

## Stative verbs + 3<sup>rd</sup> singular

- 1s:        **ma**kánj        “**I** am old”
  - 2s:        **ni**kánj        “**you** are old”
  - 3s:        **Ø**kánj        “**he/she/it** is old”
- 
- What is the affix for “I”?
  - What is the affix for “you”?
  - What is the affix for “he/she/it”?

## **ZERO AFFIX** - 3<sup>rd</sup> person singular

- Because there is no affix for 3<sup>rd</sup> person singular, we call it the **zero affix**.
- Only when we need to discuss its position, or explain it, we write it, e.g.:

Øhí, máØni

## Class I + 3<sup>rd</sup> singular

- 1s:      ma**wá**ni      *“I am walking”*
  - 2s:      ma**yá**ni      *“you are walking”*
  - 3s:      má**Ø**ni      *“he/she/it is walking”*
- 
- What is the affix for “I”?
  - What is the affix for “you”?
  - What is the affix for “he/she/it”?

## Class II + 3<sup>rd</sup> singular

- 1s:        **b**latké        *“**I** drank it”*
  - 2s:        **l**atké        *“**you** drank it”*
  - 3s:        **Ø**yatké        *“**he/she/it** drank it”*
- 
- What is the affix for “I”?
  - What is the affix for “you”?
  - What is the affix for “he/she/it”?

## Class III + 3<sup>rd</sup> singular

- 1s:        **m**aŋké        ***I** am sitting*
- 2s:        **n**aŋké        ***you** are sitting*
- 3s:        **Ø**yaŋké        ***he/she/it** is sitting*

- What is the affix for “I”?
- What is the affix for “you”?
- What is the affix for “he/she/it”?

all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakhota.org/>



In this activity, your instructor is going to teach you some vocabulary related to traditional items. On the next page, you'll see some words that your instructor is going to teach you by showing them on the picture on the left. Next, on the third page of this activity, the students are going to take turns and drag and drop the words next to the items represented in the picture.



all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakhota.org/>

**LAKOTA  
LANGUAGE  
CONSORTIUM**



waŋblí wíyake	wapǵáha
šiná	huŋská
čaŋnúŋpa	čaŋtóžuha
napsíyoǵli	uŋzóǵe
čhegnáke	ógle
aškiyuwi	ptehíŋšma
haŋpíkčeka	háŋpa
wanáp'íŋ	ógle čuwíyuksa

all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakhota.org/>

**LAKOTA  
LANGUAGE  
CONSORTIUM**



**ptehínšma**

**hánpa**

**čhaŋnúŋpa**

**haŋpíkčeka**

**huŋská**

**uŋzóŋe**

**napsíyoĥli**

**čhaŋtóžuha**

**wapĥáha**

**ógle**

**waŋblí wíyake**

**šiná**

**wanáp'in**

**čhegnáke**

**ógle čhuwíyuksa**

**aškíyuwi**



# How do you find out the conjugation type of a verb?

- You can identify the conjugation of Lakota verbs using the dictionary.
- Open your dictionaries and look up the word **háŋskA**.

## háŋska

LYS

vs

(1s maháŋske, 2s niháŋske, 1p uŋháŋskapi)

1. to be long (things, time, space)

- **Zuzéča háŋska waŋ wakát'e.** I killed a long snake.
- **Wik'hóškalaka kiŋ p'hehín kiŋ líla háŋskaska.** The young woman had very long hair.
- **Wičhóoyake kiŋ hé líla háŋske.** That story is very long.
- **Maštínčala kiŋ nakpá háŋskaskapi.** Rabbits have long ears.
- **Háŋpa kiŋ lená eháš háŋskaska.** These shoes are too long.

2. to be tall (of upright things)

- **Čhán kiŋ hé líla háŋske.** That tree is very tall.
- **Čhán kiŋ hená líla háŋskaska.** Those trees are very tall.
- **Wičháša háŋska waŋ waŋníyaŋka čhín.** A tall man wants to see you.

redup háŋskaska

adv háŋskaya

see yuháŋska, aháŋskaka

ant ptéčela

# **How do I find out to which Class each verb belongs to?**

- For active verbs, the dictionary does not specify the Class, but you can figure it out by looking at the conjugation:

glí  

[< hî] L

vi

(1s waglí, 1p unglípi)

1. to have come back here

- **Tóhaŋ yaglí he?** When did you return?
- **Othúŋwahe-ta í na glí.** He went to town and came back.
- **Mičínkši, tanyán yaglí.** It is good you have come back, my son.
- **Yaglí kta kéhe.** You said you would return.
- **Unglípi kinháŋ unkákiyakapi kte.** When we return we will tell him.
- **Yuphíya unkápi na thiyáta unglípi.** We traveled pleasantly and came back home.

see kíčigli

pref

2. to do smth upon arriving back here (prefixed to certain active verbs)

- **Glinážih.** He came back and stood.
- **Glíyotakapi.** They returned and sat down.

Y. gdí

S. hdí

A. kní

## yužáža

vt [yu- -žaža] LYSA (1s blužáža, 1p unyúžazapi)

to wash smth, wash by rubbing, handling (as clothes)

- Čanǰhá kiŋ yušpípi na yužázapi. They picked the chokecherries and washed them.
- Wakšíča kiŋ yužáža ye. (Wakšíyužáža ye.) Wash the dishes.
- Hayúžáža yo. Do the laundry.
- Owánka blužáža kte hécha. I have to wash the floor.
- Unzóǵe kiŋ yužázapi kač'úŋ saŋsáŋ. The pants were faded by washing.
- wóžáža to do laundry,

vpos glužáža

vrefl iglúžáža

vdat1 kiyúžáža

vdat2 kíčiyužáža



yanjá  

LYS

vi

(1s manké, 2s nanké, 1p unyánkapi)

1. to sit

Usage: durative

- **Pahá akánj yan ké.** He sat on a hill.
- **Thimáhel manká-he.** I was sitting inside.
- **Anáwičhağoptanj man ké.** I sat listening to them.
- **Akánj mayánke.** He sat on me.
- **Škanškán šni yan ké.** He sat motionless.

2. to stay, remain or be somewhere

- **Thiyáta nanká he?** Are you at home (sitting at home)?

vcaus yan kékhiyA

# Finding out the Class of a verb

- Activity 4

Please look up these verbs in the dictionary and find out which class they belong to:

1. *yaóth̃aŋiŋ*

2. *iyúŋkA*

3. *íŋyaŋkA*

4. *lol'íh'aŋ*

# INTRO: 3<sup>rd</sup> person animate plural



Nážin̄.

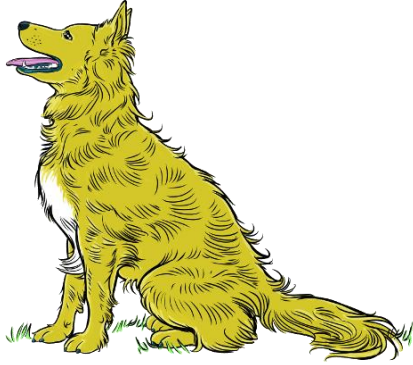
*She is standing.*



Nážin̄pi.

*They are standing.*

# Ablaut in 3<sup>rd</sup> person animate plural



Yanké.

*It is sitting.*



Yankápi.

*They are sitting.*

## Ablaut in 3<sup>rd</sup> person animate plural

- Ablauting verbs have a-ablaut before **-pi**:

lštínme.

*He is sleeping.*

lštínmap**i**.

***They*** are sleeping.

Héčhiya yé.

*She is going there.*

Héčhiya yá**pi**.

***They*** are going there.



## INTRO: 2<sup>nd</sup> person plural

- Compare the sentences:

Tókheškhe yaún he?     *How are you (sg.) doing?*

Tókheškhe yaúnpi he?     *How are **you** (pl.) doing?*

# 1<sup>st</sup> dual

Unškátin kta he?

*Are you and I going to play?*



*Alright, let's play, you and I.*

# 1<sup>st</sup> dual in Lakota

- You can use this form when you address **one** other person.
- It is not used when more than two people are involved.
- **1d** means “you and I” or “I with you” but not “I and him” or “I with him”.

# 1<sup>st</sup> plural

Uṇškátapi kta he?

*Are we going to play?*



Ohán, uṇškátapi kte.

*Alright, let's play.*

# Overview of subject affixes

**wahí**

**uḡhí**

**uḡhípi**

**yahí**

**yahípi**

**hí**

**hípi**



This “cheat sheet” is the summary of all subject affixes that Lakota verbs take. It is going to help you in conjugating Lakota verbs.

			1s	2s	2p	1d	1p	3s	3p
			I	you (sg)	you (pl)	you and I	we	he/she/it	they
stative			<b>ma-</b>	<b>ni-</b>	<b>ni...pi</b>	<b>uŋ(k)</b>	<b>uŋ(k)...pi</b>	<b>Ø</b>	<b>...pi</b>
active	Class I		<b>wa-</b>	<b>ya-</b>	<b>wa...pi</b>				
		sometimes before <b>ki-</b> or <b>k-</b>	<b>we-</b>	<b>ye-</b>	<b>ye...pi</b>				
	Class II	replaces <b>y-</b>	<b>bl-</b>	<b>l-</b>	<b>l...pi</b>				
	Class III	before <b>uŋ</b> or replacing <b>y</b>	<b>m-</b>	<b>n-</b>	<b>n...pi</b>				
reflexive		before <b>ič'i-</b> , <b>ikp-</b> , <b>igl-</b>	<b>m-</b>	<b>n-</b>	<b>n...pi</b>				
irregular			<i>various</i>	<i>various</i>	<i>various</i>				

all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakhota.org/>



Let's conjugate the verb khuwá  
(to chase sb/smith) by filling in  
the chart on the next page.

khuwá		<u>SUBJECT</u>	
S U B J E C T	he/she/it		
	they		
	I		
	you (sg.)		
	you (pl.)		
	you and I		
	we		

all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakhota.org/>



Study the vocabulary from the  
next 2 pages



mathó



heňáka



igmú



zičá



tňáňča



gnašká



wanǰblí



čhápa



iktómi



ziŋtkála



šunǰmánitu



mnáža



t̥hažúška



blóza



héblaska



šunǵíla



piispíza



ǵóká



zuzéča



sinǵéǵla



maǵáksiča



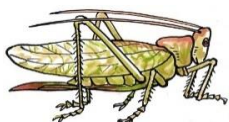
hoǵán



matúška



maká



gnugnúška





Select one of the animals below and describe it in the following way, using vocabulary provided below:

**Šúnka hemácha.** **Hú matópa.** **Matthánka.**  
(I am a dog. I have four legs. I am big.)



hú - leg  
hupáhu - a bird's wing  
níčÁ - to be lacking smth  
tópa - four  
šaglógaŋ - eight

tthánka - to be big  
čík'ala - to be small  
núŋpa - two  
šákpe - six  
wikčémna - ten





Play this game in groups of 4 (in breakout rooms). One student chooses one of the animals below and gives a piece of information about the animal, and the rest is trying to guess which one is it. See the model conversation below.

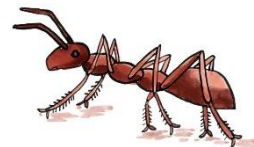
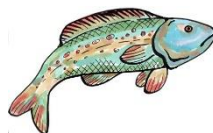
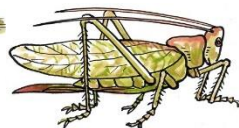
Student 1: Hú matópa. (I have four legs.)

Student 2: Heháka henícha he? (Are you an elk?)

Student 1: Hiyá. (No.)

Student 3: Šúnka henícha he? (Are you a dog?)

Student 1: Háj, šúnka hemácha! (Yes, I am a dog!)



# Lakota word order

- The boy ate the apple.
- What is the subject?
- What is the object?
- What is the verb?

# Lakota word order

- **The boy** ate **the apple**.

**subject** verb **object**

- The typical word order in English is:  
**Subject** – Verb – **Object** (SVO)

# **Lakota word order**

- Now, let's try the same for Lakota.

# Lakota word order

- **Hokšíla** **kiŋ** **tǎspáŋ** **kiŋ** yúte.

**the boy** / **the apple** / ate

**subject**      **object**      verb

- The typical word order in Lakota is:  
**Subject** – **Object** – Verb (SOV)

# Lakota word order

- Word order in English is different than in Lakota:
- English: **Subject** – Verb – **Object** (**SVO**)  
**The boy** ate **the apple**.
- Lakota: **Subject** – **Object** – Verb (**SOV**)  
**Hokšíla kiŋ tǎspán kiŋ** yúte.  
(**the boy** / **the apple** / he ate it)





Create sentences using the given words, as in the model.



šúnka - dog  
tǎló - meat

Šúnka kiŋ tǎló yútapi.

Dog eat meat.



igmú - cat  
táku ke éyaš - anything

Cats eat anything.



ziŋtkála - bird  
sú - seeds

Birds eat seeds.



zuzéča - snake  
wítka - eggs

Snakes eat eggs.



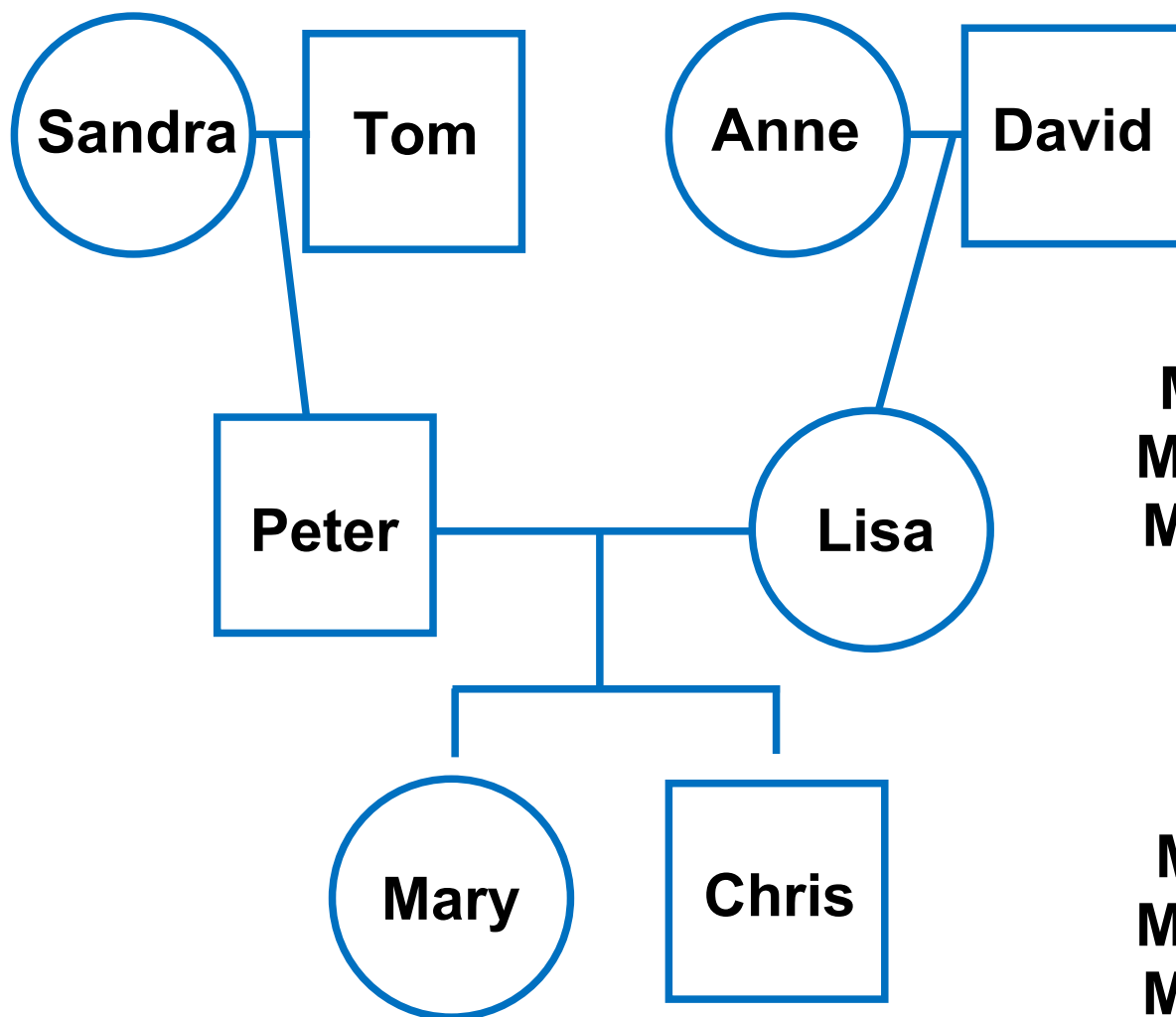
čhápa - beaver  
čhán - wood

Beavers eat wood.



tǎhčá - deer  
watǎótho - plants

Deer eat plants.



**Peter lé miyé.  
Iná Sandra ečiyapi.  
Até Tom ečiyapi.  
Mitháwiču Lisa ečiyapi.  
Mičhúnkši Mary ečiyapi.  
Mičhínkši Chris ečiyapi.**

**Lisa lé miyé.  
Iná Anne ečiyapi.  
Até David ečiyapi.  
Mihíngna Peter ečiyapi.  
Mičhúnkši Mary ečiyapi.  
Mičhínkši Chris ečiyapi.**

all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakhota.org/>

First, fill in the “my” column in the table on the right-hand side with your relative’s names. Then, work with your partner: ask each other about the names of your relatives, as in the model. You will find all vocabulary required in the table.

**Nihúnj táku ečiyapi he?** What is **your mother’s** name?  
**Iná Anne ečiyapi.** **My mother’s** name is Anne.

Additional sentences:  
**Niyáte táku ečiyapi he?** What is **your father’s** name?  
**Até slowákiye šni.** I didn’t know my father.

**Ničínjkši táku ečiyapi he?** What is **your son’s** name?  
**Mičínjkši waníče.** I don’t have a son.

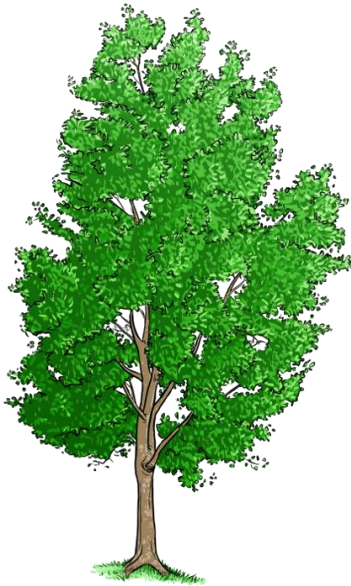
Next, change partners and ask them about their previous partner’s relatives, as in the model.  
Remember that you need to place **kinj** after the kinship term.

(name) **húnku kinj táku ečiyapi he?** What is (name’s) **mother** name?  
(name) **húnku kinj Sara ečiyapi.** (name’s) **mother** name is Sara.

	my	your	his/her
<i>grandfather</i>	t̥húnkášila <input type="text"/>	nithúnkašila <input type="text"/>	t̥húnkášitku <input type="text"/>
<i>grandmother</i>	uŋčí <input type="text"/>	nikhúnšiši <input type="text"/>	k̥húnšitku <input type="text"/>
<i>father</i>	até <input type="text"/>	niyáte <input type="text"/>	atkúku <input type="text"/>
<i>mother</i>	iná <input type="text"/>	nihúnj <input type="text"/>	húnku <input type="text"/>
<i>husband</i>	mihínjna <input type="text"/>	nihínjna <input type="text"/>	hiŋgnáku <input type="text"/>
<i>wife</i>	mitháwiču <input type="text"/>	nitháwiču <input type="text"/>	t̥hawíču <input type="text"/>
<i>son</i>	mičínjkši <input type="text"/>	ničínjkši <input type="text"/>	čhínjkšitku <input type="text"/>
<i>daughter</i>	mičhúnjkši <input type="text"/>	nichúnjkši <input type="text"/>	čhunwínjtku <input type="text"/>

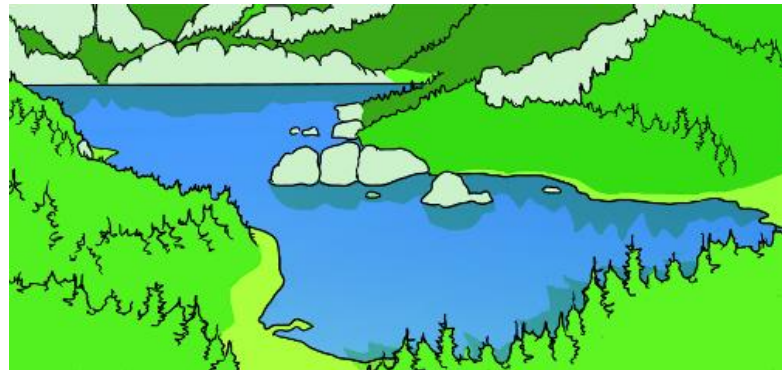
# Noun + stative verb

- Compare the images:



Čhán hánске.

*It is a tall **tree**.*



Blé thó.

*It is a blue **lake**.*

## Noun + stative verb

- Where do we place nouns and where stative verbs in such constructions?
- How is the zero affix translated?
- Do Lakota sentences have an article for “a”?

**Blé thǒ.**    *It is a blue lake.*



Use the given nouns and verbs in “noun + stative verb” constructions, like in the models below:

thípi (house)  
čík'ala (to be small)

Thípi čík'ala.

It is a small house.

šúnka (dog)  
thánka (to be large)

Šúnka thánka.

It is a large dog.

wíčazo (pen)  
čík'ala (to be small)

It is a small pen.

wóžuha (bag)  
thánka (to be big)

It is a big bag.

ptéčela (to be short)  
wičhínčala (girl)

She is a short girl.

háṅska (to be tall)  
hokšíla (boy)

He is a tall boy.

wówapi (book)  
šá (to be red)

It is a red book.

zí (to be yellow)  
thípi (house)

It is a yellow house.

wóiňakA (to be funny)  
wičháša (man)

He is a funny man.

wínyan (woman)  
waštéčakA (to be kind)

She is a kind woman.

# Noun + stative verb

- Conjugation:

Wičhínčala **ma**théča.



***I am** a young girl.*

Hokšíla **ma**théča.



***I am** a young boy.*



# Noun + stative verb

Wičhínčala **uŋ**théčapi.



**We** are young girls.

## **Noun + stative verb**

- In such constructions, when we want to modify the nouns, we use stative verbs.
- Conjugation takes place on the stative verb, and not on the noun.



Use the given nouns and verbs in “noun + stative verb” constructions, like in the models below. The 1st person singular is always provided in the brackets for your reference.

**hokšíla** (boy) **Hokšíla wačínmaksape.** (1s: wačínmaksape)  
**wačínksape** (to be alert) You are well-behaved children.

**khoškálaka** (young man) **Khoškálaka winítkokoke.** (1s: wimátkokoke)  
**witkótkoke** (to be foolish) You are a foolish young man.

**wicháša** (man)  (1s: wamáš'ake)  
**waš'ákA** (to be strong) They are strong men.

**hokšíla** (boy)  (1s: mathámaheča)  
**tšamáheča** (to be skinny) He is a skinny boy.

**chépA** (to be chubby)  (1s: mačépe)  
**wichínčala** (girl) They are chubby girls.

**oh'ánšičA** (to be naughty)  (1s: oh'ánmašiče)  
**hokšíla** (boy) You are a naughty boy.

**wicháhčala** (old man)  (1s: maksápe)  
**ksápA** (to be wise) He is a wise old man.

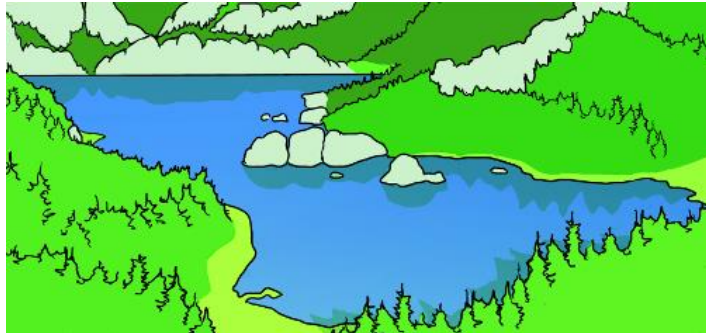
**wóihakA** (to be funny)  (1s: wóimaňake)  
**wicháša** (man) You are a funny guy.

**oh'ánwašte** (well-behaved)  (1s: oh'ánmawašte)  
**šúnka** (dog) You are a good (well-behaved) dog.

**wicháša** (man)  (1s: mathánka)  
**tšánka** (to be adult) You and I are grown up men.

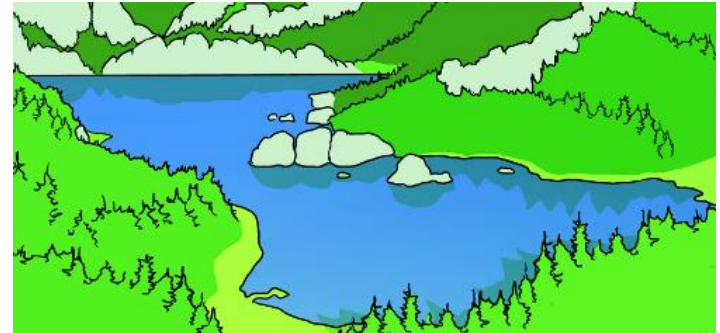
# Stative verb as a predicate

- Compare the images:



Blé thố.

*It is a blue lake.*

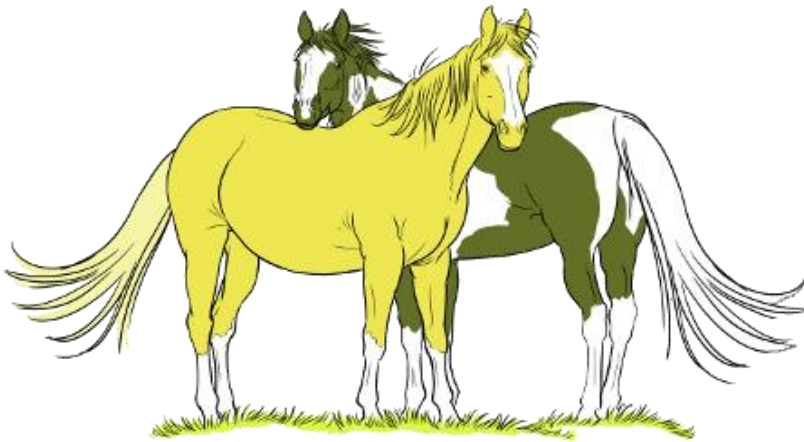


Blé kin thố.

***The lake is blue.***

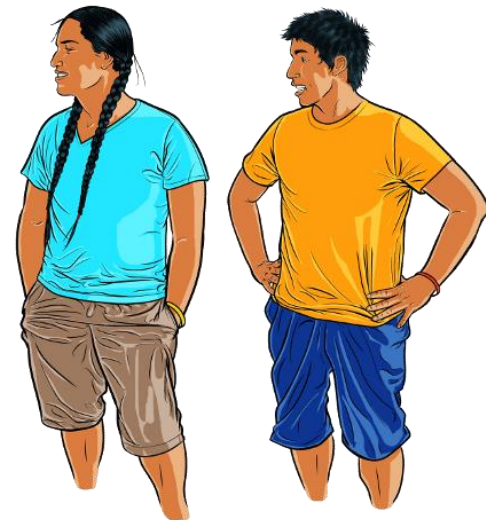
# Stative verb as a predicate

- 3<sup>rd</sup> animate plural:



(lúzahAŋ)

*The horses are fast.*

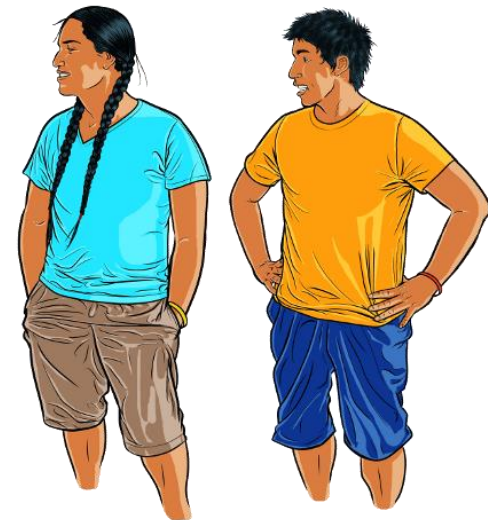
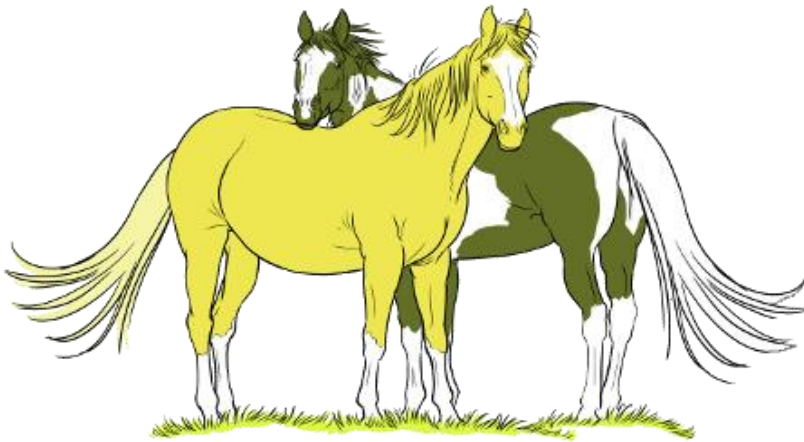


(háŋskA)

*The boys are tall.*

# Stative verb as a predicate

- 3<sup>rd</sup> animate plural:



Šúnkawakǵán kiŋ lúzahanpi.

*The horses are fast.*

Hokšíla kiŋ hánskapi.

*The boys are tall.*



Use the given nouns and verbs in “noun + kin + stative verb” construction, like in the two models below. Add -pi when the subject is plural.

thípi (house)  
čik'ala (to be small)

Thípi kin čik'ala.

The house is small.

šúnka (dog)  
tšanāska (to be large)

Šúnka kin tšanāska.

The dog is large.

igmú (cat)  
sápA (to be black)

The cat is black.

khéya (turtle)  
tšózi (to be green)

The turtles are green.

ǵí (to be brown)  
tšatšánka (buffalo)

The buffalo is brown.

šá (to be red)  
ziŋtkála (bird)

The bird is red.

hoǵán (fish)  
zí (to be yellow)

The fish are yellow.

tšó (to be blue)  
zuzéča (snake)

The snake is blue.

ská (to be white)  
mathó (bear)

The bears are white.

matúška (crayfish)  
hóta (to be gray)

The crayfish is gray.





Now, let's study the vocabulary  
from the next page

all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakota.org/>



lol'íh'ą



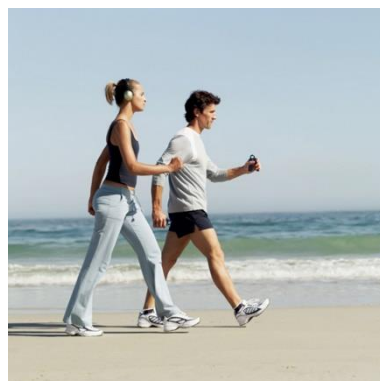
wóžu

wačhí



lowán

wakšú



máni

nunwÁ



čhaṅkábu

all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakhota.org/>

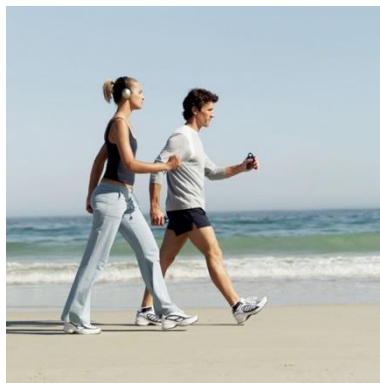
The instructor chooses one of the pastime activities below and asks a student if they like doing it or not. Next, the student replies and asks the instructor the same question, as in the model below:

**Instructor:** Máni awášte<sup>y</sup>alaka he?

**Student:** Hán, máni awášte<sup>w</sup>alake. Níš, máni awášte<sup>y</sup>alaka he?

**Instructor:** Hiyá, máni awášte<sup>w</sup>alake šni.

Next, do the same activity in breakout rooms.



all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakhota.org/>



lol'íh'aṇ



lowán



nunwÁṇ



wačhí



t̥habškátA



wakšú



čhaṇkáhot̥ṇ



kaḥápA



all activities based on the **Lakota Grammar Handbook**  
and the **New Lakota Dictionary**  
<https://lakhota.org/>

The instructor chooses one of the activities below and asks a student if they know how to do it (e.g. Can you swim?). Next, the student replies and asks the instructor the same question, as in the model below:

**Instructor:** Nunwáŋpi uŋníspe he?

**Student:** Háj, nunwáŋpi uŋmáspe. Níš, nunwáŋpi uŋníspe he?

**Instructor:** Hiyá, nunwáŋpi uŋmáspe šni.

Next, do the same activity in breakout rooms.

