

Cree

Language of the Plains

nēhiyawēwin

paskwāwi-pīkiskwēwin

Language Lab Workbook

Cree 100 & Cree 101

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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
	māmaskāc!	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)
kākīsimo	pray (in traditional manner)
kistāpitēho	brush your teeth
kāsīhwē	wash your face
sīkaho	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

Instructions: Listen to and repeat the following words.

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

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. _____ |

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
kāsīhchē 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 | ōtēnā hk
in town |
| 13. nēhiyaw
a Cree person | nēhiyānā hk
Cree reserve/country |
| 14. pwāta
a Dakota Sioux person | pwātinā hk
Dakota Sioux reserve/country |
| 15. asinīwipwāt
an Assiniboine person | asinīwipwātinā hk
Assiniboine reserve/country |
| 16. nahkawiyiniw
a Saulteaux person | nahkawiyinīnā hk
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
nīhcāyihk	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?
A. āha, ninēhiyawān.
A. namōya ninēhiyawān;
nitākayāsīmon piko.
A. namōya, namōya ninēhiyawān. | Do you (sg.) speak Cree?
Yes, I speak Cree.
I do not speak Cree;
I speak English only.
No, I do not speak Cree. | <i>Refer to Chapter 9 for the vocabulary in this drill.</i> |
| 2. Q. kiki-mīcison cī?
A. āha niki-mīcison.
A. namōya niki-mīcison;
niki-mwēstasisinin.
A. namōya, namōya niki-mīcison.
A. namēskwa niki-mīcison. | Did you (sg.) eat?
Yes, I ate.
I did not eat;
I was late.
No, I did not eat.
I did not eat yet. | |
| 3. Q. kiki-kiwān cī.
A. āha, niki-kiwān.
A. namōya niki-kiwān;
niki-otami-atoskān.
A. namōya, namōya niki-kiwān. | Did you (sg.) go home?
Yes, I went home.
I did not go home;
I was busy working
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. ispi Mihk | 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-yīkowanāhk
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-papēskwatāstāhk
kāmwātan.	It is calm.	ē-kāmwātāhk
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
nīsto-kīsikāw.	It is the third day. (Wednesday)	ē-nīsto-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. pīpon. | It is winter. |
| 2. sīkwān/miyoskamin. | It is spring. |
| 3. nīpīn. | 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. pīponohk | last winter/this past winter |
| 2. sīkwānohk | last spring/this past spring |
| 3. nīpīnohk | 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
nīmihto	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 nīmihto 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	nīsitāw
21	nīsitāw pēyakosāp
22	nīsitāw nīsosāp
23	nīsitāw nistosāp
24	nīsitāw nēwosāp
25	nīsitāw niyānanosāp
26	nīsitāw niktowāsosāp
27	nīsitāw 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
otôtēma.

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.

1. niwī-itohtānān mīcisowikamikohk _____.
at noon
2. kī-pē-kiyokēwak aniki _____.
last night
3. 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 cēskwa	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 <i>apiw</i>	3s ē- <i>apit</i>
3's <i>apiyiwa</i>	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 <i>apiwak</i>	3p ē- <i>apicik</i>
3'p <i>apiyiwa</i>	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
	niyānano-kīsikāw	Friday
	niyānano-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	niwīsāmāw<u>ak</u>.	I invite them.
2s	kiwāpamāw<u>ak</u>.	You (sg.) see them.
3s	wicēwēw.	He/she accompanies them.
3's	wicēwēyiwa.	His/her ____ (sg.) accompanies them.
1p	nipāhpihānān<u>ak</u>.	We (excl.) laugh at them.
2i	kikiyokawānaw<u>ak</u>.	We (incl.) visit them.
2p	kiwīsāmāwāw<u>ak</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 sākahikanihk.
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.

Betty: pihtokwēk. niki-nihtihkān.
Come in. I made tea.

Darren: ahāw.
Okay.

Betty: ahāw.
Okay.

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
2i	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, 2i, 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
2i	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 māto.
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.
21	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

Drill 18.1. VTA Direct and Inverse

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

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 takohtētawī?

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. anihi |
| 3. nēki | 8. anihi |
| 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

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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 iyit
1p	minihkwē	n imihkwānān	ē-minihkwē yāhk
2i	pāhpi	k ipāhpinaw	ē-pāhpi yahk
2p	kawisimo	k ikawisimonāwāw	ē-kawisimoyēk
3p	itohtē	itohtē wak	ē-itohtē cik
3'p	api	api yiwa	ē-api yit

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 | 3. wīcēw |
| itohtē | wīcēw |
| 2. mīciso | 4. kiyokaw |
| mīciso | 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.

