peel the apples.  
aierawistó'tsi    I'm making apple pies  
sewahió:wane'.    too.  
Sewahió:wane' tewá:-  
ia ó:ni' katena'taron-  
niá:ne'.
- Ro:s : Niá:re' ki' íksa ki:    Rose : Wait till I finish these  
keksóhares.    dishes.
- Wariiá: : Ka' non: niká:ien    Myra : Where is the pig's head?  
ne kwéskwes onón:tsi?    I want to start making  
Í:kehre' ó:nen aontaka-    cornsoup now.  
táhsawen akatkátston  
nonen:sto.
- Eréna : Kaná:tsakon ítewa.    Helen : It's in the pot. The  
Ohnawerá:kon tiona'-    pot is hanging in the  
tsén:ton'. I: enk-    well. I'll get it.  
kóha'.

Helen leaves to get the pig's head.



Scene 3 (cont'd)

Teré:s : Iekaié:ri ken tsi  
niionkwá:ien ne  
onekwén'tara'  
nikasahetó:ten?

Teresa: Do we (p,incl) have  
enough of the red  
beans?

Wariiá: : Hen, ohnéhsio ki'  
ostón:ha tió:-  
tokte'.

Myra : Yes, but we need more  
cabbage

Ro:s : Kahéhtakon ki'  
enkkóha'.

Rose : I'll get some from  
the garden.

Wariiá: : Sátkens ó:nen ken  
iohiá:ri' ne tamétos.  
Tánon' iokháhon tasha.  
Kwéskwes o'wá:ron  
kate'skontá:ne'.

Myra : See if the tomatoes  
are ripe yet. And bring  
some garlic. I'm going  
to cook roast pork.

Rose leaves for the garden, while Helen comes back with  
the pig's head.

Eréna : He:, iekaié:ri ken  
tsi ní:wa ki:  
onón:tsi?

Helen : Here, is this head big  
enough?

Wariiá: : Hen, ia'tekeiá:ri'  
tsi ní:wa.

Myra : Yes, it's big enough.

Eréna : Teré:s, ohontsó:kon  
ken iéntien ki:  
tkawá:ra'?

Helen : Teresa, shall I take  
the meatpies to the  
cellar?

Teré:s : Iekaié:ri ken tsi  
niowísto nohontsó:-  
kon?

Teresa: Will the cellar be cold  
enough?

Eréna : Hen, kwahtokén:'en  
tsi iowísto. Nahó:-  
ten wátshas?

Helen : Yes it's quite cold.  
What's burning?

Wariiá: : Teré:s, wesatena'-  
tarátsha'se' ken?

Myra : Teresa, did your pies  
burn?

Scene 3 (cont'd)

- Teré:s : rushing to the stove  
 Ia, ne ki: onón:ta'  
 ontawén:rate'. I: ki'  
 enskeristó:kewe'.
- Teresa:  
 No, it's this milk  
 that boiled over.  
 I'll clean up the  
 stove.
- Wariiá: : Nahó:ten kati' shé:kon  
 teiotohontsóhon?
- Myra : What else is  
 needed?
- Eréna : Khé:re' tóka' ó:nen  
 wetewáhsa'. Sátien  
 tánon' satoríshen.
- Helen : I think we finished  
 now. Sit down and  
 have a rest.
- Wariiá: : Thikawenní:io'.
- Myra : That's fine with me.



Scene 4: It's Sunday evening. It's after the big meal. Time for playing games. We are at the groom's house. Present are his family and his two closest friends Saró and Táwit.

Scene 4

- Wére : Á:ke tsi onkwáhta'ne'.  
Káton tiok nahó:ten  
entewatkahri'tsherón:ni'?
- Bill : Gosh I'm full. How  
about playing some  
games?
- Enthré : Hen, ha' ne thi tako's-  
néha tewatkahri'tshe-  
rón:ni'?
- Andrew: Yes, let's play that  
cat game.
- Wenní:k: Iah ni' tekeweién:te'.
- Monica: I don't know that.
- Enthré : Iah tewentó:re'.  
Tentewanenrakwe'nón:ni'.  
Shaiá:ta takó:s enha-  
tatón:ni. Ónhkak ako-  
hén:ton tenhatentshó:-  
ten tánon' tenhohén:reh-  
te' tsi ní:iot ne takó:s.  
Enhate'nién:ten ahsakoiés-  
hón'te'.
- Andrew: It's not hard. We  
all form a circle.  
One person makes believe  
he is a cat. He'll  
kneel in front of some-  
body and he'll howler  
like a cat. He'll try  
to make that person laugh.
- Rowí:s : Ha' ki' akwé:kon ahsén:na  
non: nietewanitskwahra'-  
tsherénha.
- Louise: Let's all take our  
chairs to the center.
- Sa:k : Ónhka kati' tako:s  
enhá:ton?
- Jim : Well, who's going to  
be the cat?
- Wá:ri : Ha' Sa:k, í:se'  
tasatáhsawen.
- Mary : Come on, Jim, you  
start.
- Sa:k : Thikawení:io. Ne  
neniakoiéshon' ne: ki'  
tentsé:ta'ne'.
- Jim : All right. Whoever  
laughs will be it.
- Jim kneels down in front of his sister Monica, meowing like  
a wild cat and making faces.
- Sa:k : NIÁ:O, NIÁ:O, NIÁ:O... Jim : MEOW, MEOW, MEOW...
- Wére : Tóhsa' saiéshon, Wenní:k. Bill : Don't laugh, Monica.

Scene 4 (cont'd)

Rowí:s : Sà:k, tesatkonwaraie-ronnionhá:ton.      Louise: Jim, make faces.

Jim makes some terrible faces, and finally Monika starts laughing hard, joining everybody else. It's now her turn to play cat. After a while, they get tired of the cat game.

Wére : Tho tsi ní:kon ó:nen ne takó:s. Ha' ó:ia' nahó:ten tsi tewatkah-ri'tsherón:ni.      Bill : That's enough of the cats now. Let's play something else.

Enthré : Ha' ionitskwahra'tsheras-ké'nhen tewatkahri'tsherón:ni.      Andrew: Let's play musical chairs.

Wá:ri : Ia: iah ni' tewakon'-éskwani'. Sótsi watia'-takenhé:ion.      Mary : No, I don't like that. I'm too slow.

Rowí:s : Ha:' ská'tshon tiok nahó:ten entewáta' anonwaroro'tsherá:kon.      Louise: Let's each put something in a hat.

Wére : Sok nahó:ten?      Bill : And then what?

Rowí:s : Ne: ne teiakotá:'on ne entionthró:ni ohnentiwatiére'. Koh ki' nanonwaró:re'. Ia'-tsóhetst.      Louise: Whoever is it will tell us what to do. Well, here's the hat. Pass it around.

After the hat passed around and is filled with little personal things, Louise takes the hat back and picks out a button.

Rowí:s : Ne: nakó:wen ki: otsíhkwa' ne tenionni'-tsonkwahkwánión. Ónhka akó:wen?      Louise: Whoever owns this button will have to jump around. Whose is it?

Scene 4 (cont'd)Wá:ri : Í:'i.Mary : Mine.Wére : Óksa', Wá:ri, tesani'-  
tsonkwahkwánion.Bill : Hurry up, Mary,  
jump around.

So Mary starts her jumping around and everybody laughs.

Rowí:s : Ónhka akó:wen ki:  
atenentsháhná'?  
Akwé:kon tenhseno-  
ronkwánion tsi niiá:-  
kon ié:teron.Louise: Who owns this  
bracelet? You will  
kiss everybody that's  
here.Wá:ri : Wenní:k, í:se' ken  
sá:wen?Mary : Monika, is it yours?Wenní:k: Hen, i: akwá:wen.Monica: Yes, it's mine.Monica, somewhat reluctantly, gets up to give everybody a  
kiss. The game continues till all the articles are returned.  
It's late by now and one by one people start going home.



Scene 5: It's after church on Monday morning. Enthré, the groom's older brother and his friend Tá:wit get ready to set out in a buggy to pick up more guests.

Scene 5

Enthré : Wa:s tsihnónksa nakohsá:-  
tens ok ní:'i enke'sereh-  
tahserón:ni'. Andrew: Go and get the horse.  
I get the wagon ready.

Tá:wit : Ka' níká:ien tsi  
nikón:ti'? David : Which one of them?

Enthré : Ne ne kahón:tsi, ne  
aonhá'a tetiío:ka. Andrew: The black one, it's  
the fastest

While David leaves to get the horse, Andrew's father  
Bill walks up.

Wére : Sehiá:rak tsi kárhá:-  
kon ne thén:teroh ne  
ianonhá:'a. Bill : Remember that your  
uncle is staying on  
the farm.

Enthré : Hen, tho non: entka-  
tié:renhte'. Andrew: Yes, I'll go there  
first.

Wére : Kaní:io'k ki' entsíse-  
wawe' tentewatská:hon. Bill : As soon as you'll  
get back we'll eat.

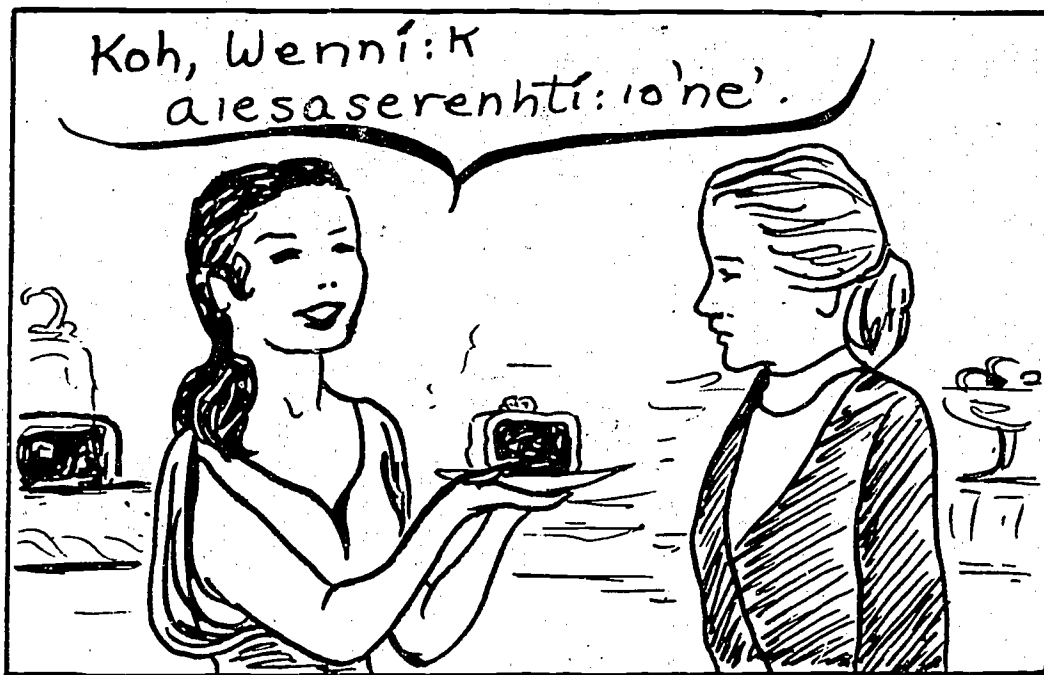
Enthré : Tenionkwahsteríhen  
ki'. Andrew: We'll hurry.

David has returned with the black horse. He puts it in  
front of the wagon.

Enthré : Tesatohontsó:ni ken  
nakonié:nawa'se'? Andrew: Do you want me to  
help you?

Tá:wit : Ia: , ó:nen wa'keweien-  
nén:ta'ne'. Ha' ki'  
tiahtén:ti. David : No, I'm finished now.  
Let's go.





Scene 6: It's noontime at the bride's place. The bride's parents have gone over to the groom's place to bring back some special guests, including the groom's parents. All together they will then enjoy the traditional meal of roast pork, potatoes, fresh cucumbers and tomatoes. While the others are waiting, they talk about the wedding.

Scene 6

- Wariiá: : Wahonenhniseriióhsten  
ne rotiniákon.
- Myra : The weather turned  
out to be nice for  
the couple.
- Teré:s : Hen. Niioronhiorón:-  
ne' nohrón'ke. Wá:-  
kehre' ní:'i tóka'  
eniokén:nore'.
- Teresa: Yes, it was so cloudy  
this morning. I  
thought it was going  
to rain.
- Ro:s : Iakoaia'táhs-kats ne  
iakoniákon, wáhi'.
- Rose : The bride looks  
beautiful, doesn't  
she?
- Teré:s : Hen, wa'kenón:we'ne'  
nakotiá:tawi' tánon'  
sénha náko:'are'.
- Teresa: Yes, I liked her dress  
and especially her veil.
- Ro:s : Hen, ióhskats. Istén:-  
'a akó:'are'. Ne  
iakota'arorón:ne'  
sha'akóniáke'.
- Rose : Yes, it's lovely.  
It's my mother's veil.  
That's the one she wore  
when she got married.

Myra, looking the table over, asks:

- Wariiá: : Ro:s, ó:nen ken akwé:  
kakhwáhere'?
- Myra : Rose, is all the food  
on the table?
- Ro:s : Rasó:s khok árekhó  
tekahrón:nion. Tsi  
nenhón:newe' atekhwah-  
ráhne enká:rake'.
- Rose : Only the gravy isn't  
served yet. When they  
get here, it will be put  
on the table.
- Wariiá: : Aíá:wen's ki' iosnó:re'  
ahón:newe'. Kwahí:ken  
tsi katonkáriaks. Ro:s  
ia'satketó:ten ó:nen ken  
tahón:ne'?
- Myra : I hope they arrive  
soon. I'm very hungry.  
Rose, take a look.  
Are they coming yet?
- Ro:s : Hen, ó:nen wahón:newe'.  
Ha' ki' tewahrónnion ne  
rasó:s.
- Rose : Yes, they have just  
arrived. Well, let's  
put the gravy on the  
tables.

Scene 6 (cont'd)

The bride's parents and her guests come in.

Eréna : Ha' tasewatáweiat ken'      Helen : Come right in. Sit  
 sewátien tánon' tese-                      over here and eat.  
 watská:hon, sewatate-                      Help yourselves.  
 rihwahserónnien.

Everybody starts eating, thoroughly enjoying the meal.

Now it's time to cut the cake and then to start the dancing.

Wenní:k : -Ha' ki' Sa:k, ó:nen              Monica: Come on Jim. You  
 senikare'tsherakwé:tar.                      two cut the cake now.  
 Tewakatohontsó:ni'                              I want to put it under  
 akwathkon'serhtsheró:-                      my pillow.  
 kon akó:roke'.

The couple gets up to cut the cake while everybody is watching. Then, the cake is taken into the kitchen and everybody gets a piece.

Ro:s : Koh, Wenní:k, aiesase-              Rose : Here, Monik, sleep  
 renhtí:io'ne'.

Wenní:k : Niá:wen.                              Monica: Thanks

Eréna : He: sok ná:'a wá:newe'              Helen : Look, the musicians  
 ne iaterennó'tha'. Ha'                              are here already.  
 tetewanónniahkhw.                              Let's dance.

The music starts playing, and everybody joins in the dancing.



Scene 7: It's Tuesday afternoon on the street. Wenní:k, Ro:s and Oróte are watching the men carry the gifts on long poles to the bride's house, where the young couple will live till they can build their own house. Others are masquerading, dressed up in funny clothes. They dance around the gift bearers.

Scene 7

- Wenní:k : Ó:nen tahatiiénhne'.  
Taiotsharokwenhátié.
- Monica: They are coming now  
to bring the stuff.  
I hear them coming.
- Ro:s : Hen, wakathón:te'.  
Ó:nen tahotiké:tohte'.
- Rose : Yes, I hear.
- Oróte : Ónhka tahatinakarenhá:-  
wi?
- Dorothy: Who are carrying  
the sticks?
- Ro:s : Wátio tánon' Enthré  
khok. Nek tsi kanaká:-  
re's ki'.
- Rose : Only Mathew and  
Andrew. But it's a  
long stick.
- Wenní:k : He: niiohskatsténion  
thi tekenhnakhánion ahsi-  
reshón:'a.
- Monica: Look at those beautiful  
quilted blankets.
- Oróte : Ne aonhá:'a tkenón:-  
we's thi orón:ia'  
tánon' w. hén:rate'.
- Dorothy: I especially like  
that blue and pink  
one.
- Ro:s : Hen, ió kats. Ónhka  
iakóhson?
- Rose : Yes it's beautiful.  
Who made it?
- Wenní:k : Kwah í:kehre' ne on'-  
te' ne iontatshenná:wi  
ronwaná:wi.
- Monica: I think it's her god-  
mother that gave it  
to them.
- Oróte : Ro:s, í:se' ken sáhson  
thi karatskentón:ni  
kéntskare.
- Dorothy: Rose, did you make  
that braided rug?
- Ro:s : Hen, ón:wa'k kwashón:-  
te' wá:ksa'. Tóka'  
shé:kon niioronwaren'-  
tón:ne'. Nahó:ten  
ní:se' wahshé:ion?
- Rose : Yes, I only finished  
it last night. Maybe  
the needle is still  
hanging there. What  
did you give them?
- Oróte : Ne thi óhonte' iont-  
konhsokewahta'shón:'a'.  
Kanón:no tákhawe'.
- Dorothy: Those green towels.  
I brought them from  
New York.
- Wenní:k : Oksá:k nè wá:kehre'.  
Tekonttíhen ne kén'en.
- Monica: I kind of thought so.  
They are different here.

Scene 7 (cont'd)

- Ro:s : Wáhtsken' ken thi  
rón:kwe ówhare'  
rotia'tawí:ton tánon'  
onátsa rononwaró:ron?
- Rose : Do you see that man  
with the fur-coat and  
the straw hat?
- Oróte : Hen, ro'tarihén:'en  
kati' ná:'a.
- Dorothy: Yes he must be warm.
- Wenní:k : Kwah í:kehre' Tá:wit  
ón'te'. Kenón:we's  
thi raononwaroro'tshe-  
rá:ke wahiahrónnion.
- Moni a : I think it's David.  
I like the fruits  
on his hat.
- Ro:s : Ónhka thi sotarnéha  
rotia'tawí:ton?
- Rose : Who is that dressed  
as a soldier?
- Wenní:k : Tó:ka'. Iah  
tehiienté:ri.
- Moni a : I don't know. I  
don't know him.
- Oróte : Tóka' nón:wa Sa:k  
ronatén:ro.
- Dorothy: Maybe it's Jim's  
friend.
- Ro:s : Ne ken thi sah  
ronkwetí:io'?
- Rose : The one that's so  
good-looking?
- Wenní:k : Iah, tsako'thonwi-  
sennéha né:'e rótston.  
Ne thí:ken washén:-  
rate' nika'whahsó:ten  
rótston.
- Moni a : No, he's dressed as  
a girl. He is the  
one with the pink  
skirt.
- Ro:s : Ó:nen ki' iahonataweia'-  
tonhátie'. A:ki:i:  
ó:ni' ietiatáweiat.
- Rose : Well they are going  
in now. Let's go in,  
too.



Scene 8: It's Tuesday evening in the bride's house. The young couple has moved in. Everything is quiet, everybody just a little bit tired after the long celebration. Suddenly there is a big noise outside.

Scene 8

Ro:s : Wakatshennón:ni tsi  
o:nen onteweiennén:-  
ta'ne'.

Rose : I'm glad that's all  
over.

Eréna : Hen, i: ó:ni' tewak-  
wishenhé:ien. Ion'we-  
sénhne' ki' tánon'.

Helena: Yes, I'm tired too.  
But it was nice.

While they are talking, noises from various pots and pans  
can be heard.

Eréna : Sa'thón:te ken thi?

Helena: Do you hear that?

Ro:s : Hen. Árekho se' teiote-  
weiennentá:'on. Rotina'-  
tsakón:re. Ne ki' ne:  
kén:ton tsi tehonato-  
hon'tsó:ni tahatinón-  
niahkwe'. To: ki' iekat-  
ke'tó:ten ónhka thón:ne's.

Rose : Yes It seems it's not  
over yet. They are  
beating the pots. That  
means they want to have  
a dance. Let me look  
out to see who's there.

Rose walks over to the window and peeks out from behind  
the curtain.

Ro:s : Iah akwé: tekheién:-  
tere's. Wenní:k tánon'  
Enthré tánon' Tá:wit  
khok kheién:tere's. He:  
ia'satke'tó:ten.

Rose : I don't recognize  
everybody. Monik,  
Andrew and David are  
the only ones I recogni-  
ze. Come and look out.

Eréna : Tá:wit ken thi iehnen-  
na'tóhkhwa' tháhawe'?

Helena: Is that David with the  
potato pot?

Ro:s : Hen, tánon' n-Enthré  
ienoharetákhwa ne  
thana'tsénhawe'.

Rose : Yes, and Andrew has  
the washtub.

Eréna : Tehotonharehráhston  
wáhi.

Helena: He sure is making a  
lot of noise.

Ro:s : Entiethiia'tinión'te'  
ken?

Rose : Shall we bring them  
in?



Scene 8 (cont'd)

Eréna : Khé:re' káti' ken.  
Niá:re' ki' kheri-  
wanón:tons ne roti-  
niákon.

Helena: I suppose so. But  
let me ask the young  
couple first.

Ro:s : Sha'tekarihó:ten se'nho-  
tón:ko tánon' thontáweia't.  
Wakaterién:tare' tsi  
ronon'éskwani ne Sosá:n  
tánon' Sa:k ne tahninón-  
niahkwe'.

Rose : You might just as well  
open the door and let  
them in. I know that  
Susan and Jim like to  
dance.

Eréna : Ónhka káti' enhaterennó:-  
ten'?

Helena: Who's going to play  
the music then?

Ro:s : Ronwaia'tenhá:wi' ne  
o'nó:wa' raterennó'tha.

Rose : They brought the  
fiddler.

Eréna : A' ki' wáhi.

Helena: Alright then.

Rose opens the door, and the noisy crowd comes in. Ahead  
of them the fiddler playing away.



2. The following story about "how the rabbit came to look as he does" was told by Ernest Benedict from St. Regis.

THAONTANÉ:KEN RAOKÁ:RA'

Ó:nen káti' nón:wa ki enkká:raton' tsi na'á:wen kí:ken ne thaontané:ken' tsi nahaieron'tó:ten'ne'. Tsi ní:iot tsi rontró:ris ne tsi nontaiohtonhátié'skwe' ne wahón:nise' iah ki' tho tehaia'toténhne' tsi nón:wa ní:iot.

Rontró:ris kí:ken ne rotikstenhokón:'a - ne iá:ken ne thaontané:ken kwahí:ken tsi rakonhsiióhne' tánon' rentahsesón:ne' tánon' ó:ni' kwah né'stsi' tsi na'tehahón'taskwe' tánon' tehahontí:io'skwe'. Ne káti' kí:ken tiorí:wa' tsi

niió:re' ki' wáhi tsi raieron'tíiöhne' tánon' rakonhsi:-  
 iöhne' wá:rehre' raonhá'a káti' kí:ken tkanahskwí:io tsi  
 ní:kon rotenahskwíson ne shonkwaiatíson. Ne káti'  
 iá:ken kwahí:ken tsi wahaná:ie'ne' tánon' wahatatkwénnienste'.

Vocabulary:

káti' or ká:ti'	used in story telling, often not translated into English
nahaieron'tó:ten'ne'	the kind of shape he acquired
tsi nontaiohtonháti'skwe'	the way it was
wahón:nise'	long ago
iah tho tehaia'toténhne'	he wasn't like that
kwahí:ken	emphatic particle, sometimes translated by 'so very'
rakonhsiiöhne'	he had a nice face
rentahsesón:ne'	he had a long tail
na'tehahón'taskwe'	he had nice ears
raieron'tíiöhne'	he had a nice shape
rotenahskwíson	he has created
shonkwaiatíson	the Creator
wahaná:ie'ne'	he became proud
wahatatkwénnienste'	he became stuck up

Questions:

1. Oh nihaia'toténhne' ne thaontané:ken ne wahón:nise'?
2. Nahó:ten wá:rehre' ne thaontané:ken?
3. Wahaná:ie'ne' ken tánon' wahatatkwénnienste' ken?

Ne káti' kí:ken wehniserá:tehkwe' wá:rehre' ahshakonató:-  
 hahse' tsi ní:kon ne kontírío' tsi non: nikarháhere'  
 shé:kon káti' kí:ken aonsahonwá:ken' khna: ki' wáhi  
 ahotinehrá:ko' tsi niió:re' ki' wáhi tsi kanahskwí:io'.  
 Sok ná:'a káti' kí:ken karhakónhson niahatá'khe' tehohen-  
 rehtá:ne' tsi niió:re' tsi tehó:ka tánon' tsi iá:we'  
 niióhskats tsi niahaia'tó:ten.

Wa'tharáhtate' káti' kí:ken karhakónhson tsi ki' non:  
 ki:ken nihothá:te'. Sokh ná:'a kí:ken tontáhsawen ón:keren'ne'  
 kwahí:ken tsi é:so' ón:keren'ne'. Tsi káti' ní:kon kí:ken  
 wa'tharáhtate' á:re' wahatkahkwén:taién' tánon' khehnón:we'  
 nionsahatá'khe' wa'trontahní:rate' ki' wáhi kí:ken óniehte'  
 tsi ní:iot tsi io'keren'enhátie'.

Nok ká:ti' kí:ken tsi sótsi karí:wes ón:keren'ne' tánon'  
 sótsi karí:wes kí:ken tsi wa'tharáhtate' ki' tsi non:  
 nihothá:te' sok na: wa'trontahní:rate' ki' nóniehte'. Iah  
 ki' ón'te' wáhi tehothtó:ken ki: tsi niió:re' tsi é:neken  
 tónttate' ki' tsi non: nihothá:te'.

Kháre' ki' ó:nen ia'thawishénheie'. Ó:nenk ki' wáhi tsi  
 tenhawishénheie' the' tewatsterístha to: niió:re' tsi  
 kanahskwí:io' tánon' tehó:ka. Wa'thawishénheie' tánon'  
 wahoserénhtara'ne'. Sok ná:'a kí:ken kérhite' ia'thani'-  
 tsónhkwahkwe' kí:ken tho wahará:ta'ne' kí:ken tsi  
 io'nhahtó:ton. Wahatshén:ri' kanón:we' kí:ken wahanaktí:-  
 iohse'. Sok na: ki' wahá:rate' tánon' wahó:ta'we'.

Vocabulary:

ahsakonató:hahse'	to show everybody
kontírío	the wild animals
non: nikarháhere'	where the bushes are
aonsahonwá:ken'	they should see him again

ahotinehrá:ko'	they should be amazed
tehovenrehtá:ne'	he hollered as he went along
tehó:ka	he's a fast runner
niióhskats tsi nihaia'tó:ten	how beautiful he is
wa'tharáhtate'	he ran
nihothá:te'	on his path
tontáhsawen	it began
ón:keren'ne'	it snowed
á:re'	again
wahatkahkwén:taien'	he made a circle
khehnón:we'	the same place
wa'trontahní:rate'	he packed it down
io'keren'enhátie'	the snow is coming down
rothtó:ken'	he noticed
é:neken tónttate'	it became high
khá:re' ki' ó:nen	finally
ia'thawishénheie'	he became tired
(iah) the' tewatsterístha	it doesn't matter
wa'thahwishénheie'	he got tired
wahoserénhtara'ne'	he became sleepy
kérhite'	there was a tree
ia'thani'tsónhkwahkwe'	he jumped towards it
wahará:ta'ne'	he stepped on it
io'nhahtó:ton	there are branches
wahatshén:ri'	he found
wahonaktí:iohse'	it was a nice place for him

Questions:

1. Nahó:ten wá:rehre' ne tho shikahá:wi?
2. Nahó:ten tehohenrehtá:ne' tsi karhakónshon shiahatákhe'?
3. Oh nahenhniseró:ten'ne'?
4. Nahó:ten iah tehothtó:ken'?
5. Wahoserenhtará'ne' ken?
6. Ka' non: iahó:ta'we' ne thaontané:ken?

Tsi káti nikarí:wes ki' ró:ta's tonsakaté:ni' tsi niwenhniseró:ten, sakarahkó:ten tánon' wa'kaniehtaná:wen'. Tóka' nón:wa tóhka' nón:ta' kí:ken tsi tho ní:iot. Karí:wes ki' wáhi wahó:tawe'.

Tsi káti niió:re' kí:ken sahá:ie' waháttoke' kí:ken tsi niwenhniserí:io, ioráhkote' tánon' ioniehtanawén:en. Tho: ne ki' ó:nen waháttoke' tsi é:neken non onkwirá:ke iehotenaktoníhne' ne sok ná:'a kí:ken wahatshá:nike' ne taontahátsnenhte'.

Ne káti' kí:ken ó:nenk ki' wáhi tsi wahatonhkáriake' kháre' ki' ó:nen wahaia'takénheie', sok ná:'a ki' wáhi tahaiá:ten'ne'. Ne káti' kí:ken tsi tahoia'tenhátie' tho wa'otárhe'ne' ne raotáhson kí:ken tsi nón:we teio'-nhahtó:ken. Takaié:na' thi tánon' takaratsón'te' ki' ná:'a. Ok ó:ni' ne raohón'ta kak non: takaié:na' tánon' wa'thohón'tatirón:ten'. Ne káti' aorí:wa' nón:wa tho na'tehahontó:ten's.

Vocabulary:

tonsakaté:ni'	it changed
sakarahkó:ten	the sun came out
wa'kaniehtaná:wen	the snow melted
tóhka'	several
tsi tho ní:iot	it was like that
sahá:ie'	he woke up again
waháttoke'	he became aware
onkwirá:ke	on the tree
wahatshá:nike'	he became afraid
taontahátsnenhte'	to come down
wahatonhkáriake'	he got hungry
sok háre' <u>or</u> kháre'	and then again
wahaia'takénheie'	he became weak
tahaiá:ten'en'	he fell down
tahoia'tenhátie'	while he was falling
wa'otárhe'ne'	it got hooked
raotáhson	his tail
takaié:na'	it caught
takarátson'te'	it quickly tore
raohón'ta'	his ears
wa'thohon'tatirón:ten'	it stretched his ears

Questions:

1. Oh na'á:wen tsi nikarí:wes ró:ta's?
2. To: nikarí:wes wahó:ta'we'?
3. Oh niwenhiseroténhne' shonsahá:ie'?
4. Ka' non: iehotenaktón:ni?
5. Wahatshá:nike' ken?

6. Kátke nithóia'tén:en?  
 7. Oh na'á:wen ne raotáhson?  
 8. Ok ne raohón'ta', oh ne: na'á:wen?

Nok ó:ni' káti' kí:ken tsi niió:re' iahá:rawe' nohontsá:ke  
 tho ne tkanén:iaien' ionenio'thí:ie' thok thiahakonhsó:ta'ne'  
 thí:ken ne sok ná:'a wa'thatshó:ren'. Ne káti' ó:ni nen'  
 né:'e tho nón:wa ní:iot akwé:kon ne thaontané:ken tho  
 nihatiia'tó:tens.

Nok ó:ni' tsi niió:re' tsi io'shátste' tsi wahn'terón:-  
 ta'ne' nahontsá:ke'. Ne ki: nohén:ton nenkwá: tehahsinón:-  
 ton' thontaio'tsó:roke' ó:ni' ne ki' nón:wa ken' na'-  
 teshahsinesón'sa' nohén:ton nenkwá:ti. Ne káti' aorí:wa'  
 ken ki' thi nentska'én:ion thí:ken raia'takarén:re'  
 teha'non'wetsháweron. Shé:kon nón:wa tho ní:iot.

Ne káti' aorí:wa' kwahí:ken tsi wahétken thi ne rón:kwe  
 ne sótsi ahatená:ie'ste' kí:ken tóka sótsi raieron'tí:io'  
 tánon' rakonhsí:io'.

Vocabulary:

iahá:rawe'	he got to
ohontsá:ke	on the ground
tkanén:iaien'	there is a rock there
ionenio'thí:ie'	a sharp rock
thiahakonhsó:ta'ne'	he landed face first
wa'thatshó:ren'	he split his lip
tsi niió:re' tsi	with such force
io'shátste'	



wahen'terón:ta'ne'	he fell
ohén:ton nenkwá: <u>or</u> nenkwá:ti	in the front (front)side
tehahsinón:ton'	his legs are
thontaio'tsó:roke'	they got scrunched
ken' na'teshahsinesón'sa	the legs are shortened
entska'én:ion	you'll look at him
raia'takarén:re'	he's lcp-sided
teha'non'wetsháweron	he's upside down
wahétken	it's bad
ahatená:ie'ste	to become proud
raieron'tí:io'	he is well-built
rakonhsí:io	he has a nice face

Questions:

1. Oh ni iotié:ren tsi wa'thatshó:ren'?
2. Oh na'á:wen tsi ken'k na'teshahsiné:sons?

Nok ó:ni tóka' káti' ónhka kí:ken ratenowéntha ne tho  
naiawén:'en to: káti' rahtén:ti rathkensé:ra'.

Tiótkon kí:ken ne kakwité:ne tsi non: niotón:ni né: ne  
ó:se nakakwiró:ten enhatkátho tho shé:kon nón:wa tihnió:'on  
káti' kí:ken né: ne thaontané:ken raotáhson ne káti' tho  
non niwatenienténhston né: ne aiakorihónnien nonkwehó:kon.

Vocabulary:

ratenowéntha	he doubts it
ne tho naiawén:'en	that that is what happened

rathken'sé:ra	let him go and see it
kakwité:ne	spring
ó:se	pussy willow
iotón:ni	it is growing
tiohnió:'on	it is growing from, it is sprouting from
wate'nienténhston	it has been marked

Questions:

1. Ka' nikahá:wi' eniotkáhtho tsi non: nawate'nienténhston?
2. Ka' non: ieniotkáhtho?

3. Mohawk Names

Below is a list of Mohawk names. For most of them, a translation is given.

Mohawk names for women:

Karihwiióstha	She makes affairs good
Karonhiakóhe	She's coming to get the sky
Kawennótie	The words are going along on the water
Kaia'tanó:ron	Her body is precious
Kwanera'tá:wi	Leaves are given to her
Karonhienhá:wi	She's carrying the sky
Karí:waiens	She lays down things (affairs)
Kahén:tawaks	She shakes grass
Wahiarónkwás	She rubs off the fruits
Kaiénhne	She has brought it over
Wahiákwas	She picks fruits
Katsi'tsón'tha	She puts the flowers on
Katsi'tsaró:roks	She gathers the flowers
Ohsennen'á:wi	The name is floating by
Ka'senní'shon	The name is shaking
Tewatókwás	She comes out of the water
Kanenhstehá:wi	She carries the corn
Kawennanó:ron	Precious words
Kahentón:ni	She's making grass (green)
Kahentarónnion	There are grasses here & there
Katsi'tsenhá:wi	She's carrying flowers
Wahiénhtha	She makes the fruits fall
Shatekenhá:tié	It's been always even
Kahnekenhá:wi	She's carrying the water

Mohawk names for men:

Taioronhiá:kare	There's noise in the sky
Thorahkwané:ken	He has moon & sun side by side
Karonhiáhere	The sky is on top
Tionerahtó:ken	The leaves are separated(clover)
Oskenontón:a	Young deer
Kanera'takén:ra	Light coloured leaf
Tekarihó:ken	Things, affairs are separated
Karihwaké:ron	Things, affairs are down
Kanerahtóntie	The leaf is flying by
Kahonwakén:ra	Light coloured canoe (boat)
Kahón:wase	New canoe (boat)
Tekanonhsá:ronwe	The house is off side
Wenhniserí:io	Fine day
Teionie'tátthe	The snow is bright
Kanónhsase	New house
Ohserá:se	New year
Shorón:ia	He is blue
Kanera'tí:io	Good leaf
Kanerahtaké:ron	There are leaves on the ground
Akwiraké:ron	There are trees on the ground
Kahionhaké:ron	There are creeks down here & there
Kaientaké:ron	There are pieces of wood on the ground
Karhaké:ron	There are bushes here & there
Wenhni'tí:io	Good month or Good moon

The meaning of the following three names could only be partially established:

Tekahonwén:sere	canoe
Thawennén:sere	words
Skahiónhati	creek

4. Names from English and French

Below is a list of English and French names that were borrowed by the Mohawks:

Arebé:	Albert
Etowá:r	Edward
Sakhsárie	Frank
Enneré:	Henry
Só:se	Joseph
Rárents <u>or</u> Rorén	Lawrence
Wíshe	Michael
Píter <u>or</u> Tier	Peter
Miriám	William
Saró	Charlie
Aréksis	Alexis
Arék	Alec
Areksén:t	Alexander
Arefén:s	Alphonse
Wére	Billy
Fréti	Frederick
Sak	James
Rówi <u>or</u> Rowí:	Louis
Nowé:	Noel
Nowé:	Noah
Pathrík	Patrick
Tamá <u>or</u> Atónwa	Thomas
Enthré	Andrew
Tá:wit	David
Shawátis	John

Áres	Alice
Frarénts	Florence
Eréna	Helen
Ákat	Ida
Ro:s	Rose
Sosá:n	Susan
Terés	Theresa
Iván	Yvonne
Rosáma	Rose Alma
Wateré'n	Madeleine
Wariia	Myra
Panatét	Bernadette
Dóres	Doris
Éma	Emma
Katí:s	Gladys
Rína	Irene
Konwákeri	Margaret
Parín	Pauline
Séra	Sarah
Aonserí:k	Angelique
Oróte <u>or</u> Tóhti	Dorothy
Wariia:nen	Mary Ann
Méper	Mabel
Wenní:k	Monique
Arísawe	Elizabeth
Rínta	Linda
Wá:ri <u>or</u> Onwá:ri	Mary
Me:	May
Rósi	Lucy
Warisá:n	Mary Jane
Tsé:n	Jane

5. Verb List

The following list includes some of the verbs that exist in Mohawk. More verbs can be found in Michelson's 'A Thousand Words of Mohawk'. Michelson usually lists a verb in its habitual form. The suffixes in brackets are the punctual and the stative/perfective. For instance, on p.22 kenuta:ra's (-ne', -u) means that this verb has the following three forms (using the spelling of the teaching grammar):

- |                     |                    |
|---------------------|--------------------|
| 1. kenonta:ra's     | I go uphill        |
| 2. enkenonta:ra'ne' | I'll go uphill     |
| 3. wakenontahra:'on | I have gone uphill |

Unfortunately the present verb list only contains a fraction of the verbs that occur in Mohawk. For a more complete overview considerably more time and effort would have to be spent on this section. In the list below, only the imperative form either in the second person singular or the third person 'let' form\* is provided. The imperative form is usually the one that is closest to the stem. Given the major morphophonemic rules provided at the end of Lesson 19 in the discussion of aspects, the student should be able to create most of the forms himself. In some instances additional forms will be provided to help the student. Below is an example on how to derive other forms from the imperative form:

- |  |              |
|--|--------------|
| Sate'shennón:ni!   | Aim!         |
| a: add habitual suffix <u>-s-</u> :                      |              |
| sate'shennón:nis   | you aim      |
| b: add future <u>en-</u> and punctual suffix <u>-'</u> : |              |
| ehsate'shennón:ni'                                       | you will aim |

\* For the adjectival verbs the present tense form is listed, since it is the basis for all the other tenses.

c: for the perfective form, the -on suffix should be added. However, because it follows an unstressed i, -on is deleted:

rote'shennón:ni	he has aimed, he is aiming
sate'shenní:iost	aim well!
sathón:tat	agree!
teseri'wakéhnha	argue!
í:rawh	let him arrive!
tsa'tí:tak	be in there!
raíá:ti	he is in there
satíta	get in!
iakoia'táhs kats	she is beautiful
(ratsénhaiens) sá:ton	become (a counsellor!)
tasatáhsawen	begin! start!
rakowá·nen	he is big
rakowá'nha	let him become big!
skó:wanath	make it big!
satekhwá:ko	bite it!
sheká:ri	bite her!
tesnekóntie't	boil it! (in a liquid)
tehahnekontiéhtha	he boils it
tétsa'k	break it!
satón:rie	breathe!
tásha	bring it! (inanimate)
tatsa'ténha	bring it! (animate)
shní:non	buy it!
thia'táta	burry him!
sá'tshat	burn it!
ra'tsha'áhtha	he burns it



ia'tshatewennáta's	call him! (on the telephone)
tshená:ton	call his name!
ia'thsená:ton	call him!
thaié:na	let him catch it!
tatsé:na	catch it!
raié:na	let him hold it!
tsé:na	hold it!
iahá:sha	carry it! take it!
satkéhtat	carry it! (on your back)
tesatté:ni	change!
testé:ni	change it!
tehaténie's	he changes it
será'then	climb!
se'nhó:ton	close it! (e.g. a door)
senón:tek	close it! (e.g. a lid)
sekhón:ni	cook!
íseriht	cook it!
roríhton	he cooks it, he is cooking it, he has cooked it
tontasatawén:rat	come over an obstacle!
tesatawén:rat	go over!
tasátsnent	come down!
taserá'then	come up!
sáhset	count!
rahsé:tas	he counts
serhó:rok	cover it over!
saté:ser	crawl!
tetsá:ia'k	cross!
tehaiá:ia'ks	he crosses it
tesahsén'tho	cry!
skwé:tar	cut it!
rakwé:tarons	he cuts it, he is cutting it
skwetarón:ko	cut it into pieces! keep cutting!

tesenónniahkhw	dance!
só'kwat	dig!
tsíhei	die:
saténó:went	doubt it!
ratenowénhtha	he doubts it
sé:ser	drag it!
snekí:ra	drink!
rá'sko'n	let him drown!
í:sek	eat it!
tesatská:hon	eat!
se'wá:rak	eat meat!
raon'éskwen	let him enjoy it!
raon'éskwani	he enjoys it
se'niá:ken'n	escape! run away!
sátken's	examine it! taste it!
ratkén:se'	he examines it, he tastes it
tsa'tié:nen'n	fall down!
raia'tié:nen's	he falls down
tatsá:ten'n	fall! fall off!
thaiá:ten's	he falls off
tsa'taién:ta'n	fall! (the length of your body)
raia'taién:ta's	he falls
tesrakwén'tara'n	fall flat forward!
skwíria'k	fell! (a tree)
saterí:io	fight!
setshén:ri	find it!
skwatá:ko	fix it!
tésten	fly! go by plane!
sasa'nikónhren	forget!
seró:rok	gather!
skóha	go and get it! (inanimate)
rakóhe's	he goes to get it
tsihnónksa	go and get it! (animate)
rihnón'kse's	I go to get him

tshatkensé:ra	go and see him!
riia'tkensé:re's	I go to see him
sahtén:ti	go away!
sasahtén:ti	go home!
raia'tasnó:re'	he is fast
será'then	go up!
ia'sátsnent	go down!
satenhiá:ron	grow! (people, animals)
iotón:ni	it is growing there,
	it is there (plants)
senón:na	guard it! mind it!
shá:ren	hang it!
seniión:ten	hang it up!
raniión'tha	he hangs it up
ro'tshennón:ni	he is happy
tsen'thó:ko	harvest!
ítshon	hate it!
ráhshon	let him hate it!
ró:ien'	he has it
saiénta'n	get it! acquire it!
roká:te'	he has a lot
saká:ten'n	get a lot!
sáhset	hide it!
satáhset	hide!
tshé'nha'n	hire him!
tskón:rek	hit him!
satháwa	hold it in your hand
tsé:na	hold on to it!
tesahén:reht	holler:
tehohen'reñtha	he hollers
sotárhok	hook it!
raia'totáhrhe'n	let him get hooked!
	let him get stuck!
ro'tarihén:'en	he is hot, he is sweating
ro'tarínen	let him get hot!

ratonhkária'ks	he is hungry, he becomes hungry
sató:rat	hunt!
tskaré:wat	hurt him!
sathará:tat	improve your standing! go up socially!
rotshá:ni	he is industrious
sate'rá:ko	keep it!
shá:wak	keep it in your possession! hold it!
seri'wáhseht rari'wahséhtha	keep it a secret! he keeps it a secret
tsháhset shakohséhtha	kill him! he kills
teshenoron'kwánion	kiss her!
tesaten'tshó:ten tehaten'tshó'tha	kneel! he kneels
raweién:te'	he knows how to
seweientéhta'n	know how to! learn it!
tesani'tsónkwahkhw	jump!
rentórha	he is lazy
saiés'hons	laugh!
tetsá:seren tehaiá:serens	layer it! he puts one on top of the other
tákeni rakeníhas	lend it to me! he lends it to me
senontékhsi	lift it! (a lid) open it!
shará:tat	lift it up!
sé:ka'w	like it! (the taste of)
senón:we'n	like it! (object)
shenón:we'n	like her!
sé:sa'k	look for it! (inanimate)
thia'tí:sak	look for him! long for him!

tshenó:ronhkhw	love him!
sá:ti	lose it!
rótie's	he loses it
ítsha	finish (what you are doing)!
són:ni	make it!
sate'nién:tenst	mark it!
rate'nien'ténstha	he marks it
kawistaná:wens	it melts
sasátewa't	miss the aim!
shatewáhtha	he misses the aim
satoriahnerón:ko	move!
tshená:ton	name him!
sáttok	notice it!
tstarón:ten	nurse him! (a baby)
rokstén:ha	he is old
tekahnonhóntion	it is open
se'nhotón:ko	open it! (e.g. a door)
serihwáia'k	oppose it!
watawén:rats	it overflows
teson'tahní:rat	pack it down!
ská:we	paddle!
skontsheráhro	paint! (e.g. a wall)
íserast	paint (a picture)!
	draw! take a picture!
sera'wistótshi	peel it!
ísko	pick them:
tetshatstsi'eró:ten	pinch him!
tshí:tenhr	pity him!
rén:tenhre'	he pities her (it)
tsén'tho	plant!
satkahri'tsherón:ni	play! (with toys)

ró:ten	he is poor
rotenhtón:ne'	he was poor
roténhta'n	let him become poor!
raná:ie'	he is proud
ranaiéhak	let him become proud!
sóhtshi	pull it out!
tshré:waht	punish him!
rohrewáhtha	he punishes him
sateweién:ton	put it away!
ítsen	put it down:
rá:iens	he puts it down
	he is putting it down
íshren	put it on to something!
rahéhra	he puts it on,
	he is putting it on
séta'	put it in!
satkonwaró:rok	put the mask on!
tesaré:ren	race!
sewennahnó:ton	read!
rawennahnó'tha	he reads
rotateweiennentá:'on	he is ready
ratateweiennén:ta'n	let him get ready
sehiá:ra'k	remember!
ré:iahre'	he remembers
rokwáhtshe	he is rich
rokwáhtshe'n	let him get rich!
teiothwe'nón:ni	it is round
tewathwe'nón:ni	let it get round!
tesaráhtat	run!
tsí:ron	say it!
tésenak	scratch it!
ítsken	see him! (animate)
satkáhtho	see it! (inanimate)
satenhní:non	sell it!

se'ní'khon  
 sarón:tat  
 rononhwákten  
 teserí:wahkhw  
 sateronnó:ton  
  
 sátién  
 sén:ta'  
     enhó:ta'we'  
 roserénhta'ras  
 roserénhta'ra'n  
 roshá:ion  
 satéswa't  
     rateswáhtha  
 teiotikerón:te'  
 teiotikerón:ta'n  
 testá:n  
 tsi'terón:tak  
     rén:peron  
 senénsko  
 será:ta'n  
 tesawénrie  
 rowá:ni's  
 tesónhew  
 satá:wen  
 iahá:sha  
     ieháhas  
 stáhko  
 tétsnie'n  
 satá:ti  
 serátson  
 tshenakón:ni

sew it!  
 shoot!  
 let him get sick!  
 sing! (in a choir)  
 sing! (song)  
 play! (instrument)  
 sit!  
 sleep!  
     he will sleep  
 he is sleepy  
 let him get sleepy!  
 he is slow  
 smell it!  
     he smells it  
 it is square  
 let it get square!  
 stand! stop!  
 be home!  
     he is home  
 steal!  
 step on it!  
 stir it!  
 he stutters  
 sweep!  
 swim!  
 take it!  
     he takes it  
 take it out!  
 take care of him!  
 talk!  
 tear it!  
 tease him!  
 make him angry!

sathró:ri	tell it!
˘ská:raton	tell a story
íthre's	he is there
ié:raw	let him get there!
sanonhtónnion	think!
í:rehre'	he thinks, wants to
ne ki' réhrek	let him think so
tasá:ti	throw it here!
tehowishenhé:ion	he is tired
tehawishénhei	let him get tired!
thohsí:tia'k	let him trip!
sate'nién:ten	try it! try it on!
	measure it!
skahrátho	turn it over!
teskarhaté:ni	turn it!
tesatkarhaté:ni	turn around!
seríhsi	undo it!
se'ni'khón:ko	undo the sewing!
ká:niote'	it is there upright
kanónhsote'	a house is standing there
í:satst	use it!
sátstahkhw	use if for!
senatá:ra	visit!
tasátstik	vomit!
ratstí:kas	he vomits
saterhá:rat	wait!
senóhare	wash!
	wash it!
rotenhré:ons	he is a widower
será:kew	wipe! wipe it!
í:re's	he is here, he is walking
ken: sé:shek	be here!
íthre's	he is over there
tho: tasé:shek	be there!



tehotohóntsohs  
tehotohontsó:ni

tesatén:tsha

saská:nek

saió'ten  
raio'tenserí:io

shiá:ton

let him want it!  
he wants it

win! deserve it! earn it!

wish! hope!

work!-  
he works well

write!

6. Particles

The following list contains some of the particles of Mohawk. Particles can be defined as words that stand alone and do not undergo any changes:

á:re'	again
ó:ia'	another
kwah	actually
tánon'	and
ó:nen	already, good-bye
shé:kon	again, still, hello
akwé:kon	all, everything
é:neken	above
saréka	almost
tiótkon	always
wá'tsik	after, wait a minute
ok	and what about
skátne	all together
ethó:	and then, at that time
ohná:ken	behind, in the back
ohén:ton	before, in the front
tetsá:ron	both
hanion	come, come on (don't do that)
ón'te'	could be (expressing doubt)
tóhsa'	don't
í:non	far
a'é:ren	far away
tohkára	a few
to:	how
kén'en or ken'	here
ahsén:nen	half, in the middle

óksa	hurry!
wáhi'	isn't it? right?
tó:ka'	I don't know
to:	let me see, let me have a look
tóka'	maybe, perhaps, if
sénha	more (comparative)
é:so'	much, many
iah	no, not
árekho	not yet
ón:wa'	now, today, later
ákta	near, next to
kok	only
káton	or
tókani'	or
ísi'	over there
átste	outside
ken	question particle, also expressing doubt
iosnó:re	soon, fast, quickly
iá:ken	they say, it is said
sok	then, and then
ki: <u>or</u> kí:ken	this (demonstrative)
thi <u>or</u> thí:ken	that (demonstrative)
tsi	that (complementizer)
ne	the, which, who (relative)
niá:wen	thank you
sótsi, só:tsi	too (emphatic)
ki'	though
ó:ni'	too, also
tho:	there
né:'e <u>or</u> ne:	the one that

káti' or ká:ti'  
 se' or séwi'  
 ná:kon  
 shos  
 kátke  
 ónhka  
 ka'  
 nahó:ten  
 io:

then, must be  
 though you know (used as tag)  
 under  
 used to  
 when  
 who  
 where, wh- question particle  
 what  
 you're welcome,  
 acknowledgement of an order

7. Mohawk Songs

The songs below you will find on the tape sung by Mrs. Annie McComber.

Wakatia'tisa'onhátie'  
 Kará:ken se' ni: nakenónhkwis  
 Iah ki' né:'e tewatio'tísa  
 Né:'e ne kanoronkhwáhtshera  
 Tsi náhe tetkonnoronkwánions  
 I:se se' nok ia'tesiá:ti  
 Wa'kón:ion' ki' wi' nakwé:ri  
 Tiótkon enkonnorónkhwake'  
 O:ia' sénha ni: rakenorónkhwahkwe'  
 Iah ki' né:'e tehoia'táhsksats  
 Awé:ri ki' tánon' ioiánere.  
 Ne ok karihón:nis tehiiarho'tón:nis  
 Tsi nón:we tetkonnoronkwánions  
 Í:se' se' nok ia'tesiá:ti  
 Wa'kón:ion' ki' wi' ni:' nakwé:ri  
 Tiótkon enkonnorónkhwake'.

---

Kwahsón̄te se' ni:' kaná:takon iakkwá'tho  
 Iakhé:ken ne kontiiá:tase's  
 Tehsakotinentshinenónties ratinekénhterons  
 Iah se' ni:' tewaketshénrion  
 Ónhká ahakenentshí:non'  
 Sótsi iáken ni:' akekstén:ha  
 Kará:ken nakenónkwis.  
 Kwa ki' nek ne ni:' tóntakatatehiaráhkwen'  
 Tsi niiohtón:ne ni: shitiá:tase'  
 Tsi se' wi' n1:' non: ienkatkátho  
 Akwékon thotiiéshon  
 Ó:nen ki' nen ne:' iotohétston  
 Iah ó:ni' thataontónkete'  
 Ok se' thiatawenniserá:ke  
 Iotohetstónhátie.

---

Tewatén:ro skátne ionkwatkennison  
 Sewatahónsatat ni:' tsi ken' wáktiare  
 Tohsa' o:ia' nontasewatié:ra's  
 Tsi ní:kon ehskwawenná:ronke'  
 Kháre ó:nen ní:'i shontahontáhsawen  
 Tionkwatken'sé:res ne ratinekénhterons  
 Kháre ó:nen siahiia'ta'tshén:ri  
 Isi' nón:we nahinon:we'ne'  
 Kháre ó:nen ni:' wa'onkeníniake'  
 Wahatén:ti wahén:ron entkón:nonke  
 Shékon nón:wa niwakerhá:re  
 Ethó: ne' ki' ní:'i thikénhne'.

---



Ratién'thos nok rontenhninónnions  
 Ska'nikón:ra ronón:ni ne raotihwísta  
 Kenón:we's ní:'i iakwanón:we's iakwahnekírha  
 Ne katsitsí:io iakwahnekírha.  
 Nok norhonké:ne nentiakwatahsawá:ne'  
 Thwaton'wéshen tewatenró:shon  
 Thwáhser ne karennió:shon  
 Thwaton'wéshen thwáhser karennió:shon.

---

Áhsen iawén:re nón:ta ni:' shikenákere  
 ethó: niiakawenhé:ion ne iontién:'a.  
 Iah se' ni:' tewatíenterhá:'on naiaká:wen:  
 "Niiakó:ten ni:' ne khién:'a". Ó:nen ni:'  
 shakateiá:ron, ethó: se' niionkhróri tsi  
 iah séwi' ne teiontién:'a ni:' ne waonkwehiá:ron.  
 Ó:nen ni:' sha'katehiá:ron ethó: se' niionkró:ri  
 tsi iah séwi' ne teiontién:'a ne: ne  
 waonkwehiá:ron.

---



8.

MOHAWK SCRABBLE

Te'ionte'nikonrakenniehtákhwa.

Scrabble is a word game that has been used with European languages for many years. It is especially useful in teaching spelling. With Mohawk, however, we have designed the game to teach much more than just spelling, this being relatively simple. We have modified the rules of the game to allow you to make more extensive use of the word-building processes (the morphology) which are very productive in Mohawk. In other words, the game will reward the player who is adept at combining words and morphemes (meaningful parts of words) into new words by making the required adjustments (morphophonemics.) For example, a player may form the word takó:s 'cat' on the scrabble board. The next player may modify that word by changing the long o: to a short o followed by a ', and then add ko:wa forming tako'skó:wa 'tiger'. The player who makes this change will score on the full word tako'skó:wa. Another example will make this point even clearer. The word rén:teron means 'he lives'. By adding the locative prefix t- and by changing the initial r to an h, a new word thén:teron 'he's over there', 'he's home', can be formed. The player forming this new word would of course score high since he would be counting points for every letter in the word.

The selection and valuation of letters for playing Mohawk scrabble also needs mentioning. A frequency count was made of the letters that were found in a paragraph of approximately one hundred and fifty words.

Those letters with a low frequency of occurrence were given high values; those with a high frequency of occurrence were given low values. The values are as follows:

A <sub>1</sub>	I <sub>1</sub>	T <sub>2</sub>	E <sub>2</sub>	K <sub>3</sub>	S <sub>3</sub>	W <sub>4</sub>
H <sub>4</sub>	' <sub>4</sub>	R <sub>5</sub>	EN <sub>5</sub>	ON <sub>6</sub>	O <sub>6</sub>	A: <sub>7</sub>
ON: <sub>7</sub>	I: <sub>8</sub>	E: <sub>8</sub>	O: <sub>8</sub>	EN: <sub>10</sub>		

There are 104 pieces (one hundred and two letters and two blanks) which break down as follows:

Nine: A, I  
 Eight: K, T, E  
 Six: S, W, H  
 Five: R, EN, ON, O  
 Four: A:, ON:, '  
 Three: I:, E:, O:  
 Two: BLANKS  
 One: EN:

Since we could not supply a scrabble board along with this text, we give you the possibility of making one. You will find this to be a very simple task involving no more than assembly work. In addition, since there was no word for "Scrabble" in Mohawk, we gave the English word a Mohawk pronunciation, skrabe. Games, in which you match wits or puzzles, are called te'ionte'nikonrakenniehtákhwa.

Assembly:

- (1) Cut out the two pages which make up the scrabble board and tape them together where the arrows indicate "join".
- (2) Tape or glue the pages on a piece of cardboard the size of the game. This will give it rigidity.
- (3) Cut out the page containing the scrabble letters and glue this to a thin piece of cardboard
- (4) Cut out each letter and place it in a small box.

You are now ready to play Mohawk Scrabble.

RULES:

Any number of players (or teams) can play scrabble. Not more than four is ideal. The game consists of forming new words and/or interlocking words. Each letter has a value giving each word a total value. The winner is the one who gets the highest score by using his letters in combinations that give him the highest value. The game continues until all players run out of letters or cannot form any new words.

To Begin:

Turn all the letters face down and draw for first play. The player with the letter closest to the beginning of the alphabet will play first. Each player then draws seven letters with which to play.

Mohawk Scrabble (Cont'd)To Play:

1. The first player forms a word consisting of two or more letters and places it on the board so that one letter is on the center square. Words can only be placed on the board so that they read from left to right or from up to down. The player then records his score and draws as many letters as he has played.
2. The next players then, each in turn, add new letters to those already played to form new words. All letters must form complete words, cross-word fashion, and if they touch letters in adjacent rows, they must form complete words with all such letters.
3. New words may be formed by:
  - a) Placing a word at right angles to and using letters in a word already on the board. For example:

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      T
    T A K O : S
      N
    O N
  
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takó:s     'cat'  
 tánon     'and'

- b) Adding one or more letters to a word already on the board. However, when the adding of letters to another word in part changes the other word, then the player may exchange the letters that change with his own letters and add on the new letters. For example, if a person wanted to add t- to rén:teron 'he lives', he would exchange the

Mohawk Scrabble (Cont'd)

r for an h and then add the t- to make thén:teron  
'he is at home'.

He would then procede to draw one new letter to maintain his stock of seven.

- c). Placing a complete word parallel to a word already played so that adjoining letters also form complete words. For example:

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O K
I: N O N

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All of the following are words:

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ok      'and'
ki:     'this'
í:non   'for'

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4. The two blanks may be used to represent any letter. A blank already played may not be exchanged for the letter it represents.
5. Any player may use his turn to replace any or all of his seven letters at any time he so desires.
6. The play must continue until all the letters have been drawn and one of the players has used up all of his letters, or until all possible plays have been made.

To Score:

Total the value of each word a player has formed by recording his score after each turn. The player with the highest score wins.

Mohawk Scrabble (Cont'd)THE BOARD:

Squares on the board vary in value. "2" on the board stands for "two times"; "3" stands for "three times". "W" stands for "word"; "L" stands for "letter". "2W" therefore means "two times the word score"; "2L" similarly means "two times the letter score".

It will be easier to recognize the different values of the squares on the board if you colour-code the squares. You may wish to do this as follows:

3W	colour bright red
2W	colour strong yellow
3L	colour blue
2L	colour green

The following three pages contain your Mohawk scrabble game. Assemble it as soon as possible and begin playing. You will be amazed at how much you will learn about Mohawk. Ha' te'tewate'nikonrakén:ni!

join →

3W			2L				3W
	2W				3L		
		2W				2L	
2L			2W				2L
				2W			
	3L				3L		
		2L				2L	
3W			2L				* * 2W * *
		2L				2L	
	3L				3L		
				2W			
2L			2W				2L
		2W				2L	
	2W				3L		
3W			2L				3W

← join

			2L			3W
	3L				2W	
2L				2W		
			2W			2L
		2W				
	3L				3L	
2L				2L		
			2L			3W
2L				2L		
	3L				3L	
		2W				
			2W			2L
2L				2W		
	3L				2W	
			2L			3W



## Letters

A <sub>1</sub>	A <sub>1</sub>	A <sub>1</sub>	A <sub>1</sub>	A <sub>1</sub>	A <sub>1</sub>	A <sub>1</sub>	A <sub>1</sub>
A <sub>1</sub>	I <sub>1</sub>	I <sub>1</sub>	I <sub>1</sub>	I <sub>1</sub>	I <sub>1</sub>	I <sub>1</sub>	I <sub>1</sub>
I <sub>1</sub>	I <sub>1</sub>	K <sub>3</sub>	K <sub>3</sub>	K <sub>3</sub>	K <sub>3</sub>	K <sub>3</sub>	K <sub>3</sub>
K <sub>3</sub>	K <sub>3</sub>	T <sub>2</sub>	T <sub>2</sub>	T <sub>2</sub>	T <sub>2</sub>	T <sub>2</sub>	T <sub>2</sub>
T <sub>2</sub>	T <sub>2</sub>	E <sub>2</sub>	E <sub>2</sub>	E <sub>2</sub>	E <sub>2</sub>	E <sub>2</sub>	E <sub>2</sub>
E <sub>2</sub>	E <sub>2</sub>	S <sub>3</sub>	S <sub>3</sub>	S <sub>3</sub>	S <sub>3</sub>	S <sub>3</sub>	S <sub>3</sub>
W <sub>4</sub>	W <sub>4</sub>	W <sub>4</sub>	W <sub>4</sub>	W <sub>4</sub>	W <sub>4</sub>	H <sub>4</sub>	H <sub>4</sub>
H <sub>4</sub>	H <sub>4</sub>	H <sub>4</sub>	H <sub>4</sub>	> <sub>4</sub>	> <sub>4</sub>	> <sub>4</sub>	> <sub>4</sub>
R <sub>5</sub>	R <sub>5</sub>	R <sub>5</sub>	R <sub>5</sub>	R <sub>5</sub>	EN <sub>5</sub>	EN <sub>5</sub>	EN <sub>5</sub>
EN <sub>5</sub>	EN <sub>5</sub>	ON <sub>6</sub>	ON <sub>6</sub>	ON <sub>6</sub>	ON <sub>6</sub>	ON <sub>6</sub>	O <sub>6</sub>
O <sub>6</sub>	O <sub>6</sub>	O <sub>6</sub>	O <sub>6</sub>	A: <sub>7</sub>	A: <sub>7</sub>	A: <sub>7</sub>	A: <sub>7</sub>
ON: <sub>7</sub>	ON: <sub>7</sub>	ON: <sub>7</sub>	ON: <sub>7</sub>	I: <sub>8</sub>	I: <sub>8</sub>	I: <sub>8</sub>	E: <sub>8</sub>
E: <sub>8</sub>	E: <sub>8</sub>	O: <sub>8</sub>	O: <sub>8</sub>	O: <sub>8</sub>	EN: <sub>10</sub>	blank	blank

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