



nouns with ħ and ģ



ħé



ħoká



waħpé



maħpíya



heħáka



wanáħča



siŋtéħla



wiċháħpi



maǵá



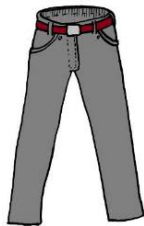
hoǵán



núnǵe



aǵúyapi



uŋzóǵe



šunǵíla



čhánčheǵa



kħanǵí



listen and fill in ħ or ģ



uŋzó_e

ħ ģ



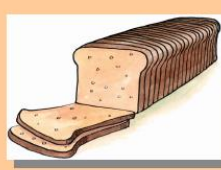
_é

ħ ģ



he_áka

ħ ģ



a_úyapi

ħ ģ



núŋ_e

ħ ģ



waná_ča

ħ ģ



ho_ąŋ

ħ ģ



čháŋče_a

ħ ģ



_oká

ħ ģ



wá_ačhaŋ

ħ ģ



šųŋ_íla

ħ ģ



ma_ážu

ħ ģ



ma_píya

ħ ģ



kħaŋ_í

ħ ģ



ma_áksiča

ħ ģ



wičhítegle_a

ħ ģ



ma_á

ħ ģ



wa_pé

ħ ģ



wičhá_pi

ħ ģ



čhé__a

ħ ģ



plain stops (**k**, **p** and **t**)



mak**k**á



h**h**oká



kun**k**ún



aǵúyap**i**



up**i**žata



wóžap**i**

4

t**t**ópa



halháb**t**a



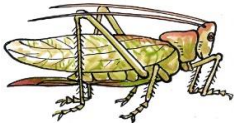
mat**t**úška



11. fill in **k**, **p** or **t**



sá__a **k** **p** **t**



gnugnúš__a **k** **p** **t**



k **p** **t**



k **p** **t**



s__ **k** **p** **t**



wá__a **k** **p** **t**



siŋ__éħla **k** **p** **t**



čhaŋ__ú **k** **p** **t**



háŋ__a **k** **p** **t**



Study the vocabulary



šúŋka



heñáka



wanblí



čhápa



mathó



gnašká



iktómi



těáħča



igmú



zičá

all activities based on the **Lakota Grammar Handbook**
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The instructor saw four of the 10 animals below. Find out which ones. Ask the instructor like this:

Student: Blóza **waŋží** waŋlákə he?

Instructor: Háj, blóza **waŋ** waŋbláke. / Hiyá, blóza **waŋžíni** waŋbláke šni.

Next, do the same in groups of 3 (in breakout rooms).





glottal aspirated stops (**kħ**, **pħ** and **tħ**)



kħáŋta



kħaŋǵí



huŋyá**kħ**uŋ



pħéta



pħasú



pħahín



ma**tħ**ó



tħápa



tħa**tħ**áŋka



12. fill in **kǎ**, **pǎ** or **tǎ**



___aló

kǎ **pǎ** **tǎ**



čha___úŋka

kǎ **pǎ** **tǎ**



wa___ályapi

kǎ **pǎ** **tǎ**



ma___óčhe

kǎ **pǎ** **tǎ**



wa___óštaŋ

kǎ **pǎ** **tǎ**



___ašíyagnuŋpa

kǎ **pǎ** **tǎ**



___aspán

kǎ **pǎ** **tǎ**



siŋk___é

kǎ **pǎ** **tǎ**



___o___óyaǎ'ánla

kǎ **pǎ** **tǎ**
kǎ **pǎ** **tǎ**



velar aspirated stops (**kh**, **ph** and **th**)



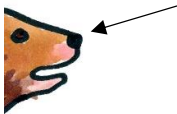
khéya



khušléča



khuk**h**úše



phuté



i**ph**íyaka



mas'ó**ph**iye



thípi



thuswéča



thínpsinla



13. fill in **kh**, **ph** or **th**



i____íyaka

kh

ph

th



____ezí

kh

ph

th



____uté

kh

ph

th

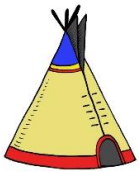


ma____ú

kh

ph

th

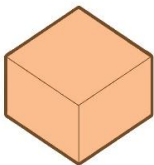


____ííkčeya

kh

ph

th



čhaŋó____iye

kh

ph

th



____úža

kh

ph

th



kiŋyé____iyapi

kh

ph

th



____eħmúŋğa

kh

ph

th



1. The instructor asks a student which animal he/she wants to take, like in the model below.
2. The student replies and asks the instructor the same question.
3. The instructor replies and they both drag and drop their animals into one of the boxes below.

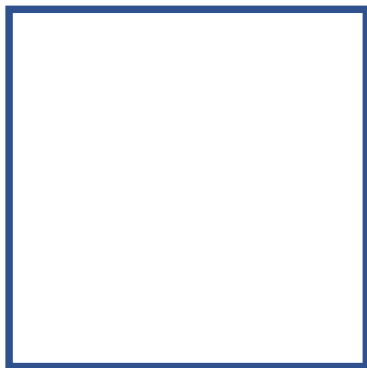
Model:

Instructor: Táku-wamákháškan *iyáču yačhín* he?

Student: Blóza kin *iwáču wačhín*. Níš, Táku-wamákháškan *iyáču yačhín* he?

Instructor: Míš matúška kin *iwáču wačhín*.

Next, do the same activity in groups of 4 (in breakout rooms).



Student 1



Student 2

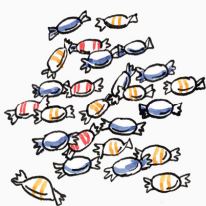




17

Reading and writing Lakota **č** [ču].The letter **č** makes a sound that is somewhere between the English **ch** in **rich** and the English **j** in **jar**. Listen and repeat.

Č č

čónala (few)

ča ča ča čaŋ čaŋ

če če

či či čin čin

čo čo

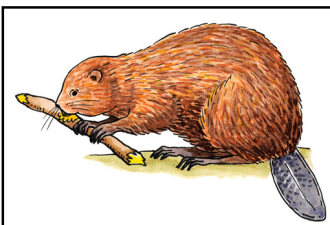
ču чу чуŋ чуŋ

18

Reading and writing Lakota **čh** [čhi].The letters **čh** make a sound that is like the English **ch** in **chair**. Listen and repeat.

ČH čh

čhápa



čha čha čha čhaŋ čhaŋ

čhe čhe

čhi čhi čhin čhin

čho čho

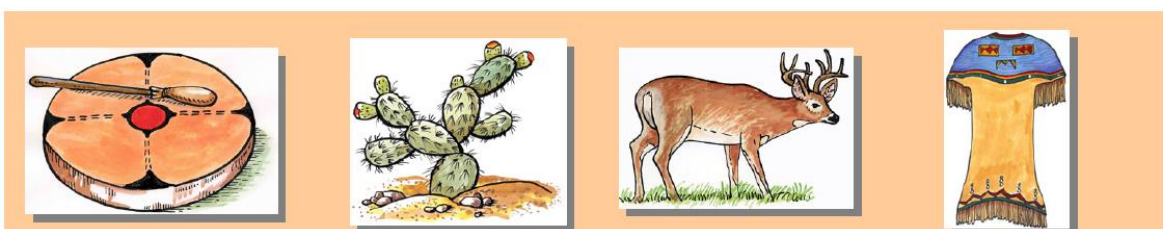
ču чу чуŋ чуŋ



14. listen and fill in č or čh



__aŋpǎ́	__aŋkú	__áŋ	wik__émna	i__ábu
č čh	č čh	č čh	č čh	č čh



__áŋčheǵa	uŋk__éla	tǎáǰ__a	__uwígnaka
č čh	č čh	č čh	č čh



waǰ__á	wahá__aŋka	omní__a	wakší__a
č čh	č čh	č čh	č čh



__éya	uŋk__ékhiǰa	__egnáke	thiǰk__eya
č čh	č čh	č čh	č čh



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Reading and writing č' [č'o], k' [k'o], p' [p'o], t' [t'o].

Č' č'

č'ó



č'a č'e č'i č'o č'u

K' k'

k'á



k'a k'e k'i k'o k'u

P' p'

p'ó



p'a p'e p'i p'o p'u

T' t'

t'á



t'a t'e t'i t'o t'u

all activities based on the **Lakota Grammar Handbook**
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listen and match the pictures with the words



**wažúšteča
thínpsinla
itħúnkala
kaphópapi
tħašíyagnunpa
othúnwahe
pħaŋǵí zizí
zíškopela
wagmúšpaŋšni**

all activities based on the **Lakota Grammar Handbook**
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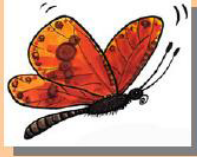
listen and match the pictures with the words



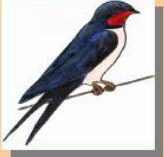
mniskúya
uŋžíŋžitka
čhuŋwíyapehe
wičháyažipa zí
wíyatke
ožáŋžanglepi
akáŋwowapi
t̥hážúška



listen and fill in k or kh

					
chanš____	____u____úš	____ut	____imímel	____uŋ____úŋ	____ušléč
k kh	k kh	k kh	k kh	k k kh kh	k kh

listen and fill in p or ph

					
____íšk	____ehá	u____ížat	____ut	čhá____	i____íyak
p ph	p ph	p ph	p ph	p ph	p ph

listen and fill in t or th

					
siŋ____éhl	____íp	____eħmúğ	halhá____	ik____óm	____ez
t th	t th	t th	t th	t th	t th

- Study the following Lakota sentences:

Šúnka kiŋ sápa he? *Is the dog black?*

Hán, šúnka kiŋ sápe. *Yes, the dog is black.*

Hiyá, šúnka kiŋ sápe šni. *No, the dog isn't black.*

(šúnka *dog*, sápa *to be black*)

- Did the word **sápa** change?

- Now, study the following Lakota sentences:

Igmú kiŋ ská he? *Is the cat white?*

Háŋ, igmú kiŋ ská. *Yes, the cat is white.*

Hiyá, igmú kiŋ ská šni. *No, the cat isn't white.*

(igmú *cat*, ská *to be white*)

- Did the word **ská** change?

- In some words, the final vowel **a** changes to **e**. This vowel change is called **ablaut**.

- In some words, the final vowel **a** changes to **e**. This vowel change is called **ablaut**.
- Only some words ablaut, e.g. **sápa**, but not **ská**.

Ablaut

- Citing ablaut words: **sápA**, **yaŋkÁ**
- Citing non-ablauting words: **ská**, **yuhá**
- In sentences, we don't capitalize them (as in: **Šúnka** kiŋ **sápa** he?)

Ablaut

- In ablaut words, the final **a** will change to **e**, if:
- The ablaut word is the last word in the sentence: **Šúnka kin sápe**.
- The ablaut word comes before a word that triggers ablaut, e.g. **šni**: **Šúnka kin sápe šni**.

all activities based on the **Lakota Grammar Handbook**
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Look at the pictures below. The instructor is going to ask you whether the objects in them are black or not. The student will then reply “Yes, it is black.”, or “No, it is not black.”, as in the model:

Instructor: Sápa he?

Student: Hán, sápe. / Hiyá, sápe šni.



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Look at the pictures below. The instructor is going to ask you whether the objects in them are big or not. The student will then reply “Yes, it is big.”, or “No, it is not big.”, as in the model:

Instructor: Tǎ́ŋka he?

Student: Háŋ, tǎ́ŋka. / Hiyá, tǎ́ŋka šni.



- Consider the two sentences:

(a) Did you eat?

(b) Did you eat the fish?

Sentence (a) has no object.

In (b), **the fish** is the object.

Many English verbs can be used **with or without** an object. Lakota verbs work differently with respect to object.

- Now consider the Lakota version:

(a) **Wayáta** he? - Did you **eat**?

(b) Hoǵán̄ kin̄ **yáta** he? - Did you **eat the fish**?

Is the translation of “**eat**” the same in both sentences?

- The verbs that are used with an object are called **transitive verbs**.
- The verbs that are used without an object are called **intransitive verbs**.
- How to find out whether a verb in Lakota is transitive or intransitive using the New Lakota Dictionary?

lowánj

vi L (*1s* walówanj, *1p* unlówanpi)

to sing

Usage: does not take an object, compare with **ahíyayA**, also of songbirds

- **Yuphíya lowánj.** She sings beautifully.
- **Lowánpi unmáspe šni.** I don't know how to sing.
- **Tuwá lowánj nawáh'uj.** I heard someone singing.
- **Lowánwanj mánipi.** They walked singing.
- **Heyá lowánj...** He sang the following words...
- **Lowán-hinj na ayášťanj.** He was singing and then he went quiet.

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ahíyayA¹

[a- hiyáyA] LYSA

vt

(1s awáhiyaye (awáhiblable), 2s ayáhiyaye (ayáhilale), 1p unkáhiyayapi)

1. to go by carrying smth, to be passing by taking smth there

- **Čanwákšiča kiŋ aglágla ahíyaye.** He carried the bowl around the circle.
- **Wičháħčala waŋ éyapaha ahíyaye.** An old man went by announcing the news.

synonym yuhá hiyáya

2. to sing smth (a song), carry (as a melody)

Usage: comp. with lowánj

- **Olówaŋ waŋ awáhiyayiŋ kte.** I will sing a song.
- **Olówaŋ waštéšte ahíyaye.** He sang beautiful songs.
- **oáhiyaye** tune or melody,
- **oáhiyaye šíce/wašté** it is hard/easy to sing

ahíyayA¹

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1. to go by carrying smth, to be passing by taking smth there

- **Čhaŋwákšiča kiŋ aglágla ahíyaye.** He carried the bowl around the circle.
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- **oáhiyaye šíče/wašté** it is hard/easy to sing

transitivity

- All verbs that take an object have one of the following abbreviations or words in their English definition:
- ***smth*** (something)
- ***sb*** (somebody)
- ***one's own*** (something or somebody belonging to one)

Finding out the Class of a verb

- Activity 1

Please look up these verbs in the dictionary and find their Lakota equivalents:

1. to read smth
2. to find sb/smith
3. to see sb/smith
4. to understand sb/smith
5. to chase sb/smith
6. to play

All of the verbs below the chart on the next page are in their 1st person singular, or the “I” form (e.g. **I am** walking). Look for patterns in those verbs (like similar syllables or letters) and try to divide them into 5 groups by dragging and dropping them into the cells of the chart. Each group will have 8 verbs in it.

Next, your instructor will show you the chart with verbs in their respective columns and explain how we can categorize verbs in Lakota.

Group 1	Group 2	Group 3	Group 4	Group 5

mun ké
 čan témawašt
 wač hán mi
 í blotake
 man ké
 mač hú wita
 iw á ěa
 blu ž á ža

wa ú
 im ún ke
 mith á wa
 maw á ni
 eč hán mi
 lol' í wa ě' aŋ
 blu há
 í mapuze

mi yé
 blu ě á te
 ma ě wá
 wan ún wan
 im ún ěe
 wan bla ke
 wa í ŋ mn aŋ ke
 blat ké

blé
 mak hú že
 wí mun ěe
 wí ma šte če
 wa hí
 bla wá
 mi št í ŋ me
 mún pe

wa ló wan
 ep ě é
 mún
 eč hám un
 ma kán
 na wá ž iŋ
 ma ě é ča
 ha ŋ mún ke