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ABSTRACT

Arikara is spoken by the Arikara Tribe on the Fort Berthold Indian Reservation in North Dakota. This textbook is designed for use in a beginning language class or for independent study. It is intended to be a practical introduction to the language that will serve the need for a year-long course at either the secondary or postsecondary level. It is hoped that the book also constitutes a modest contribution to the preservation of the rich Arikara linguistic heritage. The 50 lessons combine in their themes grammar instruction with vocabulary development. Verb charts and a vocabulary list are appended. (JB)

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INTRODUCTION TO THE ARIKARA LANGUAGE

BY

DOUGLAS R. PARKS, JANET BELTRAN

AND

ELLA P. WATERS

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ERRATA SHEET

<u>Page (line)</u>	<u>Is</u>	<u>Should Read</u>
vii (3)	or,	or
viii (9)	object pronouns	object pronouns,
3 (8)	exclamation	exclamation
24 (12)	tikukaaNAssó'	tikukaaNAssó'
35 (19)	parenthesis	parentheses
37 (10)	tikukaaNAssó	tikukaaNAssó'
40 (1)	tikukaaNAssó	tikukaaNAssó'
44 (8)	Witiisuxtii'Uxisto'	Witiisuxtii'Uxišto'
47 (13)	nawáxch	nawáxts
50 (21)	ničistsapáhtu'	ničištsapáhtu'
54 (5)	isataaniwíru	isataaniwíru'
54 (5)	pi'aačiísu	pi'aačiísu'
59 (6)	teewiRIItčé	teewiRIItčé'
62 (1)	taakáxts	taakáxts
79 (29)	TiWIsíRIsh	TiWIsíRIš
83 (27)	skh skhuučitakúxu'	skx skxuučitakúxu'
134 (8)	Niškúsu'	Niškúsu'
134 (19)	čiNIsthuneepiínu'	čiNIšthuneepiínu'
138 (26)	Ka naranoóku'	Ka naraanoóku'
140 (7)	ShuxtaahnaaníNat	ŠuxtaahnaaníNat
142 (24)	KaakikutskaaNAssó' etčiísu'.	<u>KaakaatItká.</u>
143 (29)	Kaakaaxítka.	<u>KaakaaxItká.</u>
175 (2)	remain	remains
203 (2)	Čukú akanaanataá'u'?	Čukú <u>naáka</u> akanaanataá'u'?
206 (7)	tAhnaa	tAhnaak
211 (2)	haáwa?	haáwa'?
211 (30)	NATHkaahčituú'	NAtkhaahčituú'
224 (22)	naraNUstAhkataáNU	nara <u>NU</u> stAhkataáNU
240 (25)	Ka naachitaá'A	Ka naa <u>č</u> itaá'A
244 (13)	tiraahuúNU	<u>nara</u> ahuúNU
255 (14)	šitiNAXwé'	šiti <u>R</u> AXwé'

(over)

<u>Page (line)</u>	<u>Is</u>	<u>Should Read</u>
270 (28)	xUñčíNísh	xUñčíNíš
271 (14)	Haá'Ax	Haá'Ax
271 (21)	Haá'	Haá'
283 (15)	dropped [insert]	, a final glottal stop is inserted,
309 (28)	xaatatkaxúxu'	xaatatkakúxu'
310 (21)	xaatatkaxúxu'	xaatatkakúxu'
313 (24)	číkAt 'to drink'	číika 'to drink'
328 (24)	kooxunapaanaásu'	kooxiinapaanaásu'
348 (26)	katAxíí'I	kutAxíí'I

Note: The line numbers above are found by counting down the page, beginning with the first printed word or line on the page, including titles.

TiweŋUsaakarĩŋI nikuwetiresWAtwaáhAt

AniinuuŋUxtaahiwaáRA

Tⁱnaraa'itúxkUx
kuŋAhúx xunáŋIš

Today we remember them,
The ways of the old ones who were:
The good ways that were ours.

From the song
Memorial to the Old Scouts

Cover: Crow Ghost (1849-1926), a prominent Arikara ceremonial leader. (Photograph courtesy of the State Historical Society of North Dakota.)

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INTRODUCTION

An Introduction to Arikara is a textbook designed for use in a beginning Arikara language class or, independent study. It is intended to be a practical introduction to the language that will serve the need for a year-long course at either the secondary or post-secondary level. It is, then, primarily a learning device--particularly one suited to local needs--and not a traditional linguistic description. Nevertheless, the book will also hopefully stand as a modest contribution to the preservation of a small portion of the rich Arikara linguistic heritage.

Today Arikara is spoken on the Fort Berthold Indian Reservation in west central North Dakota. It is historically related to four languages spoken by tribes living to the south on the Plains. Spoken formerly in Nebraska and today in Oklahoma, Pawnee is the language most closely related to Arikara. In fact, the two are highly divergent dialects of a single language. More distantly related to them are Wichita, spoken in Oklahoma, and Kitsai, formerly spoken in Texas but now extinct. Even more distantly related is Caddo, a language formerly in eastern Texas and the surrounding area, but today spoken in central Oklahoma. Together these five languages--Arikara, Pawnee, Wichita, Kitsai, and Caddo--compose what is known as the Caddoan language family.

In the early 1970's a serious interest in learning about their language and cultural heritage emerged within the Arikara community. Both younger people in school and middle-aged ones alike expressed a desire for classes in which the Arikara language would be taught. At that time there were no teaching materials for a language class at any level--elementary, secondary, or post-secondary. In part as a response to the need for such materials--not only for Arikara, but for other languages within the state as well--the North Dakota Indian Languages Program was established at Mary College in 1973 and has continued to the present. The purpose of the program has been to develop written materials for teaching the languages native to North Dakota.

This book has grown out of interest from within the Arikara community. It began as sets of lessons that were written for teaching Arikara in classes at Mary College and in the White Shield community. These classes, offered at various times over the past three years (1976-1979), have been taught by a two person team: Mrs. Ella P. Waters, a respected speaker of the language, and Douglas R. Parks, a linguist. The lessons themselves have been designed and written by Mrs. Janet Beltran and Parks. Slightly over half of them have been used in the classroom and, subsequently, modified. The remainder, because of time pressures, have not been tested: they were written more recently and were combined with the earlier lessons to provide a fuller text that would satisfy the pressing need for one designed for a year-long course.

The lessons, as a whole, do not present a comprehensive introduction to Arikara. Rather, they treat in more or less detail selected topics that are essential to an elementary knowledge of the language. Some aspects of Arikara, like noun classification and the pluralization of pronominal subjects, have been explained more fully, while other topics have been covered either briefly, or not at all. The reason for this uneven treatment is simple: some topics are more essential than others, and some are more easily presented at the introductory level. To present one seemingly simple matter, object pronouns would, in fact, have added many more lessons had it been introduced. Thus, if we had attempted to cover all of the basic grammar, the book would necessarily have been twice as large as it is.

Arikara is both a beautiful and interesting language, but it is also unusually difficult to learn, primarily because it differs so strikingly from English. The number of sounds in the language--its alphabet--is relatively small. Arikara has 22 sounds, whereas English has 35 or more. Yet in Arikara one must whisper many of the sounds in words. Learning to perceive and produce these sounds and learning when one must whisper them in words are difficult matters for a non-speaker. Furthermore, although the number of sounds in the language is small, the changes that the sounds undergo during the process of word formation are numerous and complex. These other sound processes, too, present an unusual problem for the language learner.

Another challenge for the learner involves the number and kinds of elements that are part of the make-up of verbs. In Arikara, the verb consists of many more meaningful elements than it does in English; in fact, the verb is a sentence unto itself. Subject and object pronouns, tense, mode, aspect, and possession, as well as a number of other categories are a part of verbal inflection. Further, noun subjects of some verbs and objects of others are incorporated into the verb. In English, most of these same concepts are expressed by independent words in the sentence, rather than as dependent elements that are tightly bound together within a word. In learning Arikara, one must thus cope with a language structure that is quite different from English.

Finally, Arikara seems difficult because most of its verbs have individual peculiarities of various sorts in their inflection. Particularly in the inflection for subject and object plurality is this true. Consequently, a learner is not able to produce automatically all of the various inflected forms of a verb unless he knows all of their individual characteristics.

In spite of these problems, it is possible to learn Arikara just as one can learn any other language. It is important, though, that the student learn patterns. In Arikara, pattern learning, especially those in the verb form charts, is perhaps more crucial for success in learning than it is in many languages because the sound changes that occur in word formation must in large part become internalized through memorizing large

numbers of examples. For this reason the lessons in this book have been designed with an emphasis on the presentation of patterns and an accompanying analysis of the words within those patterns. The analyses themselves need not be memorized. They are primarily intended to provide the student with an insight into the mechanics of word formation. The actual production of words, however, must become an automatic process on the part of the learner, since to become a fluent speaker one should not have to rely on building words through a long, thought-out (that is, building block) analytic process.

Many people and organizations have helped in one or another to make this book possible, and to each of them we owe a debt of gratitude. The most fundamental contributions have come from Mrs. Ella P. Waterhouse, who has been a consultant and teacher since the Indian Languages Program began. Her interest in and dedication to the project, as well as her patience and good humor, are deeply appreciated. Many other Arikara elders who have contributed help in various ways and deserve special thanks are Mr. Alfred Morsette, Sr., Mr. William Deane, Jr., Mrs. Na Yellow Bird, Mrs. Wilena Little Soldier, Miss Esther Perkins, and Mrs. Florence White. The students in the Arikara language classes held at Mary College and in the White Shield community have also provided valuable assistance in the refinement of many of the lessons.

The National Endowment for the Humanities and the Office of Education (under a Title III grant to Mary College) have provided the necessary financial support for the work of the North Dakota Indian Languages Program, Mary College, and particularly its Chairman of the Board of Trustees, Dr. Harold J. Miller, has given enthusiastic support to the Indian Languages Program and generously provided it with a congenial environment in which to work.

Finally, it is a pleasure to acknowledge the assistance of Mrs. Holly Ryckman, who skillfully helped design the layout of the lessons and who did a superb job of typing the book.

HOW TO USE THIS BOOK

These lessons introduce you to the Arikara language. They give you a basic knowledge of the sound system, grammar, and vocabulary.

As you progress through the lessons, you will develop the ability to make simple statements, give basic commands, and ask questions in Arikara. By the time you have completed all of the 50 lessons, you will be able to use your new language skill in talking about one or more individuals engaged in a variety of activities in the past, present, or future. You will know, among other things, the Arikara names for various tribes, utensils, animals, colors, everyday items of clothing, and how to greet a person. You will, moreover, be able to form both simple and complex sentences.

The lessons begin very simply, taking you one step at a time into the Arikara language. Gradually the lessons become more complex, each one building on what you have learned previously. This gives you a firm foundation for the basics and a usable vocabulary.

By Lesson 41, you will have developed a strong understanding of the language, how it works, and the method of learning it. This should enable you to study and learn more quickly and efficiently. To meet your increased ability, each lesson in the final third of the book contains more information and is more complex than any of the earlier lessons.

In progressing gradually from the easy to the more complicated, it is essential that you learn each lesson thoroughly. To get the most out of each lesson, study it in every possible way: this means learning to read, write, and say each word and sentence in Arikara as well as learning the English equivalent. The learning process takes a lot of practice.

As a learner, you should review the vocabulary words and sentences of earlier lessons when they can be used in the lesson you are currently studying. However, you must avoid the temptation to translate directly from English into Arikara. Usually the result will not be Arikara. When you are not sure of the accuracy of your work, try to check with a native Arikara speaker.

Several features of this book were specially designed to help you study more efficiently. Understanding these special helps, and using them properly, will make your task easier.

The practice section of each lesson has a double purpose. It serves as an exercise in the vocabulary and sentence patterns you have just begun to learn. Then it provides a self-test which enables you to evaluate your progress. A † in front of an exercise indicates that the answers are at the end of the lesson.

Each grammatical term is fully explained in the lesson in which it occurs. Next the term is listed, alphabetically, together with its definition, in the Glossary/Index at the back of the book. So if you meet the term in a later lesson, but cannot remember what it means or where it was explained, check the term in the Glossary/Index. There you will also find the number of the lesson in which it was explained. Turn to that lesson if you need more information.

After the lessons in this book, there is a section containing verb charts. These charts consist of a selection of typical verbs that are used throughout the book--ones that are transitive and intransitive, active and passive--and contain the inflected forms for pronominal subjects in the singular, dual, and plural numbers. They are given in three modes: negative, interrogative, and potential. The purpose of the charts is to present a variety of verbs in these forms so that you may learn them and refer to them when studying. They are also an important learning device: most of the sound changes that occur in Arikara verbal inflection are contained in this sample; and when you have mastered this material, you should be able to inflect new verbs that you learn, making the correct sound changes.

The Arikara-English and English-Arikara word lists at the back of the book are another learning device as well as a vocabulary list. Each Arikara entry includes: the word or word part; its Arikara part of speech; if it is a verb stem, the kind of verb and verb class; the English equivalent; and the lesson number in which it was introduced. It, thus, serves as a concise review of each Arikara word, as an index to the lesson in which it was first covered, and as a self-test to check your knowledge of vocabulary.

Practice, review, and application of earlier learned material to more recently learned material are the keys to mastering these Arikara language lessons. We sincerely wish you success in this worthwhile study you are about to start.

LESSON 1

The Arikara Sound System: The Consonants

The Arikara language contains sounds that are both familiar and unfamiliar to English speakers. There are 22 sounds in Arikara: 12 consonant sounds and 10 vowel sounds. Written Arikara has just 22 symbols to represent these sounds, one symbol for each sound. (A symbol is a letter or mark, or a combination of these.) Although Arikara is written in most of the same letters as English, the sound value for some of the letters is different. To read and write Arikara accurately, you must learn the correct symbol for each sound and the correct sound for each symbol.

NOTE: In order to provide a model sound for you to copy, you will be asked to relate most of the Arikara sounds to similar English sounds. Keep in mind that this method does not give you the true quality of the Arikara sounds, only an approximation. The best way to learn these sounds is to study them with an Arikara speaker.

CONSONANT SOUNDS

The 12 Arikara consonant sounds are written:

č	h	n	s	š	w	-- These are <u>like</u> English.
			k	p	t	-- These are <u>similar</u> to English.
			r	x	'	-- These are <u>unlike</u> English.

1. These consonant sounds are like English.

č as in the last sound of the English word which.
You hear it in the Arikara words

čiwáhtš tičipáno'

h as in the English word hit.
You hear it in the Arikara words

wáh hukós tanáha'

n as in the English word now.
You hear it in the Arikara words

nís hánu'

s as in the English word sit.
You hear it in the Arikara words

siíśu' nakás neesítś

š as in the English word ship.
You hear it in the Arikara words

šawítś hiíś niíśu'

w as in the English word will.
You hear it in the Arikara words

wáh čiwáhtś

2. These consonant sounds are similar to English.

k as in the English word skin, but not as in the English word kin.
You hear it in the Arikara words

káwitś hukós

p as in the English word speak, but not as in the English word peak.
You hear it in the Arikara words

patát ápos

t as in the English word stick, but not as in the English word tick.
You hear it in the Arikara words

tanáha' hitś patát niwót

3. These consonant sounds are unlike English.

r Tap the tip of your tongue against the bony ridge that lies
just behind your upper teeth.
You hear it in the Arikara words

skarútś ariíku'

x has two variations.
Strong x is made by saying 'come' with the back of your tongue
against the soft palate to produce friction. Do not let air
build up behind your tongue.
You hear it in the Arikara words

sáx xaútś háxtś 16

Soft x is made by saying 'kick' with the middle part of your tongue against the roof of your mouth (hard palate). You hear it in the Arikara words

skuxu' tikarx

3. This sound is not written in English.

'
This is the symbol for the sound called 'glottal stop'. It is a catch or stoppage of air in the throat as in the middle of the English exclamation 'uh-uh'. You hear it in the Arikara words

ariíku' ka'ít tičipáno' niš'

HOW TO STUDY

1. In Class

Close your book and listen to the speaker say each word and its sound. Practice listening to the speaker and then say the words and sounds after the speaker.

Open your book, listen to the speaker say each word and its sound. Practice reading the words and sounds with the speaker.

As the speaker says each word, write only the beginning sound. Check your answers.

2. Independent Student

Read the directions for saying Arikara consonant sounds. Practice saying each sound and the words given as examples. The best way to learn Arikara pronunciation is to study with an Arikara speaker. If that is not possible, listen to tapes or simply study the book.

TEST YOURSELF

NOTE: All the exercises in this book are self-correcting. You may check many of the exercises with the material in the text. Where answers are provided the exercises will be marked with a †. You will find the answers at the end of the lesson.

† 1. Write the correct Arikara letter(s) for the sound of the underlined letter(s) in the English words.

- | | |
|------------------|------------------|
| a. <u>s</u> kin | g. <u>h</u> it |
| b. <u>w</u> hich | h. <u>k</u> ick |
| c. <u>c</u> ome | i. <u>sh</u> ip |
| d. <u>w</u> ill | j. <u>s</u> peak |
| e. <u>s</u> it | k. <u>n</u> ow |
| f. <u>st</u> ick | l. <u>uh</u> -uh |

† 2. Give the correct Arikara letter for the sound described below.

Tap the tip of your tongue against the bony ridge that lies just behind your upper teeth.

† 3. Write the letter for the first sound of each word three times and say the word each time you write the letter.

- | | |
|------------|------------|
| a. čiwáhtš | f. wáh |
| b. hukós | g. káwitsš |
| c. nís | h. patát |
| d. siíšu' | i. tanáha' |
| e. šawítsš | j. xaátš |

† 4. Write the letter for the second sound of this word.

ariíku'

† 5. Write the letter for the last sound of these words.

- tikarúx
- niíšu'

- † 6. Match the letters in Column B with the underlined sounds of the English model words in Column A.

<u>Column A</u>	<u>Column B</u>
1. <u>sh</u> ip	k
2. <u>co</u> me	p
3. <u>wi</u> ll	t
4. uh- <u>uh</u>	x
5. s <u>ki</u> n	'
6. <u>no</u> w	č
7. <u>ki</u> ck	h
8. s <u>pe</u> ak	n
9. wh <u>ic</u> h	s
10. s <u>ti</u> ck	š
11. <u>hi</u> t	w
12. <u>si</u> t	x

7. Ask someone to dictate the words to you. Write the letters for the sounds as in Exercises 3, 4 and 5.

ANSWERS

- | | |
|-------------|-----------|
| 1. a. k | g. h |
| b. č | h. soft x |
| c. strong x | i. š |
| d. w | j. p |
| e. s | k. n |
| f. t | l. ' |
| 2. r | |
| 3. a. č | f. w |
| b. h | g. k |
| c. n | h. p |
| d. s | i. t |
| e. š | j. x |

(ANSWERS continued)

4. r

5. a. x

b. '

6. 1. š

2. x

3. w

4. '

5. k

6. n

7. x

8. p

9. č

10. t

11. h

12. s

LESSON 2

The Arikara Sound System: The Vowels

VOWEL SOUNDS

The 10 Arikara vowel sounds are written:

a	e	i	o	u	-- These are the short vowel sounds.
aa	ee	ii	oo	uu	-- These are the long vowel sounds.

1. Short Vowel Sounds

a has two variations.

Sometimes it sounds like the first English vowel in ago.
You hear it in the Arikara words

sáx patát abáru'

Sometimes it sounds like the underlined English vowel in father.
You hear it in the Arikara words

wáh nawáh

e sounds like the English vowel in bed.
You hear it in the Arikara words

tičé' etčiísu'

i sounds like the English vowel sound that falls between the sounds
in police and pit.
You hear it in the Arikara words

nís neesíts

NOTE: A variation of this sound is a raised i, as in tⁱnaákUx. It is written raised because the sound is not fully pronounced. It is similar to the English contraction of cannot which becomes can't. i is found only in the combination tin in certain words.

EXAMPLE: tⁱnaákUx atⁱná'

o sounds like the English vowel in wrote.
You hear it in the Arikara words

štóh niwót

u sounds like the English vowel in Luke.
You hear it in the Arikara words

koóxu' tšús skarúts

2. Long Vowel Sounds

Without changing the sound, some vowels are held longer than others.
We call these long vowels.

aa sounds like the English vowel in pa.
You hear it in the Arikara words

xaáts haátu' nakaraáku'

ee sounds like the underlined part of the English word neighbor.
You hear it in the Arikara words

neesíts heé'

ii sounds much like the underlined English vowel in machine.
You hear it in the Arikara words

hiís wiísu'

oo sounds much like the English vowel in go.
You hear it in the Arikara words

koóxu' nooxíni'

uu sounds like the English vowel in rude.
You hear it in the Arikara words

huú' skuúxu'

PRACTICE

† 1. Write the correct Arikara letters(s) for the sound of the underlined letter(s) in the English words.

- | | |
|----------------------|--------------------------------|
| a. g <u>o</u> | g. mach <u>ine</u> |
| b. L <u>u</u> ke | h. r <u>u</u> de |
| c. ne <u>igh</u> bor | i. pol <u>ice</u> / <u>pit</u> |
| d. w <u>ro</u> te | j. a <u>g</u> o |
| e. p <u>a</u> | k. f <u>a</u> ther |
| f. b <u>e</u> d | |

† 2. Give the correct Arikara letter for the sound described below:

A variation of a short vowel sound that is similar to English contraction.

† 3. Write the letters for the first vowel sound of each word three times. Say the word each time you write the letters.

- | | |
|--------------------------|-------------|
| a. t ⁱ naákUx | g. štóh |
| b. xaátṣ | h. wíisu' |
| c. nawáh | i. etčíisu' |
| d. tṣús | j. nís |
| e. nooxíni' | k. neesíc̣ |
| f. patát | l. huú' |

† 4. Match the letters in Column B with the underlined vowels in the English model words in Column A.

<u>Column A</u>	<u>Column B</u>
1. b <u>e</u> d	a
2. f <u>a</u> ther	a
3. g <u>o</u>	e
4. mach <u>ine</u>	i
5. a <u>g</u> o	o
6. ne <u>igh</u> bor	u
7. pol <u>ice</u> / <u>pit</u>	aa
8. L <u>u</u> ke	ee
9. p <u>a</u>	ii
10. w <u>ro</u> te	oo
11. r <u>u</u> de	uu

- +5. Write the letters for the long vowel sounds.
- +6. Write the letters for the short vowel sounds.
- 7. Ask someone to dictate the words to you. Write the letters for the sounds as in Exercise 3.

TEST YOURSELF

Answers these questions. Check the information in Lessons 1 and 2 to correct your answers.

- 1. There are _____ sounds in the Arikara language.
- 2. _____ sounds are consonants.
- 3. _____ sounds are vowels.
- 4. _____ sounds have variations. They are _____.
- 5. The consonant sounds are written _____.
- 6. The vowel sounds are written _____.
- 7. Tell whether each letter or set of letters is long or short.

a. ee	g. e
b. ii	h. i
c. a	i. aa
d. <u>i</u>	j. u
e. o	k. oo
f. uu	
- 8. Write the symbols for the Arikara sounds that are most unlike English.
- 9. Read these words to an Arikara speaker. Ask him to correct your pronunciation.

čiwáhtš

háxtš

hukós

tikarúx

neesítš

ka'ít

šawítš

wáh

patát
skarútš
sán
skúxu'

etčífsu'
atⁱná'
xaátš
nooxíni'

ANSWERS

Practice

1. a. oo
b. u
c. ee
d. o
e. aa
f. e

2. i
—

3. a. i
b. aa
c. a
d. u
e. oo
f. a

4. 1. e
2. a
3. oo
4. ii
5. a
6. ee

5. as, ee, ii, oo, au

6. a, o, i, o, u

- g. ii
h. uu
i. i
j. a
k. a

- g. o
h. ii
i. e
j. i
k. ee
l. uu

7. i
8. u
9. aa
10. o
11. uu

LESSON 3

Whispered Sounds

SPOKEN AND WRITTEN SOUNDS

Many Arikara words are written with capital letters like this:

táWIt čífRA sUxcés

Capital letters within the word are a signal to whisper the sound for these letters.

To understand whispered sounds, you must learn about syllables stress in the Arikara language.

1. Syllables

Read these English words. How many syllables are there in each one?

1. bird
2. calendar
3. beauty
4. outside
5. extension

A syllable contains only one vowel sound. For each vowel sound, there is a syllable. Therefore:

bird has 1 syllable

cal-en-dar has 3 syllables

beau-ty has 2 syllables

out-side has 2 syllables

ex-ten-sion has 3 syllables

In English, syllables may begin with either a vowel or a consonant. In Arikara, syllables usually begin with a consonant. Only beginning syllables of an Arikara word begin with either a vowel or a consonant.

* Rewrite these Arikara words and separate them into syllables.

- | | | |
|-------------|------------|----------|
| a. kásu' | c. skarúťš | e. ka'íť |
| b. čiriíku' | d. apáru' | |

Notice the mark (´) written over one vowel in each Arikara word. When you learn how to read it, this mark, called a stress mark, will help you read the Arikara correctly.

The stress mark indicates which syllable is said with more force than the others. In Arikara words, stress is written over vowels, not over consonants. It is also written over vowels in one-syllable words. Every word in Arikara, except verb stems, has a stressed syllable.

* Read these Arikara words. Which syllable is stressed in each word?

- | | |
|----------|-------------|
| a. kásu' | c. čiriíku' |
| b. ka'ít | d. xaátš |

NOTE: Where two vowels are written together to symbolize a long vowel sound, as in xaátš, the stress mark is written over the second letter.

2. Whispered Sounds

Use what you have learned about reading Arikara syllables and stress to understand whispered sounds.

* Read these words aloud and write the letters for the whispered sounds in each word.

- | | |
|----------|---------------|
| a. táwIt | c. apostááNUx |
| b. čííRA | |

* Answer the following questions about these three words:

- Is the whispered vowel long or short?
- Is the whispered syllable stressed?
- Does čííRA end in a glottal stop?
- Which vowels are whispered?
- Are any consonants whispered?
- Which consonants are whispered?

From these few examples you have learned these guidelines:

- a. Only short vowels are whispered. Long vowels are never whispered.
- b. Only unstressed syllables have whispered sounds. Stressed syllables never have whispered sounds.
- c. Short vowels a, i, and u in final unstressed syllables are usually whispered unless the last sound in the syllable is l. If the final unstressed syllable ends in l, the short vowels a, i, and u are voiced.
- d. The short vowels a, i, and u may be whispered. The short vowels g and q are always voiced in these circumstances.
- e. The consonants n, ŋ, and w are whispered when they come just before a whispered vowel.

NOTE: Some sounds are not whispered although they seem to follow these guidelines.

* Practice recognizing whispered sounds. Rewrite these words with capital letters to show the whispered sounds.

- a. suxč́és
- b. wahúx
- c. itkaánu'

* Review

- a. Write the short vowel sounds in the Arikara language.
- b. Write the long vowel sounds in the Arikara language.
- c. Write the consonant sounds most like English.
- d. Write the consonant sounds similar to English.
- e. Write the consonant sounds unlike English.
- f. Divide these Arikara words into syllables:

wiitá'u' tawiriwóx áxkUx

- g. Rewrite these words with capital letters to show the whispered sounds:

wáruX nasawíu' tuuteérit

CONVERSATION

There are two ways to greet a person in Arikara. One is the man's way. The other is the woman's way. The two dialogues below are alike, except for the opening statement in each. Learn the appropriate one.

- A. First Speaker: ČiíRA. 'Hello.' (man speaking)
Second Speaker: Tičé wekuNAXuú'Ut? 'How are you (sing.)?'
First Speaker: AtíštIt tatuú'Ut. 'I'm fine.'
- B. First Speaker: Nawáh. 'Hello.' (woman speaking)
Second Speaker: Tičé wekuNAXuú'Ut? 'How are you (sing.)?'
First Speaker: AtíštIt tatuú'Ut. 'I'm fine.'

VOCABULARY

Learn the Arikara names of four food items. Whenever you learn vocabulary items you should understand the meaning of the words and be able to say, read and write them in Arikara.

patát	potato
WAhúx	squash
káwits̄	cabbage
isataá'u'	bread

SENTENCE PATTERNS

Use the vocabulary items you just learned in these two sentence patterns. Learn the meaning and be able to say, read and write them correctly.

- A. EXAMPLE: TⁱnaákUx tí' patát. This is a potato.

Practice

Complete the sentence with the Arikara equivalent for the English word.

TⁱnaákUx tí' _____.

bread
squash
potato
cabbage

B. EXAMPLE: NuunaákUx tí' WAhúx. This is a squash.

Practice

Complete the sentence with the Arikara equivalent for the English word.

NuunaákUx tí' _____.

cabbage
bread
squash
potato

C. Translate the English sentences into Arikara and the Arikara sentences into English.

1. TⁱnaákUx tí' patát.
2. That is bread.
3. NuunaákUx tí' patát.
4. This is a squash.
5. NuunaákUx tí' WAhúx.
6. TⁱnaákUx tí' isataá'u'.
7. This is a potato.
8. That is a cabbage.

GRAMMAR

Translate the following sentences into English.

TⁱnaákUx tí' káwits̃.

NuunaákUx tí' patát.

If you translate the first sentence as 'This is a cabbage.' and the second as 'This is a potato.' you are correct. However, you may translate the first sentence as:

'This is a cabbage.' or 'This is the cabbage.'

and you may translate the second sentence as:

'This is a potato.' or 'This is the potato.'

the English word is is not a word in Arikara. It is not a word in any of the other languages of the Great Plains. They are all is words. The word is is a word in Arikara. It is a word in Arikara.

EXERCISES

1. Write the Arikara names for three vegetables.
2. Match the Arikara and the English words.

- | | |
|-----------------|-------------|
| a. <u>is</u> ni | a. káwítš |
| b. <u>is</u> ni | b. isatá'u' |
| c. <u>is</u> ni | c. púšš |
| d. <u>is</u> ni | d. wáhúx |

3. Repeat these sentences into English.

- a. isni isni isni.
- b. isni isni isni.
- c. isni isni isni.
- d. isni isni isni.

4. Repeat these sentences into Arikara. Write them as well as say them.

- a. isni isni isni.
- b. isni isni isni.
- c. isni isni isni.
- d. isni isni isni.

Repeat these sentences into any different English sentences as you wish.

Muanaákúx tí' wáhúx.

5. Write the letters for the long vowel sounds in Arikara.
6. Write the letters for the consonant sounds in Arikara.
7. Write the letters for the short vowel sounds in Arikara.
8. Answer True or False for each statement.

- a. All vowels are sometimes whispered.
- b. All consonants are whispered.
- c. i, i, and u are whispered in certain circumstances.
- d. Only unstressed syllables have whispered sounds.

ANSWERS

Multiple Choice

- | | |
|-------------------|------------------|
| a. ná-sa' | d. na-sáa' |
| b. ná-sáa' | e. na-sít |
| c. na-sít' | |
| a. first | e. second |
| b. second or last | d. first or only |

Multiple Choice

- | | |
|------------|-------------------|
| a. WI | |
| b. SA | |
| c. SI | |
| a. ah-ux | d. <u>i, a, u</u> |
| b. na | e. yes |
| c. na' | f. <u>h, á, á</u> |
| a. ná-sít' | e. Itkaánu' |
| b. ná-sít | |

Multiple Choice

- | | |
|-----------------------|---------------|
| a. a, e, i, o, u | f. wii-tá-'u' |
| b. aa, ee, ii, oo, uu | ta-wi-ri-wóx |
| c. ě, h, n, s, š, w | áx-kUx |
| d. k, p, t, | g. wáRUx |
| e. r, x, ' | NA-sawí'u' |
| | tuuteéRIt |

Test Yourself

Except for Question 5 which is answered below, all answers may be found in Lessons 1, 2 and 3.

5. That is squash. That is a squash. That is the squash.

LESSON 4

More Foods

SPOKEN AND WRITTEN SOUNDS

Position of Sounds in Words

1. Every sound is not found in every position in Arikara. This is also true of the English language. For example, an English word may end in ng (sing), but no English word begins with that sound. If you learn the possible positions of each Arikara sound, you will be able to say and write the language more accurately.

Study the sample words that are given for each Arikara consonant sound that is like English.

<u>č</u>	čiwáhtš	tičipáno'	
<u>h</u>	hukós	tanáha'	wáh
<u>n</u>	nís	hánu'	
<u>s</u>	siíšu'	neesítš	nakás
<u>š</u>	šawítš	niíšu'	hiíš
<u>w</u>	wáh	čiwáhtš	

These words are representative of the placement of these sounds throughout Arikara.

- †2. Answer these questions about the position of sounds in the words above:
1. Are all these sounds found at the beginning of the words?
 2. Are all these sounds found in the middle of words?
 3. Are all these sounds found at the end of words?
 4. Which of these consonants are final sounds?
 5. Which of these consonants are not final sounds?

3. From these few examples you have learned that:

1. The consonant sounds č, h, n, s, š, and w are beginning sounds of Arikara words.
2. The consonant sounds č, h, n, s, š, and w are also middle sounds in Arikara words.
3. The consonant sounds č, h, s, and š are final sounds in Arikara words.
4. The consonant sounds n and w are not final sounds in Arikara words.

4. Review

Prepare three columns. Head the first one Beginning Sounds, the second Middle Sounds, and the third Final Sounds. Write the letters for the consonant sounds like English in the correct columns.

Check your answers with the information above.

CONVERSATION

Learn to say, read and write these Arikara phrases. Where appropriate, they will be used instead of English instructions.

ŠuuNUxtaniíno' saNIšíni'.	'Write it in Arikara.'
Šuxwaáko' saNIšíni'.	'Say it in Arikara.'
ŠuuNUxwakunaasíhtš saNIšíni'.	'Answer the question in Arikara.'
Witiišuxtii'Uxíšto' nakuwaákA t ⁱ naroósI saNIšíni'.	'Learn to say these Arikara words.'
Tičé no' nakuwaákA saNIšíni'?	'How do you say it in Arikara?'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA tⁱnaroósI saNIšíni'.

wahUxanaáxu'	'watermelon'
ápos	'apple'
apostaáNUx	'peach'
nuhnaanunáWI	'pear'

SENTENCE PATTERNS

Use the vocabulary items you have learned in these sentence patterns.

7. EXAMPLE:

Šikukaaššš' wakūxanaáxu'. 'I want (to eat) a watermelon.'

Practice

Šuxwaáke' saNíšini'.

Šikukaaššš' _____.

apple
peach
watermelon
pear

8. EXAMPLE:

Škuúxu ápoz.

Practice

Šuxwaáke' saNíšini'.

Škuúxu: _____.

pear
watermelon
peach
apple

9. Šuxwaáke' saNíšini'. ŠuunUxtaniíno' saNíšini'.

1. Give me an apple.
2. I want (to eat) cabbage.
3. Give me the bread.
4. Give me a peach.
5. I want (to eat) an apple.
6. I want (to eat) watermelon.
7. Give me a pear.
8. I want (to eat) bread.
9. Give me the squash.
10. I want (to eat) a potato.
11. Give me the cabbage.
12. I want (to eat) the peach.
13. Give me the watermelon.
14. I want (to eat) a pear.
15. I want (to eat) squash.
16. Give me a potato.

D. Say it in English.

1. TikukaaNAssó' nuhnaanunáWI.
2. Škuúxu patát.
3. TikukaaNAssó' wahUxanaáxu'.
4. TikukaaNAssó' isataá'u'.
5. Škuúxu káwitsě.
6. Škuúxu ápos.
7. TikukaaNAssó' apostaaáNUx.
8. Škuúxu WAhúx.
9. TikukaaNAssó' káwitsě.
10. Škuúxu nuhnaanunáWI.
11. TikukaaNAssó' ápos.
12. Škuúxu apostaaáNUx.
13. Škuúxu wahUxanaáxu'.
14. TikukaaNAssó' WAhúx.
15. TikukaaNAssó' patát.
16. Škuúxu isataá'u'.

E. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. This is a watermelon.
2. That is a pear.
3. This is an apple.
4. That is a peach.

F. Say it in English.

1. NuunaákUx tí' apostaaáNUx.
2. TⁱnaákUx tí' wahUxanaáxu'.
3. NuunaákUx tí' nuhnaanunáWI.
4. TⁱnaákUx tí' ápos.

TEST YOURSELF

1. Prepare three columns. Head the first one Vegetable, the second Fruit, and the third Other. List each of the eight (8) Arikara vocabulary items you have learned in the column that describes it best.

2. Šuuwaáke' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. Give me an apple.
- b. This is bread.
- c. I want (to eat) watermelon.
- d. That is a peach.
- e. I want (to eat) cabbage.
- f. Give me a potato.
- g. That is a pear.
- h. This is squash.

3. Say it in English.

- a. TⁱnaákUx tí' isataá'u'.
- b. Škuúxu wahUxanaáxu'.
- c. NuunaákUx tí' káwits̃.
- d. TikukaaNAsšó' apostaaNUx.
- e. Škuúxu ápos.
- f. NuunaákUx tí' nuhnaanunáWI.
- g. TⁱnaákUx tí' WAhúx.
- h. TikukaaNAsšó' patát.

4. Cross out the word in each series that does not belong with the others.

- a. wahUxanaáxu', ápos, isataá'u', nuhnaanunáWI
- b. patát, apostaaNUx, káwits̃, WAhúx

ANSWERS

Spoken and Written Sounds

2. 1. yes
2. yes
3. no
4. č, h, s, š
5. n, w

LESSON 5

Granular Foods

SPOKEN AND WRITTEN SOUNDS

Long and Short Vowels

1. Practice. Read and say aloud these pairs of words. The first word of each pair is an example of the short vowel sound. The second word of each pair is an example of the long vowel sound.

xás - xaáts̃

neskúhts̃ - neesíts̃

híts̃ - hiíts̃

kósts̃ - koóxu'

xúhts̃ - uúxu'

2. In this list of food names all the vowel letters have been left out. Say each word aloud. Follow directions and fill in only the letters asked for.

a. p__t__t

e. w__h__x__n__'x__'

b. W__h__x

f. __p__s

c. k__w__ts̃

g. __p__st__'N__x

d. __s__t__'__'

h. n__hn__'n__'n__'WI

Directions

In items a and e fill in a.

In items h and g fill in aa.

In items c and d fill in i.

In items f and g fill in o.

In items b and e fill in u.

In item h fill in uu.

CONVERSATION

ŠuuNUxtaniíno' saNIštaakAhníni'.	'Write it in English.'
Šuxwaáko' saNIštaakAhníni'.	'Say it in English.'
ŠuuNUxwakunaasíhtš saNIštaakAhníni'.	'Answer the question in English.'
Tičé no' nakuwaáka saNIštaakAhníni'?	'How do you say it in English?'
Šuxwaáko' štóh.	'Say it again.'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaáka tⁱnaroósI saNIšíni'.

ka'istaáka	'salt'
ka'ít	'sugar'
nakatiitítš	'pepper'
átit	'beans'

SENTENCE PATTERNS

Use the vocabulary items in these sentence patterns.

A. EXAMPLE:

TⁱnaroósI tí'It ka'istaáka. 'This is salt.'

Practice

Šuxwaáko' saNIšíni'.

TⁱnaroósI tí'It _____.

pepper
sugar
beans
salt

B. EXAMPLE:

NuunaroósI tí'It ka'ít. 'That is sugar.'

Practice

Šuxwaáko' saNIšíni'.

Nuunaroósi tí'It _____.

beans
salt
pepper
sugar

C. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

- | | |
|---------------------|---------------------|
| 1. This is pepper. | 5. These are beans. |
| 2. Those are beans. | 6. That is pepper. |
| 3. This is salt. | 7. This is sugar. |
| 4. That is sugar. | 8. That is salt. |

D. Šuxwaáko' saNIštaakAhníni'.

1. Nuunaroósi tí'It átit.
2. Tⁱnaróosi tí'It nakatiitítš.
3. Nuunaroósi tí'It ka'ít.
4. Tⁱnaróosi tí'It ka'istaáka.
5. Nuunaroósi tí'It nakatiitítš.
6. Tⁱnaróosi tí'It ka'ít.
7. Nuunaroósi tí'It ka'istaáka.
8. Tⁱnaróosi tí'It átit.

TEST YOURSELF

1. Write the long vowels of the Arikara language.
2. Write the short vowels of the Arikara language.
3. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.
 - a. That is sugar.
 - b. These are beans.
 - c. This is salt.
 - d. That is pepper.

4. Match the Arikara words with their English equivalents.

<u>Column A</u>	<u>Column B</u>
1. patát	a. bread
2. nakatiitítš	b. sugar
3. isataá'u'	c. beans
4. ka'ít	d. peach
5. nuhnaanunáWI	e. salt
6. átit	f. pepper
7. apostaaNUx	g. potato
8. ka'istaáka	h. pear

5. Šuxwaáko' saNIšíni'.

- Answer the question in English.
- Say it in Arikara.
- Write in English.
- Learn to say these words in Arikara.
- How do you say it in English?
- Say it again.
- Write it in Arikara.
- Answer the questions in Arikara.
- Say it in English.
- How do you say it in Arikara?

6. Šuxwaáko' saNIštaakAhníni'.

- Witiišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNIšíni'.
- ŠuuNUxtaniíno' saNIšíni'.
- ŠuuNUxwakunaasíhtš saNIšíni'.
- Šuxwaáko' štóh.
- ŠuuNUxtaniíno' saNIštaakAhníni'.
- Tičé no' nakuwaáka saNIšíni'?
- Šuxwaáko' saNIšíni'.
- ŠuuNUxwakunaasíhtš saNIštaakAhníni'.
- Šuxwaáko' saNIštaakAhníni'.
- Tičé no' nakuwaáka saNIštaakAhníni'?

7. Šuxwaáko' saNIštaakAhníni'.

- Tⁱnaroósi tí'It nakatiitítš.
- Nuunaroósi tí'It ka'istaáka.
- Tⁱnaroósi tí'It ka'ít.
- Nuunaroósi tí'It átit.

LESSON 6

More Granular Foods

SPOKEN AND WRITTEN SOUNDS

Position of Sounds in Words

1. Study the sample words that are given for each Arikara consonant sound that is similar to English, or that is unlike English.

<u>k</u>	kawítš	hukós	
<u>p</u>	patát	ápos	
<u>t</u>	tanáha'	hítš	niwót
<u>r</u>		skarútš	
<u>x</u> (strong)	xaátš	háxtš	sáx
<u>x</u> (soft)		skuúxu'	tikarúx
'		ka'ít	ariíku'

- †2. Answer these questions about the position of sounds in the words above:
- Are all of these sounds found at the beginning of words?
 - Which sounds are beginning sounds?
 - Which sounds are not beginning sounds?
 - Are all of these sounds found in the middle of words?
 - Which of these sounds are final sounds?
 - Which of these sounds are not final sounds?
3. From these examples you have learned that:
- The consonant sounds k, p, t, and strong x are beginning sounds of Arikara words.
 - The consonant sounds r, soft x, and ' are not beginning sounds of Arikara words.
 - The consonant sounds k, p, t, r, strong x, soft x, and ' are middle sounds in Arikara words.
 - The consonant sounds t, strong x, soft x, and ' are final sounds in Arikara words.
 - The consonant sounds k, p, and r are not final sounds in Arikara words.

NOTE: Some Arikara word parts begin with r. When they are joined with other word parts and begin a word or sentence, r becomes n.

4. Review

Prepare three columns. Head the first one Beginning Sounds, the second Middle Sounds, and the third Final Sounds.

Write the letters for the consonant sounds that are similar to English or are unlike English in the correct columns.

Check your answers with the information above.

CONVERSATION

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósi saNišíni'.

- | | |
|-----------------------|---------------------|
| 1. Tičé wekuNAXuú'Ut? | 'How are you?' |
| AtíštIt kaakatuú'Ut. | 'I'm not well.' |
| 2. Tičé wekuNAXuú'Ut? | 'How are you?' |
| Wetikoowiriitaánu'. | 'I'm getting warm.' |
| 3. Tičé wekuNAXuú'Ut? | 'How are you?' |
| wetikoowIRitčé'. | 'I'm very hot.' |
| 4. Tičé wekuNAXuú'Ut? | 'How are you?' |
| Wetikoonaáasu'. | 'I'm cold.' |

VOCABULARY

Witiišuxtii'Uxišto' nakuwaákA t ⁱ naroósi saNišíni'.	
ničiišanaáxu'	'roasted corn'
taakáxtš	'dried meat'
tapáhtu'	'pemmican'
tsástš	'meat'

SENTENCE PATTERNS

Use the vocabulary items in these sentence patterns.

A. EXAMPLE:

TikukaaNAssó' ničiišanaáxu'. 'I want (to eat) roasted corn.'

Practice

Šuxwaáko' saNIšíni'.

TikukaaNAssó' _____.

pemmican
dried meat
meat
roasted corn

B. EXAMPLE:

Škuxtaánu taakáxtš. 'Give me the dried meat.'

Practice

Šuxwaáko' saNIšíni'.

Škuxtaánu _____.

meat
pemmican
roasted corn
dried meat

C. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. Give me the roasted corn.
2. I want (to eat) pemmican.
3. Give me the meat.
4. I want (to eat) dried meat.
5. Give me the pemmican.
6. I want (to eat) the meat.
7. Give me the dried meat.
8. I want (to eat) the roasted corn.

D. Šuxwaáko' saNIštaakAhníni'.

1. TikukaaNAssó' taakáxtš.
2. Škuxtaánu tsástš.
3. TikukaaNAssó' tapáhtu'.
4. Škuxtaánu ničiišanaáxu'.
5. TikukaaNAssó' tsástš.
6. Škuxtaánu taakáxtš.
7. TikukaaNAssó' ničiišanaáxu'.
8. Škuxtaánu tapáhtu'.

TEST YOURSELF

1. Next to each Arikara word below there is an English word. If the two words have the same meaning, write same. If the two words do not have the same meaning, substitute the English word that matches the Arikara.

a. ka'istaáka	roasted corn
b. ka'ít	sugar
c. ničiišanaáxu'	salt
d. tsástš	beans
e. nakatiitítš	meat
f. taakáxtš	pemmican
g. átit	beans
h. tapáhtu'	dried meat

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. Give me the beans.	g. I want (to eat) pepper.
b. Give me the roasted corn.	h. I want (to eat) pemmican.
c. Give me the meat.	i. I want (to eat) sugar.
d. This is meat.	j. That is sugar.
e. This is salt	k. That is dried meat.
f. This is pepper.	

3. Šuxwaáko' saNIštaakAhníni'.
- TⁱnaroósI tí'It ka'istaáka.
 - TⁱnaroósI tí'It ka'ít.
 - Škuxtaánu ka'ít.
 - Škuxtaánu nakatiitítš.
 - NuunaroósI tí'It átit.
 - NuunaroósI tí'It ničiišanaáxu'.
 - TikukaaNAssó' ničiišanaáxu'.
 - TikukaaNAssó' taakáxtš.
 - TikukaaNAssó' tapáhtu'.
 - Škuxtaánu tapáhtu'.
 - Škuxtaánu tsástš.
4. List all the Arikara consonants that are found at the beginning of words.
5. List all the Arikara consonants that are found at the end of words.
6. List all the Arikara consonants that are found in the middle of words.
7. ŠuunUxwakunaasíhtš saNIšíni'. Use the cue in parenthesis.
- Tičé wekuNAXuú'Ut? (well)
 - Tičé wekuNAXuú'Ut? (tired)
 - Tičé wekuNAXuú'Ut? (getting warm)
 - ~~ax~~ Tičé wekuNAXuú'Ut? (not well)
 - Tičé wekuNAXuú'Ut? (cold)
 - Tičé wekuNAXuú'Ut? (very hot)

ANSWERS

Spoken and Written Sounds

2. a. No
- k, p, t, and strong x
 - r, soft x, and '
 - yes
 - t, strong x, soft x, and '

LESSON 7

Classifying Foods

SPOKEN AND WRITTEN SOUNDS

Position of Sounds in Words

1. Study the sample words that are given for each Arikara vowel sound:

<u>a</u>	apáru'	sáx	
<u>a</u>		wáh	ka'istaáka
<u>e</u>	etciisu'	tičé'	ItUhtaáwe
<u>i</u>	inásti'	nís	
<u>o</u>		niwót	tikukaaNAssó
<u>u</u>		koóxu'	
<u>aa</u>		tšaápis	
<u>ee</u>		neesíts	
<u>ii</u>		wíisu'	
<u>oo</u>		nooxíni'	
<u>uu</u>	uúxu'	skuúxu'	

2. Answer these questions about the position of sounds in the words above:

- Are all of these sounds found at the beginning of words?
- Which sounds are beginning sounds?
- Which sounds are not beginning sounds?
- Are all of these sounds found in the middle of words?
- Which of these sounds are final sounds?
- Which of these sounds are not final sounds?

3. From these examples you have learned ~~that~~ that:

- The vowel sounds a, e, i, and uu are beginning sounds of Arikara words.
- The vowel sounds o, u, aa, ee, ii, and oo are not beginning sounds of Arikara words.
- The vowel sounds a, e, i, o, u, aa, ee, ii, oo, and uu, are middle sounds in Arikara words.
- The vowel sounds a, e, and o are final sounds in Arikara words.
- The vowel sounds i, u, aa, ee, ii, oo, and uu are not final sounds in Arikara words.

4. Review

Prepare three columns. Head the first one Beginning Sounds, the second Middle Sounds, and the third Final Sounds.

Check your answers with the information above.

CONVERSATION

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósI saNIšíni'.

- | | |
|-----------------------|----------------|
| 1. Tičé wekuNAXuú'Ut? | 'How are you?' |
| Wetikoowí'At. | 'I'm tired.' |
| 2. Tičé wekuNAXuú'Ut? | |
| Wetikisčípi. | 'I'm sleepy.' |
| 3. Tičé wekuNAXuú'Ut? | |
| WetikuNASá'Ux. | 'I'm hungry.' |
| 4. Tičé wekuNAXuú'Ut? | |
| WetikuhAstaahíš. | 'I'm thirsty.' |

VOCABULARY

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósI saNIšíni'.

isataaniwíru'	'biscuit'
isataaka'ít	'cake'
niWAharít	'plum'
tsaskatóx	'steak'
tsastsapáhtu'	'hamburger'
tšús	'grapes'
atIhtaraniítu'	'coffee beans'
pakUsuú'	'rice'
ničištsapáhtu'	'cornmeal'

GRAMMAR AND SENTENCE PATTERNS

In previous lessons you used food items in two sets of sentence patterns. You practiced a particular set of food items with each set of sentence patterns. They were not interchanged. For example, you said

TⁱnaákUx tí' patát.

'This is a potato.'

but

TⁱnaroóSI tí'It ka'istaáka.

'This is salt.'

In English, the two sentences follow the same pattern; in Arikara they do not. Arikara speakers divide food into three categories; liquid, granular and everything else.

Let us consider the categories of granular and everything else. Foods such as salt, beans, the general class meat, roasted corn, pemmican, rice and cornmeal are made up of particles or granules. When Arikara speakers talk about these foods, even one serving, they use the plural form of the verb.

Foods such as potato, cabbage, a loaf of bread, watermelon, steak, a biscuit are neither liquid nor granular. When Arikara speakers talk about one of each of these foods, they use the singular form of the verb.

Practice

1. Tell which of these foods are in the granular category.

isataaniwíru'

pakUsuú'

tsaskatóx

tsastsapáhtu'

atIhtaraniítu'

niWAharít

tšús

ničištsapáhtu'

isataaka'ít

2. Šuxwaáko' saNIšíni'.

a. TⁱnaroóSI tí'It _____.

coffee beans

cornmeal

b. TⁱnaákUx tí' _____.

biscuit

plum

c. TikukaaNAssó _____.
 plum
 cornmeal

NOTE: In this pattern the same verb is used for both categories.

d. NuunaákUx tí' _____.
 cake
 steak

e. Škuúxu _____.
 biscuit
 steak

f. NuunaroósI tí'It _____.
 grapes
 rice

g. Škuxtaánu _____.
 grapes
 coffee

3. Choose the appropriate word to complete each sentence.

isataaniwíru'	tsaskatóx	pakUsuú'	ničičšsapáhtu'
niWAharít	tšús	isataaka'ít	atIhtaraniítu'
			tsastsapáhtu'

- NuunaroósI tí'It _____.
- Škuúxu _____.
- TⁱnaákUx tí' _____.
- TikukaaNAssó' _____.
- Škuxtaánu _____.
- TⁱnaroósI tí'It _____.
- NuunaákUx tí' _____.

4. Choose the correct verb form from the verbs in parentheses below.

- (TⁱnaroósI tí'It, TⁱnaákUx tí') atIhtaraniítu'.
- (NuunaroósI tí'It, NuunaákUx tí') tsaskatóx.
- (Škuúxu, Škuxtaánu) ničičšsapáhtu'.
- (NuunaákUx tí', NuunaroósI tí'It) pakUsuú'.

- e. (Škuxtaánu, Škuúxu) isataaka'ít.
- f. (TⁱnaákUx tí', TⁱnaroósI tí'It) niWAharít.
- g. (Škuúxu, Škuxtaánu) tšús.
- h. (NuunaroósI tí'It, NuunaákUx tí') isataaniwíru'.
- i. (TⁱnaroósI tí'It, TⁱnaákUx tí') ničištsapáhtu'.

TEST YOURSELF

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|---------------------------|---------------------------|
| a. Give me the grapes. | f. Give me the rice. |
| b. I want (to eat) bread. | g. That is hamburger. |
| c. This is pepper. | h. I want (to eat) steak. |
| d. That is watermelon. | i. Give me the pemmican. |
| e. This is a plum. | |

2. Rewrite these Arikara and English words. Pair the English and Arikara words with the same meaning.

niWAharít	pakUsuú'	coffee beans	hamburger
tšús	isataaniwíru'	cake	grape
tsaskatóx	ničištsapáhtu'	plum	biscuit
isataaka'ít	tsastsapáhtu'	rice	cornmeal
atIhtaraniítu'		steak	

3. Šuxwaáko' saNIštaakAhníni'.

- a. TⁱnaroósI tí'It ničiišanaáxu'.
- b. TikukaaNAssó' ničištsapáhtu'.
- c. NuunaákUx tí' isataaka'ít.
- d. Škuxtaánu tšús.
- e. TⁱnaákUx tí' isataaniwíru'.
- f. Škuúxu tsaskatóx.
- g. TikukaaNAssó' niWAharít.
- h. NuunaroósI tí'It atIhtaraniítu'.
- i. TikukaaNAssó' WAhúx.

4. Prepare three columns. Head the first one Beginning Sounds, the second Middle Sounds, and the third Final Sounds. Write the letters for all the Arikara vowel and consonant sounds you have learned in the correct columns.

5. Tičé no' nakuwaákA saNIšíni'?

- | | |
|----------------------|-------------------------|
| a. I'm very hot. | g. I'm not well. |
| b. I'm hungry. | h. I'm sleepy. |
| c. How are you? | i. I'm thirsty. |
| d. I'm well. | j. I'm cold. |
| e. I'm tired. | k. Hello (man speaking) |
| f. I'm getting warm. | |

6. Tičé no' nakuwaákA saNIštaakAhníni'?

- | | |
|------------------------|-------------------------|
| a. Wetikoowí'At. | g. Wetikisčípi. |
| b. AtíštIt tatuú'Ut. | h. Wetikoonaásu'. |
| c. Nawáh. | i. WetikuNASá'Ux. |
| d. WetikuhAstaahíš. | j. AtíštIt kaakatuú'Ut. |
| e. Tičé wekuNAXuú'Ut? | k. WetikoowiriItčé'. |
| f. Wetikoowiriitaánu'. | |

ANSWERS

Spoken and Written Sounds

2. a. no.
b. a, e, i, uu
c. o, u, aa, ee, ii, oo
d. yes
e. a, e, o
f. i, u, aa, ee, ii, oo, uu

Grammar and Sentence Patterns

1. Foods in the granular category are: tšus, pakUsuu', ničištsapahtu'

LESSON 8.

Speaking About Liquids

SPOKEN AND WRITTEN SOUNDS

Strong x and Soft x

1. Strong x

The Arikara sound we call strong x is made by saying 'come' with the back of your tongue against the soft palate to produce friction. Do not let air build up behind your tongue.

Practice saying these words.

sáx xaáts̃ koóxu' xás tikatóx

Look at the words you have just practiced. Answer the following questions about them.

- a. Do you find x at the beginning of any word?
- b. Which sounds come immediately before x?

2. Soft x

The Arikara sound we call soft x is made by saying 'kick' with the middle part of your tongue against the roof of your mouth (hard palate).

Practice saying these words.

skuúxu' huunúxu' uúxu' tikarúx

Look at the words you have just practiced. Answer the following questions about them.

- a. Do you find x at the beginning of any word?
- b. Which sounds come immediately before x?

3. From these few examples, you have learned these guidelines for pronouncing x strong or soft:

- a. x is pronounced soft x only when it is immediately after u or uu.
- b. When x is at the beginning of a word or immediately after any sound except u or uu it is pronounced strong x.

+4. Practice reading x correctly.

Is x in each word strong or soft?

- | | |
|-----------|------------|
| 1. páxu' | 5. háxtš |
| 2. koóxu' | 6. tičítúx |
| 3. WAhúx | 7. xáx |
| 4. xúhtš | |

CONVERSATION

Witiišuxtii'Uxísto' nakuwaákA tⁱnaroósi saNIšíni'.

Tsakuunawíre.	'It's a nice day.'
Taawirísto'.	'It's hot weather. (i.e., it's like summer.)'
Taraananíto'.	'It's warm.'
Wetikaahunaaničiwiniitaánu'.	'The weather is changing.'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA tⁱnaroósi saNIšíni'.

etčiísu'	'milk'
pahAtčiísu'	'tomato juice, catsup'
tstoóxu'	'water'
tskaatít	'coffee'

SENTENCE PATTERNS

Use the vocabulary items you have learned in these sentence patterns.

A. EXAMPLE:

TⁱnačiraáhkUx tičíf'Is etčiísu'. 'This is milk.'

Practice

Šuxwaáko' saNIšíni'.

TⁱnačiraáhkUx tičíf'Is _____.

tomato juice
coffee
milk
water
catsup

B. EXAMPLE:

NuunačiraáhkUx tičif'Is pahAtčifisu'. 'That is tomato juice.'

Practice

Šuxwaáko' saNIšini'.

NuunačiraáhkUx tičif'Is _____.

water
catsup
milk
coffee
tomato juice

C. Šuxwaáko' saNIšini'. ŠuuNUxtaniino' saNIšini'.

- | | |
|--------------------------|--------------------------|
| 1. That is catsup. | 6. This is water. |
| 2. This is milk | 7. That is tomato juice. |
| 3. This is tomato juice. | 8. This is catsup. |
| 4. That is water. | 9. This is coffee. |
| 5. That is coffee. | 10. That is milk. |

D. Šuxwaáko' saNIštaakAhnini'.

1. TⁱnačiraáhkUx tičif'Is tstoóxu'.
2. NuunačiraáhkUx tičif'Is tskaatít.
3. TⁱnačiraáhkUx tičif'Is pahAtčifisu'.
4. TⁱnačiraáhkUx tičif'Is etčifisu'.
5. NuunačiraáhkUx tičif'Is pahAtčifisu'.
6. TⁱnačiraáhkUx tičif'Is tskaatít.
7. NuunačiraáhkUx tičif'Is tstoóxu'.
8. NuunačiraáhkUx tičif'Is pahAtčifisu'.
9. TⁱnačiraáhkUx tičif'Is pahAtčifisu'.
10. NuunačiraáhkUx tičif'Is etčifisu'.

TEST YOURSELF

1. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|-----------------|-----------------|
| a. roasted corn | h. pear |
| b. watermelon | i. cake |
| c. tomato juice | j. squash |
| d. apple | k. catsup |
| e. pemmican | l. coffee beans |
| f. peach | m. milk |
| g. water | n. rice |

2. ŠuuNUxtaniíno' saNIštaakAhníni'.

- | | |
|------------------|-------------------|
| a. niWAharít | h. isataaka'ít |
| b. etčiíisu' | i. tskaatít |
| c. isataá'u' | j. ničištsapáhtu' |
| d. tstoóxu' | k. káwits̃ |
| e. tsáts̃ | l. tsús |
| f. pahAtčiíisu' | m. pahAtčiíisu' |
| g. tsastsapáhtu' | n. isataaniwíru' |

3. Choose the correct Arikara equivalent for each English sentence.

a. This is a plum.

Tⁱnarooósi tí'it niWAharít.

TⁱnaákUx tí' niWAharít.

NuunaákUx tí' niWAharít.

b. That is pepper.

NuunaákUx tí' nakatiitítš.

NuunačiraáhkUx tičii'Is nakatiitítš.

Nuunarooósi tí'it nakatiitítš.

c. This is milk.

TⁱnačiraáhkUx tičii'Is etčiíisu'.

Tⁱnarooósi tí'it etčiíisu'.

TⁱnaákUx tí' etčiíisu'.

d. That is hamburger.

Tⁱnaroósi tí'it tsastsapáhtu'.

NuunaákUx tí' tsastsapáhtu'.

TⁱnaákUx tí' tsastsapáhtu'.

e. This is rice.

Tⁱnaroósi tí'it pakUsuú'.

NuunačiraáhkUx tičif'Is pakUsuú'.

Nuunaroósi tí'it pakUsuú'.

f. That is coffee.

NuunaákUx tí' tskaatít.

NuunačiraáhkUx tičif'Is tskaatít.

TⁱnačiraáhkUx tičif'Is tskaatít.

4. Is the sound written x in each of these words soft or strong?

a. taakáxtš

d. tstoóxu'

b. tsaskatóx

e. uúxu'

c. apostaáNUx

f. nawáxch

5. Tičé no' nakuwaáka saNIštaakAhníni'?

a. Taraananíto'.

b. Tsakuunawíre.

c. Wetikaahunaaničiwiniitaánu'.

d. Taawirísto'.

ANSWERS

Spoken and Written Sounds

4. 1. strong
2. strong
3. soft
4. strong

5. strong
6. soft
7. both strong

Test Yourself

4. a. strong
b. strong
c. soft

- d. strong
e. soft
f. strong

LESSON 9

More About Liquids

SPOKEN AND WRITTEN SOUNDS

Dividing Arikara Words Into Syllables

1. You learned this form in the last lesson. Read it.

Wetikaahunaaničiwiniitaánu'.

Isn't it difficult to read as one long, unbroken word? In Lesson 3, you learned about dividing shorter Arikara words into syllables as a help to understanding whispered sounds. When you learn to divide words into syllables, you can divide long Arikara words in the same way that you divide shorter Arikara words. This procedure is useful in learning to read Arikara.

2. Review the guidelines for dividing Arikara words into syllables:
 - a. Arikara syllables usually begin with a consonant sound.
 - b. Only the beginning syllable of a word begins with a vowel sound.
 - c. Dividing Arikara words into syllables is not always the same as dividing them into meaningful parts.

NOTE: You will learn more about this last point later in the course when you analyze Arikara verbs.

3. Rewrite Wetikaahunaaničiwiniitaánu' into syllables. Use guidelines 1 and 2 above.

Divided into syllables, the word should look like this:

We-ti-kaa-hu-naa-ni-čí-wi-nii-taá-nu'

Now read it. It's easier, isn't it?

4. Divide these words into syllables:
 - a. tⁱ r. raáhkUx is divided into tⁱ-na-čí-raáh-kUx.

h plus another consonant divides between the two consonants, h-k for example.

b. tičii'Is is divided into ti-čii-'Is.

' is a consonant and begins the syllable rather than ends it, except at the end of a word.

c. etčiiisu' is divided into et-čii-su'.

tč is a consonant cluster and is divided between the two consonant sounds.

NOTE: A consonant cluster is a group of two or more consonant sounds.

5. A restatement of the guidelines for dividing Arikara words into syllables:

- a. Arikara syllables usually begin with a consonant sound.
- b. Only the beginning syllable of a word begins with a vowel sound.
- c. h plus another consonant sound divides between the two consonant sounds.
- d. A consonant cluster is usually divided between the consonant sounds unless it is the beginning or the final sound of the word.
- e. ' begins a syllable rather than ends it, except at the end of a word.
- f. Dividing Arikara words into syllables is not always the same as dividing them into meaningful parts.

6. Practice dividing these words into syllables.

a. ničistsaq'áhtu'

b. isataaka'ít

c. niWAharít

d. tstoó'ni'

e. tšusčiiisu'

CONVERSATION

Witiišuxtii'ixišto' nakuwaáka tⁱnaroósi saNišini'.

'Taraananaaxi'.

'It's cold; it's chilly.'

Taasuú'a'.

'It's raining.'

Tipsí'.

'It's cold; it's wintry.'

Taaxuá'.

'It's snowing.'

VOCABULARY

Witišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNIšíni'.

nakaraáku'	'tea'
čiinaniítu'	'soup'
tšusčiísu'	'grape juice'
pi'aačiísu'	'beer'

SENTENCE PATTERNS

Use the vocabulary items you have learned in these sentence patterns.

A. EXAMPLE:

TikutskaaNAsšó' nakaraáku', 'I want (to drink) tea.'

Practice

Šuxwaáko' saNIšíni'.

TikutskaaNAsšó' _____.

soup
beer
grape juice
tea

B. EXAMPLE:

Škuxčiraánu čiinaniítu', 'Give me the soup.'

Practice

Šuxwaáko' saNIšíni'.

Škuxčiraánu _____.

grape juice
beer
tea
soup

C. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

1. Give me the soup.
2. I want (to drink) tea.
3. Give me the beer.
4. I want (to drink) grape juice.

5. Give me the tea.
6. I want (to drink) soup.
7. Give me the grape juice.
8. I want (to drink) tea.

D. Šuxwaáko' saNIštaakAhníni'.

1. TikutskaaNAssó' tsusčiísu'.
2. Škuxčiraánu pi'aachiísu'.
3. TikutskaaNAssó' čiinaniítu'.
4. Škuxčiraánu nakaraáku'.
5. TikutskaaNAssó' pi'aachiísu'.
6. Škuxčiraánu nakaraáku'.
7. TikutskaaNAssó' nakaraáku'.
8. Škuxčiraánu tsusčiísu'.

GRAMMAR

In addition to the two sets of sentence patterns you learned to use with different food categories in Lesson 7, there is a separate set of sentence patterns to use with liquids. A special word part is inserted into the verb form to show that liquid is being talked about. It is not always written the same way. Study the underlined parts of these verb forms.

tⁱnačiraáhkUx tičii'Is
 nuunačiraáhkUx tičii'Is
 škuxčiraánu

The word part ts is inserted in the verb form tikutskaaNAssó'.

TEST YOURSELF

1. Rewrite these Arikara and English words. Pair the English and Arikara words with the same meaning on each line.

milk	nakaraáku'	tskaatít	catsup	čiinaniítu'	soup
pahAtčiísu'	grape juice	water	etčiísu'	tomato juice	
tstoóxu'	coffee	tea			

2. ŠuuNUxtaniíno' saNIšíni'.

- a. I want (to drink) milk.
- b. Give me the catsup.
- c. This is coffee.
- d. I want (to drink) tea.
- e. That is soup.
- f. This is water.
- g. Give me tomato juice.
- h. That is grape juice.

3. ŠuuNUxtaniíno' saNIštaakAhníni'.

- a. TⁱnačiraáhkUx tičíí'Is pahAtčíísu'.
- b. TikutskaaNAsšó' nakaraáku'.
- c. NuunačiraáhkUx tičíí'Is čiinaniítu'.
- d. Škuxčiraánu tšusčíísu'.
- e. NuunačiraáhkUx tičíí'Is pahAtčíísu'.
- f. TⁱnačiraáhkUx tičíí'Is tskaatít.
- g. Škuxčiraánu tstoóxu'.
- h. TikutskaaNAsšó' etčíísu'.

4. Tičé no' nakuwaáka saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.

- a. It's wintry.
- b. The weather is changing.
- c. It's like summer.
- d. It's chilly.
- e. It's raining.
- f. It's a nice day.
- g. It's snowing.
- h. It's warm.

5. Choose the correct verb form to use with each of these food items.

Škuúxu

Škuxčiraánu

Škuxtaánu

- | | |
|----------------------|--------------------------|
| a. _____ tsaskatóx. | f. _____ ničístsapáhtu'. |
| b. _____ nakaraáku'. | g. _____ wahUxanaáxu'. |
| c. _____ patát. | h. _____ čiinaniítu'. |
| d. _____ tšús. | i. _____ atIhtaraniítu'. |
| e. _____ káwitsš. | j. _____ taakáxtš. |

6. a. Prepare a four column chart. Head the first column Spoken, the second Liquid, the third Aspirate, and the fourth Other.

b. Write the following words in the Spoken column:

ničiišanaáku'	niWAharít	tsátsě	isataaniwíru
tsátsě	isataaniwíru	ničiišanaáku'	isataaniwíru
átit	etčiísu'		

c. Write an x in the column that fits each item. For example, put x in the Liquid Column for ničiišanaáku'.

ANSWERS

Spoken and Written Sounds

6. a. ni-čiiš-tsa-pah-tu'
 b. i-sa-taa-ka-'it
 c. ni-WA-ha-rit

a. tsátsě
 b. ničiišanaáku'

LESSON 10

Some Kinship Terms

SPOKEN AND WRITTEN SOUNDS

x and h

1. Review of x.

- a. Say these words. Is x strong or soft?

sáx xúhtš koóxu'

- b. Say these words. Is x strong or soft?

uúxu' tikarúx WAhúx

- c. Say these pairs of words. One of each pair has a strong x sound. One of each pair has a soft x sound. Listen to the contrast.

tikatóx - tikarúx WAhúx - páxu' xaátš - uúxu'

2. h

This sound is the same as the first sound in the English word 'hit'. Say these words:

hukós šaahé' paatúh

This sound is easy for an English speaker to say and read. However, it sounds much like soft x and one can be mistaken for the other.

3. Practice these pairs of words. Listen for the contrast between the sound of soft x in one word and h in the other.

uúxu' - šaahé' skuúxu' - tanáha' tikarúx - nawáh

Write each word several times. Say the word as you write it.

CONVERSATION

Witišuxtii 'Uxišto' nakuwaákA tⁱnaroósi saNišíni'.

Tičé wekunuú'Ut?	'How is he?'
AtíštIt tuú'Ut.	'She is well.'
AtíštIt kaakuú'Ut.	'He is not well.'
Teewiriitaánu'.	'She is getting warm.'
TeewiRitčé'.	'He is very hot.'

VOCABULARY

NOTE: In Arikara, kinship terms, or names of relatives, include a special word part which identifies whose relative it is. Each kinship term must be learned separately. The English translation includes a possessive pronoun -- 'my', 'your', 'his', or 'her'. In Arikara 'his____' and 'her____' are the same term.

Witišuxtii 'Uxišto' nakuwaákA tⁱnaroósi saNišíni'.

	my	your	his/her
mother	at ⁱ ná'	xáx	šáxti'
father	atí'Ax	haá'Ax	hi'áxti'
grandmother	atíka'	áka'	ikaáni'

SENTENCE PATTERNS

Use the kinship terms in these sentences.

A. EXAMPLE:

Haá'Ax tičé nuutaánu'? 'What is your father doing?'

Practice

Šuxwaáko' saNIšíni'.

_____ tičé nuutaánu'?

My mother
Your grandmother
Her father

B. EXAMPLE:

Atí'Ax tiwaaWIhtiíku'. 'My father is talking.'

Practice

Šuxwaáko' saNIšíni'.

_____ tiwaaWIhtiíku'.

His mother
My grandmother
Her mother

NOTE: The kinship terms may also be used with the sentences you learned in the Conversation Section.

C. EXAMPLE:

Áka' tičé wekunuú'Ut? 'How is your grandmother?'

Practice

Šuxwaáko' saNIšíni'.

_____ tičé wekunuú'Ut?

Your mother
His father
My grandmother

D. EXAMPLE:

Atíka' atíštIt tuú'Ut.

'My grandmother is well.'

Practice

Šuxwaáko' saNIšíni'.

_____ atíštIt tuú'Ut.

His grandmother

Your mother

My father

E. EXAMPLE:

Ikaáni' atíštIt kaakuú'Ut.

'Her grandmother is not well.'

Practice

Šuxwaáko' saNIšíni'.

_____ atíštIt kaakuú'Ut.

Your father

His grandmother

My mother

F. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. What is his grandmother doing?
2. My mother is not well.
3. Your father is very hot.
4. How is her mother?
5. Her grandmother is talking.
6. My father is well.
7. What is your mother doing?
8. My grandmother is very hot.
9. Her father is not well.
10. How is his mother?
11. His father is getting warm.
12. Your grandmother is talking.

4. Šuxwaáko' saWištaakahníni'.
1. Atíni' teowiriitaánu'.
2. Hi'áxti' tičé nuutaánu'?
3. Ána' atíštIt kaakuú'Ut.
4. Šákti' tiwaaWihtiíku'.
5. Atíka' teowiHičé.
6. Atí'Ax tičé wekunuú'Ut?
7. Xák atíštIt luú'Ut.
8. Ihaáni' tiwaaWihtiíku'.
9. Haš'Ax atíštIt kaakuú'Ut.

GRAMMAR

A. The verbs you are using in this lesson are in the third person singular form.

1. For example, in

Atíka' tiwaaWihtiíku'.

you are saying, in a word-for-word (literal) translation,

'My-grandmother she-is-talking.'

If you drop the kinship term and say

TiwaaWihtiíku'.

the English translation is simply

'She-is-talking.'

2. You ask the question

Šáxti' tičé nuutaánu'?

In a word-for-word (literal) translation it means

'His-mother what is she-doing?'

If you drop the kinship term and say

Tičé nuutaánu'?

the English translation is simply

'What is-she-doing?'

In Arikara, the third person singular pronoun subject is part of the verb.

- B. There is only one form for saying any Arikara verb in the third person singular. Unlike English, the Arikara third person singular form means all three:

'he _____'

'she _____'

'it _____'

If there are other clues in the sentence, such as the noun used as subject, you will know whether to use 'he', 'she', or 'it'. If no clue is given, you are free to choose whichever pronoun you wish.

C. Practice

1. Substitute he or she for the noun subject used in each sentence.

a. Atí'Ax atíštIt tuú'Ut.

b. Ikaáni' tiwaaWIhtiíku'.

c. Xáx tičé nuutaánu'?

- †2. Write these sentences in literal English.

a. Haá'Ax tičé nuutaánu'?

b. Atí'Ax tiwaaWIhtiíku'.

c. Áka' tičé wekunuú'Ut?

d. Atíka' atíštIt tuú'Ut.

e. Atⁱná' atíštIt kaakuú'Ut.

f. Hi'áxti' teewiriitaánu'.

g. Šáxti' teewiRIItčé'.

TEST YOURSELF

1. In each series, choose the kinship term that names the same person as the first term.
- | | | | |
|-------------|---------|---------------------|----------|
| a. Šáxti': | atíka' | at ⁱ ná' | hi'áxti' |
| b. áka': | ikaáni' | xáx | haá'Ax |
| c. ikaáni': | šáxti' | atí'Ax | áka' |
| d. atí'Ax: | xáx | atíka' | haá'Ax |
2. Write the Arikara kinship terms for 'mother', 'father', and 'grandmother' in the possessed forms for 'my', 'your', and 'his/her'.
- †3. Choose the most appropriate answer to each question.
- | | |
|----------------------------|--|
| a. Áka' tičé nuutaánu'? | Xáx tiwaaWIhtiíku'.
Atíka' tiwaaWIhtiíku'.
Ikaáni' atíštIt tuú'Ut. |
| b. Šáxti' tičé wekunuú'Ut? | At ⁱ ná' teewiriitaánu'.
Šáxti' atíštIt kaakuú'Ut.
Hi'áxti' atíštIt tuú'Ut. |
-
- †4. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
- It's raining.
 - I want (to drink) tea.
 - His father is not well.
 - I'm very hot.
 - Give me a peach.
 - This is tomato juice.
 - That is cabbage.
 - Learn to say these Arikara words.
 - I want (to eat) a biscuit.
 - Say it again.
- †5. Choose the appropriate food names to complete the sentence.
- TikukaaNAssó' (etčíisu', ápos, tskaatít).
 - TⁱnaákUx tí' (patát, tsastš, pi'aacíisu').
 - Škuxtaánu (isataaka'ít, tstoóxu', nakatiitít).
 - NuunaákUx tí' (čiinaniítu', káwits, tapáhtu').

- e. Škuúxu (isataá'u', taakáxts, pahAtčičiisu').
- f. NuunaroósI tí'It (tšusčičiisu', niWAharít, tšús).
- g. TⁱnačiraáhKux tičiči'Is (tsaskatóx, etčičiisu', pakUšuú').
- h. TⁱnaroósI tí'It (tskaatít, ničiišanaáxu', WAhúx).
- i. TikutskaaNAssó' (wahUxanaáxu', ka'ít, pi'aačičiisu').
- j. NuunačiraáhKux tičiči'Is (ničičištšapáhtu', tstoóxu', apostaaNUx).
- k. TikukaaNAssó' (atIhtaraniítu', isataaniwíru', tšusčičiisu').
- l. Škuxčiraánu (ka'istaáka, čiinaniítu', nuhnaanunáWI).

ANSWERS

Grammar

- C. 2. a. 'Your-father what is-he-doing?'
- b. 'My-father he-is-talking.'
- c. 'Your-grandmother how is-she?'
- d. 'My-grandmother she-is well.'
- e. 'My-mother she-is not-well.'
- f. 'Her-father he-is-getting-warm.'
- g. 'His-mother she-is-very-hot.'

Test Yourself

- 3. a. Atíka' tiwaaWIhtiíku'.
- b. Šáxti' atíštIt kaakuú'Ut.
- 4. a. Taasuú'a'.
- b. TikutskaaNAssó' nakaraáku'.
- c. Hi'áxti' atíštIt kaakuú'Ut.
- d. WetikoowiRItčé'.
- e. Škuúxu apostaaNUx.
- f. TⁱnačiraáhKux tičiči'Is pahAtčičiisu'.
- g. NuunaáKux tí' káwitsš.
- h. Witiišuxtii'Uxíšto' nakuwaáka tⁱnaroósI saNIšini'.
- i. TikukaaNAssó' isataaniwíru'.
- j. Šuxwaáko' štóh.

5. a. ápos
b. patát
c. nakatiitítš
d. tapáhtu'
e. isataá'u'
f. tšús
- g. etčiísu'
h. ničiišanaáxu'
i. pi'aaciísu'
j. tstoóxu'
k. atIhtaraniítu'
l. čiinaniítu'

LESSON 11

More Kinship Terms

SPOKEN AND WRITTEN SOUNDS

k, p, t

In English, those sounds are pronounced in different ways depending upon their position in a word. Hold your hand in front of your mouth as you say these words aloud.

kill - skill

pill - spill

till - still

You should feel a puff of air on your hand when you say the first word of each pair, but you should not feel a puff of air when you say the second word of each pair.

In Arikara, these sounds are said without the puff of air regardless of where they are located in a word. Practice saying these Arikara words aloud.

kaakí'	nakás	neskúhtš	kóštš	píš	ápa'
patát	ápos	tí'	haátu'	niwót	taáts

Remember: The beginning sound of the word kóštš is written k not g.

The beginning sound of the word píš is written p not b.

The beginning sound of the word tí' is written t not d.

The letters g, b, and d are not used in the Arikara writing system.

CONVERSATION

1. Witiišuxtii'Uxíšto' nakuwaáka tⁱnaroósi saNišíni'.

Teenaásu'. 'She is cold.'

Teewí'At. 'She is tired.'

Tiscípi. 'He is sleepy.'

TihAstaahíš. 'He is thirsty.'

TuNAsá'Ux. 'She is hungry.'

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. He is sleepy.
- b. She is cold.
- c. He is hungry.
- d. He is tired.
- e. She is thirsty.

3. Šuxwaáko' saNIštaakAhníni'.

- a. TuNAsá'Ux.
- b. Teewí'At.
- c. TihAstaahíš.
- d. Teenaásu'.
- e. Tiscípi.

VOCABULARY

1. Witiisuxtii'Uxíšto' nakuwaáka tⁱnaroósI saNIšíni'.

	my	your	his/her
grandfather	atípa'	ápa'	ipáhni'
uncle*	tiWIsíRIš	aWIsíRIš	iwaaníRIš

*This term is used for one's mother's brother, not for one's father's brother. One's father's brother is called 'father'.

2. You may further identify kinship terms by adding a personal name, just as in English. For example,

Mary šáxti', literally, Mary her-mother, is translated 'Mary's mother'.

Mary šáxti' tičé nuutaánu'?

'What is Mary's mother doing?'

Mary šáxti' tiwaaWhtíku'.

'Mary's mother is talking.'

3. Tičé no' nakuwaáka saNIšíni'?

- a. her grandfather
- b. your uncle
- c. my grandfather

- d. his uncle
- e. your grandfather
- f. my uncle

4. Tičé no' nakuwaáka saNIštaakAhníni'?

- a. ápa'
- b. tiWIsíRIš
- c. ipáhni'

- d. aWIsíRIš
- e. atípa'
- f. iwaaníRIš

SENTENCE PATTERNS

Use the kinship terms in these sentences.

A. EXAMPLE:

Ápa' títka.

'Your grandfather is sleeping.'

Practice

Šuxwaáko' saNIšíni'.

_____ títka.

My grandfather
Susie's uncle

B. EXAMPLE:

IwaaníRIš tiraanoóku'.

'Her uncle is singing.'

Practice

Šuxwaáko' saNIšíni'.

_____ tiraanoóku'.

His grandfather
My uncle

C. EXAMPLE:

TIWIsíRIš teepáku'.

'My uncle is fighting.'

Practice

Šuxwaáko' saNIšíni'.

_____ teepáku'.

Bob's grandfather
Your uncle

D. EXAMPLE:

Ipáhni' tičíkAt.

'His grandfather is crying.'

Practice

Šuxwaáko' saNIšíni',

_____ tičíkAt.

Her grandfather

His uncle

E. Šuxwaáko' saNIšíni', ŠuUNUxtaniíno' saNIšíni'.

1. Tom's grandfather is singing.
2. Your uncle is fighting.
3. His grandfather is cold.
4. My grandfather is sleeping.
5. Her grandfather is thirsty.
6. Her uncle is crying.
7. My uncle is sleeping.
8. Your grandfather is singing.
9. My uncle is sleepy.
10. His uncle is hungry.
11. Dan's grandfather is tired.

F. Šuxwaáko' saNIštaakahníni'.

1. Ápa' teenaásu'.
2. IwaaníRIš teepáku'.
3. Betty ipáhni' tisčípi.
4. TiWIsíRIš títká.
5. Atípa' tičíkAt.
6. AWIsíRIš tíhAstaahís.
7. Bill iwaaníRIš teewí'At.
8. Ápa' tiraanoóku'.
9. Jim ipáhni' tuNAsá'Ux.

GRAMMAR

In many Arikara sentence patterns, word order is not important. Unlike English sentences, the word order is not always needed in Arikara to make the meaning clear. Therefore you will hear and see several ways of putting together some Arikara sentences. For example,

a. 'What is your mother doing?'

may be said either

Xáx tičé nuutaánu'?

or Tičé nuutaánu' xáx?

b. 'My father is well.'

may be said either

Atí'Ax atíštIt tuú'Ut. or AtíštIt tuú'Ut atí'Ax.

TEST YOURSELF

1. For each kinship term listed below, write the other two forms you have learned that identify the same person.

EXAMPLE: ápa' atípa' ipáhni'

- | | |
|-------------|------------|
| a. Šáxti' | e. xáx |
| b. aWIsíRIš | f. ikaáni' |
| c. atíka' | g. atí'Ax |
| d. hi'áxti' | |

- †2. Change the subject of the sentence from a pronoun to a noun. Use the noun in parentheses. Translate both the original sentence and the changed sentence into English.

- | | |
|-----------------------|-----------------------|
| a. Tičé wekunuú'Ut? | (tiWIsíRIš) |
| b. TiwaaWIhtiíku'. | (Ben ikaáni') |
| c. Teenaásu'. | (at ⁱ ná') |
| d. Tiraanoóku'. | (áka') |
| e. Tisčípi. | (ikaáni') |
| f. TuNASá'Ux. | (xáx) |
| g. Tičé nuutaánu'? | (atíka') |
| h. TeewiRItčé'. | (ipáhni') |
| i. Tičíkat. | (atípa') |
| j. Títka. | (aWIsíRIš) |
| k. AtíštIt kaakuú'Ut. | (ápa') |
| l. tihAstaahíš. | (iwaaníRIš) |
| m. Teewí'At. | (haá'Ax) |
| n. AtíštIt tuú'Ut. | (atí'Ax) |
| o. Teepáku'. | (šáxti') |
| p. Teewiriitaánu'. | (hi'áxti') |

- †3. Write the Arikara equivalent for each sentence in two different word orders.
- My uncle is singing.
 - Your grandmother is cold.
 - What is his father doing?
 - Your grandfather is sleeping.
 - My mother is crying.
 - How is Mary's father?
 - His uncle is fighting.
 - My father is very hot.
 - Your mother is thirsty.
 - My grandmother is talking.
- †4. Five of these verb forms are in the first person. Rewrite them in the third person. Four of these verb forms are in the third person. Rewrite them in the first person.

- | | |
|------------------------|-----------------------|
| a. wetikiscĩpi | f. atĩstIt tuú'Ut |
| b. atĩstIt kaakatuú'Ut | g. wetikoowiriitaánu' |
| c. tuNASá'Ux | h. tihAstaahís |
| d. wetikoowiRItcé' | i. wetikoonaánu' |
| e. teewí'At | |

ANSWERS

Test Yourself

- How is he?
How is my uncle?
 - She's talking.
Ben's grandmother is talking.
 - She's cold.
My mother is cold.
 - She's singing.
Your grandmother is singing.
 - She's sleepy.
His/her grandmother is sleepy.
 - She's hungry.
Your mother is hungry.

- g. What is he doing?
What is your grandfather doing?
- h. He's very hot.
His/her grandfather is very hot.
- i. He's crying.
My grandfather is crying.
- j. He's sleeping.
Your uncle is sleeping.
- k. He's not well.
Your grandfather is not well.
- l. He's thirsty.
His/her uncle is thirsty.
- m. He's tired.
Your father is tired.
- n. He's well.
My father is well.
- o. She's fighting.
Her/his mother is fighting.
- p. He's getting warm.
His/her father is getting warm.
3. a. TiWiSiRIš tiraanoóku'. or Tiraanoóku' tiWiSiRIš.
 b. Áka' teenaásu'. or Teenaásu' áka'.
 c. Hi'áxti' tičé nuutaánu'? or Tičé nuutaánu' hi'áxti'?
 d. Ápa' títka. or Títka ápa'.
 e. Atⁱná' tičíkAt. or TičíkAt atⁱná'.
 f. Mary hi'áxti' tičé nuutaánu'? or Tičé nuutaánu' Mary hi'áxti'?
 g. IwaaníRIš teepáku'. or Teepáku' iwaaníRIš.
 h. Atí'Ax teewiRItčé'. or TeewiRItčé' atí'Ax.
 i. Xáx tihAstaahíš. or TihAstaahíš xáx.
 j. Atíka' tiwaaWIhtiíku'. or TiwaaWIhtiíku' atíka'.

4. a. tisčípi
b. atíštIt kaakuú'Ut
c. wetikuNASá'Ux
d. teewiRIItčé'
e. wetikoowí'At
f. atíštIt tatuú'Ut
g. teewiriitaánu'
h. wetikuhAstaahíš
i. teenaáasu'

LESSON 12

Telling Time and Transitive Verbs

SPOKEN AND WRITTEN SOUNDS

Variations in Reading Sounds

You learned in Lesson 1 that in Arikara one written symbol always stands for one sound. When certain combinations of sounds are put together, the sounds may change. For example,

WAhúx 'squash' becomes wahUxanaáxu 'watermelon'

- +1. Most of the time, when the spoken form changes the written form changes, too. However, some changes in spoken forms take place only if the word changes its position. Most of the time the written forms do not change. Read these kinship terms. Then divide each word into syllables.

- a. ápa'
- b. atíka'
- c. áka'
- d. atípa'

- +2. Answer the following questions about these words:

- a. What is the final sound in each word?
- b. Is the vowel sound in each final syllable long or short?
- c. Is stress placed on the last or next to last syllable?

3. Now read the same kinship terms as part of a sentence.

Apaá títka.

Atikaá títka.

Akaá títka.

Atipaá títka.

- +4. Divide these kinship terms, as written in the sentences, into syllables.

- a. apaá
- b. atikaá
- c. akaá
- d. atipaá

+5. Answer the following questions about these words:

- a. Do any of these words end in a glottal stop?
- b. Is the vowel sound in each final syllable long or short?
- c. Is stress placed on the last or next to last syllable?

6. From these few samples you have learned that:

- a. When some words are used alone or at the end of a sentence:

the final sound is a glottal stop;
the last vowel sound, just before the glottal stop, is short;
and stress is on the next to last syllable.

- b. When these same words are used immediately before another word, these changes take place:

the glottal stop is dropped;
the short vowel sound becomes a long vowel sound;
and stress shifts from next to last to the last syllable.

7. Use the rules you have just learned to say these words as if they are at the beginning of a sentence.

etčifsu'
isataá'u'
nooxíni'
ničiišanaáxu'
koóxu'

8. Remember to make this change as you read Arikara. It will not be rewritten because you could confuse the rewritten words with those always ending in a short vowel with no glottal stop. In these words, too, the final short vowel is lengthened and the stress shifts from next to last to last syllable.

An example of a word ending in a final short vowel without a glottal stop is:

ka'istaáka

VOCABULARY

áxkUx	'one'
pítkUx	'two'
táWIt	'three'
čičití'Is	'four'
šihUx	'five'
tšaápis	'six'
taWIšaapiswaána	'seven'
taWIšaápis	'eight'
nooxiniwaána	'nine'
nooxíni'	'ten'
nooxíni' na áxkUx	'eleven'
nooxíni' na pítkUx	'twelve'

Practice

1. Tičé no' nakuwaáka saNIšini'?

- | | |
|----------|-----------|
| a. five | g. nine |
| b. three | h. twelve |
| c. eight | i. four |
| d. one | j. six |
| e. ten | k. eleven |
| f. two | l. seven |

2. Tičé no' nakuwaáka saNIštaakAhníni'?

- | | |
|----------------------|-----------------------|
| a. pítkUx | g. nooxiniwaána |
| b. nooxíni' na áxkUx | h. táWIt |
| c. tšaápis | i. taWIšaapiswaána |
| d. áxkUx | j. čičití'Is |
| e. nooxíni' | k. taWIšaápis |
| f. šihUx | l. nooxíni' na pítkUx |

CONVERSATION

ŠuuNUxwakunaasíhtš saNIšíni'.

Tičé weniita'uúkUt?

'What time is it?'

NOTE: In sentence patterns indicating time, the number word may come either before or after the verb form.

_____ wetiita'uúkUt.

'It's _____ o'clock.'

In Arikara, time is given only for the hour and either before or after the hour. It is not given in precise minutes. Therefore disregard the minutes when you translate from English into Arikara.

_____ weti'UhtáhAt.

'It's after _____.'

_____ wetitookúxtA.

'It's before _____.'

Practice

1. Choose the correct time.

a. 9:55

Nooxíni' wetiita'uúkUt.

Nooxíni' weti'UhtáhAt.

Nooxíni' wetitookúxtA.

b. 6:00

Tšaápis wetiita'uúkUt.

Tšaápis weti'UhtáhAt.

Tšaápis wetitookúxtA.

c. 5:05

ŠínUx wetiita'uúkUt.

ŠínUx weti'UhtáhAt.

ŠínUx wetitookúxtA.

d. 7:20

TaWIšaapiswaána wetiita'uúkUt.

TaWIšaapiswaána weti'UhtáhAt.

TaWIšaapiswaána wetitookúxtA.

e. 11:45

Nooxíni' na pítKux wetiita'uúkUt.
Nooxíni' na pítKux weti'UhtáhAt.
Nooxíni' na pítKux wetitookúxtA.

f. 8:00

TaWIšaápis wetiita'uúkUt.
TaWIšaápis weti'UhtáhAt.
TaWIšaápis wetitookúxtA.

2. Tice weniita'uúkUt? Šuxwaáko' saNIšíni'.

- a. 3:00
- b. 10:40
- c. 4:15
- d. 9:00
- e. 12:55
- f. 2:25

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaáka tⁱnaroósi saNIšíni'.

uukawítš	'dress'
xúhtš	'moccasin, shoe'
saátu'	'basket'

Practice

1. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

- a. basket
- b. shoe
- c. moccasin
- d. dress

2. Šuxwaáko' saNIštaakAhníni'.

- a. uukawítš
- b. saátu'
- c. xúhtš

SENTENCE PATTERNS

Use the words in the vocabulary section, above, in these sentence patterns.

A. EXAMPLE:

Mary šáxti' tíRaxwé' xúhtš. 'Mary's mother is looking for the shoes.'

Practice

Mary šáxti' tíRaxwé' _____.
shirt
basket

B. EXAMPLE:

Mary šáxti' tíroóku' uukawítš. 'Mary's mother is making a dress.'

Practice

Mary šáxti' tíroóku' _____.
shoe
basket

C. EXAMPLE:

Mary šáxti' tíčiikaáhu'. 'Mary's mother is drinking.'
Mary šáxti' tíčiikaáhu' tskaatít. 'Mary's mother is drinking coffee.'

Practice

Mary šáxti' tíčiikaáhu' _____.
grape juice
water

D. Šuxwaáko' saNíšíni'. ŠuuNUxtaniíno' saNíšíni'.

1. Your grandmother is looking for an apple.
2. My uncle is making a basket.
3. Your mother is making a shirt.
4. His father is drinking beer.
5. My grandfather is looking for the shoe.

E. Šuxwaáko' saNíštáukAhníni'.

1. AWIsíRíš tiRaxwé' ápos.
2. Atíka' tiroóku' saátu'.
3. Haá'Ax tišíikaáhu' etšíísu'.
4. Ipáhni' tiroóku' xúhtš.
5. Atⁱná' tišíikaáhu' tšusšíísu'.

GRAMMAR

1. Verbs like tiroóku' 'he's making it' and tiRaxwé' 'he's looking for it' take an object to complete the meaning: 'he's making something' or 'he's looking for something'. These are transitive verbs. For example,

Mary tiroóku'.	'Mary is making it.'
Mary tiRaxwé'.	'Mary is looking for it.'

A noun may replace the pronoun it.

Mary tiroóku' uukawítš.	'Mary is making a dress.'
Mary tiRaxwé' ápos.	'Mary is looking for an apple.'

In Arikara, the pronoun object remains part of the verb and the noun object is simply added to the sentence. Therefore,

Mary tiroóku'	becomes	'Mary tiroóku' uukawítš.
Mary tiRaxwé'	becomes	'Mary tiRaxwé' ápos.

Verbs that require an object to complete the meaning are called transitive verbs. Intransitive verbs may be complete in themselves. The Arikara verb 'is drinking' is an intransitive verb.

1. Practice

In each sentence change the object from a pronoun to a noun and translate the new sentence. The noun object is in parentheses.

- a. TiRaxwé'. (xúhtš)
- b. Atⁱná' tiroóku'. (saátu')
- c. TiWIsíRísh tiRaxwé'. (isataá'u')
- d. Tiroóku'. (uukawítš)

TEST YOURSELF

1. Write the Arikara number words from one through twelve.
- +2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
 - a. His uncle is cold.
 - b. What time is it?
 - c. My grandfather is drinking coffee.
 - d. It's three o'clock.
 - e. My mother is making bread.
 - f. It's twenty after four.
 - g. Your grandmother is looking for the dress.
 - h. It's quarter to nine.
 - i. His father is sleeping.
3. Šuxwaáko' saNIštaakAhníni'.
 - a. Áka' tičé nuutaánu'?
 - b. Tšaápis weti'UhtáhAt.
 - c. Bill šáxti' tíRaxwé' niWAharít.
 - d. PítKux wetiita'uúkUt.
 - e. Hi'áxti' tičiikaáhu' tstoóxu'.
 - f. Tičé weniita'uúkUt?
 - g. IwaaníRIš tiroóku' xúhtš.
 - h. TÁWIt wetitookúxtA.
4. ŠuuNUxtaniíno' saNIšíni'. Then tell whether the verb is transitive or intransitive.
 - a. My mother is looking for squash.
 - b. Your father is drinking coffee.
 - c. Her uncle is making a moccasin.
 - d. John is looking for it.
 - e. Tom is fighting.
 - f. Susie is making it.

ANSWERS

Spoken and Written Sounds

1. a. á-pa'
- b. a-tí-ka'
- c. á-ka'
- d. a-tí-pa'

2. a. glottal stop
 b. short
 c. next to last
4. a. a-paá
 b. a-ti-kaá
 c. a-kaá
 d. a-ti-paá
5. a. no
 b. long
 c. last

Test Yourself

2. a. IwaaníRIš teenaásu'.
 b. Tičé weniita'uúkUt?
 c. Atípa' tičiikaáhu' tskaatít.
 d. TáWIt wetiita'uúkUt.
 e. Atⁱná' tiroóku' isataá'u'.
 f. Čiití'Iš weti'UhtáhAt.
 g. Áka' tiRAxwé' ukawítsš.
 h. Nooxíni' wetitookúxtA.
 i. Hi'áxti' títka.
3. a. What is your grandmother doing?
 b. It's after six.
 c. Bill's mother is looking for a plum.
 d. It's two o'clock.
 e. His/her father is drinking water.
 f. What time is it?
 g. Her/his uncle is making a shoe.
 h. It's before three.
4. a. Atⁱná' tiRAxwé' WAhúx. transitive
 b. Haá'Ax tičiikaáhu' tskaatít. intransitive
 c. IwaaníRIš tiroóku' xúhtš. transitive
 d. John tiRAxwé'. transitive
 e. Tom teepáku'. intransitive
 f. Susie tiroóku'. transitive

LESSON 13

Time and Person

SPOKEN AND WRITTEN SOUNDS

Consonant Clusters

A consonant cluster is a sequence or group of two or more consonant sounds. In Arikara, consonant clusters may be found in any part of a word: beginning, middle, or end. However, all consonant clusters do not appear in all positions. In the list below, the consonant clusters are divided according to their positions in Arikara words. Practice reading the sample word for each cluster. You will learn additional clusters as you continue to study Arikara. Every consonant sound is pronounced.

<u>Beginning</u>	<u>Middle</u>	<u>End</u>
		čš kaapaáčš
	hč NiineetU <u>h</u> čitákUx	
	hk čiiisa'ina <u>h</u> káta	
	hn čeeha <u>h</u> nakatoóku'	
	ht tiwaaW <u>h</u> tiíku'	
		htš shúuNUxwakunaasí <u>h</u> tš
kn <u>ks</u> éhtš		
sč <u>sc</u> és	sč kos <u>sc</u> és	stš ka'í <u>st</u> š
šč <u>šc</u> iísu'	šč ší <u>šč</u> ítA	stš šhí <u>st</u> š
šk <u>sk</u> ookuú'		
št <u>st</u> óh	št nakare <u>st</u> éštA	
šw <u>šw</u> íítu'		
sk <u>sk</u> arúts		
skh <u>skh</u> uučítakúxu'	st ka'í <u>st</u> áaka	
	sts tsas <u>st</u> apáhtu'	

<u>Beginning</u>	<u>Middle</u>	<u>End</u>
	sw taW ^ĩ saapiswaáNA	
	tč etč ^ĩ isu'	tš h ^ĩ tš
	tk p ^ĩ tkUx	
ts tsásts		
tš tsús		
tsk tskaatít		
ts† tstoóxu'		
	xč sUxčés	xtš taakáxtš
	xk áxkUx	
	xt šáxti'	
	xw šuuNUxwakunaasíntš	

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaáka tⁱnaroósI saNIšíni'.

Wetiihí' NItkhaanuukaríkat.	'It's midnight.'
Wetiihí' šakuunuukaríkat.	'It's noon.'
Wetiihí' hináxtIt.	'It's morning.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniino' saNIšíni'.

- | | |
|-------------------------|------------------------|
| a. It's nine o'clock. | i. It's before seven. |
| b. It's after three. | j. It's after six. |
| c. It's midnight. | k. It's before one. |
| d. It's twelve o'clock. | l. It's after two. |
| e. It's morning. | m. It's five o'clock. |
| f. It's before four. | n. It's noon. |
| g. What time is it? | o. It's ten o'clock. |
| h. It's eight o'clock. | p. It's before eleven. |

2. Šuxwaáko' saNIštaakAhníni'.

- Čiití'Iš wetitookúxtA.
- ÁxkUx wetiita'uúkuUt.
- Nooxíni' weti'UhtáhAt.
- Wetiihí' hináxtIt.

- e. FítKúx wetiita'uúkUt.
- f. Tšaapís weti'UhtáhAt.
- g. TšWit wetitookúxtA.
- h. Wetihí' šakuunukaríkAt.
- i. TaWlšaapiswa'WA wetiita'uúkUt.

VOCABULARY

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroóSI saNIšíni'.

uukawikúsu'	'coat, overcoat'
awitakúxu'	'apron'
škookuú'	'glove'
čiškookuú'	'hat'

Practice

1. Tičé no' nakuwaákA saNIšíni'?

 - a. apron
 - b. coat
 - c. hat
 - d. glove
 - e. overcoat

2. Tičé no' nakuwaákA saNIštaakAhníni'?

 - a. uukawikúsu'
 - b. čiškookuú'
 - c. škookuú'
 - d. awitakúxu'

SENTENCE PATTERNS

Use the vocabulary items in these sentence patterns.

- A. Tičé NAXuutaánu'? 'What are you doing?'

B. EXAMPLE:

TAhnoóku' čiškookuú'.

'I'm making a hat.'

Practice

TAhnoóku' _____.

coat
hat
apron
overcoat

C. EXAMPLE:

TaNaxwé' škookuú'.

'I'm looking for a glove.'

Practice

TaNaxwé' _____.

coat
apron
overcoat
glove
hat

D. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. I'm making a glove.
2. I'm looking for the overcoat.
3. I'm making an apron.
4. I'm looking for a hat.
5. I'm making a coat.
6. I'm looking for an apron.
7. I'm looking for a glove.
8. I'm making an overcoat.
9. I'm looking for a coat.
10. I'm making a hat.

E. Šuxwaáko' saNIštaakAhníni'.

1. Tičé NAXuutaánu'?
2. TaNaxwé' uukawikúsu'.
3. TAhnoóku' škookuú'.
4. TAhnoóku' awitakúxu'.
5. TAhnoóku' čiškookuú'.

6. TaNAxwé' škookuú'.
7. TaNAxwé' awitakúxu'.
8. TAhmaŃku' ukawikúsu'.
9. TaNAxwé' čičkookuú'.

GRAMMAR

1. The question Tičé NAxuutaánu'? is in the second person form. The answers are in the first person form.
2. Person in a verb form refers to the subject of the verb, or, loosely the one performing the action as seen from the point of view of the speaker. In English,

First person (I) is the speaker as well as the person performing the action. For example, 'I am making a hat.'

Second person (you) is performing the action, but is the person being spoken to. For example, 'You are making a hat.'

Third person (he, she, it) is performing the action, but is neither the speaker nor the one being spoken to. For example, 'She is making a hat.'

3. To review:

First person pronoun	I	stands for the person who is speaking
Second person pronoun	you	stands for the person being spoken to
Third person pronoun	he she it	stands for a person other than the speaker or the one being spoken to

4. Tell what pronoun is used for each person.
 - a. third person
 - b. first person
 - c. second person
5. Tell which person each pronoun stands for.
 - a. she
 - b. you
 - c. it
 - d. I
 - e. he

TEST YOURSELF

† A. Choose the most appropriate answer to the question.

- | | |
|--|--|
| 1. Tičé wekunuú'Ut? | a. Wetikoonaásu'.
b. TihAstaahís. |
| <hr/> | |
| 2. Xáx tičé nuutaánu'? | a. Ipáhni' atíštIt tuú'Ut.
b. At ⁱ ná' tiraanoóku'. |
| <hr/> | |
| 3. Tičé weniita'uúkUt? | a. Wetiihí' šakuunuukaríkAt.
b. T ⁱ naroósi ničiišanaáxu'. |
| <hr/> | |
| 4. Tičé no' nakuwaákA
saNIštaakAhníni'? | a. I want (to eat) a potato.
b. TikukaaNAssó' patát. |
| <hr/> | |
| 5. Tičé wekuNaxuú'Ut? | a. Wetikoonaásu'.
b. TihAstaahís. |
| <hr/> | |
| 6. Tičé NAXuutaánu'? | a. TAhnoóku' čiškookuú'.
b. Wetiihí' hináxtIt. |
| <hr/> | |
| 7. Tičé no' nakuwaákA
saNIšíni'? | a. Škuxtaánu tšús.
b. Give me the grapes. |
| <hr/> | |

B. Šuxwaáko' saNIšíni'. or Šuxwaáko' saNIštaakAhníni'.

- | | |
|----------------|----------------|
| 1. glove | 9. škookuú' |
| 2. uukawítš | 10. moccasin |
| 3. saátu' | 11. overcoat |
| 4. hat | 12. basket |
| 5. xúhtš | 13. awitakúxu' |
| 6. apron | 14. dress |
| 7. uukawikúsu' | 15. čiškookuú' |
| 8. shirt | 16. coat |

ANSWERS

Test Yourself

- A. 1. b
2. b
3. a
4. a
5. a
6. a
7. a

LESSON 14

Continuing Time and First Person Verb Forms

SPCKEN AND WRITTEN SOUNDS

Consonant Clusters

Pay special attention to these consonant clusters. In spite of the way they look, they are very different from English. Each cluster is made up of either p, or t, or k plus h. For example,

ph is said like the first sound of the English word pill.

th is said like the first sound of the English word till.

kh is said like the first sound of the English word kill.

Practice saying these words, especially the sounds for the underlined letters.

<u>ph</u> iináNIt	'softly'
<u>ph</u> iítu'	'quietly, softly'
<u>th</u> uneepíínu'	'belt'
číNIš <u>th</u> uneepíínu'	'beaded belt'
NI <u>tkh</u> aanuukaríkAt	'midnight'

CONVERSATION

Witiišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNIšíni'.

Wetiihí' hiíš. 'It's evening.'

Wetiihí' híNax. 'It's night.'

WetsakUhteeriipíRit. 'It's afternoon.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuŃUxtaniíno' saNIšíni'.
- | | |
|---------------------|----------------------|
| a. It's night. | f. It's one o'clock. |
| b. It's after nine. | g. It's morning. |
| c. It's before two. | h. It's afternoon. |
| d. It's evening. | i. It's before five. |
| e. It's midnight. | j. It's noon. |
2. Šuxwaáko' saNIštaakAhníni'.
- a. Wetihí' šakuunuukaríAt.
b. WetsakUhteeriipíRIt.
c. Wetihí' NItkhaamuukaríAt.
d. Wetihí' hináxtIt.
e. Wetihí' hiís.
f. Wetihí' hínAx.

VOCABULARY

Witiišuxtii'Uxísto' nakuwaáka tⁱnaroósI saNIšíni'.

thuneepiínu'	'belt'
čiNIšthuneepiínu'	'beaded belt'
naaWIhtaaká	'blanket'
sAhuukaraní	'Pendleton blanket'

Practice

1. Tičé no' nakuwaáka saNIšíni'?
- | | |
|----------------------|-------------|
| a. blanket | f. overcoat |
| b. coat | g. glove |
| c. Pendleton blanket | h. belt |
| d. apron | i. hat |
| e. beaded belt | j. shoe |
2. Tičé no' nakuwaáka saNIštaakAhníni'.
- | | |
|-----------------|----------------------|
| a. škookuú' | f. čiNIšthuneepiínu' |
| b. thuneepiínu' | g. uukawikúsu' |
| c. čiškookuú' | h. naaWIhtaaká |
| d. sAhuukaraní | i. xuhtš |
| e. awitakúxu' | j. čiNIšthuneepiínu' |

GRAMMAR AND SENTENCE PATTERNS

Tičé no' nakuwaáka saNIšíni'?

TAtčiikaáhu'.	'I'm drinking.'
TAhnaanoóku'.	'I'm singing.'
TAtwaaWIhtiíku'.	'I'm talking.'
TaatItká.	'I'm sleeping.'
TAtčíkAt.	'I'm crying.'
Taatapáku'.	'I'm fighting.'

These verbs are in the first person form; that is, the subject (pronoun) is 'I'.

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|-------------------|------------------------|
| a. I'm sleeping. | e. I'm looking for it. |
| b. I'm making it. | f. I'm talking. |
| c. I'm drinking. | g. I'm crying. |
| d. I'm fighting. | h. I'm singing. |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|---------------------|------------------|
| a. TaatItká. | e. TAtčiikaáhu'. |
| b. Taatapáku'. | f. TAtčíkAt. |
| c. TAtwaaWIhtiíku'. | g. TAhnoóku'. |
| d. TaNaxwé'. | h. TAhnaanoóku'. |

3. Use the vocabulary items with the sentence patterns for 'making it' and 'looking for it'.

Tičé no' nakuwaáka saNIšíni'?

- I'm making a belt.
- I'm looking for a blanket.
- I'm making a beaded belt.
- I'm looking for a Pendleton blanket.
- I'm making a blanket.
- I'm looking for a belt.
- I'm looking for a beaded belt.

TEST YOURSELF

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|-------------------------|-----------------------|
| a. She is crying. | i. You are very hot. |
| b. You are cold. | j. You are making it. |
| c. I am talking. | k. He is not well. |
| d. He is tired. | l. You are singing. |
| e. I am looking for it. | m. She is tired. |
| f. You are fighting. | n. He is singing. |
| g. She is sleeping. | o. I am getting warm. |
| h. I am well. | p. She is fighting. |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|--------------------|--------------------|
| a. KaakAxuú'Ut. | j. TeewiRItčé'. |
| b. TaNAXwé'. | k. TAhnaanoóku'. |
| c. Teenaásu'. | l. TAXuú'Ut. |
| d. Tičiikaáhu'. | m. TičíkAt. |
| e. Wetikoowí'At. | n. Wetikoonaásu'. |
| f. Títka. | o. Taawiriitaánu'. |
| g. Teewiriitaánu'. | p. Teepáku'. |
| h. Taatapáku'. | q. TAhnoóku'. |
| i. Tesčípi. | r. Taanaásu'. |

LESSON 15

Utensils and Verb Review

SPOKEN AND WRITTEN SOUNDS

č and š

1. Read these words aloud. Pay special attention to the sound written as the underlined letters.

čiriíku' tičé sUxčés kosčés

This sound is like the final consonant in the English word 'which'.

2. Read these words aloud. Pay special attention to the sound written as the underlined letters.

šaahé' íšu' híš

This sound is like the beginning consonant in the English word 'ship'.

3. Practice reading aloud these pairs of words. Pay attention to the difference between č and š.

čiriíku' - šíhUx
tičé - íšu'
etčiísu' - škookuú'
sčésš - ščiísu'
sUxčés - tšús

4. Write each word in Number 3 above several times as you say it.

CONVERSATION

1. Witiíšuxtii'Uxíšto' nakuwaákA tⁱnaroósi saNíšini'.

AtíštIt tAxuú'Ut. 'You are well.'
AtíštIt kaakAxuú'Ut. 'You are not well.'
Taawiriitaánu'. 'You are getting warm.'

Taawiriitšé'.	'You are very hot.'
Taanaásu'.	'You are cold.'
Taawí'At.	'You are tired.'

These verbs are in the second person form.

2. Tičé no' nakuwaákA saNIšíni'?
- You are cold.
 - You are not well.
 - You are very hot.
 - You are tired.
 - You are well.
 - You are getting warm.
3. Tičé no' nakuwaákA saNIštaakAhníni'?
- Taawiriitaánu'.
 - AtíštIt tAxuú'Ut.
 - Taawí'At.
 - Taawiriitšé'.
 - Taanaásu'.
 - AtíštIt kaakAxuú'Ut.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA tⁱnaroósi saNIšíni'.

šawítš	'bracelet'
napakuxtaáku'	'wooden bowl'
napakúxtš	'plate'
neesítš	'knife'
taRAhaarítš	'spoon'
šiščítA	'fork'

Practice

1. Tičé no' nakuwaákA saNIšíni'?
- knife
 - bracelet
 - fork
 - plate
 - spoon
 - wooden bowl

... Tíčé no' nakuwaáka saNíštaakAhníni'?

- a. šawítš
- b. neesítš
- c. šiščítA
- d. napakuxtaáku'
- e. taRAhaarítš
- f. napakúxtš

SENTENCE PATTERNS

#1. Šuxwaáko' saNíšini'. ŠuuNUxtaniíno' saNíšini'.

- | | |
|---------------------------|---------------------------------|
| a. It's chilly. | f. She's looking for the bread. |
| b. You are very hot. | g. It's snowing. |
| c. You are not well. | h. She is cold. |
| d. I'm hungry. | i. The weather is changing. |
| e. I want (to eat) bread. | |

#2. Šuxwaáko' saNíštaakAhníni'.

- | | |
|--------------------------|----------------------------|
| a. TAhnoóku' šawítš. | d. TaNAXwé' napakuxtaáku'. |
| b. TIRAXwé' taRAhaarítš. | e. Tiroóku' šiščítA. |
| c. Títka. | |

#3. Tíčé no' nakuwaáka saNíšini'? ŠuuNUxtaniíno' saNíšini'.

How are you? I am not well. I am very hot. I am thirsty.
I want to drink water.

TEST YOURSELF

Puzzle

- Directions:
- a. Write the Arikara equivalent for each English word in the numbered spaces provided in Section 1.
 - b. Write one letter or symbol in each space. For example, aa should be written as a a.
 - c. Include stress marks.
 - d. Use capital letters for devoiced sounds.
 - e. Transfer the appropriate letters to the numbered spaces in Section 2.
 - f. You should be able to read the resulting sentences when you finish Section 2.

Section 1

- a. belt 1 2 3 4 5 6 7 8 9 10 11 12
- b. bracelet 13 14 15 16 17 18
- c. spoon 19 20 21 22 23 24 25 26 27 28 29
- d. coat 30 31 32 33 34 35 36 37 38 39 40
- e. how? 41 42 43 44
- f. milk 45 46 47 48 49 50 51 52
- g. plate 53 54 55 56 57 58 59 60 61 62 63 64 65
- h. hat 66 67 68 69 70 71 72 73 74 75
- i. rice 76 77 78 79 80 81 82 83
- j. beaded belt 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
- k. blanket 101 102 103 104 105 106 107 108 109 110 111

+ Section 2

- 43 48 97 21 22 89 35 66 44 15 5 32 99
- 86 22 59 30 31 65 79 107[?]
- 20 41 16 68 19 87 17 46 14 60 73 74 52 79 28

ANSWERS

Sentence Patterns

1. a. Tɛrɛnɛnɛkɔtɔ, .
 b. Tɛwɛrɪtʃɛ, .
 c. Atʃɪt kɛkɔtɔ, ut.
 d. Wɛtkɔwɪtʃɛ, ut.
 e. Tɪkɔkɔwɪtʃɛ, ɪstɛɪ, n, .
2. a. I ɛm mɛkɪŋ ɔ pɛtʃɛt.
 b. Hɛ's lʊkɪŋ fɔr ðɪ spʊn.
 c. Hɛ's slɛpɪŋ.
 d. I'm lʊkɪŋ fɔr ðɪ plɛt.
 e. Hɛ's mɛkɪŋ ɔ fɔrk.
3. Tɪtʃ wɛkɔwɪtʃɛ, ut?
 Atʃɪt kɛkɔtɔ, ut. Wɛtkɔwɪtʃɛ, . Wɛtkɔwɪtʃɛ.
 Tɪkɔkɔwɪtʃɛ, ɪstɛɪ, n, .

Puzzle

Section 2

ČířA. Tɪtʃ wɛkɔwɪtʃɛ, ut? Atʃɪt tɛtɔ, ut.

LESSON 16

Active and Passive Verbs

SPOKEN AND WRITTEN SOUNDS

F

The Arikara sound written r looks the same as the English r, but it is said in a different way. The Arikara r is called "tap r" because you tap the tip of your tongue against the bony ridge that lies just behind the upper teeth.

Read these words aloud.

isataaniwíru'

Taawirísto'.

Taraananíto'.

niWAharít

atIhtaraniítu'

nakaraáku'

tiWIsíRIš

aWIsíRIš

iwaaníRIš

Tiraanoóku'.

TiRAxwé'.

koosarikA

CONVERSATION

Witišuxtii'Uxí' nakuwaáka' naroósi saNIšíni'.

Tesčípi

'You are sleepy.'

TooNAsá'Ux.

'You are hungry.'

TahAstaahíš.

'You are thirsty.'

Practice

1. Šuxwaáko' saNIšíni'.

- | | |
|--------------------|--------------------------|
| a. You are cold. | f. You are very hot. |
| b. You are hungry. | g. You are thirsty. |
| c. You are tired. | h. You are getting warm. |
| d. You are well. | i. You are not well. |
| e. You are sleepy. | |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|--------------------|-------------------|
| a. Taawiriitaánu'. | f. Taawí'At. |
| b. ToonAsá'Ux. | g. KaakAxuú'Ut. |
| c. Taanaásu'. | h. Tesčípi. |
| d. TAXuú'Ut. | i. Tab'astaahís'. |
| e. TaawiRitčé'. | |

SENTENCE PATTERNS

1. These verbs are in the second person form. Táčé no' nakuwaákA saNIšíni'?

- | | |
|------------------|---------------------------|
| TaaxItká. | 'You are sleeping.' |
| TAXwaaWIhtiíku'. | 'You are talking.' |
| TAXtaanoóku'. | 'You are singing.' |
| TAXtAxwé'. | 'You are looking for it.' |
| TAXčičiikaáhu'. | 'You are drinking.' |
| Taaxapáku'. | 'You are fighting.' |
| TAXtoóku'. | 'You are making it.' |
| TAXčíkAt. | 'You are crying.' |

2. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

- | | |
|----------------------------|-----------------------|
| a. You are drinking. | e. You are talking. |
| b. You are crying. | f. You are fighting. |
| c. You are sleeping. | g. You are making it. |
| d. You are looking for it. | h. You are singing. |

3. Šuxwaáko' saNIštaakAhníni'.

- | | |
|----------------|---------------------|
| a. TAXčíkAt. | e. TAXtoóku'. |
| b. TAXtAxwé'. | f. TAXwaaWIhtiíku'. |
| c. TaaxItká. | g. TAXčičiikaáhu'. |
| d. Taaxapáku'. | h. TAXtaanoóku'. |

GRAMMAR

1. The verbs you have learned in the SENTENCE PATTERN section of the lessons are called active verbs. An active verb describes an action that is performed by the subject. In English, these verbs are:

to be drinking
to be singing
to be talking
to be sleeping
to be crying
to be fighting
to be making it
to be looking for it

2. The verbs you have learned in the CONVERSATION section of the lessons are called passive verbs. They describe a physical quality or state of the body.

to be sleepy
to be cold
to be thirsty
to be hungry
to be getting warm
to be very hot
to be tired

3. In English, these are not verb forms. They are adjectives used with the verb 'to be'. In Arikara, they are verb forms, but the subject of the verb does not perform the action. The subject is affected by the verb and, for that reason, this pattern is called a passive verb.

When you analyze passive verbs in a later lesson, you will understand how this is done.

TEST YOURSELF

1. Make a chart of four columns. Head the columns English Equivalent, First Person, Second Person, Third Person. Write in the appropriate column the First, Second and Third Person Arikara forms for each of these English equivalents:

a. to be making it	i. to be getting warm
b. to be crying	j. to be sleepy
c. to be talking	k. to be thirsty
d. to be fighting	l. to be very hot
e. to be singing	m. to be hungry
f. to be looking for it	n. to be cold
g. to be drinking	o. to be (well, etc.)
h. to be sleeping	p. to be tired

LESSON 19

Parts of the Sentence: Passive Verbs

GRAMMAR

1. Study these verb forms.

- a. taatItká 'I am sleeping'
b. tikisčípi 'I am sleepy'

The verb in form a is active because the action is performed by the subject of the verb.

The Arikara verb in form b is passive because the subject is affected by the verb. In English forms like b are adjectives used with the verb 'to be'. Therefore, the Arikara form is literally translated into English as:

it-sleepies-me

and freely translated as:

I am sleepy.

NOTE: An Arikara verb that is classified as passive describes a person's physical state.

2. Study the word parts or elements of these verb forms:

- a. tikuhAstaahís 'I am thirsty'
ti + ku + hAstaahís
ti third person indicative prefix
ku first person object pronoun prefix
hAstaahís verb Stem

- b. tahAstaahíš 'You are thirsty'
- ta + hAstaahíš
- ta (ti + a)
- ti third person indicative prefix
- a second person object pronoun prefix
- hAstaahíš verb stem
- c. tihAstaahíš 'He is thirsty'
- ti + hAstaahíš
- ti third person indicative prefix
- hAstaahíš verb stem

Summary

- a. Observe that in each verb form there is a third person indicative prefix. In addition:

In the first verb form there is a first person object prefix ku.

In the second verb form there is a second person object prefix a.

But, there is no prefix for the third person object pronoun or the third person subject pronoun.

- b. If you translate each verb form literally, you will read

- | | |
|------------------------|----------------|
| 1. ti + ku + hAstaahíš | it-me-thirsts |
| 2. ta + hAstaahíš | it-you-thirsts |
| 3. ti + hAstaahíš | it-him-thirsts |

- c. These are passive verbs. They are freely translated into English from...

- | | | |
|------------------|----|----------------|
| 1. it-me-thirsts | to | 'I am thirsty' |
|------------------|----|----------------|

ti + ku translates as I.

- | | | |
|-------------------|----|-------------------|
| 2. it-you-thirsts | to | 'You are thirsty' |
|-------------------|----|-------------------|

ti + a translates as you.

3. it-him-thirsts to 'He is thirsty'

ti translates as he, she or it.

Practice

A. If the literal translation for the Arikara form of 'I am thirsty' is 'it-me-thirsts', what is the literal translation for each of these? What combination of indicative prefix and object pronoun prefix does each take?

- a. I am getting warm
- b. you are sleepy
- c. he is cold
- d. I am hungry
- e. you are very hot
- f. she is tired
- g. he is sleepy

B. Give the combination of indicative prefix and object pronoun prefix that stands for these subjects of an Arikara passive verb.

- a. he
- b. I
- c. you

C. In Arikara verb forms, what is the difference in meaning between an active verb and a passive verb?

NOTE: Each of the verbs listed as passive takes the same set of prefixes as in part c under the Summary section on the previous page.

3. Study the elements in these verb forms:

a. tikuNASá'Ux	'I am hungry'
ti + ku + NASá'Ux	
ti	third person indicative prefix
ku	first person object prefix
NASá'Ux (un...RAsa'Ux)	verb stem
un	preverb
RAsa'Ux	verb

b.	tooNASá'Ux	'You are hungry'
	too + NASá'Ux	
	too (ti + a)	
	ti	third person indicative prefix
	a	second person object prefix
	NAsá'Ux (un...RAsa'Ux)	verb stem
	un	preverb
	RAsa'Ux	verb
c.	tuNASá'Ux	'She is hungry'
	tu + NASá'Ux	
	tu (ti)	
	ti	third person indicative prefix
	NAsá'Ux (un...RAsa'Ux)	verb stem
	un	preverb
	RAsa'Ux	verb

Summary

- a. The verb un...RAsa'Ux 'to be hungry' is an example of a group of Arikara verbs that have an element called a preverb. The preverb in this verb is un.
 - b. The preverb is separated from the verb by three dots, un...RAsa'Ux, to indicate that sometimes other sentence elements come between the preverb and the rest of the verb stem.
4. The verb stems for the passive verbs that you have studied are:

awiriitaanu'	'to be getting warm'
anaasu'	'to be cold'
awi'At	'to be tired'
isčipi	'to be sleepy'

hAstaahiš	'to be thirsty'
un...RAsa'Ux	'to be hungry'
awiRItče'	'to be very hot'

Practice

a. Tičé no' nakuwaákA saNIšíni'?

- | | |
|-----------------------|-------------------|
| 1. to be sleepy | 5. to be very hot |
| 2. to be getting warm | 6. to be thirsty |
| 3. to be hungry | 7. to be tired |
| 4. to be cold | |

b. Tičé no' nakuwaákA saNIštakAhníni'?

1. un...RAsa'Ux
2. anaasu'
3. awiRItče'
4. awiriitaanu'
5. awi'At
6. isčipi
7. hAstaahiš

NOTE: You learned the first person form of passive verbs as

wetikuhAstaahíš
wetikoonáasu', and so on.

The word part we means something like 'now' in English and is frequently used in these verbs. It is not essential to the meaning and is left out in this lesson.

TEST YOURSELF

1. Make a chart of six columns. Head the columns Word, Indicative Prefix, Object Prefix, Verb Stem and English Equivalent. Write these verb forms in the first column and write the elements in the appropriate columns for each verb form.

- | | |
|-------------------|---------------------|
| a. taanaásu' | l. tikunAsá'Ux |
| b. tuNAsá'Ux | m. tihAstaahíš |
| c. tikoowí'At | n. teewiRItčé' |
| d. tikuhAstaahíš | o. taawí'At |
| e. taawiriitaánu' | p. tikoowiriitaánu' |
| f. tiscípi | q. teewí'At |
| g. tikoowiRItčé' | r. tikoonaásu' |
| h. tooNAsá'Ux | s. taawiRItčé' |
| i. teenaásu' | t. tikiscípi |
| j. tahAstaahíš | u. tescípi |
| k. teewiriitaánu' | |

- + 2. Give the free English translation for each of these combinations when they are used with a passive verb.

- a. ti + ku
- b. ti + a
- c. ti

- + 3. Fill in the blanks.

- a. In _____ verbs the action is performed by the subject of the verb.
- b. In _____ verbs the subject is affected by the verb.
- c. The Arikara verb form for 'I am cold' is a _____ verb.
- d. The Arikara verb form for 'I am talking' is a _____ verb.
- e. A word part that comes before the verb and is not attached to it as in un...RAsa'Ux is called a _____.

ANSWERS

Grammar

2. Practice

- A. a. it-me-gets warm; ti + ku
- b. it-you-sleepies; ti + a
- c. it-him-colds; ti
- d. it-me-hungers; ti + ku
- e. it-you-very-hot; ti + a
- f. it-her-tires; ti
- g. it-him-sleepies; ti

- B. a. ti
- b. ti + ku
- c. ti + a

- C. In the active verb, the action is performed by the subject.
In the passive verb, the verb acts upon or affects the subject.

Test Yourself

- 2. a. I
 - b. you
 - c. he, she, it
-
- 3. a. active
 - b. passive
 - c. passive
 - d. active
 - e. preverb

LESSON 20

More Numbers

SPEECH AND WRITTEN FORMS

More Sound Changes.

Whenever Arikara word parts are put together to form new words there is a likelihood that there will be sound changes, and, of course, spelling changes. You were introduced to a few of these changes as they occurred in the passive verb forms you studied in Lesson 19. As you continue to study Arikara words you will find more sound changes.

1. Look at these words and their parts. Note the underlined letters.

tikoowiriitaánu'

is made up of ti + ku + awiriitaanu'

tikoonaásu'

is made up of ti + ku + anaasu'

tikoowi'At

is made up of ti + ku + awi'At

tikoowiRItčé'

is made up of ti + ku + awiRItče'

In each word, the original sound was u followed by a.
*u + a becomes oo.

2. Look at these words and their parts. Note the underlined letters.

teewiriitaánu'

is made up of ti + awiriitaanu'

teenaásu'

is made up of ti + anaasu'

teewiRItčé'

is made up of ti + awiRItče'

In each word the original sound was i followed by a.
*a + i becomes ee.

3. Look at these words and their parts. Note the underlined letters.

taawiriitaánu'

is made up of ti + a + awiriitaanu'

taanaáasu'

is made up of ti + a + anaasu'

tahAstaahíš

is made up of ti + a + hAstaahíš

taawiRítčé'

is made up of ti + a + awiRítčé'

In Number 2 you learned that the sequence i + a becomes ee. However, this is a special case:

*When the third person indicative marker ti is followed by the second person object pronoun a, they become ta.

4. Look at this word and its parts. Note the underlined letters.

tesčípi

is made up of ti + a + iščípi

In this word, as shown in Number 3, ti + a becomes ta.

Then a comes before i.

*i + a becomes e.

5. Look at this word and its parts. Note the underlined letters.

tooNAsá'Ux

is made up of ti + a + un + RAsa'Ux

In this word, as shown in Number 3, ti + a becomes ta.

Then a comes before u.

*a + u becomes oo.

6. Look at this word and its parts. Note the underlined letters.

tikisčípi

is made up of ti + ku + iščípi

In this word the original sound was u followed by i.

*When a verb stem begins with the vowel i, u + i becomes i.

7. Look at this word and its parts. Note the underlined letters.

tunAsá'Ux

is made up of ti + un + RAsa'Ux

In this word the original sound was i followed by u.
*i + u becomes u.

8. Look at this word and its parts. Note the underlined letters.

tišćípi

is made up of ti + išćípi

*i + i becomes i.

9. Look at these words and their parts. Note the underlined letters.

tikunAsá'Ux

is made up of ti + ku + un + RAsa'Ux

tunAsá'Ux

is made up of ti + un + RAsa'Ux

toonAsá'Ux

is made up of ti + a + un + RAsa'Ux

When n comes before r, r changes to n. nr becomes n.
*n + r becomes n.

10. Vowel Length

Observe that in some words the vowel is long, and in others, under almost similar circumstances, the vowel is short. This does not change the meaning. It occurs because these rules usually apply:

A vowel is usually long before a consonant + vowel combination. For example:

etčiísu'

A vowel is usually short before a consonant + consonant combination (consonant cluster). For example:

etčiísu'

Exercise 1 - Vowel combinations concerning the a class in Anikmaa:

1. a + a becomes aa.
2. i + a becomes ia.
3. When the plural possessive marker ti is followed by the plural possessive object marker a, they become ia.
4. i + a becomes ea.
5. a + u becomes oo.
6. When a word stem begins with the vowel i, u + i becomes i.
7. i + u becomes u.
8. i + i becomes i.
9. u + u becomes u.
10. a + vowel is usually long before a consonant + vowel combination.
11. a + vowel is usually short before a consonant + consonant combination.

Exercise 2

1. Write the following words into separate word parts. Remember the sound analysis you have learned.
 - a. ti + a + un + NAaá'ik
 - b. ti + un + NAaá'ik
 - c. ti + a + un + NAaá'ik
 - d. ti + un + naaá'ik
 - e. ti + a + isá'ipi
 - f. ti + isá'ipi
 - g. ti + awiriitaa'ina
 - h. ti + ku + isá'ipi
2. Write these words as separate word parts. Use their original forms.

1. <u>ti</u> + <u>awí'itá'</u>	4. <u>tuNAaá'ik</u>
2. <u>teawiriitá'</u>	5. <u>taanaásu'</u>
3. <u>tahAstaaniš</u>	

CONVERSATION

Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- † 1. Where are you going?
I'm going to Cannonball.
It's a nice day.
I'm getting warm.
- † 2. What time is it?
It's after five.
I'm hungry. I want (to eat) a biscuit.
- † 3. I'm not well.
I'm very hot.
Give me water.
- * 4. How is your grandmother?
She's well.
She's making a beaded belt.

Make up dialogues similar to these examples. Write them out and check them against the sentences you have learned in these lessons.

VOCABULARY

Witiišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNIšíni'.

nooxíni' na táWit	'thirteen'
nooxíni' na čiiťi'Iš	'fourteen'
nooxíni' na šihUx	'fifteen'
nooxíni' na tšaápis	'sixteen'
nooxíni' na taWIšaapiswaáNA	'seventeen'
nooxíni' na taWIšaápis	'eighteen'
nooxíni' na nooxiniiwaáNA	'nineteen'
wiitá'u'	'twenty'

Practice

1. Šuxwaáko' saNIššini'. ŠuuNUxtaniíno' saNIššini'.

- | | |
|-------------|--------------|
| a. nineteen | k. six |
| b. three | l. fourteen |
| c. eleven | m. five |
| d. fifteen | n. twelve |
| e. one | o. sixteen |
| f. seven | p. four |
| g. twenty | q. seventeen |
| h. nine | r. ten |
| i. two | s. eight |
| j. eighteen | t. thirteen |

2. Šuxwaáko' saNIššaakAhníni'.

- | | |
|-----------------------------|---------------------------------|
| a. šihUx | k. taWIššaápis |
| b. nooxíni' na áxkUx | l. áxkUx |
| c. taWIššaapiswaáNA | m. nooxíni' na šihUx |
| d. wítá'u' | n. nooxíni' na taWIššaapiswaáNA |
| e. nooxíni' na čití'Is | o. pítkUx |
| f. táWIt | p. nooxíni' na tšaápis |
| g. nooxiniwaáNA | q. nooxíni' |
| h. nooxíni' na pítkUx | r. nooxíni' na taWIššaápis |
| i. čití'Is | s. tšaápis |
| j. nooxíni' na nooxiniwaáNA | t. nooxíni' na táWIt |

SENTENCE PATTERNS

Witiisuxtii'Uxíšto' nakuwaáka t¹naroósi saNIššini'.

- | | |
|------------------------------|----------------------------|
| a. 'Tičé nuhnaánu'? | 'How many are they?' |
| 'Tuhnaánu' nooxíni'. | 'They number ten.' |
| b. 'Tičé nuhnaánu' neesítš'? | 'How many knives?' |
| 'Neesítš tuhnaánu' šihUx. | 'They number five knives.' |

Practice

1. 'Tičé no' nakuwaáka saNIššini'?

- | | |
|----------------------------|---------------------------|
| a. How many pears? | d. They number 3 dresses. |
| b. How many cakes? | e. They number 3 aprons. |
| c. They number 4 potatoes. | f. How many plates? |

2. Tičé no' nakuwaákA saNIštaakAhníni'?
- Šawítš tuhnaánu' tšaápis.
 - Tičé nuhnaánu' šiščítA?
 - Napakúxtš tuhnaánu' taWIsaapišwaáNA.
 - Uukawikúsu' tuhnaánu' nooxíni' na pítUx.
 - Tičé nuhnaánu' thuneepiínu'?
 - Awitakúxu' tuhnaánu' wiitá'u'.

TEST YOURSELF

- †1. ŠuuNUxwakunaasíhtš saNIštaakAhníni'.
- What is the literal translation for tikuhAstaahís?
 - Why are Arikara verbs that describe a physical state of the body called passive verbs?
 - Does the combination ia always become ee? If your answer is no, give the reason.
 - When is a vowel usually long?
 - When is a vowel usually short?
2. ŠuuNUxtaniíno' saNIšíni'.
- | | |
|--------------|-------------|
| a. seventeen | g. five |
| b. twelve | h. thirteen |
| c. twenty | i. nine |
| d. eight | j. fourteen |
| e. sixteen | k. ten |
| f. one | |
3. Šuxwaáko' saNIšíni'.
- Count from one through twenty.
4. Šuxwaáko' saNIštaakAhníni'.
- | | |
|--------------------------------|-----------------------------|
| a. nooxíni' na táWIt | e. nooxíni' na čiiití'Is |
| b. nooxíni' na taWIsaapiswaáNA | f. nooxíni' na nooxiniwaáNA |
| c. wiitá'u' | g. nooxíni' na šíhUx |
| d. nooxíni' na tšaápis | h. nooxíni' na taWIsaápis |

†5. Is each verb passive or active?

- | | |
|--------------|------------------|
| a. taanaásu' | d. tikoowiRItčé' |
| b. taatItká | e. taaxapáku' |
| c. tiRAxwé' | f. tuNAsá'Ux |

ANSWERS

Conversation

1. Čukú NAXwó'?
TAtwó' NIškúsu'.
Tsakuunawíre.
Tikoowiriitaánu'.
2. Tičé weniita'uúkUt?
ŠíhUx weti'UhtahAt.
TikuNAsá'Ux. TikukaaNAsšó' isataaniwíru'.
3. AtíštIt kaakatuú'Ut.
TikoowiRItčé'.
Škuxciraánu tstoóxu'.
4. Áka' tičé wekunuú'Ut?
AtíštIt tuú'Ut.
Tiroóku' čiNIsthuneepiínu'.

Test Yourself

1. a. it-thirsts-me
b. Arikara verbs that describe a physical state of the body are said to act on the subject and are passive verbs.
c. No. When the third person indicative marker ti is followed by the second person object pronoun a, they become ta.
d. When it is in a syllable that comes before a consonant-vowel.
... that comes before a consonant-consonant-

LESSON 21

Asking a Question

SPOKEN AND WRITTEN SOUNDS

Pronouncing Whispered Sounds

Say the Arikara equivalents for these English phrases:

- a. man saying hello
- b. White Shield
- c. I'm hungry
- d. I want to eat

Each of the Arikara words contain whispered sounds. Šuxwaáko' štóh.

- a. čííRA
- b. NAhtAsuutaaká
- c. tikuNASá'Ux
- d. tikukaaNAssó'

Notice that you are pronouncing the whispered sounds in two different ways:

1. In words a and b you actually say the sounds, but you whisper them.
2. In words c and d you say the sounds quickly and contract them.

+ Say these words. Which do you whisper? Which do you contract?

- a. NiineetUhčítákUx
- b. saNIšíni'
- c. WAhúx
- d. wekuNAXuú'Ut

It is not possible to predict which whispered sounds will be pronounced in a certain way. Be aware, however, of these differences and listen to native speakers' pronunciation.

CONVERSATION

Witiišuxtii 'Uxišto' nakuwaákA tⁱnaroósi saNIšíni'.

verb	singular	dual	plural
stand up!	šuxuuneéRIt	šiišuxwa'uuneéRIt	šuxtapa'uuneéRIt
sit down!	šuxwiítIt	šiišuxwiiruútIt	šuxtaahnaaníNAt
come here!	šíša'	šiišišwá'	šištaahnaána'
get up!	šuxiriwátAt	šiišuxiriwátAt	šuxtaahnaaniriwátAt

1. These commands are addressed to one or more people. Those in the column marked 'singular' are said to one person. Those in the column marked 'dual' are said to a group of two people. Those in the column marked 'plural' are said to a group of three or more people.

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. Susie, come here!
- b. John and Tom, stand up!
- c. Louise, Mary, and Kate, sit down!
- d. Alice, Dave, and Bob, stand up!
- e. Elbert, sit down!
- f. Bert and Bill, get up!
- g. Francis and Rose, come here!
- h. Ellen, stand up!
- i. Ann and Ernest, sit down!
- j. Frank, Harry, and Fred, come here!
- k. Ted, get up!

3. Šuxwaáko' saNIštaakAhníni'.

- | | |
|----------------------|-------------------------|
| a. Šiišišwá'! | g. ŠuxtaahnaaniriwátAt! |
| b. Šuxtapa'uuneéRIt! | h. ŠuxuuneéRIt! |
| x | i. Šištaahnaána'! |

VOCABULARY

Witiisuxtii'Uxísto' nakuwaákA tⁱnaroósI saNIšíni'.

kóstš	'pail, bucket'
niíšu'	'arrow'
čiwáhtš	'fish'
činínu'	'jelly, jello'
huú'	'mush, pudding'
koóxu'	'onion'

Practice

- Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
 - My grandfather is making an arrow.
 - Your mother is looking for an onion.
 - Give me the pail.
 - I want (to eat) pudding.
 - This is a fish.
 - His grandmother is looking for the jelly.
- Šuxwaáko' saNIštaakAhníni'.
 - TⁱnaroósI tí'It huú'.
 - Škuúxu čiwáhtš.
 - TikukaaNAssó' koóxu'.
 - TAXtAxwe' činínu'.
 - TiWIsíRIš tiroóku' kóstš.
 - NuunaákUx ti' niíšu'.

GRAMMAR

- It is a simple matter to change Arikara statements into questions that can be answered yes or no. Read these statements that you learned in Lesson 6 and compare them with the questions.
 - Títka. becomes Ka nétka? 'Is he sleeping?'

2. Study the statement/question sets and answer these questions:
- What word part in each statement is dropped when the statement is changed to a question? (ti)
 - What word part is substituted for ti in the question? (na, naa, or ne)
 - What word part is added to the question? (ka)
ka na... is the prefix for questions that require only a yes or no answer.
3. Practice. Fill in the blank spaces with the correct word parts.

Tiraanoóku'.	becomes	_____	_____raanoóku'?	'Is he singing?'
Tičiikaáhu'.	becomes	_____	_____čiikaáhu'?	'Is he drinking?'
TičíkAt.	becomes	_____	_____číkAt?	'Is he crying?'

SENTENCE PATTERNS

- Tičé no' nakuwaákA saNIšíni'?
- | | |
|-----------------------|-------------------------|
| a. Ka nétka? | 'Is he sleeping?' |
| b. Ka nawaaWIhtiíku'? | 'Is she talking?' |
| c. Ka naraanoóku'? | 'Is he singing?' |
| d. Ka načiikaáhu'? | 'Is she drinking?' |
| e. Ka načíkAt? | 'Is he crying?' |
| f. Ka naroóku'? | 'Is she making it?' |
| g. Ka naRAxwé'? | 'Is he looking for it?' |
| h. Ka naapáku'? | 'Is she fighting?' |
- Šuxwaáko' saNIštaakAhníni'.
- Ka nétka? Heé', títkA.*
 - Ka nawaaWIhtiíku'? Heé', tiwaaWIhtiíku'.
 - Ka naranoóku'? Hačé', tiraanoóku'.*
 - Ka načiikaáhu'? Hačé', tičiikaáhu'.

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. Is she looking for it? Yes, she's looking for it.
- b. Is he drinking? No, he's talking.
- c. Is she sleeping? Yes, she's sleeping.
- d. Is he making it? Yes, he's making it.
- e. Is she fighting? No, she's crying.
- f. Is he talking? No, he's drinking.
- g. Is she singing? Yes, she's singing.
- h. Is he crying? No, he's fighting.

TEST YOURSELF

1. Rewrite these statements as questions.

- a. Tiraanoóku'.
- b. TičíkAt.
- c. Teepáku'.
- d. Títka.
- e. Tičíikaáhu'.
- f. Tiroóku'.
- g. TiwaaWIhtiíku'.
- h. TiRaxwé'.

2. Rewrite these questions as statements.

- a. Ka nétka?
- b. Ka naapáku'?
- c. Ka nawaaWIhtiíku'?
- d. Ka naRaxwé'?
- e. Ka naraanoóku'?
- f. Ka naroóku'?
- g. Ka načíikaáhu'?
- h. Ka načíkAt?

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. Is she making a dress? No, she's making a coat.
- b. Is he talking? Yes, he's talking.
- c. Is she drinking tea? No, she's drinking coffee.
- d. Is she looking for an apple? Yes, she's looking for an apple.
- e. Is he fighting? No, he's talking.
- f. Is she sleeping? Yes, she's sleeping.
- g. Is he crying? No, he's singing.

4. Šuxwaáko' saNIštaakAhníni'.

- e. Ka načiikaáhu'? Haǵ', tičiikaáhu'.
- f. Ka naRaxwé'? Heé', tiRaxwé'.
- g. Ka nawaaWIhtiíku'? Haǵ', tiwaaWIhtiíku'.
- h. Ka naroóku'? Heé', tiroóku'.
5. Šuxwaáko' saNIšíni'. or Šuxwaáko' saNIštaakAhníni'.
- a. Stand up, Susie!
- b. ShuxtaahnaaníNAt!
- c. Write it in Arikara.
- d. Witišuxtii'Uxíshto' nakuwaáka tⁱnaroósI saNIšíni'.
- e. Šiíšiwá'!
- f. Come here, Bob!
- g. Say it again.
- h. ŠuuNUxwakunaasíhtš saNIšíni'.
- i. Rose, Fred and Ernie, come here!

ANSWERS

Pronouncing Whispered Sounds

- a. whisper
- b. contract
- c. whisper
- d. contract-first
whisper-second

LESSON 22

Tribal Names and Negative Sentences

SPOKEN AND WRITTEN SOUNDS

Variations in Reading Sounds

Reread Lesson 12, 'Variations in Reading Sounds'.

Practice reading these words as though they were in a sentence:

uukawikúsu'

awitakúxu'

atíka'

čiNIšthuneepiínu'

naaWIhtaaká

napakuxtaáku'

NAhtAsuutaaká

Wíisu' SAhaánu'

Niškúsu'

VOCABULARY

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósi saNIšíni'.

sáhniš

wiitatshaánu'*

psí'a'

tUhkaáka'

káNIit

sanánat

'Arikara'

'Hidatsa'

'Assiniboine'

'Crow'

'Mandan'

'Sioux'

CONVERSATION

Tičé naaxáčitaá'A?	'What is your tribe?'
Taatačitaá'A _____.	'My tribe is _____.'
Kaakaatačitaá'A _____.	'My tribe is not _____.'
Tičé naáčitaá'A? _____.	'What is his tribe?'
Teečitaá'A _____.	'His tribe is _____.'
Kaakeečitaá'A _____.	'Her tribe is not _____.'

Practice

1. Tičé no' nakuwaákA saNIšíni'?

- | | |
|-----------------------------|-----------------------------|
| a. His tribe is Crow. | e. His tribe is not Mandan. |
| b. What is your tribe? | f. My tribe is Assiniboine. |
| c. My tribe is not Arikara. | g. Her tribe is Hidatsa. |
| d. What is her tribe? | h. My tribe is Sioux. |

2. Tičé no' nakuwaákA saNIštaakAhníni'?

- | | |
|-----------------------------|--------------------------------|
| a. Kaakaatačitaá'A sanánat. | e. Taatačitaá'A káNIIt. |
| b. Tičé naáčitaá'A? | f. Tičé naaxáčitaá'A? |
| c. Kaakeečitaá'A tUhkaáka'. | g. Taatačitaá'A wiitatshaánu'. |
| d. Teečitaá'A sáhniš. | h. Teečitaá'A psí'a'. |

GRAMMAR AND SENTENCE PATTERNS

1. Read these sentences. They are the negative forms of sentences you have learned in earlier lessons.

KaakikukaaNAssó' ápos.	'I don't want (to eat) an apple.'
KaakikukaaNAssó' átit.	'I don't want (to eat) beans.'
KaakikutskaaNAssó' etčíisu'.	'I'm not sleeping.'
Kaakítka.	'He's not sleeping.'

2. Compare the verbs in each of these sentences with the verbs in the

Notice that the indicative prefix ti is dropped and the negative marker kaaki takes its place. Most of the verbs you learned follow this pattern, except this type:

T ⁱ naákUx kaakí' patát.	'This is not a potato.'
T ⁱ naáxA kaakí' neesíts̃.	'This is not a knife.'
NuunaákUx kaakí' patát.	'That is not a potato.'
NuunaáxA kaakí' neesíts̃.	'That is not a knife.'

In this set of sentence patterns, the indicative prefix is a separate word, therefore, the negative prefix that replaces it is a separate word.

Practice

†1. Fill in the blank spaces with the correct word parts.

TAhnaanoóku'	becomes	_____ Ahnaanoóku'.	'I'm not singing.'
TAxčičiikaáhu'	becomes	_____ Axčičiikaáhu'.	'You're not drinking.'
TičíkAt	becomes	_____ číkAt.	'He's not crying.'

2. Change these verb forms from declarative to negative. Translate into English.

a. Tiraanoóku'.	f. TaNaxwé'.
b. Taaxapáku'.	g. TAxčíkAt.
c. Tikisčípi.	h. Taanaásu'.
d. Teewiriitaánu'.	i. TuNASá'Ux.
e. Títka.	j. Tatuú'Ut.

3. Change these sentences from negative to declarative. Translate them into English.

a. KaakooNASá'Ux.	f. Kaakeenaásu'.
b. KaakiRaxwé'.	g. KaakAhnoóku'.
c. KaakAxuú'Ut.	h. KaakAtčíkAt.
d. Kaakeepáku'.	i. Kaakesčípi'.

TEST YOURSELF

1. Match the English equivalents in Column B with the tribal names in Arikara in Column A.

Column A

- a. káNIt
- b. psí'a'
- c. sáhniš
- d. tUkkaáka'
- e. sanánat
- f. wiitatshaánu'

Column B

- 1. Arikara
- 2. Hidatsa
- 3. Assiniboine
- 4. Crow
- 5. Mandan
- 6. Sioux

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. You are not crying.
- b. My tribe is Hidatsa.
- c. I am not looking for it.
- d. John is not cold.
- e. What is your tribe?

- f. She is not hungry.
- g. I don't want (to eat) bread.
- h. Her tribe is Crow.
- i. You are not sleeping.
- j. My mother is not tired.

3. Šuxwaáko' saNIštaakAhníni'.

- a. Kaakaatačitaá'A sáhniš.
- b. Atípa' kaakikaaNAsšó' káwitsš.
- c. KaakAxuú'Ut.
- d. Tičé naačitaá'A?
- e. KaakAtwaaWIhtiíku'.

- f. Kaakaanaásu'.
- g. Don kaakeepáku'.
- h. Teečitaá'A káNIt.
- i. TiWIsíRIš kaakičíkAt.
- j. Kaakaaxapáku'.

ANSWERS

Grammar and Sentence Patterns

Practice

1. a. kaak

LESSON 23

Eating One Item and Eating a Meal

SPOKEN AND WRITTEN SOUNDS

Glottal Stop

The glottal stop, written '̣', is a catch or stoppage of air in the throat as in the middle of the English exclamation 'uh-uh'.

Circle all the glottal stops you find in this passage:

Noowitiraa'̣iitUxawáNIt. Noowitiwaáko', "Wáh, nooxaá'
waatšooríčes! Kuwešitatuutawi'aaništA tiihá'I." WewitikUxiíNAt
áxkUx. Noowewitiraa'̣iitáWI. Noowiteé'a' waatšooríčes. Čikú
kanawitaaninuuná' AhnaWiská'A, "AataakawootíkA."

Practice reading the glottal stop in these words:

niíšu'

piiraá'u'

ka'ístš

čiisa'inahkáta

atí'Ax

šaahe'

CONVERSATION

Šuxwaáko' saNIšíni'.

A: Tičé naáxa?

'What are you eating?'

C. Tičé weniita'uúkuT?	'What time is it?'
ŠíhUx weti'UhtáhAt.	'It's after five.'
TikuNASá'Ux. TikukaaNAssó' tsástš. Ka noonASá'Ux?	'I'm hungry. I want to eat some meat. Are you hungry?'
Heé' (or haá'), tikukaaNAssó' tsástš.	'Yes, I want to eat some meat.'

VOCABULARY

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósi saNIšíni'.

nipiíku'	'egg'
wahUxtaree'úx	'cucumber'
isataataNAhkaawá	'pie'
tšuúxIt	'artichoke'
tšuuxItwáhAt	'carrot'
Axkatawikoótu'	'cheese'
apáru'	'strawberry'
páhAt	'tomato'
hItkuataáts	'cow fat, suet'

Practice

1. Tičé no' nakuwaákA saNIšíni'?

a. artichoke	f. carrot
b. cucumber	g. pie
c. cheese	h. tomato
d. egg	i. strawberry
e. cow fat	j. suet

2. Tičé no' nakuwaákA saNIštaakAhníni'?

a. Axkatawikoótu'	f. apáru'
b. tšuuxItwáhAt	g. nipiíku'

GRAMMAR AND SENTENCE PATTERNS

1. There are several ways to talk about eating in Arikara. For example, when an Arikara speaker talks about eating just one thing, he says:

taatá _____	'I'm eating _____.'
taaxá _____	'You are eating _____.'
ti'á _____	'He/she is eating _____.'

The blank may be filled in with any single item of food that is neither granular nor liquid.

Practice

A. Tičé no' nakuwaákA saNIšíni'?

- | | |
|-----------------------------|-------------------------------|
| 1. He is eating a peach. | 6. I am eating a watermelon. |
| 2. I am eating an egg. | 7. He is eating steak. |
| 3. You are eating a carrot. | 8. I am eating an artichoke. |
| 4. She is eating an apple. | 9. You are eating a cucumber. |
| 5. You are eating squash. | |

B. Tičé no' nakuwaákA saNIšíni'?

- | | |
|-----------------------|----------------------------|
| 1. Ti'á tšúxIt. | 6. Taatá isataataNAhkaawá. |
| 2. Taaxá isataaka'ít. | 7. Taaxá wahUxtaree'úx. |
| 3. Taatá káwits̄. | 8. Ti'á ápos. |
| 4. Taaxá nipiíku'. | 9. Taatá isataaka'ít. |
| 5. Ti'á tšúxItwáhAt. | |

2. When an Arikara speaker talks about eating a meal he says:

tAtwaawa'á	'I'm eating a meal.'
tAxwaawa'á	'You're eating a meal.'
tiwaawa'á	'He/she is eating a meal.'

NOTE: This verb is a transitive verb like tiroóku' and tiRAXwé'

B. Tičé no' nakuwaáka saNIštaakAhníni'?

1. Tiwaawa'á.
2. TAtwaawa'á.
3. TAxwaawa'á.

C. Does each verb form indicate eating one food item or eating a meal?

- | | |
|---------------|---------------|
| 1. tAxwaawa'á | 4. tAtwaawa'á |
| 2. ti'á | 5. taaxá |
| 3. taatá | 6. tiwaawa'á |

3. Learn the negative form of the two verbs.

kaakatá _____	I'm not eating _____.
kaakAxá _____	You are not eating _____.
kaaki'á _____	He/she is not eating _____.
kaakAtwaawa'á	I'm not eating a meal.
kaakAxwaawa'á	You are not eating a meal.
kaakiwaawa'á	He/she is not eating a meal.

Practice

A. ŠuuNUxtaniíno' saNIšíni'. Šuxwaáko' saNIšíni'.

- | | |
|-------------------------------|----------------------------------|
| 1. You are not eating a meal. | 4. She is not eating a meal. |
| 2. He is not eating an apple. | 5. You are not eating hamburger. |
| 3. I am not eating bread | 6. I am not eating a meal. |

B. Šuxwaáko' saNIštaakAhníni'.

- | | |
|--------------------------|------------------------------|
| 1. Kaaki'á tšuuXItwáhAt. | 4. KaakAxá isataataNAhkaawá. |
| 2. KaakAtwa'á. | 5. Kaakiwaawa'á. |
| 3. Kaakatá nipiíku'. | 6. KaakAxwaawa'á. |

TEST YOURSELF

1. Tičé no' nakuwaákA saNIšíni'?

- a. I am not eating an artichoke.
- b. He is eating a meal.
- c. I am not eating a meal.
- d. She is eating a strawberry.
- e. You are not eating a meal.
- f. I am eating an egg.

- g. You are not eating a cucumber.
- h. I am eating a meal.
- i. He is not eating a carrot.
- j. You are eating a meal.
- k. She is not eating a meal.
- l. You are eating a tomato.

2. Tičé no' nakuwaákA saNIštaakAhníni'?

- a. TAxwaawa'á.
- b. Taatá páhAt.
- c. Kaaki'á wahUxtaree'úx.
- d. KaakAxwa'á.
- e. Taaxá tšúúxIt.
- f. Kaakatá nipiíku'.

- g. Tiwaawa'á.
- h. KaakAxwaawa'á.
- i. Ti'á tšúuxItwáhAt.
- j. TAtwaawa'á.
- k. Kaakiwaawa'á.
- l. KaakAxá isataataNAhkaawá.

LESSON 24

More Forms for Eating

CONVERSATION

Tičé no' nakuwaákA saNIšíni'?

Jennie šiti'á ápos na wahUxtAhkatá.	'Jennie's eating an apple and an orange.'
Ka nooNAsá'Ux, Sam?	'Are you hungry, Sam?'
Heé', tAtwa'á átit.	'Yes, I'm eating beans.'
TikukaaNAsšó' isataá'u', Jim.	'I want to eat bread, Jim.'
Šitaáta isataá'u' na tsaskatóx.	'I'm eating bread and a steak.'

NOTE: With this lesson you will begin to answer questions about the conversation in order to test your understanding of it. If you do not remember the interrogative form for verbs, review Lesson 21.

* Practice

ŠaušPžwukunuasíntš saNIšíni'.

1. Tičé Jennie šinawa'á?
2. Sam ka nooNAsá'Ux?
3. Tičé Sam nawa'á?
4. Sam ka na'á isataá'u'?
5. Tičé Jim šiná'a?

VOCABULARY

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósI saNIšíni'.

ka'itčés	'candy'
wahUxtAhkatá	'orange'
taánaps	'turnip'
niWAharikatít	'prune'
nakaánus	'chokecherry'

naakunaánu'	'Juneberry'
ničišsakawariíku'	'honey'
huučíRIt	'gooseberry'
na'aátu'	'fig'
neešitsaká'Ax	'popcorn'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuUxtaniíno' saNIšíni'.

- | | |
|----------------|---------------|
| a. chokecherry | f. gooseberry |
| b. honey | g. orange |
| c. candy | h. Juneberry |
| d. fig | i. popcorn |
| e. turnip | j. prune |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|----------------------|----------------|
| a. niWAharikatít | f. na'aátu' |
| b. neešitsaká'Ax | g. naakunaánu' |
| c. ničišsakawariíku' | h. taánaps |
| d. nakaánuš | i. ka'itčés |
| e. wahUxtAhkatá | j. huučíRIt |

GRAMMAR AND SENTENCE PATTERNS

1. Review two ways of talking about eating that you learned in Lesson 23.

Šuxwaáko' saNIšíni'.

- | | |
|----------------------------|---------------------|
| a. He's eating a cucumber. | Ti'á wahUxtaree'úx. |
| b. He's eating a meal. | Tiwaawa'á. |

In sentence a you are talking about eating one thing.

In sentence b you are talking about eating a meal. Each situation has its own verb form.

2. When an Arikara speaker talks about eating two things, he says:

- | | |
|----------------------|-----------------------------------|
| Šitaáta ____ na ____ | 'I'm eating ____ and ____.' |
| Šitaáxa ____ na ____ | 'You're eating ____ and ____.' |
| Šiti'á ____ na ____ | 'He/she is eating ____ and ____.' |

The blank spaces may be filled in with any items of food that are neither granular nor liquid.

The verb stem for eating two things is the same as the verb stem for eating one thing.

The verb stem a has the prefix ši to indicate that two pieces of food are being eaten. That is, there are two objects of the transitive verb 'to eat'.

Practise

A. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. She's eating candy and bread.
- b. I'm eating an orange and a fig.
- c. You are eating two prunes.
- d. He's eating an egg and a carrot.

B. Šuxwaáko' saNIštaakAhníni'.

- a. Šitaáxa wahUxtaree'úx na isataataNAhkaawá.
- b. Šiti'á ka'itčés na wahUxtAhkatá.
- c. Šitaáxa taánaps na káwitsš.
- d. Šiti'á na'aátu'.

C. Tell which verb form you should use in each sentence.

- a. He's eating an apple.
- b. He's eating bread and fish.
- c. He's eating two peaches.
- d. He's eating a meal.
- e. He's eating pie.
- f. He's eating a plum and a pear.

2. When an Arikara speaker talks about eating granular food, he says:

tAtwa'á _____	'I'm eating _____.'
tAxwa' _____	'you're eating _____.'
tiwa'á _____	'he/she is eating _____.'

The blank spaces may be filled in with any foods that are in the granular category, for example, beans, berries, salt, sugar, or meat.

Practice

A. Tičé no' nakuwaákA saNIšíni'?

1. She's eating Juneberries.
2. You're eating chokecherries.
3. I'm eating gooseberries.
4. He's eating hominy.

B. Tičé no' nakuwaákA saNIštaakAhníni'?

1. TAxwa'á huučíRIt.
2. Tiwa'á naakunaánu'.
3. TAtwa'á ničíssakawariíku'.
4. Tiwa'á nakaánuS.

C. Tell which verb form you should use in each sentence.

- | | |
|-----------------------|--------------------------|
| 1. He's eating beans. | 3. He's eating a meal. |
| 2. He's eating bread. | 4. He's eating two eggs. |

VERB CHARTS

1. a 'to eat one thing'

Person	Declarative	Negative	Interrogative
1st	taatá	kaakatá	ka naatá
2nd	taaxá	kaakAxá	ka naaxá
3rd	ti'á	kaaki'á	ka na'ú

2. a 'to eat two things'

1st	šitaatá	šikaakatá	kA šinaatá
2nd	šitaaxá	šikaakAxá	kA šinaaxé
3rd	šiti'á	šikaaki'á	kA šine'á

3. waawa'a 'to eat a meal'

Person	Declarative	Negative	Interrogative
1st	tAtwaawa'á	kaakAtwaawa'á	ka NATwaawa'á
2nd	tAxwaawa'á	kaakAxwaawa'á	ka NAXwaawa'á
3rd	tiwaawa'á	kaakiwaawa'á	ka nawaawa'á

4. wa'a 'to eat granular food'

1st	tAtwa'á	kaakAtwa'á	ka NATwa'á
2nd	tAxwa'á	kaakAxwa'á	ka NAXwa'á
3rd	tiwa'á	kaakiwa'á	ka nawa'á

TEST YOURSELF

1. Choose the most appropriate Arikara equivalent for the English.

a. She is eating gooseberries.

Ti'á huučíRIt.

Tiwaawa'á huučíRIt.

Tiwa'á huučíRIt.

b. I am eating a meal.

Šitaáta.

TAtwaawa'á.

TAtwa'á.

c. You are eating an apple.

Taaxá ápos.

Šitaáxa ápos.

TAXwa'á ápos.

d. He is eating bread and onion.

Šiti'á isataá'u' na koóxu'.

Tiwaawa'á isataá'u' na koóxu'.

Tiwa'á isataá'u' na koóxu'.

2. Tičé no' nakuwaákA saNIšíni'?
- Is he eating an orange?
 - I am not eating a turnip and a prune.
 - Are you eating a meal?
 - You are eating chokecherries.
 - Am I eating candy?
 - He is not eating a meal.
 - Are you eating hominy?
 - He's eating two prunes.
 - You are not eating gooseberries.
 - She is eating a fig.
3. Tičé no' nakuwaákA saNIštaakAhníni'?
- KaakAtwa'á naakunaánu'.
 - Šitaáta ka'itčés na na'aátu'.
 - Ka nawaawa'á?
 - TAxwa'á ničišsakawariíku'.
 - TAtwaawa'á.
 - Šikaaki'á wahUxtAhkatá na taánaps.
 - Ka NATwa'á hučírIt?
 - Tiwa'á nakaánu.
 - KaakAxwaawa'á.
 - Šiti'á niWAharikatít.

ANSWERS

Conversation Practice

- Jennie šiti'á ápos na wahUxtAhkatá.
- Heé' (Haá'), Sam tuNASá'Ux.
- Sam tiwa'á átit.
- Heé' (Haá'), ti'á isataá'u'.
- Jim šiti'á isataá'u' na tsaskatóx.

Grammar and Sentence Patterns Practice

- c. Šitaáxa niWAharikatít.
- d. He's eating two figs.

LESSON 25

Describing Shape and Position

SPOKEN AND WRITTEN SOUNDS

č, s, and š

Practice reading, writing and hearing these sounds so that you do not confuse them with each other.

1. Read these words. Pay attention to the sounds represented by the underlined letters.

šíštš

šawítš

sišu'

košés

čiisíni'

ka'íštš

saátu'

šíščítA

čišu'

2. Write each word several times as you say it.

CONVERSATION

Witiisuxtii'Uxišto' nakuwaáka tⁱnaroósi saNišíni'.

A. ChiíRA.

'Hello.'

Tičé kunaaxAxaá'A?

'What's your name?'

KutaatAxaá'A Sam.

'My name is Sam.'

B. ChiíRA. Tičé wekuNAXuú'Ut?

'Hello, how are you?'

AtíštIt tatuú'Ut.

'I'm fine.'

Táčé no'?

'Who's that?'

Tí' John Black Horse.

'It's John Black Horse.'

U. Huváh. Tičé wekuNaxuú'ut?	'Hello. How are you?'
AtíštIt tatuú'Ut.	'I'm fine.'
Tičé kunaaxaá'A?	'What's her name?'
Kuteesaá'A Dorothy Smith.	'Her name is Dorothy Smith.'

Practice

1. Pičé no' nakuwaákA saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.
- | | |
|----------------------|-----------------------|
| a. What is his name? | d. What is your name? |
| b. My name is Joe. | e. His name is Sam. |
| c. It's Dorothy. | f. Who's that? |
2. Pičé no' nakuwaákA saNIštaakAhníni'?
- | | |
|-----------------------|-----------------------|
| a. Tí' Raymond. | d. Tičé kunaaxAxaá'A? |
| b. Tičé kunaaxAxaá'A? | e. KutaatAxaá'A Ron. |
| c. Kuteesaá'A Marie. | f. Tačé no'? |

VOCABULARY

Witlišuxtii'Uxišto' nakuwaákA tⁱnaroósi saNIšíni'.

kAxiíťš	'bag'
šíťš	'awl'
koščés	'can'
nanihkaroókUx	'pen, pencil'
neeskaa'íitAt	'sausage'
nakareěštA	'skillet'
NAhčita'iwaaruusákUx	'hammer'
nanipAhnuuwaá'Ux	'saw'
kaatarapAxuučitákUx	'hatchet'
kaatarátš	'axe'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
- | | |
|------------|------------|
| a. pen | g. hatchet |
| b. can | h. pencil |
| c. hammer | i. saw |
| d. axe | j. bag |
| e. awl | k. skillet |
| f. sausage | |

2. Šuxwaáko' saNlštaakAhníni'.

- | | |
|--------------------|--------------------------|
| a. nakareéštá | f. kantarásš |
| b. kosčés | g. NAhšita'lwaruusókUx |
| c. neeskaa'iítát | h. šíštš |
| d. nanipAhnuuwá'Ux | i. kantarapAxuušitšák'ix |
| e. kAxíftš | j. nanihkaróókUx |

GRAMMAR AND SENTENCE PATTERNS

1. Give the English equivalent for these sentences. Cover the English to test your memory of this material.

- | | |
|--------------------------------------|--------------------|
| a. T ⁱ naákA tí' neesítš. | 'This is a knife.' |
| b. NuunaákA tí' neesítš. | 'That is a knife.' |

2. What do you think the English equivalents for these sentences are?

- | | |
|------------------------------------|---------------------|
| a. T ⁱ naákUx tí' ápos. | 'This is an apple.' |
| b. NuunaákUx tí' ápos. | 'That is an apple.' |

3. Notice that the English sentences 1a and 2a are alike and 1b and 2b are alike, but the Arikara sentences in these two sets are different.

The Arikara sentences are different because the verbs indicate certain categories that are not used in these English sentences.

When you speak about food in Arikara, you have learned to choose the verb form that shows you are talking about a particular food category: liquid, or granular, or everything else.

Arikara speakers also indicate in their choice of verb form the shape or position of the noun being talked about in the sentence. In the first set of sentences, a long, slender object - a knife - is being talked about. In the second set of sentences, an apple, an object that does not have a long, slender shape, is being talked about.

4. To show that a long, slender object is being talked about, Arikara speakers add the word part xA to the verb. xA means 'lies'.

To show that an object that is not long and slender is being talked about, Arikara speakers add the word part kUx to the verb. kUx means 'sits'.

The literal, word-for-word, translations for the four sentences above are:

T ⁱ naáxA tí' neesítš.	'This-which-lies it-is a-knife.'
NuunaáxA tí' neesítš.	'That-which-lies it-is a-knife.'
T ⁱ naákUx tí' ápos.	'This-which-sits it-is an-apple.'
NuunaákUx tí' ápos.	'That-which-sits it-is an-apple.'

Notice, however, that the usual translation is not the literal one. The distinction between lying and sitting is made by Arikara speakers, but not by English speakers.

Practice

*1. Tell whether the suffix stem xA or kUx is used with each of these vocabulary words.

a. kAxíitš	f. nakareéštA
b. šístš	g. NAhčita'iwaaruusákUx
c. kosčés	h. nanipAhnuuwaá'Ux
d. nanihkaroókUx	i. kaatarapAxuučítákUx
e. neeskaa'iítAt	j. kaatarátš

*2. Give the literal translation for each of these Arikara sentences.

- NuunaáxA tí' neeskaa'iítAt.
- TⁱnaákUx tí' kAxíitš.
- TⁱnaáxA tí' nakareéštA.
- NuunaákUx tí' kosčés.

TEST YOURSELF

- Tičé no' nakuwaákA saNIšíni'?
 - It's John Black Horse.
 - What is his name?
 - My name is _____.
 - What is your name?
 - Who's that?
 - Her name is Sue Smith.

1. Tičé no' nakuwaáka saNIštaakAhníni'?

- a. Tičé kuuakáku'á.
- b. Kuuatáku'á'á Bill.
- c. Tí' Duse.
- d. Tičé kuuaxu'á'á?
- e. Tičé no'?
- f. Kuteššá'á'á Mary.

2. Šuxwaáko' saNIšíni'. ŠuuNuxtaniíno' saNIšíni'.

- | | |
|------------|-----------|
| a. pen | g. bag |
| b. axe | h. hammer |
| c. skillet | i. pencil |
| d. hatchet | j. can |
| e. sausage | k. awl |
| f. saw | |

3. Šuxwaáko' saNIštaakAhníni'.

- | | |
|-----------------------|------------------------|
| a. NAšíta'iwuaruáškúx | f. kAxíťš |
| b. nakareššá | g. kaatarapAxuucitákúx |
| c. kosčés | h. neeskaa'ítá |
| d. nanipAhnuuwaš'úx | i. šíťš |
| e. nanihkareškúx | j. kaatarátš |

4. When using each of these words in a sentence, would the verb stem be xA or kúx?

- | | |
|---------------------|-----------------|
| a. nipiíku' | e. tšuuX.twánAt |
| b. wáhúxtawé'úx | f. ka'itčés |
| c. isataataNAhkaawá | g. tašúaps |
| d. tšúúXit | |

5. Šuxwaáko' saNIšíni'.

- | | |
|---------------------------|-----------------------|
| a. This is a pen. | g. This is cake. |
| b. That is a plate. | h. That is a pear. |
| c. This is a knife. | i. This is a can. |
| d. That is a bracelet. | j. That is a sausage. |
| e. This is a wooden bowl. | k. This is a bag. |
| f. That is a basket. | l. That is a skillet. |

7. Šuxwaáke' saNIštaakAhníni'.

a. NuunaákUx tí' isataaka'ít.

b. TⁱnaáxA tí' šiščítA.

c. NuunaáxA tí' škookuú'.

d. TⁱnaákUx tí' kAxiítš.

e. NuunaákUx tí' niWaharít.

f. TⁱnaáxA tí' niššu'.

g. NuunaáxA tí' neeskaa'íítAt.

h. TⁱnaákUx tí' kosčés.

ANSWERS

Grammar and Sentence Patterns Practice

1. a. kUx

b. xA

c. kUx

d. xA

e. xA

f. xA *

g. xA

h. xA

i. xA

j. xA

2. a. That-which-lies it-is a-sausage.

b. This-which-sits it-is a-bag.

c. This-which-lies it-is a-skillet.

d. That-which-sits it-is a-can.

Test Yourself

5. a. kUx

b. xA

c. kUx

d. kUx

e. xA

f. xA

g. kUx

* Some items, like nakareéštA, must be memorized because they are not in the category one would expect.

LESSON 26

Non-Singular Active Verbs: Dual Forms

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaáka tⁱnaroósi saNišíni'.

Tičé weNUsakuú'U?	'What day is it?'
TsakUhčiwátAt.	'It's Monday.'
TUsakuú'U pítKux NUsakuúNU.	'The day is Tuesday.'
TUsakuú'U táWIt NUsakuúNU.	'The day is Wednesday.'
TUsakuú'U tarihnuwanúx.	'The day is Thursday.'
TUsakuú'U kawootíkUx.	'The day is Friday.'
TUsakuú'U čeehaanaaniikaroókUx.	'The day is Saturday.'
TUsakuú'U šakUhwaarúxti'.	'The day is Sunday.'

NOTE: Before contact with white people, the Arikaras did not name the days of the week. The names above are ones that were coined later and are descriptions of activities that took place on a particular day of the week in the agency community at the end of the 19th century.

The literal translations are:

tsakUhčiwátAt	'the day follows (Sunday)'
pítKux NUsakuúNU	'the second day'
táWIt NUsakuúNU	'the third day'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|--------------------------|-------------------------|
| a. The day is Wednesday. | e. The day is Sunday. |
| b. It's Monday. | f. It's Tuesday. |
| c. The day is Saturday. | g. The day is Friday. |
| d. What day is it? | h. The day is Thursday. |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|------------------------------------|--------------------------------|
| a. TUsakuú'U táWit NUsakuúNU. | e. Tičé weNUsakuú'U? |
| b. TUsakuú'U šakUhwaarúxti'. | f. TsakUhčiwátAt. |
| c. TUsakuú'U čeehaanaaniikaroókUx. | g. TUsakuú'U kawootíkUx. |
| d. TUsakuú'U tarihnuuwanúx. | h. TUsakuú'U pítkUx NUsakuúNU. |

VOCABULARY

Tičé no' nakuwaáka saNIšíni'?

WIšó'Iš	*'Grass dance, War dance'
neekakUxpíNUx	'Doorway song'
naawiinúukUx	'Praising song'
kaáka'	'Crow song'
čišťItkaáka'	*'Crowshin society'

NOTE: The terms marked by an asterisk (that is, WIšó'Iš and čišťItkaáka') are names of societies. When they are used with the verb 'to sing', they refer to the songs of that society. For example,

tiraanoóku' čišťItkaáka'	'He's singing a Crowshin society song.'
--------------------------	---

2. Šuxwaáko' saNIštaakAhníni'.

- a. neekakUxpíNUx
- b. kaáka'
- c. WIšó'Iš
- d. čišťItkaáka'
- e. naawiinúkukUx

GRAMMAR AND SENTENCE PATTERNS

You have learned Arikara verbs in the singular form; that is, one person is performing the action or is being described. For example:

tAtwaaWIhtiíku'	'I'm talking'
tAxwaaWIhtiíku'	'you are talking'
tiwaaWIhtiíku'	'he/she is talking'
ka NAXwaaWIhtiíku'	'are you talking?'
kaakAtwaaWIhtiíku'	'I'm not talking'

As you know, more than one person can perform an action at the same time, and more than one person can be described at the same time. In English, more than one is called plural, and there are three plural verb forms to correspond to the three singular verb forms. For example:

I talk	-	we talk
you talk	-	you talk
he/she talks	-	they talk

The plural forms include two or more people.

We includes the speaker and anyone else.

The plural forms include two or more people.

We includes the speaker and anyone else.

You (plural) includes the person spoken to and anyone else.

They refers to people other than the speaker and the person spoken to.

They also refers to two or more things.

Arikara verb forms involving more than one person are quite different from English. Consequently, to avoid confusion, more than one in Arikara will be called non-singular rather than plural. Non-singular verb forms are divided into two categories:

dual - meaning two

and

plural - meaning more than two.

Therefore, the Arikara equivalent of 1st person non-singular 'we are talking' can be:

tsihwaaWIhtiiku' - 'you and I are talking'

or

tataraapaaWIhtiiku' - 'all of you and I are talking'

The Arikara equivalent of 2nd person non-singular 'we are talking' can be:

šitAxwaaWIhtiiku' - 'you two are talking'

or

tAxtapaaWIhtiiku' - 'all of you are talking'

The Arikara equivalent of 3rd person non-singular 'they are talking' can be:

šitiwaaWThitiiku' - 'those two are talking'

Practice

1. Indicate which phrases would be translated as dual number and which as plural.
 - a. the two of us
 - b. you, Mary, and I
 - c. my wife, her brother, and my child
 - d. John and Tom
 - e. the children and Jack
2. To form the dual for the second and third persons of these verbs, add the prefix ši to the singular forms. For example,

teepáku'	-	'he is fighting'
	becomes	
šiteepáku'	-	'those two are fighting', or 'they (du.) are fighting'

3. Study the word parts or elements of these dual verb forms in the second and third persons:

a. šitAxtaanoóku'	'you (du.) are singing'
š	
i + tA + x + naanoóku'	
š	dual subject pronoun prefix
tA	indicative prefix
x	2nd person subject pronoun prefix
naanoóku'	verb stem
(raanooku')	
b. šitAxwaaWIhtiíku'	'you (du.) are talking'
š	
i + tA + x + waaWIhtiíku'	
š	dual subject prefix

d.	šitiwaaWIhtiíku'	'they (du.) are talking'
	š̃i + ti + waaWIhtiíku'	
	š̃i	dual subject prefix
	ti	3rd person indicative prefix
	waaWIhtiíku'	verb stem

Summary: š̃i is a dual subject marker.

e.	šitaaxItkáwa	'you (du.) are sleeping'
	š̃i + taa + x + Itká + wa	
	š̃i	dual subject prefix
	taa	indicative prefix
	x	2nd person subject pronoun prefix
	Itká (itka)	verb stem
	wa	distributive suffix

f.	šititkáwa	'they (du.) are sleeping'
	š̃i + t + itká + wa	
	š̃i	dual subject prefix
	t (ti)	3rd person indicative prefix
	itká	verb stem
	wa	distributive suffix

Summary: wa is a distributive suffix.

A distributive suffix indicates that each individual in the group is referred to as an individual rather than as part of the group.

Practice

A. Complete the chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column.

Verb Form	dual subj. prefix	indicative prefix	subject prefix	verb stem	distrib. suffix	English equiv.
šitAxwaaWIntiíku						
šitAxčiikaáhu'						
šitičíkAt						
šiteepáku'						
šitaaxItkáwa						
šitiraanoóku'						
šititkáwa						
šitiwaaWIntiíku'						
šitAxtaanoóku'						
šitičiikaáhu'						
šitAxčíkAt						
šitaaxapáku'						

B. Change these verbs to dual form.

- | | |
|-------------------|--------------------|
| 1. tiwaaWIhtiíku' | 7. teepáku' |
| 2. tAxč́íkAt | 8. tAxwaaWIhtiíku' |
| 3. tič́iikaáhu' | 9. titkáwa |
| 4. tAxtaanoóku' | 10. taaxapáku' |
| 5. tiraanoóku' | 11. tič́íkAt |
| 6. tAxč́iikaáhu' | 12. taaxItkáwa |

4. Various ways to say 'you and _____'

You have learned that Arikara subject pronouns are elements included in the verb form. One example is x, the 2nd person subject pronoun prefix. It is referred to as a dependent word part because it is never used as a separate word.

The independent 2nd person subject pronoun is naáxU. It is not generally used by native Arikara speakers, but it is a help to new speakers. For example,

NaáxU na Mary š́itAxč́íkAt. 'You and Mary are crying.'

Notice that both naáxU and x are used here.

You may say the same thing in slightly different ways:

š́itAxč́íkAt	'you two are crying'
Mary š́itAxč́íkAt	'Mary and you are crying'

†Practice

Indicate which sentences could use naáxU.

- a. You two are talking. e. You and Dan are drinking

TEST YOURSELF

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
 - a. John and Bill are singing.
 - b. You and Susie are fighting.
 - c. My grandfather and my uncle are talking.
 - d. His mother and his grandmother are sleeping.
 - e. You and your mother are crying.
 - f. Mary and Rita are drinking.
 - g. Tim and Tom are crying.
 - h. Bob and you are talking.
 - i. You and Karen are singing.
 - j. Lois and you are sleeping.
 - k. Your uncle and my father are fighting.
 - l. You and Jerry are drinking.

2. Šuxwaáko' saNIštaakAhníni'.

<ol style="list-style-type: none">a. ŠitičíkAt.b. ŠitAxwaaWIhtiíku'.c. Šitičiikaáhu'.d. Šitaaxapáku'.e. Šitiraanoóku'.f. ŠitaaxItkáwa.	<ol style="list-style-type: none">g. Šiteepáku'.h. ŠitAxčiikaáhu'.i. ŠitAxtaanoóku'.j. ŠitAxčíkAt.k. Šititkáwa.l. ŠitiwaaWIhtiíku'.
---	--

3. Tičé no' nakuwaákA saNIšíni'?

<ol style="list-style-type: none">a. What day is it?b. The day is Tuesday.c. Crowshin society songd. The day is Friday.e. It's Monday.f. The day is Sunday.	<ol style="list-style-type: none">h. The day is Wednesday.i. The day is Saturday.j. Grass dancek. Crow songl. The day is Thursday.m. Doorway song
--	--

LESSON 27

Non-Singular Active Verbs: Negative Forms

CONVERSATION

Witiisuxtii'Uxísto' nakuwáákA tⁱnaroósi saNIšíni'.

- | | |
|------------------------------------|---------------------------------|
| Čukú níhi' NAhtAsuutaaká? | 'Where is White Shield?' |
| NAhtAsuutaaká tíhi' kooháahnini'. | 'White Shield is to the north.' |
| NAhtAsuutaaká tíhi' hunaanapsíni'. | 'White Shield is to the south.' |
| NAhtAsuutaaká tíhi' huukaawiraáta. | 'White Shield is to the east.' |
| NAhtAsuutaaká tíhi' skaweeraá'u'. | 'White Shield is to the west.' |

Practice

1. Tícé no' nakuwáákA saNIšíni'?

- | | |
|----------------------------------|---------------------------------|
| a. Mandan is to the west. | g. Where is Beaver Creek? |
| b. Ft. Yates is to the south. | h. Coleharbor is to the east. |
| c. Where is Minot? | i. New Town is to the west. |
| d. Devils Lake is to the east. | j. Cannon Ball is to the south. |
| e. Bismarck is to the south. | k. Washburn is to the north. |
| f. White Shield is to the north. | l. Where is Bismarck? |

2. Tícé no' nakuwáákA saNIštaakAhníni'?

- NiineetUhcipiriíNU tíhi' skaweeraá'u'.
- ČiWAhaahwaarúxti' tíhi' huukaawiraáta.
- NiineetUhkatakUx tíhi' kooháahnini'.
- ItUhtaáwe tíhi' hunaanapsíni'.
- Wiísu' SAhaánu' tíhi' skaweeraá'u'.

VOCABULARY

Šuxwaáko' saNIšíni'.

čiwihákUx	'Victory dance'
čiikaá'Ux	'Round dance'
taróxpá	'Taroxpa society'
nesčíri	'Wolf Way song'
Axtáwi'Ish	'Kick dance'
hirúška	'War dance'

NOTE: All of the terms above are the names of societies or dances. When these terms are used with the verb 'to sing', they refer to the songs of that society. For example,

tiraanoóku' ciwihákUx. 'He's singing a Round dance song.'

Practice

1. ŠuuNUxtaniíno' saNIšíni'. Šuxwaáko' saNIšíni'.

- | | |
|----------------------|--------------------|
| a. Kick dance | d. Taroxpa society |
| b. Victory dance | e. Wolf Way song |
| c. War dance society | f. Round dance |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|--------------|--------------|
| a. hirúška | d. taróxpá |
| b. nesčíri | e. Axtáwi'Iš |
| c. čiwihákUx | f. čiikaá'Ux |

In each form, the indicative prefix is dropped and the form kaaka/kaaki is substituted. The order of the word parts remain the same in the negative as it is in the declarative sentence:

šikaakAxwaaWIhtiíku'

ṣ̌i + kaakA + x + waaWIhtiíku'

ṣ̌i

kaakA

x

waaWIhtiíku'

dual prefix

negative prefix

2nd person pronoun prefix

verb stem

Practice

1. Change these declarative verb forms into negative forms.

a. ṣ̌itAxtaanoóku'

d. ṣ̌itiwaaWIhtiíku'

b. ṣ̌itič̣íkAt

e. ṣ̌itaaxItkáwa

c. ṣ̌itaaxapáku'

f. ṣ̌iteepáku'

2. Change these negative verb forms into declarative forms.

a. ṣ̌ikaakAxč̣íkAt

d. ṣ̌ikaakič̣iikaáhu'

b. ṣ̌ikaakeepáku'

e. ṣ̌ikaakič̣íkAt

c. ṣ̌ikaakitkáwa

f. ṣ̌ikaakAxč̣iikaáhu'

All negative forms are put together in this manner. Therefore, the negative form will not be taught again.

NOTE: See also Verb Charts at the back of the book.

2. Šuxwaáko' saNIštaakAhníni'.

- a. KaakAxtaanoóku' nescíri.
- b. AWIsíRIs tiraanoóku' Axtáwi'Is̃.
- c. Haá'Ax kaakiraanoóku' hirúškA.
- d. Atípa' ka naraanoóku' taróxpA?
- e. Ka NAXtaanoóku' čiikaá'Ux?
- f. Ipáhni' kaakiraanoóku' čiWIháku.

3. Change these declarative forms into negative forms and translate each one.

- a. šiteepáku'
- b. šitAxčíkAt
- c. šititkáwa
- d. šitAxtaanoóku'

4. Change these negative forms into declarative forms and translate each one.

- a. šikaakAxwaaWIhtiíku'
- b. šikaakAxčíkAt
- c. šikaakitká
- d. šikaakAxčiikaáhu'

5. ŠuuNUxwakunaasíhtš saNIšíni'.

- | | |
|---------------------------------|--------------------------------|
| a. Where is Bismarck? | d. Cannon Ball is to the west. |
| b. Washburn is to the east. | e. Minot is to the north. |
| c. Devils Lake is to the south. | |

LESSON 28

More Non-Singular Active Verbs: Dual Forms

CONVERSATION

Witiišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNišíni'.

Haá'Ax ka naraanoóku' haaNUtkúsu'? 'Is your father singing the Lodge Grass society song?'

Kaakí', tiraanoóku' kaáka'. Atípa' 'No, he is singing the Crow song. My grandfather and my
na tiWišíRiš šitiraanoóku' uncle are singing the Lodge
haaNUtkúsu'. Grass society song.'

*ŠuuNUxwakunaasíhtš saNišíni'.

1. Haá'Ax ka naraanoóku' Wišó'is?
2. Ápa' ka naraanoóku' kaáka'?
3. AWišíRiš na ápa' ka šinaraanoóku'?

VOCABULARY

Witiišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNišíni'.

haaNUtkúsu'	'Lodge Grass society'
haaNUtkoótu'	'Dead Grass society'
sápat	'woman'
xunáNiš	'soldier'
suúnatš	'girl'
wíftA	'man'
piiraá'u'	'baby'
wiináxtš	'boy'
piirátš	'children'

Practice

1. Šuxwaáko' saNišíni'. ŠuuNUxtaniíno' saNišíni'.

- a. The boy and his grandfather are singing the Lodge Grass society song.
- b. The woman and the girl are sleeping.
- c. The children (du.) are talking.
- d. The man and the soldier are fighting.
- e. The baby and the boy are crying.
- f. His uncle and his father are singing the Dead Grass society song.

2. Šuxwaáko' saNIštaakAhníni'. ŠuuNUxtaniíno' saNIšíni'.
- XunáNIš šitiraanoóku' haaNUtkúsu'.
 - Sápat na piiraa'ú' šitičíkAt.
 - Piirátš šitiraanoóku' haaNUtkoótu'.
 - Suúnatš na wiíta šitiwaaWIhtiíku'.
 - Piiraa'ú' na suúnatš šititkáwa.
 - Wiíta na šáxti' šitičiikaáhu' tskaatít.

GRAMMAR AND SENTENCE PATTERNS

1. Arikara non-singular verbs in the 1st person are divided into two categories: inclusive and exclusive. For example,

- | | |
|----------------------|--|
| a. tsihwaaWIhtiíku' | 'you (the person spoken to) and I are talking' |
| b. šitAtwaaWIhtiíku' | 'he (someone other than the person spoken to) and I are talking' |

In a the person spoken to is included. This is the inclusive form.

In b the person spoken to is not included; he is excluded. This is the exclusive form.

2. Study the elements of these verb forms:

- | | |
|------------------------|---|
| a. tsihwaaWIhtiíku' | 'we (you and I) are talking' |
| t + sih + waaWIhtiíku' | |
| t (ta) + sih (sin) | indicative prefix; 1st person dual inclusive prefix |
| waaWIhtiíku' | verb stem |
| b. tsiiNItkáwa | 'we (you and I) are sleeping' |
| t + sin + Itká + wa | |
| t (ta) + sin | indicative prefix; 1st person dual inclusive prefix |
| Itká (itka) | verb stem |
| wa | distributive suffix |

- c. tsiinapáku' 'we (you and I) are fighting'
 t + sin + apáku'
 t (ta) + sin indicative prefix, 1st person
 dual inclusive prefix
 apáku' verb stem

Summary: t + sin is the 1st person dual inclusive marker for the indicative mode.

ši, the dual subject marker, is not used in the inclusive form.

- d. šitAtwaaWIhtiíku' 'we (he and I) are talking'
 š̄i + tA + t + waaWIhtiíku'
 š̄i dual subject prefix
 tA indicative prefix
 t 1st person subject pronoun prefix
 waaWIhtiíku' verb stem

- e. šitaatItkáwa 'we (she and I) are sleeping'
 š̄i + taa + t + Itká + wa
 š̄i dual subject prefix
 taa indicative prefix
 t 1st person subject pronoun prefix
 Itká (itka) verb stem
 wa distributive suffix

- f. šitaatapáku' 'we (he and I) are fighting'
 š̄i + taa + t + apáku'
 š̄i dual subject prefix
 taa indicative prefix
 t 1st person subject pronoun prefix
 apáku' verb stem

Summary: The exclusive form of the verb is not marked. Only the inclusive form is marked.

ši, the dual subject marker, is used with the exclusive form of the verb.

SPOKEN AND WRITTEN SOUNDS

More Sound Changes

1. Look at this word and its parts. Note the underlined letters.
 - a. tsihwaaWihtiíku' - is made up of t + sin + waaWihtiíku'
 In this word, n comes before w. Then n becomes h.
 *When n comes before w, n becomes h.

2. Look at these words and their parts. Note the underlined letters.
 - a. tsihčiiikaáhu' - is made up of t + sin + čiiikaáhu'
 - b. tsihčíkAt - is made up of t + sin + číkAt

In these words, n comes before č. Then n becomes h.
 *When n comes before č, n becomes h.

To Review

n becomes h before w and č and also before k, p, t.

WHICH SUBJECT PERSON?

When you translate English sentences that combine noun and pronoun subjects into Arikara sentences, how do you decide which subject person to use: 1st, 2nd or 3rd? For example:

- | | |
|--------------------|------------------|
| a. Dave and I | d. Dave and John |
| b. you and Dave | e. he and Dave |
| c. you, Dave and I | |

Follow these suggestions:

If the subject group contains...	it will take some form of...	as in...
I	1st person	a. Dave and I c. you, Dave, and I
you without I	2nd person	b. you and Dave
neither you nor I	3rd person	d. Dave and John e. he and Dave

Practice

1. Complete the chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column. Not every column will be filled.

Verb Form	dual subj. prefix	dual incl. prefix	indicative prefix	subj. pro.	verb stem	English equiv.
tsiINItkáwa						
šitaatIkáwa						
tsihwaaWIhtiíku'						
šitAtwaaWIhtiíku'						
tsinaanoóku'						
tsihčiikaáhu'						
šitAtčiikaáhu'						
tsihčíkAt						
šitAtčíkAt						
tsinapáku'						
šitaatapáku'						

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2. Tičé no' nakuwaákA saNIšíni'?

- | | |
|--------------------------------------|----------------------------------|
| a. You and I are drinking. | g. You and I are fighting. |
| b. His uncle and I are fighting. | h. John and I are singing. |
| c. You and I are sleeping. | i. You and I are crying. |
| d. My grandmother and I are talking. | j. My mother and I are sleeping. |
| e. You and I are singing. | k. My father and I are drinking. |
| f. Mary and I are crying. | l. You and I are talking. |

3. Tičé no' nakuwaákA saNIštaakAhníni'?

- | | |
|-----------------------|----------------------|
| a. ŠitaatItkáwa. | g. TsiinItkáwa. |
| b. Tsihčiikaáhu'. | h. ŠitAtčiikaáhu'. |
| c. ŠitAtwaaWIhtiíku'. | i. TsihwaaWIhtiíku'. |
| d. Tsiinapáku'. | j. Šitaatapáku'. |
| e. ŠitAhnanoóku'. | k. Tsinaanoóku'. |
| f. Tsihčíkat. | l. ŠitAtčíkat. |

NOTE: See also Verb Charts at the back of the book.

TEST YOURSELF

1. Šuxwaáko' saNIšíni', ŠuunUxtaniíno' saNIšíni'.

- a. You and Bob are singing.
- b. Susie and her grandmother are sleeping.
- c. You and I are talking.
- d. Marion and I are crying.
- e. They (du.) are drinking.
- f. John and I are fighting.

2. Match the Arikara terms in Column A with their English equivalents in Column B.

<u>A</u>	<u>B</u>
_____ 1. nesčírí	a. Crow song
_____ 2. sápat	b. Crowshin society
_____ 3. kaáka'	c. Victory song
_____ 4. xunáNIš	d. Round dance
_____ 5. taróxpa	e. Taroxpa society
_____ 6. suúnatš	f. Kick dance
_____ 7. číWIhákuX	g. Wolf Way song
_____ 8. wíftA	h. War dance society
_____ 9. haaNUtkoótu'	i. War dance
_____ 10. hirúška	j. Doorway song
_____ 11. piiráú'u'	k. Praising song
_____ 12. Axtáwi'Is	l. Lodge Grass society
_____ 13. wiináxtš	m. woman
_____ 14. číikaá'Ux	n. Dead Grass society
_____ 15. haaNUtkúsu'	o. man
_____ 16. neekakUxpíNUx	p. children
_____ 17. piirátš	q. soldier
_____ 18. číštItkaáka'	r. baby
_____ 19. naawiinúkukUx	s. boy
_____ 20. WIsó'Is	t. girl

3. Šuxwaáko' saNIštaakAhníni'.

- | | |
|--------------------|----------------------|
| a. ŠitAxtaanoóku'. | d. Šitaatapáku'. |
| b. TsiiniItkáwa. | e. Tsihčíikaáhu'. |
| c. ŠitičíkAt. | f. ŠitiwaaWIhtííku'. |

ANSWERS

Conversation

1. Kaakí', atí'Ax tiraanoóku' kaáka'.
2. Kaakí', atípa' tiraanoóku' haaNUtkúsu'.
3. Heé', šitiraanoóku' haaNUtkúsu'.

LESSON 29

More Non-singular Active Verbs: Plural Forms

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA tⁱnaroósi saNIšíni'.

TUsakuú'U šakuuNASšteehuúnu'. 'The day is Thanksgiving Day.'

TUsakuú'U psičipiriínu'. 'The day is New Year's Day.'

TUsakuú'U ataawiriwaaríkUx. 'The day is Memorial Day.'

TUsakuú'U nipiiwaáNIš 'The day is Easter.'

Practice

1. ŠuuNUxwakunaasíhtš saNIšíni'.

a. What day is it?

b. The day is Easter

c. The day is New Year's Day.

d. The day is Thanksgiving Day.

e. The day is Memorial Day.

2. ŠuuNUxwakunaasíhtš saNIštaakAhníni'.

a. Tičé weNUsakuú'U?

b. TUsakuú'U psičipiriínu'.

c. TUsakuú'U šakuuNASšteehuúnu'.

d. TUsakuú'U nipiiwaáNIš.

e. TUsakuú'U ataawiriwaaríkUx.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA tⁱnaroósi saNIšíni'.

wiiteešútš	'young man'
suúnaaxu'	'young woman'
súxtIt	'old lady'
kuNAhúx	'old man'
waapIsštaweéšUx	'blacksmith'
hirúška	'war dancer'
kunaanáná	'doctor'
naNAhčiiwaaká'Ux	'carpenter'
nawáxtš	'clown'
waká'u'	'captive'
paatúh	'enemy'

Practice

- +1. Šuxwaáko' saŋIšíni'. ŠuuŋUxtaniíno' saŋIšíni'.
- The young man and his grandfather are singing the Victory song.
 - The old lady and the young woman are sleeping.
 - The blacksmith and the carpenter are talking.
 - The war dancer and the clown are fighting.
 - The baby and the boy are crying.
- +2. Šuxwaáko' saŋIštaakAhníni'.
- Waká'u' šitiraanoóku' hirúška.
 - SúxtIt na kuŋAhúx šitičíkAt.
 - Paatúh šiteepáku'.
 - Wiiteesútš na nawáxtš šitiwaaWihtiíku'.
 - Kunaanáná na waapIsštaweššUx šititkáwa.
 - Hirúška na suúnaaxu' šitičiikaáhu' tskaatít.

GRAMMAR AND SENTENCE PATTERNS

1. The plural verb form in Arikara indicates three or more people or things. In contrast, the dual verb form indicates only two people or things. To repeat the examples given in Lesson 26:

The Arikara equivalent of 1st person non-singular 'we are talking' can be:

<u>dual</u>	tshwaaWihtiíku'	or	'you and I (du.) are talking'
<u>plural</u>	tataraapaaWihtiíku'		'all of you and I (pl.) are talking'

The Arikara equivalent of 2nd person non-singular 'you are talking' can be:

<u>dual</u>	šitAxwaaWihtiíku'	or	'you two (du.) are talking'
<u>plural</u>	tAxtapaaWihtiíku'		'all of you (pl.) are talking'

The Arikara equivalent of 3rd person non-singular 'they are talking' can be:

<u>dual</u>	šitiwaaWihtiíku'	or	'those two (du.) are talking'
<u>plural</u>	tihwaaWihtiíku'		'those three or more (pl.) are talking'

2. Study the word parts or elements of these plural verb forms in the second and third persons:

- a. tAxtAhaanaoóku' 'you (pl.) are singing'
 tA + x + tAh + naanoóku'
 tA indicative prefix
 x subject pronoun prefix
 tAh (raak) plural prefix
 naanoóku' verb stem
 * (raanoóku')
- b. tAxtapaaWihtiíku' 'you (pl.) are talking'
 tA + x + ta + paaWihtiíku'
 ta indicative prefix
 x subject pronoun prefix
 ta (raak) plural prefix
 paaWihtiíku' verb stem
 (waaWihtiíku')

Summary: raak is a plural word part for 2nd person. It is inserted into the verb form rather than added as a prefix.

- c. tⁱnaanoóku' 'they (pl.) are singing'
 ti + naanoóku'
 ti (ti + in) indicative prefix plural prefix
 naanoóku' (raanoóku') verb stem
- d. tihwaaWihtiíku' 'they (pl.) are talking'
 ti + h + waaWihtiíku'
 ti indicative prefix
 h (in) plural prefix
 waaWihtiíku' verb stem

Summary: in is a 3rd person plural prefix.

SPOKEN AND WRITTEN SOUNDS.

More Sound Changes:

1. Look at this word and its parts. Note the underlined letters.

tAxtapaWihtifu' - is made up of ta + x + raak + wawihtifu'

In this word, the original sound was k followed by w.
When w comes after k, w changes to p. Then k is dropped
because it comes before p.

*k + w becomes p.

2. Look at this word and its parts. Note the underlined letters.

tAxtačiikaáhu' - is made up of ta + x + raak + čiikaáhu'

In this word, the original sound was k followed by č.

*When k comes before č, k is dropped.

3. Look at these words and their parts. Note the underlined letters.

tAxtAhnaanoóku' - is made up of ta + x + raak + raanoóku'

tAxtaNAhčíkAt - is made up of ta + x + raak + raan + číkAt

In these words, the original sound is k followed by r.

*When r comes after k, r becomes n.

4. Look at this word and its parts. Note the underlined letters.

tAxtAhnaanoóku' - is made up of ta + x + raak + raanoóku'

In this word, as shown in Number 3, r changes to n.

*When k comes before n, k changes to h.

5. Look at this word and its parts. Note the underlined letters.

tAxtaNAhčíkAt - is made up of ta + x + raak + raan + číkAt

In this word, as shown in 3, r changes to n.
Then, as shown in 4, k changes to h.

*Then, as shown in Lesson 16, when h comes before a voiceless n and
a vowel, h is dropped.

6. Look at this word and its parts. Note the underlined letters.

tⁱnaanoóku' - is made up of ti + in + raanoóku'

In this word, the original sound was n followed by r.
When n comes before r, n changes to nr. Then nr + n become nr.

*Thus, nr becomes n.

7. Look at these words and their parts. Note the underlined letters.

tAxtaakapáku' - is made up of ta + x + raak + apáku'

tAxtaakItkáwa - is made up of ta + x + raak + Itká + wa

tAxtAhnaanoóku' - is made up of ta + x + raak + raanoóku'

In these words, the original sound was x followed by r.

*When r comes after x, r becomes t.

Review

1. k + w becomes p.
2. When k comes before č, k is dropped.
3. When r comes after k, r becomes n.
4. When k comes before n, k changes to h.
5. nr becomes n.
6. When r comes after x, r becomes t.

Practice. Complete the chart.

Verb Form	Indicative Marker	Subj. Pronoun	Plural Marker	Verb Stem	English Equiv.
tAxtaakItkáwa					
tiiNItkáwa					
tAxtapaaWIhtiíku'					
tihwaaWIhtiíku'					
tAxtAhnaanoóku'					
t ⁱ naanoóku'					
tAxtačiikaáhu'					

Verb Form	Indicative Marker	Subj. Pronoun	Plural Marker	Verb Stem	English Equiv.
tihčičiikaáhu'					
tAxtaakapáku'					
tiinapáku'					
tAxtaNAhčíkat					
tIRAhčíkat					

NOTE: See also Verb Charts at the back of the book.

TEST YOURSELF

1. Tičé no' nakuwaákA saNIšíni'?

- | | |
|---------------------|-------------------|
| a. blacksmith | i. clown |
| b. Thanksgiving Day | j. old man |
| c. captive | k. doctor |
| d. young woman | l. New Year's Day |
| e. Memorial Day | m. war dancer |
| f. enemy | n. young man |
| g. old lady | o. carpenter |
| h. Easter | p. soldier |

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- Susie and the girl are singing.
- You, John, and Mary are talking.
- You and your grandmother are crying.
- Bill, his mother, and his father are drinking coffee.
- Your uncle and you are sleeping.
- Jim, his father, and you are fighting.

3. Šuxwaáko' saNIštaakAhníni'.

- | | |
|------------------------------|----------------------|
| a. TAxtaNAhčíkat. | d. ŠitiwaaWIhtiíku'. |
| b. Šitaaxapáku'. | e. Šitičičiikaáhu'. |
| c. T ⁱ naanoóku'. | f. TAxtaakItkáwa. |

ANSWERS

Vocabulary

1.
 - a. Wiiteešútš na ipáhni' šitiraanoóku' čiWihákUx.
 - b. SúxtIt na suúnaaxu' šititkáwa.
 - c. WaapIsštaweěšUx na naNAhčiiwaaká'Ux šitiwaaWihitiíku'.
 - d. HirúškA na nawáxtš šiteepáku'.
 - e. Piiraá'u' na wiináxtš šitičíkAt.
2.
 - a. The captives are singing a war song.
 - b. The old lady and the old man are crying.
 - c. The two enemies are fighting.
 - d. The young man and the clown are talking.
 - e. The doctor and the blacksmith are sleeping.
 - f. The war dancer and the young woman are drinking coffee.

LESSON 30

More Non-Singular Active Verbs: Plural Forms

CONVERSATION

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroó' saNIšíni'.

- A. Čukú ná'At John? 'Where is John?'
TiíkUx tiihá'I. 'He is (sitting) here.'
TiíkUx nuuhá'I. 'He is (sitting) there.'
TeéRIt tiihá'I. 'He is (standing) here.'
Tiišá tiihá'I. 'He is (lying) here.'
- B. Ka xáx nakaákUx? 'Is your mother at home?'
Heé', atⁱná' tikaákUx. 'Yes, my mother is at home.'

NOTE: In Lesson 25 you learned that the verb roots xA and kUx are used to describe the shape and/or position of various objects such as a knife, apple, pencil, or can. xA means 'lies' and is used to describe an object that is long and slender; for example, a knife. kUx means 'sits' and is used to describe an object that is not long and slender; for example, an apple.

These verbs are also used to describe the position of people:

- xA means 'lying' as in tiišá
kUx means 'sitting' as in tiíkUx
aRIt means 'standing' as in teéRIt.

These verbs must be used when referring to a person. See the sentences above.

Practice

1. Tičé no' nakuwaákA saNIšíni'?
- | | |
|--------------------------|-----------------------|
| a. He is sitting here. | e. He is at home. |
| b. Where is she? | f. She is lying here. |
| c. He is here. | g. Is she at home? |
| d. He is standing there. | h. He is there. |

1. Tiišš no' nakuwaáka saNIštaakAhníni'?

a. TikaákUx.

b. TešRIt tiihá'I.

c. Čukú ná'At?

d. Tiišš nuuhá'I.

e. Ka nakaákUx?

f. TiíkUx tiihá'I.

Use these sentence patterns with kinship terms you have already learned. Study these examples.

Atíka' čukú ná'At?

'Where is my grandmother?'

Áka' tešRIt tiihá'I.

'Your grandmother is (standing) here.'

Áka' tiíkUx tiihá'I.

'Your grandmother is (sitting) here.'

Atíka' ka nakaákUx?

'Is my grandmother at home?'

Áka' tikaákUx.

'Your grandmother is at home.'

Expand these sentence patterns to include verbs learned in earlier lessons. Study these examples.

Atíka' títka tiihá'I.

'My grandmother is sleeping here.'

Hi'áxti' tiwaaWIhtiíku' nuuhá'I.

'His father is talking there.'

AWIsíRIš tiraanoóku' tiihá'I.

'Your uncle is singing here.'

Xáx tičíkat nuuhá'I.

'Your mother is crying there.'

John hi'áxti' tiraanoóku' tiihá'I.

'John's father is singing here.'

Bill tičlikaáhu' tskaatít nuuhá'I.

'Bill is drinking coffee there.'

Atⁱná' tiRaxwé' xúhtš tiihá'I.

'My mother is looking for the shoe here.'

Jim tiroóku' xúhtš nuuhá'I.

'Jim is making a shoe there.'

VOCABULARY

Witiišuxtii'Uxišto' nakuwaáka tⁱ naroósI saNIšíni'.

	my	your	his/her
wife	natiiNAhtakú'U	NAXiiNAhtakú'U	naahtakú'U
husband	nikohtakú'U	naahtakú'U	neeNAhtakú'U
child	natihnaá'U	NAXihnaá'U	NAháá'U
grandchild	at ⁱ nátš	anátš	iNAhnítš

Practice

1. Šuxwaáko' saNIššini'. ŠuunUkteniino' saNIššini'.
- | | |
|---------------------------------|--|
| a. His wife is crying there. | g. My grandchild is at home. |
| b. My child is sleeping here. | h. Her husband is drinking tea there. |
| c. Where is your grandchild? | i. Where is his grandchild? |
| d. My husband is sitting there. | j. Your child is singing here. |
| e. Is your wife at home? | k. My wife is making a dress there. |
| f. His child is sitting here. | l. Her husband is looking for a belt here. |
2. Šuxwaáko' saNIššaakAhníni'.
- a. NAxihnaá'U ti'á tiihá'I.
- b. Naahtakú'U títká nuuhá'I.
- c. Nikohtakú'U čukú ná'At?
- d. Atⁱnátš tiraanoóku' tiihá'I.
- e. NAXiiNAhtakú'U tiíkUx nuuhá'I.
- f. NAhaá'U ka nakaákUx?
- g. Anátš ticiikaáhu' tstoóxu' tiihá'I.
- h. NatiiNAhtakú'U tiroóku' uukawikúsu' nuuhá'I.
- i. INAhnítš tičíkat tiihá'I.
- j. Naahtakú'U tiRaxwé' nanihkaroókUx nuuhá'I.
- k. Natihnaá'U tikaákUx nuuhá'I.
- l. NeeNAhtakú'U tiwaaWIhtiíku' tiihá'I.

GRAMMAR AND SENTENCE PATTERNS

1. As in the dual verb forms, the 1st person non-singular plural forms are divided into two categories: inclusive and exclusive. Study these examples:

tatarapaawIhtiíku' 'all of you and I are talking'

or

'he, you and I are talking'

tAhnapaaWIhtiíku' 'all of them and I are talking'

In the first example, the person spoken to is included in the group. This is the inclusive form. In the second example, the person spoken to is not included in the group; he is excluded. This is the exclusive form.

2. Study the analyses of these Arikara verbs.

a.	tatarahnaanoóku'	'all of you and I are singing'
	ta + t + a + raah + naanoóku'	
	ta	indicative prefix
	t	1st person subject prefix
	a	plural inclusive prefix
	raah (raak)	plural prefix
	naanoóku'	verb stem
	(raanoóku')	

b.	tatarahnačičiikaáhu'	'all of you and I are drinking'
	ta + t + a + raa + čičiikaáhu'	
	ta	indicative prefix
	t	1st person subject prefix
	a	plural inclusive prefix
	raa (raak)	plural prefix
	čičiikaáhu'	verb stem

Summary: a is the plural inclusive marker.

raak is a plural marker.

c.	tAhnačičiikaáhu'	'all of them and I are drinking'
	tA + h + na + čičiikaáhu'	
	tA	indicative prefix
	h (t)	1st person subject prefix
	na (raak)	plural prefix
	čičiikaáhu'	verb stem

d.	tAhnaakapáku'	'all of them and I are fighting'
	tA + h + naak + apáku'	
	tA	indicative prefix
	h (t)	1st person subject prefix
	naak (raak)	plural prefix
	apáku'	verb stem

Summary: The exclusive form of the verb is not marked. Only the inclusive form is marked. raak is a plural marker.

Practice

Complete the chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column. Not every column will be filled.

Verb Form	Indicative Prefix	Subj. Prefix	Inclusive Prefix	Plural Prefix	Verb Stem	English Equiv.
naakItkáwa						
naanaakItkáwa						
tatarapaaWihtiíku'						
tAhnapaaWihtiíku'						
tataraačiikaáhu'						
tAhnaačiikaáhu'						
tatarapakáku'						
tAhnapakáku'						

4. This chart of the dual and plural word elements summarizes their use in active intransitive verbs.

A. Dual Word Elements

word element	used in _____ person
š̃i + ta + t	1st exclusive
t + sin	1st inclusive
š̃i + ta + x	2nd
š̃i + ti	3rd

B. Plural Word Elements

word element	used in _____ person
ta t raak	1st exclusive
ta t a raak	1st inclusive
ta x raak	2nd
ti in	3rd

NOTE: There are 8 non-singular forms for each verb in Arikara.

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNuxtaniíno' saNIšíni'.
 - a. All of you and I are sleeping.
 - b. All of them and I are drinking.
 - c. Jim, you, and I are talking.
 - d. Pete, Tom, and I are fighting.
 - e. Your grandmother, my mother, and I are sleeping.
 - f. All of you and I are drinking.
 - g. His uncle, your father, and I are talking.
 - h. You, Harry, and I are fighting.

2. Šuxwaáko' saNIštaakAhníni'.

a. Tatarapakáku'.	e. TAhnapakáku'.
b. TAhnapaaWIhtiíku'.	f. TatarakItkáwa.
c. Tataraačiikaáhu'.	g. TAhnaačiikaáhu'.
d. TatarapaaWIhtiíku'.	h. TAhnakItkáwa.

NOTE: See also Verb Charts at the back of the book.

WRITTEN AND SPOKEN SOUNDS

Review

You have learned a few of the many sound changes that take place when Arikara word parts are put together to form new words. Now practice these:

- When r comes after k, t, or n, r changes to n.
- When k comes before n, k changes to h.
- When t comes before n, t changes to h.
- When n comes before n, nn changes to n.

Practice

*1. Combine each set of elements into a complete word. Change the sounds according to the rules listed above.

- a. ta + t + a + raak + raanoóku' _____
- b. ta + t + raak + itká + wa _____
- c. ti + in + raanoóku' _____

*2. Separate each word into the basic elements. Follow the rules listed above to rewrite as the original sound.

- a. šitAhnaanoóku' _____
- b. tAxtaNAhčíkAt _____
- c. tAhnaNAhnaanoóku' _____

TEST YOURSELF

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. Dan, you, and I are fighting.
- b. Susie, Mary, and their mother are sleeping.
- c. Ron, Ed, and I are talking.
- d. Bob, you, and I are drinking.

2. Šuxwaáko' saNIštaakAhníni'.

- a. TihwaaWIhtiíku'.
- b. TAxtačiikaáhu'.
- c. TAhnaakItkáwa.
- d. Tiinapáku'.

3. For each series of kinship terms, underline the word that names the same person as the first word.

EXAMPLE: atíka': xáx hi'áxti' ikaáni

- a. naahtakú'U: NAXihnaá'U natiiNAhtakú'U iNAhnítš
- b. natihnaá'U: NAhaá'U atⁱnátš NAXiiNAhtakú'U
- c. neeNAhtakú'U: natiiNAhtakú'U anátš naahtakú'U
- d. iNAhnítš: naahtakú'U natihnaá'U atⁱnátš

4. ŠuunRūxwakunnaesíntš̃ sanIš̃íni'.
- | | | |
|----|----------------------------|------------------|
| a. | NAXiiNAhtakú'U čukú ná'At? | (sitting here) |
| b. | INahnítš̃ ka nakaákUx? | (at home) |
| c. | Natihnaá'U čukú ná'At? | (sleeping there) |
| d. | Nahtakú'U ka nakaákUx? | (is here) |

ANSWERS

Written and Spoken Sounds

1. a. tatarahnaanoóku'
 . tAhnaakItkáwa
 c. tⁱnaanoóku'
2. a. š̃i + ta + t + raanoóku'
 b. ta + x + vaak + raan + číkAt
 c. ta + t + raak + raan + raanoóku'

LESSON 31

More Non-Singular Active Verbs: Individualising Plural

CONVERSATION

Witiišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNišini'.

Čukú načootšáka?	'Where is the church?'
Nuuhá'I tičootšáka.	'The church is over there.'
NikuteekAhčiišawataá'A.	'It's the white building.'
Ka naáka kUxIhaánnini'?	'Is it (the building) on the left?'
Heé', nikuteéka kUxIhaánnini'.	'Yes, it's on the left.'

VOCABULARY

Tičé no' nakuwaáka saNišini'?

NiiniinAhnacištaróoku	'barbershop'
naapIhúxu'	'store'
nohkaroókUx	'courthouse'
niinanuunakaáWI John	'John's house'
akanaanataá'u'	'earth lodge'
akAhčiišawataan (teekAhčiišawataá'A)	'to be a white building; to be a white home (it's the white building)'
akAhtaree'uux (teekAhtaree'úx)	'to be a blue building; to be a blue home (it's the blue building)'
wihka'uuxíni'	'on the right'
kUxIhaánnini'	'on the left'

NOTE: The Arikara equivalent of the English words 'church', 'school', and 'house' are not nouns. They must be learned in the context of the sentences at this time. Use them only in the sentences presented here. Do not try to work them into other patterns.

Use the vocabulary in these sentences.

Wihka'uuxíni' nikutičooššáka.	'The church is on the right.'
KUxIhaáhnini' nikuteéka naapIhúxu'.	'The store is on the left.'
Wihka'uuxíni' nikuteéka niiniiNAhnačištaróoku.	'The barbershop is on the right.'
KUxIhaáhnini' nikuteéka nohkaróókUx.	'The courthouse is on the left.'
Wihka'uuxíni' nikuteéka piirataápo'Is.	'The school is on the right.'

NOTE: The pattern for all the buildings, except 'church', is the same. Learn to say, read, and write '_____ is on the right.' and '_____ is on the left.' for all the buildings used in the CONVERSATION sentences.

Practice

1. Šuxwaáko' saNIšíni'.

- The store is on the right.
- The school is on the left.
- The barbershop is on the left.
- The church is on the right.
- The courthouse is on the right.

2. Šuxwaáko' saNIštaakAhníni'.

- Wihka'uuxíni' nikuteéka piirataápo'Is.
- KUxIhaáhnini' nikuteéka naapIhúxu'.
- Wihka'uuxíni' nikuteéka niiniiNAhnačištaróoku.
- KUxIhaáhnini' nikuteéka nohkaróókUx.
- Wihka'uuxíni' nikutičooššáka.

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|----------------------------------|-------------------------------------|
| a. The store is over there. | e. The earth lodge is on the right. |
| b. Where is the building? | f. It's the blue building. |
| c. The courthouse is over there. | g. Where's Mary's house? |
| d. Where is John's house? | |

4. Šuxwaáko' saNíštáakAhni'ni'.

- | | |
|----------------------------------|-------------------------|
| a. Heé' níkuteéka kUXIhaáhnini'. | e. Čukú akanaanataá'u'? |
| b. Čukú naáka naapIhúxu'? | f. TeekAhtaree'úx. |
| c. Ka naáka kUXIhaáhnini'? | g. Čukú načootšáka? |
| d. TeekAhčiišawataá'A. | |

GRAMMAR AND SENTENCE PATTERNS

1. Study the analyses of these Arikara verbs.

- | | |
|---------------------------|-----------------------------------|
| a. tAxtaNAhčíkAt | 'you (pl.) are crying' |
| tA + x + ta + NAh + číkAt | |
| tA | indicative prefix |
| x | 2nd person subject pronoun prefix |
| ta (raak) | plural prefix |
| NAh (raan) | plural prefix |
| číkAt | verb stem |

Summary: raan is a plural word part. It is used together with raak in some verbs.

- | | |
|------------------|------------------------------|
| b. tíRAhčíkAt | 'they (pl.) are crying' |
| ti + RAh + číkAt | |
| ti | 3rd person indicative prefix |
| RAh (raan) | plural prefix |
| číkAt | verb stem |

Summary: raan is used in place of in as a 3rd person plural word part.

- | | |
|--------------------------------|-----------------------------------|
| c. tataraaNAhčíkAt | 'all of you and I are crying' |
| ta + t + a + raa + NAh + číkAt | |
| ta | indicative prefix |
| t | 1st person subject pronoun prefix |
| a | plural inclusive prefix |
| raa (raak) | plural prefix |
| NAh (raan) | individualizing plural prefix |
| číkAt | verb stem |

- d. tAhnaNAhčíkAt 'all of them and I are crying'
 tA + h + na + NAh + číkAt
 tA indicative prefix
 h (t) 1st person subject pronoun prefix
 na (raak) plural prefix
 NAh (raan) individualizing plural prefix
 číkAt verb stem
- e. TAhnaNAhnaanoóku' 'all of them and I are crying'
 tA + h + na + NAh + naanoóku'
 tA indicative prefix
 h (t) 1st person subject pronoun prefix
 na (raak) plural prefix
 NAh (raan) individualizing plural prefix
 naanoóku' verb stem
 (raanoóku')

Summary: raan is a plural word part used with 1st, 2nd, or 3rd person verbs.

NOTE: raan is used with verbs which describe activities involving individuals acting separately. In contrast, raak (by itself) is used with verbs which describe activities involving individuals generally acting together as a group. raan is described as an 'individualizing plural' prefix.

Thus, raan gives information in addition to the basic plural prefix raak. Some verbs will require only raak in their plural forms. Other verbs will require BOTH raak and raan. There is no rule to apply. As you study each verb, you will learn how to form its plural.

2. Complete this chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column. Not all the columns will be filled.

Verb Form	Indicative Prefix	Subject Pronoun Prefix	Plural Incl. Prefix	Plural Prefix	Individ. Plural Prefix	Verb Stem	Eng. Equiv.
tataraahnaanoóku'							
tAhnaNAhnaanoóku'							
tAxtAhnaanoóku'							
t ⁱ naanoóku'							
tataraaNAhčíkAt							
tAhnaNAhčíkAt							
tAxtaNAhčíkAt							
tIRAhčíkAt							

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- You, Ben, and I are singing.
- My mother, my grandmother, and Mary are crying.
- You, Tim, and my father are singing.
- Joyce, Tim, and I are crying.
- My husband, his father, and my grandchild are singing.
- All of you (pl.) are crying.
- His wife, your child, and I are singing.
- Her grandchild, my child, and your wife are crying.

4. Šuxwaáko' saNIštaakAhníni'.

- | | |
|------------------------------|-----------------------|
| a. TAxtaNAhčíkAt. | e. TIRAhčíkAt. |
| b. T ⁱ naanoóku'. | f. TAxTahnaanoóku'. |
| c. TataraaNAhčíkAt. | g. TAhnaNAhčíkAt. |
| d. TAhnaNAhnaanoóku'. | h. Tataraahnaanoóku'. |

5. This chart summarizes the use of the individualizing plural prefix in active transitive verbs.

Person	used with: čikAt. čiikaahu'	used with: waaWIhtiiku'	used with: raanooku'	used with: apaku' itkawa
1st incl.	tataraaNAh...	tataraak...	tataraah...	tataraak...
1st excl.	tAhnaNAh...	tAhnak...	tAhnaNAh...	tAhnaa...
2nd	tAxtaNAh...	tAxtak...	tAxtAh...	tAxtaak...
3rd	tih...	tin...	tin...	tiin...

Practice

ŠuuNUxtaniíno' saNIšíni'.

1. All of you are sleeping.
2. All of us are crying.
3. All of them are talking.
4. Tom, Jim, Fred and I are singing.
5. All of you are drinking.

TEST YOURSELF

1. Match the English equivalents in Column B with the Arikara words in Column A.

<u>A</u>	<u>B</u>
_____ niiniiNAhnačičštarooóku	a. it's the white building
_____ naapIhúxu'	b. John's house
_____ nohkaroókUx	c. it's the blue building
_____ niinanuunakaáWI John	d. courthouse
_____ akanaanataá'u'	e. on the left
_____ teekAhčiišawataá'A	f. on the right
_____ teekAhtaree'úx	g. barbershop
_____ wihka'uuxíni'	h. earth lodge
_____ kUxIhaáhnini'	i. store

2. Šuuxwaáko' saNIšíni'.

- a. Your husband, your child, and I are singing.
- b. My wife, her child, and her mother are crying.
- c. You, Jim, and Tom are singing.
- d. Your grandchild, your child, you, and I are crying.
- e. All of them are crying.
- f. Ted, you, and I are singing.
- g. All of you are crying.
- h. Susie, Jack, and his mother are singing.

LESSON 32

More Non-Singular Active Verbs: Review

CONVERSATIONAL REVIEW

Tičé no' nakuwaákA saNIšíni'?

1. Do you live in Coleharbor?

No, I live in White Shield.

Where is White Shield?

White Shield is to the north.

2. What is your uncle doing?

My uncle is drinking coffee. He's cold.

The weather is changing. It's snowing.

3. Where are you going?

I'm going to the store.

Where is the store?

The store is to the right.

Tičé no' nakuwaákA saNIštaakAhníni'?

1. Tičé wekuNAXuú'Ut?

AtíštIt tatuú'Ut. TAtwó' NiineetUhčipiriíNU.

Ka NAXiniináka NiineetUhčipiriíNU?

Kaakí', kutatⁱniináka NiWAharít SAhaáhkAt.

2. Čukú NAXwó'?

TAtwó' ČítUx SAnaánu'. Tsakuunawíre.

3. Tom ipáhni' tičé wekunuú'Ut?

AtíštIt tuú'Ut. Tom na ipáhni' šitiraanoóku' naawiinúkukUx.

VOCABULARY

Witišuxtii 'Uxišto' nakuwaáka tⁱnaroósi saNišíni'.

naáNIt	'really'
šakUhčituú'	'all day'
Natkhaahčituú'	'all night'
phiináNIt	'softly'
štóh	'again'
haáwa'	'also' (used at the end of a sentence)
hawáh	'also' (used at the beginning or in the middle of a sentence)
Axtóh	'surely, truly, certainly'
áwit	'first, formerly'
parúNIt	'quickly'

Practice

1. Šuxwaáko' saNišíni'. ŠuunUxtaniíno' saNišíni'.

- | | |
|---|------------------------|
| a. all day | h. truly |
| b. also (beginning or middle of sentence) | i. also (sentence end) |
| c. really | j. quickly |
| d. certainly | k. formerly |
| e. first | l. surely |
| f. again | m. softly |
| g. all night | |

2. Šuxwaáko' saNištaakAhníni'.

- | | |
|----------------|-------------------|
| a. štóh | f. phiináNIt |
| b. parúNIt | g. hawáh |
| c. šakUhčituú' | h. Axtóh |
| d. áwit | i. Natkhaahčituú' |
| e. naáNIt | j. haáwa' |

Study these adverbs in the following sentence patterns.

Títka šakUhčituú'.	'He's sleeping all day.'
Títka Natkhaahčituú'.	'He's sleeping all night.'
PhiináNIt tiwaaWihtiíku'.	'He's talking softly.'
NaáNIt tipsí'.	'It's really cold.'

KuNAhúx tiwaaWIhtiíku' štóh.	'The old man is talking again.'
SúxtIt tiwaaWIhtiíku' haáwa?	'The old lady is talking too.'
Áwit tAtwó' niinanuunakaáWI John.	'I'm going to John's house first.'
Axtóh tikuNASá'Ux.	'I'm sure hungry.'
ParúNIIt tiwaaWIhtiíku'.	'He's talking quickly.'

Practice

- Insert the appropriate adverb in the blank space, then translate the sentence into English.
 - TiwaaWIhtiíku' _____ . (all night)
 - _____ tiwa'á. (quickly)
 - _____ tičíkAt. (softly)
 - _____ teewí'At. (certainly)
 - _____ tikoowí'At. (really)
 - _____ tiraanoóku'. (first)
 - Teepáku' _____ . (all day)
 - Tičiikaáhu' _____ . (also)
 - TAtwó' _____ . (also)
 - _____ taaxaá'. (again)
- Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
 - It's really hot here.
 - Surely he's talking all night.
 - They are singing softly there.
 - It's raining. It's also snowing.
 - I'm really hungry.
 - She's drinking quickly.
 - Ben and his father are talking all day.
- Šuxwaáko' saNIštaakAhníni'.
 - TikuNASá'Ux štóh.
 - Hawáh Mary tičíkAt.
 - Axtóh taasú'a'.
 - NaáNIIt John teewí'At.
 - Štóh ka NAXwó' niinanuunakaáWI Mary?
 - NATHkaahčituú' taaxaá'.
 - Fred phiináNIIt tiwaaWIhtiíku'.

GRAMMAR AND SENTENCE PATTERNS

This lesson reviews the plural and dual forms of non-singular active verbs.

1. Choose the correct verb form to fit the sentence.

a. Bill, Mary na Tom _____ tskaatít.

tihčičikaáhu'
šičičikaáhu'
tičičikaáhu'

b. Susie _____ NATkhaahčituú'.

šititkáwa
títka
tiiNItkáwa

c. Atíka' na atípa' _____.

teepáku'
siteepáku'
tiinapáku'

d. Piirátš _____.

šitAtčíkAt
tičíkAt
šičičíkAt

e. Don _____ čištItkaáka'.

tAxtaanoóku'
šitiraanoóku'
tiraanoóku'

f. XunáNIš, wiítA, na wiináxtš _____.

šitiwaaWIhtiíku'
tiwaaWIhtiíku'
tihwaaWIhtiíku'

g. NaáxU, Lena, na Pat _____.

tAxtaNAhčíkAt.
tAxcíkAt
šitAxcíkAt

2. Tičé no' nakuwaákA saNIšíni'?

- | | |
|-----------------------------------|-------------------------------------|
| a. All of you and I are talking. | k. All of them are drinking. |
| b. You are making it. | l. The two of them are singing. |
| c. Tom and the baby are sleeping. | m. You and I are drinking. |
| d. I am singing. | n. She is sleeping. |
| e. She and I are crying. | o. They and I are fighting. |
| f. The two of you are fighting. | p. He and I are fighting. |
| g. He is drinking. | q. You are fighting. |
| h. They and I are sleeping. | r. You and I are sleeping. |
| i. Both of you are talking. | s. Fred and you and I are drinking. |
| j. I am crying. | t. I am looking for it. |

3. Write the Arikara equivalent for each of these sentences.

- | | |
|------------------------------------|---|
| a. You, John, and I are sleeping. | j. Mary, her grandmother, and I are sleeping. |
| b. You and I are singing. | k. You and I are fighting. |
| c. John, Susie, and I are talking. | l. You, my uncle, and I are talking. |
| d. Lois and I are drinking. | m. Jim, you, and I are fighting. |
| e. Bill and I are fighting. | n. You and I are talking. |
| f. Tim and I are talking. | o. Your grandfather, you, and I are fighting. |
| g. You and I are sleeping. | p. You and I are crying. |
| h. You, Ted, and I are drinking. | q. My father and I are sleeping. |
| i. Bob and I are crying. | r. You and I are drinking. |

4. Separate these verb forms into word parts. Label each part.

- | | |
|---------------------|---------------------|
| a. šitAtčičiikaáhu' | g. tsinaanoóku' |
| b. tAhnaakapáku' | h. tAxtačičiikaáhu' |
| c. tAhnoóku' | i. šitAxčíikAt |
| d. šiteepáku' | j. tataraaakItkáwa |
| e. tiRaxwé' | k. tAxwaaWIhtiíku' |
| f. tihwaaWIhtiíku' | |

ANSWERS

Practice

2. a. NaáNIIt teewirísto' tiihá'I.
b. Axtóh tiwaaWIhtiíku' NATkhaahčítuú'.
c. PhiináNIIt tⁱnaanoóku' nuuhá'I.
d. Taasuú'a'. Hawáh taaxaá'.
e. NaáNIIt tikunasá'Ux.
f. ParúNIIt tičičiikaáhu'.
g. Ben na hi'áxti' šitiwaaWIhtiíku' šakUhčítuú'.

3.
 - a. I'm hungry again.
 - b. Mary is crying also.
 - c. It sure is raining.
 - d. John is really tired.
 - e. Are you going to Mary's house again?
 - f. It's snowing all night.
 - g. Fred is talking softly.

LESSON 33

More Non-Singular Active Verbs: Transitive Verbs

CONVERSATION

ŠuuNUxwakunaasihtš saNIšíni'.

Čukú NAXwó'?	'Where are you going?'
TAtwó' niinanuunakaáWI John.	'I'm going to John's house.'
TAtwó' niinaakaáWI niiniiNAhnačištaróoku.	'I'm going to the barbershop.'
TAtwó' niinaakaáWI naapIhúxu'.	'I'm going to the courthouse.'
TAtwó' niinačootšakaáWI.	'I'm going to the church.'
TAtwó' niinaakaáWI piirataápo'Iš.	'I'm going to the school.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
 - a. I'm going to the store.
 - b. I'm going to the school.
 - c. I'm going to John's house.
 - d. I'm going to the courthouse.
 - e. I'm going to the church.
 - f. I'm going to the barbershop.
 - g. Where are you going?
2. Šuxwaáko' saNIštaakAhníni'.
 - a. TAtwó' niinaakaáWI nohkaroókUx.
 - b. TAtwó' niinaakaáWI piirataápo'Iš.
 - c. Čukú NAXwó'?
 - d. TAtwó' niinaakaáWI niiniiNAhnačištaróoku.
 - e. TAtwó' niinanuunakaáWI atípa'.
 - f. TAtwó' niinaakaáWI naapIhúxu'.
 - g. TAtwó' niinačootšakaáWI.

VOCABULARY

Witišuxtii'Uxišto' nakuwaáka saNišíni'.

skúna'A	'cushion; pillow'
naawiNAhiítu'	'quilt'
haakAxtáwa	'table'
haáku'	'box'
xáwas	'ball'
piirapIskhuúnu'	'doll'
saapiraaniwóx	'wagon'
naničitAha'iwóx	'bobsled'
nakuuhuúnu'	'boat'
kataroópi'Iš	'automobile'

Practice

1. Šuxwaáko' saNišíni'. ŠuuNUxtaniíno' saNišíni'.

- | | |
|------------------------------|-------------------------------------|
| a. I'm making a doll. | e. You're looking for a quilt. |
| b. He's looking for a wagon. | f. He's making a boat. |
| c. I'm looking for a ball. | g. She's looking for an automobile. |
| d. You're making a bobsled. | h. I'm making a cushion. |

2. Šuxwaáko' saNištaakAhníni'.

- | | |
|-----------------------------|-------------------------------|
| a. Tiroóku' nakuuhuúnu'. | f. TaNaxwé' haakAxtáwa. |
| b. TAhnoóku' naawiNAhiítu'. | g. Tiroóku' haáku'. |
| c. TiRaxwé' xáwas. | h. TAhnoóku' haakAxtáwa. |
| d. TAxtoóku' skúna'A. | i. TAxtoóku' piirapIskhuúnu'. |
| e. TiRaxwé' kataroópi'Iš. | |

GRAMMAR AND SENTENCE PATTERNS

1. You have learned non-singular dual and plural verb forms for intransitive verbs; for example,

'You and I are talking'	tšihwaaWihtiíku'
'they are drinking'	tihčičiikaáhu'
'all of you are singing'	tAxtAhnnaanoóku,

These verbs do not require objects to complete the meaning. They are intransitive verbs.

Transitive verbs, for example,

'you and I are making it' tsinoóku'
 'they are looking for it' šitiRaxwé'

require an object to complete the meaning. The object in English is the pronoun it. There is no separate Arikara object because the meaning is included in the verb stem. Since these are transitive verbs, the non-singular forms do not follow the same pattern found in most non-singular intransitive forms.

2. Look at these verb forms.

a. 'to be looking for it'

	dual	plural
1st person inclusive	tsiNaxwé'	šitsiNaxwé'
1st person exclusive	šitaNaxwé'	šitaNaxwé'
2nd person	šitAxtAxwé'	šitAxtAxwé'
3rd person	šitiRaxwé'	šitiNaxwé'

b. 'to be making it'

	dual	plural
1st person inclusive	tsinoóku'	šitsinoóku'
1st person exclusive	šitAhnoóku'	šitAhnoóku'
2nd person	šitAxtoóku'	šitAxtoóku'
3rd person	šitiroóku'	šit ⁱ noóku'

Observe that for two persons, the dual and plural forms are the same:

- (1) 1st person exclusive, and
- (2) 2nd person.

3. Study the use of the dual prefix in these transitive verbs.
- ši, the dual prefix, is used in all these non-singular transitive verb forms except in the first person dual inclusive.
 - t + sin is used in the first person dual inclusive form.
 - ši and t + sin are used together, in that order, in the first person plural inclusive form.
 - ti + in is used in the third person plural form.

4. Practice

- A. Complete the chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column. Not every column will be filled.

Verb Form	indicative prefix	subject prefix	dual prefix	plural prefix	inc. prefix	verb stem	English equivalent
tsiNaxwé'							
šitsiNaxwé'							
šitaNaxwé'							
šitaNaxwé'							
šitAxtAxwé'							
šitAxtAxwé'							
šitiRaxwé'							
šitiNaxwé'							
tsinoóku'							
šitsinoóku'							
šitAhnoóku'							

Verb form	indicative prefix	subject prefix	dual prefix	plural prefix	inc. prefix	verb stem	English equiv.
ŠitAhoóku'							
ŠitAxtóku'							
ŠitAxtóku'							
Šitiroóku'							
Šit ⁱ noóku'							

B. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. Susie and John are looking for it.
2. You, your grandmother, and I are making it.
3. All of you are looking for it.
4. Susie, John, and Sara are making it.
5. You and Mary are making it.
6. My mother and I are looking for it.
7. Bill and I are making it.
8. Jim, John, and I are looking for it.
9. Susie and John are making it.
10. You, my uncle, and I are looking for it.
11. All of you are making it.
12. Susie, John, and Sara are looking for it.
13. You and Mary are looking for it.
14. My grandfather and I are making it.
15. Jim and I are looking for it.
16. Bill, Ron, and I are making it.

C. Šuxwaáko' saNIštaakAhníni'.

- | | |
|-----------------------------|------------------|
| 1. ŠitAxtóku'. | 9. ŠitAxtAxwé'. |
| 2. ŠitAxtAxwé'. | 10. Tsinoóku'. |
| 3. Šit ⁱ noóku'. | 11. ŠitiRAXwé'. |
| 4. TsiNAXwé'. | 12. Šitsinoóku'. |
| 5. ŠitaNAXwé'. | 13. ŠitaNAXwé'. |
| 6. Šitiroóku'. | 14. ŠitAhoóku'. |
| 7. ŠitsiNAXwé'. | 15. ŠitiNAXwé'. |
| 8. ŠitAhoóku'. | 16. ŠitAxtóku'. |

TEST YOURSELF

1. ŠuuNUxwakunaasíhtš saNIšíni'.

- a. Where are you going? (to John's house)
- b. What day is it? (Thanksgiving Day)
- c. Where is Beaver Creek? (west)
- d. What is your grandfather doing? (singing)
- e. What time is it? (5:20)
- f. Where are you going? (White Shield)
- g. How is Susie? (cold)
- h. What day is it? (Wednesday)
- i. How are you? (well)
- j. What are you doing? (drinking coffee)
- k. Where do you live? (New Town)
- l. Where is your mother? (sitting there)

2. Tičé no' nakuwaákA saNIštaakAhníni'?

- a. WetikoowIRitčé'.
- b. Nooxíni' na pítkUx wetiita'uúkuUt.
- c. TuNASá'Ux.
- d. Wetiihí' šakuunuukaríkAt.
- e. 'Taawí'At.
- f. TaatItká.
- g. Kutatⁱniináka Wiísu' SAhaánu'.
- h. Taawáçitaá'A sçííri.
- i. Tatwó' Niškúsu'.
- j. Tí' atípa'.
- k. TUsakuú'U kawootíkUx.
- l. TAxtaanoóku' WIšó'Iš.
- m. NiineetUhkátákUx tíihi' hunaanapsíni'.
- n. TUsakuú'U psiçipiriínu'.
- o. Wihka'uuxíni' nikutiçootšáka.

3. Complete this chart by writing in the correct non-singular verb forms asked for.

		1st person inclusive	1st person exclusive	2nd person	3rd person
'to be making it'	dual				
	plural				
'to be looking for it'	dual				
	plural				

LESSON 34

Colors and Gerunds

CONVERSATION

Witiišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNIšíni'.

Čukú nuutunaánu' NAXwó?	'When are you going?'
TAtwó' šakUhwaaRUxtíhkAt.	'I'm going on Sunday.'
TAtwó' šakUhčiwatáxkAt.	'I'm going on Monday.'
TAtwó' pítKux NUsakuúNU.	'I'm going on Tuesday.'
TAtwó' táWit NUsakuúNU.	'I'm going on Wednesday.'
TAtwó' tarihnuuwanúx NUsakuúNU.	'I'm going on Thursday.'
TAtwó' kawootíkUx NUsakuúNU.	'I'm going on Friday.'
TAtwó' čeehaanaaniikaroókUx NUsakuúNU.	'I'm going on Saturday.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|---------------------------|----------------------------|
| a. I'm going on Monday. | e. When are you going? |
| b. I'm going on Friday. | f. I'm going on Wednesday. |
| c. I'm going on Sunday. | g. I'm going on Thursday. |
| d. I'm going on Saturday. | h. I'm going on Tuesday. |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|--|---------------------------------------|
| a. TAtwó' čeehaanaaniikaroókUx
NUsakuúNU. | e. TAtwó' kawootíkUx
NUsakuúNU. |
| b. TAtwó' pítKux NUsakuúNU. | f. TAtwó' šakUhwaaRUxtíhkAt. |
| c. Čukú nuutunaánu' NAXwó? | g. TAtwó' tarihnuuwanúx
NUsakuúNU. |
| d. TAtwó' táWit NUsakuúNU. | h. TAtwó' šakUhčiwatáxkAt. |

VOCABULARY

Witiišuxtii'Uxišto' nakuwaáka saNIšíni'.

nikAhtareepiínu'	'head band'
uukookunaanaxtawá	'leggings'
uukawiraáNUx	'buckskin dress'
raaNUstAhkataan	'to be yellow'
čiRAhpAhaat	'to be red'
tšuus	'to be purple'
taree'uux	'to be blue'
in...un...RAsaapeer	'to have vertical stripes'
in'...un...RAsariwiš	'to have horizontal stripes'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|-------------------------------|-----------------------------|
| a. leggings | f. to be red |
| b. to be yellow | g. buckskin dress |
| c. to have horizontal stripes | h. to have vertical stripes |
| d. to be blue | i. to be purple |
| e. head band | |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|------------------------|------------------------|
| a. nikAhtareepiínu' | f. uukawiraáNUx |
| b. raaNUstAhkataan | g. in...un...RAsariwiš |
| c. in...un...RAsaapeer | h. tšuus |
| d. taree'uux | i. uukookunaanaxtawá |
| e. čiRAhpAhaat | |

GRAMMAR AND SENTENCE PATTERNS

1. Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósi saNišini'.

tiraaNUstAhkataá'A	'it's yellow'	naraaNUstAhkataáNU	'the yellow one'
tičiRAhpAhaá'At	'it's red'	načiRAhpAhaáU	'the red one'
titsuú'Us	'it's purple'	natsuúsU	'the purple one'
titaree'úx	'it's blue'	nataree'uúxU	'the blue one'
tooNAsaapé	'it has vertical stripes'	nooNAsaapeéRA	'the one with vertical stripes'
tooNAsaríWIš	'it has horizontal stripes'	nooNAsaríWIš	'the one with horizontal stripes'

Practice

A. Tičé no' nakuwaákA saNišini'? ŠuuNUxtaniíno' saNišini'.

- | | |
|----------------------------------|------------------------------------|
| a. the blue one | g. it's yellow |
| b. it's red | h. the purple one |
| c. the yellow one | i. the red one |
| d. it has horizontal stripes | j. it's blue |
| e. it's purple | k. the one with horizontal stripes |
| f. the one with vertical stripes | l. it has vertical stripes |

B. Tičé no' nakuwaákA saNištaaskAhníni'?

- | | |
|-----------------------|-----------------------|
| a. tooNAsaapé | g. naraaNUstAhkataáNU |
| b. načiRAhpAhaáU | h. titaree'úx |
| c. tiraaNUstAhkataá'A | i. nooNAsaapeéRA |
| d. nataree'uúxU | j. tičiRAhpAhaá'At |
| e. nooNAsaríWIš | k. natsuúsU |
| f. titsuú'Us | l. tooNAsaríWIš |

2. Study the expressions you learned on the previous pages and compare the two for each color. Note that English adjectives, for example, words that describe color, become descriptive verbs in Arikara.

a. The first Arikara form of each pair is a sentence. It contains a subject and a verb. For example,

tiraaNUstAhkataá'A	-	'It's yellow.'
ti + raanUstAhkataá'A		
ti	-	indicative prefix, third person subject form
raanUstAhkataá'A	-	<u>independent form</u> of the verb stem
(raanUstAhkataan)	-	'to be yellow'

b. The second Arikara form of each pair is a verb form used as a noun. This form is called a gerund. For example,

naraaNUstAhkataáNU	-	'the yellow one'
na + raanUstAhkataáN + U		
na	-	gerundial prefix
raanUstAhkataáN	-	subordinate form of the verb stem
(raanUstAhkataan)	-	'to be yellow'
(u) U	-	subordinating suffix

3. Each form has a different purpose:

a. The gerund form is used in an Arikara phrase like,
 ukawíř naraaNUstAhkataáNU 'the dress, the yellow one'

b. The sentence form is used in Arikara in this way,
 Uukawíř tiraaNUstAhkataá'A. 'The dress is yellow.'

4. To form the gerund in Arikara:

- Begin with the verb stem; for example, raanUstAhkataan
- Add the gerundial prefix na- naraaNUstAhkataan
- And add the subordinating suffix u- naraaNUstAhkataáNU
- Keep in mind that combining word parts usually involves changing sounds. Observe the change in the verb stem when u is added.

NOTE: All verb stems have both a subordinate form and an independent form.

Subordinate verb forms cannot be used alone in a sentence; they must be used with an independent form. Subordinate forms add a special suffix, depending on the verb. Some descriptive verbs do not take u. See nooNAsapeeĀRA and nooNAsarīwīS in this lesson as examples.

Independent verb forms which can be used alone in a sentence do not add these special suffixes.

VERB CHART

Now that you have studied verb forms and know something about how they are formed, you are ready to learn new verbs. Verb charts similar to the one below will be introduced frequently in future lessons. Memorize the verb forms so that you can use them to build sentences.

1. Indicative Forms: 'to have it'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tAhná	tsiná	šitAhná	šitsiná	šitAhná
2nd	tAxtá	šitAxtá		šitAxtá	
3rd	tirá	šitirá		šitiná	

2. Interrogative Forms: 'to have it'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	ka NAhná	ka NAsiná	ka šinAhná	ka šinAsiná	ka šinAhná
2nd	ka NAXtá	ka šinAxtá		ka šinAxtá	
3rd	ka nará	ka šinará		ka šininá	

Practice

1. Use the following vocabulary items from Lessons 12, 13, 14 and 33:

uukawítš	'dress'
xúhtš	'moccasin, shoe'
saátu'	'basket'
uukawikúsu'	'coat; overcoat'
awitakúxu'	'apron'
škookuú'	'glove'
čišškookuú'	'hat'
thuneepiínu'	'belt'
čiNIšthuneepiínu'	'beaded belt'
naawIhtaaká	'blanket'
sAhuukarani'	'Pendleton blanket'
skúna'A	'cushion, pillow'
naawiNAhiítu'	'quilt'
haáku'	'box'
xáwas	'ball'
piirapIškhuúnu'	'doll'

2. Combine vocabulary items, color terms, and various forms of the verb 'to have it' to make sentences. For example,

- ka NÁxtá uukawítš naraaNUstAhkataáNU? 'Do you have the dress, the yellow one?'
- ka NÁxtá uukawítš tiraaNUstAhkataá'A? 'The dress is yellow. Do you have it?'
- TAhná uukawítš naraaNUstAhkataáNU. 'I have the dress, the yellow one.'
- TAhná uukawítš tiraaNUstAhkataá'A. 'The dress is yellow. I have it.'

1. Šuxwaáko' saNIššini'. ŠuunNxtaniino' saNIššini'.

- a. Do you (sing.) have a blue dress?
- b. Does he have a red coat also?
- c. They and I have a yellow quilt.
- d. I have a belt with horizontal stripes.

2. Šuxwaáko' saNIštaakAhníni'.

- a. KA šinAxtá skuná'A natšúúU?
- b. Tirá awi' kúku' noonAsapešRA.
- c. TAhná haáku' titaree'úx.
- d. Ka nará chunzapiínu' načiRAhpAhaátU haáwa'?

TEST YOURSELF

1. Tičé no' nakuwaáka saNIššini'?

- a. I'm going on Wednesday.
- b. Do you have a purple coat?
- c. When are you going?
- d. the blue one
- e. She's going on Saturday.
- f. He has a ball with horizontal stripes.
- g. The box is red.
- h. They (pl.) are going on Monday.
- i. the one with vertical stripes

2. Tičé no' nakuwaáka saNIštaakAhníni'.

- a. natšúúU
- b. tiraaNUstAhkataá'A
- c. Čukú nuutunaánu' NAXwó?
- d. Ka nará naaWIhtaaká nataree'uúxU?
- e. Xáwas tičiRAhpAhaá'At.
- f. TAxTá čiNIšthuneepiínu'.
- g. TAtwó' tarihnúwanúx NUsakuúNU.
- h. Šitsiná naawiNAhiítu' toonAsaríWIš.
- i. titaree'úx
- j. KA šinAsiná sahuukaraní?

1. Choose the correct Arikara form for the English expression.

- | | | |
|------------------------------------|---|--|
| 1. it has vertical stripes | - | tooNAsaapé
nooNAsaapeéRA |
| 2. it's blue | - | nataree'uúxU
titaree'úx |
| 3. it's yellow | - | naraaNuStAhkataáNU
tiraaNuStAhkataá'A |
| 4. the red one | - | načíRAhpAhaátU
tičíRAhpAhaá'At |
| 5. the one with horizontal stripes | - | nooNAsaríWIš
tooNAsaríWIš |
| 6. the purple one | - | natšsuúsU
titšsuú'Us |

LESSON 35

More Kinship Terms and Demonstratives

CONVERSATION

Witišuxtił'xíšto' nakuwaáka tⁱnaroósi saNíšini'.

- Don: Tičé waNUsakuú'U? 'What is the day?'
 Ed: TUsakuú'U táWit nUsakuúNU. 'The day is Wednesday.'
 Don: Čukú NAXwó'? 'Where are you going?'
 Ed: TAtwó' niinanuunakaáWI atⁱná'. 'I'm going to my mother's house.'
 Don: Čukú nuutunaánu' NAXwó? 'When are you going?'
 Ed: TAtwó' šakUhwaaRUXtíhkAt. 'I'm going on Sunday.'

VOCABULARY

Recall that Arikara kinship terms must include a special word part that identifies whose relative is being talked about. These word parts are translated into English as 'my', 'your', 'his', or 'her'. In addition, when Arikara speakers talk about their brothers or sisters (siblings), they must show whether the person referred to as 'my', 'your', etc., is the same sex as or different from the sibling. The chart below gives the sibling terms.

relation	my	your	his/her
brother of male	inaáni'	ána	inaáni'
sister of female	ána		
brother of female	at ⁱ nás	ánas	inásti'
sister of male	atítat	átat	itáhni'

For example:

- a. Ann inásti' 'Ann's brother' Ann is a female;
 that is, Ann her-brother her sibling is a different sex.

- | | | | |
|----|---------------------------|------------------|---------------------------------|
| b. | Sam itáhni' | 'Sam's sister' | Sam is a male; |
| | that is, Sam his-sister | | his sibling is a different sex. |
| c. | Betty inaáni' | 'Betty's sister' | Betty is a female; |
| | that is, Betty her-sister | | her sibling is the same sex. |
| d. | John inaáni' | 'John's brother' | John is a male; |
| | that is, John his-brother | | his sibling is the same sex. |

Practice

1. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'. (Translate only the kinship terms. The English name in the left column is the one whose sibling is being referred to. In a, for example, the reference is to Sam's brother; in b the reference is to Ann's brother; etc.)

- | | | | | | |
|----|-------|----------------|----|-------|---------------|
| a. | (Sam) | 'my brother' | e. | (Sam) | 'your sister' |
| b. | (Ann) | 'your brother' | f. | (Ann) | 'my brother' |
| c. | (Sam) | 'his sister' | g. | (Sam) | 'his brother' |
| d. | (Ann) | 'my sister' | h. | (Ann) | 'her sister' |

2. Šuxwaáko' saNIštaakAhníni'.

- | | | | |
|----|---------|----|---------------------|
| a. | ánas | e. | inaáni' |
| b. | itáhni' | f. | at ⁱ nás |
| c. | áNA | g. | inásti' |
| d. | atítat | h. | átat |

GRAMMAR AND SENTENCE PATTERNS

Read these sentences which you learned in earlier lessons.

- | | |
|---|-----------------------------|
| <u>T</u> ⁱ naákUx tí' patát. | ' <u>This</u> is a potato.' |
| <u>Nuunaák</u> Ux tí' WAHúx. | ' <u>That</u> is a squash.' |

The underlined words in the English equivalent are demonstratives. English demonstratives point out the thing being referred to, in this case the potato and the squash.

The underlined word parts in the Arikara sentences are also demonstratives. However, Arikara demonstratives not only point out the thing being referred to, as in these sentences. They also include adverbs of location such as the English where. For example,

<u>i</u> nawaákUx	'where the hill is'
<u>ni</u> ineétAt	'where the village is'
<u>ni</u> iniiNAhnačištaroóku	'barbershop' (literally, where they cut the hair)

To review: These demonstrative word parts are:

t ⁱ , ti	'this'
nuu	'that'
ti <u>or</u> nii	'where'

They are used to form independent gerundial verb forms which are used in place of nouns. A good example is the use of nii in village names:

NiineetUkatakUx	'Washburn' (literally, where the village sits at the base of the hill)
NiineetUhcipiriíNU	'New Town' (literally, where the new village is)

You will learn more about the use of demonstratives in later lessons when you study locative verbs.

Practice

1. Šuxwaáko' saNišíni'.
 - a. the word part for 'where'
 - b. the word part for 'this'
 - c. the word part for 'that'

2. Šuxwaáko' saNištaakAhníni'.
 - a. nuu
 - b. ii
 - c. tⁱ
 - d. nii

15. Šuŋŋ'xwainwainwain' š' waišš'wainwain'.

- What is the difference between the two forms of the verb 'to go' in Arikara? Be exhaustive!
- What type of form is 'to go' in Arikara? Be exhaustive!
- Give examples of Arikara verb forms for 'to go' in location.

THE GOING

wo' 'to go' 'go'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tAtwó'	tAtwainú'	š'itAtwainú'	taturapó' or *taturapÁhwó'	tÁnnapó' *tÁnnapÁhwó'
2nd	tAxwó'	š'itAxwainú'		tÁxtanÁhwó'	
3rd	tiiwó'	š'itiiwainú'		tÁtÁhwó'	

*These are the least forms that follow the pattern for Dual and Plural forms. The other forms are shorter and used in place of them.

Practice

1. Šuxwaáko' saníšš'ini'. Šuŋŋ'xwainwain' waišš'ini'.

- | | |
|--------------------------------|--------------------------------|
| a. you (du.) are going | g. he and I are going |
| b. she is going | h. all of you and I are going |
| c. I'm going | i. the two of them are going |
| d. you and I are going | j. all of them and I are going |
| e. the three of them are going | k. all of you are going |
| f. you are going | |

2. Šuxwaáko' saníšš'akÁnainú'.

- | | |
|-----------------|-----------------|
| a. š'itiiwainú' | g. tÁtÁhwó' |
| b. taturapó' | h. tAxwó' |
| c. tAtwó' | i. tiiwainú' |
| d. tÁnnapó' | j. š'itAxwainú' |
| e. tÁxtanÁhwó' | k. š'itAtwainú' |
| f. tiiwó' | l. taturapÁhwó' |

TEST YOURSELF

1. ŠunNiktaniŋo' saHŋŋiŋi'.

	my	your	his/her
grandfather			
grandmother			
mother			
father			
uncle			
wife			
husband			
child			
grandchild			
brother (of male)			
brother (of female)			
sister (of male)			
sister (of female)			

2. Tičé no' nakuwaákA saNIšíni'?

- | | |
|---------------------------------------|---|
| a. My grandfather is going. | g. You are going. |
| b. You and my uncle are going. | h. My son, my grandmother and I are going. |
| c. I am going. | i. All of you are going. |
| d. My mother and my sister are going. | j. You, your mother, and I are going. |
| e. You and I are going. | k. His brother, her sister, and her father are going. |
| f. My grandchild and I are going. | |

†3. Underline the Arikara demonstrative in each sentence. Tičé no' nakuwaákA saNIštaakAhníni'?

- a. TAtwó' niinanuunakaáWI John.
b. Tⁱnarooósi tí'It ka'istaáka.
c. Nuunarooósi tí'It ka'ít.
d. TⁱnačiraahkUx tičii'Is etčiísu'.
e. NuunačiraáhkUx tičii'Is tstoóxu'.
f. TⁱnaákUx isataá'u'.
g. NuunaákUx ápos.

ANSWERS

Grammar and Sentence Patterns

3. a. English demonstratives point out the thing referred to. In addition to this use, Arikara demonstratives are also used as adverbs of location.
b. In Arikara, demonstrative word parts form independent gerundial verbs. These are used in place of nouns.
c. One example is niinanuunakaáWI 'where the house is'.

Test Yourself

3. a. ...niinanuunakaáWI...
b. Tⁱnarooósi...
c. Nuunarooósi...
d. TⁱnačiraáhkUx...
e. NuunačiraáhkUx...
f. TⁱnaákUx...
g. NuunaákUx...

LESSON 36

Locatives and More Tribal Names

CONVERSATION

In Lesson 22 you learned to talk about a person's tribal affiliation. Here is another way. The questions are based on the same verb stem as the questions in Lesson 22, but the form for answering them is different.

Ka naaxačitaá'A _____?	'Are you a _____?'
Tatí' _____.	'I'm a _____.'
Ka naačitaá'A _____?	'Is he a _____?'
Tí' _____.	'She's a _____.'
Taxí' _____.	'You're a _____.'
Ka kunataraákIt?	'Are you one of us (that is, an Arikara)?'
KukaakataraákIt.	'I'm not one of us (that is, an Arikara).'
KutataraákIt.	'I am one of us (an Arikara).'

VOCABULARY

šaaḥé'	'Cheyenne'
ščiíri	'Pawnee'
šhí'A	'Cree, Chippewa'
tUhkaNIhnaáwiš	'Arapaho'
pAxiníWIš	'Flathead'
xUhkátit	'Blackfoot'
saNIštaaká	'White man'
neesikúsu'	'French'
wiitatshaáhkAt	'Elbowoods'
wiitaníhUx	'bachelor'
naahukoósu'	'brave; hero'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
 - a. Cree
 - b. White man
 - c. hero
 - d. Pawnee
 - e. bachelor
 - f. French
 - g. Chippewa
 - h. Elbowoods
 - i. Cheyenne
 - j. Blackfoot
 - k. Flathead
 - l. brave
 - m. Arapaho

2. Šuxwaáko' saNIštaakAhníni'.
 - a. tUhkaNIhnaáwiš
 - b. šaahé'
 - c. wiitaníhUx
 - d. neesikúsu'
 - e. xUhkátit
 - f. sčííri
 - g. wiitatshaáhkAt
 - h. naahukoósu'
 - i. šhí'A
 - j. pAxiníWIš
 - k. wiitaníhUx
 - l. saNIštaaká

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
 - a. He's a Cheyenne.
 - b. Are you one of us?
 - c. I'm a white man.
 - d. Is he a Blackfoot?
 - e. You're a Pawnee.
 - f. I'm not an Arikara.
 - g. Are you a Flathead?
 - h. She's an Arapaho.
 - i. Is he a Cree?
 - j. I am one of you.
 - k. I'm a Chippewa.
 - l. He is a Cree.

4. Šuxwaáko' saNIštaakAhníni'.
 - a. Ka naačitaá'A šaahé'.
 - b. Tatí' xUhkátit.
 - c. Ka kunataraákIt?
 - d. TAXí' šhí'A.
 - e. KutataraákIt.
 - f. Tí' saNIštaaká.
 - g. Ka naaxačitaá'A sčííri.
 - h. KukaakataraákIt.
 - i. Tatí' tUhkaNIhnaáwiš.
 - j. Tí' pAxiníWIš.

GRAMMAR AND SENTENCE PATTERNS

1. Study these sentences. They combine several parts you know.
 - a. TAtwó' sananaapíkAt. 'I'm going to Sioux country.'
 - b. TAtwó' niineétAt sáhniš. 'I'm going to Arikara country.'
2. In sentence a the name of a tribe is combined with the suffix kAt to mean, 'among the _____'. For example, sananaapíkAt means literally 'among the Sioux'. These tribal names take this suffix:

šaahe'	šaaheerákAt	'Cheyenne country'
šciíri	šciiríhkAt	'Pawnee country'
šhí'A	šhi'aákAt	'Cree country, Chippewa country'
psi'a'	psi'aákAt	'Assiniboine country'
tUhkaáka'	tUhkaakákAt	'Crow country'

Although wiitatshaánu 'Hidatsa' becomes wiitatshaáhkAt, that term does not mean 'Hidatsa country'; it means 'Elbowoods'.

3. Practice

A. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|---------------------|---------------------|
| 1. Chippewa country | 5. Pawnee country |
| 2. Sioux country | 6. Arikara country |
| 3. Elbowoods | 7. Cree country |
| 4. Crow country | 8. Cheyenne country |

B. Šuxwaáko' saNIštaakAhníni'.

- | | |
|-----------------|-------------------|
| 1. psi'aákAt | 5. šciiríhkAt |
| 2. tUhkaakákAt | 6. wiitatshaáhkAt |
| 3. sananaapíkAt | 7. šaaheerákAt |
| 4. šhi'aákAt | |

4. In sentence b the word niineétAt 'where the village is' is used with the name of the tribe. The suffix kAt is not used. The translation is the same; that is, '_____ country.' The following tribal names use this form:

kÁNIIt	niineétAt kÁNIIt	'Mandan country'
tUhkaNIhnaáwiš	niineétAt tUhkaNIhnaáwiš	'Arapaho country'
pAXiníWIš	niineétAt pAXiníWIš	'Flathead country'
xUhkátit	niineétAt xUhkátit	'Blackfoot country'
sáhniš	niineétAt sáhniš	'Arikara country'

5. Practice

A. Tičé no' nakuwaákA saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.

1. Blackfoot country
2. Arapaho country
3. Arikara country
4. Mandan country
5. Flathead country

B. Tičé no' nakuwaákA saNIštaakAhníni'?

1. niineétAt pAxiníWIš
2. niineétAt kÁNIIt
3. niineétAt sáhniš
4. niineétAt tUHkaNIhnaáwiš
5. niineétAt xUhkátit

6. Both sentence a and sentence b are locative forms. A locative form shows location. You are able to say 'going to _____ country' in two ways in Arikara. With some tribal names you use the suffix kAt; with other tribal names you use the form niineétAt. There is no rule to apply; you must memorize the form to use with each tribal name.

7. These forms, learned in earlier lessons, are locative forms.

- | | |
|--|--|
| a. Kutat ⁱ niináka NAhtAsuutaaká. | 'I live in White Shield.' |
| b. niiniNAhnačištaróóku | 'barbershop (where they cut the hair)' |
| c. TAtwó' niinaakaáWI naapIhúxu'. | 'I'm going to the store.' |
| d. TAtwó' niinačootšakaáWI. | 'I'm going to church.' |
| e. KUxIhaáhnini' nikuteéka nohkaroókUx. | 'The courthouse is on the left.' |

Notice the use of the demonstrative nii in these forms. You learned about it in Lesson 35. You do not need to analyze the locative forms. Just be aware of them and the fact that there are locative verb forms as well as locative prefixes and suffixes.

8. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. You and your sister are going to Blackfoot country.
- b. I am going to Pawnee country.
- c. You and I are going to Mandan country.
- d. His uncle, her father, and my sister are going to Assiniboine country.

- e. Your brother is going to Arikara country.
 f. My grandfather and I are going to Cheyenne country.
 g. You, your wife, and your child are going to Flathead country.
 h. Her grandmother is going to Chippewa country.
 i. Your uncle, your grandmother, my brother, and I are going to Arapaho country.
 j. Her husband and his father are going to Elbowoods.
 k. His sister, his brother, and I are going to Crow country.
 l. You are going to Sioux country.
9. What is the locative form (kAt or niineétAt) that is used with each tribal name?
- | | |
|-------------|----------------|
| a. Arapaho | g. Sioux |
| b. Arikara | h. Pawnee |
| c. Chippewa | i. Hidatsa |
| d. Mandan | j. Blackfoot |
| e. Cheyenne | k. Assiniboine |
| f. Flathead | l. Crow |
10. Šuxwaáko' saNIštaakAhníni'.
- a. ÁNA tiiwó' ščiiríhkAt.
 b. ŠitAxwanú' niineétAt xUhkátit.
 c. Tataraaapó' tUhkaakákAt.
 d. Itáhni', atítAt, na átat tiRAhwó' niineétAt tUhkaNIhnaáwiš.
 e. Atⁱnás na inásti' šitiwanú' sananaapíkAt.
 f. TAtwó' šhi'aákAt.
 g. TAhnápó' niineétAt sáhníš.
 h. Tsihwanú' šaaheerákAt.
 i. TAxtaNAhwó' niineétAt pAxiníWIš.
 j. ŠitAtwanú' psi'aákAt.
 k. TAxwó' niineétAt káNIIt.
 l. ŠitAxwanú' wiitatshaáhkAt.

TEST YOURSELF

1. Write the locative form for each tribal name.

- | | |
|------------------|-------------------|
| a. wiitatshaánu' | g. šhí'A |
| b. pAxiníWíš | h. tUhkaNIhnaáwiš |
| c. tUhkaáka' | i. sanánat |
| d. káNIIt | j. psí'a' |
| e. xUhkátit | k. sáhniš |
| f. sčííri | l. šaahé' |

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|-----------------------------|-----------------------------|
| a. those two are going | g. you two are going |
| b. he's going | h. they and I are going |
| c. we (she and I) are going | i. I'm going |
| d. all of you are going | j. all of them are going |
| e. you (sing.) are going | k. we (you and I) are going |

3. Tičé no' nakuwaákA saNIšíni'?

- | | |
|------------------------|------------------------|
| a. Are you a Flathead? | e. Is he a Blackfoot? |
| b. He's a Pawnee. | f. You're a Cree. |
| c. Are you one of us? | g. Are you an Arapaho? |
| d. I'm a Cheyenne. | h. I'm a white man. |

4. Tičé no' nakuwaákA saNIštaakAhníni'.

- Ka kumtaraúkIt?
- Tatí' sčííri.
- Ka naaxačitaá'A saNIštaaká?
- Tí' tUhkaNIhnaáwiš.
- Ka naachitaá'A šaahé'.
- TAXí' pAxiníWíš.
- Ka naaxačitaá'A xUhkátit?

LESSON 37

Commands and Descriptive Verbs

CONVERSATION

A teacher (T.) and his class (C.) are reviewing an Arikara lesson.

- | | |
|---|--|
| T. ŠuxtaakItkoóku'. Tíčé no' nakuwaáka saNIšíni'? 'The table is burned. It's ruined.' | T. Listen (pl.)! How do you say it in Arikara? 'The table is burned. It's ruined.' |
| 1. HaakAxtáwa tIhuuní'it. Tiraahuú'U. | C. The table is burned. It's ruined. |
| T. Šuxwaáko' štóh. | T. Say it again! |
| 2. HaakAxtáwa tIhuuní'it. Tiraahuú'U. | C. The table is burned. It's ruined. |
| T. Tunaahé. TatohnaakaaNIštát. Toxtaapó'. | C. That's good. We're (pl.) finished now. Let's (pl.) go! |

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaáka tⁱnaroosi saNIšíni'?

- | | |
|-------------------|-------------------------|
| šuxtaakItkoóku' | 'Listen (pl.)!' |
| tunaahé | 'That's good!' |
| tatohnaakaaNIštát | 'We're (pl.) finished.' |
| toxtaapó' | 'Let's (pl.) go!' |

Practice

- A. Šuxwaáko' saNIšíni'.
- | | |
|-------------------------|----------------------------------|
| 1. The table is burned. | 5. Say it again. |
| 2. That's good. | 6. It's ruined. |
| 3. Listen (pl.). | 7. How do you say it in Arikara? |
| 4. Let's (pl.) go. | 8. We're (pl.) finished now. |

B. Šuxwaáko' saNIštaakAhníni'.

- | | |
|----------------------------|----------------------------------|
| 1. Šuxwaáko' štóh! | 5. ŠuxtaakItkoóku'! |
| 2. Tiraahuú'U. | 6. Tunaahé. |
| 3. HaakAxtáwa tIhuunií'It. | 7. Tičé no' nakuwaákA saNIšíni'? |
| 4. Toxtaapó'! | 8. TatohnaakaaNIštát. |

GRAMMAR AND SENTENCE PATTERNS

1. In Lesson 26 you learned the difference between active verbs and passive verbs in Arikara. To review, the active verb describes an action that is performed by the subject. It is like an English active verb.

However, things that are treated as adjectives in English, such as physical states of the body and colors, are treated as verbs in Arikara. You have already learned some verbs which describe physical states of the body; for example, anaasu' 'to be cold'. It is expressed as a passive verb in Arikara; that is, the subject is affected by the verb. The subject does not perform an action.

Colors, treated as adjectives in English, are treated as descriptive verbs in Arikara. You can change descriptive verb stems into either independent verb forms which stand alone in a sentence, or dependent verb forms which must be used with an independent verb form in a sentence. Review in Lesson 29 the independent and dependent forms of the verbs that describe color.

The pattern for forming independent and dependent forms from descriptive verb stems varies according to the verb stem. There are several classes of stems; therefore, there are several patterns for forming these independent and dependent verb forms. Most of the verb stems in this lesson, as well as most of the color stems in Lesson 29, follow one pattern. We will explain it here.

2. Additional Vocabulary

Learn these stems of descriptive verbs as the basis for changing them into other forms. You will find the color verb stems included in this list.

katariin	'to be swift, fast'
RIhuun	'to be big'
reesaan	'to be wealthy, rich'
raaNUstAhkataan	'to be yellow'
raahuun	'to be spoiled, ruined'

teehaak	'to be straight'
pAhiit	'to be quiet'
čiRAhpAhaat	'to be red'
tawaruut	'to be lively, wild'
huuniit	'to be burned, scorched' (non-food)
taraniit	'to be burned to pieces, charred' (food)
tšuus	'to be purple'
taraanaas	'to be uncontrollable'
taree'uux	'to be blue'
in...un...RASariWIš	'to have horizontal stripes'
in...un...RAsaapeer	'to have vertical stripes'

- One of the dependent forms of these verbs is a gerund, which is a verb used as a noun. You learned how to form these gerunds in Lesson 34; add the gerundial prefix na and the subordinating suffix u to the verb stem. u becomes U at the end of a word.
- The independent form for these verbs follows a similar pattern. Study the way these verb stems change to independent verb forms.

katariin	becomes	tikatarif'I
RIhuun	becomes	tiRIhuú'U
reešaan	becomes	tireešaa'A
teehaak	becomes	titeehaa'At

When the verb stem ends in n, that consonant is dropped because n is not a final sound in Arikara words.

*k at the end of a stem becomes t.

In all cases, the last vowel in the verb stem is repeated and whispered, and a glottal stop separates the long voiced vowel from the whispered one.

5. Practice

- + A. Change these verb stems to independent verb forms.

- raNUstAhkataan
- raahuun

When verb stems end in consonants other than n, the vowel is repeated and a glottal stop comes between the stem vowel and the repeated vowel. The repeated vowel is always short and whispered. For example, ti + taraniit 'to be burned to pieces' becomes titaraniif'It 'it is burned to pieces.'

† B. Change these verb stems to independent verb forms.

1. tšuus
2. pAhiit
3. tawaruut
4. huuniit
5. taraanaas

in...un...RAsariWIš, in...un...RAsaapeer, and taree'uux have different patterns. You will learn them in later lessons. For now, simply know the forms.

C. Tell whether each form listed below is a verb stem, an independent verb form, or a dependent verb form.

- | | |
|-----------------|----------------|
| 1. tireešá'A | 5. RIhuun |
| 2. natawaruútU | 6. tiraahuúNU |
| 3. taraniit | 7. čiRAhpAhaat |
| 4. noonAsariWIš | 8. natsúúU |

D. Write the verb stem for each of the forms listed below.

- | | |
|-----------------------|------------------|
| 1. napAhiítU | 5. nateehaákU |
| 2. tiraaNUstAhkataá'A | 6. tikatarií'I |
| 3. nataraanaásU | 7. noonAsaapeéRA |
| 4. titaree'úx | 8. titawaruú'Ut |

E. Write the independent and dependent verb forms for each verb stem listed below.

- | | |
|------------------------|-------------|
| 1. in...un...RAsariWIš | 5. pAhiit |
| 2. taraanaas | 6. reešaan |
| 3. katariin | 7. tawaruut |
| 4. techaak | |

6. Use these verb forms with vocabulary items from earlier lessons. The first form of each set is the dependent, the second form the independent.

- | | |
|---------------------------|----------------------------------|
| a. wahÚxanaáxu' naRIhuúNU | 'the big watermelon' |
| WahÚxanaáxu' tiRIhuú'U. | 'The watermelon is big.' |
| b. tsástš NAhuuniítU | 'the burned meat' |
| Tsástš tihuunií'It. | 'The meat is burned to a crisp.' |

- | | | |
|-----|--|---|
| c. | Nahaá'U naraanaásU
Nahaá'U titaraanaá'As. | 'his uncontrollable child'
'His child is uncontrollable.' |
| d. | atíka' napAhiítU
Atíka' tipAhií'It. | 'my quiet grandmother'
'My grandmother is quiet.' |
| e. | hi'áxti' nareešááNU
Hi'áxti' tireešáá'A. | 'his wealthy father'
'His father is wealthy.' |
| f. | iwaaníRiš natawaruútU
IwaaníRiš titawaruú'Ut. | 'your lively uncle'
'Your uncle is lively.' |
| g. | haakAxtáwa naraahuúNU
HaakAxtáwa tiraahuú'U. | 'the ruined table'
'The table is ruined.' |
| h. | niíšu' nateehaákU
Niíšu' titeehaá'At. | 'the straight arrow'
'The arrow is straight.' |
| i. | uukawíts načíRAhpAhaátU
Uukawíts tičíRAhpAhaá'At. | 'the red dress'
'The dress is red.' |
| *j. | xaawaarúxti' nakatariíNU
Xaawaarúxti' tikatarií'I.
TAhná xaawaarúxti' nakatariíNU. | 'the fast horse'.
'The horse is fast.'
'I have a fast horse.' |

*New word: xaawaarúxti' 'horse'

7. Practice

A. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. The skillet is ruined.
2. I have a quiet child.
3. I want (to eat) a big potato.
4. the uncontrollable horse
5. Martin is wealthy.

B. Šuxwaáko' saNIštaakAhníni'.

1. ápos naRIhuúNU
2. Haáku' tIhuunií'It.
3. Tiraahuú'U.
4. Wiináxtš tipAhií'It.
5. Tirá šiščítA nateehaákU.

TEST YOURSELF

A. Vocabulary

Match the Arikara words in Column B with the English equivalents in Column A.

<u>A</u>	<u>B</u>
_____ 1. horse	a. tatohnaakaaNIštát
_____ 2. listen (pl.)!	b. toxtaapó'
_____ 3. we're (incl. pl.) finished now	c. xaawaarúxti'
_____ 4. that's good	d. šuxtaakItkoóku'
_____ 5. let's (pl.) go!	e. tunaahé

B. Tičé no' nakuwaákA saNIšíni'?

1. He's swift. He's my father.
2. The meat is burned. It's ruined.
3. Anna is uncontrollable. Tim is lively. Jean is quiet.
4. I have a straight arrow.
5. Her mother has a blue dress.

C. Tičé no' nakuwaákA saNIštaakAhníni'.

1. KA šinará xaawaarúxti' nakatariíNU?
2. NaaWIhtaaká tiRIhuú'U.
3. TiWIsíRIš teepáku'. Titaraanaá'As.
4. Ápa' títka. TipAhií'It.
5. TatohnaakaaNIštát. Toxtaapó'!

ANSWERS

Grammar and Sentence Patterns

5. Practice

- | | |
|--------------------------|------------------|
| A. 1. tiraaNUstAhkataá'A | |
| 2. tiraahuú'U | |
| B. 1. titšuú'Us | 4. tIhuunif'It |
| 2. tipAhií'It | 5. titaraanaá'As |
| 3. titawaruú'Ut | |

LESSON 38 *

More Colors and Interrogative Forms: Review

CONVERSATION

Tičé no' nakuwaákA saNIšíni'?

- Tom: Atí'Ax, tičé nuú'Ut? 'What's the matter, Father?'
- Father: Tikoonaásu'. Škuúxu 'I'm cold. Give me a blanket,
naaWIhtaaká nooNASaríWIš. the one with the horizontal stripes.'
- Tom: Heé! 'Hey!'
- Father: Tičé nuú'Ut? 'What's the matter?'
- Tom: KaakAhná naaWIhtaaká 'I don't have the one with the
nooNASaríWIš! horizontal stripes!'
- Father: Nawáh, škuúxu naaWIhtaaká 'Well, give me the yellow one.'
naraaNUstAhkataáNU.

NOTE: By this time you ought to be able to put together verb forms and vocabulary items that you learned in earlier lessons to build new conversations like the one above. Be careful to use the correct forms; for example, the verb form for 'give me' in this conversation about a blanket is škuúxu, not škuxciraánu 'give me a liquid' and not skuxtaánu 'give me granular food.'

In this lesson you learn new questions, including one in the conversation above, to help you compose your own conversations. You have already learned how to form answers to them.

*This is a double lesson. Plan to study it for as long as it takes to study three or four lessons.

VOCABULARY

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósi saNišíni'.

Tičé nuú'Ut?	'What's the matter?'
Čukú nuutunaánu' NAXwó?	'Where are you going?'
Tičé no'?	'What is it?' (The answer is Tí' ____.)
čiišawataan	'to be white'
taakaan	'to be light'
katiit	'to be black'
kaatiit	'to be dark'
raaNUSkatAhkaatiit	'to be rust colored'
taraawiiš	'to be gray'

Practice

1. Tičé no' nakuwaákA saNišíni'.

- | | |
|-------------------------|-----------------------|
| a. to be white | f. to be rust colored |
| b. Where are you going? | g. to be dark |
| c. to be black | h. What's the matter? |
| d. What is it? | i. to be gray |
| e. to be light | |

2. Tičé no' nakuwaákA saNištaakAhníni'?

- | | |
|----------------------------|-----------------------|
| a. taakaan | f. raaNUSkatAhkaatiit |
| b. Čukú nuutunaánu' NAXwó? | g. Tičé no'? |
| c. kaatiit | h. katiit |
| d. taraawiiš | i. Tičé nuú'Ut? |
| e. čiišawataan | |

GRAMMAR AND SENTENCE PATTERNS

Part 1. Colors

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósi saNišíni'.

tičiišawataá'A	'it's white'	načiišawataáNU	'the white one'
titaakaá'A	'it's light'	nataakaáNU	'the light one'
tikatií'It	'it's black'	nakatiíTU	'the black one'
tikaatií'It	'it's dark'	nakaatiíTU	'the dark one'
tiraaNUSkatAhkaatií'It	'it's rust colored'	naraaNUSkatAhkaatiíTU	'the rust colored one'
titaraawiiš	'it's gray'	natarawiišU	'the gray one'

Practice

1. Tičé no' nakuwaáka saNIšíni'?

- | | |
|-------------------------|----------------------|
| a. it's dark | g. it's white |
| b. the white one | h. the light one |
| c. it's gray | i. it's rust colored |
| d. the rust colored one | j. the dark one |
| e. it's black | k. it's light |
| f. the black one | l. the gray one |

2. Tičé no' nakuwaáka saNIštaakAhníni'?

- | | |
|----------------------------|---------------------------|
| a. nataraawišU | g. načiišawataáNU |
| b. tičiišawataá'A | h. titaakaá'A |
| c. nakatiítU | i. nakaatiítU |
| d. tiraaNUskatAhnkaatií'It | j. titaraawíš |
| e. nataakaáNU | k. naraaNUskatAhnkaatiítU |
| f. tikatií'It | l. tikaatií'It |

Part 2. Noun and Descriptive Compounds

1. Arikara descriptive stems are the equivalents of English adjectives. For example,

xaakaatít	'black horse'
tskaatít	'coffee' (literally, black water)

2. In Arikara, the descriptive stem follows the noun. In English, the noun follows the adjective.

Arikara:	horse-black
English:	black horse

3. The form of the descriptive stem is not exactly like either the independent or the subordinate form. It is a "short" form.

4. Observe that in the compounds that describe a kind of horse, the word part meaning 'horse' is xaa, a dependent root that is never used alone.

5. Study these compounds:

xaakaatít	'black horse'
xaapAxwáhAt	'roan horse'
xaačíRAhpáhAt <u>or</u> xaaphatseÉRIt	'sorrel horse'
xaawáči'	'pinto'
xaanAhkatá	'buckskin'
xaapáhAt	'bay'
xaačiišawatá	'white horse'
xaataree'úx	'gray horse'
tskaatít	'coffee'
tskatít	'ink'

6. Practice

A. ŠuuNUxtaniíno' saNIšíni'.

1. buckskin	6. black horse
2. gray horse	7. pinto
3. sorrel horse	8. roan horse
4. ink	9. coffee
5. bay	10. white horse

B. Šuxwaáko' saNIštaakAhníni'.

1. xaapAxwáhAt	6. tskatít
2. xaapáhAt	7. xaawáči'
3. xaakaatít	8. tskaatít
4. xaaphatseÉRIt	9. xaačíRAhpáhAt
5. xaataree'úx	10. xaanAhkatá

Part 3. Interrogative Forms for Non-Singular Verbs

1. In Lesson 21 you learned to change Arikara statements into questions. Simply drop the indicative prefix and substitute the interrogative prefix ka na.... Of course you must remember to make the sound changes that result from combining different word parts. For example,

títka	becomes	ka nétka
teewí'At	becomes	ka naawí'At

2. You learned this general rule for singular verbs. Now apply it to non-singular verbs. Examples using dual forms of verbs:

šititkáwa	becomes	kA šinetkáwa
šiteewí'At	becomes	kA šinaawí'At

Examples using plural forms of verbs:

tiiNItkáwa	becomes	ka niiNItkáwa
tiiNAhnaanawí'At	becomes	ka niiNAhnaanawí'At

3. You will be able to change most Arikara statements into questions by applying the rule above. Check the verb charts for the few irregular forms.
4. Review these questions that you have already learned.

From Lesson	Arikara Question	English Equivalent
3	Tičé wekuNAXuú'Ut?	'How are you?'
10	Tičé wekunuú'Ut?	'How is he?'
	_____ tičé nuutaánu'?	'What is _____ doing?'
12	Tičé weniita'uúkUt?	'What time is it?'
	Tičé NAXuutaánu'?	'What are you doing?'
18	Čukú NAXiniináka?	'Where do you live?'
	Ka NAXiniináka _____?	'Do you live in _____?'
	Čukú NAXwó'?	'Where are you going?' (see also Lesson 33)
20	Tičé nuhnaánu'?	'How many are there?'
21	Interrogative forms of verbs.	
22	Tičé naaxačitaá'A?	'What is your tribe?'
	_____ naačitaá'A?	'What is his tribe?'
25	Tičé kunaaxAxaá'A?	'What is your name?'
	Tačé no'?	'Who's that?' or 'Who is it?'
	Tičé kunaaxaá'A?	'What's his name?'
26	Tičé weNUsakuú'U?	'What day is it?'
27	Čukú níhi' _____?	'Where is (a <u>community name</u>)?'
30	Čukú ná'At?	'Where is he?'

From Lesson	Arikara Question	English Equivalent
31	Čukú naáka _____?'	'Where is (<u>a building</u>)?'
	Čukú nuutunaánu' NAXwó?	'When are you going?'
36	Ka naaxačitaá'A _____?	'Are you a (<u>tribe's name</u>)?'
	Ka naačitaá'A _____?	'Is he a (<u>tribe's name</u>)?'
	Ka kunataraákIt?	'Are you one of us?' (Are you an Arikara?)

Learn to make appropriate answers to these questions. One way to practice, if you do not have another person to work with, is to record these questions on recording tape. Group similar questions together so you can answer them in an intelligent manner.

TEST YOURSELF

1. Šuxwaáko' saNIšíni'.
 - a. What's the matter?
 - b. Where is White Shield?
 - c. When are you going?
 - d. What time is it?
 - e. What is his tribe?
 - f. Where do you live?
 - g. Are you an Arikara?
 - h. Who's that?
 - i. How are you?
 - j. What happened?

2. Šuxwaáko' saNIštaakAhníni'.
 - a. Tičé nuhnaánu'?
 - b. Čukú NAXiniináka?
 - c. Tičé no'?
 - d. Ka kunataraákIt?
 - e. Čukú NAXwó'?
 - f. Tičé nuutAxítIt?
 - g. Čukú ná'At?
 - h. Tičé naaxačitaá'A?
 - i. Čukú nuutunaánu' NAXwó?
 - j. Atípa' tičé nuutaánu'?

- +3. Tičé no' nakuwaákA saNIšíni'?'
 - a. Do you have a bay horse?
 - b. The box is rust colored.
 - c. I have a fast black horse.
 - d. He has a coat, the light one.
 - e. She has a hat. It's dark.

- +4. Tičé no' nakuwaákA saNIštaakAhníni'.
- Škuxčiraánu tskaatít.
 - Xaataree'úx tikatarií'I.
 - ANA ka nará xaačiRAhpáhAt?
 - Skuná'A tiraaNUskatAhkaatí'It.
 - xaapAxwáhAt

ANSWERS

Test Yourself

- Ka NAhná xaapáhAt?
 - Haáku' tiraaNUskatAhkaatí'It.
 - TAhná xaakaatít nakatariíINU.
 - Tirá uukawikúsu' nataakaáNU.
 - Tirá čiškookuú' tikaatí'It.
- Give me some coffee.
 - The gray horse is fast.
 - Does my sister have a sorrel horse?
 - The pillow is rust colored.
 - roan horse

LESSON 39

Color Review

CONVERSATION

Witiisuxtii'Uxišto' nakuwaáka tⁱnareósi saNišini'.

A. Marie is shopping in Bob's store.

Marie: Ka NAxtá naawiNAhiítu'? 'Do you have a quilt?'

Bob: Heé', tAhná naawiNAhiítu'. 'Yes, I have a quilt.'

Marie: Ka NAxtá natsúúsU? 'Do you have a purple one?'

Bob: Kaakí', šitAhná 'No, I have a red one and
načirAhpAhaátU na nataree'uúxU. a blue one. What do you want?'
Tičé naassó'?

Marie: Tikoossó' nataree'uúxU. 'I want the blue one.'

B. Two children are talking.

Jimmy: Inaáni' na Billy šitiNaxwé' 'My brother and Billy are
xáwas. looking for a ball.'

Tommy: Ka noonAsaapé? 'Is it striped?'

Jimmy: Kaakí', nikutí' 'No, it's the yellow one.'
naraaNuštAhkataáNU.

Tommy: Oh, tAhná noonAsaapeéRA. 'Oh, I have a striped one.'

GRAMMAR AND SENTENCE PATTERNS

Arikara speakers refer only to particular colors. They do not speak about 'color' as a general term. They do not ask, "What color is it?" They ask, as illustrated in the two dialogs, if something is a certain color.

Witiišuxtii 'Uxišto' nakuwaáka tⁱnaroósi saNIšíni'.

ka načiRAhpAhaá'At?	'is it red?'
ka naraaNuStAhkataá'A?	'is it yellow?'
ka natšuu'Us?	'is it purple?'
ka nataree'úx?	'is it blue?'
ka noonAAsapé?	'does it have vertical stripes?'
ka noonASaríWIš?	'does it have horizontal stripes?'
ka načišawataá'A?	'is it white?'
ka nataakaá'A?	'is it light?'
ka nakatí'It?	'is it black?'
ka nakaatí'It?	'is it dark?'
ka naraaNuSkatAhkaatí'It?	'is it rust colored?'
ka nataraawíš?	'is it gray?'

Practice

1. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

- | | |
|-----------------------------------|-----------------------------------|
| a. is it black? | g. is it white? |
| b. does it have vertical stripes? | h. does it have vertical stripes? |
| c. is it light? | i. is it gray? |
| d. is it yellow? | j. is it purple? |
| e. is it dark? | k. is it rust colored? |
| f. is it blue? | l. is it red? |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|------------------------------|---------------------------|
| a. ka natšuu'Us? | g. ka načišawataá'A? |
| b. ka naraaNuSkatAhkaatí'It? | h. ka naraaNuStAhkataá'A? |
| c. ka načiRAhpAhaá'At? | i. ka nakatí'It? |
| d. ka nataraawíš? | j. ka noonAAsapé? |
| e. ka noonASaríWIš? | k. ka nakaatí'It? |
| f. ka nataakaá'A? | l. ka nataree'úx? |

2. You have learned three verb forms for each color: 'it's _____'; 'the _____ one'; and 'is it _____?'. One verb form for each color is given in the chart below. Supply the remaining two forms and give the English equivalent of the color described.

Color	it's _____	the _____ one	is it _____?
		načIRAhpAhaátU	
	tičiišawataá'A		
			ka nataree'úx?
		nataakaáNU	
	toonAsaríWIš		
			ka nakatí'It?
			ka natšú'Us?
	tikaatí'It		
		noonAsaapeéRA	
		naraaNUskatAhkaatítU	
	tiraaNUsťAhkataá'A		
			ka nataraawíš?

VERB CHART

1. Indicative Forms: 'to want'

Per- son	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tikoosšó'	tsakoosšó'	šitikoosšó'	tatakuraakAssó'	tikuraakAssó'
2nd	taasšó'	šitaasšó'		taraakAssó'	
3rd	teessó'	šiteessó'		tiinaakAssó'	

3. Interrogative Forms: 'to want'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	ka nikoosšó'	ka NAsakoosšó'	ka šinikoosšó'	ka natakuraakAssó'	ka nikuraákAssó'
2nd	ka naasšó'	ka šinaasšó'		ka naraakAssó'	
3rd	ka naasšó'	ka šinaasšó'		ka niinaakAssó'	

Practice

1. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

- | | |
|---------------------|----------------------------|
| a. she wants | e. does he want? |
| b. you and I want | f. I want |
| c. do you want? | g. do the two of you want? |
| d. all of them want | h. he and I want |

2. Šuxwaáko' saNIštáakAhníni'.

- | | |
|-----------------|---------------------|
| a. ka naasšó' | e. ka naraakAssó' |
| b. tikoosšó' | f. šiteesšó' |
| c. ka šinaasšó' | g. ka NAsakoosšó' |
| d. teesšó' | h. ka nikuraákAssó' |

NOTE: In the beginning lessons you learned a related set of verbs:

tikukaaNAssó' _____	'I want (to eat) _____.'
tikutskaaNAssó' _____	'I want (to drink) _____.'

In these verbs, the individual meaning is incorporated into the verb form. In the verb presented in this lesson, there is no incorporated part.

Interrogative Forms: 'to be going'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	ka NItwó'	ka NAsihwanú'	ka šINAtwanú'	ka nataraapó' *ka nataraNAhwó'	ka NAhnapó' *ka NAhnaNAhwó'
2nd	ka NAXwó'	ka šINAXwanú'		ka NAXtaNAhwó'	
3rd	ka naawó'	ka šinawanú'		ka naRAhwó'	

*These are long forms that follow the pattern for 2nd and 3rd person forms, but the other forms are shorter and are generally used these days in place of these longer forms.

TEST YOURSELF

1. Here are three conversations to test your knowledge and understanding of the material you have been learning. Try to translate the Arikara into English without referring to the English for help. Then check your work against the English translation. Later, try to translate the English into Arikara. Write it out to be sure you are able to write as well as say it. Then check your work against the Arikara conversations.

a. A mother is talking to her daughter:

Mother: Čukú NAXwó'? 'Where are you going?'

Daughter: TAtwó' NAhtAsuutaaká. 'I'm going to White Shield.'

Mother: Čukú nuutunaánu' NAXwó? 'When are you going?'

Daughter: TAtwó' šakUhwaaRUxtíhkAt. 'I'm going on Sunday.'

Mother: Ka nará ukawikúsu'? 'Do you have a coat?'

Daughter: Haá', tAhná ukawikúsu' 'Yes, I have a coat, the
nakaatiítU. 'dark one.'

b. Two friends are talking:

Lee: SísWA niineetúhkUx 'Let's (du.) go to New Town.'
NiineetUhcipiriínu.

Jim: Kaakí', tAtwó' sananaapíkat. 'No, I'm going to Sioux country.
Tikoossó' naawiNAhiítu'. I want a quilt.'

Lee: Ka naassó' načIRAhpAhaátU? 'Do you want a red one?'

Jim: Kaakí', tikoossó' natsúúsU. 'No, I want a purple one.'

c. Tom calls John on the telephone:

Tom:	ŠÍŠWA niinaakuáWI naapihúxu'. Tikoosšó' thuneepiínu'.	'Let's go to the store. I want a belt.'
John:	Ka naasšó' činišthuneepiínu'?	'Do you want a beaded belt?'
Tom:	Kaakí', tikoosšó' noonAaapeéRA.	'No, I want one with stripes.'
John:	TAhná thuneepiínu' naraaNUs- katAhkaatiítU.	'I have a rust colored one.'

d. ŠuuNUxwakunaasíntš saNIšíni'. Use the cues in parentheses to answer in complete sentences.

- | | |
|------------------------------------|---------------------------------|
| a. Čukú NAXwó'? | (church) |
| b. Ka NAXtá haáku'? | (yes, yellow) |
| c. Xáx ka naawó' niinačootšakaáWI? | (no, to Susie's house) |
| d. AWIsíRIš ka naasšó' xaawáči'? | (no, the roan horse, it's fast) |

LESSON 40 *

Wearing Clothes

GRAMMAR AND SENTENCE PATTERNS

1. Study these seven sentences that tell about wearing different types of clothing.
 - a. Mary tiRAhkAxíí' uukawítš. 'Mary is wearing a dress.'
 - b. Tom tiščiskót. 'Tom is wearing a ring.'
 - c. Dorothy tootawitákUx. 'Dorothy is wearing an apron.'
 - d. Tim tiikoówot huUNUxkaawíu'. 'Tim is wearing underwear.'
 - e. Linda teešuúwot xúhtš. 'Linda is wearing shoes.'
 - f. Mary tiškoówot škookuú'. 'Mary is wearing gloves.'
 - g. Susie tohnaanuuukaáwa. 'Susie is wearing earrings.'
2. In each English sentence the verb is 'to be wearing'. In each Arikara set of sentences the verb describes how the garment is worn. The verb is different for each way the garment is worn. Therefore, you must learn which verb to use with each kind of clothing.
3. In some Arikara verbs the subordinate form of the noun that names the article of clothing is incorporated. The independent form of the noun is also repeated in some sentences. In other sentences it is used only one time.
4. Although each group of clothing has its own verb form, all the verb forms are usually translated into English as 'to be wearing'.
5. The best way to learn these forms and their use is to memorize them. Since the verbs are regular, they can be easily analyzed. You can work out all the forms from the 3rd person singular form which is given for each verb in the chart below. In addition, charts containing the verb patterns for each kind of clothing are provided at the end of the lesson.

*This is a double lesson. Although this information is covered only in this double lesson, it takes some time to learn. Consequently, you should plan to study it for about as long as it takes to study three or four lessons in order to master the material.

6. Remember that sounds change as word parts are combined.
7. The following list of new vocabulary is also introduced in the chart.

VOCABULARY

uuka'IhwiítA	'man's shirt'
uukawikaawí'u'	'slip, undershirt'
šciskookuú'	'ring'
waakuukakookuú'	'vest'
huuNUxkaawí'u'	'underwear'
nuxkookuuRAhkaawí'u'	'man's long underwear'
xUhtsiíšú'	'leather shoes'
xuuNIśáhníš	'moccasins'
xUhčíNIš	'beaded moccasins'
Axkateehiítu'	'socks'
uukawí'u'	'earring'

Clothing Items	Arikara Verb and Its Lit. Meaning	Pattern Characteristics	Analysis of Sample Sentence Pattern	
1. uuka'Ihwiŋta 'man's shirt' uukawikaawí'u' 'slip, under- shirt' <u>Review:</u> uukawikúsu' 'coat' uukawítš' 'dress'	RAhkAxii' 'to be covered, be dressed in'	Independent form of the clothing noun comes after the verb.	TiRAhkAxí' uukawítš. ti + RAhkAxí' uukawítš ti RAhkAxí' uukawítš	'She's wearing a dress.' -indicative prefix -verb stem -clothing noun, independent form
2. sciskookuú' 'ring' waakuukakookuú' 'vest' <u>Review:</u> čiskookuú' 'hat'	kook 'to cover'	Incorporated form of the body part or clothing noun is included in the verb.	Tiščiskót ti + iščis + kook ti iščis kook	'He's wearing a ring.' -indicative prefix -body part noun, incorporated form -verb stem
3. huuNUxkaawí'u' 'underwear' nuxkookuuRAhkaawí'u' 'man's long underwear'	ukoowok 'to be covered'	Independent form of the clothing noun comes after the verb.	Tiikoówot huuNUxkaawí'u' ti + ukoowok + huuNUxkaawí'u' tii (ti) ukoowok huuNUxkaawí'u'	'He's wearing underwear.' -indicative prefix -verb stem -clothing noun, independent form

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Clothing Items	Arikara Verb and Its Lit. Meaning	Pattern Characteristics	Analysis of Sample Sentence Pattern	
4. <u>Review:</u> škookuú' 'gloves'		In some cases, the body part noun is also incorporated into the verb.	Tiškoówot škookuú' ti + iš + koowook + škookuú' ti iš koowook škookuú'	'She's wearing gloves.' -indicative prefix -body part noun, incorporated form -verb stem -clothing noun, independent form.
5. xUhtsiisu' 'leather shoes' xuuŋisáhnis' 'moccasins' xUhcíniš' 'beaded moccasins' Axkatehiitu' 'socks' <u>Review:</u> xúhtš' 'shoe'	ax-uuwook 'to cover the foot'	Independent form of the clothing noun comes after the verb. Verb includes the root of the noun 'foot'.	Teesuúwot xúhtš' ti + ax + uuwook + xúhtš' ti ax uuwook xúhtš'	'He's wearing shoes.' -indicative prefix -body part noun, incorporated form -verb stem -clothing noun, independent form.

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Clothing Items	Arikara Verb and Its Lit. Meaning	Pattern Characteristics	Analysis of Sample Sentence Pattern	
6. <u>Review:</u> awitakúxu' 'apron'	in...ut...awitakUx 'to have around the waist'	Clothing noun is derived from verb form.	TootawitákUx ti + a + ut + awitakUx ti a ut awitakUx	'She's wearing an apron.' -indicative prefix -preverb -preverb -verb stem
7. <u>Review:</u> thuneepiínu' 'belt'	in...ut...thuneeek 'to have a belt on'	Clothing noun is derived from verb form.	Tosthunét ti + a + ut + huneeek ti a ut huneeek	'He's wearing a belt.' -indicative prefix -preverb -preverb -verb stem
8. <u>Review:</u> šawits 'bracelet'	in...ut...išawe 'to wear a bracelet'	Clothing noun is derived from verb form.	Tootišáwe Ti + a + ut + išawe ti a ut išawe	'She's wearing a bracelet.' -indicative prefix -preverb -preverb -verb stem

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Clothing Items	Arikara Verb and Its Lit. Meaning	Pattern Characteristics	Analysis of Sample Sentence Pattern	
9. uukawí'u' 'earring'	in...ut...raanu- kaawa 'to wear an ear- ring'	Clothing noun is derived from verb form.	Tohnaanuukaáwa ti + a + ut + raanuukaawa ti a ut raanuukaawa	'She's wearing earrings.' -indicative prefix -preverb -preverb -verb stem

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|----------------|---------|
| a. dress | e. ring |
| b. man's shirt | f. coat |
| c. hat | g. slip |
| d. vest | |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|-------------------|--------------------|
| a. uukawikaawí'u' | e. ščiskookuú' |
| b. čiškookuú' | f. waakuukakookuú' |
| c. uuka'IhwiíA | g. uukawítš |
| d. uukawikúsu' | |

3. ŠuuNUxwakunaasíhtš saNIšíni' na šuxwaáko' saNIštaakAhníni'.
Answer "Yes" and change the question into a statement.

- Ka NAxtá uukawikúsu'?
- Ka nará uuka'IhwiíA?
- KA šinará ščiskookuú'?
- Ka NAxtá waakuukakookuú' načiRAhpAhaátU?
- Susie ka nará uukawikaawí'u'?

4. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|----------------------------|-----------------------------------|
| a. Are you wearing a vest? | d. Is she wearing a slip? |
| b. I'm wearing a hat. | e. Am I wearing a ring? |
| c. He is wearing a coat. | f. You are wearing a man's shirt. |

5. Šuxwaáko' saNIštaakAhníni'.

- Taaxlščiskót.
- Ka NATwaakuukákot?
- TaNAhkAxii' uukawítš.
- Ka načiškót?
- Tiwaakuukákot.

CONVERSATION

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósI saNIšíni'.

Two men are getting ready to go out:

Ka NAXtAxwé' waakuukakookuú'?	'Are you looking for a vest?'
Heé', taNAXwé'.	'Yes, I'm looking for it.'
Ka noonASAapé?	'Does it have vertical stripes?'
Heé', toonASAapé.	'Yes, it has vertical stripes.'
TAtwaakuukákot.	'I'm wearing the vest.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

- | | |
|----------------------------------|---|
| a. Are you looking for a hat? | h. Yes, she's looking for it. |
| b. Are you looking for a ring? | i. Is it blue? |
| c. Is she looking for a slip? | j. Is it red? |
| d. No, I'm not looking for it. | k. Yes, it's the one with vertical stripes. |
| e. Yes, she's looking for it. | l. Yes, it's purple. |
| f. No, she's not looking for it. | m. I'm wearing the coat. |
| g. No, I'm not looking for it. | n. He's wearing a shirt. |

2. Šuxwaáko' saNIštaakAhníni'.

- Ka NAXtAxwé' uukawíts.
- Ka naRAXwé' uuka'IhwiítA?
- Heé', tiRAXwé'.
- KaakaNAXwé'. TaNAXwé' uukawikúsu'.
- Ka noonAsaríWIš?
- Ka natsúu'Us?

3. Rewrite these Arikara and English words. Pair the English and Arikara words with the same meaning on each line.

coat	ščiskookuú'	čiškookuú'	man's shirt	waakuukakookuú'
dress	uukawíts	slip	uuka'IhwiítA	ring
uukawikaawí'u'		uukawikúsu'	hat	vest

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | |

4. Tičé no' nakuwaákA saNIšíni'?

- a. Do you want a vest? Yes, I want a yellow one.
- b. Does he have a shirt with vertical stripes? No, he has a coat with vertical stripes.
- c. Do you have a slip? Is it blue?
- d. I have a red dress. I want a red hat.
- e. Does he want a ring? Yes, he wants a purple one.

5. Tičé no' nakuwaákA saNIštaakAhníni'?

- a. TiRAhkAxii' uukawikúsu' nataree'uúxU.
- b. Ka nawaakuukákot? Ka noonAsaapé?
- c. Ka naRAhkAxii' uuka'IhwiíTA natsúúsU?
- d. Ka NAXčiskót? Ka naraaNuStAhkataá'A?
- e. TaatIščiskót načIRAhpAhaátU.

6. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

- | | |
|------------------|--------------------|
| a. leather shoes | h. shoe |
| b. bracelet | i. earring |
| c. beaded belt | j. beaded moccasin |
| d. glove | k. apron |
| e. long johns | l. socks |
| f. moccasin | m. clock |
| g. underwear | n. belt |

7. Šuxwaáko' saNIštaakAhníni'.

- | | |
|-------------------------|--------------------|
| a. uukawí'u' | h. awitakúxu' |
| b. nuxkookuuRAhkaawí'u' | i. šawíts |
| c. Axkateehiítu' | j. šakUhnukaahákUx |
| d. čiNIšthuneepiínu' | k. škookuú' |
| e. xúhtš | l. xUhtsiíšu' |
| f. huuNUxkaawí'u' | m. xUhčíNIš |
| g. xuuNIšáhníš | n. huuNUxkaawí'u' |

8. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. He's wearing a beaded belt.
- b. Are you wearing long johns?
- c. I'm wearing an apron.
- d. Is she wearing earrings?
- e. Are you wearing leather shoes?
- f. Mary is wearing socks.
- g. Is Sally wearing a bracelet?
- h. Am I wearing moccasins?
- i. Are you wearing a belt?
- j. The baby is wearing underwear.

9. Šuxwaáko' saNIštaakAhníni'.

- | | |
|--------------------------|-----------------------------------|
| a. ka naaxAxuúwot xúhtš? | f. tatisthunét |
| b. tAxiiitawitákUx | g. ka nootawitákUx? |
| c. taatIškoówot škookuú' | h. teešuúwot xuuNIšáhníš |
| d. ka NAXiiitIšáwe? | i. ka naatukoówot huuNUxkaawí'u'? |
| e. tohnaanuuukaáwa | j. teešuúwot Axkateehiítu' |

10. Tičé no' nakuwaáka saNIšíni'?

- | | |
|------------------|----------------|
| a. bracelet | f. beaded belt |
| b. leather shoes | g. slip |
| c. glove | h. long johns |
| d. hat | i. ring |
| e. socks | j. moccasins |

11. Tičé no' nakuwaáka saNIštaakAhníni'?

- | | |
|-------------------|--------------------|
| a. huuNUxkaawí'u' | g. thuneepiínu' |
| b. uukawítš | h. waakuukakookuú' |
| c. awitakúxu' | i. uukawikúsu' |
| d. uukawí'u' | j. xUhcíNIsh |
| e. xúhtš | k. šakUhnukaahákUx |
| f. uuka'IhwiítA | |

12. Make each statement into a question.

- a. Ka naaxIškoówot škookuú'?
- b. Ka naatAxuúwot xúhtš?
- c. WiítA ka nohnaanuuukaáwa?
- d. Ka naaxAxuúwot Axkateehiítu'?
- e. Ka natiitIšáwe?
- f. Ben ka nosthunét?

14. Tičé no' nakuwaáka saNišíni'?

- a. Mary wears an apron.
- b. Her mother wears beaded moccasins.
- c. My grandmother wears earrings.
- d. Your uncle wears a beaded belt.
- e. Is her husband wearing gloves?
- f. Does the boy wear long johns?

TEST YOURSELF

Translate these conversations, first from Arikara to English, then from English to Arikara. There is one new word:

- | | |
|---------------------------------|--|
| šakUhnukaahákUx | 'clock, watch, time piece' |
| A. Wetikaahunaaničiwiniitaánu'. | 'The weather is changing.' |
| Heé', naáNIt tipsí'. Taaxaá'. | 'Yes, it's really cold. It's snowing.' |
| Hąą'Ax ka neškoówot škookuú'? | 'Is your father wearing gloves?' |
| Heé', tiškoówot škookuú'. | 'Yes, he's wearing gloves. He's cold.' |
| Teenaásu'. | |
| Ka naanaásu'? | 'Are you cold?' |
| Maakí', taatukoówot | |
| nuxkookuuRAhkaawí'u'. | 'No, I'm wearing long johns.' |
| B. Ka NAxtá šakUhnukaahákUx? | 'Do you have a clock?' |
| Haá', tAhná šakUhnukaahákUx. | 'Yes, I have a clock.' |
| Tičé weniita'uúkUt? | 'What time is it?' |
| Nooxíni' na áxkUx weti'UhtáhAt. | 'It's after eleven.' |
| TikuNASá'Ux. SíšWA. | 'I'm hungry. Let's go.' |

SAMPLE SETS OF VERB FORMS

1. Mary tiRAhkAxí' ukawíš 'Mary is wearing a dress.'

Declarative		Interrogative	
I am wearing a _____	taNAhkAxí' _____	am I wearing a _____?	ka naNAhkAxí' _____?
you are wearing a _____	tAxtAhkAxí' _____	are you wearing a _____?	ka NAxtAhkAxí' _____?
he is wearing a _____	tiRAhkAxí' _____	is she wearing a _____?	ka naRAhkAxí' _____?

2. Mary tišciskót. 'Mary is wearing a ring.'

I am wearing a hat	tAtčiskót	am I wearing a hat?	ka NATčiskót?
you are wearing a hat	tAxciskót	are you wearing a hat?	ka NAXciskót?
he is wearing a hat	tičiskót	is she wearing a hat?	ka načiskót?
I am wearing a ring	taatīšciskót	am I wearing a ring?	ka naatīšciskót?
you are wearing a ring	taaxīšciskót	are you wearing a ring?	ka naaxīšciskót?
he is wearing a ring	tišciskót	is he wearing a ring?	ka nešciskót?
I am wearing a vest	tAtwaakuukákot	am I wearing a vest?	ka NATwaakuukákot?
you are wearing a vest	tAxwaakuukákot	are you wearing a vest?	ka NAXwaakuukákot?
he is wearing a vest	tiwaakuukákot	is he wearing a vest?	ka nawaakuukákot?

3. Tiikoówot huunUXkaawí'u'. 'He is wearing underwear.'

Declarative		Interrogative	
I am wearing ____	taastukoówot ____	am I wearing ____?	ka naastukoówot ____?
you are wearing ____	taaxukoówot ____	are you wearing ____?	ka naaxukoówot ____?
he is wearing ____	tiikoówot ____	is he wearing ____?	ka neekoówot ____?

4. Mary tiškoówot škookú'. 'Mary is wearing gloves.'

Declarative		Interrogative	
I am wearing ____	taatiškoówot ____	am I wearing ____?	ka naatiškoówot ____?
you are wearing ____	taaxiškoówot ____	are you wearing ____?	ka naaxiškoówot ____?
he is wearing ____	tiškoówot ____	is he wearing ____?	ka neškoówot ____?

5. Mary teesuúwot xúhtš. 'Mary is wearing shoes.'

Declarative		Interrogative	
I am wearing ____	taataxuúwot ____	am I wearing ____?	ka naataxuúwot ____?
you are wearing ____	taaxaxuúwot ____	are you wearing ____?	ka naaxaxuúwot ____?
she is wearing ____	teesuúwot ____	is he wearing ____?	ka naaxuúwot ____?

6. Mary tootawitákUx. 'Mary is wearing an apron.'

Declarative		Interrogative	
I am wearing an apron	tatiitawitákUx	am I wearing an aprong?	ka natiitawitákUx?
you are wearing an apron	tAxiiitawitákUx	are you wearing an apron?	ka NAXiiitawitákUx?
she is wearing an apron	tootawitákUx	is she wearing an apron?	ka nootawitákUx?

7. Bob tosthunét. 'Bob is wearing a belt.'

Declarative		Interrogative	
I am wearing a belt	tatisthunét	am I wearing a belt?	ka natisthunét?
you are wearing a belt	tAxisthunét	are you wearing a belt?	ka NAXisthunét?
he is wearing a belt	tosthunét	is he wearing a belt?	ka nosthunét?

8. Mary tootİšáwe. 'Mary is wearing a bracelet.'

Declarative		Interrogative	
I am wearing a bracelet	tatiitİšáwe	am I wearing a bracelet?	ka natiitİšáwe?
you are wearing a bracelet	tAxiiitİšáwe	are you wearing a bracelet?	ka NAXiiitİšáwe?
she is wearing a bracelet	tootİšáwe	is she wearing a bracelet?	ka nootİšáwe?

9. Mary tohnaanuukaáwa. 'Mary is wearing earrings.'

Declarative		Interrogative	
I am wearing earrings	tatihnaanuukaáwa	am I wearing earrings?	ka natihnaanuukaáwa?
you are wearing earrings	tAxihnaanuukaáwa	are you wearing earrings?	ka NAxihnaanuukaáwa?
she is wearing earrings	tohnaanuukaáwa	is he wearing earrings?	ka nohnaanuukaáwa?

SIC

NOTE TO READER:

Now you have enough basic information about Arikara to begin to use it as a speaker. This last section of introductory lessons will expand your knowledge of the language from speaking of the present to speaking of the past and the future. You will also learn several additional necessary topics. In keeping with your ability to understand and analyze better, you will find the conversations to be longer and more traditional.

LESSON XI*

Lesson in the subject of Episcopalianism

CONVERSATION

John: "Kířta' nakuwaáka t'waraósi saNířini'.

John: Čaukítacóku'! tiřista- wáhuwáhu'. tiřistaWáhuwáhu' niinačotčakaówi náhkaxilkátit.	John: Listen! The bell is ringing. It's ringing at the Catholic church.
---	---

Ella: Hgá', níkuwéni' čistawáko' načipirišni. kuckatiisí' nawawiktířix tuxtaépi řitawáko' načipirišni.	Ella: Yes, it must be the new bell. The preacher bought a new bell last night.
---	---

John: Čistawáko' tičipirišni, há'ay' tuxtaépi'. Ax'čh čáwkarawiktířix'.	John: The bell is new, isn't it? That's good. It sure is loud.
---	--

Ella: Wáh, parónit! šišwa línawákwéřitit lina- wéřtšakaówi. t'nakutisí' kextawawáhuwawákaróku'.	Ella: Now, hurry! Let's go to the meeting there at the church. Tonight we will sing songs.
--	---

VOCABULARY

Wáhuwáhu' "Kířta' nakuwaáka t'waraósi saNířini'

nawawiktířix	'preacher, minister'
čistawáko'	'bell'
čipirišni (tičipirišni)	'to be new (it's new)'
niinačotčakaówi	'where the church is'
náhkaxilkátit	'Episcopalian'

*This is a double lesson. Plan to study it for as long as it takes to study two lessons.

NAhkAxiikátit	'Catholic'
čistaWAhnaa (tičistaWAhnaáhu')	'bell to ring (the bell is ringing)'
raakawaakarooku (tiraakawaakaroóku')	'to sing songs (he is singing songs)'
wakaraaNihuun (tiwakaraaNihuú'U)	'to be loud (it's loud)'
nuxkatiisí'U	'last night'
raapih (tiraápI)	'to buy it (he buys it)'
rahkaa (tiRAhká)	'to be meeting (they are inside)'
iinaRAhkaawiítIt	'meeting' (literally, where they are meeting)
há'A	'isn't it?'
šuuXitkoóku'	'Listen!'
hásI	'Look!'
hunax (tIhunáx)	'to find it (he finds it)'
kuxik (tikúXIt)	'to pick it up (he picks it up)'
kootik (tikoótIt)	'to kill it (he kills it)'
ta`uut (tita`út)	'to steal it (he steals it)'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|---------------------------|------------------------|
| a. he buys it | l. Look! |
| b. Catholic | m. meeting |
| c. last night | n. minister |
| d. he steals it | o. he kills it |
| e. preacher | p. Episcopalian |
| f. isn't it? | q. where the church is |
| g. they are singing songs | r. Listen! |
| h. it's loud | s. bell |
| i. it's new | t. he picks it up |
| j. surely | u. he finds it |
| k. the bell is ringing | |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|-----------------------|-----------------|
| a. niinačootšakaáWI | f. tikoótIt |
| b. šuuXitkoóku' | g. NAkAxiikátit |
| c. tiraakawaakaroóku' | h. tIhunáx |
| d. NAhkAxiitaaká | i. tičipiríí'I |
| e. há'A | j. tita`út |

- | | |
|---------------------|---------------------|
| k. tikúxIt | q. tikoótIt |
| l. iinaRAhkaawiítIt | r. tiraápI |
| m. nuxkatiisí'U | s. hási |
| n. Axtóh | t. ěistawáko' |
| o. tičistaWAhnaáhu' | u. tiwakaraaNihuú'U |
| p. naawaaWIhtíkUx | |

†3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- Let's go to the meeting at the Catholic church.
- The minister is buying the bell.
- Look! The woman bought the dress.
- The bell is ringing, isn't it?
- Let's go to the meeting at the Episcopalian church.
- Listen! The bell is loud.
- The coat is new, isn't it?
- The bell is new, isn't it?
- Listen! These three are singing Round dance songs.
- The preacher is singing. He is loud.

GRAMMAR AND SENTENCE PATTERNS

1. Tičé no' nakuwaáka saNIštaakAhníni'?

tiraanoóku'
tičíkAt
tAhnanoóku'

Tičé no' nakuwaáka saNIštaakAhníni'?

tiraanoóku' nuxkatiisí'U
tičíkAt nuxkatiisí'U
tAhnanoóku' nuxkatiisí'U

In the first set, the English equivalents are:

he's singing
he's crying
I'm singing

In the second set, the English equivalents are:

he was singing last night
he was crying last night
I was singing last night

Study the verbs in the two sets of Arikara sentences. They are the same although one set is translated into present tense English, while the other is translated into past tense English. How can that be?

Notice the use of the word nuxkatiisi'U 'last night' in the second set. You cannot say, 'He is singing last night.' The context of that sentence makes it necessary to translate tiraanoóku' as 'He was singing', although there is no change in the Arikara verb.

In Arikara conversation it is the context rather than the verb form that tells the listener which meaning is intended.

Practice

- †1. Tičé no' nakuwaáka saNIštaakAhníni'?
- TaatItká nuxkatiisi'U.
 - Taxtaanoóku' tⁱnakatiisi'U. (tonight)
 - Atⁱná' tiroóku' tiNUsuusaakaríčI. (yesterday)
 - Billy títká tiíNI híNax. (tonight)

In addition, there is a special verb form an Arikara speaker may use when speaking of the past. This will be discussed in the next lesson.

In the sentence sets above the speaker of the sentences uses the present or past tense of the verb in relation to the time that the action takes place.

Verb tense tells us whether the action or state...

- ...is taking place while the person is speaking (present tense).
- ...took place before the time he is speaking (past tense).
- ...or will take place sometime after he is speaking (future tense).

2. Within the notion of past tense there are special contrasts which are part of conversational Arikara just as they are part of conversational English.

What is the difference in meaning between these two English sentences, since either of them could answer the question "Where is John?"

- John went to town.
- John was going to town.

In sentence a, the action happened: it was completed or finished. In other words, 'John is not around here; he left for town.'

In sentence b, the action is continuous and may not have been completed. In other words, 'John was on his way to town, but he may not have actually arrived there.'

The grammatical distinction between a completed action and a continuing action is called aspect. Aspect is concerned with time, but not in the same way that tense is concerned with time. Aspect can be used with present, past, and future tense.

In Arikara there are seven aspects, but two are fundamental to all the others. We will discuss these two, perfective and imperfective, in this lesson.

When a verb form indicates the action is completed within a relatively short span of time, the verb has a perfective aspect.

When a verb form indicates the action is continuing over a relatively longer span of time and may or may not be completed, the verb has an imperfective aspect.

Practice

2. State whether the verb is in the imperfective aspect or the perfective aspect.

- | | |
|---------------------|--------------------------------|
| a. He was singing. | e. She cried. |
| b. I ate. | f. I was eating. |
| c. You were crying. | g. They were ringing the bell. |
| d. He sang. | |

Every verb has two forms: perfective and imperfective.

To show the proper aspect the Arikara verb has four different forms, often a special suffix added to the verb stem. There are four basic verb forms:

- a. the independent perfective
- b. the subordinate perfective
- c. the independent imperfective
- d. the subordinate imperfective

a. The Independent Perfective. In most cases the independent perfective aspect does not need a special suffix because it is simply the verb stem. For example,

tičíkAt 'he cried'

(ti + čikak)

tAtkúxIt 'I picked it up'

(ta + t + kuxik)

However, when the stem ends in a vowel, frequently a glottal stop comes immediately after the vowel. For example,

tiró' 'he made it'
(ti + ra-u)

- b. The Subordinate Perfective. In contrast, the subordinate perfective is shown in one of four ways. There is no way to predict which form a verb will take for the subordinate perfective. One must simply memorize the form for each stem.

Since there are four forms, all Arikara verbs, except descriptive verbs, can be classified according to their subordinate form. For example,

Class I takes the suffix a.

nakukootíkA 'to kill it'
(na + ku + kootik + a)
naawáxkA 'the one who laughed'
(na + awaxk + a)

Class II takes the suffix i.

tⁱnaaríčI 'this one standing'
(ti + na + arik + i)
nakuta'uútI 'to steal it'
(na + ku + ta'ut + i)

Class III does not take a suffix, but the stress changes from the last syllable in the independent form to the next to the last syllable.

<u>Independent Form</u>	<u>Subordinate Form</u>
Nootiišá 'There he lies.' (noo + ti + i + xa)	t ⁱ naáxA 'this one (lying)' (ti + na + xa)
Wetíro' 'He made it.'	Tunaahé nakurá'U. 'It's good for him to make it.'
WetaatItká. 'I slept.'	Tunaahé nakítKA. 'It's good for him to sleep.'
Wetiwaawa'á. 'He ate.'	Tunaahé nakuwaawá'A. 'It's good for him to eat.'

These are the forms for verbs in this class:

	<u>Independent Form</u>	<u>Subordinate Form</u>
'to make'	ró'	rá'á
'to sleep'	itká	ítká
'to eat'	waawa'á	waawá'á
'to lie'	xá	xá
'to find'	hunáx	húnáx

Class IV does not take a suffix.

t ⁱ naákúx	'this one sitting'
(ti + na + kux)	
načíkát	'the one who cried'
(na + čikak)	

- c. The Independent Imperfective. This aspect takes the suffix hux. When hux is at the end of a word, the final x is dropped and the vowel in the final syllable of the verb stem may become long. For example,

tiroóku'	'he's making it'
(ti + rook + hux)	
šitaatapáku'	'he and I are fighting'
(si + ta + t + apak + hux)	

- d. The Subordinate Imperfective. This aspect also takes the suffix hux. When hux is at the end of a word, the final x is dropped, but nothing is substituted for it. The vowel in the final syllable of the verb stem keeps its original length. For example,

nakuroóku	'to be making it'
(na + ku + rook + hux)	
naapáku	'the fighting one'
(na + apak + hux)	

Exercise

1. In this exercise you are given a verb stem and the class to which it belongs. Write the subordinate perfective form for each verb stem.

- a. kuxak Class III
- b. awi'at Class I
- c. wa Class IV
- d. ta'ant Class II
- e. tika Class III

2. Name the subordinate perfective class for each of these verb stems.

- a. ra-u
- b. šik'at
- c. anasau
- d. awiriitcan
- e. wa'a

3. Give the subordinate perfective form for each verb.

- a. ra-u
- b. šik'at
- c. kuxik
- d. awiriitcan
- e. wa'a

4. Šurwaško' awi'šini'. Šuunūxtanišno' awi'šini'.

- a. the fighting one
- b. to be drinking
- c. I'd pray for him to sleep.
- d. He killed it.
- e. the boy who laughed

6. Ęwaaáko' saŃiŃraakáa'fai'.

a. TAtkúIt.

b. tⁱnaákUx

c. KA ŃiŃaxó'f'

d. tⁱnaáxA

e. Ke Ńaxó'ikaáhu'?

ADDITIONAL VOCABULARY

These verb stems are useful examples for perfective/imperfective aspects. In addition, you will expand the number of topics you are able to talk about in Arikara.

Verb Stem	English	3rd person sing.	Class
haakeeriwat	to open it (for ex., a door)	tIhaakeeríWAt	II
kúx	to be sitting	t ⁱ naákUx	IV
kakatk	to cut it	tikákat	I
arik	to be standing	teóRIt	II
xa	to lie	tíiśá	III
waaka-u	to say	tiwaáko'	irregular

to summarize:

	Imperfective Aspect	Imperfective Imperative
Independent Verb Form	<ol style="list-style-type: none"> 1. Verb stem ending in a consonant takes no affix. 2. Verb stem ending in a vowel usually takes a glottal stop. 	<ol style="list-style-type: none"> 1. Takes suffix <u>hux</u>. 2. <u>hux</u> becomes <u>hu</u> with a long vowel in the preceding syllable.
Subordinate Verb Form	<ol style="list-style-type: none"> 1. Takes suffix <u>a</u>. 2. Takes suffix <u>i</u>. 3. No suffix, but stress changes. 4. No suffix. 	<ol style="list-style-type: none"> 1. Takes suffix <u>hux</u>. 2. <u>hux</u> becomes <u>hu</u>.

The following chart shows the classifications for the verbs you have learned:

Class I suffix <u>a</u>	Class II suffix <u>i</u>	Class III stress change	Class IV no suffix, no stress change
awaxk	ta'uut	a	anaasu
awí'At	iŕ	hunax	apaku
awiriitaan		itka	čiikaahu
kootik		kuxik	čikAt
raapih		ra-u	čistaWAhnaa
rut		wa'a	haakawa'as
			in...kaa'a
			iscipi
			RAXwe'
			un...RAsa'Ux
			waaWIhtiku
			wo

TEST YOURSELF

- †1. Tičé no' nakuwaákA saNišíni'? ŠuuxItxaniíno' saNišíni'.
- a. It must be the new belt.
 - b. He's saying it.
 - c. He made it last night.
 - d. to hit it
 - e. to pick it up
 - f. He cried.
 - g. The preacher is singing at the Episcopal church.
 - h. It's good for him to eat.
 - i. He opened it.
 - j. the one who cried
- †2. Tičé no' nakuwaákA saNištaakAhníni'.
- a. TikoóIt.
 - b. NaTkukakátka
 - c. ŠuuxItkoóku'! TičistaWAhnaáhu'.
 - d. ~~t~~ⁱnaaríčI
 - e. Nuxketiisi'U naawaawIhtíkUx tuxtaápl čistawáko'.
 - f. nakukootíka
 - g. SíšWA iinaRAhkaawiítIt.
 - h. Nootiisá.
 - i. Koxteeraahnaakawaakaroóku'.
 - j. nakiíši

ANSWERS

Vocabulary

Practice

3. a. SíšWA iinaRAhkaawiítIt iinačootšakaáWI NAhAxiikátit.
b. NaawaawIhtíkUx tiraápl čistawáko'.
c. Hási! Sápat tiraápl uukawíts.
d. tičistaWAhnaáhu', há'A?
e. SíšWA iinaRAhkaawiítIt iinačootšakaáWI NAhAxiitaaká.
f. ŠuuxItkoóku'! Čistawáko' tiwakaraaNIhuú'U.

- g. Uukwixánu' tíčipirif'I, há'As
- h. Čistawáko' tíčipirif'I, há'As
- i. ŠuxItkoóku'! Tⁱnuanoóku' čikaá'Ux.
- j. NaawaaWhtíkUx tiraanoóku'. TiwakanaNihuú'U.

Grammar and Sentence Patterns

Practice

1. a. He slept last night.
b. You are singing tonight.
c. My mother made it yesterday.
d. Billy is sleeping tonight.
2. a. imperfective
b. perfective
c. imperfective
d. perfective
e. perfective
f. imperfective
g. imperfective
3. a. naapáku
b. nakučičáku
c. Tunaahé nakítka.
d. TikoótIt.
e. naawáxka
7. a. I picked it up.
b. this one sitting
c. Did you two make it?
d. this one lying
e. Are you drinking?

Test Yourself

1. a. Nikutehni' čistawáko' načipiriINU.
b. tiwaakaáhu'
c. Tiroóku' nuxkatiisi'U.
d. nakišI
e. nakukúxIt
f. tičíkAt
g. NaawaaWhtíkUx tiraanoóku' niinačootšakaáWI NAhkAxilitaká.
h. Tunaáhe nakuwaawá'A.
i. TThaakeeríWAt.
j. načíkAt

- | | | | | |
|----|----|---------------------------------|----|--------------------------|
| 1. | a. | He killed it. | g. | to kill it |
| | b. | for me to cut it | h. | let's go to the meeting! |
| | c. | listen! The bell is ringing. | i. | There he lies. |
| | d. | this one standing | j. | We'll visit a cat. |
| | e. | The preacher bought a new ball. | k. | to hit it |

Exercises

1. tuxtaanoóku^1 wááshíshí^2 . tuxtaanoóku^1 wááshíshí^2 .
- | | |
|-----------------------|-------------------------|
| a. wááshíshí | d. tuxtaanoóku |
| b. wááshíshí | e. wááshíshí |
| c. wááshíshí | f. wááshíshí |
| d. wááshíshí | g. wááshíshí |
2. tuxtaanoóku^1 wááshíshí^2 .
- | | |
|-----------------------|-------------------------|
| a. wááshíshí | d. tuxtaanoóku |
| b. wááshíshí | e. wááshíshí |
| c. wááshíshí | f. wááshíshí |
| d. wááshíshí | g. wááshíshí |
| e. wááshíshí | h. wááshíshí |
3. tuxtaanoóku^1 wááshíshí^2 . These positions refer to the conversation at the beginning of this lesson.
- | |
|--|
| a. tuxtaanoóku^1 wááshíshí^2 |
| b. wááshíshí^2 tuxtaanoóku^1 |
| c. wááshíshí^2 wááshíshí^2 |
| d. tuxtaanoóku^1 tuxtaanoóku^1 |
| e. wááshíshí^2 tuxtaanoóku^1 |

GRAMMAR AND SENTENCE PATTERNS

1. Past Tense Prefix ux

Sometimes it is necessary to show that an action or activity occurred in the past and not in the present. If a speaker wants to make this difference clear, he can use the past tense prefix ux. When ux is used the hearer knows that the activity has been completed. For example:

tuxtaanoóku^1	'he was singing'
wááshíshí^2	'he cried'
ux-tuxtaanoóku^1	'I was singing'

There are several special changes to remember for certain verb forms:

- a. When the 3rd person plural subject prefix in combines with the past tense prefix ux, the result is iš. For example,

tištaanoóku'	'they sang'
ti + in + ux + raanoóku'	
<u>ti</u>	indicative prefix
<u>in</u>	3rd person plural subject prefix
<u>ux</u>	past tense prefix
<u>raanoóku'</u>	verb stem

...because in + ux becomes iš.

- b. When the preverb ut combines with the past tense prefix ux, the result is Uux. For example,

tUsuuxeéRIt	'he saw him'
ti + ut + ux + eéRIt	
<u>ti</u>	indicative prefix
<u>ut</u>	preverb
<u>uux</u> (ux)	past tense prefix
eéRIt (eerik)	verb stem

...because ut becomes Us before ux.

- c. When the 3rd person plural subject prefix in, the preverb ut, and the past tense prefix ux combine, the result is iisux. For example,

šitiisuuxeéRIt	'they saw him'
šī + ti + in + ut + ux + eéRIt	
šī	
<u>ti</u>	indicative prefix
<u>in</u>	3rd person plural subject prefix
<u>ut</u>	preverb
<u>uux</u> (ux)	past tense prefix
eéRIt (eerik)	verb stem

...because in + preverb ut + ux become iisux.

Practice

- +2. Tičé no' nakuwaákA saNIštaakAhníni'? Remember, in Arikara conversation it is often the context rather than the verb form that tells the listener which meaning is intended.
- TaatItká nuxkatiisí'U.
 - TAXtaanoóku' tⁱnakatiisí'U.
 - TiNUsuusaakaríčI atⁱná' tiroóku?
 - HaakaríiWAhnaaníkUx tiraahuú'U nuxkatiisí'U.
 - Billy títká tiíNI híNax.
- +3. In this exercise the perfective/imperfective aspects are included. Šuxwaáko' saNIštaakAhníni'.
- TuuxItká nuxkatiisí'U.
 - TⁱNUsuusaakaríčI tiwaaWIhtít.
 - IwaaníRIš tuuxapáku' tUkkaakákAt.
 - TⁱNUsuusaakaríčI xáx tuxtaanoóku' niinačootšakaáWI.
 - NeeNAhtakú'U tuxtoóku' haakAxtáwa.
- +4. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
- I was looking for the dog.
 - My sister wore a new dress.
 - Susie went to New Town yesterday.
 - Your grandchild was drinking milk.
 - His father ate dinner last night.

2. Inferential prefix teh.

Study these two English sentences. Is there any difference in their meanings?

- It's cold.
- It's snowing; it must be cold.

Yes, there is a difference. The first sentence is a statement of observed fact. In the second sentence, the fact is assumed because there is some evidence leading to that conclusion. You may be indoors and unaware of the exact outdoor temperature reading. However, the evidence of falling snow leads you to assume that the temperature is low; therefore 'it must be cold.'

Arikara speakers indicate the same differences. Study these Arikara sentences.

Tipsí'.	'It's cold.'
Taaxaá'. Tehnapsí'.	'It's snowing. It must be cold.'
(teh + na + psí')	

The prefix teh shows that the speaker feels certain that something occurred although he does not actually experience it or see it happen.

teh is always used with a second prefix na, which occurs in place of the indicative prefix. The purpose of na will be discussed at another time. For the present, you need only to remember to join the two prefixes. teh na infers from the evidence that something is happening or has happened and is translated into English as '(he/she/it) must have ed or must be ing'. For example,

a. teh ^{ux} nuxč ^{ux} íkAt	'he must have cried'
teh + na + ux + číkAt	
teh + na	inferential prefix combination
ux	past tense prefix
číkAt	verb stem
b. teh ^{ux} nat ^{ux} suú'Us	'it must be purple'
teh + na + t ^{ux} suus	
teh + na	inferential prefix combination
t ^{ux} suus	verb stem
c. teh ^{ux} nó' sáhniš	'he must be an Arikara'
teh + na + u + ' + sáhniš	
teh + na	inferential prefix combination
u	verb stem
'	perfective aspect prefix
sáhniš	Arikara

Practice

†5. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- They (acc.) must have had a dog.
- John must be at home.
- It's cold. It must be snowing tonight.
- They must have cried softly last night.
- That woman must be a Sioux lady.

†6. Šuxwaáko' saNIštaakAhníni'.

- a. Tehníhi' čéstIt niinanuunakaáWI Peter.
- b. Nuxkatiisí'U niineétAt tehnaraáNAt.
- c. NuunawaaríčI šhí'A phiináNIIt tehnišwaaWIhtiíku'.
- d. TⁱnawaaríčI wiítA šhUx tehninaakaroóku' haaNUtkúsu'.
- e. Atⁱná' sAhuukaraní tehnúxtAt niineetúhkUx NAhtAsuutaaká.

TEST YOURSELF

1. Match the English equivalent in Column B with the Arikara items in Column A.

<u>A</u>	<u>B</u>
_____ čéstIt	a. drum
_____ tiwó'	b. he's dancing
_____ haakariiWAhnaaníkUx	c. yesterday
_____ t ⁱ nakatiisí'U	d. he's going
_____ takaa'aáhu'	e. tonight
_____ sináNI	f. he's taking it
_____ tiNUsuusaakaríčI	g. far away
_____ tiriwó'	h. drumstick
_____ tiíNI híNAX	i. tonight
_____ haakakUsákUx	j. my friend

Learn this additional vocabulary to help you understand these sentences.

Additional Vocabulary

hináxtIt	'early this morning'
niineétAt	'town'
sAhuúts	'shawl'
skána	'alone'

- +2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.
- John na Edith šitehnaará xaawaarúxti'.
 - Nuxkatiisí'U piirátš naáNIt tiNItkáwa.
 - ŠuuxItkoóku'!
 - HináxtIt atí'Ax na tiWIsíRIs šitehnuxwaawa'á.
 - Alfred tuúxAt niinaRAhkaáhu.
- +3. Šuxwaáko' saNIštaakAhníni'.
- My mother must have taken a shawl to Cannon Ball.
 - Alfred was going to the dance last night.
 - John was singing. He must be tired.
 - It must be far away where the dance is.
 - My father and my grandfather must be singing at the dance in New Town.

ANSWERS

Conversation and Vocabulary

Practice

- TuúxAt niinaRAhkaáhu.
 - Heé'. Tuxtaanoóku'.
 - TúxtAt haakeriiWAhnaaníkUx na šíhUx haakakUsákUx.
 - Heé', tooxAxaá'.
 - Kaakí'. Tehnapsí'.

Grammar and Sentence Patterns

Practice

- | | |
|----------------------|----------------|
| a. tuuxapáku' | d. tuxtAxwé' |
| b. tatuxwaaWIhtiíku' | e. tatuuxItká |
| c. tAxuxčíkAt | f. tAxuxtoóku' |
- | | |
|---------------------------------|------------------------------------|
| a. I slept last night. | d. The drum was ruined last night. |
| b. You are singing tonight. | e. Billy is sleeping tonight. |
| c. My mother made it yesterday. | |
- He slept last night.
 - He talked yesterday.
 - His uncle is fighting in Crow country.
 - Your mother sang in church yesterday.
 - Her husband made the table.

4. a. TatuxtAxwé' xaátš.
 b. Atítat tuxtAhkAxíí' uukawítš načipiriíNU.
 c. TⁱNUsuusaakaríčI Susie tuúxAt NiineetUhčipiriíNU.
 d. Anátš tuxčičikaáhu' etčičisu'.
 e. Hi'áxti' tuxwaawa'á nuxkatiisí'U.
5. a. Šitehnúxta xaátš.
 b. John tehnaakaákUx.
 c. Típsi'. Tⁱnakatiisí'U tehnaaxaá'.
 d. Nuxkatiisí'U phiináNIIt tehnuxtAhčíkAt.
 e. NuunaákUx sápat swaátuh téhno'.
6. a. It must be far away where Peter's house is.
 b. They must have gone to town last night.
 c. Those Chippewas must have been talking softly.
 d. Those five men must be singing Lodge Grass society songs.
 e. My mother must have taken a Pendleton blanket to White Shield.

Test Yourself

2. a. John and Edith must have a horse.
 b. The children really slept last night.
 c. Listen! They (du.) must be fighting.
 d. My father and my uncle must have eaten early this morning.
 e. Alfred went to the dance.
3. a. Atⁱná' sAhuútš tehnuxtAt niineetúhkUx niškúsu'.
 b. Alfred tuúxAt niinaRAhkaáhu nuxkatiisí'U.
 c. John tuxtaanoóku'. Tehnaawí'At.
 d. Tehniíhi' čéstIt niinaRAhkaáhu'.
 e. Atí'Ax na atípa' šitehnaraakaroóku' niinaRAhkaáhu niineetUhčipiriíNU.

LESSON 43

Assertive Mode

CONVERSATION

Witiišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNišini'.

- Daughter: Atⁱná', cukú ná'At 'Mother, where is Grandma?'
atíka'?
- Mother: Áka' neenitkaaka'iišAt. 'Grandma went to the garden.'
Wetaraawísa' nakuraananá'U It's time to plant now. The
tiíNI. WetAhunaananita'á. ground is warm.'
- Daughter: NeetuuteéRIt. TiíkUx 'I see her. She's sitting by
iiNAhaápI čiNIhnaáku'. the ash tree. She must be
Kohnaawí'At. Koxtí'At tired. I'll go there and
anuuhá'I na help her.'
koxtuutIštata'úhAt.
- Mother: Hawáh. Tunaahé. Natsú 'Okay. That's good. But
naáNIIt natsiinawá'; na you must really work and
kaakehtakoówa'. don't play!'
- Daughter: Haq̄, koxtuúta atíštIt. 'Yes, I'll do well.'

VOCABULARY

Witiišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNišini'.

- itkaaka'iišat (titkaaka'iišAt) 'to go to the garden (he goes
to the garden)'
- ka'iišat (tika'iišAt) 'to go into the weeds (he
goes into the weeds)'
- waraaka'iišat (tiwaraaka'iišAt) 'to go into the woods (he
goes into the woods)'
- in...hunaananita'aan 'ground to become warm
(tAhunaananita'á)
- raanana-u (tiraanáno') 'to plant (a garden) (he
planted a garden)'
- raanook (tiraanoóku') 'to plant (one thing) (he
planted (one thing))'

ut...ištata'ta'uuhak (tuutištata'ta'uuhAt)	'to help (he's helping)'
ahtakoowa'a (tehtakoowá')	'to play (he plays)'
činihnaáku'	'ash tree'
sataáku'	'elm tree'
nakás	'box elder tree'
čitapátš	'willow tree'
Waxačipiriínu'	'cottonwood tree'
tiíni	'now'

Practice

1. Šuxwaáko' saNišini'. ŠuunUxtaniíno' saNišini'.

- | | |
|------------------------------|---------------------------|
| a. she planted a garden | i. he planted (one thing) |
| b. cottonwood tree | j. he goes into the woods |
| c. the ground is warm | k. ash tree |
| d. he's helping | l. box elder tree |
| e. he goes into the weeds | m. he plays |
| f. now | n. he goes to the garden |
| g. he plants the willow tree | o. willow tree |
| h. elm tree | |

2. Šuxwaáko' saNištaakAhníni'.

- | | |
|------------------------|--------------------|
| a. nakás | h. činihnaáku' |
| b. tiraanoóku' | i. čitapátš |
| c. tiíni | j. tehtakoówa' |
| d. tAhunaananita'á | k. tika'iišAt |
| e. titkaaka'iišAt | l. tiraanoóku' |
| f. tuutištata'ta'uuhAt | m. tiwaraaka'lišAt |
| g. tiraanáno' | n. Waxačipiriínu' |

3. Šuxwaáko' saNišini'. ŠuunUxtaniíno' saNišini'. These sentences are based on the Conversation.

- It's time to plant now.
- My mother planted corn.
- His wife is sitting by the elm tree.
- Grandma must be tired.
- My grandchild is sitting by the willow tree.

GRAMMAR AND SENTENCE PATTERNS

1. Mode

Study these English sentences. What differences of meaning do you find?

- a. You went to the store.
- b. Did you go to the store?
- c. Go to the store!

Each sentence consists of the same set of words. They are, however, arranged differently. Each arrangement expresses a different attitude by the speaker toward the action that he is talking about. In the first one he is making a simple statement of fact. In the second sentence he is not certain of the fact and is posing it as a question. The third sentence expresses his wish that the action be done, and forms a command. These notions and the ways in which they are expressed are called modes (or mood).

Sentence a is a statement - indicative mode

Sentence b is a question - interrogative mode

Sentence c is a command - imperative mode

In English there are other modes which show the way the speaker feels about the certainty or actuality of an action or state (that is, whether it occurred or not). The three modes illustrated above, and others that will not be discussed here, are formed variously by: (1) changes in word order; (2) the addition of words like do (or did), etc.; (3) the dropping of words, as in commands where the pronoun you is dropped; and (4) changes in the "tone of one's voice", like the rise in pitch at the end of a sentence that is a question.

Modes are used in Arikara as well as in English. In Arikara, however, modes are expressed by prefixes to the verb. Different modes take different prefixes. They do not require changes in word order in the sentence as in English. Thus, Arikara and English express mode in entirely distinct ways, although the meanings (or speaker's attitudes) are the same.

Two modes in Arikara have already been introduced in earlier lessons; they are the indicative and interrogative. The indicative mode, it will be recalled, is expressed by the prefix ta (or ti if the subject is a third person). For example,

taatapáku' - 'I am fighting'

The interrogative mode uses a prefix na. It occurs in place of the indicative ta prefix. This mode also uses a question word (tičé 'what; how', tačé 'who', ka, etc.) that preceds the verb. For example,

tačé ná'At - 'Who went?'

In this lesson a new mode, called the assertive, will be introduced.

2. The assertive mode, as the name implies, asserts or indicates without doubt that something has happened, is happening, or will happen. Ordinarily the person speaking saw the incident or action when it occurred.

The assertive mode is usually translated into English just like the indicative mode, although frequently the English translation will have the helper verb 'do' in it. For example, 'I did go' or 'he does sing'.

Study these verb forms:

a. neetwó'	'I'm going' or 'I do go'
nee + t + wo + '	
nee	assertive mode prefix
t	subject prefix
wo	verb stem
'	perfective aspect prefix
b. niiwó'	'he's going' or 'he does go'
nii + wo + '	
nii	3rd person assertive mode prefix
wo	verb stem
'	perfective aspect prefix

Summary: There are two prefixes to indicate the assertive mode. nii (or sometimes nee) is the 3rd person prefix; nee is the 1st and 2nd person prefix.

c. neeneetí'At	'I went'
nee + nee + t + i + at	
nee	prefix for completed action
nee	assertive mode prefix
t	subject prefix
i	assertive mode prefix-completed action
at	verb stem

Summary: An additional set of prefixes, nee...i, is used with the assertive prefix to show that the action has been completed and is in the past. Notice the positions of the two parts: nee comes immediately before the assertive mode prefix nee, and i comes immediately after the subject prefix.

3. There are two additional uses for the assertive mode. In these cases the prefix nee, to indicate completed action, is not used and the i generally does not follow the subject pronoun prefix.

a. Frequently, the assertive mode is used when one person is giving instruction to another person. For example,

ŠuuxuúkaAt niinaakaáWI;	na	neešikúxIt uukawítš.
'Go into the house!		you'll pick up a dress.
neešíRAt anuuhá'I		niinaákUx xáx.
Take it over there		where your mother is.'

b. The assertive mode is also used to tell what the speaker himself, or others, will do later. For example,

Koxtikaa'iíšAt,	na	neetiRaxwé' kóštš.
'I'll go home,	and	I'll look for a pail,
na neet ⁱ niwísa'		tiihá'I.
and I'll bring it		here.'

Practice

+1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. Last night he slept here.
- b. The baby does cry softly.
- c. He's fighting.
- d. I do drink coffee.
- e. You did sing.

+2. Šuxwaáko' saNIštaakAhníni'.

- a. neeniíroóku'
- b. neeščiikaáhu'
- c. neenitká
- d. neeničíkAt
- e. neehnoóku'

VERB CHARTS

1. at 'to go' - present indicative, perfective aspect

Per-son	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	taátAt	tsíhWA	šitátWA	tataraahnaáNAt	tAhnaahnaáNAt
2nd	taáxAt	šitáxWA		tAxtaahnaáNAt	
3rd	tí'At	šitíWA		tiraáNAt	

Note: The present indicative, imperfective aspect of this verb is wo.

2. at 'to go' - assertive mode, completed action 'I went', etc.

Per-son	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	neeneetí'At	neeneešíhWA	neešineetíWA	neeneetiraapó'	neeneetee-raapó'
2nd	neeneeší'At	neešineešíWA		neeneeširaapó'	
3rd	neenií'At	neešiniíWA		neeniiraapó'	

Note: The 3rd person singular verb can be translated either as 'he went' or 'it flew'.

Practice

1. Tičé no' nakuwaákA saNišíni'?

- | | |
|-------------------------|------------------------|
| a. they (pl.) are going | d. you (du.) are going |
| b. I went | e. they (du.) went |
| c. he's going | f. he went |

2. Tičé no' nakuwaákA saNištaakAhníni'.

- | | |
|------------------|-----------------|
| a. tAxtaahnaáNAt | d. neešineešíWA |
| b. neeniiraapó' | e. neeneeší'At |
| c. taátAt | f. šitíWA |

TEST YOURSELF

1. Tičé no' nakuwaákA saNišíni'?

- He helped his mother.
- She planted a garden.
- I'll look for a pail.
- He and I are wearing it.
- I'm going.

2. Tičé no' nakuwaákA saNištaakAhníni'.

- Neeneetí'At niinenuunakaáWE John.
- NeetuuteéRIt
- Atíka' neenitkaaka'iíšAt.
- neeneetičíkaAt
- tiraáNAt

ANSWERS

Grammar and Sentence Patterns

Practice

- Nuxkatiisí'U neenitká tiihá'I.
 - Piiraá'u' niíčíkAt phiináNIt.
 - Neeneepáku'.
 - Neetčiikaáhu' tskaatít.
 - Neeneeširaanoóku'.

2. a. he made it
b. you do drink
c. I slept
d. he cried
e. I do make it

Test Yourself

1. a. Šáxti' neeneetuutIštata'tuúhAt.
b. Neeniiraanáno'
c. NeetiRaxwé' kóstš.
d. ŠinehNAhkAxíí'.
e. Neetwó'
2. a. I went to John's house.
b. I see her.
c. Grandma went to the garden.
d. I cried.
e. those three are going.

LESSON 44

Infinitive Mode and Subordinate Clauses

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaáka tⁱnaroósI saNIšíni'.

Father: John, parúNIIt! ŠuuxiriwátAt! 'John, hurry! Get up! It's
WetiraawísAt nakučiikaahiníka time to water the horse. I
xaawaarúxti'. Kaakí' can't find it, wherever it is.
NAtkUhúNAX čikú niikohnaáRIt. You must find it and water it.'
Šuxunáx xaawaarúxti' na
nakučiikaahiníka.

John: Heé", koxtí'At na neetičiikaa- 'Yes, I'll go and water it.
híNIIt. TehnateepirakaáRIt It must be behind the barn.
niinaakaáWI xaakaáru' It's shady (and cool) there.'
xaawaarúxti'. Ti'ookaa'aasí'
nuuhá'I.

Father: Ka naasšó' huakaRAhkookuú'? 'Do you want a bridle?'

John: Heé'. NAhnaaničitawí'u' 'Yes. Also I want a saddle.
tikosšó' haáwa'. I'll mount up and go to town
KoxtiičitawíítIt na koxtí'At to buy a saddle blanket.'
niineetúhkUx nakuraapíhA
xaatatkakúxu'.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaáka tⁱnaroósI saNIšíni'.

xaakaánu'	'barn'
haakaRAhkookuú'	'bridle'
xaawaarúxti'	'horse'
NAhnaaničitawí'u'	'saddle'
xaatatkaxúxu'	'saddle blanket'
iriwatat (tiiriwátAt)	'to get up, arise (he gets up)'

čičiikaahíNIt)	'to water it (he waters it)'
teepirakaarik (titeepirakaáRIt)	'to stand behind (a building) (he's standing behind a building)'
ookaa'aasi (ti'ookaa'aasí')	'to be shady (it's shady)'
ičítawíítIt)	'to mount (a horse) (he's mounting...)'
raačíteé (tiraačité')	'to be difficult (it's difficult)'
nuuhá'I	'there; in that place'

Practice

1. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

- | | |
|----------------------------------|----------------------------|
| a. he gets up | g. saddle |
| b. it's shady | h. he's mounting (a horse) |
| c. bridle | i. he waters it |
| d. he's standing behind the barn | j. saddle blanket |
| e. it's difficult | k. horse |
| f. there | l. barn |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|----------------------|--------------------|
| a. xaatatkaxúxu' | g. titeepirakaáRIt |
| b. tičičiikaahíNIt | h. haakaRAhkookuú' |
| c. nuuhá'I | i. ti'ookaa'aasí' |
| d. xaakaánu' | j. xaawaarúxti' |
| e. tičítawíítIt | k. tiraačité' |
| f. NAhnaaničítawí'u' | l. tiiriwátAt |

†3. ŠuunUxtaniíno' saNIšíni'. These sentences are based on the Conversation.

- | | |
|--------------------------------|----------------------------------|
| a. Do you want a saddle? | f. It's shady there. |
| b. I'm buying a bridle. | g. Do you want a saddle blanket? |
| c. It must be behind the barn. | h. He bought a saddle. |
| d. Get up! | i. You must water the horse. |
| e. I can't find the horse. | j. Do you want a bridle? |

GRAMMAR AND SENTENCE PATTERNS

You are familiar with the grammatical term infinitive from your study of English and other European languages. In these languages the infinitive form of the verb is usually expressed as 'to _____'; for example, to sit, to eat, to be. This is the most basic verb form in these languages, roughly equivalent to the Arikara verb stem.

In Arikara there is an infinitive mode which should not be confused with the English infinitive. The infinitive mode is used in several different ways in Arikara.

- a. One use is to complete the meaning of the verb (verbal complement). For example,

Tiraačité' niinakuutaánu. 'It's difficult to do it.'

- b. A second use is roughly equivalent to English sentences with the helper verb 'can' and the negative 'not', as in 'I can't do it.' (The word-for-word translation is closer to 'it isn't for me to do it.'). For example,

Kaakí' čikú šihaxkuwána 'They (du.) can't go anywhere.'

- c. Sometimes the infinitive is used to tell someone politely what he should do; that is, to admonish him. The 3rd person singular is used here, although the speaker is talking to a second person and the English translation is 'you'. For example,

Čikú nakuhúnax. 'You should find something.'

Kananakuučii Ahu! 'Don't be drinking.'

- d. The Arikara infinitive is also used in complex sentences. Complex sentences are made up of more than one clause. One is an independent clause, a complete sentence in itself. Other clauses in the complex sentence describe or explain the independent clause and are subordinate clauses. They are not complete sentences. The Arikara infinitive is used as a subordinate clause in complex sentences. For example,

Wenakuuxáta nootunaahé. 'After he went, then it was good.'

Study the analyses for these four uses of the infinitive mode.

a. To complete the meaning of the verb:

Tiraačité' <u>niinakuutaánu.</u>	'It's difficult to be it. '
nii + na + ku + ut + aan + hux	
nii	demonstrative prefix
na	infinitive mode prefix
ku	infinitive mode prefix
ut	preverb
aan	verb stem
hux	subordinate imperfective aspect

b. Similar to 'cannot':

Kaakí' čikú <u>šINAxkuwáNA.</u>	'They (du.) <u>can't go</u> anywhere.'
	or
	'There is no place for them to go.'
ší + na + x + ku + wan + a	
ší	dual prefix
na	infinitive mode prefix
x	2nd person pronoun prefix
ku	infinitive mode prefix
wan	verb stem
a	subordinate perfective aspect

c. Admonition:

Číku' <u>nakUhúNax.</u>	'You should find something.'
na + ku + hunax	
na	infinitive mode prefix
ku	infinitive mode prefix
hunax	verb stem

c. Negative admonition:

KananakuučííkaAhu	'Don't be drinking!'
kána + na + ku + číika + hux	
kána	negative
na	infinitive mode prefix
ku	infinitive mode prefix
číika	verb stem
hux	subordinate perfective aspect

d. Subordinate clause:

<u>WenakuuxátA</u> nootunahé.	' <u>After he went</u> , that was good!'
we + na + ku + ux + at + a	
we	'now'
na	infinitive mode prefix
ku	infinitive mode prefix
ux	past tense prefix
at	present indicative perfective aspect
a	subordinate perfective aspect

- Summary:
1. The infinitive mode prefix consists of two parts, na...ku...
 2. In some cases the two parts are side-by-side; in others they are separated by other prefixes, like the subject pronoun prefixes.

VERB CHART

čikAt 'to drink' - infinitive mode

Per-son	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	NItkučííka	NAsIhkučííka	šINItkučííka	natakuraačííka	NItkuraačííka
2nd	NAXkučííka	šINAXkučííka		NAXkuraačííka	
3rd	nakučííka	šinakučííka		NIhkučííka	

NOTE: This chart can be used as a model for the infinitive mode of other regular verbs.

Practice

1. Šuxwaáko' saNIšini'. ŠuuNUxtaniíno' saNIšini'.

- a. I can't find it.
- b. For me to cry
- c. We can't talk.
- d. I'll go to town to buy a saddle blanket.
- e. I told him what to do.

2. Šuuxwaáko' saNIštaakAhníni'.

- a. KananakuučíikAhu.
- b. Šikananakuutaánu.
- c. nakoóta
- d. Šuuxwé' xaštš nakuRIhuúNU.
- e. Šoon wetariwísa' HITkú'A.

TEST YOURSELF

1. Match the English equivalents in Column B with the Arikara terms in Column A.

<u>A</u>	<u>B</u>
_____ NAhnaaničitawí'u'	a. barn
_____ nuuhá'I	b. bridle
_____ ti'ookwa'naší'	c. horse
_____ tuxašító'	d. saddle
_____ xukaánu'	e. saddle blanket
_____ šišikashíIt	f. he gets up
_____ xutatka-áxu'	g. he waters it
_____ šišítewíIt	h. he's standing behind (a building)
_____ huakašahkookuú'	i. it's shady
_____ titepirakašRIt	j. he's mounting (a horse)
_____ šišitwítAt	k. it's difficult
_____ xowawáxúI'	l. there

- †2. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.
- It's difficult to sing a Doorway Song.
 - My friend, you should not cry now.
 - Talk softly.
 - He's looking for a horse that is nice-looking.
 - It isn't difficult for you to water the horse.

- †3. Šuxwaáko' saNIštaakAhníni'.
- Tiraačité' ápos nakuta'uútI.
 - Tatuhnaa'iitáWI niinakuutaána.
 - ŠitiNaxwé' xaawaarúxti' niinakukatariíNU.
 - Ka NAhunáx uuka'Ihwiíta nakučíRAhpAhaátU?
 - WeNItkoótA niinanuunakaáWI John, takú kaakikaákUx.
 - WenakuraanáTA šitⁱNaxwé' xaátš.

ANSWERS

Vocabulary and Conversation

- Ka naassó' NAhnaaničitawí'u'?
 - TAhnaápi haakaRAhkookuú'.
 - TehnateepirakaáRIt niinaakaáWI xaakaáru' xaawaarúxti'.
 - ŠuuxiriwátAt!
 - Kaakí' NItkUHúNax xaawaarúxti'.
 - Ti'ook' nási' nuuhá'I.
 - Ka na... xaatatkakúxu'?
 - TAxtaápi NAhnaaničitawí'u'.
 - NakučiikaahiníKA xaawaarúxti'.
 - Ka naassó' haakaRAhkookuú'?

Grammar and Sentence Patterns

Practice

- Kaakí' NItkUHúNax.
 - NItkučikAt
 - Kaakí' natakuraapaaWIhtikú.
 - Koxtí'At niineetúhkUx nakuraapíhA xaatatkakúxu'.
 - Tatuhnaa'iitáWI niinakuutaána.

1. a. Don't be drinking!
- b. Don't you two be doing it!
- c. for him to go
- d. I'm looking for a dog that is big.
- e. John brought it for me to eat.

Test Yourself

2. a. Tiraáčitě' nakuraanoóku neekakUxpíNux.
 - b. SináNI, tíNI kananakuučíkAt.
 - c. PhiináNít nakuwaaWhtikú!
 - d. TIRAxwě' xaawaarúxti' niinakuhneéRA.
 - e. Kaakiraáčitě' NAXkučiikaahiníKA xaawaarúxti'.
3. a. It's difficult to steal an apple.
 - b. I told him what to do.
 - c. They are looking for a horse that is fast.
 - d. Did he find a shirt that is red?
 - e. When I went to John's house, no one was home.
 - f. When they went, they looked for a dog.

LESSON 45

Gerundial Mode of Active Verbs and Subordinate Clauses

CONVERSATION

Witiišuxtii'Uxíšto' nakuwáka tⁱnaróosi saŋišíni'.

Mabel: Čukú šiŋ' xúxWA Ella? 'Where did you and Ella go?
Wenatéta niŋAxiniinakaáWI When I went to your house
tⁱNUsuusaakaríči, táku' yesterday, no one was home.'
kaakikaákUx.

Alice: ŠitatúxWA sananaapíkAt -- 'She and I went to Sioux
Little Eagle. Nuuhá'I country -- Little Eagle.
wešinatuxWIswáNA, toxtAhkaa'aá- When we got there, there was
hu'. Šitatsuxtaa'eeríku' na a dance. We watched it and
neešineekuuté. then stayed overnight.'

Mabel: Ka NAXwáko' sanánat? 'Do you speak Sioux?'

Alice: Haǵǵ', tAtwáko' sanánat. 'Yes, I speak Sioux. My
Atⁱná' šitíšto' sananaapíkAt. mother was born in Sioux
*Nikutikurii'Uxíšto' country. She was the one to
nakuwaká'U sanánat natux- teach me to speak Sioux when
čipirifNU. I was young.'

Mabel: Ka čikú NAXuxtaápI? 'Did you buy anything?'

Alice: Haǵǵ', tatuxtaápI suhkatá- 'Yes, I bought a war bonnet.
kUx. TiraapiRIhuú'U. It's expensive.'

*NOTE: Niku means 'that is what...; he/she is the one who...'

VOCABULARY

šišé no' nahuwaáká saNIššini'?

saškaták'Ux	'warbonnet'
sa'šakakúx'	'roach'
NAhkaakúxu'	'parfleche'
šišWAhnaá'Ux	'whistle'
no...raa'eerik (tuhnaa'eéRit)	'to watch it (a dance) (he watched it)'
at...heen (tuuté)	'to stay overnight (he stayed overnight)'
waka-u (tiwáko')	'to speak it (a language) (he speaks it)'
šipiriin (tišipiriif'I)	'to be young (he is young)'
raapiRIhuun (tiraapiRIhuú'U)	'to be expensive; to be valuable; to be rare (it's expensive)'
šitíšto'	'he was born' (literally, they made him)

Practice

1. Šaxwaáko' saNIššini'. ŠuuNUxtaniíno' saNIššini'.

a. she watched it (a dance)	f. roach
b. parfleche	g. he's young
c. he speaks it	h. whistle
d. warbonnet	i. she stayed overnight
e. it's expensive	j. she was born

2. Šaxwaáko' saNIšštaakAhniini'.

a. šišWAhnaá'Ux	f. skUhkakúxu'
b. tišipiriif'I	g. tiraapiRIhuú'U
c. saškaták'Ux	h. NAhkaakúxu'
d. tuuté	i. šitíšto'
e. tuhnaa'eéRit	j. tiwáko'

lišé no' nakuwašik, sukššini. (unclear) the Conversation.

- a. My uncle was born in New Zealand.
- b. I bought a pearlshell.
- c. It's valuable.
- d. There was a dance in New York.
- e. He is the one who started the mission.

POSITION AND DEMONSTRATIVE PRONOUNS

You learned the form and use of the locational verbs for descriptive verbs in Lesson 34 and 37. The locational verbs, when used with certain verbs, have the same prefix form as they do with descriptive verbs; that is, ni.

The locational verbs occur with verbs in their dependent form, in either the perfective or imperfective aspect. It is used frequently in Arikara.

The locational verb has a number of uses:

- a. One use that has been mentioned already is the construction of demonstratives. Demonstrative pronouns in Arikara are formed by putting a demonstrative prefix in front of a verb of position in its subordinate form.

The demonstrative pronouns are:

ni	'this'
nuu	'that'
uu	'the other'
tuu	'the other'

Some verbs of position are:

kux	'to be sitting'
xa	'to lie'
arik	'to stand'

Study these demonstratives:

t ⁱ naaričI	'this one (standing)'
ti + na + arik + i	
ti	demonstrative pronoun
na	gerundial mode prefix
arík	verb stem
i	subordinate perfective aspect suffix

nuunaáxA	'that one (lying)'
nuu + na + xa	
nuu	demonstrative pronoun
na	gerundial mode prefix
xA (xa)	verb stem, subordinate perfective aspect

- b. Another use of the gerundial mode that has been discussed is in locative clauses that show location. These clauses tell where something happened or where something is located.

Study these locative clauses:

niinaaríčI	'where he is standing'
nii + na + arik + i	
nii	demonstrative prefix 'where
na	gerundial mode prefix
arík	verb stem
i	subordinate perfective aspect suffix

niiNaxuuxáta	'where you went'
nii + na + x + ux + at + a	
nii	demonstrative prefix
na	gerundial mode prefix
x	2nd person subject pronoun prefix
ux	past tense prefix
at	verb stem
a	subordinate perfective aspect suffix

- c. The gerundial mode is frequently used to make nouns from verbs. That is, verbs in the gerundial mode become nouns and translate as 'the one who _____,' 'the _____er,' etc.

Study these temporal clauses:

venuutaánu	'while he was doing it'
we + na + ut + aan + hux	
we	temporal prefix
na	gerundial mode prefix
ut	preverb; part of verb stem
aan	verb stem
hux	subordinate imperfective aspect suffix
 nuuwenaáta	 'when he went there'
nuu + we + na + at + a	
nuu	'there'
we	temporal prefix
na	gerundial mode prefix
at	verb stem
a	subordinate perfective aspect suffix

- d. There are no Arikara terms equivalent to the English words 'when', 'after', 'while', etc. Instead, the verb is used simply in its gerundial form. The temporal prefix we frequently precedes the gerundial mode prefix, and sometimes the demonstrative pronoun prefixes ti and i precede we. Study these sentences illustrating the use of the prefixes ti, i, and we:

Taanikutatuúta <u>wenatiiwanika</u>	'This is what I did <u>when I</u>
NAhnuháhtš.	<u>shot</u> the deer.'
we + na + t + ii + wanik + a	
we	temporal prefix
na	gerundial mode prefix
t	1st person subject pronoun prefix
ii	(unexplained prefix)
wanik	verb stem
a	subordinate perfective aspect suffix

Wenarawānā 'I have seen'.

Wenarawānā 'I have seen'.

Wenarawānā

Wenarawānā

hukkat

Wenarawānā 'I have seen'.

Wenarawānā 'I have seen'.

Wenarawānā

Wenarawānā

verb stem

conditional part of aspect suffix

The following table shows the nominal forms of the verb stem.

Number	Person	Singular		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	1st	wenarawānā	wānānāwānā	wenarawānānā	wānānāwānānā
	2nd	wānānāwānā		wānānāwānānā	
2nd	3rd	wānānāwānā		wenarawānānā	

Examples

Wenarawānā 'I have seen', Wenarawānā 'I have seen'.

1. Wenarawānā 'I have seen'.
2. Wenarawānā 'I have seen'.
3. Wenarawānā 'I have seen'.
4. Wenarawānā 'I have seen'.
5. Wenarawānā 'I have seen'.

Wenarawānā 'I have seen'.

6. Wenarawānā 'I have seen'.
7. Wenarawānā 'I have seen'.
8. Wenarawānā 'I have seen'.
9. Wenarawānā, Wenarawānā 'I have seen'.

TEST SOURCE

- #1. Čuxwaáko' saNlšini'. ŠuunNxtantíno' saNlšini'.
- When I got there, there was a dog.
 - When I went to Bismarck, I stayed overnight.
 - This dog is young.
 - I laughed when John went in the house.
 - Sue and I talked while Bill ate.
- #2. a. TatuuteéRIt niinaaríčI.
b. Wenatiiwaníka NAhnunáhtš, neeneetičiiwaáno'.
c. WenaWisáta toxtAhkaa'aáhu'.
d. Tištaakaroóku' inačootšakaáWI.
e. Wenatáta niinanuunakaáWI John, táku kaskikuákuX.

ANSWERS

Vocabulary and Conversation

Practice

3. a. TiWisíRIš šitišto' tuhkaakákAt.
b. Tatuxtaápi NAhkakúxu'.
c. TiraapiRIhuú'U.
d. ToxtAhkaa'aáhu' NiineetUhcipirišini.
e. Nikutuxtaápi čišWAhnaá'Ux.

Grammar and Sentence Patterns

Practice

1. a. TatuuteéRIt niinaaríčI.
b. Ka napsí' niinaxuuxátA?
c. Neesá nikunuxtaanoóku.
d. Tiraanoóku' wenuutaánu.
e. Taanikutatuúta wenatiiwaníka NAhnunáhtš.

2. a. They (du.) are going where he is singing.
- b. I'm looking for the one who is talking.
- c. When he went there, there was a lake.
- d. When he went in, his father and mother were talking.

Test Yourself

1. a. WenatuxWIsátA anuuhá'I, toxtAhkaa'aáhu'.
 - b. WenatuuxátA ItUhtaáwe, tikuusuuxé.
 - c. TⁱnaaríċI xaátš tiċipirií'I.
 - d. Tatuuxawáxku' wenaka'iisátA John.
 - e. Sue šitAtwaaWIhtiíku' wenawaawá'A Bill.
2. a. I see him where he is standing.
 - b. After I shot the deer, I butchered it.
 - c. When he arrived there, there was a dance.
 - d. They were singing at the church.
 - e. When I went to John's house, no one was home.

LESSON 46

Potential Mode: The Future

CONVERSATION

Witiišuxtii 'Uxišto' nakuwaáka tⁱ naroošI saNišini'.

- Grandson: ČiíRA, atípa'. 'Tikoosšó' 'Hello, grandpa. I want
haakariiWAhnaaníkUx. Ka a drum. Do you have one?'
NAxtá áxkUx?
- Grandpa: Čikú kaakAhná. 'Tsu 'I don't have any. But I'll
koxtiró' haakariiWAh- make a drum. I'll do it
naaníkUx. NAheesá tomorrow.'
koxtuutaánu'.
- Grandson: Nawáh. 'TiíNI tAtwó' 'Okay. I'm going to my uncle's
niinanuunakaáWI tiWiširiš. house now. He and I will eat,
Šikoxtiwaawa'á na nátkAt and we'll go to Garrison later.'
šikoxtiWA Garrison.
- Grandpa: Nawáh. NAheesá koxtoteé- 'Okay. I'll see you tomorrow,
RIIt na koosinó' haakarii- and you and I will make a drum.
WAhnaaníkUx. 'Tsu But you must get here early in
kooxihwísa' hináxtIt. the morning.'

VOCABULARY

Witiišuxtii 'Uxišto' nakuwaáka tⁱ naroošI saNišini'.

in...wisa (tawísa')	'to arrive; to come here (he arrived)'
NAheesá	'tomorrow'
nátkAt	'afterwards, later'
níWIIt	'skunk'
suúnu'	'porcupine'
sáx	'turtle'
sčěš	'frog'
nút	'snake'
saákAx	'mouse'
na	'and'
tsu	'but'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|-------------------|-------------|
| a. but | g. tomorrow |
| b. mouse | h. skunk |
| c. afterwards | i. later |
| d. porcupine | j. frog |
| e. he'll get here | k. turtle |
| f. snake | l. and |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|------------|------------|
| a. tsu | g. suúnu' |
| b. nút | h. na |
| c. nátkAt | i. níWIt |
| d. tawísa' | j. scěš |
| e. saákAx | k. NAheešá |
| f. na | l. sáx |

+3. ŠuuNUxtaniíno' saNIšíni'. (These sentences are based on the Conversation).

- I want a snake.
- We'll (du.) go to Garrison.
- I don't have any.
- I want a turtle.
- I'm going to my father's house.

GRAMMAR AND SENTENCE PATTERNS

1. Potential Mode

As you study this section you will realize that you have already been introduced to the potential mode. Review these sentences from recent lessons:

From Lesson 44 -

KoxtiičitawíIt na koxtí'At. 'I'll mount up and go to town.'

From Lesson 43 -

Koxtuúta atíšIt. 'I'll do well.'

These two sentences are examples of a frequent use of the potential mode - to show that something will happen, or will be expected to happen in the future.

Study these active verbs:

kox tí'At	'I'll go to town.'
kox + t + i + at	
kox	potential mode prefix
t	1st person subject pronoun
i	potential mode prefix
at	verb stem, perfective aspect
 kooxiroóku'	 'he will be making it'
koox + i + roóku'	
koox	potential mode prefix
i	potential mode prefix
roóku'	verb stem, independent imperfective aspect

Summary: koox...i is the potential mode prefix.

Study these passive verbs:

kooxikoonaásu'	'I will be cold.'
koox + i + ku + anaasu'	
koox	potential mode prefix
i	potential mode prefix
ku	1st person object prefix
anaasu'	verb stem
 kooxaanaásu'	 'you will be cold'
koox + i + a + anaasu'	
koox	potential mode prefix
i	potential mode prefix
a	2nd person object prefix
anaasu'	verb stem, independent imperfective aspect

kooxaanaásu' 'he will be cold'
 koox + i + anaásu'
 koox potential mode prefix
 i potential mode prefix
 anaásu' verb stem, independent
 imperfective aspect

Summary: For the passive verbs-

1st person potential form koox + i + ku becomes kooxiku
 2nd person potential form koox + i + a becomes kooxa
 3rd person potential form koox + i becomes kooxi

VERB CHARTS

a. číkAt 'to be crying' - potential mode for active verbs

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	koxtičíkAt	koosihčíkAt	šikoxtičíkAt	kooxteeraahNAhčíkAt	koxtiraahNAhčíkAt
2nd	kooxičíkAt	šikooxičíkAt		kooxiraahNAhčíkAt	
3rd	kooxičíkAt	šikooxičíkAt		kooxiRAhčíkAt	

b. anaasu' 'to be cold' - potential mode for passive verbs

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	kooxikoonaásu'	koosakoonaásu'	šikooxikoonaásu'	koxtakuuraa-paanaásu'	kooxikuuraapaa-naásu'
2nd	kooxaanaásu'	šikooxaanaásu'		kooxeeraapaanaásu'	
3rd	kooxaanaásu'	šikooxaanaásu'		kooxunapaanaásu'	

Practice

†1. ŠuuNUxtaniíno' saNIšíni'.

- I will go to Garrison tomorrow.
- Pete will be tired later.
- It will rain tonight.
- Those two young men will fight.

- e. It will snow tonight, and we (in. pl.) will be cold.
- f. They will go to Pawnee country tomorrow.
- g. My father and mother will talk at the meeting.

2. Šuxwaáko' saNIštaakAhníni'.

- a. Koxtiraanoóku' čiiikaá'Ux.
- b. HináxtIt koosíhWA psi'aákAt.
- c. NAheesá kooxí'At NiineetUkatakUx.
- d. NátkAt koosihčiiikaáhu' tskaatít.
- e. ŠakUhčituú' koxteeraahnaakaroóku'.
- f. TišinawaaríčI suúnaaxu' šikooxaawí'At.
- g. Kooxiraačité' John nakuwaaWIhtikú tiíNI hínAx.

NOTE: See also Verb Charts at the back of the book.

†2. Preverbs

Examine the following four verb stems. What is the difference in form between them?

čikAt	'to cry'
un...heer	'to be good; to be good-looking'
ut...aan	'to do'
in...a	'to come'

The first verb, čikAt 'to cry', is simple in its form. It consists of a single element only.

The other three verbs, in contrast, consist of two elements. Each verb is preceded by a one syllable word-part---either ut, un, or in. These three different word parts are called preverbs. They precede the main part of the stem.

The preverb and the rest of the verb stem are separated by three dots. The dots are used to show that the verb stem is composed of two elements and that various prefixes are placed between them. For our purposes, it is necessary to remember that three prefixes occur between the preverb and the rest of the verb stem. The three prefixes are the past tense prefix ux and the plural prefixes raak and raan.

The following three VERB CHARTS show the patterns for verbs with preverbs.

a. un...heer 'to be good; to be good-looking'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tatuhné	tsihné	šitatuhné	tatoonaakiwá	tatunaakiwá
2nd	tAxuhné	šitAxuhné		tAxunaakiwá	
3rd	tuhné	šituhne		tuhniwa	

NOTE: This verb takes the distributive suffix wa in its plural subject forms.

b. ut...aan 'to do'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tatuutaánu'	tsiitaánu'	šitatuutaánu'	tatohnaa-kaánu'	tatuhnaa-kaánu'
2nd	tAxuutaánu'	šitAxuutaánu'		tAxuhnaakaánu'	
3rd	tuutaánu'	šituutaánu'		tiitaánu'	

c. in...a 'to come'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tatiína'	tsehwá'	šitatihwá'	tataraahnaána'	tatinaahnaána'
2nd	tAxíína'	šitAxihwá'		tAxinaahnaána'	
3rd	tá'	šitavá'		taraána'	

NOTE: Two points to remember about the preverb in:

1. It becomes a when the subject of the verb is a third person (i.e., he, she, it, they). Otherwise its form is in (i.e., when the subject is first or second person).
2. When an i comes before the a form of the preverb, the i + a contracts to a. (The usual contraction of i + a is ee.) So, for example, the third person indicative prefix ti + a becomes ta. (See the chart for the verb 'to come' above.)

TEST YOURSELF

This dialog or conversation has verbs in the past, present, and future forms. Test yourself by covering one side and translating from one language to the other. Then translate in the opposite way. If you are unable to do this, study the dialog and memorize it.

- Nephew: ČiíRA, tiWIsíRIs̄. Ka 'Hello, uncle. Is my
nakaákUx inaáni'? brother at home?'
- Uncle: TⁱNUsuusaakaríČI neenii- 'No, he went to Bismarck
wísAt ItUhtaáwe. Tiihá'I yesterday. I'm here at
tAtkaákUx skána. Ka home alone. Are you
NAXwó' Garrison? going to Garrison?'
- Nephew: Heé'. HináxtIt koxti'At. 'Yes, early in the morning
KoxtiwísAt niinawaapIs- I'll go. I'll go to the
škaaroóSI. Na koxtiína' bank. And then I'll come
štóh. back.'

ADDITIONAL VOCABULARY

niinawaapIsskaaroóSI 'bank'

ANSWERS

Conversation and Vocabulary

3. a. Tikoossó' nút.
- b. ŠikoxtiíWA Garrison.
- c. Čikú kAkAhná.
- d. Tikoossó' sáx.
- e. TAtwó' niinanuunakaáWI atí'Ax.

Practice

1. a. NAheesá koxti'At Garrison.
- b. NátkAt Pete kooxaawí'At.
- c. Tⁱnakatiisí'U kooxaasu'á'.
- d. NuušinawaaríČI wiiteesútš šikooxepáku'.
- e. TiíNI hiíNAX kooxaaxá', na koxtakuuropaanaásu'.

- f. NAheesá koxtiraáNAt sčirínkAt.
 - g. Atí'Ax na atⁱná' šikooxiwaaWihtiíku' niinaRAhkaawiítIt.
- 2.
- a. I will sing a Round dance song.
 - b. You and I will go to Assiniboine country early in the morning.
 - c. Tomorrow I'll go to Washburn.
 - d. You and I will drink coffee later.
 - e. We will sing songs all day.
 - f. These (du.) young ladies will be tired.
 - g. It will be difficult for John to talk tonight.

LESSON 47*

Locative Expressions

CONVERSATION

Witišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNišini'.

- | | |
|--|---|
| Grandson: ČiíRA, atíka'. Čukú šinawanú' inaáni' na tiWiširiš? | 'Hello, grandma. Where are my brother and uncle?' |
| Grandma: HináxtIt šituxtaaWIhka'iišAt. ŠitiwišWA iinawaanaanúhAt waakastAhkataá'u'. | 'Early this morning they went hunting. They went to the Killdeer Mountains.' |
| Grandson: John šitAhnaaWIhka'iišwó' hiš. ŠikoxtiwíšWA waraákAt iinačiisúhAt tswaarúxti'. | 'John and I are going hunting this evening. We'll go in the woods by the Missouri River.' |
| Grandma: Tunaahé. Šikooxinaná' čikú tsástš. Na tiráNAt tsástš niinanuunakaáWI at ⁱ ná'. | 'Good. You two must bring some meat. And take some meat to your aunt's home.' |

VOCABULARY

Witišuxtii'Uxišto' nakuwaáka tⁱnaroósi saNišini'.

hiš	'this evening'
raaWIhka'iišat (tiraaWIhka'iišAt)	'to go hunting (he goes hunting)'
wísat (tiwíšAt)	'to arrive; to go to a point (he's arriving)'
in...rana (tarána')	'to bring them (he brings them)'
ranat (tiráNAt)	'to take them (he takes them)'
waakastAhkataá'u'	'Killdeer Mountains'

*This is a double lesson. Plan to take extra time to master the material in it.

šinawaahoowiisákUx; <u>or</u>	'Saddle Butte'
iinaraanuučitáWI	
pi'aapaáxu'	'Eagle's Head Butte'
wiiteesŮtwaá'u'	'Young Men's Butte'
waaRUxtí' niinohkaroósi	'Eagle's Nest Butte'
tswaarúxti'	'Missouri River'
niiNAhuukaahaahčitáWI	'Little Missouri River'
wíisu' sAhaánu'	'Heart River'
neesiRASahaánu'	'Knife River'
sáhniš sAhaánu'	'Grand River'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|--------------------------|-----------------------|
| a. Saddle Butte | i. Saddle Butte |
| b. he's arriving | j. he brings them |
| c. Eagle's Nest Butte | k. Heart River |
| d. he takes them | l. Young Men's Butte |
| e. Grand River | m. Killdeer Mountains |
| f. this evening | n. Eagle's Head Butte |
| g. Little Missouri River | o. he goes hunting |
| h. Knife River | p. Missouri River |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|----------------------------|--------------------------|
| a. tiwísAt | i. wíisu' sAhaánu' |
| b. pi'aapaáxu' | j. tarána' |
| c. tswaarúxti' | k. šinawaahoowiisákUx |
| d. tiráNAt | l. wiiteesŮtwaá'u' |
| e. iinaraanuučitáWI | m. hiíš |
| f. tiraaWIhka'iíšAt | n. niiNAhuukaahaahčitáWI |
| g. sáhniš sAhaánu' | o. waakastAhkataá'u' |
| h. waaRUxtí' niinohkaroósi | p. neesiRASahaánu' |

+3. ŠuuNUxtaniíno' saNIšíni'. (These sentences are based on the Conversation.)

- They (du.) went to the Killdeer Mountains.
- Yesterday they (du.) went hunting.
- Take some meat to your grandfather's home.
- Where are my mother and sister?
- We'll go in the woods by the Grand River.

GRAMMAR AND SENTENCE PATTERNS

There are several ways to show where something or someone is located or where something happened; that is, to express location.

In English we generally use prepositional phrases or adverbs to express location. For example,

He's sitting <u>inside</u> .	(adverb)
The girl is singing <u>in the garden</u> .	(prepositional phrase)
He went <u>to the lake</u> .	(prepositional phrase)

In Arikara there are three ways to express location: (1) by means of a locative prefix added to a verb; (2) by an independent adverb; and (3) by adverbs made from verbs.

1. Locative Prefixes

In this frequently used method, the prefix is part of the verb. For example,

TikaákUx.	'He's sitting inside.'
ti + kaa + kUx	
ti	indicative prefix
<u>kaa</u>	locative prefix ' <u>inside</u> '
kUx	verb stem

Here are several examples from the more than 100 Arikara prefixes of this kind. Study the setting of each prefix in the verb form.

a. tIhuúkAt	'he went in; he entered'
ti + huuk + at	
ti	indicative prefix
<u>huuk</u>	locative prefix ' <u>in, into</u> '
at	verb stem
b. tičítákUx	'he's sitting on top'
ti + čitá + kUx	
ti	indicative prefix
<u>čitá</u>	locative prefix ' <u>on, on top</u> '
kUx	verb stem

- | | |
|--|---|
| <p>c. tAtkatákUx
 ta + t + kata + kUx
 ta
 t
 <u>kata</u>
 kUx</p> | <p>'I'm sitting against (the wall)'
 indicative prefix
 subject pronoun prefix
 locative prefix '<u>against</u>'
 verb stem</p> |
| <p>d. tIhuukatá'At
 ti + huukata + at
 ti
 <u>huukata</u>
 at</p> | <p>'he went across the water'
 indicative prefix
 locative prefix '<u>across water</u>'
 verb stem</p> |
| <p>e. tikákUx
 ti + ka + kUx
 ti
 ka
 kUx</p> | <p>'he's sitting in the brush'
 indicative prefix
 locative prefix '<u>in the brush</u>'
 verb stem</p> |

Summary: Six of the most frequently used locative prefixes are:

kaa	'inside'
huuk	'in, into'
čita	'on, on top'
kata	'against'
huukata	'across water'
ka	'in the brush'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|------------|---------|
| a. ka | d. kaa |
| b. čita | e. huuk |
| c. huukata | f. kata |

2. Šuxwaáko' saNIštaakAhníni'.

- | | |
|-----------------|-----------------|
| a. across water | e. against |
| b. on | f. into |
| c. inside | g. on top |
| d. in | h. in the brush |

+3. ŠuuNUxtaniíno' saNIšíni'.

- The baby is sitting in the brush.
- Your sister is sitting against the elm tree.
- The clown is sitting on top of the box.
- Your grandfather went into John's house.
- My uncle went across the water.
- Susie's mother is sitting inside.
- My child is sitting on the table.

2. Independent Adverb

Most independent adverbs that indicate location are made up of a noun or other word part together with one of three suffixes: -híni', -kAt, or -haáhnini'.

- híni' is generally added to nouns, particularly those that name parts of the body. For example,

Išíni'	'on the arm'
pAxíni'	'on the head'
kaaxíni'	'on the leg'
tsíni'	'in the water'
waahíni'	'on a hill'

- kAt is added to a variety of word parts to make adverbs. For example,

oowátkAt	'outside'
waraákAt	'in the woods'
uukaríkAt	'in the middle'
psíkAt	'in the winter'
awirítkAt	'in the summer'
áskAt	'up above'

- c. -haáhnini' is generally added to locative prefixes to form independent adverbs of location. For example,

kaatAhaáhnini'	'in back of it'
huukaatAhaáhnini'	'along the bank (of a river or stream)'
ookaahaáhnini'	'outside'
haahkAhaáhnini'	'down below'
ItkaakAhaáhnini'	'in the garden'
kaahaáhnini'	'inside the house'

These independent adverbs are used in sentences. For example,

Šuúnatš tiraanoóku' ItkaakAhaáhnini'.	'The girl is singing in the garden.'
T ⁱ naaWi ^h ka'iíšAt waraákAt.	'They are hunting in the woods.'
Títka waahíni'.	'He is sleeping on a hill.'

Practice

4. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|------------------|---------------------|
| a. in the summer | d. up above |
| b. in back of it | e. inside the house |
| c. on the arm | f. on a hill |

5. Šuxwaáko' saNIštaakAhníni'.

- | | |
|-------------------|----------------------|
| a. ookaahaáhnini' | d. tsíni' |
| b. pAxíni' | e. huukaatAhaáhnini' |
| c. uukaríkAt | f. oowátkAt |

- +6. ŠuuNUxtaniíno' saNIšíni'.

- My brother and I will go in the woods.
- John is standing outside.
- In the winter I'll go south.
- Those young men are singing inside the house.
- My mother is standing in the garden.

1. Adverbs Made From Verbs

Many times location words are made from a verb, part of which has the prefix ni or ii. Both prefixes translate into English as 'where'. For example,

niinačiwahaáhk'ix;	eg	'where the town is'
iiinačiwahaáhk'ix		
iinawaákUx		'where the hill is'
iinawaanaan'áht		'where the hills are'
iinawaanaanoótA		'where the line of hills extends'
iiinačiiísA		'where the water is'
iiinačiiisúhAt		'where the river is'
iiinačiiisoótA		'where the river extends'
iiNAhaápI		'where the tree is'

There is no list of commonly used words that come from verbs. An Arikara speaker makes these forms up whenever he needs them, as he is talking. They usually only indicate a particular location whenever there is a task going ahead. For example,

TÁtwó' niineot'ók'ix.	'I'm going to town.'
Tisiinawé' piinawé' ni'á'niinawé'.	'They are working in the school.'
Wet'naawihka' líš'át iiNAhuNAhwará'í'.	'They are hunting in wooded country.'

Exercise

1. Šuxvaáko' saNIš'íri'. Šuxvaáko' saNIš'íri'.
- where the school (public) is located
 - where the hill is
 - where the wooded country is
 - where the town is
 - where the river is
2. Šuxvaáko' saNIš'taakAhni'ni'.
- iiinačiiísA
 - iinawaanaanoótA
 - iiinačiiisoótA
 - iinawaákUx
 - iiNAhaápI

TEXT YOURSELF

24. Šuxwaáko' suNÍšááni'. Šuxwaáko' suNÍšááni'.

- a. My father went to the Hilldeer Mountains.
- b. John and I will sing this evening.
- c. He brought the meat early this morning.
- d. My husband will cross the Missouri River tonight.
- e. My uncle killed a deer in the woods.
- f. The man is sitting on the bank (of the river).
- g. They will go to the lake later.
- h. Tom went into the bank.
- i. Did Ella go to school early this morning?
- j. Grandma is sitting by the ash tree.

25. Šuxwaáko' suNÍšáakAhníni'.

- a. Tⁱnakatiisí'U koxtiPAhkaawiítIt inačootšakaáWI.
- b. HináxtIt neeheetí'At NiineetUhčipiriíNU.
- c. Wiiteešútš tičíteéRIt akanaanataahíni'.
- d. TⁱNUsaakaríčI ka naraaWIhka'íišAt nahtakú'U?
- e. Šápat tisiinawá' kaahaáhnini'.
- f. Naxkatiisí'U neeheetIhuukatá'At niINAhuukashahčítáWI.
- g. TiíNI koxtíwo' naapIhúxu' inaakaáWI.
- h. Bill, tⁱNUsuusaakaríčI ka NAXta'út ápos?
- i. Šuúnatš wenaákUx waraákAt, tiraanoóku'.
- j. TiraawísAt xaawaarúxti' nakučikaahíNIt xaakaánu' inaakaáWI.

ANSWERS

Conversation and Vocabulary

Practice

3. a. ŠitiwísWA inawaanaanúhAt waakastAhkataá'u'.
- b. TiNUsuusaakaríčI šituxtaaWIhka'íišAt.
- c. TiráNAt tsástš niinanuunakaáWI ápa'.
- d. Čukú šinawanú' atⁱná' na áNA (or atítat)?
- e. ŠikoxtiwísWA waraákAt inačiiisúhAt sáhníš sAhaánu'.

Grammar and Sentence Patterns

Exercises

2. a. Piirná'u' tikuúku'.
- b. Átat (or áŃA) tikatáku' sataáku'.
- c. Nawáxtš' tičitáku' haáku'.
- d. Ápa' tIhuúkat niinanuunakaáWI John.
- e. TiWiSiRiš' tIhuukatá'At.
- f. Čáxti' Susie tikaáku'.
- g. Natihnaá'U tičitáku' haakAxtáwa.
3. a. Inaáni' šikoxtíWA waraákat.
- b. John teóRit oowátkAt (or ookaahaáhnini')
- c. PsiKat koxti'At hunaanapsíni'.
- d. Nuunawaariči witeešúts' tⁱnaanoóku' kaahaáhnini'.
- e. Atⁱná' teóRit ItkaakAhaáhnini'.
3. a. where the water is
- b. where the line of hills extends
- c. where the river extends
- d. where the hill is
- e. where the tree is

Test Yourself

1. a. Atí'Ax tuúxAt iinawaanaanúhAt waakastAhkataá'u'.
- b. Hiíš' John šikoxтираakaroóku'.
- c. HináxtIt taraná' tsástš'.
- d. Tⁱnakatiisi'U nikohtakú'U kooxIhuukatá'At tswaarúxti'.
- e. TiWiSiRiš' neeniikoóIt NAhnunáhtš' waraákat.
- f. WiíTA tiíku' huukaatAhaáhnini'.
- g. NátkAt kooxiraáNAt iinačiWAhaáhkUx.
- h. Tom tIhuúkat iinawaapIsškaaroósi.
- i. HináxtIt ka ná'At Ella piirataápo'Is' iinaakaáWI?
- j. Atíka' tiíku' iinahaápi čiNIhnaáku'.

2.
 - a. They will meet at the church tonight.
 - b. I went to New Town early this morning.
 - c. The young man is standing on the earth lodge.
 - d. Is your husband hunting today?
 - e. The women are working in the house.
 - f. Last night I crossed the Little Missouri River.
 - g. I'm going into the store now.
 - h. Bill, did you steal an apple today?
 - i. The girl who is sitting in the woods is singing.
 - j. It's time to water the horse in the barn.

LESSON 48

Possession

CONVERSATION

Witiisuxtii'Uxišto' nakuwaáka tⁱ naroósI saNIšíni'.

- Bill: NuunaaríčI xaátš 'That dog is not big. Is
kaakiRIhuú'U. Ka kuNaxií'I? it yours?'
- Nellie: Haá', nikutatí'I. Tí' 'Yes, it's mine. It's a
xaahúNA. Ka kuNaxií'I dachshund. Do you own a
čikú xaátš haáwa'? dog, too?'
- Bill: Heé'. Xaátš kunatiíNU tí' 'Yes. My dog is a hound.
skačiwaáRUt. Tiraaníhtš It's old and blind.'
na tičirikaruúxIt.
- Nellie: TAhná skaraáNUx, haáwa'. 'I also have a terrier.
Kuteešáá'A Skataáka. His name is White Face.'

VOCABULARY

Witiisuxtii'Uxišto' nakuwaáka tⁱ naroósI saNIšíni'.

xaanoohaánu'; <u>also</u> skataráka	'bulldog'
xaahúNA	'dachshund'
skačiwaáRUt	'hound'
skaraáNUx	'terrier; poodle'
Skataáka	'White Face (a dog's name)'
sUxčés	'elephant'
čiRIsuúnu'	'monkey'
kíri	'cat'
taNAhaataaká	'cow'
xeeháni'	'colt'
raanihtš (tiraaníhtš)	'to be old (he's old)'
čirikaruuxik (tičirikaruúxIt)	'to be blind (he's blind)'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaaníno' saNIšíni'.

- | | |
|--------------|---------------|
| a. colt | h. he's blind |
| b. poodle | i. bulldog |
| c. elephant | j. terrier |
| d. he's old | k. cat |
| e. cow | l. hound |
| f. dachshund | m. White Face |
| g. monkey | |

2. Šuxwaáko' saNIšíni'.

- | | |
|-------------------|---------------|
| a. skaraáNUx | h. Skataáka |
| b. čIRIsuúnu' | i. xaahúNA |
| c. tičirikaruúxIt | j. kírí |
| d. xaanoohaánu' | k. tircaníhtš |
| e. xeeháni' | l. skataráka |
| f. skačiwaáRUt | m. suxčés |
| g. taNAhaataaká | |

+3. ŠuuNUxtaniíno' saNIšíni'. (These sentences are based on the Conversation.)

- | | |
|---------------------------|--------------------------------|
| a. I have a moneky. | f. He's old. |
| b. The old lady is blind. | g. Do you have a bulldog? |
| c. Bill has a cow. | h. Do you want a cat? |
| d. My dog is a poodle. | i. His name is White Face. |
| e. Do you have a colt? | j. My child wants an elephant. |

GRAMMAR AND SENTENCE PATTERNS

There are several ways in Arikara to show possession or ownership. In earlier lessons you learned the special forms that apply only to kinship terms. There is also a special set of forms that apply to body parts; and there is a prefix that occurs with verbs to indicate possession of an object. These latter two methods of expressing possession, however, will not be discussed here.

In this lesson you will learn the simplest and most common way to express possession, with the verb ku...in...u in its gerund verb form.

1. ku...in...u: Independent form indicating ownership.

'This verb in its independent form means '____ is mine (his, yours, etc.).' For example,

napakúxtš kutatí'I.	'The plate is mine.'
Kataroópi'is̄ kUšiteé'I.	'The car is theirs.'
T ⁱ naúku huakAxtáwa kUšitAseé'I.	'This table is ours (incl. pl.).'

VERB CHART

ku...in...u 'to be one's' (Independent Form)

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	kutatí'I	kutAseé'I	kUšitatí'I	kUšitAseé'I	kUšitatí'I
2nd	kutAxí'I	kUšitAxí'I		kUšitAxí'I	
3rd	kutá'	kUšitá'		kUšiteé'I	

Practice

1. Tičé no' nakuwaákA saNIšíni'?

- | | |
|--------------------------|--------------------------|
| a. it's ours (excl. pl.) | g. it's yours (sing.) |
| b. it's his | h. it's ours (incl. pl.) |
| c. it's theirs (du.) | i. it's yours (du.) |
| d. it's mine | j. it's ours (excl. du.) |
| e. it's yours (pl.) | k. it's theirs (pl.) |
| f. it's ours (incl. du.) | |

2. Tičé no' nakuwaákA saNIštaakAhníni'?

- | | |
|----------------|---------------|
| a. kUšitá' | g. kutá' |
| b. kutAxí'I | h. kUšitAxí'I |
| c. kUšitAseé'I | i. kUšitAxí'I |
| d. kutatí'I | j. kutAseé'I |
| e. kUšiteé'I | k. kUšitatí'I |
| f. kUšitatí'I | |

2. ku...in...u: Gerund form indicating possession.

In this form the verb has the same meaning as possessive pronouns in English do. For example,

napakúxčš kunatiíNU	'my plate'
kataroópi'Iš kUšineéNU	'their car'
haakAxtáwa kUšINatseéNU	'our table'

Therefore, the English translation is 'my _____', 'your', 'his', etc.

VERB CHART

ku...in...u 'to be one's' (subordinate form)

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	kunatiíNU	kuNaseéNU	kUšinatiíNU	kUšINaseéNU	kUšinatiíNU
2nd	kuNaxiíNU	kUšINaxiíNU		kUšINaxiíNU	
3rd	kunaá'U	kUšinaá'U		kUšineéNU	

Practice

3. Tičé no' nakuwaáka saNIšíni'?

- | | |
|--------------------|--------------------|
| a. his | g. our (incl. du.) |
| b. our (incl. pl.) | h. their (pl.) |
| c. our (excl. du.) | i. your (sing.) |
| d. your (pl.) | j. your (du.) |
| e. their (du.) | k. our (excl. pl.) |
| f. my | |

4. Tičé no' nakuwaáka saNIštaakAhníni'?

- | | |
|----------------|----------------|
| a. kUšinatiíNU | g. kuNaxiíNU |
| b. kUšineéNU | h. kUšineéNU |
| c. kUšINaxiíNU | i. kUšINaseéNU |
| d. kunatiíNU | j. kunaá'U |
| e. kUšinaá'U | k. kUšINaxiíNU |
| f. kuNaseéNU | |

45. ŠuunUxtaniíno' saNIšíni'.

- a. The dog is mine.
- b. your bracelet
- c. The clock is his.
- d. my knife
- e. The pail is ours (incl. du.).

46. Šuxwaáko' saNIštaakAhníni'.

- a. Kataroópi'Iš KUšiteé'I.
- b. xaátš kunatiíNU
- c. NanihkaroókUx kutá'.
- d. Sáx KUšitAxii'I.
- e. Šiwáhtš kuNaseéNU

TEST YOURSELF

41. Tičé no' nakuwaáka saNIšíni'?

- a. My coat is blue.
- b. That car is mine.
- c. Is my dog a hound?
- d. This apple is yours.
- e. Is your wagon new?

42. Tičé no' nakuwaáka saNIštaakAhníni'?

- a. NuunaákUx xaátš KUšiteé'I.
- b. Xaátš KUšineéNU tí' xaahúNA.
- c. Kataroópi'Iš kušINaseéNU tičipirií'I.
- d. HaakAxtáwa kunaá'U tičiišawataá'A.
- e. TⁱnaáxA nanihkaroókUx naraaNUstAhkataáNU kutaá'.

ANSWERS

Conversation-Vocabulary

Practice

3. a. TAhná čIRIsuúnu'.
b. SÚxtIt tičirikaruúxIt.
c. Bill tirá taNAhaataaká.
d. Xaátš kunatiíNU tí' skaraáNUx.
e. Ka nará xeeháni'?
- f. Tiraanítš.
g. Ka nará xaanoohaánu' (or skataréKA)?
h. Ka naassó' kírí?
i. Kuteesaá'A Skataáka.
j. Natihnaá'U teessó' sUxčés.

Grammar and Sentence Patterns

Practice

5. a. Xaátš kutatíí'.
b. šawítš kuNAXiíNU
c. ŠakUhnukaahákUx kutá'.
d. neesítš kunatiíNU
e. Kóštš kutAseé'I.
6. a. The car is theirs.
b. my dog
c. The pen is his.
d. The turtle is yours (pl.).
e. our (incl. du.) fish

Test Yourself

1. a. Uukawítš kunatiíNU titaree'úx.
b. NuunaáxA kataroópi'Iš kutatíí'I.
c. Xaátš kunatiíNU ka nó' skačíwaáRUt?
d. TⁱnaákUx ápos katAXií'I.
e. Saapiraaniwóx kuNAXiíNU ka načipirií'I?
2. a. That dog is theirs.
b. Their dog is a dachshund.
c. Our car is new.
d. His table is white.
e. This yellow pencil is his.

LESSON 49

Body Parts and Expression of Physical States

CONVERSATION

Grandson:	ŠIIRA atípa'.	'Hello, grandfather.'
Grandfather:	ŠIIRA paaxúh.	'Hello, grandson.'
Grandson:	Tičě w-kuNaxuú'Ut, atípa'?	'How are you, grandfather?'
Grandfather:	TiNUsaakaríčI taasuú'u' na tikučištuwa'aanú'. Kaakunashé nakuraaNIhtšaána.	'It's raining today, and my bones are aching. It's no good to get old.'
Grandson:	Kaakí', tunashé naku- raaNIhtšaána. Aráh, tikukaxta'aánu' haáwa'. Skaawitáhtš tiinaana'aánu' tiINI. ŠitItčipirí'I.	'No, it's good to be old. Say, my leg hurts, too. Our youngest sister has a tooth- ache now. We're young.'
Grandfather:	TAXiwáhNIš. Wáh siisuxtaa'eeríku' awiraa- NIswatákUx.	'You're right. Now, let's watch television!'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA tⁱ naraóosI saNIšíni'.

paaxúh	'grandson'
aráh	'say!, hey!'
awiraaNIswatákUx	'television; movie (that is, theater)'
ra'aan (tira'aanú')	'to hurt, ache (it hurts)'
un...čireewaaxihu (tuhčireewaaxihu')	'to be or feel itchy (he's itchy)'
skawitáhtš	'youngest (female) child'
in...awitskaawaa'a (taawitskaáwaa')	'to be sweating (he's sweating)'

raaNIhtšaan (tiraanIhtšá)	'to get old (he's getting old)'
sanaánu'	'chin'
nikakíni'	'forehead'
čiinít ⁱ ni'	'nape (of the neck)'
šaanaáku'	'wrist'
kaáxu'	'leg'
waakuuká'u'	'chest (breast)'
sIníftu'	'nose'
páxu'	'head'
íšu'	'hand'
wíinu'	'arm'
áxu'	'foot'
čiišu'	'bone'
aánu'	'tooth'

Practice

1. Šuxwaáko' saNIšíni'. ŠuunUxtaniíno' saNIšíni'.

- | | |
|----------------------------|-----------------------|
| a. wrist | l. he's itchy |
| b. grandson | m. chest |
| c. foot | n. hand |
| d. it hurts | o. television |
| e. leg | p. he's sweating |
| f. arm | q. nape (of the neck) |
| g. chin | r. forehead |
| h. he's getting old | s. movie theater |
| i. head | t. bone |
| j. youngest (female) child | u. tooth |
| k. nose | |

2. Šuxwaáko' saNIštuakAhuíni'.

- | | |
|----------------------------|---------------|
| a. tuhčireewaaxíhu' | i. sIníftu' |
| b. čiinít ⁱ ni' | j. paaxúh |
| c. páxu' | k. šaanaáku' |
| d. waakuuká'u' | l. áxu' |
| e. awiraanIswatákUx | m. tira'aanú' |
| f. nikakíni' | n. kaáxu' |
| g. tiraanIhtšá | o. aráh |
| h. íšu' | p. sanaánu' |

- q. wiínu'
- r. taawitskaáwaa'
- s. aánu'
- t. čiišú'

GRAMMAR AND SENTENCE PATTERNS

1. Possession in the Singular

In earlier lessons you learned to say sentences like the following:

- | | |
|--------------|------------------|
| Tikoonaásu'. | 'I'm cold.' |
| TihAstaahíš. | 'She's thirsty.' |

In English these descriptions of physical states are adjectives, but in Arikara they are passive verbs.

Study these sentences:

- | | |
|----------------|-------------------------|
| Tikiišanaásu'. | 'My hand is cold.' |
| TapAxta'aanú'. | 'Your head is hurting.' |

In order to describe the physical state of a body part, the Arikara speaker:

- a. uses a passive verb; and
- b. includes the basic form of the body part name in the verbal form; that is, he incorporates the body part noun stem into the verb.

For example:

- | | |
|------------------------|----------------------------------|
| Tikiišanaásu'. | 'My hand is cold.' |
| ti + ku + iš + anaasu' | |
| ti | 3rd person indicative prefix |
| ku | 1st person object pronoun prefix |
| iš | body part noun stem |
| anaasu' | verb stem |

TapAxta'aánu'.	'Your head is hurting.'
ti + a + pax + ra'aan + u'	
ti	3rd person indicative prefix
a	2nd person object pronoun prefix
pax	body part noun stem
ra'aan	verb stem
hu'	independent imperfective verb suffix

- Summary:
1. The noun suffix -u' is dropped when the noun is incorporated into the verb stem.
 2. When the first sound of a noun stem is a short vowel and the noun stem comes immediately after another short vowel sound, the two short vowel sounds contract. For example,

ku + iš becomes kiiš

Practice

#1. Šuxwaáko' saNIšíni'. ŠuuNuxtaniíno' saNIšíni'.

- a. My head is hurting.
- b. Your leg is cold.
- c. My nose is cold.

#2. Šuxwaáko' saNIštaakAhníni'.

- a. Tikuwiinawí'At.
- b. Tiinaana'aánu'.
- c. Tikaaxawí'At.

2. Possession in the Non-Singular

Study these sentences to learn several ways to indicate the dual or the plural when you talk about the physical state of body parts:

a. TiNAhna'aanú'.	'They're hurting.'
ti + in + raak + ra'aan + hu'	
ti	3rd person indicative prefix
in	3rd person plural prefix
raak	plural prefix
ra'aan	verb stem
hu'	independent imperfective verb suffix

- b. Tikuraakiššamanawí'At. 'Our hands are tired.'
- | | |
|-------------------------------------|----------------------------------|
| ti + ku + raak + iš + raan + awi'at | |
| ti | 3rd person indicative prefix |
| ku | 1st person object pronoun prefix |
| raak | plural prefix |
| iš | noun stem |
| raan | plural prefix |
| awi'at | verb stem |
- c. Šitikiišawí'At 'My hands are tired.'
- | | |
|----------------------------|----------------------------------|
| šī + ti + ku + iš + awí'at | |
| šī | dual prefix |
| ti | 3rd person indicative prefix |
| ku | 1st person object pronoun prefix |
| iš | noun stem |
| awí'at | verb stem |
- d. 'Tikišwaaanaásu'. 'My hands are cold.'
- | | |
|----------------------------------|--------------------------------------|
| ti + ku + iš + waa + anaas + hu' | |
| ti | 3rd person indicative prefix |
| ku | 1st person object pronoun prefix |
| iš | noun stem |
| waa | distributive prefix |
| anaas | verb stem |
| hu' | independent imperfective verb suffix |
- e. Tikoxwaaanaásu'. 'My feet are cold.'
- | | |
|----------------------------------|--------------------------------------|
| ti + ku + ax + waa + anaas + hu' | |
| ti | 3rd person indicative prefix |
| ku | 1st person object pronoun prefix |
| ax | noun stem |
| waa | distributive prefix |
| anaas | verb stem |
| hu' | independent imperfective verb suffix |

- Summary:
1. raak, in...raak, raan, and waa show plurality or duality in these expressions.
 2. raak shows that there is a plural subject, as in sentences a and b.
 3. in...raak shows that the plural subject is in the 3rd person, as in sentence a.
 4. raan is one way of showing that the incorporated noun is either dual or plural, as in sentence b.
 5. ši shows that the incorporated noun is dual, as in sentence c.
 6. waa, the distributive prefix, is sometimes used in place of any other non-singular prefix to show that the incorporated noun is dual or plural, as in sentences d and e.
 7. You must consider the singular or non-singular qualities of the subject and the incorporated noun separately. Therefore you may have two non-singular prefixes, one for the subject and one for the incorporated noun, as in sentence b.

Practice

+3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. His eyes are tired.
- b. Our (in. du.) arms are cold.
- c. Our (in. du.) hands are cold.
- d. Our (in. pl.) feet are tired.
- e. My legs are hurting.

+4. Šuxwaáko' saNIštaakAhníni'.

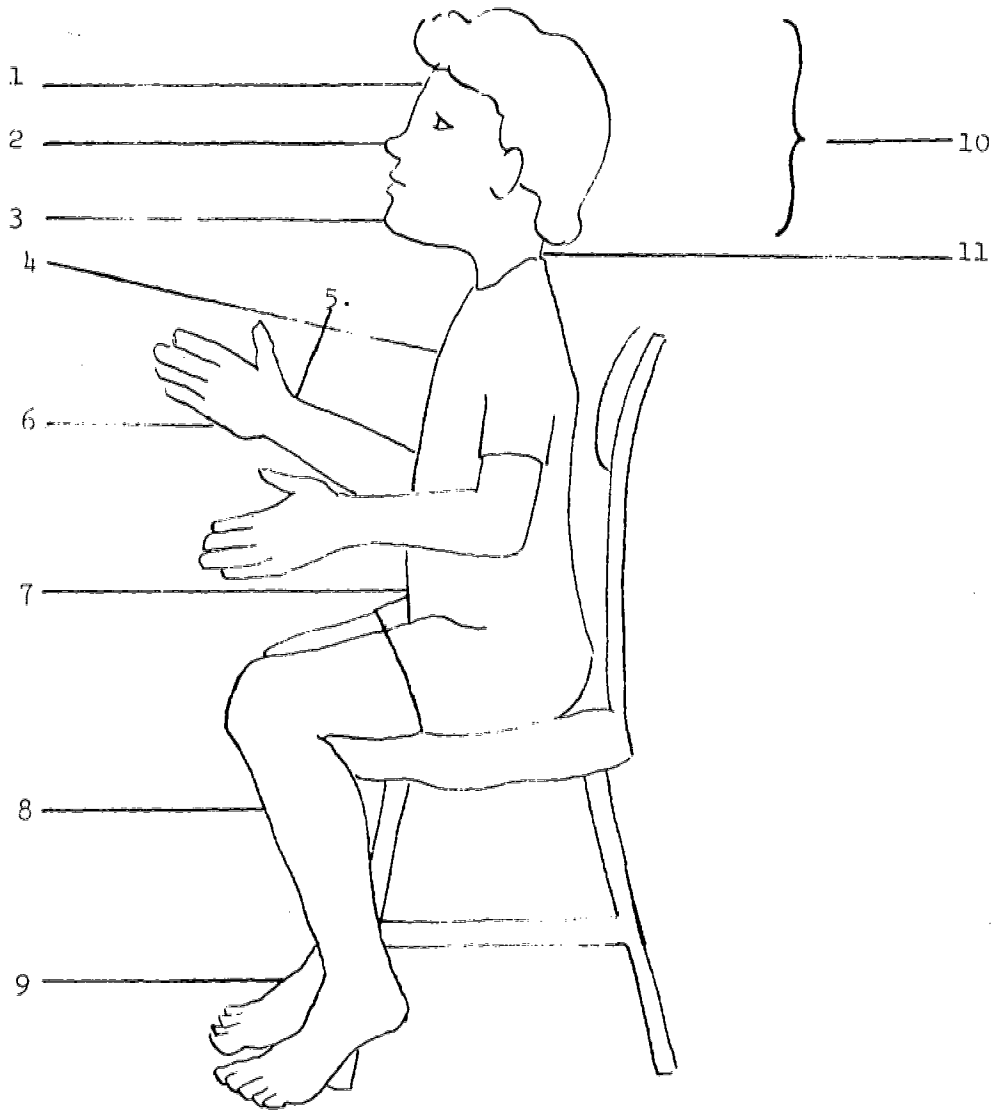
- a. Šitiišawí'At.
- b. KAšínaakaxta'aanú'?
- c. Tsakoxtaanawí'At.
- a. TikuraakIšwaanaásu'.
- e. Šitikiišawí'At.

TEST YOURSELF

See following page.

TEST YOURSELF

1. Tičé no' nakuwaáka saNíšini'?



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- 7.
- 8.
- 9.
- 10.
- 11.

#2. Šuxwaáko' saNIšíni', ŠuunUxtaniíno' saNIšíni'.

- a. My head is hurting today.
- b. My feet are cold while sitting here.
- c. Does your head hurt now?
- d. It's hot outside.
- e. He is sweating as he is singing.
- f. His horse is getting old.
- g. Do you have a toothache today?
- h. Yes, my tooth hurts me now.
- i. Do your legs hurt?
- j. My arm is not tired.

#3. Šuxwaáko' saNIštaakAhníni'.

- a. Tⁱnakatiisí'U tiku'aana'aanú'.
- b. TiíNI kaakikiišawí'At.
- c. Paul šitešwaanaásu'.
- d. Xáx ka napAxta'aanú'?
- e. Tikoowí'At tsu šitikukaxta'aanú'.
- f. Xaawaarúxti' kunatiíNU tuhčireewaaxíhu'.
- g. TiraawísAt nakuhnaa'eeríku awiraaNIswatákUx.
- h. TikuraaNIhtšaanú' na tikučištuuwa'aanú'.
- i. TeewiRitčé' na šitikoxta'aanú'.
- j. TeewiRitčé' tsu tikoxwaanaásu'.

ANSWERS

Grammar and Sentence Patterns

Practice

1. a. TikupAxta'aanú'.
b. Takaaxanaásu'.
c. TikiisIniiitanaásu'.
2. a. My arm is tired.
b. Her tooth hurts. or She has a toothache.
c. His leg is tired.

D

3. a. Šitičiriikawí'At.
 b. Tsakuwiihwaanaásu'.
 c. Tsakiišwaanaásu'.
 d. TikuraakAxtaanawí'At.
 e. Šitikukaxta'aanú'.
4. a. His hands are tired.
 b. Are your legs hurting?
 c. Our (in. du.) feet are tired.
 d. Our (in. pl.) hands are cold.
 e. My hands are tired.

Test Yourself

2. a. TiNUsaakaríčI tikupAxta'aanú'.
 b. WenátkUx tiihá'I šitikooxanaásu'.
 c. TiíNI ka napAxta'aanú'.
 d. OowátkAt teewiPItčé'.
 e. Taawitskaáwaa' wenaraanoóku'.
 f. Xaawaarúxti' kunaá'U tiraaNIhtšá.
 g. TⁱNUsaakaríčI ka na'aana'aanú'?'
 h. Heé', tiíNI tiku'aana'aanú'.
 i. KA šinakaxta'aanú'?'
 j. Kaakikuwiinawí'At.
3. a. I have a toothache tonight.
 b. My hand is not tired now.
 c. Paul's feet are cold.
 d. Does your mother have a headache?
 e. I'm tired, but my legs aren't sore.
 f. My horse is itchy.
 g. It's time to watch television.
 h. I'm getting old and my bones are aching.
 i. It's very hot and my feet hurt.
 j. It's very hot, but my feet are cold.

LESSON 50

Imperative Mode: Giving Commands

CONVERSATION

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósi saNIšíni'.

- | | | |
|-------|---|--|
| Bob: | John, wetikoossičinaáNAt.
SištaaWIhka'íišWA! | 'I'm impatient. Let's go
go hunting!' |
| John: | Hawáh. SíšWA iiNAhunaan-
iitiíkUx! Anuuhá'I
tIhunuuwá NAhnunáhtš na
Axkaá'. | 'Okay. Let's go into the
coulee! There are deer
and antelope there.' |
| Bob: | KA šinaXtá pítKux t ⁱ naáku'?
Čikú kaakAhná. | 'Do you have two guns?
I don't have any.' |
| John: | Heé'. TAHnaná táWIt. | 'Yes, I have three.' |
| Bob: | Tunaahé čiišinaXtá. Šii-
šišťá' pítKux t ⁱ naáku'!
Hawáh šišťá' neesítš! | 'That's good, your having
two. Bring two guns! Also
bring a knife!' |
| John: | Heé'. Koxtihwísa' štóh
wenitookúxtA čití'Iš.
Šuuxawireehaá'As! | 'Yes, I'll return at 4:00.
Be ready!' |

VOCABULARY

Witiišuxtii'Uxišto' nakuwaákA tⁱnaroósi saNIšíni'.

- | | |
|-----------------------------------|---|
| asšičinaaNAt (teessičinaáNAt) | 'to be impatient (he's
impatient)' |
| hunaaniitiikUx (tIhunaaniitiíkUx) | 'to be a coulee (it's a
coulee)' |
| in...ra'a (tará') | 'to bring it (he brings it)' |
| wanik (tiiwáNIIt) | 'to shoot it (he shoots it)' |
| ut...raanu' (tuhnaánu') | 'to number, be ____ number
(it numbers)' |
| čiiwaano' (tičiiwaáno') | 'to butcher it (he butchers
it)' |
| NAhnunáhtš | 'deer' |

Axkaá'	'antelope'
arikúsu'	'bighorn sheep'
arikaraánu'	'stag'
wáh	'elk'
t ⁱ naáku'	'gun'
sčiríhtš	'coyote'
čítUx	'beaver'
kúhkUx	'hog, pig'
hukós	'bull'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno'.

- | | |
|-------------------|-------------------|
| a. antelope | j. deer |
| b. he shoots it | k. bull |
| c. coyote | l. he brings it |
| d. he's impatient | m. hog |
| e. gun | n. bighorn sheep |
| f. it numbers... | o. elk |
| g. stag | p. he butchers it |
| h. it's a coulee | q. beaver |
| i. pig | |

2. Šuxwaáko' saNIšíni'.

- | | |
|--------------------------|---------------------|
| a. wáh | i. tičiiwaáno' |
| b. kúhkUx | j. Axkaá' |
| c. teessičinaáNAt | k. tará' |
| d. NAhnunáhtš | l. hukós |
| e. sčiríhtš | m. čítUx |
| f. arikaraánu' | n. tuhnaánu' |
| g. tiiwáNIIt | o. arikúsu' |
| h. t ⁱ naáku' | p. tIhunaaniitiíkUx |

+3. ŠuuNUxtaniíno' saNIšíni'. (These sentences are based on the Conversation.)

- | | |
|------------------------------------|-------------------------------------|
| a. Bring two knives! | f. There are deer and beaver there. |
| b. I have five elks. | g. Bring a gun! |
| c. There are pigs and bulls there. | h. Let's go hunting! |
| d. I'll return at nine o'clock. | i. Be ready! |
| e. I don't have any. | |

GRAMMAR AND SENTENCE PATTERNS

1. Simple Imperative

Since Lesson 4, most of the directions in this textbook have been in Arikara; for example,

Šuxwaáko' saNIšíni'! 'Say it in Arikara!'

This sentence is in the imperative mode - it gives a command.

Study these commands:

- a. ŠuxwiŋtIt! 'Sit down!'
- | | |
|---------------------|-----------------------------------|
| i + x + ux + wiitik | |
| i | imperative mode prefix |
| x | 2nd person subject pronoun prefix |
| ux | imperative mode prefix |
| wiitik | verb stem |
- b. Šuxwaawa'á! 'Eat!'
- | | |
|----------------------|-----------------------------------|
| i + x + ux + waawa'a | |
| i | imperative mode prefix |
| x | 2nd person subject pronoun prefix |
| ux | imperative mode prefix |
| waawa'a | verb stem |
- c. ŠiíšuxwiiruúIt! '(You two) sit down!'
- | | |
|-----------------------------|-----------------------------------|
| ší + i + x + ux + wiiruutik | |
| ší | dual prefix |
| i | imperative mode prefix |
| x | 2nd person subject pronoun prefix |
| ux | imperative mode prefix |
| wiiruutik | verb stem |
- d. Šiíšuxwaawa'á! '(You two) eat!'
- | | |
|---------------------------|-----------------------------------|
| ší + i + x + ux + waawa'a | |
| ší | dual prefix |
| i | imperative mode prefix |
| x | 2nd person subject pronoun prefix |
| ux | imperative mode prefix |
| waawa'a | verb stem |

- Summary:
1. i...ux is the imperative mode prefix.
 2. For the simple imperative, the form is i + x + ux.
 3. When the prefix i is the first word part, it is not pronounced, as in sentences a and b.
 4. i + x becomes iš, as in sentences a and b. Thus, the imperative form begins šux, unless it is a non-singular form.
 5. When the prefix i comes after another prefix, as in sentences c and d, it is pronounced. Thus, ši + i becomes šii, as in sentences c and d.

Practice

+1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. Be ready!
- b. Shoot it!
- c. Eat!
- d. (You two) sit down!
- e. (You two) butcher it!

+2. Šuxwaáko' saNIštaakAhníni'.

- a. ŠuúxAt!
- b. ŠiišuxčíkAt!
- c. Šuxčííka'!
- d. Šuxtaanoóku'!
- e. Šiišuxwaawa'á!

2. Imperative in the 1st Person

The imperative can also be used for other persons as well as for the 2nd person. For example, if the subject is 'I', the verb translates as, 'let me _____ it!' Use these charts as patterns.

VERB CHARTS

a. čiiika 'to drink' - imperative mode

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tuxčiiika'	siščiiika'	šiiituxčiiika'	toxtaačiiika'	
2nd	šuxčiiika'	šiišuxčiiika'		šuxtaačiiika'	
3rd	nuxčiiika'	šinuxčiiika'		niščiiika'	

NOTE: All imperative forms except 2nd person are translated 'let me ____ it!' 2nd person (singular, dual, and plural) is translated '(you) ____ it!'

b. at 'to go' - imperative mode

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tuúxAt	síšWA	šiiitúxWA	toxtaapó'	tuxtaapó'
2nd	šuuúxAt	šiišúxWA		šuxtaapó'	
3rd	nuúxAt	šinúxWA		nuxtaáNAt	

Practice

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- | | |
|----------------------------------|---------------------------|
| a. Let him go! | e. Let's (him and me) go! |
| b. Let us (you and me) drink it! | f. Let me drink it! |
| c. You go! (sing.) | g. Go! (du.) |
| d. Drink it! (pl.) | |

4. Šuxwaáko' saNIštaakAhníni'.

- | | |
|--------------------|-------------------|
| a. Šiiituxčiiika'! | e. Šuxčiiika'! |
| b. SíšWA! | f. ŠinúxWA |
| c. Nuxčiiika'! | g. Šiišuxčiiika'! |
| d. TuúxAt! | |

3. Imperative Forms for Verb Stems with Preverbs

The imperative form for verb stems with preverbs (un, ut, and in) is:

i + x + preverb + ux + verb stem

The preverb is inserted between the 2nd person pronoun prefix x and the imperative mode prefix ux. For example:

- | | |
|-------------------------|-----------------------------------|
| a. ŠuunuuxAtkó'! | 'Listen to him!' |
| i + x + un + ux + atko' | |
| i | imperative mode prefix |
| x | 2nd person subject pronoun prefix |
| un | preverb |
| ux | imperative mode prefix |
| atko' | verb stem |
| b. SuuxeÉRIt! | 'Look at him!; see him!' |
| i + x + ut + ux + eerik | |
| i | imperative mode prefix |
| x | 2nd person subject pronoun prefix |
| ut | preverb |
| ux | imperative mode prefix |
| eerik | verb stem |
| c. Šištá'! | 'Bring it!' |
| i + x + in + ux + ra'a | |
| i | imperative mode prefix |
| x | 2nd person subject pronoun prefix |
| in | preverb |
| ux | imperative mode prefix |
| ra'a | verb stem |

- Summary:
1. i + x + un + ux becomes šuuuuux, as in sentence a.
 2. i + x + ut + ux becomes sux, as in sentence b.
 3. i + x + in + ux becomes šiš, as in sentence c.

Practice

5. Šuxwaáko' saNIšíni', ŠuuNUxtaniíno' saNIšíni'.

- a. Bring them!
- b. Look at him!
- c. Listen to him!
- d. (You du.) look at him!
- e. Dance!

6. Šuxwaáko' saNIštaakAhníni'.

- a. Šiíšiškaá'!
- b. ŠiisuuxeéRIt!
- c. ŠiíšuunuuxAtkó'
- d. Šištaná'!
- e. Šiškaá'!

TEST YOURSELF

1. Match the English equivalents in Column B with the Arikara terms in Column A.

<u>A</u>	<u>B</u>
___ NAhnunáhtš	a. gun
___ Axkaá'	b. elk
___ arikúsu'	c. beaver
___ arikaraánu'	d. deer
___ wáh	e. stag
___ t ⁱ naáku'	f. hog
___ sčíríhtš	g. antelope
___ čítUx	h. bull
___ kúhkUx	i. coyote
___ hukós	j. bighorn sheep

+2. Šuxwaáko' saNIšíni', ŠuuNUxtaniíno' saNIšíni'.

- a. John, go to the store!
- b. Drink this milk!
- c. Sue, eat this pear!
- d. Bring some meat!
- e. Butcher a hog tomorrow!

+3. Šuxwaáko' saNIštaakAhníni'.

- a. Šištaná' čikú átit!
- b. ŠuxkoótIt nuunaaríčI NAhnunáhtš!
- c. TikuNASá'Ux. Sišwaawa'á!
- d. Šuxuúkat na šuxwiítIt!
- e. Šiisuxčíika' tⁱnačiraáhkUx tstoóxu'!

4. This conversation is a review of some of the vocabulary in this lesson and verbs in the past tense. Test yourself by covering one side and translating from one language to another. Then translate in the opposite way. If you are unable to do this, study the dialog and memorize it.

Alfred: SináNI, ka NAXuxtaaWIhka'iíšAt 'My friend, have you
tⁱNUsaakaríčI? hunting today?'

John: Heé'. NeeneetiiwáNIIt wáh. 'Yes, I shot an elk. I
NetkoótIt. Tatⁱná' štóh. killed it. I brought it
back.'

Alfred: Ka NAXčiiwaáno'? 'Did you butcher it?'

John: Kaakí'. KaakAtčiiwaáno'. 'No, I didn't butcher it.
NatiiNAhtakú'U neeničiiwaáno'. My wife butchered it.'

Alfred: Ka NUsuxxeéRIIt áNA čikú 'Did your brother see a
arikúsu'? bighorn sheep?'

John: Kaakí'. Inaáni' tUsuxxeéRIIt 'No, my brother saw a
suúnu'. porcupine.'

+5. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. Did you see a white beaver?
- b. I'll butcher this pig tomorrow.
- c. I killed two porcupines.
- d. Tomorrow let me be the one to kill the stag!

+6. Šuxwaáko' saNIštaakAhníni'.

- a. TatUsuxxeéRIIt sčiríhtš nuxkatiisí'U.
- b. Nuxkatiisí'U tatuxkoótIt Axkaá' naRIhuúNU.
- c. ParúNIIt šuxčiiwaáno' wáh!
- d. ŠuxwáNIIt nuunaaríčI NAhnunáhtš anuuhá'I!

ANSWERS

Conversation - Vocabulary

3. a. Šištá' pítKUX neesítš!
b. TAhnaná šihUX wáh.
c. TIhunuuwá kúhKUX na hukós.
d. Koxtihwísa' štóh wenitookúxtA nooxiniwaána.
e. Čikú kaakAhná.
f. TIhunuuwá NAhnunáhtš na čítUX.
g. Šištá' neesítš!
h. SištaaWIhka'iíšWA!
i. Šuuxawireehaá'As.

Grammar and Sentence Patterns

- | | |
|---|---|
| 1. a. Šuuxawireehaá'As!
b. ŠuxwáNIIt!
c. Šuxwaawa'á!
d. ŠiíšuxwiiruúIt!
e. Šiíšuxčiiwaáno'! | 3. a. Šištaná'!
b. SuuxeéRIIt!
c. ŠuunuuxAtkó'!
d. ŠiisuuxeéRIIt!
e. Šiškaá'! |
| 2. a. Go!
b. (You two) cry!
c. Drink!
d. Sing!
e. (You two) eat! | 4. a. (You du.) dance!
b. (You du.) look at him!
c. (You du.) listen to him!
d. Bring them!
e. Dance! |

Test Yourself

2. a. John, šuúXAt iinaakaáWI naapIhúxu'!
b. TⁱnačiraáhkUX etčiiisu' šuxčiiíka'!
c. Sue, tⁱnaákUX nuhnaanunáWI šuuxá!
d. Šištaná' čikú tsástš!
e. NAheešá šuxčiiwaáno' kúhKUX!
3. a. Bring some beans!
b. Kill that deer!
c. I'm hungry. Let's (in. du.) eat!
d. Go in and sit down!
e. (You du.) drink this water!

1. a. *šim šakomaxšim šim šakomaxšim*
 b. *šakomaxšim šim šakomaxšim šim šim šakomaxšim*
 c. *šim šakomaxšim šim šakomaxšim*
 d. *šim šakomaxšim šim šakomaxšim šim šakomaxšim*
2. a. I saw a coyote last night.
 b. Last night I killed a coyote.
 c. Butcher the pig quickly!
 d. Shoot that deer over there!

VERB CHARTS

INDICATIVE PATIENTS: Singular
Active Verbs

Verb	1st Person	2nd Person	3rd Person
drinking	tAtčičiikaáhu'	tAxčičiikaáhu'	tičičiikaáhu'
singing	tAhnaanoóku'	tAxtaanoóku'	tiraanoóku'
talking	tAtwaaWIhtiíku'	tAxwaaWIhtiíku'	tiwaaWIhtiíku'
sleeping	taatItká	taaxItká	títka
crying	tAtčíikAt	tAxčíikAt	tičíikAt
fighting	taatapáku'	taaxapáku'	teepáku'
making it	tAhnoóku'	tAxtoóku'	tiroóku'
looking for it	taNAXwé'	tAxNAXwé'	tiRAXwé'
finding it	tatunáx	tAxunáx	tIhunáx
picking it up	tAtkúxIt	tAxkúxIt	tikúxIt

INDICATIVE PATTERNS: Dual
Active Verbs

Verb	1st Person	2nd Person	3rd Person
are drinking	šitAtč̄iikaáhu' tsihč̄iikaáhu'	šitAxč̄iikaáhu'	šitič̄iikaáhu'
are singing	šitAhnaanoóku' tsinaanoóku'	šitAxtaanoóku'	šitiraanoóku'
are talking	šitAtwaaWIhtiíku' tsihwaaWIhtiíku'	šitAxwaaWIhtiíku'	šitiwaaWIhtiíku'
are sleeping	šitaatItkáwa tsiiNItkáwa	šitaaxItkáwa	šititkáwa
are crying	šitAtč̄íkAt tsihč̄íkAt	šitAxč̄íkAt	šitič̄íkAt
are fighting	šitaatapáku' tsiinapáku'	šitaaxapáku'	šiteepáku'
are making it	šitAhnoóku' tsinoóku'	šitAxtoóku'	šitiroóku'
are looking for it	šitaNAXwé' tsiNAXwé'	šitAxtAxwé'	šitiRAXwé'
are finding it	šitatunáx tsihnunáx	šitAxunáx	šitIhunáx
are picking it up	šitAtkúxIt tsihkúxIt	šitAxkúxIt	šitikúxIt

TABLE III
 English-English

Verb	1st person	2nd person	3rd person
are drinking	*Ahušičkašhu' tatarušičkašhu'	*Axtušičkašhu'	tihšičkašhu'
are singing	*Ahušičhanošku' tatarušičhanošku'	*Axtičhanošku'	t ⁱ hanošku'
are talking	*Ahušičhwihtičku' tatarušičhwihtičku'	*Axtičhwihtičku'	tihwawihtičku'
are sleeping	*Ahušičkšwa tatarušičkšwa	*Axtičkšwa	tihkšwa
are crying	*Ahušičhškat tatarušičhškat	*Axtičhškat	tihškat
are fighting	*Ahušičkšpūku' tatarušičkšpūku'	*Axtičkšpūku'	tihšpūku'
are making it	šičhanošku' šičhinošku'	šičhanošku'	tih ⁱ nošku'
are looking for it	šičhaxwé' šičhaxwé'	šičhaxwé'	tihaxwé'
are finding it	šičhunax šičhununax	šičhunax	tihununax
are picking it up	šičhaxúxIt šičhaxúxIt	šičhaxúxIt	tihxúxIt

INDICATIVE PATTERNS: Singular
Passive Verbs

Verb	1st Person	2nd Person	3rd Person
warm	tikoowiriitaánu'	taewiriitaánu'	teewiriitaánu'
cold	tikoonaásu'	taanaásu'	teenaásu'
tired	tikoowí'At	taawí'At	teewí'At
sleepy	tikisčípi	tesčípi	tisčípi
thirsty	tikuhAstaahíš	taahAstaahíš	tihAstaahíš
hungry	tikuNASá'Ux	toonASá'Ux	tuNASá'Ux
very hot	tikoowiriItčé'	taawiriItčé'	teewiriItčé'

INDICATIVE PATTERNS: Dual

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
are warm	šitikoowiriitaánu' tsakoowiriitaánu'	šitaawiriitaánu'	šiteewiriitaánu'
are cold	šitikoonaásu' tsakoonaásu'	šitaanaásu'	šiteenaásu'
are tired	šitikoowí'At tsakoowí'At	šitaawí'At	šiteewí'At
are sleepy	šitikisčípi tsakisčípi	šitesčípi	šitischípi
are thirsty	šitikuAstaahíš tsakuAstaahíš	šitaahAstaahíš	šitihAstaahíš
are hungry	šitikuNASá'Ux tsakuNASá'Ux	šitooNASá'Ux	šitunasá'Ux
are very hot	šitikoowIRItčé' tsakoowIRItčé'	šitaawIRItčé'	šiteewIRItčé'

INDICATIVE PATTERNS: Plural
Passive Verbs

Verb	1st Person	2nd Person	3rd Person
are warm	tikuraakawiriitaánu' tatakuraakawiriitaánu'	taraakawiriitaánu'	tiinaakawiriitaánu'
are cold	tikuraapaanaásu' tatakuraapaanaásu'	taraapaanaásu'	tiinapaanaásu'
are tired	tikuraahnaanawí'At tatakuraahnaanawí'At	taraahnaanawí'At	tiinaahnaanawí'At
are sleepy	tikuraakIščípi tatakuraakIščípi	taraakIščípi	tiiniIščípi
are thirsty	tikuraakAstaahís tatakuraakAstaahís	taraakAstaahís	tiinakAstaahís
are hungry	tikuhnaaNAsá'Ux tatakuhnaaNAsá'Ux	tohnaaNAsá'Ux	tiitaNAsá'Ux
are very hot	tikuraakawiriItčé' tatakuraakawiriItčé'	taraakawiriItčé'	tiinaakawiriItčé'

QUESTION PATTERNS: Singular
Active Verbs

Verb	1st Person	2nd Person	3rd Person
drinking	ka NATčičiikaáhu'	ka NAXčičiikaáhu'	ka načičiikaáhu'
singing	ka NAhnaanoóku'	ka NAXtaanoóku'	ka naraanoóku'
talking	ka NATwaaWIhtiíku'	ka NAXwaaWIhtiíku'	ka nawaaWIhtiíku'
sleeping	ka naatItká	ka naaxItká	ka nētká
crying	ka NATčíkat	ka NAXčíkat	ka načíkat
fighting	ka naatapáku'	ka naaxapáku'	ka naapáku'
making it	ka NAhnoóku'	ka NAXtoóku'	ka naroóku'
looking for it	ka naNAXwé'	ka NAXtAXwé'	ka naRAXwé'
finding it	ka NATkúxIt	ka NAXkúxIt	ka nakúxIt
picking it up	ka natunáx	ka NAXunáx	ka NAhunáx

QUESTION PATTERNS: Dual
Active Verbs

Verb	1st Person	2nd Person	3rd Person
drinking	ka šINAtčičiikaáhu' ka NAsihčičiikaáhu'	ka šINAxčičiikaáhu'	ka šinačičiikaáhu'
singing	ka šINAhnaanoóku' ka NAsinaanoóku'	ka šINAxtaanoóku'	ka šinaraanoóku'
talking	ka šINAtwaaWIhtiíku' ka NAsihwaaWIhtiíku'	ka šINAxwaaWIhtiíku'	ka šinawaaWIhtiíku'
sleeping	ka šinaatItkáwa ka NAsenItkáwa	ka šinaaxItkáwa	ka šinetkáwa
crying	ka šINAtčíkat ka NAsihčíkat	ka šINAxčíkat	ka šinačíkat
fighting	ka šinaatapáku' ka NAsiinapáku'	ka šinaaxapáku'	ka naapáku'
making it	ka šINAhnoóku' ka NAsinoóku'	ka šINAxtoóku'	ka šinaroóku'
looking for it	ka šinaNAXwé' ka NAsiNAXwé'	ka šINAxTAXwé'	ka šinaRAXwé'
finding it	ka šINAtkúxIt ka NAsihkúxIt	ka šINAxkúxIt	ka šinakúxIt
picking it up	ka šinatunáx ka NAsihnunáx	ka šINAxunáx	ka šINAhunáx

QUESTION PATTERNS: Plural
Active Verbs

Verb	1st Person	2nd Person	3rd Person
drinking	ka NAhnač̣iikaáhu' ka nataraač̣iikaáhu'	ka NAXtač̣iikaáhu'	ka nihč̣iikaáhu'
singing	ka NAhnaNAhnaanoóku' ka nataraahnaanoóku'	ka NAXtaNAhtaanoóku'	ka ninaanoóku'
talking	ka NAhtapaaWIhtiíku' ka nataraapaaWIhtiíku'	ka NAXtapaaWIhtiíku'	ka nihwaaWIhtiíku'
sleeping	ka NAhnaakItkáwa ka nataraakItkáwa	ka NAXtaakItkáwa	ka niINItkáwa
crying	ka NAhnaNAhč̣íkAt ka natarahNAhč̣íkAt	ka NAXtaNAhč̣íkAt	ka naRAhč̣íkAt
fighting	ka NAhnaakapáku' ka nataraakapáku'	ka NAXtaakapáku'	ka niinapáku'
making it	ka ṣ̌iNAhnoóku' ka ṣ̌iNASinoóku'	ka ṣ̌iNAXtoóku'	ka ṣ̌inininoóku'
looking for it	ka ṣ̌inaNAXwé' ka ṣ̌iNAsiNAXwé'	ka ṣ̌iNAXtAxwé'	ka ṣ̌iniiNAXwé'
finding it	ka ṣ̌inatunáx ka ṣ̌iNAsihnunáx	ka ṣ̌iNAXunáx	ka ṣ̌inihnunáx
picking it up	ka ṣ̌iNAtkúxIt ka ṣ̌iNAsihkúxIt	ka ṣ̌iNAXkúxIt	ka ṣ̌inihkúxIt

QUESTION PATTERNS: Dual

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
warm	kA šinikoowiriitaánu' ka NAsakoowiriitaánu'	kA šinaawiriitaánu'	kA šinaawiriitaánu'
cold	kA šinikoonaásu' ka NAsakoonaásu'	kA šinaanaásu'	kA šinaanaásu'
tired	kA šinikoowí'At ka NAsakoowí'At	kA šinaawí'At	kA šinaawí'At
sleepy	kA šinikisčípi ka NAsakisčípi	kA šinesčípi	kA šinesčípi
thirsty	kA šinikuhAstaahíš ka NAsakuhAstaahíš	kA šinahAstaahíš	kA šinahAstaahíš
hungry	kA šinikuNAsá'Ux ka NAsakuNAsá'Ux	kA šinooNAsá'Ux	kA šinooNAsá'Ux
very hot	kA šinikoowiriItčé' ka NAsakoowiriItčé'	kA šinaawiriItčé'	kA šinaawiriItčé'

QUESTION PATTERNS: Singular
Passive Verbs

Verb	1st Person	2nd Person	3rd Person
warm	ka nikoowiriitaánu'	ka naawiriitaánu'	ka naawiriitaánu'
cold	ka nikoonaásu'	ka naanaásu'	ka naanaásu'
tired	ka nikoowí'At	ka naawí'At	ka naawí'At
sleepy	ka nikisčípi	ka nesčípi	ka nesčípi
thirsty	ka nikuAstaahís	ka nahAstaahís	ka nahAstaahís
hungry	ka nikuNASá'Ux	ka nooNASá'Ux	ka nooNASá'Ux
very hot	ka nikoowiriItčé'	ka naawiriItčé'	ka naawiriItčé'

QUESTION PATTERNS: Plural

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
warm	ka nikuraakawiriitaánu' ka natakuraakawiriitaánu'	ka naraakawiriitaánu'	ka niinaakawiriitaánu
cold	ka nikuraapaanaásu' ka natakuraapaanaásu'	ka naraapaanaásu'	ka niinapaanaásu'
tired	ka nikuraahnaanawí'At ka natakuraahnaanawí'At	ka naraahnaanawí'At	ka niinaahnaanawí'At
sleepy	ka nikuraakIsčípi ka natakuraakIsčípi	ka naraakIsčípi	ka niinaakIsčípi
thirsty	ka nikuraakIstaahís ka natakuraakIstaahís	ka naraakIstaahís	ka niinakIstaahís
hungry	ka nikuhnaahNASá'Ux ka natakuhnaahNASá'Ux	ka nohnaahNASá'Ux	ka niitanaASá'Ux
very hot	ka nikuraakawIRItčé' ka natakuraakawIRItčé'	ka naraakawIRItčé'	ka niinaakawIRItčé'

NEGATIVE PATTERNS: Singular
Active Verbs

Verb	1st Person	2nd Person	3rd Person
do not drink	kaakAtčičiikaáhu'	kaakAxčičiikaáhu'	kaakičičiikaáhu'
do not sing	kaakAhnaanoóku'	kaakAxtaanoóku'	kaakiraanoóku'
do not talk	kaakAtwaaWIhtiíku'	kaakAxwaaWIhtiíku'	kaakiwaaWIhtiíku'
do not sleep	kaakaatItká	kaakaaxItká	kaakítka
do not cry	kaakAtčíkat	kaakAxčíkat	kaakičíkat
do not fight	kaakaatapáku'	kaakaaxapáku'	kaakeepáku'
do not make it	kaakAhnoóku'	kaakAxtóku'	kaakiroóku'
do not look for it	kaakaNaxwé'	kaakAxtAxwé'	kaakiRaxwé'
do not find it	kaakatunáx	kaakAxunáx	kaakIhunáx
do not pick it up	kaakAtkúxIt	kaakAxkúxIt	kaakikúxIt

NEGATIVE PATTERNS: Dual

Active Verbs

Verb	1st Person	2nd Person	3rd Person
do not drink	šikaakAtčiikaáhu' kaaksihčiikaáhu'	šikaakAxčiikaáhu'	šikaakičiikaáhu'
do not sing	šikaakAhnaanoóku' kaaksinaanoóku'	šikaakAx'aanoóku'	šikaakiraanoóku'
do not talk	šikaakAtwaaWIhtiíku' kaaksihwaaWIhtiíku'	šikaakAxwaaWIhtiíku'	šikaakiwaaWIhtiíku'
do not sleep	šikaakaatItkáwa kaaksiiNItkáwa	šikaakaaxItkáwa	šikaakitkáwa
do not cry	šikaakAtčíkAt kaaksihčíkAt	šikaakAxčíkAt	šikaakičíkAt
do not fight	šikaakaatapáku' kaaksiinapáku'	šikaakaaxapáku'	šikaakeepáku'
do not make it	šikaakAhnoóku' kaaksinoóku'	šikaakAxtóóku'	šikaakiroóku'
do not look for it	šikaakaNAxwé' kaaksiNAxwé'	šikaakAxtAxwé'	šikaakiRAxwé'
do not find it	šikaakatunáx kaaksihnunáx	šikaakAxunáx	šikaakIhunáx
do not pick it up	šikaakAtkúxIt kaaksihkúxIt	šikaakAxkúxIt	šikaakikúxIt

NEGATIVE PATTERNS: Plural

Active Verbs

Verb	1st Person	2nd Person	3rd Person
do not drink	kaakAhnač̣iikaáhu' kaakataraač̣iikaáhu'	kaakAxtač̣iikaáhu'	kaakihč̣iikaáhu'
do not sing	kaakANAhnaanoóku' kaakataraahnaanoóku	kaakAxtAhnaanoóku'	kaakinaanoóku'
do not talk	kaakAhnapaaWIhtiíku' kaakataraapaaWIhtiíku'	kaakAxtapaaWIhtiíku'	kaakiRAhpaaWIhtiíku
do not sleep	kaakAhnaakItkáwa kaakataraakItkáwa	kaakAxtaakItkáwa	kaakiiNItkáwa
do not cry	kaakAhnaNAhč̣íkAt kaakataraaNAhč̣íkAt	kaakAxtaNAhč̣íkAt	kaakiRAhč̣íkAt
do not fight	kaakAhnaakapáku' kaakataraakapáku'	kaakAxtaakapéku'	kaakiinapáku'
do not make it	ṣ̌ikaakAhnoóku' ṣ̌ikaaksinoóku'	ṣ̌ikaakAxtoóku'	ṣ̌ikaakinoóku'
do not look for it	ṣ̌ikaakaNAXwé' ṣ̌ikaaksiNAXwé'	ṣ̌ikaakAxtAxwé'	ṣ̌ikaakiNAXwé'
do not find it	ṣ̌ikaakatunáx ṣ̌ikaaksihnunáx	ṣ̌ikaakAxunáx	ṣ̌ikaakihnunáx
do not pick it up	ṣ̌ikaakAtkúxIt ṣ̌ikaaksihkúxIt	ṣ̌ikaakAxkúxIt	ṣ̌ikaakihkúxIt

NEGATIVE PATTERNS: Singular

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
not warm	kaakikoowiriitaánu'	kaakaawiriijaánu'	kaakeewiriitaánu'
not cold	kaakikoonaásu'	kaakaanaásu'	kaakeenaásu'
not tired	kaakikoowí'At	kaakaawí'At	kaakeewí'At
not sleepy	kaakisčípi	kaakesčípi	kaakisčípi
not thirsty	kaakikuhAstaahíš	kaakahAstaahíš	kaakihAstaahíš
not hungry	kaakikuNASá'Ux	kaakooNASá'Ux	kaakuNASá'Ux
not very hot	kaakikoowIRItčé'	kaakaakoowIRItčé'	kaakeekoowIRItčé'

NEGATIVE PATTERNS: Dual
Passive Verbs

Verb	1st Person	2nd Person	3rd Person
not warm	šikaakikoowiriitaánu' kaaksakoowiriitaánu'	šikaakaawiriitaánu'	šikaakeewiriitaánu
not cold	šikaakikoonaásu' kaaksakoonaásu'	šikaakaanaásu'	šikaakeenaásu'
not tired	šikaakikoowí'At kaaksakoowí'At	šikaakaawí'At	šikaakeewí'At
not sleepy	šikaakikisčípi kaaksakisčípi	šikaakesčípi	šikaakisčípi
not thirsty	šikaakikuhAstaahís kaaksakuhAstaahís	šikaakaahAstaahís	šikaakihAstaahís
not hungry	šikaakikuNASá'Ux kaaksakuNASá'Ux	šikaakooNASá'Ux	šikaakuNASá'Ux
not very hot	šikaakikoowiriItčé' kaaksakoowiriItčé'	šikaakaawiriItčé'	šikaakeewiriItčé'

NEGATIVE PATTERNS: Plural

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
ot warm	kaakikuraakawiriitaánu' kaakatakuraakawiriitaánu'	kaakaraakawiriitaánu'	kaakiinaakawiriitaánu
ot cold	kaakikuraapaanaásu' kaakatakuraapaanaásu'	kaakaraapaanaásu'	kaakiinapaanaásu'
ot tired	kaakikuraahnaanawí'At kaakatakuraahnaanawí'At	kaakaraahnaanawí'At	kaakiinahnaanawí'At
ot sleepy	kaakikuraakIsčípi kaakatakuraakIsčípi	kaakaraakIsčípi	kaakiinaakIsčípi
ot thirsty	kaakikuraakAstaahís kaakatakuraakAstaahís	kaakaraakAstaahís	kaakiinakAstaahís
ot hungry	kaakikuhnaNAsá'Ux kaakatakuhnaNAsá'Ux	kaakohnaNAsá'Ux	kaakiitaNAsá'Ux
ot very hot	kaakikuraakawiriItcé' kaakatakuraakawiriItcé'	kaakaraakawiriItcé'	kaakiinaakawiriItcé'

POTENTIAL PATTERNS: Singular
Active Verbs

Verb	1st Person	2nd Person	3rd Person
will be drinking	koxtičičiikaáhu'	kooxičičiikaáhu'	kooxičičiikaáhu'
will be singing	koxtiraanoóku'	kooxiraanooku'	kooxiraanoóku'
will be talking	koxtiwaaWIhtiíku'	kooxiwaaWIhtiíku'	kooxiwaaWIhtiíku'
will be sleeping	koxtítka	kooxítka	kooxítka
will be crying	koxtiččíkAt	kooxiččíkAt	kooxiččíkAt
will be fighting	koxteepáku'	kooxteepáku'	kooxteepáku'
will be making it	koxtiroóku'	kooxiroóku'	kooxiroóku'
will be looking for it	koxtiRaxwé'	kooxiRaxwé'	kooxiRaxwé'
will find it	koxtihunáx	kooxihunáx	kooxihunáx
will pick it up	koxtikúxIt	kooxikúxIt	kooxikúxIt

POTENTIAL PATTERNS: Dual

Active Verbs

Verb	1st Person	2nd Person	3rd Person
will be drinking	šikoxtičičiikaáhu' koosihčičiikaáhu'	šikooxičičiikaáhu'	šikooxičičiikaáhu'
will be singing	šikoxtiraanoóku' koosinaanoóku'	šikooxiraanoóku'	šikooxiraanoóku'
will be talking	šikoxtiwaaWIhtiíku' koosihwaaWIhtiíku'	šikooxiwaaWIhtiíku'	šikooxiwaaWIhtiíku'
will be sleeping	šikoxItkáwa koosiiNItkáwa	šikooxItkáwa	šikooxItkáwa
will be crying	šikoxtiččikAt koosihččikAt	šikooxiččikAt	šikooxiččikAt
will be fighting	šikoxteepáku' koosii napáku'	šikooxteepáku'	šikooxteepáku'
will be making it	šikoxtiroóku' koosinoóku'	šikooxiroóku'	šikooxiroóku'
will be looking for it	šikoxtiRAxwé' koosiNAXwé'	šikooxiRAxwé'	šikooxiRAxwé'
will find it	šikoxIhunáx koosihnunáx	šikooxIhunáx	šikooxIhunáx
will pick it up	šikoxtikúxIt koosihkúxIt	šikooxikúxIt	šikooxikúxIt

POTENTIAL PATTERNS: Plural

Active Verbs

Verb	1st Person	2nd Person	3rd Person
will be drinking	koxtiraačičiikaáhu' koختهeraačičiikaáhu'	kooxiraačičiikaáhu'	kooxihčičiikaáhu'
will be singing	koxtiraaahnaanoóku' koختهeraahnaanoóku'	kooxiraaahnaanoóku'	kooxinaanoóku'
will be talking	koxtiraapaaWIhtiíku' koختهeraapaaWIhtiíku'	kooxiraapaaWIhtiíku'	kooxihwaaWIhtiíku'
will be sleeping	koxtiraakItkáwa koختهeraakItkáwa	kooxiraakItkáwa	kooxiiniItkáwa
will be crying	koxtiraaNAhčíkAt koختهeraaNAhčíkAt	kooxiraaNAhčíkAt	kooxiRAhčíkAt
will be fighting	koxtiraakapáku' koختهeraakapáku'	kooxiraakapáku'	kooxiinapáku'
will be making it	šikoxtiroóku' šikoosinoóku'	šikooxiroóku'	šikooxinoóku'
will be looking for it	šikoxtiRAxwé' šikoosiNAXwé'	šikooxiRAxwé'	šikooxiNAXwé'
will find it	šikoxtihunáx šikoosihnunáx	šikooxihunáx	šikooxihnunáx
will pick it up	šikoxtikúxIt šikoosihkúxIt	šikooxikúxIt	šikooxihkúxIt

POTENTIAL PATTERNS: Singular

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
will be warm	kooxikoowiriitaánu'	kooxaawiriitaánu'	kooxeewiriitaánu'
will be cold	kooxikoonaásu'	kooxaanaásu'	kooxeenaásu'
will be tired	kooxikoowí'At	kooxaawí'At	kooxeewí'At
will be sleepy	kooxikisčípi	kooxesčípi	kooxisčípi
will be thirsty	kooxikuhAstaahís	kooxeehAstaahís	kooxihAstaahís
will be hungry	kooxikuNASá'Ux	kooxooNASá'Ux	kooxuNASá'Ux
will be very hot	kooxikoowIRItčé'	kooxaawIRItčé'	kooxeewIRItčé'

POTENTIAL PATTERNS: Dual

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
will be warm	šikoošikoowiriitaánu' koosakoowiriitaánu'	šikooxaawiriitaánu'	šikooxeewiriitaánu'
will be cold	šikoošikoonaásu' koosakoonaásu'	šikooxaanaásu'	šikooxeenaásu'
will be tired	šikoošikoowí'At koosakoowí'At	šikooxaawí'At	šikooxeewí'At
will be sleepy	šikoošikisčípi koosakisčípi	šikooxesčípi	šikooxisčípi
will be thirsty	šikoošikuhAstaahíš koosakuhAstaahíš	šikooxeehAstaahíš	šikooxihAstaahíš
will be hungry	šikoošikuNASá'Ux koosakooNASá'Ux	šikooxooNASá'Ux	šikooxuNASá'Ux
will be very hot	šikoošikoowiriItčé' koosakoowiriItčé'	šikooxaawiriItčé'	šikooxeewiriItčé'

POTENTIAL PATTERNS: Plural

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
ill be warm	kooxikuuraakawiriitaánu' koxtakuuraakawiriitaánu'	kooxeeraakawiriitaánu'	kooxinaakawiriitaánu'
ill be cold	kooxikuuraapaanaásu' koxtakuuraapaanaásu'	kooxeeraapaanaásu'	kooxiinapaanaásu'
ill be tired	kooxikuuraahnaanawí'At koxtakuuraahnaanawí'At	kooxeeraahnaanawí'At	kooxiinAhnaanawí'At
ill be sleepy	kooxikuuraakIsčípi koxtakuuraakIsčípi	kooxeeraakIsčípi	kooxiinaakIsčípi
ill be thirsty	kooxikuuraakIstaahís koxtakuuraakIstaahís	kooxeeraakIstaahís	kooxiinakIstaahís
ill be hungry	kooxikuhnaahNASá'Ux koxtakuhnaahNASá'Ux	kooxohnaahNASá'Ux	kooxiitANASá'Ux
ill be very hot	kooxikuuraakawIRItčé' koxtakuuraakawIRItčé'	kooxeeraakawIRItčé'	kooxinaakawIRItčé'

VOCABULARY

The word list in this section contains all of the vocabulary that has been presented in the preceding lessons. For the convenience of the reader, there are two sections: (1) an Arikara-English, and (2) an English-Arikara. The Arikara-English section is the primary one, since it gives the most information for individual entries. The English-Arikara section is intended as a cross-reference to enable the reader to get to the Arikara entry in the first section.

In the Arikara-English section, each entry contains the following information: (1) the Arikara stem or word; (2) the abbreviation of the part of speech of the stem or word; (3) its English translation; and (4) the number of the lesson in which the vocabulary item was introduced. Verb stems which have a preverb are cited with the main part of the stem occurring first; the preverb (or preverbs, if two co-occur) is given in parentheses after it. The number of the class of active and passive verbs is identified by a Roman numeral immediately after the abbreviation of the verb types.

The Arikara vocabulary is arranged alphabetically in the following order: a, aa, c̣, e, ee, h, i, ii, k, n, o, oo, p, r, s, ṣ, t, u, uu, w, x. The glottal stop, which appears in the written form of the word, is omitted from the alphabet. In the alphabetizing of the words below, the glottal stop has been ignored except where there are contrasts of sequences of like vowels without a glottal stop (e.g., aa) and those with a glottal (e.g., a'a). In cases of such a contrast, the sequence with the glottal stop between the vowels follows the sequence without the glottal stop. Likewise, a word ending with a vowel without a glottal stop precedes a word with one.

The following abbreviations are used:

act. intr. vb.	active intransitive verb
act. tr. vb.	active transitive verb
adj.	adjective
adv.	adverb
cf.	compare
conj.	conjunction
desc. vb.	descriptive verb
i	Class I
ii	Class II
iii	Class III
interj.	interjection
interrog.	interrogative
iv	Class IV
lit.	literally
loc. pref.	locative prefix
loc. vb.	locative verb
n.	noun
pass. vb.	passive verb

ARIKARA - ENGLISH

a (aan) act. tr. vb., iii. to eat. (23, 24)

aan (ut...) act. tr. vb., i. to do. (46)

aánu' n. tooth. (49)

ahtakoowa'a act. intr. vb., iv. to play. (43)

áka' n. your grandmother. (10)

akAhčiišawataan desc. vb. to be a white building; to be a white home. (31)

akAhtaree'uux desc. vb. to be a blue building; to be a blue home. (31)

akanaanataá'u' n. earth lodge. (31)

áNA n. my sister (of female); your sister (of female); your brother (of male). (35)

anaasu pass. vb., iv. to be cold. (6)

ánas n. your brother (of female). (35)

anáts' n. your grandchild. (30)

ápa' n. your grandfather. (11)

apaku act. intr. vb., iv. to be fighting. (11)

apáru' n. strawberry. (23)

ápos n. apple. (4)

apostaáNUx n. peach. (4)

aráh interj. say! hey! (male term). (49)

arik act. intr. vb., ii. to be standing. (41)

arikaraánu' n. stag. (50)

ariž n. bighorn sheep. (50)
 aššičinaanat pass. vb. to be impatient. (50)
 ataawiriwaaríkUx n. Memorial Day. (23)
 átat n. your sister (of male). (35)
 atí'Ax n. my father. (10)
 atIhtaraniítu' n. coffee beans. (7)
 atíka' n. my grandmother. (10)
 atⁱnás n. my brother (of female). (35)
 atⁱná' n. my mother. (10)
 atⁱnátš n. my grandchild. (30)
 atípa' n. my grandfather. (11)
 átit n. beans. (5)
 atítat n. my sister (of male). (35)
 awaxk act. intr. vb., i. to laugh. (41)
 awí'at pass. vb., i. to be tired. (7)
 awiraaNIswatákUx n. television; movie. (49)
 awiriitaánu pass. vb., i. to be getting warm. (6)
 awiRItče desc. vb. to be very hot, to be sweltering. (6)
 aWIsíRIs n. your uncle. (11)
 áwit adv. first; formerly. (32)
 awitakUx (in...ut...) act. intr. vb., iv. to wear an apron; to have
 hanging from the waist. (40)
 awitakúxa' n. apron. (13)
 awitskaawaa'a (in...) pass. vb., iv. to be sweating. (49)

Axkaá' n. antelope. (50)
 Axkatawikoótu' n. cheese. (23)
 Axkateehiítu' n. socks, stockings. (40)
 áxkUx adj. one. (12)
 axtáwi'Is̃ n. Kick dance. (22)
 Axtóh adv. surely, truly, certainly. (32)
 áxu' n. foot. (49)
 axuuwook act. intr. vb., ii. to cover the feet, to wear (shoes). (40)
 čéstIt adv. far off, far away. (42)
 čeehaanaaniikaroókUx n. Saturday (lit. cleaning the rooms). (26)
 čikAt act. tr. vb., iv. to cry; to mourn. (11)
 čiNIhnaáku' n. ash tree. (43)
 činínu' n. jelly, jello. (21)
 čiNIšthuneepiínu' n. beaded belt. (14)
 čipiriin desc. vb. to be young; to be new. (41, 45)
 čiiika act. tr. vb., iv. to drink. (12)
 čiiikaahinik act. tr. vb., i. to water it. (44)
 čiiikaá'Ux n. Round dance. (42)
 čiinaniítu' n. soup. (9)
 čiinítⁱni' n. nape (of the neck). (49)
 čiišawataan desc. vb. to be white. (38)
 čiišsu' n. bone. (49)
 čiití'Is̃ adj. four. (12)

čiiwaana-u act. tr. vb., iii. to butcher it. (50)
 čiRAhpAhaat desc. vb. to be red. (34)
 čireewaaxihu (un...) pass. vb., iv. to be itchy, to feel itchy. (49)
 čirikaruuxik desc. vb. to be blind. (48)
 čiRIsuúnu' n. monkey. (48)
 čistaWAhnaa act. intr. vb., iv. bell to ring. (41)
 čistawáko' n. bell. (41)
 čišškookuú' n. hat. (13)
 čišťItkaáka' n. Crowshin society. (26)
 čišWAhnaá'Ux n. whistle. (45)
 čita- loc. pref. on, on top. (47)
 čitapáťš n. willow tree. (43)
 čítUx n. beaver. (50)
 čítUx SAhaánu' n. Beaver Creek. (18)
 čiWAhaahwaarúxti' n. Devils Lake. (18)
 čiwáhtš n. fish. (21)
 čiWIhákuX n. Victory dance. (22)
 čukú interrog. where. (18)

 etčiiisu' n. milk. (8)

 há'A interj. isn't it? (41)
 haakakUsákUx n. drumstick. (42)
 haakaRAhkookuú' n. bridle. (44)
 haakariiWAhnaaníkUx n. drum. (42)

haakawa'as act. intr. vb., iv. to eat a meal. (23)
 haakAxtáwa n. table. (33)
 haakeeriwat act. tr. vb., ii. to open it (e.g., a door). (41)
 haáku' n. box. (33)
 haaNUtkúsu' n. Lodge Grass society. (28)
 haáwa' (in sentence final position) adv. also. (32)
 hásl interj. look! (41)
 hAstaahiĩš desc. vb. to be thirsty. (7)
 hawáh (in sentence initial or middle position) adv. also. (32)
 haá'Ax n. your father. (10)
 heen (ut...) pass. vb., i. to stay overnight. (45)
 heer (un...) act. intr. vb., i. to be good; to be good-looking. (46)
 hi'áxti' n. his/her father. (10)
 hiĩš adv. in the evening, evening time. (47)
 hináxtIt adv. early in the morning. (42)
 hiruška n. war dance; war dancer. (21, 29)
 hItkaataáts' n. cow fat, suet. (23)
 hukós n. bull (50)
 hunax act. tr. vb., iii. to find it. (41)
 hunaananita'aan (in...) act. intr. vb., i. ground to become warm. (43)
 hunaanapsíni' adv. south, to the south, in a southerly direction. (27)
 hunaanitiikUx desc. vb. to be a coulee. (50)
 huú' n. mush; pudding. (21)
 huučíRIt n. gooseberry. (24)

huuka- loc. pref. in, into. (47)
 huukata- loc. pref. across water. (47)
 huukaawiraátA adv. east, to the east, in an easterly direction. (22)
 huuniit desc. vb. to be burned (refers to non-food items). (37)
 huuNUxkaawí'u' n. underwear. (40)

 ičitawiitik act. intr. vb., iv. to mount (a horse). (44)
 iinaRAhkaawiítIt n. a meeting; where they are meeting. (41)
 iinaraanuučitáWI n. Saddle Butte. (47)
 ikaáni' n. his/her grandmother. (10)
 inaáni' n. my brother (of male); his brother; her sister. (35)
 iNAhnítš n. his/her grandchild. (30)
 inásti' n. her brother. (35)
 ipáhni' n. his/her grandfather. (11)
 isataaka'ít n. cake. (7)
 isataaniwíru' n. biscuit. (7)
 isataataNAhkaawá n. pie. (23)
 isataá'u' n. bread. (3)
 isčípi pass. vb., iv. to be sleepy. (7)
 iš act. tr. vb., ii. to hit^cit. (41)
 išawe (in...ut...) act. intr. vb., iv. to wear a bracelet, to have a
 bracelet on. (40)
 ísu' n. hand. (49)
 itáhni' n. his sister. (35)
 itka act. intr. vb., iii. to sleep. (11)



itkaaka'iišat act. intr. vb., i. to go to the garden. (43)

ItUhtaáwe n. Bismarck. (18)

ituúnu' n. town; village.

iwaaníRlš n. his/her uncle. (11)

ka interrog. (Forms yes/no questions.) (21)

ka- loc. pref. in the brush. (47)

kaa- loc. pref. inside. (47)

kaa'a (in...) act. intr. vb., iv. to dance. (41)

kaáka' n. Crow dance. (26)

kaakí' desc. vb. no; he/she/it is not. (18)

kaatarapAxuučítákUx n. hatchet. (25)

kaatarátš n. axe. (25)

kaatiit desc. vb. to be dark. (38)

kaáxu' n. leg (49)

ka'istaáka n. salt. (5)

ka'ít n. sugar. (5)

ka'itčés n. candy. (24)

ka'iišat act. intr. vb., i. to go into the weeds. (43)

káNIt n. Mandan (tribe); a Mandan. (22)

kata- loc. pref. against. (47)

katariin desc. vb. to be swift, fast. (37)

kataroópi'Is n. automobile. (33)

katiit desc. vb. to be black. (38)

káwits n. cabbage. (3)

kawootíkUx n. Friday (lit. killing (day)). (26)

kAxiíťš n. bag. (25)
kíri n. cat. (48)
kosčés n. can, tin can. (25)
kóstš n. pail, bucket. (21)
koohaáhnini' adv. north, to the north, in a northerly direction. (27)
kook act. intr. vb., ii. to be covered. (40)
kootik act. intr. vb., i. to kill it. (41)
koóxu' n. onion. (21)
kúhkUx n. hog; pig; pork. (50)
kuNAhúx n. old man. (29)
kunaanáná n. doctor. (29)
kUx act. intr. vb., iv. to be sitting. (41)
kUxIhaáhnini' adv. on the left; to the left. (31)
kuxik act. tr. vb., iv. to pick it up. (41)

na conj. and. (46)
na'aátu' n. fig; cactus. (24)
naahtakú'U n. his wife. (30)
naahtakú'U n. your husband. (30)
naahukoósu' n. brave; hero. (36)
naakunaánu' n. Juneberry. (24)
naáNIť adv. really. (31)
naapIhúxu' n. store. (31)
naawaaWIhtíkUx n. preacher, minister. (41)
naaWIhtaaká n. blanket. (14)
naawiinúkkUx n. Praising song. (26)

naawiNAhiítu' n. quilt. (33)
 Načii'uuháWI (old term) n. Cannon Ball. (16)
 NAhaá'U n. his/her child. (36)
 NAhčita'iwaarusákUx n. hammer. (25)
 NAheesá adv. tomorrow. (46)
 NAhkakúxu' n. parfleche. (45)
 NAhkAxiikatít n. Catholic. (41)
 NAhkAxiitaaká n. Episcopalian. (41)
 NAhnaaničitawí'u' n. saddle. (44)
 NAhnunáhtš n. deer. (50)
 NAhtAsuutaaká n. White Shield. (18)
 nakaánus n. chokecherry. (24)
 nakaraáku' n. tea; tea leaf. (9)
 nakareéštA n. skillet. (25)
 nakás n. box elder tree. (43)
 nakatiitítš n. pepper. (5)
 nakuuhuúnu' n. boat. (33)
 naNAhčiiwaaká'Ux n. carpenter. (29)
 naničitAha'iwóx n. bobsled. (33)
 nanihkaroókUx n. pen, pencil. (25)
 nanipAhnuuwaá'Ux n. saw. (25)
 napakuxtaáku' n. wooden bowl (hollowed out log). (15)
 napakúxtš n. plate. (15)
 natihnaá'U n. my child. (30)

natiiNAhtakú'U n. my wife. (30)
 nátkAt adv. afterwards, later. (46)
 NATkhaahčituú' adv. all night. (31)
 nawáxtš n. clown. (29)
 NAXihnaá'U n. your child. (30)
 NAXiiNAhtakú'U n. your wife. (30)
 nesčiri n. Wolf Way dance. (22)
 neekakUxpíNUx n. Doorway song. (26)
 neeNAhtakú'U n. her husband. (30)
 neesikúsu' n. French. (36)
 neesiRASahaánu' n. Knife River. (47)
 neesíts n. knife. (15)
 neeskaa'íítAt n. sausage. (25)
 nešitsaká'Ax n. popcorn. (24)
 ničiišanaáxu' n. roasted corn. (6)
 ničišsakawariíku' n. hominy. (24)
 ničištsapáhtu' n. cornmeal. (7)
 niinačootšakaáWI n. where the church is; a church. (41)
 niiNAhuukaahaahčitáWI n. Little Missouri River. (47)
 NiinakanítWI n. Fort Yates. (18)
 niinawaapIšskaaroósi n. bank (lit. where the money is kept). (46)
 niineétAt adv. where the village is. (42)
 NiineetUhčipiriíNU n. New Town. (18)
 NiineetUhčitákUx n. Coleharbor. (18)
 NiineetUhkatákUx n. Washburn. (18)

niiniiNAhnačičštarooóku n. barbershop. (31)
niíšu' n. arrow. (21)
nikAhtareepiínu' n. headband. (34)
nikakíni' n. forehead. (49)
nikohtakú'U n. my husband. (30)
nipiíku' n. egg. (23)
nipiiwaáNIš n. Easter. (29)
Niškúsu' n. Cannon Ball. (18)
niWAharikatít n. prune. (24)
niWAharít n. plum. (7).
NiWAharít SAhaáhkAt n. Minot. (18)
níWIt n. skunk. (46)
nohkaroókuX n. courthouse. (31)
nooxíni' adj. ten. (12)
nooxiniiwaáNA adj. nine. (12)
nooxíni' na áxkUx adj. eleven. (12)
nooxíni' na čiiťí'Is adj. fourteen. (20)
nooxíni' na nooxiniiwaáNA adj. nineteen. (20)
nooxíni' na pítkUx adj. twelve. (12)
nooxíni' na šíhUx adj. fifteen. (20)
nooxíni' na taWIšaápis adj. eighteen. (20)
nooxíni' na taWIšaapiswaáNA adj. seventeen. (20)
nooxíni' na táWIt adj. thirteen. (20)
nooxíni' na tšaápis adj. sixteen. (20)
nuhnaanunáWI n. pear. (4)

nút n. snake. (46)
nuuhá'I adv. there; in that place. (44)
nuxkatiisí'U adv. last night. (41)
nuxkookuuRAhkaawí'u' n. long underwear, long johns. (40)

ookaa'aasi desc. vb. to be shady. (44)

paatúh n. enemy. (29)
paaxúh n. grandson. (49)
páhAt n. tomato. (23)
pahAtčiiisu' n. tomato juice; catsup. (8)
pAhiit desc. vb. to be quiet. (37)
pakUsuú' n. rice. (7)
parúNIt adv. quickly.
patát n. potato. (3)
pAxiníWIš n. Flathead (tribe); a Flathead. (36)
páxu' n. head. (49)
phiináNIt adv. softly. (31)
pi'aačiisu' n. beer. (9)
pi'aapaáxu' n. Eagle's Head Butte. (47)
piirátš n. children. (28)
piiraá'u' n. baby. (28)
piirapIskhuúnu' n. doll. (33)
pítKux n. two. (12)
pítKux NUsakuúNU n. Tuesday. (26)

psí'a' n. Assiniboine (tribe); an Assiniboine. (22)
 psičipiriñu' n. New Year's Day. (23)

 ra'a (in...) act. tr. vb., iv. to bring it. (50)
 ra'aan act. intr. vb., i. to hurt. (49)
 raáčitee desc. vb. to be different. (44)
 raa'eerik (ut...) act. tr. vb., iv. to watch it (e.g., a dance). (45)
 raaheer (un...) act. intr. vb., i. to be good. (37)
 raahuun desc. vb. to be spoiled, ruined. (37)
 raakawaakarook (cf. ra-u) act. tr. vb., iii. to sing songs. (41)
 raanana-u act. intr. vb., iii. to plant (a garden). (43)
 raanihtš̃ desc. vb. to be old. (48)
 raanIhtš̃aan pass. vb., i. to get old. (49)
 raanook (cf. ra-u) act. tr. vb., iii. to plant (one thing). (43)
 raanook (cf. ra-u) act. tr. vb., iii. to be singing. (11)
 raanu (ut...) act. intr. vb., i. to number, be ___ number. (50)
 raanUskatAhkaatiit desc. vb. to be rust colored. (38)
 raanUstAhkataan desc. vb. to be yellow. (34)
 raanuukaawa act. intr. vb., iv. to wear earrings, to have earrings
 on. (40)
 raapih act. tr. vb., i. to buy; to sell. (41)
 raapiRIhuun desc. vb. to be expensive; to be valuable; to be
 rare. (45)
 raaWIhka'iišat act. intr. vb., i. to go hunting. (47)
 RAhkaXii desc. vb. to be covered, to be dressed (in). (40)
 RAhkaa loc. vb. to be a meeting. (41)

rana'a (in...) act. tr. vb., iv. to bring them. (47)
ranat act. tr. vb., i. to take them. (47)
RAsaapeer (in...un...) act. intr. vb., i. to have vertical stripes. (34)
RASariwiš (in...un...) desc. vb. to have horizontal stripes. (34)
RAsa'ux (un...) pass. vb., iv. to be hungry.
rat act. tr. vb., i. to take it. (41)
ra-u (with šī...in) act. tr. vb., iii. to be born. (45)
RAXwe act. tr. vb., iv. to look for it. (12)
reešaan desc. vb. to be wealthy, rich. (37)
RIhuun desc. vb. to be big. (37)
rook (cf. ra-u) act. tr. vb., iii. to be making it. (12)

saákAx n. mouse. (46)
saapiraaniwóx n. wagon. (33)
saácu' n. basket. (12)
sáhníš n. Arikara (tribe); an Arikara. (22)
sahníš sAhaánu' n. Grand River. (47)
sAhuukaraní n. Pendleton blanket. (14)
sAhuúts' n. shawl. (42)
sanaánu' n. chin. (49)
sanánat n. Sioux (tribe); a Sioux. (21)
saNIštaaká n. white man. (36)
sápat n. woman. (28)
sataáku' n. elm tree. (43)

sáx n. turtle. (46)
 sčes̃ n. frog. (46)
 ščiřiri n. Pawnee (tribe); a Pawnee. (36)
 sIniřtu' n. nose. (49)
 sináNI n. my friend. (42)
 skačiwaáRUt n. terrier; poodle. (48)
 skána adv. alone. (42)
 Skataáka n. White Face (dog's name). (48)
 skatarákA n. bulldog. (48)
 skaweeraá'u' adv. west, to the west, in a westerly direction. (27)
 skUhkakúxu' n. roach. (45)
 skúna'A n. cushion, pillow. (33)
 suhkatákUx n. warbonnet. (45)
 suúnaaxu' n. young woman. (29)
 suúnatš n. girl. (28)
 suúnu' n. porcupine. (46)
 sUxčés n. elephant. (48)
 súxtIt n. old lady. (29)
 šaahé' n. Cheyenne (tribe); a Cheyenne. (36)
 šaanaáku' n. wrist. (49)
 šakUhcřituú' adv. all day. (31)
 šakUhnukaahákUx n. clock; watch; time piece. (40)
 šakUhwaarúxti' n. Sunday (lit. holy day). (26)
 šakuuNASšteehuúnu' n. Thanksgiving Day. (29)
 šawitš n. bracelet. (15)

šáxti' n. his/her mother. (10)
 ščiskookuú' n. ring (for the finger). (40)
 ščiríhtš n. coyote. (50)
 šhí'A n. Cree, Chippewa (tribe); a Cree, a Chippewa. (36)
 šíhUx adj. five. (12)
 šinawaahoowiisákUx n. Saddle Butte. (47)
 šiščítA n. fork. (15)
 šístš n. awl. (25)
 škookuú' n. glove. (13)
 štóh adv. again. (32)
 taakaan desc. vb. to be light in color, to be whitish. (38)
 taakáxtš n. dried meat. (6)
 taánaps n. turnip. (24)
 tačé interrog. who. (25)
 taNAhaataaká n. cow. (48)
 tapáhtu' n. pemmican. (6)
 taraanaas desc. vb. to be uncontrollable. (37)
 taraawiiš desc. vb. to be gray. (38)
 taRAhaarítš n. spoon. (15)
 taraniit desc. vb. to be burned to pieces, to be charred. (37)
 taree'uux desc. vb. to be blue. (34)
 tarihnuwanúx n. Thursday (lit. sewing things). (26)
 taróxpa n. Taroxpa society. (22)
 tatata'uuhak (ut...) act. intr. vb., iv. to help. (43)

tawaruut desc. vb. to be lively, wild. (37)
taWIsaápis adj. eight. (12)
taWIsaapiswaána adj. seven. (12)
táWIt adj. three. (12)
táWIt NUsakuúNU adj. Wednesday (lit. the third day). (26)
ta'uut act. tr. vb., iii. to steal it. (41)
teehaak desc. vb. to be straight. (37)
teepirakaarik act. tr. vb., ii. to stand behind (a building). (44)
thuneeek (in...ut...) loc. vb. to wear a belt. (40)
thuneepiínu' n. belt. (14)
tičé interrog. what, which. (12, 22)

tiíNI adv. now, at this time. (43)
tiíNI híNax adv. tonight. (42)
tiNUsusaakaríčI adv. yesterday. (42)
tⁱnaáku' n. gun. (50)
tⁱnakatiisi'U adv. tonight. (42)
tiWIsíRIs̃ n. my uncle. (11)
tsakUhcíwátAt n. Monday (lit. it is the following day (after Sunday)).
(26)
tsaskatóx n. steak. (7)
tsastsapáhtu' n. hamburger. (7)
tsástš n. meat. (6)
tskaatít n. coffee. (8)
tstoóxu' n. water. (8)
tšaápis adj. six. (12)

tšús n. grapes. (7)
 tšusčíisu' n. grape juice. (9)
 tšuus desc. vb. to be purple. (34)
 tšúúxIt n. artichoke. (23)
 tšuuXItwáhAt n. carrot. (23)
 tsu conj. but. (46)
 tswaarúxti' n. Missouri River. (47)
 tUhkaáka' n. Crow (tribe); a Crow. (21)
 tUhkaNIhnaáwiš n. Arapaho (tribe); an Arapaho. (36)
 uuka'IhwiíA n. man's shirt. (40)
 uukawikaáwi'u' n. slip, underskirt. (40)
 uukawikúsu' n. coat; overcoat. (13)
 uukawiraáNUx n. buckskin dress. (34)
 uukawíts n. dress. (12)
 uukawí'u' n. earring. (40)
 uukookunaanaxtawá n. leggings. (34)
 ukoowook act. intr. vb., ii. to be covered by, to wear (e.g., underwear).
 (40)
 wa'a act. tr. vb., iii. to eat (granular or particle foods). (24)
 waaka-u act. intr. vb., iii. to say. (41)
 waakastAhkataá'u' n. Killdeer Mountains. (47)
 waakuukakookuú' n. vest. (40)
 waakuuká'u' n. chest. (49)
 waapIsštaweésUx n. blacksmith. (29)

waaRUxtí' niinohkaroósi n. Eagle's Nest Butte. (47)
 waaWIhtik act. intr. vb., iv. to talk. (10)
 wáh n. elk. (50)
 WAhúx n. squash. (3)
 wahUxanaáxu' n. watermelon. (4)
 wahUxtAhkatá n. orange (fruit). (24)
 wahUxtaree'úx n. cucumber. (23)
 wakaraaNihuun desc. vb. to be loud. (41)
 waka-u act. tr. vb., iii. to speak it (a language). (45)
 waká'u' n. captive. (29)
 wanik act. tr. vb., i. to shoot it. (50)
 waraaka'iišat act. intr. vb., i. to go into the woods. (43)
 WAXačipiriínu' n. cottonwood tree. (43)
 wihka'uuxíni' adv. on the right, to the right. (31)
 wiináxtš n. boy. (28)
 wiínu' n. arm. (49)
 wiisu' sAhaánu' n. Heart River. (47)
 Wiisu' SAhaánu' n. Mandan. (18)
 wiitA n. man. (28)
 wiitaníhUx n. bachelor. (36)
 WiitatshaáhkAt n. Elbowoods. (36)
 wiitatshaánu' n. Hidatsa (tribe); a Hidatsa. (21)
 wiitá'u' n. twenty. (20)
 wiiteesúts n. young man. (29)

wiiteesŭtwaá'u' n. Young Men's Butte. (47)
 wisa (in...) act. intr. vb., iv. to arrive; to come here. (46)
 wisat act. intr. vb., i. to arrive; to go to a point. (47)
 Wišó'Is̄ n. war dance; grass dance. (26)
 wo act. intr. vb., iv. to be going. (35)

 xa act. intr. vb., iii. to lie, to be lying. (41)
 xaahúNA n. dachshund. (48)
 xaakaánu' n. barn. (44)
 xaanooahaánu' n. bulldog. (48)
 xaatatakáxu' n. saddle blanket. (44)
 xaawaarúxti' n. horse. (44)
 xáwas n. ball. (33)
 xáx n. your mother. (10)
 xeeháni' n. colt. (48)
 xUhčíNIš̄ n. beaded moccasin. (32)
 xUhkátit n. Blackfoot (tribe); a Blackfoot. (28)
 xúhtš̄ n. moccasin; shoe. (12)
 xUhtsiíšu' n. leather shoes. (40)
 xunáNIš̄ n. soldier. (28)
 xuuNIšáhniš̄ n. moccasin. (40)

ENGLISH - ARIKARA

ache, to ra'aan
across water huukata-
afterwards nátkAt
again štóh
against kata-
alone skána
also haáwa'; hawáh
and na
antelope Axkaá'
apple ápos
apron awitakúxu'
Arapaho (tribe) tUkkaNIhnaáwiš
Arikara (tribe) sáhniš
arm wiínu'
arrive, to (come) in...wisa
arrive, to (go) wísat
arrow niíšu'
artichoke tšuúxIt
ash tree čiNIhnaáku'
Assiniboine (tribe) psí'a'
automobile kataroópi'Iš
awl šíštš
axe kaatarátš

baby piiraá'u'
 bachelor wiitaníhUx
 bag kAxiíťš
 ball xáwas
 bank niinawaapIsškaaroóšI
 barbershop niiniiNAhnačištaróoku
 barn xaakaánu'
 basket saátu'
 beans átit
 beaver čítUx
 Beaver Creek čítUx sAhaánu'
 beer pi'aačíísu'
 bell čistawáko'
 belt thuneepínu'
 belt beaded čiNIšthuneepínu'
 big, to be RIhuun
 bighorn sheep arikúsu'
 biscuit isataaniwíru'
 Bismarck ItUhtaáwe
 black, to be katiit
 Blackfoot (tribe) xUhkátit
 blacksmith waapIsštaweésUx
 blanket naaWIhtaaká
 blanket, Pendleton sAhuukaraní
 blanket, saddle xaatatkakúxu'
 blind, to be čirikaruuxik

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blue, to be taree'uux
blue building, to be a akAhtaree'uux
boat nakuuhuúnu'
bobsled naničitAha'iwóx
bone čííšu'
born, to be ra-u (with ší...in)
bowl, wooden napakuxtaáku'
box haáku'
box elder tree nakás
boy wiináxtš
bracelet šawítš
brave, a naahukoósu'
bread isataá'u'
bridle haakaRAhkookuí'
bring it, to in...ra'a
bring them, to in...rana
brother, her inásti'
brother, his inaáni'
brother, my (of female) atⁱnás
brother, my (of male) áNA
brother, your (of female) ánas
brother, your (of male) áNA
brush, in the ka-
bucket kóstš
buckskin dress uukawiraáNUx
building, to be a blue akAhtaree'uux

building, to be a white akAhčiišawataan
bull hukós
bulldog xaanoohaánu'; skatarákA
burned, to be huuniit; taraniit
but tsu
butcher it, to čiiwaana-u
buy, to raapih

cabbage káwits̃
cake isataaka'it
can (container) kosčės
candy ka'itčės
Cannon Ball Načii'uuháWI (old term); Niškúsu'
captive waká'u'
carpenter naNAhčiiwaaká'Ux
carrot tšsuuxItwáhAt
cat kírí
Catholic NAhkAxiikatít
catsup pahAtčiiisu'
certainly Axtóh
cheese Axkatawikoótu'
chest waakuuká'u'
Cheyenne (tribe) šaahė'
child, his/her NAhaá'U
child, my nátihnaá'U
child, your NAXihnaá'U

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children piiráťš
 chin sanaánu'
 Chippewa (tribe) šhí'A
 chokecherry nakaánuš
 church, where the ___ is niinačootšakaáWI
 clock šakUhnukaahákUx
 clown nawáxtš
 coat uukawikúsu'
 coffee tskaatít
 coffee beans atIhtaraniítu'
 cold, to be anaasu
 Coleharbor NiineetUHčitákUx
 colt xeeháni'
 come here, to in...wisa
 cornmeal ničištsapáhtu'
 cottonwood tree WAXačipiriínu'
 coulee, to be a hunaanitiikUx
 courthouse nohkaroókUx
 cow taNAhaataaká
 cow fat hItkaataáťš
 coyote ščiríhtš
 Cree (tribe) šhí'A
 Crow (tribe) tUkkaáka'
 Crow dance kaáka'
 Crowshin society čišťItkaáka'
 cry, to čikAt

cucumber wahUxtaree'úx

cushion skúna'A

dachshund xaahúNA

dance, to in...kaa'a

dancer, war hiruška

dark, to be kaatiit

day, all šakUhčituú'

deer NAhnunáhtš

Devils Lake čiwAhaahwaarúxti'

difficult, to be raačitee

do, to ut...aan

doctor kunaananá

doll piirapIskhuúnu'

Doorway song neekakUxpíNUx

dress uukawíts

dress, buckskin uukawiraáNUx

drink, to čiika

drum haakariiWAhnaaníkUx

drumstick haakakUsákUx

Eagle's Head Butte pi'aapaáxu'

Eagle's Nest Butte waaRUxtí' niiohkaróósi

earring uukawí'u'

earth lodge akanaanataá'u'

east huukaawiraátA

Easter nipiwaáNis̃
 eat (one thing), to a (aan)
 eat (particle or granular foods), to wa'a
 eat a meal to haakawa'as
 egg nipiíku'
 eight taWl̃saápis
 eighteen nooxíni' na taWl̃saápis
 Elbowoods WiitatshaáhkAt
 elephant sUxčés
 eleven nooxíni' na áxkUx
 elk wáh
 elm tree sataáku'
 enemy paatúh
 Episcopalian NAhkAxiitaaká
 evening, in the hiís̃
 expensive, to be raapiRIhuun

 far away/off čéstIt
 fast, to be katariin
 father, his/her hi'áxti'
 father, my atí'Ax
 father, your haá'Ax
 fifteen nooxíni' na šíhUx
 fig na'aátu'
 fight, to apak
 find it, to hunax

first áwit
fish čiwáhtš
five šihUx
Flathead (tribe) pAxiníWIš
foot áxu'
forehead nikakíni'
fork šiščítA
formerly áwit
Fort Yates NiinakanítWI
four čití'Iš
fourteen nooxíni' na čití'Iš
French neesikúsu'
Friday kawootíkUx
friend, my sináNI
frog sčesš

garden, to go to the itkaaka'iišat
girl suúnatsš
glove škookuú'
go, to at
go into the weeds, to ka'iišat
go into the woods, to waraaka'iišat
go to the point, to wisat
going, to be wo
good, to be un...heer
good-looking, to be un...heer

gooseberry huučíRIt
 Grand River sahníš sAhaánu'
 grandchild, his/her iNAhnítš
 grandchild, my atⁱnátš
 grandchild, your anátš
 grandfather, his/her ipáhni'
 grandfather, my atípa'
 grandfather, your ápa'
 grandmother, his/her ikaáni'
 grandmother, my atíka'
 grandmother, your áka'
 grandson paaxúh
 grape juice tšusčiísu'
 grapes tšús
 Grass dance Wlšó'Is
 gray, to be taraawiiš
 ground to become warm in...hunaananita'aan
 gun tⁱnaáku'

 hamburger tsastsapáhtu'
 hammer NAhčita'iwaarusákUx
 hand íšu'
 hat čiškookuú'
 hatchet kaatarapAxuučitákUx
 head páxu'
 headband nikAhtareepiínu'

Heart River wiisu' sAhaánu'

help, to ut...tatata'uuhak

hero naahukoósu'

Hidatsa (tribe) wiitatshaánu'

hit it, to iš

hog kúhkUx

hominny ničišsakawariíku'

horse xaawaarúxti'

hot, to be very awiRitče

hungary, to be un...RASá'Ux

hunting, to go raaWihka'iišat

hurt, to ra'aan

husband, her neeNAhtakú'U

husband, my nikohtakú'U

husband, your nahtakú'U

impatient, to be asšičinaanat

in (to) huuka-

inside kaa-

isn't it? ná'A

itchy, to be un...čireewaaxihu

jello činínu'

jelly činínu'

Juneberry naakunaánu'

Kick dance Axtáwi'Is̃
kill it, to kootik
Killdeer Mountains waakastAhkataá'u'
knife neesítš
Knife River neesiRAsAhaánu'

later nátkAt
laugh, to awaxk
left, on the kUxIhaáhnini'
leg kaáxu'
leggings uukqokunaanaxtawá
lie, to xa
light, to be taakaan
Little Missouri River niiNAhuukaahaahčitáWI
lively, to be tawaruut
Lodge Grass society haaNUtkúsu'
long johns nuxkookuuRAhkaawí'u'
look! háSI
look for it, to RAXwé
loud, to be wakaraaNihuun

making it, to be rooku
man wiíta

Mandan (city) Wiísu' SAhaánu'
Mandan (tribe) káNIIt
meat tsástš

meat, dried taakáxtš
 meeting iinaRAhkaawíIt
 meeting, to be a RAhkaa
 Memorial Day ataawiriwaaríkUx
 milk etčiísu'
 minister naawaaWIhtíkUx
 Minot NiWAharít SAhaáhkAt
 Missouri River tswaarúxti'
 moccasin xuuNISáhniš
 moccasin, beaded xUhčíNIš
 Monday tsakUhčíwátAt
 monkey čiRIsuúnu'
 morning, early in the hináxtIt
 mother, his/her šáxti'
 mother, my atⁱná'
 mother, your xáx
 mount (a horse), to ičitawiitik
 mouse saákAx
 movie awiraaNIswatákUx
 mush huú'

 nape (of the neck) čiinítⁱni'
 new, to be čipiriin
 New Town NiineetUhčipiriíNU
 New Year's Day psičipiriínu'
 night, all NATkhaahčituú'

night, last nuxkatiisi'U
nine nooxiniwaána
nineteen nooxíni' na nooxiniwaána
no kaakí'
north koohaáhnini'
nose sIníitu'
not kaakí'
now tiíNI
number, to ut...raanu

old, to be raanihtš
old, to get raaNIhtšaan
old lady súxtIt
old man kuNAhúx
on (top) čita-
one áxkUx
onion koóxu'
open it, to haakeeriwat
orange (fruit) wahUxtAhkatá
overcoat uukawikúsu'

pail kóstš
parfleche NAhkakúxu'
Pawnee (tribe) sčííri
peach apostaaNUx
pear nuhnaanunáWI

pemmican tapáhtu'
pen nanihkaroókUx
pencil nanihkaroókUx
pepper nakatiitítš
pick it up, to kuxik
pie isataataNAhkaawá
pig kúhkUx
pillow skúna'A
plant (a garden), to raanana-u
plant (one thing), to raanook
plate napakúxtš
play, to ahtakoowa'a
plum niWAharít
poodle skačiwaáRUt
popcorn nešitsaká'Ax
porcupine suúnu'
pork kúhkUx
potato patát
Praising song naawiinúkukUx
preacher naawaaWIhtíkUx
prune niWAhaarikatít
pudding huú'
purple, to be tšuus

quickly parúNIt
quiet, to be pAhiit

quilt naawiNAhiftu' i

rare, to be raapiRIhuun

really naaNIt

red, to be čiRAhpAhaat

rice. pakUsuú'

rich, to be reešaan

right, on the wihka'uuxíni'

ring (for the finger) šciskookuú'

ring, to čistaWAhnaa

roach skUhkakúxu'

roasted corn ničiišanaáxu'

Round dance čiikaá'Ux

ruined, to be raahuun

rust colored, to be ~~raa~~ tAhkaat. t

sack kAxiitš

saddle NAhnaaničitawí'u'

Saddle Butte šinawaahoowiisákux; iinaraanučitáWI

salt ka'istaáka

Saturday čeehaanaaniikaroókUx

sausage neeskaa'iftAt

saw nanipAhnuuwaá'Ux

say, to ~~wa~~ waaka-u

sell, to raapih

seven taWIšaapiswaáNA

seventeen nooxíni' na taWÍŝaapiswaâNA
 shady, to be ookaa'aasi
 shawl sAhuúts̃
 sheep, bighorn arikúsu'
 shirt (man.'s) uuka'IhwiítA
 shoe xúhts̃
 shoe, leather xUhtsiíŝu'
 shoot it, to wanik
 singing, to be raanooku
 singing songs, to be raakarooku; raakawaakarooku
 Sioux (tribe) sanánat
 sister, her inaáni'
 sister, his itáhni'
 sister, my (of female) áNA
 sister, my (of male) atítat
 sister, your (of female) áNA
 sister, your (of male) átat
 sitting, to be kUx
 six tŝaápis
 sixteen nooxíni' na tŝaápis
 skillet nakareéŝtA
 skunk níWIt
 sleep, to ítká
 sleepy, to be isčípi
 slip (women's) uukawikaáwi'u'
 snake nút

socks Axkateehiitu'

softly phiinANI

soldier xunANIš

soup čiinaniitu'

south hunaanapsini'

speak (a language), to waka-u

spoiled, to be raahuun

spoon taRAhaaritš

squash WAhux

stag arikaraanu'

stand behind (a building), to teepirakaarik

standing, to be arik

stay overnight, to ut...heen

steak tsaskatox

steal it, to ta'uit

store naapIhuxu'

straight, to be teehaak

strawberry apáru'

stripes, to have horizontal in...un...RASariwiš

stripes, to have vertical in...un...RAsaapeer

suet hItkaataatš

sugar ka'it

Sunday šakUhwaaruxti'

surely Axtóh

sweating, to be in...awitskaawaa'a

swift, to be katariin

table haakAxtáwa
take it, to rat
take them, to ranat
talk, to waaWIntik
Taroxpa society taróxpa
tea nakaraáku'
television awiraaNIswatákUx
ten nooxiíni'
terrier skaciwaáRUt
Thanksgiving Day šakuuNASsteehuúnu'
there nuuhá'I
three táWIt
thirsty, to be hAstaahiis
thirteen nooxíni' na táWIt
Thursday tarihnuuwanúx
tired, to be awí'At
tomato páhAt
tomato juice pahAtčiísu'
tomorrow NAheešá
tonight tⁱnakatiisí'U; tiíNI híNAx
tooth aánu'
town ituúnu'
truly Axtóh
Tuesday pítkUx NUsakuúNU
turnip taánaps
turtle sáx

twelve . nooxíni' na pítKUX

twenty wiitá'u'

two pítKUX

uncle, his/her iwaaníRIS̃

uncle, my tiWISíRIS̃

uncle, your aWISíRIS̃

uncontrollable, to be taraanaas

underwear huuNUxkaawí'u'

underwear, long nuxkookuuRAhkaawí'u'

valuable, to be raapiRIhuun

vest waakuukakookuú'

Victory dance čiwIHákUX

village ituúnu'

wagon saapiraaniwóx

warbonnet suhkatákUX

war dance WISó'IS̃

war dance hirúšKA

war dancer hirúšKA

warm, to be getting awiriitaan

Washburn NiineetUhkatákUX

watch it, to ut...raa'eerik

water tstoóxu'

water. it, to čiiikaahinik

watermelon wahUxanaáxu'
 wealthy, to be reešaan
 Wednesday táWit NUsakuúNU
 west skaweeraá'u'
 what tičé
 where čukú
 which tičé
 whistle čišWAhnaá'Ux
 white, to be čiišawataan
 white building, to be a akAhčiišawataan
 White Face (dog's name) Skataáka
 white man saNIštaaká
 White Shield NAhtAsuutaaká
 who tačé
 wife, his naahtakú'U
 wife, my natiINAhtakú'U
 wife, your NAXiiNAhtakú'U
 wild, to be tawaruut
 willow tree čitapáts
 Wolf Way dance nesčíri.
 woman sápat
 writs šaanaáku'

 yellow, to be raaNUstAhkataan
 yesterday tiNUsusaakaričI
 young, to be čipiriin

young man wiiteešúťš

Young Men's Butte wiiteešÚtwaá'u'

young woman suúnaaxu'

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INDEX AND GLOSSARY

<u>Term</u>	<u>Lesson</u>
ACTIVE VERB. A verb that describes an action performed by the subject.	16
AFFIX. A word part that is added to a root and is not able to stand alone as a word. There are two kinds: prefix and suffix.	17
ASPECT. A grammatical category that occurs with verbs and tells whether an action is a continuing one or whether it has been completed. In Arikara, aspect is shown by the form of the end of the verb.	41
ASSERTIVE MODE. A mode which shows that the speaker states or asserts, without doubt, that something has happened, is happening, or will happen. In Arikara, it is expressed by a prefix.	43
COMPLEX SENTENCE. A sentence that is made up of more than one clause; it must have an independent clause and at least one subordinate clause.	44
COMPOUND FORM. In Arikara, it is a combination of a noun root or stem and a descriptive verb stem, the equivalent of an English adjective and noun.	38
CONSONANT CLUSTER. A group, or sequence, of two or more consonant sounds with no vowels between them.	9
DEMONSTRATIVE. An element that points out a person or object which is being referred to. In Arikara, it also expresses location (e.g., "here" or "there").	35
DESCRIPTIVE VERB. A class of Arikara verbs which describe the quality of an object or action. They are generally equivalent to adjectives in English.	37
DUAL. A number category in the Arikara verb that signifies two persons or things.	26
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EXCLUSIVE. In Arikara, the exclusive is a 1st person non-singular subject (or object) in which the person spoken to is excluded; e.g., "he and I", or "we (but not you)".	28

<u>Term</u>	<u>Lesson</u>
FIRST PERSON. The person who is speaking (I), or the person who is speaking plus others (we).	13
GERUND. A verb form that is used as a noun.	34
IMPERATIVE MODE. A mode which shows that the speaker is giving a command.	43
IMPERFECTIVE ASPECT. An aspect which tells that an action continued, or is continuing, over a relatively longer span of time and may or may not be completed.	41
INCLUSIVE. In Arikara, the inclusive is a 1st person non-singular subject (or object) which includes the speaker and the person spoken to; e.g., "you and I" or "we (including you)".	28
INDEPENDENT VERB FORM. It is a form of the verb that can be used alone to make a sentence. It forms a complete sentence without the need for another verb form.	34
INDICATIVE MODE. A mode which shows that the speaker is making a simple statement of fact. It is marked by a prefix in Arikara.	43
INFERENTIAL PREFIX. A verb prefix which shows that the speaker feels certain that something occurred although he has not actually experienced it or seen it happen.	42
INFINITIVE MODE. In Arikara, a mode that occurs with the verb in its subordinate form and complements an independent verb form. It is also used independently to give an admnition.	44
INFLECTION. A process which refers to grammatical additions to the verb or noun. In verbs these changes are made by the addition of affixes that indicate number, person, tense, mode, etc.	17
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INTERROGATIVE. The form of a verb that asks a question.	48
INTRANSITIVE VERB. A class of verbs that do not take an object.	12

<u>Term</u>	<u>Lesson</u>
LITERAL TRANSLATION. A word-for-word; or element-for-element, translation. (See WORD-FOR-WORD TRANSLATION.)	10
LOCATIVE VERB. A class of verbs that show where something or someone is located or where something happened; they generally express location.	36
MODE. A grammatical category that shows how the speaker feels about what he is saying; e.g., whether he is sure or unsure of a statement. In Arikara, mode is expressed by prefixes.	43
NON-SINGULAR. A number category that signifies more than one person or object. In Arikara, there are two non-singulars: dual (two) and plural (three or more).	26
OBJECT PRONOUN PREFIX. In Arikara, a word part that precedes a stem and identifies the person or thing receiving the action of the transitive verb.	17
PASSIVE VERB. A class of verbs that describe a physical quality or state of the body, or an action that befalls someone. The subject is affected by the verb. What is the subject in English translation is the object in the Arikara inflection.	16
PERFECTIVE ASPECT. An aspect which tells that an action is or was completed within a relatively short span of time.	41
PERSON. The term for the grammatical distinctions marking the difference between the speaker (first person), the one spoken to (second person), and anyone or anything else (third person).	13
PLURAL. The number category in Arikara that indicates three or more persons or objects. (In English the plural is <u>two</u> or more persons or objects.)	26
POSSESSION. The expression of ownership.	48
POTENTIAL MODE. A mode which shows that something will happen or might happen in the future.	46

<u>Term</u>	<u>Lesson</u>
PREFIX. A meaningful word part, or affix, that is placed before a root.	17
PREVERB. A part of some verb stems that is frequently separated from the rest of the stem by various prefixes.	46
ROOT. The core of a stem or word; it has no affixes.	17
SECOND PERSON. The person who is being spoken to; i.e., "you".	13
STEM. The base of a word. It may be a root or a root plus derivational affixes. Grammatical affixes are added to it when it is in a sentence.	17
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STRESS MARK. A mark over a vowel (´) that indicates which syllable is said with more force than the others.	3
SUBJECT PREFIX. In Arikara, it is a word part that identifies which person is the subject of the verb.	17
SUBORDINATE VERB FORM. A dependent form of the verb which cannot be used alone in a sentence. It must occur together with an independent verb form.	34
SUFFIX. A word part or affix that is added to the end of, or comes after, the root.	17
SYMBOL. A letter or mark, or a combination of these.	1
TENSE. A grammatical category used with verbs that tells when the action or state is taking place in time; e.g., the past, the present, or the future.	41
THIRD PERSON. A person other than the speaker or the one being spoken to; i.e. "he", "she", "it", or "they".	13
TRANSITIVE VERB. A verb that requires an object to complete its meaning.	12
VERB STEM. It may consist of a verb root, or a root plus one or more affixes which add to its meaning. When it occurs in a sentence, grammatical affixes are added to it.	17
WORD-FOR-WORD TRANSLATION. A translation that follows the exact order of meaningful parts in the language which is being translated.	10