

Cree

Language of the Plains

nēhiyawēwin

paskwāwi-pīkiskwēwin

Language Lab Workbook

Cree 100 & Cree 101

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Cree 100 & Cree 101

Jean L. Okimāsis



University of Regina Press

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Foreword

This language lab workbook and corresponding recordings have been designed to complement and supplement the Open Access textbook *Cree: Language of the Plains*, which has been redesigned and updated as an introductory study of the grammatical structure of Cree. The language lab sessions attempt to build on that information by presenting drills, exercises, and dialogues to reinforce topics in the textbook. These exercises are not meant to be used entirely on their own to teach Cree but this workbook may serve as a starting point and can be used along with other worksheets and activities.

The Cree language is rich in verb forms, which require agreement with all other grammatical features within a sentence. Note that in both the textbook and the language lab material, nouns, pronouns, and verbs are presented as **animate** or **inanimate**, while verbs are also classified as **transitive** or **intransitive** (depending on the number of nouns or pronouns referred to). Grammatical agreement between verbs, nouns, and pronouns is required.

The precise nature of the Cree language also dictates that many verbs, nouns, and particles must be introduced in the language lab material. The language lab sessions and workbook and the textbook complement each other through vocabulary and the grammatical rules that dictate the use of the right particles.

In the textbook, Appendices B and C contain noun and particle vocabulary lists while Appendices D and E contain verbs. Ultimately these appendices provide students with diverse vocabulary from which to choose when composing Cree sentences. Both the textbook and the workbook aim to teach the same information about the structure of the Cree language. Those studying Cree will experience the precise nature of this language in all its forms: nouns, pronouns, and verbs in their conjugated forms.

The standard roman orthography (sro) is used throughout this book. As a student of Cree, and probably because I am a speaker of the language, I was amazed that only ten consonants and seven distinct vowels are required to elegantly spell Cree vocabulary. The short vowel sounds of spoken Cree are represented by **a**, **i**, and **o**, while **ā**, **ī**, **ō**, and **ē** represent long vowel sounds. There are also ten consonants: **c**, **h**, **k**, **m**, **n**, **p**, **s**, **t**, **w**, and **y**. I immediately realized that the sro indeed represented the sounds and the syllables of my language. The wide range of vocabulary, especially the verbs, and the rich grammar were endless but precise. This was the beginning of my journey towards a work that respectfully presents the beautifully constructed Cree language, *nēhiyawēwin*.

Jean L. Okimāsis

Introduction

This language lab workbook has been organized to complement and support the grammatical material presented in the accompanying *Cree: Language of the Plains* textbook. Each lab session, drill, and exercise in this book is accompanied by a cross-reference to the open textbook where you can find a detailed explanation of the specific Cree structure being demonstrated.

Language lab sessions are presented in order of increasing difficulty and each new session builds on the previous ones. Therefore, you are encouraged to undertake the sessions in the order they are presented.

Structure and Features

The language lab sessions have been divided into two sections: Cree 100 and 101. This essentially follows the two halves of the introductory Cree course taught at First Nations University of Canada and elsewhere. Common features in each lab session include drills, dialogue, additional vocabulary, spelling, and the occasional written exercise.

How to Use the Audio Component

In order to best use this language lab workbook, follow the instructions given for each drill or exercise. General instructions related to the audio component are outlined as follows.

Specific instructions for the exercises and dialogues are also given in the language lab sessions.

1. Listen very carefully to each word.
2. Repeat what you hear. The narrator will say each word or sentence twice, then there will be a pause. This will give you time to repeat the Cree word or sentence.
3. In later lab sessions pay particular attention to the pronunciation of each syllable *then* to the contractions of those words in the full sentence of the spoken Cree.
4. If at any time you need to hear the words again, replay the recording, and try again.
5. You will be expected to know all of the vocabulary words used in the spelling and translation exercises.

Verb Conjugation Chart

The following verb conjugation chart is important to keep in mind for many of the lab sessions and will assist you in understanding person-markers. It is important to know what the numbers (1s, 2s, 3s, 3's, 1p, 21, 2p, 3p, and 3'p) stand for because every verb (VAI, VTI, and VTA) follows this numbering system.

| | | |
|-----|-----------|---|
| 1s | indicates | the first person singular (I, me) |
| 2s | indicates | the second person singular (you) |
| 3s | indicates | the third person singular (he, she, it) |
| 3's | indicates | the obviative singular (e.g.: his/her friend/s) |
| 1p | indicates | the first person plural (we, exclusive) |
| 21 | indicates | the first person plural (we, inclusive) |
| 2p | indicates | the second person plural (you) |
| 3p | indicates | the third person plural (they) |
| 3'p | indicates | the obviative plural (e.g.: their friend/s) |

CREE 100

Language Lab Session 1

Sounds and Pronunciation, Minimal Pairs, and Possession

Drill 1.1. Vowel Sounds

Instructions: Pay attention to the vowel sounds as you repeat the following words after me. I will say each word twice. I will begin with the short vowels.

Short vowels: a, i, o

| | | |
|----------|------------------|----------------|
| a | apisīs | a little |
| | māmāskāc! | amazing!* |
| | kiya | you/your |
| i | iskotēw | a fire |
| | tānisi | how* |
| | cīki | near |
| o | okimāhkān | a chief |
| | ēkosi | that's enough* |
| | nēwo | four |

For Drills 1.1 and 1.2, refer to Chapter 2 of the textbook for a detailed overview of the Cree alphabet, short and long vowel sounds, and pronunciation.

An asterisk denotes that the word has other meanings depending on the context.

Now listen as I say the long vowel sounds twice and repeat after me.

Long vowels: ā, ī, ō, ē

| | | |
|---|----------|----------------|
| ā | ācimowin | a story |
| | māka | but |
| | nōhtāwiy | my father |
| ī | nīpin. | It is summer. |
| | sīsīp | a duck |
| | sīpiy | a river |
| ō | ōhow | an owl |
| | ōcēw | a fly |
| | sōniyāw | money |
| ē | ēwako | that's the one |
| | mēkwāc | presently* |
| | tēpwē | yell/shout |

Drill 1.2. Consonant Sounds

Instructions: Pay attention to the consonant sounds as you repeat the following words after me. I will say each word twice. I will start with the letter “p.”

| | | |
|----------|------------|-----------------------|
| p | pīsim | the sun* |
| | pakān | a nut |
| | tēpakohp | seven |
| t | tawāw. | There is room/space.* |
| | tohtōsāpoy | milk |
| | tānitahto? | How many? |
| k | kohkōs | a pig |
| | kīspin | if |
| | sikāk | a skunk |
| c | cēskwa | wait |
| | cīki | near |
| | anohc | today* |

| | | |
|----------|---------------------|----------------------|
| s | sēmāk | right now* |
| | sisonē | along |
| | anikwacās(k) | squirrel/gopher |
| m | mīciso | eat |
| | namōya | no |
| | atim | a dog |
| n | nāpēw | a man |
| | nīso | two |
| | nimis | my older sister |
| h | āpihtaw | half |
| | ōhi | these (inanimate) |
| | osih | make it |
| w | wāpos | a rabbit |
| | nānitaw | about/approximately* |
| | wāhyaw | far away |
| y | oyākan | a dish |
| | yīkowan. | It is foggy. |
| | niya | I, me, my |

Drill 1.3. Minimal Pairs

Instructions: Listen and repeat the following words after me. I will read the pair of Cree words across each row.

| | |
|------------------|------------------|
| sākahikan | sakahikan |
| a lake | a nail |
| niyānan | niyanān |
| five | us |
| kisitēw. | kīsitēw. |
| It is hot. | It is cooked. |

Refer to Chapter 3 for more information on minimal pairs: two words that are identical in spelling except for one sound.

Note that each pair of words differs in only one sound (long vowel versus short vowel or different consonants).

| | |
|-------|--------|
| nīpiy | nīpiy |
| water | a leaf |

| | |
|---------------|------------|
| asam. | asām |
| Feed him/her. | a snowshoe |

| | |
|--------------|---------------|
| kisisow. | kīsisow. |
| S/he is hot. | It is cooked. |

| | |
|----------------|--------------|
| tāniwā? | tāniwē? |
| Where is s/he? | Where is it? |

| | |
|------|------|
| ōma | ōta |
| this | here |

| | |
|-------|-----------|
| pakān | pahkān |
| a nut | different |

| | |
|-------------|---------|
| mōniyāw | sōniyāw |
| a Caucasian | money |

| | |
|-------------|------|
| pōna | kōna |
| make a fire | snow |

Spelling 1.1

Instructions: As I dictate ten Cree words, write them in the spaces provided. I will say each one twice. You can listen to this recording as many times as you like before spelling the word. Check your answers against the key at the back of the book.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Drill 1.4. Possessive Body Parts

Instructions: Listen as I narrate each Cree word twice, then repeat after me.

| | |
|--------------|----------------|
| mitōn | a mouth |
| nitōn | my mouth |
| kitōn | your mouth |
| otōn | his/her mouth |
| | |
| mikot | a nose |
| nikot | my nose |
| kikot | your nose |
| okot | his/her nose |

Refer to Chapter 31 for a detailed review of the use of prefixes, which are used to show possession in Independent and Dependent nouns.

| | |
|-----------------|---------------|
| miskīsik | an eye |
| niskīsik | my eye |
| kiskīsik | your eye |
| oskīsik | his/her eye |

| | |
|-------------------|---------------|
| mihtawakay | an ear |
| nihtawakay | my ear |
| kihtawakay | your ear |
| ohtawakay | his/her ear |

| | |
|---------------|--------------|
| miskāt | a leg |
| niskāt | my leg |
| kiskāt | your leg |
| oskāt | his/her leg |

| | |
|-----------------|---------------|
| mispiton | an arm |
| nispiton | my arm |
| kispiton | your arm |
| ospiton | his/her arm |

| | |
|-----------------|---------------|
| micihciy | a hand |
| nicihciy | my hand |
| kicihciy | your hand |
| ocihciy | his/her hand |

| | |
|--------------|---------------|
| misit | a foot |
| nisit | my foot |
| kisit | your foot |
| osit | his/her foot |

Language Lab Session 2

**Nouns, Imperatives,
Numbers, and Greetings****Drill 2.1. Nouns**

Instructions: Listen as I narrate the following words twice, then repeat each word. Pay attention to the long and short vowels. I will read the Cree nouns in the left-hand column first, then go down the right-hand column of Cree.

Refer to Chapter 4 for a discussion on animate and inanimate nouns.

| | | | |
|----------|-----------|----------------|----------|
| sīpiy | a river | pakān | a nut |
| kinosēw | a fish | nāpēw | a man |
| piyēsīs | a bird | oyākan | a dish |
| astotin | a cap/hat | wāpos | a rabbit |
| akohp | a blanket | iskwēw | a woman |
| mīciwin | food | tēhtapiwin | a chair |
| ospwākan | a pipe | mīcisowināhtik | a table |
| atim | a dog | nihtiy | tea |
| maskisin | a shoe | minōs | a cat |
| ayīkis | a frog | kohkōs | a pig |
| ōtēnaw | a town | sīwinos | a candy |

Drill 2.2. Imperatives Said to One Person

For Drills 2.2 through 2.4, refer to Chapter 10 for a review of the Imperative mode, which is used to give orders, commands, invitations, or requests.

Instructions: Listen to and repeat the following commands given to *one person*.

| | |
|-------------|------------------------------|
| nipā | sleep |
| waniskā | get up (from bed) |
| kākisimo | pray (in traditional manner) |
| kistāpitēho | brush your teeth |
| kāsīhwē | wash your face |
| sikaho | comb your hair |
| paminawaso | prepare a meal |
| apī | sit down |
| mīciso | eat |
| minihkwē | drink |
| pasikō | stand up |
| pimohtē | walk |
| nakī | stop (walking) |
| pimipahtā | run |
| kwēsī | turn |
| pāhpi | laugh |
| kīsītēpo | cook |
| itwē | say it |
| nēhiyawē | speaking Cree |
| masinahikē | write* |
| ākayāsimo | speaking English |
| sāmin | touch it (animate) |
| sāmina | touch it (inanimate) |
| kāsīchwē | wash your hands |

Drill 2.3. Imperatives Said to More than One Person

Instructions: Listen to and repeat the following commands given to *more than one person*. Listen carefully for the “k” sound at the end of each word, which indicates that you are speaking to more than one person.

| | |
|--------------|------------------------------|
| nipāk | sleep |
| waniskāk | get up (from bed) |
| kākīsimok | pray (in traditional manner) |
| kistāpitēhok | brush your teeth |
| kāsīhkwēk | wash your face |
| sīkahok | comb your hair |
| paminawasok | prepare a meal |
| apik | sit down |
| mīcisok | eat |
| minihkwēk | drink |
| pasikōk | stand up |
| pimohtēk | walk |
| nakik | stop (walking) |
| pimipahtāk | run |
| kwēskik | turn |
| pāhpik | laugh |
| kīsītēpok | cook |
| itwēk | say it |
| nēhiyawēk | speak Cree |
| masinahikēk | write* |
| ākayāsīmok | speak English |
| sāminihk | touch it (animate) |
| sāminamok | touch it (inanimate) |
| kāsīcihcēk | wash your hands |

Drill 2.4. Imperatives: Including Yourself

Notice that the “-tān” ending indicates the inclusive: “Let’s (you and me, all of us) do something.”

Instructions: Listen to and repeat the following words.

| | |
|----------------|------------------------------------|
| nipātān | let’s sleep |
| waniskātān | let’s get up (from bed) |
| kākīsimotān | let’s pray (in traditional manner) |
| kistāpitēhotān | let’s brush our teeth |
| kāsihkwētān | let’s wash our faces |
| sīkahotān | let’s comb our hair |
| paminawasotān | let’s prepare a meal |
| apitān | let’s sit down |
| mīcisotān | let’s eat |
| minihkwētān | let’s drink |
| pasikōtān | let’s stand up |
| pimohtētān | let’s walk |
| nakītān | let’s stop (walking) |
| pimipahtātān | let’s run |
| kwēskītān | let’s turn |
| pāhpitān | let’s laugh |
| kīsītēpotān | let’s cook |
| itwētān | let’s say it |
| nēhiyawētān | let’s speak Cree |
| masinahikētān | let’s write* |
| ākayāsīmotān | let’s speak English |
| sāminātān | let’s touch it (animate) |
| sāminētān | let’s touch it (inanimate) |
| kāsīihcētān | let’s wash our hands |

Drill 2.5. Numbers 1 to 10

Instructions: Listen and repeat the following terms for numbers. I will read each number twice. I will start with the left-hand column.

For an overview of numbers, refer to Chapter 22.

| | | | |
|---------|-------|---------------|-------|
| pēyak | one | nikotwāsik | six |
| nīso | two | tēpakohp | seven |
| nisto | three | ayinānēw | eight |
| nēwo | four | kēkā-mitātaht | nine |
| niyānan | five | mitātaht | ten |

Drill 2.6. Numbers 1 to 10 and Nouns

Instructions: Listen to the following words for counting objects or nouns. I will start reading down the left-hand column and then go down the right one.

| | |
|--|--|
| pēyak atim one dog | nikotwāsik piyēsisa k six birds |
| nīso minōsa k two cats | tēpakohp pahkēkin wa seven hides |
| nisto nāpēwa k three men | ayinānēw akohpa eight blankets |
| nēwo ayīkisa k four frogs | kēkā-mitātaht oyākana nine dishes |
| niyānan wāposwa k five rabbits | mitātaht masinahikana ten books |

Most nouns are marked in the plural form (as highlighted in bold font).

continued...

pēyak ayikis
one frog

nikotwāsik pakānak
six nuts

nīso atimwak
two dogs

tēpakohp wāwa
seven eggs

nisto iskwēwak
three women

ayinānēw astotina
eight hats/caps

nēwo maskwak
four bears

kēkā-mitātaht tēhtapiwina
nine chairs

niyānan ospwākanak
five pipes

mitātaht mīcisowināhtikwa
ten tables

Dialogue 2.1. Greetings

This dialogue drill introduces new information and additional vocabulary not specifically covered in any one section of your textbook.

Instructions: Listen to the following dialogue, which will be repeated twice. Then practise the greetings below with a classmate to supplement your understanding of how to converse with someone you have just met.

A: tānisi?

Hello, how are you?

B: namōya nānitaw.
kiya māka?

Fine. And you?

A: pēyakwan.
tānisi ē-isiyihkāsoyan?

Just the same.
What is your name?

B: _____ nitisiyihkāson.
tānitē ē-ohcīyan?

My name is _____.
Where are you from?

A: _____ nitohcīn. I am from _____.
wāhyaw anima ōta ohci, That's far from here,
māka ōta ēkwa niwīkin. but I live here now.

tānitē māka kiya ē-ohciyan? Where are you from?

B: _____ niya ohci. I am from _____.

Dialogue Vocabulary

Instructions: Listen to the following vocabulary and repeat the words after me. I will say each word twice.

| | |
|-----------------|------------------------------------|
| tānisi? | How? (colloquially: How are you?) |
| namōya | no |
| nānitaw | approximately/about/perhaps |
| namōya nānitaw | fine (a colloquial expression) |
| kiya | you (sg.) |
| māka | but |
| kiya māka? | And you? (a colloquial expression) |
| pēyakwan | the same |
| ē-isiiyhkāsoyan | as you are called/named |
| nitisiyihkāson | I am called/named |
| tānitē? | Where? |
| ē-ohciyan | as you are from _____ |
| nitohcīn | I am from _____ |
| wāhyaw | far away |
| anima | that |
| ōta | here |
| ohci | be from somewhere |
| ēkwa | and/now |
| niwīkin | I live/reside |
| niya | I/me |

Spelling 2.1

Instructions: As I dictate vocabulary from the previous pages, write the words in the spaces provided. You may replay the recording to listen to the words before spelling them. I will dictate each word twice. Check your answers against the key at the back of the book.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Language Lab Session 3

Greetings, Nouns (Singular, Plural, and Diminutives), and Numbers

Dialogue 3.1. Greetings—Introducing Someone

Instructions: Listen to the following dialogue, which will be repeated twice, then practise the greetings below with a classmate to supplement your understanding of how to converse with someone you have met.

Use the additional vocabulary to enhance your ability to have a basic conversation in Cree.

A: tānisi? Hello, how are you?

B: ay, takahki!
kiya māka? Great! / Really good!
How about you?

A: ēyiwēhk.
awīna wiya awa? [pointing to C] I'm getting by.
Who is this?

B: nitōtēm awa.

_____ isiyihkāsow.

_____ ē-ohcīt.

This is my friend.

His/her name is _____.

He/she comes from _____.

A: wāhyaw anima.

tānisi? [said to C]

That's far away.

How are you?

Dialogue Vocabulary

Instructions: Listen to the following vocabulary and repeat the words. I will say each word twice.

| | |
|-------------|---|
| tānisi | How? (colloquially: How are you?) |
| ay! | colloquial expression meaning “hey!” (with a positive intonation) |
| takahki | extremely good |
| kiya | you (sg.) |
| māka | but |
| ēyiwēhk | alright/just fine |
| awīna? | Who? |
| wiya | him/her |
| awa | this one (here) |
| nitōtēm | my friend |
| isiyihkāsow | He/she is called/named _____. |
| ē-ohcīt | as he/she comes from _____ |
| wāhyaw | far (away) |
| anima | that* |

Drill 3.1. Nouns—Plurals

Instructions: Listen carefully to the difference in stress patterns of the following nouns as I narrate them in the singular and plural forms. Try to mimic this pronunciation. I will move across the rows saying the singular form first followed by the plural form. Repeat after me.

Refer to Chapter 4 for more information on how to pluralize animate and inanimate nouns using suffixes.

Inanimate Nouns

| <i>Singular</i> | <i>Plural</i> |
|-----------------|---------------|
| wāpikwaniy | wāpikwaniya |
| masinahikan | masinahikana |
| tēhtapiwin | tēhtapiwina |
| iskwāhtēm | iskwāhtēma |

Animate Nouns

I'll read the singular and then the plural forms just as I did before. Repeat after me.

| <i>Singular</i> | <i>Plural</i> |
|-----------------|----------------------|
| astis | astis ak |
| atim | atim wak |
| minōs | minōs ak |
| sēhkēpayīs | sēhkēpayīs ak |
| piyēsīs | piyēsīs ak |
| iskwēw | iskwēw wak |
| askihk | askihk wak |

Spelling 3.1

Instructions: Listen carefully to the words as I say them and spell the words in the spaces provided. I will say each word twice. You can replay the audio several times before attempting to spell the words. Check your answers against the key at the back of the book.

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Drill 3.2. Nouns—Diminutives: Gender and Number

Refer to Chapter 5 for more information on how to create nouns for items or objects that are smaller than the norm.

Instructions: Listen to and repeat the following Cree words. I will say the singular form first followed by the plural form.

| | |
|----------|--------------|
| asiniy | a rock/stone |
| asiniyak | rocks/stones |

| | |
|------------|----------------------|
| asinīsis | a little rock/pebble |
| asinīsisak | little rocks/pebbles |

| | |
|-------------|---------------------|
| sīsīp | a duck |
| sīsīpak | ducks |
| sīsīpisis | a duckling |
| sīsīpisisak | ducklings |
| maskwa | a bear |
| maskwak | bears |
| maskosis | a cub |
| maskosisak | cubs |
| ayikis | a frog |
| ayikisak | frogs |
| ayikisis | a little frog |
| ayikisisak | little frogs |
| kinēpik | a snake |
| kinēpikwak | snakes |
| kinēpikos | a little snake |
| kinēpikosak | little snakes |
| atim | a dog |
| atimwak | dogs |
| acimosis | a little dog/puppy |
| acimosisak | little dogs/puppies |
| astotin | a cap/hat |
| astotina | caps/hats |

ascocinis a little cap/hat
ascocinisa little caps/hats

tēhtapiwin a chair*
tēhtapiwina chairs

cēhcapiwinis a little chair
cēhcapiwinisa little chairs

Drill 3.3. Numbers 11 to 20

*For more
information on
numbers, please see
Chapter 22.*

Instructions: Listen to the following number terms. I will read each word twice. Repeat after me.

| | |
|-------------------|-----------|
| pēyakosāp | eleven |
| nīsosāp | twelve |
| nistosāp | thirteen |
| nēwosāp | fourteen |
| niyānanosāp | fifteen |
| nikotwāsosāp | sixteen |
| tēpakohposāp | seventeen |
| ayinānēwosāp | eighteen |
| kēkā-mitātahtosāp | nineteen |
| nīsitanaw | twenty |

Drill 3.4. Conversion Drill

Instructions: For this drill, I will read out a list of nouns, such as “*pēyak atim*,” which means “one dog,” followed by a number other than one. Change the singular noun to its plural form. Check your answers against the key at the back of the book.

Before we begin, listen and follow along as I say the following three examples:

| | |
|-------------|---------------------------|
| pēyak atim | pēyakosāp atim wak |
| nīsosāp | nīsosāp atim wak |
| pēyak minōs | pēyakosāp minōs ak |

Notice that numbers 11 to 19 are represented by numbers 1 to 9 and all have the same additional ending.

I will now begin the drill. Listen as I read the following nine noun and number combinations, then write the plural form of the noun in the space provided.

| <i>Drill Leader</i> | <i>Student</i> |
|---------------------|-------------------------|
| 1. pēyak sisīp | nīsosāp _____ |
| 2. pēyak maskwa | nistosāp _____ |
| 3. pēyak sēhkēpayīs | nēwosāp _____ |
| 4. pēyak tēhtapiwin | niyānanosāp _____ |
| 5. pēyak wāpikwaniy | nikotwāsosāp _____ |
| 6. pēyak askihk | tēpakohposāp _____ |
| 7. pēyak ospwākan | ayinānēwosāp _____ |
| 8. pēyak kinēpik | kēkā-mitātahtosāp _____ |
| 9. pēyak iskwēw | nīsitanaw _____ |

Spelling 3.2

Instructions: Listen carefully to the words as I say them and spell the words in the spaces provided. I will repeat them twice. You can replay the audio several times before attempting to spell the words. Check your answers against the key at the back of the book.

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Exercise 3.1. Fill in the Blank

Instructions: In this exercise, I will say the Cree word for each of the English translations listed. To help you enhance your listening skills, I will say the words in random order. Listen to and replay the recording as often as necessary. Then write each word on the appropriate line provided. Check your answers against the key at the back of the book.

- | | |
|--------------------|---------------------|
| 1. _____ a pail | 5. _____ a bear |
| 2. _____ a cup | 6. _____ one |
| 3. _____ today | 7. _____ a book |
| 4. _____ a dish | 8. _____ a chair |

Language Lab Session 4

Negative Imperatives, Diminutives, Verbs, Locatives, and Prepositions

Drill 4.1. Verbs: Negative Imperatives or Commands

Refer to Chapter 13 for an in-depth review of negative imperatives—how to tell someone not to do something.

Instructions: I will say the following negative commands twice in the second person singular (2s), second person plural (2p), and first person plural (21) forms. Listen to the commands said in Cree and then repeat them.

Also note the different form of the negations for first person plural (21) forms.

| | | |
|----|------------------|----------------------------|
| 2s | ēkāwiya pasikō. | Don't stand up. (you, sg.) |
| 2p | ēkāwiya pasikōk. | Don't stand up. (you, pl.) |
| 21 | ēkā pasikōtān. | Let's not stand up. |
| 2s | ēkāwiya api. | Don't sit. (you, sg.) |
| 2p | ēkāwiya apik. | Don't sit. (you, pl.) |
| 21 | ēkā apitān. | Let's not sit. |
| 2s | ēkāwiya mīciso. | Don't eat. (you, sg.) |
| 2p | ēkāwiya mīcisok. | Don't eat. (you, pl.) |
| 21 | ēkā mīcisotān. | Let's not eat. |

| | | |
|----|-------------------------------|------------------------------|
| 2s | ēkāwiya ayamihcikē. | Don't read. (you, sg.) |
| 2p | ēkāwiya ayamihcikē k . | Don't read. (you, pl.) |
| 21 | ēkā ayamihcikētā n . | Let's not read. |
| 2s | ēkāwiya kwēskī. | Don't turn. (you, sg.) |
| 2p | ēkāwiya kwēskī k . | Don't turn. (you, pl.) |
| 21 | ēkā kwēskītā n . | Let's not turn. |
| 2s | ēkāwiya itwē. | Don't say it. (you, sg.) |
| 2p | ēkāwiya itwē k . | Don't say it. (you, pl.) |
| 21 | ēkā itwētā n . | Let's not say it. |
| 2s | ēkāwiya nēhiyawē. | Don't speak Cree. (you, sg.) |
| 2p | ēkāwiya nēhiyawē k . | Don't speak Cree. (you, pl.) |
| 21 | ēkā nēhiyawētā n . | Let's not speak Cree. |

Drill 4.2. Review of Diminutives

Instructions: Listen to and repeat the following words. I will start narrating the singular nouns on the left then I will say the diminutive form of each noun. Notice that the diminutive forms all end in “-is” and are highlighted in bold font only to show the changes to the nouns. Note that some of the nouns change “t” to “c” then add the “-is” ending.

The second part of this drill lists the nouns in their plural diminutive forms.

Singular Diminutives

| | |
|-------------|-----------------------|
| minōs | minō sis |
| asikan | asika nis |
| oyākan | oyāka nis |
| sisīp | sisīp is |
| astotin | ascocin is |
| masinahikan | masinahika nis |

Refer to Chapter 5 in the textbook for more information on this subject.

“-is” changes the noun to a smaller version. For instance, the term “asikan - a stocking/sock” becomes “asikanis - a little stocking/sock.”

| | |
|------------|--------------|
| wāpos | wāposis |
| maskwa | maskosis |
| ayikis | ayikisis |
| tēhtapiwin | cēhcapiwinis |

Plural Diminutives

I will now read the plural diminutives, starting with the left-hand column. You will notice that one adds the plural form “-ak” or “-a” after the diminutive ending “-is.”

| | |
|---------------|----------------|
| minōsis | minōsisak |
| asikanis | asikanisak |
| oyākanis | oyākanisa |
| sīsīpisis | sīsīpisisak |
| ascocinis | ascocinisa |
| masinahikanis | masinahikanisa |
| wāposis | wāposisak |
| maskosis | maskosisak |
| ayikisis | ayikisisak |
| cēhcapiwinis | cēhcapiwinisa |

Drill 4.3. Review of Verbs

Instructions: Listen to the audio and repeat the following imperative verb forms. I will say the verbs in Cree from left to right on each row.

Refer to Chapters 10 and 11 for more information on verbs in the Imperative mode.

| | | |
|------------------------------|---------------------|----------------------------|
| api sit | mīciso eat | nipā sleep |
| sīkaho comb your hair | sāmīna touch it | pāhpi laugh |
| pimipahtā run | nakī stop | ākayāsīmo speak English |
| minihkwē drink | itwē say it | nēhiyawē speak Cree |
| ayamihcikē read | masinahikē write | kāsīhwē wash your face |
| kāsīcīhcē wash your hands | waniskā get up | pimohtē walk |

Drill 4.4. Locatives

For the following three drills, refer to Chapter 9 for more information on how to indicate the location of something or someone.

You will notice the change in meaning just by adding locative suffixes.

Instructions: Listen to and repeat the following words used to show location. Again, I will say the words across each row, starting with the regular noun, followed by the locative form.

- | | |
|----------------------------------|--|
| 1. tēhtapiwin a chair | tēhtapiwin ihk on the chair |
| 2. wāskahikan a house | wāskāhikan ihk in/at the house |
| 3. akocikan a cupboard* | akocikan ihk in the cupboard* |
| 4. oyākan a dish/plate | oyākan ihk in/on the dish/plate |
| 5. minihkwācikan a cup | minihkwācikan ihk in the cup |
| 6. tahkascikan a refrigerator | tahkascikan ihk in/on the refrigerator |
| 7. askihk a pail | askihk ohk in the pail |
| 8. atāwēwikamik a store | atāwēwikamik ohk at/in the store |
| 9. mētawēwikamik a gymnasium | mētawēwikamik ohk in/at the gymnasium |

- | | |
|--|---|
| 10. mīcisowikamik a café | mīcisowikamik ohk at/in the café |
| 11. mīcisowināhtik a table | mīcisowināhtik ohk on the table |
| 12. ōtēnaw a town | ōtēn āhk in town |
| 13. nēhiyaw a Cree person | nēhiyān āhk Cree reserve/country |
| 14. pwāta a Dakota Sioux person | pwāt ināhk Dakota Sioux reserve/country |
| 15. asinīwipwāt an Assiniboine person | asinīwipwāt ināhk Assiniboine reserve/country |
| 16. nahkawiyiniw a Saulteaux person | nahkawiyin ināhk Saulteaux reserve/country |

Drill 4.5. Prepositions

Note that the English translation doesn't show that an action has occurred. Notice also that most of the words end in "-ihk" while four other words are altogether different.

Instructions: Listen to the audio and repeat each term after me. I will say each word twice.

| | |
|-------------------------|---|
| nohcimihk | inland (Literally: at the far end or extreme); e.g.: (sit) at the far end |
| asicāyihk | beside/against |
| ispimihk | up/upstairs |
| nihcāyihk | down/downstairs |
| mohcihk | down (as on the floor/ground) |
| pīhcāyihk | inside |
| wayawītimihk | outside |
| atāmihk | beneath/under the pile |
| atānipihk | underwater |
| sīpā/sīpāyihk | under (as under the chair) |
| capasīs | lower down |
| tahkohc | on top of |
| sisonē | along (as along the road) |
| cīki | near |
| tāwāyihk | in the middle |
| tastawāyihk | in between |
| āyētawāyihk/ayitawāyihk | on either side |
| āstamāstihk | in bright sunlight |
| ākawāstēhk | in the shade |
| mohcihtakāhk/mohcihk | on the floor |

Drill 4.6. Locatives, Prepositions, and Other Vocabulary

Instructions: Listen as I say the following ten sentences and concentrate on the pronunciation of the locative endings. I will narrate each sentence twice, then repeat after me.

1. oyākan astēw tahkohc tahkascikanihk.
The dish is on top of the refrigerator.
2. sīpā tēhtapiwinihk mēkwāc nipāw ana minōs.
That cat is sleeping under the chair right now.
3. ispimihk ici wiyawāw ta-nipāwak.
They will sleep upstairs.
4. kiyānaw ōta nīhcāyihk kika-nipānaw.
We (incl.) will sleep down here. (downstairs)
5. mohcihk ōta astā pitamā anihi masinahikana.
Put those books here on the floor for now.
6. mahti capasīs nawac masinahikē.
Please write a little lower.
7. cīki atāwēwikamikohk mahti kakwē-nakīhkan.
Try to park/stop near/close to the store.
8. nētē nohcimihk kiyawāw apik.
Sit over there at the other end.
9. wayawītimihk aspin awāsisak ē-mētawēcik.
The children were playing outside.
10. ispimihk anita wiya kī-iskwāhtawīw.
S/he climbed up there.

Spelling 4.1

Instructions: Listen carefully to the words as I say them, then fill in the missing vowels. I will repeat them twice. You can replay the audio several times before attempting to fill in the missing vowels. Check your answers against the key at the back of the book.

1. ___t___m
2. t___hk___hc
3. s___p___
4. w___y___w___t___m___hk
5. ___sp___m___hk
6. s___s___p
7. t___pw___
8. c___p___s___s
9. ___n___hc

Language Lab Session 5

**Greetings, Interrogatives,
and Demonstrative Pronouns**

Dialogue 5.1. Studying Cree

Instructions: Listen to the following dialogue. The dialogue will be narrated twice, then practise the greetings below with a classmate to supplement your understanding of how to converse with someone who is also studying Cree.

A: tānisi?

B: mōy nānitaw.
awīna kiya?

A: _____ niya nitisiyihkāson.
kiya māka?

B: _____ nitisiyihkāson niya.
ē-kakwē-nēhiyawēyān ōma.

A: nīsta mīna, māka mētoni āyiman.

B: ahpō ētikwē apisis wīpac ka-nēhiyawānānaw.

A: ahpō ētikwē.

Dialogue Vocabulary

Instructions: We will now go over the dialogue vocabulary. Listen as I narrate the following words and phrases twice, then repeat after me.

| | |
|----------------------|---|
| tānisi? | How? How are you? |
| mōy nānitaw. | I am fine. (collapsed version of namōya nānitaw) |
| awīna? | Who? |
| kiya | you (sg.) |
| niya | I/me |
| nitisiyihkāson | I am named/called _____. |
| kiya māka? | And you? |
| ē-kakwē-nēhiyawēyān. | I am trying to speak Cree. |
| ōma | this* (colloquial usage) |
| nīsta | me too/also |
| mīna | also |
| māka | but |
| āyiman. | It is difficult. |
| ahpō ētikwē | perhaps/maybe eventually |
| wīpac | soon/early |
| apisīs | a little bit |
| kika-nēhiyawānaw | We (incl.) will speak Cree. |

Drill 5.1. Interrogatives

Instructions: Listen as I narrate the following interrogative words in Cree. I will say them twice, then repeat after me. Pay attention to the stress pattern but also realize that the words are being said out of context.

Refer to Chapter 8 for an overview of the use of interrogatives to ask a question and the question indicator “cī.”

| | |
|---------------|----------------------------------|
| tāniwā? | Where is s/he? (animate, sg.) |
| tāniwēhkāk? | Where are they? (animate, pl.) |
| tāniwē? | Where is it? (inanimate, sg.) |
| tāniwēhā? | Where are they? (inanimate, pl.) |
| tāna? | Which one? (animate, sg.) |
| tāniki? | Which ones? (animate, pl.) |
| tānima? | Which one? (inanimate, sg.) |
| tānihi? | Which ones? (inanimate, pl.) |
| awīna? | Who? (animate, sg.) |
| awīniki? | Who? (animate, pl.) |
| tānisi? | How? / How are you? |
| tānehki? | Why? |
| tānispikh? | When? |
| tānitē? | Where? |
| tānitahto? | How many? (numbers) |
| tānitahtwāw? | How many times? |
| tāniyikohk? | How much? (quantity) |
| tānimayikohk? | How much? (quantity) |
| tānitowahk? | What kind? |
| kiko? | What kind? |

Exercise 5.1. Fill in the Blank

Instructions: Fill in the blanks using the list of nouns below. I will say each noun listed, moving from left to right. Repeat the word before writing it in the correct space provided. Check your answers against the key at the back of the book.

The words given in questions 1 to 10 are the interrogatives and the nouns to be written in the blanks complete the question. You need to know the classification of nouns and the rules that dictate gender and number agreement to correctly fill in the answers.

Nouns: astotin, nāpēwak, oyākana, iskwēsisak, maskisin, Bill, piyēsīs, tēhtapiwina, masinahikana, nēhiyawak

- | | |
|----------------------|----------------------|
| 1. tāniwēhkāk _____? | 6. tāna _____? |
| 2. tāniwē _____? | 7. tāniki _____? |
| 3. tāniwā _____? | 8. tānima _____? |
| 4. tānihi _____? | 9. tāniwēhkāk _____? |
| 5. tāniwēhā _____? | 10. tāniwēhā _____? |

Now that you have finished filling in the blanks, replay the audio and repeat the phrases. Concentrate on the stress and intonation.

Exercise 5.2. Fill in the Blank

Instructions: Listen as I say the following sentences. Fill in the blanks with the appropriate “-tān” word. Check your answers against the key at the back of the book.

1. _____ ohci kiya?
Where are you from?
2. _____ ōma ōta kā-kī-astāyan?
Why did you put this here?
3. _____ anima?
What is that?

Drill 5.2. Demonstrative Pronouns

Instructions: Listen as I narrate the following demonstrative pronouns in the animate singular and plural forms. I will read across the row, saying the animate singular pronoun first then the plural pronoun. Repeat the sentences with me while listening.

Refer to Chapter 8 of your textbook for more information on demonstrative pronouns.

Animate Singular

awa sīsīp
this duck (here)

awa minōs
this cat (here)

ana wāpos
that rabbit (there)

Animate Plural

ōki asikanak
these socks (here)

ōki mitāsak
these pants (here)

aniki āmowak
those bees (there)

Notice that the singular nouns require only the animate demonstrative pronoun. The plural nouns have both the plural form of the demonstrative pronoun and a plural suffix. Both of these changes are in bold font.

ana awāsis
that child (there)

aniki atimwak
those dogs (there)

nāha askihk
that pail (over there)

nēki minōsak
those cats (over there)

nāha atim
that dog (over there)

nēki awāsisak
those children (over there)

Now I will say the *inanimate* singular then the *inanimate* plural demonstrative pronouns and repeat them once. Repeat the sentences with me while listening. Again I will go across the row.

Inanimate Singular

Inanimate Plural

ōma masinahikan
this book (here)

ōhi oyākana
these dishes (here)

ōma astotin
this hat (here)

ōhi masinahikana
these books (here)

anima oyākan
that dish (there)

anihi tēhtapiwina
those chairs (there)

anima mōhkomān
that knife (there)

anihi mōhkomāna
those knives (there)

nēma tēhtapiwin
that chair (over there)

nēhi maskisina
those shoes (over there)

nēma maskisin
that shoe (over there)

nēhi astotina
those hats (over there)

Exercise 5.3. Demonstrative Pronouns

Instructions: Listen to the following sentences as I narrate them and write the appropriate demonstrative pronouns in the spaces provided. Check your answers against the key at the back of the book.

1. _____ atim āsay kī-mīcisow.
This dog ate already.
2. _____ nāpēsisak wī-ayamihcikēwak.
These boys are going to read.
3. _____ awāsisak nōhtē-mīcisowak.
Those (over there) children want to eat.
4. nikāwiḡ nitawēyihṡam _____ oyākan.
My mother wants **this** dish.
5. kiki-wāpahtēn cī _____ astotin kā-kī-atāwēyān?
Did you see **that** hat that I bought?
6. pētā _____ masinahikana ōta.
Bring **those (over there)** books here.
7. kī-nitawēyihṡam ana _____ maskisina.
S/he wanted **those** shoes.
8. āsay cī kī-kisipēkinamwak _____ oyākana?
Did they already wash **those** dishes?
9. kī-wanihkēwak aniki _____ minihkwācikana.
They forgot **those (over there)** cups.
10. _____ minōs na-nipāw mēkwāc.
That cat is sleeping at the moment/right now.

Spelling. 5.1

Instructions: Listen carefully to the words as I say them and fill in the missing vowels in the words below. I will repeat the words twice. You can replay the audio several times before attempting to fill in the blanks. Check your answers against the key at the back of the book.

1. t__n__hk__

11. __w__s__s

2. k__sp__n

12. __skw__s__s

3. n__p__s__s

13. __skw__ht__m

4. p__y__s__s

14. t__n__s__

5. t__n__t__

15. m__n__s

6. t__p__k__hp

16. __n__hc

7. t__n__

17. n__h__

8. n__k__

18. t__n__w__

9. t__n__w__hk__k

19. __spw__k__n

10. t__n__w__h__

20. __st__t__n__

When you have finished this exercise, replay the audio and repeat the words as they are being said. Make note of the short and long vowel sounds.

Spelling 5.2.

Instructions: Listen carefully to the verbs as I dictate them and fill in the missing vowels. I will repeat the words twice. You can replay the audio several times before attempting to fill in the correct vowel. Check your answers against the key at the back of the book.

1. ___p___

7. n___p___

2. k___w___

8. kw___sk___

3. n___k___

9. m___c___s___

4. s___k___h___

10. m___s___n___h___k___

5. ___tw___

11. n___p___w___

6. p___s___k___

12. m___n___hkw___

Language Lab Session 6

Imperatives and Independent Mode, Affirmative and Negative Statements, Polarity Questions, and Locatives

For the first two drills, refer to Chapters 10 and 11 for more explanations.

Drill 6.1. Imperatives and Independent Mode

Instructions: Listen to the audio and repeat the following verbs. I will narrate the verbs moving across the rows. First, I will say the verb in the Imperative form of the second person singular (2s), second person plural (2p), or first person plural (21) in the left-hand column. Then I will say the verb in this stem form inflected for various forms of the Independent mode in the right-hand column. It may help for you to underline or highlight the verb stem within the inflected form. The first one is done for you.

Imperatives

2s **pāhpi**
2s mīciso
2s pimohtē

Independent

1s nipāhpin
1s nimīcison
1s nipimohtān

| | | | |
|----|--------------|----|-----------------|
| 2s | masinahikē | 1s | nimasinahikān |
| 2s | kīwē | 2s | kikīwān |
| 2s | mīciso | 2s | kimīcison |
| 2s | atoskē | 2s | kitatoskān |
| 2s | itohtē | 2s | kititohtān |
| 2p | pāhpik | 1p | nipāhpinān |
| 2p | mīcisok | 1p | nimīcisonān |
| 2p | masinahikēk | 1p | nimasinahikānān |
| 2p | nēhiyawēk | 1p | ninēhiyawānān |
| 2p | pimohtēk | 1p | nipimohtānān |
| 21 | mīcisotān | 21 | kimīcisonaw |
| 21 | atoskētān | 21 | kitatoskānaw |
| 21 | pimipahtātān | 21 | kipimipahtānaw |
| 21 | kīwētān | 21 | kikīwānaw |

Drill 6.2. Affirmatives and Negatives in Present Tense

Instructions: Listen to the audio and repeat the following sentences in the *present* tense. I will say the affirmative statement first, followed by the negative form.

Affirmative Statement

1. nipāhpin.
I laugh.
2. nimīcison.
I eat.
3. kinipān.
You (sg.) sleep.
4. kipimohtān.
You (sg.) walk.

Negative Statement

1. namōya nipāhpin.
I do not laugh.
2. namōya nimīcison.
I do not eat.
3. namōya kinipān.
You (sg.) are not asleep.
4. namōya kipimohtān.
You (sg.) are not walking.

Note that the placement of the term “namōya” changes the sentence to a negative statement.

- | | |
|---------------------------------------|--|
| 5. kimasinahikān. You (sg.) write. | namōya kimasinahikān. You (sg.) do not write. |
| 6. nēhiyawēw. S/he speaks Cree. | namōya nēhiyawēw. S/he does not speak Cree. |
| 7. mostohtēw. S/he goes on foot. | namōya mostohtēw. S/he does not go on foot. |

Drill 6.3. Affirmatives and Negatives in Past Tense

Again, notice that the placement of the term “namōya” changes the sentence to a negative statement.

Instructions: Listen to the audio and repeat the following sentences in the *past* tense. I will say the affirmative statement first, followed by the negative statement, moving across the row.

Affirmative Statement

1. niki-kiwānān.
We (excl.) went home.
2. niki-mīcisonān.
We (excl.) ate.
3. kiki-itohtānaw.
We (incl.) went.
4. kiki-pāhpinaw.
We (incl.) laughed.
5. kiki-nipānāwāw.
You (pl.) slept.
6. kiki-atoskānāwāw.
You (pl.) worked.

Negative Statement

1. namōya niki-kiwānān.
We (excl.) did not go home.
2. namōya niki-mīcisonān.
We (excl.) did not eat.
3. namōya kiki-itohtānaw.
We (incl.) did not go.
4. namōya kiki-pāhpinaw.
We (incl.) did not laugh.
5. namōya kiki-nipānāwāw.
You (pl.) did not sleep.
6. namōya kiki-atoskānāwāw.
You (pl.) did not work.

- | | |
|----------------------------------|--|
| 7. kī-pimipahtāwak. They ran. | namōya kī-pimipahtāwak. They did not run. |
| 8. kī-itohtēwak. They went. | namōya kī-itohtēwak. They did not go. |

Drill 6.4. Polarity Questions

Instructions: Listen to the audio and repeat the following sentences after me. Keep in mind that you can easily just say “yes” or “no” in response to the questions below.

Refer to Chapter 6 for a review of polarity questions.

- | | | |
|--|---|---|
| 1. Q. kinēhiyawān cī? | Do you (sg.) speak Cree? | <i>Refer to Chapter 9 for the vocabulary in this drill.</i> |
| A. āha, ninēhiyawān. | Yes, I speak Cree. | |
| A. namōya ninēhiyawān; nitākayāsīmon piko. | I do not speak Cree; I speak English only. | |
| A. namōya, namōya ninēhiyawān. | No, I do not speak Cree. | |
| 2. Q. kiki-mīcison cī? | Did you (sg.) eat? | |
| A. āha niki-mīcison. | Yes, I ate. | |
| A. namōya niki-mīcison; niki-mwēstasisinin. | I did not eat; I was late. | |
| A. namōya, namōya niki-mīcison. | No, I did not eat. | |
| A. namēskwa niki-mīcison. | I did not eat yet. | |
| 3. Q. kiki-kiwān cī. | Did you (sg.) go home? | |
| A. āha, niki-kiwān. | Yes, I went home. | |
| A. namōya niki-kiwān; niki-otami-atoskān. | I did not go home; I was busy working | |
| A. namōya, namōya niki-kiwān. | No, I did not go home. | |

- | | |
|-------------------------------|-----------------------------|
| 4. Q. kiki-nipān cī? | Did you (sg.) sleep? |
| A. āha, niki-nipān. | Yes, I slept. |
| A. namōya niki-nipān; | I did not sleep; |
| niki-atoskān. | I worked. |
| A. namōya, namōya niki-nipān. | No, I did not sleep. |
| 5. Q. kiki-mīcisonāwāw cī? | Did you (pl.) eat? |
| A. āha, niki-mīcisonān. | Yes, we (excl.) ate. |
| A. namōya niki-mīcisonān; | We (excl.) did not eat; |
| niki-kisitēponān. | we cooked. |
| A. namōya, namōya | No, we (excl.) did not eat. |
| niki-mīcisonān. | |

Drill 6.5. Locative Prepositions

Instructions: Listen to the audio and repeat the following words after me. I will dictate the words according to numerical order. These terms are used to point to a specific location.

- | | |
|-----------------|-----------------------------|
| 1. nohcimihk | inland; at the far end |
| 2. nīhcāyihk | below; downstairs |
| 3. atāmihk | beneath; under |
| 4. wayawītimihk | outside; outdoors |
| 5. sīpā | under; underneath something |
| 6. ispimihk | up; high up; upstairs |
| 7. atāmipīhk | underwater |
| 8. pīhcāyihk | in; inside; indoors |

Spelling 6.1

Instructions: Listen carefully to the following words as I say them and fill in the missing vowels in the words below. I will repeat the words twice. You can replay the audio several times before filling in the blanks. Check your answers against the key at the back of the book.

- | | |
|------------------------|-------------------------|
| 1. n__p__hp__n__n | 11. m__s__n__h__k__w |
| 2. n__h__y__w__w | 12. m__c__s__w__k |
| 3. k__m__c__s__n | 13. n__n__h__y__w__n |
| 4. k__n__p__n__w__w | 14. n__t__t__sk__n__n |
| 5. n__p__w__k | 15. p__hp__w |
| 6. k__m__s__n__h__k__n | 16. n__h__y__w__w__k |
| 7. n__m__c__s__n__n | 17. p__m__ht__w__k |
| 8. m__st__ht__w | 18. k__m__c__s__n__w__w |
| 9. k__n__h__y__w__n__w | 19. n__m__st__ht__n__n |
| 10. k__p__hp__n__w | 20. __t__sk__w |

Spelling 6.2

Instructions: Listen to the following words and sentences as I say them in numerical order and place macrons over the vowels with the long sounds, if there are any. You may listen to the recording several times before placing the macrons. Check your answers against the key at the back of the book.

Note that periods have been placed at the end of sentences.

- | | | |
|-------------|----------------|--------------------|
| 1. atamihk | 8. anohc | 15. masinahikan |
| 2. namoya | 9. napew | 16. nimasinahikan. |
| 3. pahpiw. | 10. niktowasik | 17. soniyaw |
| 4. atoskew. | 11. iskwesis | 18. sipiy |
| 5. niyanan | 12. moswa | 19. wahyaw |
| 6. tepakohp | 13. minos | 20. apisis |
| 7. taniwe. | 14. niyanan | 21. tapwe. |

Dialogue 6.1. Lunch Time

Instructions: Listen to the following dialogue, illustrating a conversation between a mother and her son as she calls her children in for lunch. The dialogue will be repeated twice. Then practise the dialogue with a classmate.

- Mother:** Darren, tāniwēhkāk awāsisak?
Darren: wayawītimihk mētawēwak.
Mother: āstamitik awāsisak, pē-mīcisok ēkwa.
Darren: kīkwāy?
Mother: pē-pīhtokwēk sēmāk.
Darren: ahāw.
 nitawi-mīcisotān!
Mother: kāsīcihcēk ēkwa.

Dialogue Vocabulary

Instructions: We will now review the dialogue vocabulary. Listen to the following words and phrases, which I will repeat twice. Then repeat the words and phrases after me.

| | |
|--------------|--|
| tāniwēhkāk? | Where are they? |
| awāsisak | children |
| wayawītimihk | outside/outdoors |
| mētawēwak. | They are playing outside. |
| āstamitik. | Come. (said to more than one person) |
| pē- | preverb denotes that the action comes towards the speaker. |
| mīcisok. | Eat. (said to more than one person.) |
| ēkwa | and/now |
| kikwāy? | What? |
| pīhtokwēk | come in/go in (depending where the speaker is) |
| sēmāk | right away/immediately |
| ahāw | okay |
| nitawi- | go and ____ (preverb) |
| mīcisotān. | Let's eat. |
| kāsīhčēk! | Wash your hands! (said to more than one person) |

Language Lab Session 7

Preverbs and Inanimate Intransitive Verbs— Weather, Days of the Week, and Seasons

Drill 7.1. Verbs with Preverbs

Refer to Chapter 6 for a detailed explanation of preverbs and their use.

Instructions: Listen to the audio. I will say each sentence twice, then repeat after me. You will notice that the preverbs make a difference to the command.

- | | |
|-------------------------------------|-------------------------|
| 1. kīwē! | Go home! (sg.) |
| 2. ati -kīwē ēkwa! | Be on your way home! |
| 3. pē -kīwē sēmāk! | Come home immediately! |
| 4. mētawē! | Play! (sg.) |
| 5. nitawi -mētawē! | Go and play! (sg.) |
| 6. pōni -mētawēk ēkwa! | Stop playing now! (pl.) |
| 7. waniskā! | Get up/wake up! (sg.) |
| 8. kakwē -waniskā ēkwa. | Try getting up. |
| 9. atoskēk! | Work! (pl.) |
| 10. kakwē-sōhki -atoskēk. | Try working hard. |
| 11. nitawi-sōhki -atoskētān. | Let's go and work hard. |

- | | |
|--|---|
| 12. masinahikēw ana nāpēsis. | That boy writes. |
| 13. nihtā -masinahikēw ana nāpēsis. | That boy can write well. |
| 14. ati-nihtā -masinahikēw ēkwa ana nāpēsis. | That boy is on his way to being a good writer. |
| 15. māci-nihtā -masinahikēw ēkwa wiya. | S/he is starting to write well. |
| 16. mīcisowak mēkwāc awāsisak. | The children are presently eating. |
| 17. kīsi -mīcisowak ēkwa awāsisak. | The children are finished eating. |
| 18. mahti kakwē-kīsi - mīcisok. | Please try to finish eating. (pl.) |
| 19. pa-pēyako -mētawēw māna ana iskwēsis. | That girl usually plays by herself. (alone) |
| 20. nōhtē -atoskēwak. | They want to work. |
| 21. nōhtē-nihtā -ayamihcikēwak ōki awāsisak. | These children want to be able to read well. |
| 22. pē -yōskapi ōta. | Come and sit here. (on a soft seat) (pl.) |

Drill 7.2. Inanimate Intransitive Verbs (VII-1)—Weather

Instructions: Listen to the audio and notice that the Independent word translates to a whole sentence in English. I will say the word in each row first in the Independent mode and then in the Conjunct mode. Repeat the words more than once so that you remember the terms for weather.

First, I will ask the question:

Q. tānisi ē-isiwēpahk? What is the weather like?

For the next three drills, refer to Chapter 14 for a detailed explanation of the use of inanimate intransitive verbs to express natural happenings or states such as weather, days of the week, and seasons.

The following are possible answers to this question.

| Independent Mode | English Translation | Conjunct Mode |
|-----------------------------|--|--------------------------|
| wāsēskwān. | It is sunny. | ē-wāsēskwāhk |
| yōtin. | It is windy. | ē-yōtik |
| sōhkiyowēw. | It is a strong wind. | ē-sōhkiyowēk |
| kimiwan. | It is raining. | ē-kimiwāhk |
| kimiwasin. | It is drizzling. | ē-kimiwasik |
| pahkipēstāw. | Raindrops are beginning to fall. | ē-pahkipēstāk |
| sīkipēstāw. | It is pouring rain. | ē-sīkipēstāk |
| kaskanawipēstāw. | It is misty. (light drizzle) | ē-kaskanawipēstāk |
| yīkwaskwān. | It is cloudy. | ē-yīkwaskwāhk |
| yīkowan. | It is foggy. | ē-yīkowan |
| pīwan. | It is drifting. (snow) | ē-pīwāhk |
| mispōn. | It is snowing. | ē-mispōk |
| kisināw. | It is very cold. (weather only) | ē-kisināk |
| tahkāyāw. | It is cold. (temperature) | ē-tahkāyāk |
| aywēstin. | It is calm. | ē-aywēstik |
| papēskwatāstan. | The snow is drifting into piles/ridges. | ē-papēskwatāstahk |
| kāmwātan. | It is calm. | ē-kāmwātahk |
| māyi-kīsikāw. | It's a miserable day. | ē-māyi-kīsikāk |
| maci-kīsikāw. | It's a miserable day. | ē-maci-kīsikāk |

Drill 7.3. VII-1—Time of Day

Instructions: Listen to the audio. I will say the word in each row first in the Independent mode and then in the Conjunct mode. Repeat the words more than once so that you remember the terms for the time of day.

| Independent Mode | English Translation | Conjunct Mode |
|-------------------------|----------------------------|----------------------|
| kīsikāw. | It is day. | ē-kīsikāk |
| kīkisēpāyāw. | It is morning. | ē-kīkisēpāyāk |
| āpihtā-kīsikāw. | It is midday. | ē-āpihtā-kīsikāk |
| otākosin. | It is evening. | ē-otākosik |
| tipiskāw. | It is dark/night. | ē-tipiskāk |
| āpihtā-tipiskāw. | It is midnight. | ē-āpihtā-tipiskāk |
| wawāninākwān. | It is twilight. | ē-wawāninākwahk |

Drill 7.4. VII-1—Days of the Week

Instructions: Listen to the audio. I will say the word in each row first in the Independent mode and then in the Conjunct mode. Repeat the words more than once so that you remember the terms for the days of the week.

| Independent Mode | English Translation | Conjunct Mode |
|-------------------------|-------------------------------------|----------------------|
| pēyako-kīsikāw. | It is the first day. (Monday) | ē-pēyako-kīsikāk |
| nīso-kīsikāw. | It is the second day. (Tuesday) | ē-nīso-kīsikāk |
| nisto-kīsikāw. | It is the third day. (Wednesday) | ē-nisto-kīsikāk |
| nēwo-kīsikāw. | It is the fourth day. (Thursday) | ē-nēwo-kīsikāk |

| | |
|---|-----------------------------------|
| niyānano-kīsikāw. It is the fifth day. | ē-niyānano-kīsikāk (Friday) |
| nikotwāso-kīsikāw. It is the sixth day. | ē-nikotwāso-kīsikāk (Saturday) |
| ayamihēwi-kīsikāw. It is prayer day. | ē-ayamihēwi-kīsikāk (Sunday) |

Listen as I narrate additional vocabulary to express time.
Repeat after me.

| | |
|---------------|--------------------------|
| wāpahki | tomorrow |
| awasi-wāpahki | the day after tomorrow |
| otākosīhk | yesterday |
| awasotākosīhk | the day before yesterday |

Spelling 7.1

Instructions: Listen as I say the following weather terms then place macrons over the appropriate long vowel sounds. I will say each term twice. Check your answers against the key at the back of the book.

- | | |
|----------------------|-----------------|
| 1. yotin | 7. waseskwan |
| 2. sikipestaw | 8. yikwaskwan |
| 3. piwan | 9. newo-kisikaw |
| 4. pahkipestaw | 10. yikowan |
| 5. ayamihewi-kisikaw | 11. tahkayaw |
| 6. kisinaw | 12. sohkiyowew |

Spelling 7.2

Instructions: Fill in the missing vowels as I dictate the following words. I will repeat them twice. Remember that long vowel sounds require macrons. You can replay the audio several times before attempting to fill in the blanks. Check your answers against the key at the back of the book.

- | | |
|-----------------------------|-------------------------------|
| 1. k__m__w__n | 11. m__sp__n |
| 2. n__s__-k__s__k__w | 12. k__sk__n__w__p__st__w |
| 3. __yw__st__n | 13. y__kw__skw__n |
| 4. p__p__skw__t__st__n | 14. n__k__tw__s__-k__s__k__w |
| 5. k__mw__t__n | 15. t__hk__y__w |
| 6. n__st__-k__s__k__w | 16. k__m__w__s__n |
| 7. w__s__skw__n | 17. __y__m__h__w__-k__s__k__w |
| 8. s__k__p__st__w | 18. p__y__k__-k__s__k__w |
| 9. p__w__n | 19. y__t__n |
| 10. n__y__n__n__-k__s__k__w | 20. y__k__w__n |

Drill 7.5. Inanimate Intransitive Verbs with Preverbs

Refer to both
Chapters 6 and 14
for this drill.

Instructions: Listen to the audio and repeat the following sentences after me. I will say each sentence twice.

- | | |
|-------------------|--|
| 1. māci-mispon. | It is beginning to snow. |
| 2. pōni-mispon. | It stopped snowing. |
| 3. māci-kimiwan. | It is beginning to rain. |
| 4. pōni-kimiwan. | It stopped raining. |
| 5. pē-yīkwaskwan. | It is getting cloudy. (in the distance) |

Drill 7.6. Seasons

Refer to Chapter
15 for further
information for this
drill.

Instructions: Listen to the audio and repeat the following sentences after me. I will say each sentence twice, starting with the *present* tense.

Present Tense

- | | |
|-----------------------|---------------|
| 1. pipon. | It is winter. |
| 2. sīkwān/miyoskamin. | It is spring. |
| 3. nīpin. | It is summer. |
| 4. takwākin. | It is fall. |

Now I will narrate the terms used to refer to seasons *past*. Notice that the ending “-ohk” does not work for the term “*miyoskamin*” in the past, unlike the other terms here.

Past

- | | |
|--------------|------------------------------|
| 1. piponohk | last winter/this past winter |
| 2. sīkwānohk | last spring/this past spring |
| 3. nīpinohk | last summer/this past summer |
| 4. takwākohk | last fall/this past fall |

Next, I will dictate the same terms used to refer to *future* seasons.

Future

- | | |
|-------------------------|--------------------------------------|
| 1. pipohki | when it is winter/this coming winter |
| 2. sīkwahki/miyoskamiki | when it is spring/this coming spring |
| 3. nīpihki | when it is summer/this coming summer |
| 4. takwākiki | when it is fall/this coming fall |

Exercise 7.1. Matching: Weather, Days of the Week, and Seasons

Instructions: Match column A with the correct meaning in column B. Listen as I say the words in column A, then place the number beside the correct meaning in column B. Check your answers against the key at the back of the book.

- | A | B |
|-----------------------|---|
| 1. mispon. | a. ___ It is windy. |
| 2. nīpin. | b. ___ It is cold. (refers to temperature) |
| 3. nisto-kīsikāw. | c. ___ It is fall/autumn. |
| 4. wāsēskwan. | d. ___ It is snowing. |
| 5. takwākin. | e. ___ It is spring. |
| 6. yōtin. | f. ___ It is summer. |
| 7. kisināw. | g. ___ It is clear/sunny. |
| 8. ayamihēwi-kīsikāw. | h. ___ It is Wednesday/the third day. |
| 9. sīkwan. | i. ___ It is very cold. (refers to weather) |
| 10. tahkāyāw. | j. ___ It is prayer day. |

Spelling 7.3

Instructions: Fill in the missing vowels as I dictate the following terms for weather and seasons. I will repeat them twice. Remember that long vowel sounds require macrons. You can replay the audio several times before attempting to fill in the blanks. Check your answers against the key at the back of the book.

1. n__p__n

8. k__s__n__w

2. p__p__n

9. t__kw__k__n

3. s__kw__n

10. n__p__n__hk

4. p__p__n__hk

11. m__y__sk__m__n

5. m__y__sk__m__k__

12. p__p__hk__

6. w__s__skw__n

13. s__kw__n__hk

7. t__kw__k__hk

14. n__p__hk__

Language Lab Session 8

**Animate Intransitive
Verbs and Pronouns,
Months, and Dates****Drill 8.1. Review of Imperatives**

Instructions: Listen to the audio and repeat the following commands after me. Note that the placement of the Cree term to tell someone “Don’t (do something)” is located before verb forms 2s, 2p, and 21. I will start with the affirmative commands in the Imperative mode and say each word twice.

Refer to Chapter 10 for a review of the Imperative mode, which is used to give orders, commands, invitations, or requests.

Imperative Mode

| | | |
|----|---------|------------|
| 2s | api! | Sit! |
| 2p | apik! | Sit! |
| 21 | apitān. | Let’s sit. |

Negative Imperative

| | | |
|----|-----------------|----------------|
| 2s | ēkāwiya api! | Don’t sit! |
| 2p | ēkāwiya apik! | Don’t sit! |
| 21 | ēkāwiya apitān. | Let’s not sit. |

Drill 8.2. Conjugation of Animate Intransitive Verbs

For a detailed explanation of the conjugation of animate intransitive verbs, refer to Chapter 11.

Notice that the vowel “o” on the verb stem does not change.

Instructions: Listen as I say each sentence twice, then repeat after me. You may want to review this drill more than once. I will start with the *present* tense.

Present Tense

| | | |
|-----|-----------------------|--------------------------|
| 1s | nimīcison. | I eat. |
| 2s | kimīcison. | You (sg.) eat. |
| 3s | mīcisow. | S/he eats. |
| 3's | mīcisoyiwa. | His/her ____ (sg.) eats. |
| 1p | nimīcisonān. | We (excl.) eat. |
| 2i | kimīcisonaw. | We (incl.) eat. |
| 2p | kimīcisonāwāw. | You (pl.) eat. |
| 3p | mīcisowak. | They eat. |
| 3'p | mīcisoyiwa. | His/her ____ (pl.) eat. |

Now I will narrate the following sentences in the *past* tense. Notice that the past tense form is underlined for emphasis. Repeat after me.

Past Tense

| | | |
|-----|--|--|
| 1s | <u>nikī</u>-pahkwēsikanihkān. | I <u>made</u> bannock. |
| 2s | <u>kikī</u>-pahkwēsikanihkān. | You (sg.) <u>made</u> bannock. |
| 3s | <u>kī</u>-pahkwēsikanihkēw. | S/he <u>made</u> bannock. |
| 3's | <u>kī</u>-pahkwēsikanihkēyiwa. | His/her ____ (sg.) <u>made</u> bannock. |
| 1p | <u>nikī</u>-pahkwēsikanihkānān. | We (excl.) <u>made</u> bannock. |
| 2i | <u>kikī</u>-pahkwēsikanihkānaw. | We (incl.) <u>made</u> bannock. |

- 2p **kīkī**-pahkwēsikanihkānāwāw. You (pl.) **made**
bannock.
- 3p **kī**-pahkwēsikanihkēwak. They **made** bannock.
- 3'p **kī**-pahkwēsikanihkēyiwa. His/her ____ (pl.)
made bannock.

Drill 8.3. Personal Pronouns

Instructions: Listen to the audio and repeat the following pronouns.

| | | |
|----|---------|---------------|
| 1s | niya | I/me |
| 2s | kiya | you (sg.) |
| 3s | wiya | her/him/it |
| 1p | niyanān | we/us (excl.) |
| 21 | kiyānaw | we/us (incl.) |
| 2p | kiyawāw | you (pl.) |
| 3p | wiyawāw | they/them |

For the next two drills and others below, refer to Chapter 7 for more information on personal pronouns and inclusive pronouns.

Drill 8.4. Inclusive Personal Pronouns

Instructions: Listen as I say the following inclusive pronouns, then repeat after me.

| | | |
|----|----------|---------------------|
| 1s | nīsta | me too/also |
| 2s | kīsta | you too/also (sg.) |
| 3s | wīsta | him/her too/also |
| 1p | nīstanān | us too/also (excl.) |
| 21 | kīstanaw | us too/also (incl.) |
| 2p | kīstawāw | you too/also (pl.) |
| 3p | wīstawāw | them/they too/also |

Recall that these pronouns can mean “me too/also,” “you too/also,” etc., depending on the situation.

Drill 8.5. More Animate Intransitive Verbs

Instructions: As you listen to the audio and repeat the following verbs, remember that they are in the Imperative mode and say each command twice.

| | |
|-----------------|---------------------|
| atoskē | work |
| māto | cry |
| sēsāwipahtā | jog |
| pāhpi | laugh |
| nīmā | pack a lunch |
| kiyokē | visit |
| pwātisimo | dance pow-wow |
| sipwēhtē | leave |
| pahkwēsikanihkē | make bannock |
| nīmihito | dance |
| kotawē | make a fire |
| itahtoponē | be of a certain age |

Drill 8.6. Imperatives and Personal Pronouns

You can review Chapters 7 and 10 to help with this drill.

Instructions: Listen to the audio and repeat the following words after me. While doing so, remember that the second word is a personal pronoun. I will read each column beginning at the top.

| | |
|-------------------------------|----------------------------------|
| 2s api kiya | 2s pimohtē kiya |
| 2s atoskē kiya | 2s pāhpi kiya |
| 2s pwātisimo kiya | 2s pimipahtā kiya |
| 2s māto kiya | 2s nīmihito kiya |
| 2p pasikōk kiyawāw | 2p ākayāsīmok kiyawāw |
| 2p waniskāk kiyawāw | 2p nipāk kiyawāw |
| 2p kīwēk kiyawāw | 2p mīcisok kiyawāw |
| 21 nahapitān kiyānaw | 21 nēhiyawētān kiyānaw |
| 21 nīmātān kiyānaw | 21 minihkwētān kiyānaw |
| 21 sipwēhtētān kiyānaw | 21 sēsāwipahtātān kiyānaw |
| 21 kīsītpotān kiyānaw | 21 kotawētān kiyānaw |

Drill 8.7. Inclusive Personal Pronouns and Animate Intransitive Verbs

Instructions: Listen to the audio and repeat the following sentences. Note that the sentences translate as “me too/also,” “you too/also,” etc.

- 1s niwī-kawisimon **nīsta**.
I am going to bed too.
- 2s kiwī-ayamihcikān cī **kīsta**.
Are you (sg.) going to read too?
- 3s kī-mīcisow āsay **wīsta**.
S/he, too, ate already.
- 1p **nīstanān** niki-atoskānān otākosihk.
We, too, worked yesterday.
- 21 **kīstanaw** kika-nitawi-sēsāwipahtānaw mwēstas.
We, too, will go and jog later.
- 2p kiki-mīcisonāwāw cī **kīstawāw**.
Did you (pl.) eat too?
- 3p wī-pē-kiyokēwak anohc **wīstawāw**.
They, too, are intending to come to visit today.

Drill 8.8. Months

Refer to Chapter 15 for a more detailed explanation of the use of inanimate intransitive verbs to refer to the passage of time.

Instructions: Listen to the audio and repeat the following words. I will say each term twice. Notice that the Cree word for moon, “*pīsim*,” is constant in these names for the months.

- | | |
|-----------------------------------|-----------|
| 1. kisē-pīsim | January |
| 2. mikisiwi-pīsim | February |
| 3. niski-pīsim | March |
| 4. ayīki-pīsim | April |
| 5. sākipakāwi-pīsim | May |
| 6. pāskāwihowi-pīsim | June |
| 7. paskowi-pīsim | July |
| 8. ohpahowi-pīsim | August |
| 9. takwāki-pīsim/nōcihitowi-pīsim | September |
| 10. pimihāwi-pīsim | October |
| 11. iyīkopīwi-pīsim | November |
| 12. pawācakināsīsi-pīsim | December |

Drill 8.9. Numbers 20 to 31

Refer to Chapter 22 for more information on numbers.

Instructions: Listen to the audio and repeat the following words for numbers. I will say each number twice. Remember that, except for the numbers 20 and 30, one adds the teen numbers to 20.

- | | |
|----|------------------------|
| 20 | nīsitanaw |
| 21 | nīsitanaw pēyakosāp |
| 22 | nīsitanaw nīsosāp |
| 23 | nīsitanaw nistosāp |
| 24 | nīsitanaw nēwosāp |
| 25 | nīsitanaw niyānanosāp |
| 26 | nīsitanaw niktowāsosāp |
| 27 | nīsitanaw tēpakohposāp |

- 28 nīsitānaw ayinānēwosāp
 29 nīsitānaw kēkā-mitātahtosāp
 30 nistomitanaw
 31 nistomitanaw pēyakosāp

Drill 8.10. Month, Date, and Day of the Week

Instructions: Read along as I narrate the following sentences and note the suffixes “-yiki,” which is used for future days, and “-ihci” and “-ki,” which are used for calendar dates showing that a person is going to do something.

Refer to Chapter 15 for a detailed explanation of seasons, months, weekdays, and time.

- ayēnānēw akimāw awa takwāki-pīsim.
This Autumn Moon is counted eight. *or*
It is September 8th.
- nīso-kīsikāw anohc, niyānanosāp akimāw awa takwāki-pīsim.
It is Tuesday, the 15th of September.
- nīsosāp akimihci ayīki-pīsim cōniy ta-tipiskam.
When the Frog Moon is counted twelve, Joan will have a birthday. *or*
Joan will have her birthday on the 12th of April.
- nikotwāso-kīsikāyiki nōhkom wī-pē-kiyokēw.
When it is the sixth day, my grandmother is coming to visit. *or*
My grandmother is coming to visit on Saturday.
- ayamihēwi-kīsikāki niwī-nipān kapē-kīsik.
When it is Sunday, I am going to sleep all day.

The sentences below are for practice and will help you gain a better understanding of Future Conditional forms.

Language Lab Session 9

Animate Intransitive Verbs (continued), Independent and Conjunct Modes

Drill 9.1. Independent Mode

For a detailed explanation of the conjugation of animate intransitive verbs, refer to Chapter 11.

Remember that the “ē” changes to an “ā” in 1s, 2s, 1p, 2l, and 2p.

Instructions: Listen to the audio and repeat the following sentences. I will say each sentence twice.

| | | |
|-----|------------------|---------------------------------|
| 1s | ninēhiyawān. | I speak Cree. |
| 2s | kinēhiyawān. | You (sg.) speak Cree. |
| 3s | nēhiyawēw. | S/he speaks Cree. |
| 3's | nēhiyawēyiwa. | His/her ____ (sg.) speaks Cree. |
| 1p | ninēhiyawānān. | We (excl.) speak Cree. |
| 2l | kinēhiyawānaw. | We (incl.) speak Cree. |
| 2p | kinēhiyawānāwāw. | You (pl.) speak Cree. |
| 3p | nēhiyawēwak. | They speak Cree. |
| 3'p | nēhiyawēyiwa. | Their ____ (pl.) speak Cree. |

Drill 9.2. Conjunct Mode

Instructions: Listen to the audio and repeat the following phrases after me. I will say each one twice.

| | | |
|-----|----------------|--------------------------------------|
| 1s | ē-nēhiyawēyān | as I speak Cree |
| 2s | ē-nēhiyawēyan | as you (sg.) speak Cree |
| 3s | ē-nēhiyawēt | as s/he speaks Cree |
| 3's | ē-nēhiyawēyit | as his/her ____ (sg.) speaks Cree |
| 1p | ē-nēhiyawēyāhk | as we (excl.) speak Cree |
| 2i | ē-nēhiyawēyahk | as we (incl.) speak Cree |
| 2p | ē-nēhiyawēyēk | as you (pl.) speak Cree |
| 3p | ē-nēhiyawēcik | as they speak Cree |
| 3'p | ē-nēhiyawēyit | as their ____ (pl.) speak Cree |

Remember that when one uses the Conjunct mode, it may be translated as "I am speaking Cree."

Drill 9.3. Review of Sentences

Instructions: Read along as I narrate the following sentences and pay attention to the Cree and English verb forms, especially the suffixes (endings).

1. tānitē minōs **ē-nipāt?**
Where is the cat **sleeping?**
2. anita sīpā mīcisowināhtikohk māna **nipāw.**
It usually **sleeps** right there under the table.
3. **ē-nihtā-nēhiyawēt** cī ana iskwēsis?
Is that little girl **able to speak Cree?**
4. āha, **nihtā-nēhiyawēw.**
Yes, **she can speak Cree.**

5. **nikī-wāpamāwak** aniki awāsisak **ē-mētawēcik**
wayawītimihk otākosihk.
I saw those children **playing** outside yesterday.

6. tānitahto tipahikan māna **ē-waniskāyan?**
What time **do you** (sg.) usually **get up?**

Drill 9.4. Questions and Answers

Instructions: Read along as I narrate the following sentences and pay attention to the Cree and English verb forms.

1. tānitē ē-wī-itohtēyan?
Where are you intending to go?

2. ōtēnāhk kēhcināc nika-itohtān.
It is possible that I will go to town.

3. aspin wiyawāw mētawēwikamikohk ē-itohtēcik.
They're gone to the gym.

4. tāniwā ēkwa wiya kitōtēm?
Where is your friend?

5. sōniyāwikamikohk.
At the bank.

6. tāniwēhā kimasinahikana?
Where are your books?

7. mīcisowināhtikohk astēwa.
They are on the table.

8. tāniwēhkāk kiskinwahamawākanak?
Where are the students?

9. āsay ati-kīwēwak.
They are already on their way home.

Exercise 9.1. Independent and Conjunct Modes

Instructions: Listen as I dictate the verb in the Independent mode on the left side two times, then write each verb in the Conjunct mode in the space provided. Check your answers against the key at the back of the book.

Before we begin this exercise, listen as I say the following three examples. Note that I will *only* be saying the words in the left-hand column. I will *not* be saying the verb in the Conjunct mode, which you will have to write.

Independent Mode

1s nimīcison

1s ninipān

1s niwaniskān

Conjunct Mode

ē-mīcisoḃān

ē-nipāḃān

ē-waniskāḃān

We will now begin the exercise.

Independent Mode

1. (1s) nipāhpīn

2. (2s) kimīcison

3. (2s) kinipān

4. (2s) kiwaniskān

Conjunct Mode

5. (2s) kipāhpín _____
6. (3s) apiw _____
7. (3s) ayamihcikēw _____
8. (3s) masinahikēw _____
9. (3s) kīwēw _____
10. (3's) apiyiwa _____
11. (3's) ayamihcikēyiwa _____
12. (3's) masinahikēyiwa _____
13. (3's) kīwēyiwa _____
14. (1p) nisipwēhtānān _____
15. (1p) nipimohtānān _____
16. (1p) nipimipahtānān _____
17. (1p) nisēsāwipahtānān _____
18. (21) kisipwēhtānaw _____
19. (21) kipimohtānaw _____
20. (21) kipimipahtānaw _____
21. (21) kisēsāwipahtānaw _____

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22. (2p) kipaminawasonāwāw _____

23. (2p) kikisitēponāwāw _____

24. (2p) kipahkwēsikanihkānāwāw _____

25. (2p) kinīmānāwāw _____

26. (3p) itohtēwak _____

27. (3p) mētawēwak _____

28. (3p) pāhpiwak _____

29. (3p) pwātisimowak _____

30. (3'p) nakīyiwa _____

31. (3'p) mētawēyiwa _____

32. (3'p) kotawēyiwa _____

Language Lab Session 10

Third Person, Future Conditional, and Vital Statistics

Drill 10.1. Third Person Singular, Plural, and Obviative

Refer to Chapters 11 and 17 for detailed descriptions and information on these third person forms.

Instructions: Listen to the audio and repeat the following sentences. Read along as I narrate the Cree sentences, then underline only the verb stems in each. Notice the suffixes for the third person singular and plural and the obviative. The first sentence is done for you. You may have to listen to these more than once. Check your answers against the key at the back of the book.

Talking about Third Person

1. cāc awa isiyihkāsow.

This one is named
George.

Talking about Third Person's Friend

hēriy isiyihkāsoyiwa cāc
otōtēma.

George's friend is called
Harry.

- | | |
|--|---|
| 2. miywēyhtam cāc. George is happy. | miywēyhtamiyiwa cāc otōtēma ēkosi mistahi pāhpiyiwa. George's friend is happy, so he (his friend) laughs a lot. |
| 3. masinahikēw mēriy, namōya ayamihcikēw. Mary is writing, not reading. | māka wiya otōtēma mēriy ayamihcikēyiwa. But Mary's friend is reading. |
| 4. cāc ēkwa mēriy mīcisowak mēkwāc. George and Mary are eating right now. | otōtēmiwāwa mīna mīcisoyiwa. Their friends are eating also. |
| 5. cāniy mētoni tāhcipow. Johnny is very stout/fat. | otōtēma mīna cāniy tāhcipoyiwa. Johnny's friend is also stout/fat. |

Drill 10.2. Future Conditionals

Instructions: Listen as I narrate the following sentences in Cree and repeat after me. I will dictate the present tense first and then move across the row to the Future Conditional example. Observe the changes that occur to the present tense of the inanimate intransitive verb when it is in the Future Conditional form.

For the following drill and exercises, refer to Chapter 14 for a detailed look at the Future Conditional form.

Present Tense

Future Conditional

- | | |
|--------------------------------------|---|
| 1. wāpan. It is daylight/morning. | wāpahki when/if it is daylight/morning |
|--------------------------------------|---|

- | | |
|---|---|
| 2. kīkisēpāyāw. It is morning. | kīkisēpāyāki when/if it is morning |
| 3. āpihtā-kīsikāw. It is noon. | āpihtā-kīsikāki when/if it is noon (at noon) |
| 4. pōn-āpihtā-kīsikāw. It is afternoon. | pōn-āpihtā-kīsikāki when/if it is afternoon (in the/this afternoon) |
| 5. otākosin. It is late afternoon/ evening. | otākosiki when/if it is late afternoon/ evening (in the/this evening) |
| 6. tipiskāw. It is dark/night. | tipiskāki when/if it is dark/night (tonight) |

Exercise 10.1. Time of Day

Instructions: Listen to the following sentences as I read them and fill in the blanks by translating the English words to Cree. Check your answers against the key at the back of the book.

- niwī-itohtānān mīcisowikamikohk _____
at noon
- kī-pē-kiyokēwak aniki _____
last night
- kawisimotān ēkwa. _____
It is dark/night.

4. pōni-kimiwahki ici kika-mētawānāwāw wayawītimihk

_____.
this evening

5. _____ ici kika-sipwēhtānaw.

When it is daylight

6. wī-nitawi-pakāsīmowak awāsisak anohc _____.

this afternoon

Drill 10.3 Miscellaneous Vocabulary

Instructions: Listen to the audio. I will say each Cree word twice, then repeat after me.

| | |
|---------------|--------------------------|
| wīpac | early/soon |
| otākosihk | yesterday |
| āskaw | sometimes |
| mwēstas | later |
| pātimā | later on |
| āsay | already |
| kīsowahpison | a scarf |
| pōsiw. | S/he boards. |
| mitās | trousers |
| nikamow. | S/he sings. |
| namōya wihkāc | never |
| namōya cēska | not yet |
| awasotākosihk | the day before yesterday |
| namōya pitamā | not for now |
| wīpacīs | in a little while |
| apihkēw. | S/he has braids. (hair) |

| | |
|-----------------|---------------------|
| osāwistikwānēw. | S/he has red hair. |
| kapāw. | S/he comes ashore. |
| kinwāniskwēw. | S/he has long hair. |
| asikanak | socks/stockings |

Drill 10.4. Vital Statistics

Instructions: Listen as I narrate the following sentences in Cree twice and repeat after me. Take note of the Future Conditional forms of the verbs.

1. pēyak akimihci ohpahowi-pīsim nimis ta-tipiskam.
My older sister will have a birthday on August 1st.
My older sister's birthday is August 1st.
2. tānispīhk kiya kā-tipiskaman?
When is your birthday?
3. kēkā-mitātaht akimihci pāskāwihowi-pīsim.
On June 9th.
4. tānitahto kīcisānak ihtasiwak?
How many siblings do you have?
5. nēwo nīcisānak, nisto iskwēsisak ēkwa pēyak nāpēsis.
My four siblings, three girls and one boy.
6. tānitahtopiponēyan?
How old are you?
7. nīsitanaw nistosāp nitispīhtisīn.
I am 23 years old.

Language Lab Session 11**Review of the Audio
Labs in Cree 100**

Drill 11.1. Miscellaneous Vocabulary

Instructions: Listen to the audio. I will say each word twice, then repeat after me.

- | | |
|---------------------|--------------------|
| 1. nāpēw | a man |
| 2. mitās | a pair of trousers |
| 3. astis | a mitten |
| 4. tāpiskākan | a scarf |
| 5. masinahikanāhtik | a pen |
| 6. nāpēsis | a boy |
| 7. iskwēsis | a girl |
| 8. iskwēw | a woman |
| 9. astotin | a hat/cap |
| 10. iskwāhtēm | a door |
| 11. masinahikan | a book |
| 12. wāsēnikan | a window |
| 13. maskisin | a shoe |
| 14. miskotākay | a coat/dress |
| 15. mīcisowināhtik | a table |

- | | |
|------------------------|--------------------|
| 16. masinahikēwināpisk | a chalkboard |
| 17. masinahikēwināhtik | a desk |
| 18. tēhtapiwin | a chair |
| 19. kāsīhikan | a chalkboard brush |
| 20. masinahikēwasiniy | chalk |
| 21. asikan | a sock |

Exercise 11.1. Matching Months

Instructions: Listen to the narration of Cree months in column B. Then match the English translations in column A with the Cree months in column B. The first one is done for you. Check your answers against the key at the back of the book.

A

1. The Budding Moon
2. The Flying Up Moon
3. The Great Moon
4. The Frog Moon
5. The Autumn Moon
6. The Frost-Exploding
Trees Moon
7. The Hatching Moon
8. The Goose Moon
9. The Moulting Moon
10. The Frost Moon
11. The Eagle Moon
12. The Migrating Moon

B

- a. 7 pāskāwihowi-pīsim
- b. _____ ihkopiwi-pīsim
- c. _____ sākipakāwi-pīsim
- d. _____ takwāki-pīsim
- e. _____ kisē-pīsim
- f. _____ ohpahowi-pīsim
- g. _____ ayīki-pīsim
- h. _____ paskowi-pīsim
- i. _____ pawācakināsisi-pīsim
- j. _____ niski-pīsim
- k. _____ pimihāwi-pīsim
- l. _____ mikisiwi-pīsim

This concludes the Cree 100 language lab sessions.

CREE 101

Language Lab Session 12

Animate Intransitive Verbs (VAI) and Calendar Dates

Drill 12.1. Review of VAI Verb Conjugation

Instructions: Sit with your eyes closed and listen as I conjugate a VAI verb “*api*,” which means “to sit.” Do you remember the difference between the Independent and Conjunct modes? Remind yourself of the significance of the numbers, the person indicators, and the placement of the verb stem.

I will conjugate the verb “*api*” first in the Independent mode and then in the Conjunct. Repeat after me.

Refer to Chapter 11 for a detailed explanation of the conjugation of animate intransitive verbs.

“*api* – sit”

| Independent Mode | Conjunct Mode |
|------------------|----------------------|
| 1s nitapin | 1s ē- <i>apiyān</i> |
| 2s kitapin | 2s ē- <i>apiyan</i> |
| 3s apiw | 3s ē- <i>apit</i> |
| 3's apiyiwa | 3's ē- <i>apiyit</i> |
| 1p nitapinān | 1p ē- <i>apiyāhk</i> |
| 21 kitapinaw | 21 ē- <i>apiyahk</i> |
| 2p kitapināwāw | 2p ē- <i>apiyēk</i> |
| 3p apiwak | 3p ē- <i>apicik</i> |
| 3'p apiyiwa | 3'p ē- <i>apiyit</i> |

Drill 12.2. Review of Additional Verbs

Instructions: In this second drill, notice that several additional verbs are used to demonstrate the VAI conjugation. I will conjugate the verbs first in the Independent mode and then in the Conjunct. Repeat after me.

You may wish to consult the vocabulary list in your textbook.

| Independent Mode | | Conjunct Mode | |
|-------------------------|-----------------|----------------------|---------------|
| 1s | nimīcison | 1s | ē-mīcisoḃān |
| 2s | kipāhpin | 2s | ē-pāhpiyan |
| 3s | nēhiyawēw | 3s | ē-nēhiyawēt |
| 3's | minihkwēyiwa | 3's | ē-minihkwēyit |
| 1p | nimīcisonān | 1p | ē-mīcisoḃāhk |
| 21 | kipāhpinaw | 21 | ē-pāhpiyahk |
| 2p | kinēhiyawānāwāw | 2p | ē-nēhiyawēyēk |
| 3p | itohtēwak | 3p | ē-itohtēcik |
| 3'p | kīwēyiwa | 3'p | ē-kīwēyit |

Exercise 12.1. Verb Stems

Instructions: Listen as I narrate the verb stems. Write each verb stem in the spaces provided. Then in the second and third columns, write the inflections (prefixes and suffixes or endings) that mark the Independent and Conjunct modes. Note that I will only narrate the verb stems. The rest of this exercise is written. Check your answers against the key at the back of the book.

| Verb Stems | Independent Inflections | Conjunct Inflections |
|------------|-------------------------|----------------------|
| 1s _____ | _____ | _____ |
| 2s _____ | _____ | _____ |
| 3s _____ | _____ | _____ |
| 3's _____ | _____ | _____ |
| 1p _____ | _____ | _____ |
| 2i _____ | _____ | _____ |
| 2p _____ | _____ | _____ |
| 3p _____ | _____ | _____ |
| 3'p _____ | _____ | _____ |

Dialogue 12.1. Travel

Instructions: This dialogue section has been divided into two parts. The first is a list of vocabulary, which we will dictate. Second, there is a sample conversation phrase using the vocabulary, which we will read. Listen and follow along with the vocabulary and sample phrasing. We will repeat the entire conversation at the end. Afterwards role play the dialogue with a fellow student in the role of Bob or Betty.

| | | |
|-----------------------|-------------|-----------------------------|
| 1. Vocabulary: | tānitē? | where? |
| | ē-itohtēyan | as you (sg.) go |
| | wī- | preverb: Future Intentional |

Bob: tānitē ē-wī-itohtēyan?
Where are you going?

| | | |
|-----------------------|-------------------|------------------------------|
| 2. Vocabulary: | mīnisihk | City of Saskatoon |
| | ispiso | travel by vehicle |
| | wī- | preverb: Future Intentional |
| | niwī-ispisonān | we (excl.) are travelling to |
| | niyānāno-kīsikāw | Friday |
| | niyānāno-kīsikāki | when it is Friday |
| | niya | me/mine |
| | ēkwa | and |

Betty: niya ēkwa Mary niwī-ispisonān mīnisihk niyāno-kīsikāki.
Mary and I are going (travelling) to Saskatoon on Friday.

| | | |
|-----------------------|--------|-----------------------------|
| 3. Vocabulary: | awīna? | who? |
| | wī- | preverb: Future Intentional |
| | wāpam | see him/her |
| | ēkotē | over there |

Bob: awīna ē-wī-wāpamāyēk ēkotē?
Who are you going to see there?

| | | |
|-----------------------|---------|-----------------|
| 4. Vocabulary: | nimis | my older sister |
| | otōtēma | his/her friend |
| | ēkwa | and |
| | mīna | also |

Betty: **nimis Joan ēkwa mīna Joe, Mary otōtēma.**
My older sister Joan and also Joe, Mary's friend.

| | | |
|-----------------------|-------------|----------------|
| 5. Vocabulary: | ahpō ētikwē | perhaps |
| | mīna | also |
| | kiyokaw | visit him/her |
| | kīspin | if |
| | api | be at home |
| | nōhkom | my grandmother |

Betty: **ahpō ētikwē nika-kiyokawāw nōhkom kīspin apici.**
Perhaps I will visit my grandmother if she's home.

| | | |
|-----------------------|------------|------------------------------|
| 6. Vocabulary: | mīciso | eat |
| | nitawi- | go and (preverb) |
| | nōhtēhkatē | to be hungry |
| | cī | question indicator |
| | ōma | this (demonstrative pronoun) |

Bob: **ē-nitawi-mīcisoyān ōma, kinōhtēhkatān cī?**
I'm going to eat. Are you hungry?

| | | |
|-----------------------|--------|-----------------|
| 7. Vocabulary: | āha | yes |
| | tānitē | where? |
| | māka | but |
| | kē- | (preverb) shall |
| | mīciso | eat |

Betty: **āha, tānitē māka kē-mīcisoyahk?**
Yes, where shall we eat?

| | | |
|-----------------------|----------|-----------------------|
| 8. Vocabulary: | piko ita | anywhere (colloquial) |
| | tānitē | where? |
| | kiya | you |
| | nōhtē- | want to |
| | mīciso | eat |

Bob: piko ita, tānitē kiya kinōhtē-mīcison?
Anywhere. Where do you want to eat?

Betty: piko ita.
Anywhere.

Bob: ahāw.
Okay.

Conversation without Vocabulary Breakdown

Bob: tānitē ē-wī-itohtēyan?

Betty: niya ēkwa Mary niwī-ispisonān mīnisihk niyāno-kīsikāki.

Bob: awīna ē-wī-wāpamāyēk ēkotē?

Betty: nimis Joan ēwa mīna Joe, Mary otōtēma.
ahpō ētikwē nika-kiyokawāw nōhkom kīspin apici.

Bob: ē-nitawi-mīcisoyān ōma, kinōhtēhkatān cī?

Betty: āha, tānitē māka kē-mīcisoyahk?

Bob: piko ita, tānitē kiya kinōhtē-mīcison?

Betty: piko ita.

Bob: ahāw.

Drill 12.3. Calendar Dates

Instructions: Listen to the audio and repeat the following numbers for calendar dates. I will move across each row, saying the date in the Independent mode first, followed by the Conjunct. First, I will start with the dates from 1 to 10.

| | Independent Mode | Conjunct Mode |
|----|-------------------------|-------------------------|
| 1 | pēyak akimāw | pēyak ē-akimiht |
| 2 | nīso akimāw | nīso ē-akimiht |
| 3 | nisto akimāw | nisto ē-akimiht |
| 4 | nēwo akimāw | nēwo ē-akimiht |
| 5 | niyānan akimāw | niyānan ē-akimiht |
| 6 | nikotwāsik akimāw | nikotwāsik ē-akimiht |
| 7 | tēpakohp akimāw | tēpakohp ē-akimiht |
| 8 | ayēnānēw akimāw | ayēnānēw ē-akimiht |
| 9 | kēkā-mitātaht akimāw | kēkā-mitātaht ē-akimiht |
| 10 | mitātaht akimāw | mitātaht ē-akimiht |

Refer to Chapter 15 for more information on the seasons, months, and weekdays. Since there were no weekdays or calendars, the Cree people used the moon to determine the seasons and months. Note that the following numbers are used only for calendar dates. For more information, refer to the dictionary by Arok Wolvengrey, nēhiyawēwin: itwēwina/Cree: Words, Volume 2: English-Cree, page 622.

Next, the teen numbers are fairly straightforward. Listen to and repeat after me as I say the following numbers for calendar dates from 11 to 19. I will start with the Independent mode and continue across with the Conjunct mode of the calendar date. Notice there are two ways to say 19.

| | Independent Mode | Conjunct Mode |
|----|-------------------------|------------------------|
| 11 | pēyakosāp akimāw | pēyakosāp ē-akimiht |
| 12 | nīsosāp akimāw | nīsosāp ē-akimiht |
| 13 | nistosāp akimāw | nistosāp ē-akimiht |
| 14 | nēwosāp akimāw | nēwosāp ē-akimiht |
| 15 | niyānanosāp akimāw | niyānanosāp ē-akimiht |
| 16 | nikotwāsosāp akimāw | nikotwāsosāp ē-akimiht |
| 17 | tēpakohposāp akimāw | tēpakohposāp ē-akimiht |
| 18 | ayēnānēwosāp akimāw | ayēnānēwosāp ē-akimiht |

- 19 kēkā-mitātahtosāp akimāw kēkā-mitātahtosāp
ē-akimiht
(or kēkāc-nīsitanaw akimāw) (or kēkāc-nīsitanaw
ē-akimiht)

Finally, listen and repeat as I say the following numbers for calendar dates from 20 to 31. As above, I will start with the Independent mode and continue across with the Conjunct mode of the calendar date.

| | Independent Mode | Conjunct Mode |
|----|----------------------------------|-------------------------------------|
| 20 | nīsitanaw akimāw | nīsitanaw ē-akimiht |
| 21 | nīsitanaw-pēyakosāp akimāw | nīsitanaw-pēyakosāp ē-akimiht |
| 22 | nīsitanaw-nīsosāp akimāw | nīsitanaw-nīsosāp ē-akimiht |
| 23 | nīsitanaw-nistosāp akimāw | nīsitanaw-nistosāp ē-akimiht |
| 24 | nīsitanaw-nēwosāp akimāw | nīsitanaw nēwosāp ē-akimiht |
| 25 | nīsitanaw-niyānanosāp akimāw | nīsitanaw-niyānanosāp ē-akimiht |
| 26 | nīsitanaw-nikotwāsosāp akimāw | nīsitanaw-nikotwāsosāp ē-akimiht |
| 27 | nīsitanaw-tēpakohposāp akimāw | nīsitanaw-tēpakohposāp ē-akimiht |
| 28 | nīsitanaw-ayēnānēwosāp akimāw | nīsitanaw ayēnānēwosāp ē-akimiht |
| 29 | kēkāc-nistomitanaw akimāw | kēkāc-nistomitanaw ē-akimiht |
| 30 | nistomitanaw akimāw | nistomitanaw ē-akimiht |
| 31 | nistomitanaw-pēyakosāp akimāw | nistomitanaw-pēyakosāp ē-akimiht |

Exercise 12.2. Today's Date

Instructions: Listen as I narrate the following question twice, then repeat the question. Provide your own answer with the correct date for today.

tāniyikohk awa pīsim ē-akimiht?

How much is this moon counted? *or* What is the date?

Language Lab Session 13

VAI and VII in Independent and Conjunct Modes and Future Conditional Form, Weather Terms

Drill 13.1. VAI—Singular Actors

For the next two drills, refer to Chapter 11 for a detailed explanation of the conjugation of animate intransitive verbs.

Underlining the verb stem and looking at the person indicator and the suffix in each sentence will help you to see who is doing the actions, which are not directed at another person (i.e., intransitive).

Instructions: The following sentences provide examples of Independent and Conjunct mode singular actors. Listen to the audio and repeat the following sentences. I will say each sentence twice.

1. nitapin tahkohc mīcisowināhtikohk.
I am sitting on (top of) the table.
2. nīsta ōma ōta ē-apiyān.
I also am sitting here.
3. kitapin kiya mohcihk.
You (sg.) are sitting on the ground/floor.
4. ē-wī-apiyan cī kīsta anita?
Are you (sg.) going to sit there too?

5. apiw cī mēkwāc mēriy?
Is Mary home right now?
6. ta-apiw cī mēriy tipiskāyiki?
Will Mary be home tonight? (Literally: Will Mary be home when it is dark?)
7. nēhiyawēyiwa cī otōtēma?
Does his/her friend speak Cree?
8. otēma anihi ē-kī-nipāyit sīpā tēhtapiwinihk.
His/her dog slept under the chair.

Drill 13.2. VAI—Plural Actors

Instructions: The sentences in this drill show that there is more than one person involved in the action. Listen to the audio and repeat the following sentences. I will say each sentence twice.

Underline the verb stem and examine the suffixes. This will help you to recognize who is doing the action.

1. niwī-kakwē-nisitohtēnān ōma nēhiyawēwin.
We (excl.) are going to try to understand Cree.
2. kēyāpic ōma ē-wī-kakwē-nisitohtamāhk nēhiyawēwin.
We (excl.) are still going to try to understand Cree.
3. kiwī-ayamihtānaw ōma ācimowin anohc.
We (incl.) are going to read this story today.
4. namōya, kotak anima kā-wī-ayamihtāyahk.
No, it is the other one that we are going to read.
5. nēhiyawasinahikēwin wīpac kika-nihtā-ayamihtānāwāw.
You (pl.) will be able to read Cree soon.

6. āsay cī ē-kī-mīcisoyēk kiyawāw?
Have you eaten already?

7. kī-itohtēwak otēnāhk tipiskohk.
They went to town last night.

8. ē-kī-itohtēcik cī wīstawāw ēkotē?
Did they go over there too?

Drill 13.3. VII Conjunct Mode—Weather

For the next drill and exercise, refer to Chapter 14 for a detailed explanation of VII verbs and their use to describe weather in the Conjunct mode and Future Conditional form.

Instructions: Listen carefully as I say each term twice. Repeat after me. The first three examples demonstrate how you can compose a sentence regarding the weather.

1. **ē-wāsēskwahk** ōma, nitawi-mētawētān wayawītimihk.
It's sunny. Let's go out and play.
or Let's go and play outside as it is sunny.
2. postastotinē **ē-yōtik** ōma anohc.
Put on your hat as it is windy today.
3. mētoni **ē-māci-sōhkiyowēk** nikī-pihtokwānān.
We came inside as it is really starting to be very windy.

Let's begin with the terms.

| | |
|-------------------|--------------------------------------|
| ē-kimiwahk | as it is raining |
| ē-kimiwasik | as it is raining a little |
| ē-sikipēstāk | as it is pouring (rain) |
| ē-pahkipēstāk | as it is raining (big drops of rain) |
| ē-kaskanawipēstāk | as it is misty |
| ē-yīkwaskwahk | as it is cloudy |
| ē-yīkowahk | as it is foggy |

| | |
|----------------|--------------------------|
| ē-pīwahk | as it is drifting (snow) |
| ē-mispok | as it is snowing |
| ē-āhkwatik | as it is freezing |
| ē-kisināk | as it is cold |
| ē-tahkāyāk | as it is cold |
| ē-kisāstēk | as it is hot (weather) |
| ē-kisitēk | as it is hot |
| ē-kisapwēyāk | as it is a warm day |
| ē-tihkitēk | as it is melting |
| ē-saskahk | as it is breaking up |
| ē-kisikāk | as it is daytime |
| ē-miyo-kisikāk | as it is a nice day |
| ē-māyi-kisikāk | as it is not a nice day |
| ē-tipiskāk | as it is dark/night |
| ē-nīpāyāstēk | as it is moonlight |

Exercise 13.1. Future Conditional Weather Terms

Instructions: Listen carefully as I say each weather term in the Future Conditional form and then repeat after me. I will say each term twice.

Then, in the space below, translate the Future Conditional weather terms into English. Next, write the present tense of these weather terms and again provide the English translation. I will give you a hint: parts of these terms may be familiar from other vocabulary used in previous drills. Check your answers against the key at the back of the book.

1. Future Conditional: wāsēskwahki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

2. Future Conditional: yōtiki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

3. Future Conditional: sōhkiyowēki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

4. Future Conditional: kimiwahki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

5. Future Conditional: sikipēstāki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

6. Future Conditional: pahkipēstāki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

7. Future Conditional: kaskanawipēstāki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

8. Future Conditional: yīkwaskwahki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

9. Future Conditional: yīkowahki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

10. Future Conditional: pīwahki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

11. Future Conditional: mispoki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

12. Future Conditional: āhkwatiki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

13. Future Conditional: kisināki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

14. Future Conditional: tahkāyāki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

15. Future Conditional: kisāstēki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

16. Future Conditional: kisitēki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

17. Future Conditional: kīsapwēyāki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

18. Future Conditional: tihkitēki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

19. Future Conditional: saskahki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

20. Future Conditional: kimiwasiki

English Translation: _____

Present Tense Independent: _____

English Translation: _____

Language Lab Session 14

Transitive Animate Verbs (VTA), Singular and Plural Objects

Drill 14.1. Transitive Animate Verbs with Singular Objects

Refer to Chapters 18 to 21 of the textbook for a detailed explanation of transitive animate verbs (VTA).

Instructions: Listen to the audio and repeat the following transitive animate verbs with singular objects. I will say each word twice.

| | | |
|-----|------------------------|---------------------------------------|
| 1s | nipēhtawāw. | I hear him/her/it. |
| 2s | kipēhtawāw. | You (sg.) hear him/her/it. |
| 3s | pēhtawēw. | He/she/it hears him/her/it. |
| 3's | pēhtawēyiwa. | His/her _____ (sg.) hears him/her/it. |
| 1p | ninisohtawānān. | We understand him/her. |
| 21 | kiwāpamānaw. | We see him/her/it. |
| 2p | kipāhpihāwāw. | You (pl.) laugh at him/her/it. |
| 3p | asamēwak. | They feed him/her/it. |
| 3'p | ohpinēyiwa. | His/her _____ (pl.) lift him/her/it. |

Drill 14.2. More Transitive Animate Verbs with Singular Objects

Instructions: Listen as I dictate the following sentences. Then repeat after me. Listen carefully to the pronunciation of the verb as spoken where the object is seen, heard, or fed. Ask yourself: Is the object singular? Is it also performing an action? The translation will help you to understand the verb construction.

1. **nipēhtawāw** piyēsīs ē-nikamot.
I hear a bird singing.
2. **kipēhtawāw** cī kīsta?
Do you (sg.) hear it too?
3. Johnny wīsta pēhtawēw piyēsīsa ē-nikamoyit.
Johnny hears the bird singing too.
4. omisa asamēyiwa atimwa.
His/her sister feeds the dog.
5. **ninisitohtawānān** kiskinwahamākēw āskaw.
We (excl.) understand the teacher sometimes.
6. **kika-wāpamānaw** ici wīpac.
We (incl.) will see him/her soon.
7. **kikī-pāhpihāwāw** cī ana ē-mōhcohkāsot?
Did you (pl.) laugh at him/her when he/she was
acting silly?
8. **kī-asamēwak** awāsisa.
They fed the child.
9. ostēsa kī-ohpinēyiwa anihi mītosā.
His/her brother lifted the tree.

Drill 14.3. Transitive Animate Verbs with Plural Objects

Note that these verbs have almost the same form, except that some add the suffix “-ak” (as underlined) to indicate a plural object.

Instructions: Listen as I say the following sentences. I will say each sentence twice. Then repeat after me.

| | | |
|-----|--------------------------------|---|
| 1s | niwīsāmā<u>wak</u>. | I invite them. |
| 2s | kiwāpamā<u>wak</u>. | You (sg.) see them. |
| 3s | wicēwēw. | He/she accompanies them. |
| 3's | wicēwēyiwa. | His/her ____ (sg.) accompanies them. |
| 1p | nipāhpihānā<u>nak</u>. | We (excl.) laugh at them. |
| 2i | kikiyokawā<u>nawak</u>. | We (incl.) visit them. |
| 2p | kiwīsāmāwā<u>wak</u>. | You (pl.) invite them. |
| 3p | pēhtawēw. | They hear them. |
| 3'p | kiyokawēyiwa. | His/her ____ (pl.) visit them. |

Drill 14.4. More Transitive Animate Verbs with Plural Objects

This part of your lab session gives you an opportunity to practise talking about hearing, feeding, seeing, and lifting more than one object. One can apply these verbs to interactions with family, friends, or pets.

Instructions: Listen as I say the following sentences. Repeat after me. I will say each sentence twice.

1. **nipēhtawāwak** piyēsīsak ē-nikamocik.
I hear the birds singing.
2. **kipēhtawāwak** cī kīsta?
Do you (sg.) hear them too?
3. Johnny pēhtawēw wīsta.
Johnny hears them too.
4. omisa asamēyiwa atimwa.
His/her sisters feeds the dogs.

5. **ninisohtawānānak** āskaw kiskinwahamākēwak.
We (excl.) understand the teachers sometimes.
6. **kika-wāpamānawak** sisīpak sakahikanihk.
We (incl.) will see the ducks at the lake.
7. **kikī-pāhpihāwāwak** cī aniki ē-mōhcohkāsocik?
Did you (pl.) laugh at them when they were acting silly?
8. **kī-asamēwak** kahkiyaw awāsisa.
They fed all the children.
9. **ostēsa kī-ohpinēyiwa** anihi mītosa.
His/her brothers lifted the trees.

Dialogue 14.1. Visiting Friends

Instructions: Listen to the following dialogue illustrating a conversation between two friends. The dialogue will be repeated twice. Then practise the dialogue with a partner.

Betty: **tānisi ēkwa kiya, nitōtēm?**
How are you, my friend?

Darren: **namōya nānitaw. tānitē ē-ohtōhtēyan?**
Fine. Where are you coming (arriving) from?

Betty: **pīt ē-kī-nitawi-wāpamak māka namōya apiw.**
I went to see Pete, but he's not at home.

Darren: **aspin ana ē-kī-nitawi-kiyokēt iskonikanihk. ahpō etikwē
kī-kapēsiw ēkotē.**
He went to visit at the reserve. Perhaps he stayed (camped)
overnight out there.

Language Lab Session 15

**Possessive Form for
Singular Animate Nouns,
Kinship Terms, and
Interrogative Pronouns****Drill 15.1. Possessive Form for
Singular Animate Nouns**

Instructions: Listen as I conjugate the noun “*sīsīp*,” which means “duck.” I will say each conjugated form twice, then repeat after me. Notice the special suffix “*-im*,” which is added to some nouns before all regular suffixes.

Refer to Chapter 31 for a detailed explanation of the possessive and how it is formed.

“*sīsīp* – duck”

| | | |
|-----|-----------------------------|----------------------------|
| 1s | nisīsīp<u>im</u> | my duck |
| 2s | kisīsīp<u>im</u> | your (sg.) duck |
| 3s | osīsīp<u>ima</u> | his/her duck |
| 3's | osīsīp<u>imi</u>yiwa | his/her _____'s (sg.) duck |
| 1p | nisīsīp<u>iminān</u> | our (excl.) duck |
| 2i | kisīsīp<u>iminaw</u> | our (incl.) duck |
| 2p | kisīsīp<u>imi</u>wāw | your (pl.) duck |
| 3p | osīsīp<u>imi</u>wāwa | their duck |
| 3'p | osīsīp<u>imi</u>yiwa | their _____s' (pl.) duck |

Drill 15.2. Possessive of *atim/misatim*

Instructions: Listen as I say the following words. I will say each conjugation twice, then repeat after me. Notice that these are irregular possessive forms used to refer to either a dog (*atim*) or a horse (*misatim*). To pluralize you can add “-ak” to the first person (1s, 1p) or second person (2s, 2p, 2i) forms only. Add “-a” to third person forms (3s, 3p).

“*atim* – dog” / “*misatim* – horse”

| | | |
|-----|------------------|---------------------------------|
| 1s | nitēm | my dog/horse |
| 2s | kitēm | your (sg.) dog/horse |
| 3s | otēma | his/her dog/horse |
| 3's | otēmiyiwa | his/her _____'s (sg.) dog/horse |
| 1p | nitēminān | our (excl.) dog/horse |
| 2i | kitēminaw | our (incl.) dog/horse |
| 2p | kitēmiwāw | your (pl.) dog/horse |
| 3p | otēmiwāwa | their dog/horse |
| 3'p | otēmiyiwa | their _____'s (pl.) dog/horse |

Drill 15.3. Possessive of *-nāpēm-*

Instructions: Listen as I conjugate the word “-*nāpēm-*,” which means “husband.” I will say each conjugation twice, then repeat after me. Note that the change in the Cree word for “man” (*nāpēw*) to mean “husband” includes a form of the “-*im*” suffix.

“-*nāpēm-* – husband”

| | | |
|----|----------------|------------------------|
| 1s | nināpēm | my man/husband |
| 2s | kināpēm | your (sg.) man/husband |
| 3s | onāpēma | her man/husband |

| | | |
|-----|----------------------|---------------------------------------|
| 3's | onāpēmiyiwa | her/his _____'s (sg.) man/ husband |
| 1p | nināpēminānak | our (excl.) men/husbands |
| 21 | kināpēminawak | our (incl.) men/husbands |
| 2p | kināpēmiwāwak | your (pl.) men/husbands |
| 3p | onāpēmiwāwa | their men/husbands |
| 3'p | onāpēmiyiwa | their _____s' (pl.) men/ husbands |

Notice that only 1P, 21, and 2P require the additional suffix "-ak" to show the plural form "men/husbands"; otherwise, the translation would read "our man/husband," etc. Another noun that follows this pattern is the word "iskwēw," which means "woman." It requires a connective "t" with all of the prefixes (e.g.: "nitiskwēm - my wife").

Drill 15.4 Kinship Terms

Instructions: Listen as I conjugate the word "*-mosōm-*," which means "grandfather" or "grandpa." I will say the conjugated word twice, then repeat after me.

"*-mosōm-* – grandfather/grandpa"

| | | |
|-----|--------------------|--------------------------------------|
| 1s | nimosōm | my grandfather |
| 2s | kimosōm | your (sg.) grandfather |
| 3s | omosōma | his/her grandfather |
| 3's | omosōmiyiwa | his/her _____'s (sg.) grandfather |
| 1p | nimosōminān | our (excl.) grandfather |
| 21 | kimosōminaw | our (incl.) grandfather |
| 2p | kimosōmiwāw | your (pl.) grandfather |
| 3p | omosōmiwāwa | their grandfather |
| 3'p | omosōmiyiwa | their _____s' (pl.) grandfather |

Notice that all the kinship terms have their unique forms and must be learned as they appear.

Drill 15.5. Review of Possessives, Interrogative Pronouns, Kinship Terms, Tense, and Preverbs

You may wish to consult your textbook on one or all of these topics in this drill.

Instructions: Listen as I say the following sentences. I will say each sentence twice, then repeat after me.

1. tāniwā **kisīsīpim**?
Where is your (sg.) duck?
2. tānitē **kitēmiwāw** ē-nipāt?
Where is your (pl.) dog sleeping?
3. **onāpēma** cī apiyiwa?
Is her husband home?
4. **nimosōminān** wī-pē-kiyokēw.
Our grandfather is coming to visit.
5. wīpac ōma ēkwa ta-kī-takosihk.
kika-wīci-mīcisōmikonaw.
He should be arriving soon. He will eat with us.
6. **omosōmiwāwa** kī-kiyokawēwak otākosihk.
They visited their grandfather yesterday.

Exercise 15.1. Dictation and Translation

Instructions: Listen as I dictate ten Cree words. I will say each word twice, then write each word in the spaces below and translate them in the right-hand column. Check your answers against the key at the back of the book.

| | Dictation | Translation |
|-----|------------------|--------------------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |

Exercise 15.2. Possessive Form

Instructions: Listen as I dictate the following words in the left-hand column. In the space provided, write the appropriate possessive form for the following words. I have completed the first one for you. Check your answers against the key at the back of the book.

1. atim, niya *e.g.*: nitēm _____
2. atim, wiya _____
3. mosōm, kiya _____
4. asikan, niya _____
5. nāpēw, niya _____
6. iskwēw, kiya _____
7. astotin, wiya _____

Language Lab Session 16

Transitive Inanimate Verbs

Drill 16.1. VTI-1

Instructions: Listen as I conjugate the verb “*pēhta*,” which means “to hear it.” I will say each conjugated form twice, then repeat after me.

Refer to Chapter 17 for a detailed overview of transitive inanimate verbs (VTI) and their conjugation.

VTI-1 “*pēhta* – hear it”

| | | |
|-----|----------------------|------------------------------------|
| 1s | nipēhtēn. | I hear it. |
| 2s | kipēhtēn. | You (sg.) hear it. |
| 3s | pēhtam. | He/she/it hears it. |
| 3's | pēhtamiyiwa. | His/her/its ____'s (sg.) hears it. |
| 1p | nipēhtēnān. | We (excl.) hear it. |
| 2i | kipēhtēnaw. | We (incl.) hear it. |
| 2p | kipēhtēnāwāw. | You (pl.) hear it. |
| 3p | pēhtamwak. | They hear it. |
| 3'p | pēhtamiyiwa. | His/her/its ____s' (pl.) hears it. |

Recall the rule for conjugating VTI-1 verbs: drop the “a” from the 2s Imperative verb form. Place that in the slot between the person indicator and the ending.

Other VTI-1 include:

| | | | |
|-----------|---------------|----------|----------------------|
| nisitohta | understand it | postiska | put in on (clothing) |
| wāpahta | see it | natona | look for it |

Drill 16.2. VTI-1 in Sentences

Instructions: Listen as I say the following sentences and repeat after me.

1. **nīpēhtēn** kitohcikan.
I hear the musical instrument.
2. **kikī-pēhtēn** cī ē-kimiwahk tipiskohk?
Did you (sg.) hear it raining last night?
3. **kī-pēhtam** cī wīsta kā-kimiwaniyik tipiskohk?
Did he/she hear it raining last night too?
4. omosōmiyiwa wī-nāt**amiyiwa** anihi masinahikana.
His/her grandfather is going for those books.
5. **nika-masinahēnān** niwīhowināna anita
masinahikanihk.
We will write our names on that paper.

Exercise 16.1. VTI-1

Instructions: Listen as I narrate the following sentences, then fill in the blanks with the appropriate form of a VTI-1. I will say each sentence twice. Check your answers against the key at the back of the book.

1. _____ otastotiniwāwa.
They put on their hats.
2. John ēkwa Mary _____ otastotiniwāwa wīstawāw.
John and Mary **put on** their hats too.

3. _____ kimaskisina sīpā tēhtapiwinihk.
I saw your (sg.) shoes under the chair.
4. _____ kimaskisina, ēkāwiya mātō.
We (incl.) will look for your shoes, don't cry.
5. _____ cī ōma kīkwāy kā-itwēhk?
Do you (sg.) understand what is being said?

Drill 16.3. VTI-2

Instructions: Listen as I conjugate the verb “*pimohtatā*,” which means “take it along.” I will say each conjugated form twice, then repeat after me.

Recall that VTI-2 are conjugated like VAI. Consult Chapter 17 where this particular verb form is discussed.

VTI-2 “*pimohtatā* – take it along”

| | | |
|-----|--------------------------|------------------------------------|
| 1s | nipimohtatān. | I take it along. |
| 2s | kipimohtatān. | You (sg.) take it along. |
| 3s | pimohtatāw. | He/she takes it along. |
| 3's | pimohtatāyiwa. | His/her ____ (sg.) takes it along. |
| 1p | nipimohtatānān. | We (excl.) take it along. |
| 21 | kipimohtatānaw. | We (incl.) take it along. |
| 2p | kipimohtatānāwāw. | You (pl.) take it along. |
| 3p | pimohtatāwak. | They take it along. |
| 3'p | pimohtatāyiwa. | His/her ____ (pl.) take it along. |

Other VTI-2 include:

| | | | |
|----------|---------|--------|---------------|
| āpacihtā | use it | osihtā | make it |
| kātā | hide it | pētā | bring it |
| wanihtā | lose it | kitā | eat all of it |
| ayamihtā | read it | ayā | have it |

Exercise 16.2. VTI-2

Instructions: Listen as I narrate the following sentences. I will say each sentence twice, then fill in the blanks with the appropriate form of a VTI-2. Check your answers against the key at the back of the book.

1. _____ nitastotin anohc. wī-kisāstēw.
I will take (it) my hat today. It's going to be hot.
2. ocīmānimiwāw _____ sākahikanihk
itohtētawāwi.
They will take (it) their canoe along if they go to the lake.
3. nimaskisina cī āsay _____?
Did you finish my moccasins?
4. John _____ nitastotin.
John **hid** my hat.
5. nīstanān _____ anihi masinahikana.
We (excl.) **will use** those books too.

Drill 16.4. VTI-3

You will recall that there are three forms of the verb "eat." The "mīci" form is used to refer to eating foods that are of the inanimate noun category.

Instructions: Listen as I conjugate the verb "mīci," which means "eat it." I will say each conjugated form twice, then repeat after me.

VTI-3 "mīci – eat it"

| | | |
|----|-----------------|---------------------------------------|
| 1s | nimīcin. | I eat it. (refers to inanimate nouns) |
| 2s | kimīcin. | You (sg.) eat it. |
| 3s | mīciw. | He/she/it eats it. |

| | | |
|-----|--------------|---------------------------------|
| 3's | mīciyiwa. | His/her/its ____ (sg.) eats it. |
| 1p | nīmīcinān. | We (excl.) eat it. |
| 2i | kimīcinaw. | We (incl.) eat it. |
| 2p | kimīcināwāw. | You (pl.) eat it. |
| 3p | mīciwak. | They eat it. |
| 3'p | mīciyiwa. | His/her/its ____ (pl.) eats it. |

Exercise 16.3. Fill in the Blank

Instructions: Listen as I narrate the following sentences twice, then fill in the blanks with the appropriate verb, person, and tense. Check your answers against the key at the back of the book.

- _____ anima mīcimāpoy.
I ate that soup.
- _____ anihi masinahikana.
They lost their books.
- _____ cī ātiht kocawākanisa?
Do you have some matches?
- _____ cī kitastotin?
Did you (sg.) lose your cap?
- _____ anihi nīso masinahikana tipiskohk.
We (excl.) read those two books last night.

Language Lab Session 17

Conjunct Mode

Refer to Chapter 32 of the textbook for a detailed explanation of the Conjunct mode.

Exercise 17.1. Verbs in a Text

Instructions: In the following paragraph, identify the verb stems by drawing a box around each of them. There are eleven. Then listen to the recording while you read the paragraph. Check your answers against the key at the back of the book.

nikī-waniskān wīpac kīkisēp. wayawītimihk mētoni ē-tahkāyāk

ēkosi namōya ninōhtē-itohtān kihci-ōtēnāhk māka ē-kīsi-mīcisoyān

nikī-wayawīn. āta ē-tahkāyāk kī-wāsēskswan. mihcēt piyēsīsak

nikī-wāpamāwak ē-nikamocik mītosihk. nitēm nikī-wīcēwik.

kī-papāmipahtāw misiwē mēskanāhk.

Exercise 17.2. Conjunct Mode— Past and Future Intentional

Instructions: Listen as I narrate the following sentences, first in the past tense and then in the Future Intentional form. Identify all the verb stems by drawing a box around each of them. I will say each sentence twice. Check your answers against the key at the back of the book.

1. ē-kī-itohtēyān sākahikanihk ēkosi namōya nīkī-wāpamāwak.
I went to the lake, so I didn't see them.

ē-wī-itohtēyān ōma sākahikanihk wāpahki.
I'm going to the lake tomorrow.

2. ē-kī-mīcisoyan cī āsay kīsta?
Did you eat already too?

mwēstas cī kīsta ē-wī-mīcisoyan?
Are you going to eat later too?

3. ē-kī-wīcēwāt cī John omosōma?
Did John go with his grandfather?

omosōma cī ē-wī-wīcēwāt?
Is he/she going with/accompanying his/her grandfather?

4. ē-kī-kiyokākoyāhk ana kisēyiniw tipiskohk.
That old man visited us last night.

ē-wī-wīcēwikoyāhk awa ōtēnāhk itohtēyāhki.
He/she is going with us if we go to town.

Exercise 17.3. Dictation Practice

Instructions: Listen carefully to the audio. I will dictate six Cree words. Write each word in the spaces below. Remember you can and should replay the audio so you can decipher the sounds. Check your answers against the key at the back of the book.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Dialogue 17.1. Conversation with Family

Instructions: Listen to the following dialogue illustrating a conversation between a grandmother and her grandchild who has come to visit her. The dialogue will be repeated twice. Then practise the dialogue with a classmate.

Bob: **tānisi, nōhkom?**

How are you, grandma?

ohkoma: **namōya nānitaw, nōsisim. kiya māka, kimiyomahcihon
cī ēkwa?**

I'm fine, grandchild. And you? Are you feeling well now?

Bob: **āha, nimiyomahcihon ēkwa māka nisīmisak kēyāpic
āhkosiwak.**

Yes, I am feeling better/well now, but my brothers/sisters are still sick.

nah, nimāmā ē-kī-pahkwēsikanihkēt kikisēp.

Here, my mom baked bannock this morning.

ohkoma: **āy, nitatamihik. api, nika-nihtihkān.**

Thanks, she pleases me. Sit down, I'll make tea.

**kika-mōwānaw awa pahkwēsikan mēkwāc kēyāpic
ē-kisisot.**

We'll eat this bannock while it is still warm.

Bob: **tāniwā nimosōm?**

Where is my grandfather?

ohkoma: **aspin kistikānihk ē-kī-nitawi-ātoskēt.**

He went to work in the field.

wīpac ōma ēkwa ta-kī-takosihk.

kika-wīci-mīcisōmikonaw.

He should be arriving soon now. He will eat with us.

Language Lab Session 18

Inverse Form and VTA with Plural Objects

Review Chapters 23 to 26 for a detailed explanation of the Inverse form.

Drill 18.1. VTA Direct and Inverse

Instructions: Listen as I narrate the following VTA verbs and note the alternation of the endings in the Independent Direct and Inverse forms. I will say the Direct form of the VTA verb and then move across the row and say the Inverse form. I will say each row twice, then repeat after me.

| | Direct | Inverse |
|-----|--|--|
| 1s | niwāpamāw. I see him/her. | niwāpamik. He/she/it sees me. |
| 2s | kiwāpamāw. You see him/her/it. | kiwāpamik. He/she/it sees you. |
| 3s | wāpamēw. He/she sees him/her/it. | wāpamikow. He/she/it is seen by him/her. |
| 3's | wāpamēyiwa. His/her ____ (sg.) sees him/her. | wāpamikoyiwa. His/her ____ (sg.) is seen by him/her. |

| | | |
|-----|---|---|
| 1p | niwīcēwānān. We accompany him/her. | niwīcēwikonān. He/she accompanies us. |
| 21 | kikiskēyimānaw. We know him/her. | kikiskēyimikonaw. He/she knows us. |
| 2p | kipāhpihāwāw. You (pl.) laugh at him/her. | kipāhpihikowāw. He/she laughs at you. (pl.) |
| 3p | wīsāmēwak. They invite him/her. | wīsāmikowak. They are invited by him/her. |
| 3'p | kakwēcimēyiwa. His/her ____ (pl.) asks him/her. | kakwēcimikoyiwa. His/her ____ (pl.) was asked by him/her. |

Drill 18.2. VTA Direct and Inverse in Sentences

Instructions: Listen as I narrate the following sentences, then repeat after me. I will say each sentence twice. Pay attention to the person indicators and the verb stems' suffixes.

- niwī-wīsāmāw nisīmis atāwēwikamikohk
ta-itohtēyāhk.
I'm going to invite my younger brother/sister to go
to the store.
- nikī-wīsāmik nimis atāwēwikamikohk ē-wī-itohtēt.
My older sister invited me along as she is intending
to go to the store.
- kī-wāpamēw cī otōtēma tipiskohk?
Did he/she see his/her friend last night?
- kī-wāpamikow cī otōtēma?
Was he/she seen by his/her friend?

5. kinōhtē-kakwēcimāwāw cī kīkway kimosōmiwāw?
Do you (pl.) want to ask your (pl.) grandfather something?
6. kimosōmiwāw kinōhtē-kakwēcimikowāw kīkway.
Your (pl.) grandfather wants to ask you (pl.) something.

Drill 18.3. Transitive Animate Verbs and Plural Objects

Refer to Chapters 18 to 21 of the textbook for a full review of transitive animate verbs.

Instructions: Listen as I narrate the following sentences, then repeat after me. I will say each sentence twice. As you listen to the examples, note the plural endings, which are marked in bold font below.

1. nīkī-wāpamāw**ak** awāsis**ak** ē-mētawēc**ik**.
I saw the children playing.
2. kīkī-asamāw**ak** cī āsay pāhkahāhkwān**ak**?
Did you feed the chickens yet?
3. nīka-nitawī-kiyokawānān**ak** nitōtēminān**ak**.
We (excl.) will go and visit our friends.
4. kīka-kakwē-asamānaw**ak** wīpac.
wī-kīwēw**ak** ōkī anohc.
We (incl.) will try to serve them a meal soon.
They are going home today. (Literally: try to feed)
5. nitawāsīmis**ak** cī kīkī-wāpamāwāw**ak** ē-nīmīhitoc**ik**?
Did you (pl.) see my children dancing?

Language Lab Session 19

Time

Drill 19.1. On the Hour

Instructions: Listen as I narrate the sentences below expressing time. I will repeat each sentence twice, then repeat after me. Keep in mind that the word “*ispayin*” changes with the different tenses. I will start with the *present* tense.

For these drills, refer to Chapter 15 for a detailed review of seasons, months, weekdays, and time. Although the references in the textbook to “clock” time are minimal, one can tell time by following that description.

Present Tense

1. pēyak tipahikan **ispayin**.
It is one o'clock.
2. nīso tipahikan **ispayin**.
It is two o'clock.
3. nisto tipahikan **ispayin**.
It is three o'clock.
4. nēwo tipahikan **ispayin**.
It is four o'clock.
5. niyānan tipahikan **ispayin**.
It is five o'clock.
6. nikotwāsik tipahikan **ispayin**.
It is six o'clock.

Now I will narrate time in the Future Conditional form.

Future Conditional

7. tēpakohp tipahikan **ispayiki...**
When it is seven o'clock...
8. ayēnānēw tipahikan **ispayiki...**
When it is eight o'clock...
9. kēkā-mitātaht tipahikan **ispayiki...**
When it is nine o'clock...
10. mitātaht tipahikan **ispayiki...**
When it is ten o'clock...
11. pēyakosāp tipahikan **ispayiki...**
When it is eleven o'clock...
12. nīsosāp tipahikan **ispayiki...**
When it is twelve o'clock...

Drill 19.2. On the Half-Hour

Instructions: Listen as I narrate each sentence below expressing time on the half-hour. I will repeat each sentence twice, then repeat after me. Note that “*mīna āpihtaw*,” which can mean “also half,” is used to indicate the half-hour.

1. pēyak tipahikan mīna āpihtaw ispayin.
It is 1:30.
2. nīso tipahikan mīna āpihtaw ispayin.
It is 2:30.
3. nisto tipahikan mīna āpihtaw ispayin.
It is 3:30.
4. nēwo tipahikan mīna āpihtaw ispayin.
It is 4:30.
5. niyānan tipahikan mīna āpihtaw ispayin.
It is 5:30.
6. nikotwāsik tipahikan mīna āpihtaw ispayin.
It is 6:30.

Dialogue 19.1. Talking about Time

Instructions: Listen to the following dialogue, illustrating a conversation about time. The dialogue will be repeated twice. Then practise the dialogue with a classmate. Note the brackets () are meant to show optional material.

Solomon: tānitahto tipahikan ōma (ē-ispayik mēkwāc)?

What time is it (right now)?

Mrs. Bear: nēwo tipahikan (ispayin mēkwāc).

It is four o'clock (right now).

wīpac ēkwa kisīmisak ta-takohtēwak.

Your younger brothers and sisters will be arriving soon.

Solomon: sōskwāc cī kika-ati-micisonaw takohtētawāwi?

Will we (incl.) be eating as soon as they arrive?

Mrs. Bear: āha, ayisk Bobbi ēkwa Joseph wī-nitawi-pwātisimowak otākosiki.

Yes, because Bobbi and Joseph are going to dance powwow this evening.

Solomon: tānispikh ē-wī-sipwēhtēyēk?

When are you (pl.) leaving?

Mrs. Bear: nānitaw nikotwāsik mīna āpihtaw tipahikan ispayiki.

When it is about 6:30.

Solomon: kika-wicēwitināwāw.

I will go with you. (pl.)

Mrs. Bear: namōya, kita-kanawēyimāwasoyan ōma kiya, kisīmisak ōki.

No, you will babysit your younger siblings (brothers and sisters).

Drill 19.3. Month and Date

Instructions: This short drill is a reminder of how one would ask somebody about the month and date. Listen carefully as I narrate the questions and answers below, then you can practise with a partner. I will say each question and answer twice.

1. **Q. tāna ēwako pīsim?**
What month (moon) is it?
A. takwāki-pīsim mēkwāc.
It is September.

2. **Q. tāniyikohk ē-akimiht ēwako pīsim?**
What date is it?
A. nisto akimāw.
It is the third.

Drill 19.4 Months

Instructions: Listen as I narrate the names of the months below in Cree. I will say each month twice, then repeat after me. Note that there are two different ways to say “September.” After listening to this list of months, select the month when your birthday occurs.

| | |
|-------------------|---------------------------|
| kisē-pīsim | January—The Great Moon |
| mikisiwi-pīsim | February—The Eagle Moon |
| niski-pīsim | March—The Goose Moon |
| ayīki-pīsim | April—The Frog Moon |
| sākipakāwi-pīsim | May—The Budding Moon |
| pāskāwihowi-pīsim | June—The Hatching Moon |
| paskowi-pīsim | July—The Moulting Moon |
| ohpahowi-pīsim | August—The Flying Up Moon |

| | |
|----------------------|--|
| nōcihitowi-pīsim | September—The Mating Moon |
| takwāki-pīsim | (or) —The Autumn Moon |
| pimihāwi-pīsim | October—The Migrating Moon |
| ihkopiwi-pīsim | November—The Frost Moon |
| pawācakināsisi-pīsim | December—The Frost-Exploding Trees Moon |

Language Lab Session 20

Reflexive Forms

Drill 20.1. Independent Mode Reflexive

Instructions: Listen as I conjugate the VTA verb “*tipēyim*,” which means “be in charge of him/her,” in the Reflexive form. Note that when a VTA verb stem is written in the Reflexive form, it follows the VAI conjugation chart. The VTA form of the verb “*tipēyim*,” which means “be in charge of him/her,” changes to “*tipēyimiso*” meaning to “be in charge of oneself” in the Reflexive form.

Refer to Chapter 29 for details on the Reflexive form of verbs.

I will say the conjugation twice, then repeat after me.

VTA “*tipēyim* – be in charge of him/her” /

VAI (Reflexive) “*tipēyimiso* – be in charge of oneself”

| | | |
|-----|------------------------|---|
| 1s | nitipēyimison. | I am in charge of myself. |
| 2s | kitipēyimison. | You (sg.) are in charge of yourself. |
| 3s | tipēyimisow. | He/she is in charge of him/herself. |
| 3's | tipēyimisoyiwa. | His/her ____ (sg.) is in charge of him/herself. |

- | | | |
|-----|---------------------------|---|
| 1p | nitipēyimisonān. | We (excl.) are in charge of ourselves. |
| 21 | kitipēyimisonaw. | We (incl.) are in charge of ourselves. |
| 2p | kitipēyimisonāwāw. | You (pl.) are in charge of yourselves. |
| 3p | tipēyimisowak. | They are in charge of themselves. |
| 3'p | tipēyimisoyiwa. | His/her ____ (pl.) are in charge of themselves. |

Other verbs which follow this conjugation include:

| | |
|--------------|----------------------|
| kisipēkiniso | bathe oneself |
| asamiso | feed oneself |
| wīchiso | help oneself |
| minahiso | give oneself a drink |

Drill 20.2. Conjunct Mode Reflexive

Instructions: Listen as I conjugate the VTA verb “*asamiso*,” which means “to feed oneself.” Again, notice that the Reflexive form of the verb follows the VAI conjugation chart. I will say the conjugated verb twice, then repeat after me.

“*asamiso* – to feed oneself”

| | | |
|-----|-----------------------|--|
| 1s | ē- asamisoyān | as I feed myself |
| 2s | ē- asamisoyan | as you (sg.) feed yourself |
| 3s | ē- asamisot | as he/she feeds himself/herself |
| 3's | ē- asamisoyit | as his/her ____ (sg.) feeds him/herself |
| 1p | ē- asamisoyāhk | as we (excl.) feed ourselves |
| 21 | ē- asamisoyahk | as we (incl.) feed ourselves |
| 2p | ē- asamisoyēk | as you (pl.) feed yourselves |
| 3p | ē- asamisocik | as they feed themselves |
| 3'p | ē- asamisoyit | as his/her ____ (pl.) feed themselves |

Drill 20.3. Reflexives in Sentences

Instructions: Listen carefully as I narrate the following sentences in Cree. I will say each sentence twice, then repeat after me. Notice that the Reflexive verbs ending in “-iso” and “-āso” mean “doing [something] for oneself.”

1. kika-tipēyimison kisihtāyani
ē-kiskinwahamākawiyani.
You will be in charge of yourself when you finish
your education. *or*
You will be on your own when you finish school.
2. nihtā-asamisowak nicawāsimak āta ē-apisīsisicik.
My children can feed themselves although they are little.
3. kipēpīm cī āsay nihtā-minahisow?
Can your baby already give himself a drink?
4. āha, miciminamāsow māna minihkwācikanis.
Yes, he usually holds the cup for himself.

Drill 20.4. Questions and Answers

Instructions: Follow the example and answer the questions. I will dictate the question, pause for you to write the answer, and then repeat the question again and provide the correct answer, which you will repeat after me. Check your answers against the key at the back of the book.

Listen as I narrate the example:

Q: **kikī**-ayamihtān cī pēyak masinahikan?

A: āha, **nikī**-ayamihtān masinahikan.

Let's begin the drill. Notice that some of the sentences are in the past tense.

1. Q: **kikī**-ayamihtān cī pēyak masinahikan?

A: _____

2. Q: **kikī**-miskēn cī astotin?

A: _____

3. Q: kinisitohtēn cī nēhiyawēwin?

A: _____

4. Q: kinōhtē-mīcin cī askipwāwa?

A: _____

5. Q: **kikī**-yōhtēnēn cī wāsēnikan?

A: _____

6. Q: kiwāpahtēn cī atāwēwikamik?

A: _____

7. Q: kitayān cī oyākan?

A: _____

Exercise 20.1. Complete the Sentences

Instructions: Listen carefully as I narrate the partial sentences below. I will pause after each sentence to give you time to circle the right noun to complete the sentence. I will then narrate the full sentence and pause for you to repeat after me. Check your answers against the key at the back of the book.

1. wīpac cī kika-pētān (awāsis, masinahikan).
2. kikiskēyimāw cī ana (oskinikiskwēw, astis).
3. māskōc kika-wāphtēnāwāw (sākahikan, pahkwēsikan).
4. tāpwē ninōhtē-ayamihānān (astotin, nikāwīnān).
5. namōya nikī-wāpamāw anohc (cīmān, acimosis).

This concludes the Cree 101 language lab sessions.

Answer Key

Cree 100

Language Lab Session 1

Spelling 1.1 (page 5)

- | | |
|-------------|--------------|
| 1. pakān | 6. kīsitēw |
| 2. pahkān | 7. sakahikan |
| 3. asām | 8. sākahikan |
| 4. asam | 9. niyānan |
| 5. kisistēw | 10. niyanān |

Language Lab Session 2

Spelling 2.1 (page 14)

- | | | |
|-----------|-------------|----------------|
| 1. apīsīs | 8. wāwa | 15. mēkwāc |
| 2. kiya | 9. mitōn | 16. atim |
| 3. cīki | 10. miskāt | 17. kinēpikos |
| 4. ēkosi | 11. tānisi | 18. akohp |
| 5. nēwo | 12. nīpin | 19. tēhtapiwin |
| 6. minōs | 13. māka | 20. misit |
| 7. iskwēw | 14. sōniyāw | |

Language Lab Session 3

Spelling 3.1 (page 18)

- | | | |
|---------------|----------------|--------------|
| 1. maskwa | 6. cēska | 11. maskosis |
| 2. nitōtēm | 7. asiniy | 12. sikākwa |
| 3. ospwākan | 8. acimosis | 13. mispiton |
| 4. tohtōsāpoy | 9. masinahikan | 14. ayinānēw |
| 5. pēyak | 10. wāhyaw | |

Drill 3.4 (page 21)

- | | |
|-----------------|---------------|
| 1. sīsīpak | 6. askihkwak |
| 2. maskwak | 7. ospwākanak |
| 3. sēhkēpayīsak | 8. kinēpikwak |
| 4. tēhtapiwina | 9. iskwēwak |
| 5. wāpikwaniya | |

Spelling 3.2 (page 22)

- | | | |
|-----------------|----------------|----------------|
| 1. sīsīpis | 8. nakī | 15. nimis |
| 2. nīpin | 9. pasikō | 16. masinahikē |
| 3. tēpakohp | 10. itwē | 17. mitātaht |
| 4. ayinānēwosāp | 11. niskīsik | 18. ayamihcikē |
| 5. kinosēw | 12. kihtawakay | 19. sikaho |
| 6. nihtiy | 13. ocihciy | 20. yīkowan |
| 7. api | 14. sēmāk | |

Exercise 3.1 (page 23)

- | | |
|------------------|----------------|
| 1. askihk | 5. maskwa |
| 2. minihkwācikan | 6. pēyak |
| 3. anohc | 7. masinahikan |
| 4. oyākan | 8. tēhtapiwin |

Language Lab Session 4

Spelling 4.1 (page 32)

- | | | |
|------------|-----------------|------------|
| 1. atim | 4. wayawītimihk | 7. tāpwē |
| 2. tahkohc | 5. ispimihk | 8. capisīs |
| 3. sīpā | 6. sisīp | 9. anohc |

Language Lab Session 5

Exercise 5.1 (page 36)

- | | |
|----------------|------------------|
| 1. nāpēwak | 6. piyēsīs |
| 2. astotin | 7. iskwēsisak |
| 3. Bill | 8. maskisin |
| 4. oyākana | 9. nēhiyawak |
| 5. tēhtapiwina | 10. masinahikana |

Exercise 5.2 (page 37)

- | | | |
|-----------|------------|-----------|
| 1. tānitē | 2. tānēhki | 3. kīkwāy |
|-----------|------------|-----------|

Exercise 5.3 (page 39)

- | | |
|----------|-----------|
| 1. awa | 6. nēhi |
| 2. ōki | 7. anihhi |
| 3. nēki | 8. anihhi |
| 4. ōma | 9. nēhi |
| 5. anima | 10. ana |

Spelling 5.1 (page 40)

- | | | |
|-------------|---------------|--------------|
| 1. tānēhki | 8. nakī | 15. minōs |
| 2. kīspin | 9. tāniwēhkāk | 16. anohc |
| 3. nāpēsīs | 10. tāniwēhā | 17. nāha |
| 4. piyēsīs | 11. awāsis | 18. tāniwā |
| 5. tānitē | 12. iskwēsis | 19. ospwākan |
| 6. tēpakohp | 13. iskwāhtēm | 20. astotina |
| 7. tāna | 14. tānisi | |

Spelling 5.2 (page 41)

- | | | |
|-----------|-----------|----------------|
| 1. api | 5. itwē | 9. mīciso |
| 2. kīwē | 6. pasikō | 10. masinahikē |
| 3. nakī | 7. nipā | 11. nīpawi |
| 4. sīkaho | 8. kwēsī | 12. minihkwē |

Language Lab Session 6

Spelling 6.1 (page 47)

- | | |
|------------------|-------------------|
| 1. nipāhpīnān | 11. masinahikēw |
| 2. nēhiyawēw | 12. mīcisowak |
| 3. kimīcison | 13. ninēhiyawān |
| 4. kinipānāwāw | 14. nitatoskānān |
| 5. nipāwak | 15. pāhpiw |
| 6. kimasinahikān | 16. nēhiyawēwak |
| 7. nimīcisonān | 17. pimohtēwak |
| 8. mostohtēw | 18. kimīcisonāwāw |
| 9. kinēhiyawānaw | 19. nimostohtānān |
| 10. kipāhpīnaw | 20. atoskēw |

Spelling 6.2 (page 48)

- | | | |
|-------------|----------------|--------------------|
| 1. atāmihk | 8. anohc | 15. masinahikan |
| 2. namōya | 9. nāpēw | 16. nimasinahikān. |
| 3. pāhpiw. | 10. niktowāsik | 17. sōniyāw |
| 4. atoskēw. | 11. iskwēsis | 18. sīpiy |
| 5. niyanān | 12. mōswa | 19. wāhyaw |
| 6. tēpakohp | 13. minōs | 20. apīs |
| 7. tāniwē. | 14. niyānan | 21. tāpwē. |

Language Lab Session 7

Spelling 7.1 (page 54)

- | | |
|----------------------|-----------------|
| 1. yōtin | 7. wāsēskwan |
| 2. sikipēstāw | 8. yīkwaskwan |
| 3. pīwan | 9. nēwo-kīsikāw |
| 4. pahkipēstāw | 10. yīkowan |
| 5. ayamihēwi-kīsikāw | 11. tahkāyāw |
| 6. kisināw | 12. sōhkiyowēw |

Spelling 7.2 (page 55)

- | | |
|----------------------|-----------------------|
| 1. kimiwan | 11. mispon |
| 2. nīso-kīsikāw | 12. kaskanawipēstāw |
| 3. aywēstin | 13. yīkwaskwan |
| 4. papēskwatāstan | 14. nikotwāso-kīsikāw |
| 5. kāmwātan | 15. tahkāyāw |
| 6. nīsto-kīsikāw | 16. kimiwasin |
| 7. wāsēskwan | 17. ayamihēwi-kīsikāw |
| 8. sikipēstāw | 18. pēyako-kīsikāw |
| 9. pīwan | 19. yōtin |
| 10. niyānāno-kīsikāw | 20. yīkowan |

Exercise 7.1 (page 57)

Column B

- | | | | |
|-------|------|------|------|
| a. 6 | d. 1 | g. 4 | j. 8 |
| b. 10 | e. 9 | h. 3 | |
| c. 5 | f. 2 | i. 7 | |

Spelling 7.3 (page 58)

- | | | |
|----------------|--------------|----------------|
| 1. nīpin | 6. wāsēskwan | 11. miyoskamin |
| 2. pipon | 7. takwākohk | 12. pipohki |
| 3. sīkwan | 8. kisināw | 13. sīkwanohk |
| 4. piponohk | 9. takwākin | 14. nīpihki |
| 5. miyoskamiki | 10. nīpinohk | |

Language Lab Session 9

Exercise 9.1 (page 69)

- | | |
|--------------------------|------------------------------|
| 1. (1s) ē-pāhpiyān | 17.(1p) ē-sēsāwipahtāyāhk |
| 2. (2s) ē-mīcisoyan | 18.(21) ē-sipwēhtēyāhk |
| 3. (2s) ē-nipāyan | 19.(21) ē-pimohtēyāhk |
| 4. (2s) ē-waniskāyan | 20.(21) ē-pimipahtāyāhk |
| 5. (2s) ē-pāhpiyan | 21.(21) ē-sēsāwipahtāyāhk |
| 6. (3s) ē-apit | 22.(2p) ē-paminawasoyēk |
| 7. (3s) ē-ayamihcikēt | 23.(2p) ē-kīsītēpoyēk |
| 8. (3s) ē-masinahikēt | 24.(2p) ē-pahkwēsikanihkēyēk |
| 9. (3s) ē-kīwēt | 25.(2p) ē-nīmāyēk |
| 10.(3's) ē-apiyit | 26.(3p) ē-itohtēcik |
| 11.(3's) ē-ayamihcikēyit | 27.(3p) ē-mētawēcik |
| 12.(3's) ē-masinahikēyit | 28.(3p) ē-pāhpicik |
| 13.(3's) ē-kīwēyit | 29.(3p) ē-pwātisimocik |
| 14.(1p) ē-sipwēhtēyāhk | 30.(3'p) ē-nakīyit |
| 15.(1p) ē-pimohtēyāhk | 31.(3'p) ē-mētawēyit |
| 16.(1p) ē-pimipahtāyāhk | 32.(3'p) ē-kotawēyit |

Language Lab Session 10

Drill 10.1 (page 72)

- | | |
|-----------------------------------|--------------------------|
| 1. <u>isiyihkāsow</u> . | <u>isiyihkāsoyiwa</u> |
| 2. <u>miywēyihitam</u> | <u>miywēyihitamiyiwa</u> |
| 3. <u>masinahikēw/ayamihcikēw</u> | <u>ayamihcikēyiwa</u> |
| 4. <u>mīcisowak</u> | <u>mīcisoyiwa</u> |
| 5. <u>tāhcipow</u> | <u>tāhcipoyiwa</u> |

Exercise 10.1 (page 74)

- | | |
|--------------------|------------------------|
| 1. āpihtā-kīsikāki | 4. otākosiki |
| 2. tipiskohk | 5. wāpahki |
| 3. tipiskāw | 6. pōn-āpihtā-kīsikāki |

Language Lab Session 11

Exercise 11.1 (page 78)

Column B

| | | | |
|-------|------|------|-------|
| a. 7 | d. 5 | g. 4 | j. 8 |
| b. 10 | e. 3 | h. 9 | k. 12 |
| c. 1 | f. 2 | i. 6 | l. 11 |

CREE 101

Language Lab Session 12

Exercise 12.1 (page 81)

Note: The Independent and Conjunct inflections are highlighted in bold font.

| | Verb Stems | Independent Inflections | Conjunct Inflections |
|-----|---------------|----------------------------|--------------------------|
| 1s | nikamo | n inikamon | ē-nikamoyān |
| 2s | nipā | k inipān | ē-nipāyan |
| 3s | mīciso | mīcisow | ē-mīcisot |
| 3's | ayamihcikē | ayamihcikē yiwa | ē-ayamihcikē yi t |
| 1p | minihkwē | n imihkwānān | ē-minihkwē yā hk |
| 2i | pāhpi | k ipāhpinaw | ē-pāhpi yā hk |
| 2p | kawisimo | k ikawisimonāwāw | ē-kawisimoyēk |
| 3p | itohtē | itohtē w ak | ē-itohtē c ik |
| 3'p | api | api yi wa | ē-api y it |

Language Lab Session 13

Exercise 13.1 (page 91)

1. Future Conditional: wāsēskwahki
English Translation: if/when it is sunny
Present Tense Independent: wāsēskwan
English Translation: it is sunny

2. Future Conditional: yōtiki
English Translation: if/when it is windy
Present Tense Independent: yōtin
English Translation: it is windy

3. Future Conditional: sōhkiyowēki
English Translation: if/when it very windy
Present Tense Independent: sōhkiyowēw
English Translation: it is very windy

4. Future Conditional: kimiwahki
English Translation: if/when it rains
Present Tense Independent: kimiwan
English Translation: it is raining

5. Future Conditional: sikipēstāki
English Translation: if/when it is pouring
Present Tense Independent: sikipēstāw
English Translation: it is pouring rain

6. Future Conditional: pahkipēstāki
English Translation: if/when raindrops fall
Present Tense Independent: pahkipēstāw
English Translation: raindrops are falling

7. Future Conditional: kaskanawipēstāki
English Translation: if/when it drizzles
Present Tense Independent: kaskanawipēstāw
English Translation: it is drizzling
8. Future Conditional: yīkwaskwahki
English Translation: if/when it is cloudy
Present Tense Independent: yīkwaskwan
English Translation: it is cloudy
9. Future Conditional: yīkowahki
English Translation: if/when it is foggy
Present Tense Independent: yīkowan
English Translation: it is foggy
10. Future Conditional: pīwahki
English Translation: if/when it drifts
Present Tense Independent: pīwan
English Translation: it is drifting
11. Future Conditional: mispoki
English Translation: if/when it snows
Present Tense Independent: mispon
English Translation: it is snowing
12. Future Conditional: āhkwatiki
English Translation: if/when it is freezing
Present Tense Independent: āhkwatin
English Translation: it is freezing
13. Future Conditional: kisināki
English Translation: if/when it is very cold
Present Tense Independent: kisināw
English Translation: it is very cold

14. Future Conditional: tahkāyāki
English Translation: if/when it is cold
Present Tense Independent: tahkāyāw
English Translation: it is cold

15. Future Conditional: kisāstēki
English Translation: if/when it is hot (weather)
Present Tense Independent: kisāstēw
English Translation: it is hot (weather)

16. Future Conditional: kisitēki
English Translation: if/when it is hot
Present Tense Independent: kisitēw
English Translation: it is hot

17. Future Conditional: kīsapwēyāki
English Translation: if/when it is warm (weather)
Present Tense Independent: kīsapwēyāw
English Translation: it is warm (weather)

18. Future Conditional: tihkitēki
English Translation: if/when it melts
Present Tense Independent: tihkitēw
English Translation: it melts

19. Future Conditional: saskahki
English Translation: if/when it is breakup
Present Tense Independent: saskan
English Translation: it is spring breakup

20. Future Conditional: kimiwasiki
English Translation: if/when it rains a bit
Present Tense Independent: kimiwasin
English Translation: it is raining a bit

Language Lab Session 15

Exercise 15.1 (page 105)

| Dictation | Translation |
|--------------------|--|
| 1. kiskinwahamākēw | teacher |
| 2. nōhkom | my grandmother |
| 3. ostēsa | his/her older brother |
| 4. ē-kisināk | as it is very cold |
| 5. ē-sīkipēstāk | as it is pouring (rain) |
| 6. onāpēma | her husband |
| 7. kiwikimākan | your spouse/your husband/ your wife |
| 8. niyānanosāp | fifteen |
| 9. nitōtēm | my friend |
| 10. kimis | your older sister |

Exercise 15.2 (page 106)

| | |
|--------------|--------------|
| 1. nitēm | 5. nināpēm |
| 2. otēma | 6. kitiskwēm |
| 3. kimosōm | 7. otastotin |
| 4. nitasikan | |

Language Lab Session 16

Exercise 16.1 (page 108)

| | |
|----------------------|-----------------------|
| 1. (kī-)postiskamwak | 4. kika-natonē(nā)naw |
| 2. (kī-)postiskamwak | 5. kinisitohtēn |
| 3. nikī-wāpahtēn | |

Exercise 16.2 (page 110)

| | |
|--------------------|---------------------|
| 1. nika-pimohtatān | 4. kī-kātāw |
| 2. ta-pimohtatāwak | 5. nika-āpacihtānān |
| 3. kikī-kisihtān | |

Exercise 16.3 (page 111)

- | | |
|------------------|---------------------|
| 1. nikī-mīcin | 4. kikī-wanihtān |
| 2. kī-wanihtāwak | 5. nikī-ayamihtānān |
| 3. kitayān | |

Language Lab Session 17

Exercise 17.1 (page 112)

The verbs stems in this short text are:

- | | |
|-------------|----------------|
| 1. waniskā | 7. wāsēskwan |
| 2. tahkāyāw | 8. wāpam |
| 3. itohtē | 9. nikamo |
| 4. mīciso | 10. wīcēw |
| 5. wayawī | 11. papāmpahtā |
| 6. tahkāyāw | |

Exercise 17.2 (page 113)

- | | |
|---------------------------|-------------------------------|
| 1. itohtē/wāpam itohtē | 3. wīcēw wīcēw |
| 2. mīciso mīciso | 4. kiyokaw wīcēw itohtē |

Exercise 17.3 (page 114)

- | | |
|-----------------|--------------|
| 1. ocīmānimiwāw | 4. mītosihk |
| 2. wayawītimihk | 5. kisēyiniw |
| 3. mēskanāhk | 6. misiwē |

Language Lab Session 20

Drill 20.4 (page 127)

1. āha, niki-ayamihtān pēyak masinahikan.
2. āha, niki-miskēn astotin.
3. āha, ninisitohtēn nēhiyawēwin.
4. āha, ninōhtē-mīcin askipwāwa.
5. āha, niki-yōhtēnēn wāsēnikan.
6. āha, niwāpahtēn atāwēwikamik.
7. āha, nitayān oyākan.

Exercise 20.1 (page 129)

- | | |
|------------------|--------------|
| 1. masinahikan | 4. nikāwīnān |
| 2. oskinikiskwēw | 5. acimosis |
| 3. sākahikan | |

About the Author

Jean Okimāsis was born Jean Lillian Littlechief to parents Dawson and Lillian (née Still) of White Bear First Nation in southeastern Saskatchewan. Her maternal grandparents were Joseph and Caroline (née Thomas) Still and her paternal grandparents were John and Annie (née Kaka-



kaway) Littlechief. It is her small *kohkom*, Annie, who appears on the cover of the White Bear Conversational Cree CD and booklet along with Jean (center) and her three cousins, Francis (standing next to Jean), Florence (far right), and Bernice (baby).

Jean received her elementary education on-reserve before completing high school at the Lebret Residential School. Jean holds a B.A. and LL.D. from the University of Regina.

During her university studies, Jean rediscovered a pride in her first language, Cree, and joined the late Dr. Ahab Spence in the fledgling Languages program at the Saskatchewan Indian Federated College (SIFC, which is now First Nations University of Canada) in 1982. Her own work, and collaboration with her student Solomon Ratt, quickly led to the publication of *Cree*:

Language of the Plains, a language instructional set including textbook, workbook, and audio tapes, available from SIFC in many editions and printings through the 1980s and 1990s. These materials were eventually republished in 1999 by the Canadian Plains Research Center, with a major revision of the textbook completed in 2004. Jean's books and CDs are currently used in Cree language programs throughout western Canada.

At SIFC, Jean was a driving force behind the establishment of the Department of Indian Languages, Literatures, and Linguistics, for which she served as the first department head (1985–1988) and for a second term before her retirement from teaching (in 2002). She also contributed greatly to the creation of the first and only full degree programs in First Nations languages—Cree and Saulteaux (Ojibway)—in Canada. In spring 2005, Jean received an honorary Doctorate of Literature from the University of Regina.

Other accomplishments include her work on two First Nations language curricula (for Sask Learning and the Western Canadian Protocol), her constant participation in the Saskatchewan Cree Language Retention Committee, and numerous contributions to Cree language literacy through instruction, editing, and translation. In addition, Jean has made important contributions to the Algonquian Linguistic Atlas (www.atlasling.ca) and the ongoing research project “21st Century Tools for Indigenous Languages” (altlab.ualberta.ca/itwewina), partnering with the Universities of Alberta and Tromsø in Norway. Jean continues to work to transcribe recordings of the Elders.

