

A Reference Grammar of
the Cheyenne Language

by
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Further revisions were made in 1991 and 2011.

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INTRODUCTION

The purpose of these notes is to introduce the reader to some of the most important facts about the structure of the Cheyenne language. The publication of these notes at this time is meant to satisfy some of the stated needs of Cheyennes who teach their language in the classroom.

This is not a language-learning manual. It cannot teach you to speak Cheyenne. But these notes can be a useful resource tool. They can give ideas of ways of studying and presenting the grammar of Cheyenne.

The best way to learn a language is by paying careful attention to a good speaker of that language. You must imitate the way he speaks very carefully. You must also seriously approach the job of memorizing the sounds and words of the new language.

To successfully teach Cheyenne you must try to imagine natural things that you and other Cheyenne speakers talk about. Think of the questions you ask other people. Think of the answers they give you. Think of the things you like to tell people about. These kinds of things are most useful when you teach your language to others.

The words in these notes just illustrate the structure, or grammar, of Cheyenne. They are like the main bones of someone's body. Now, to teach the language and make learning fun and useful, you must put "muscles, organs, meat, skin, hair, and clothes," in other words, interesting language, on the grammar "bones". You can teach in an interesting way by making booklets with little Cheyenne stories. You can put words and phrases on tapes for students to listen to. You can make language games. And, you can even write a language-learning manual.

In some places in these notes there will be technical things which will be useful to some people, but not everyone. If you come across some funny-looking symbols and technical language that doesn't mean anything to you, don't be disturbed. Keep going. If you already speak Cheyenne, it won't be too long before it starts making sense again.

These notes are based on information given by many Cheyenne people. I have tried my best to write down accurately what people have said. But, once in awhile, you may find a mistake. Be patient! Study it some more. Maybe what is written will turn out to be right, after all. Or, maybe there is a typing mistake. Or, maybe what is written is only partly true.

You might be able to think of other ways of saying something. That is good. Every language has different ways of saying things that have similar meanings.

It would be a good idea to keep a list of mistakes you think you have found in these notes. Hopefully, it will not be too long before really complete grammar books and language-learning curriculum are being written by people like you.

The nature of any kind of research is that it can never be said to be completely finished. It must always be open to revision, to better ways of presenting information. This is very true of these notes. They represent some of the most important things I have learned so far from my Cheyenne friends. I will put the date down to show when

this was written. The date can help us see progress when we later find better ways of talking about the structure of Cheyenne.

To everyone who has been one of my teachers, I say, "Hahoo!"

--Kovaahe (Wayne Leman)

January 1979

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I am indebted to many people for help, technical insight, and inspiration as I have developed these notes. Some help has come personally. Some assistance has come from material written by individuals. Sometimes in these notes I will state a particular individual's contribution. But since this is not the best place to trace the sources of all ideas in these notes (a difficult job at any time!) I will often not tell where some idea or the inspiration for it came from. In some cases the form which my description takes may be different from that of the person who originally suggested it.

I must acknowledge the contributions of the following, both living and deceased: Aenoxaa'eho'oestse, Danny Alford, Leonard Bloomfield, Irvine Davis, Donald Frantz, Ives Goddard, Heveese, Peter Landerman, Elena Leman, Ma'etomona'e, Ma'seeota'e, Choon-Kyu Oh, Donald Olson, Rodolphe Petter, Robert Rankin, Richard Rhodes, Greg Thomson, Rosemary Turner, Voeße'e, Vo'omene'e, and Malcolm Wenger.

OTHER AVAILABLE RESOURCES

(most are available from: CCEP, P.O. Box 50, Busby, MT 59016)

English-Cheyenne Dictionary, by Rodolphe Petter. 1915.

http://www.bethelks.edu/mla/holdings/scans/petter_dict/

English-Cheyenne Student Dictionary. 1976. Montana Council for Indian Education.

Cheyenne Topical Dictionary, by Josephine Glenmore and Wayne Leman. 1984.

Busby, Montana: Cheyenne Translation Project.

Naeváhoo'óhtseme / We Are Going Back Home: Cheyenne History and Stories Told by James Shoulderblade and Others, edited by Wayne Leman. 1987. Memoir 4. Winnipeg: Algonquian and Iroquoian Linguistics.

Let's Talk Cheyenne: An Audio Cassette Course, by Ted Risingsun and Wayne Leman. 1990.
Busby, Montana: CCEP.

Cheyenne Dictionary, Louise Fisher, Wayne Leman, Leroy Pine Sr., and Marie Sanchez. 2004.
Chief Dull Knife College. <http://www.lulu.com/cdkc> and Amazon.com

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ABBREVIATIONS AND SYMBOLS

Person Abbreviations:

- 1 First-person singular ("I")
- 2 Second-person singular ("you")
- 3 Third-person singular ("he, she, or, animate-it")
- 11 First-person plural (exclusive) ("we", US, but not YOU)
- 12 First-person plural (inclusive) ("we", YOU and ME, maybe others)
- 22 Second-person plural ("you")
- 33 Third-person plural ("they")
- 4 Fourth-person (obviative) ("he, she, animate-it, or they")
- I Inanimate singular ("it")
- II Inanimate plural ("they")

Pitch Symbols:

- ' High Pitch
 - Mid Pitch
 - \ Low Pitch
 - ˘ "Hanging-Low" Pitch (between a Mid Pitch and a Low Pitch)
 - ^ "Raised-High" Pitch (slightly higher than a High Pitch)
- (I now believe that the hanging-low is a regular low pitch. W.L. 2011)

Other Symbols:

- Voiceless (whispered) Vowel
- Meaning-Separation Mark (separates some morphemes)

Other Abbreviations:

- sing., sg. Singular
- pl., p. Plural
- obv., ob. Obviative (Fourth-person)
- excl., ex., e. Exclusive (used with First-person Plural)
- incl., in., i. Inclusive (used with First-person Plural)
- AI Animate Intransitive (Intrans. Verb with Animate Subject)
- II Inanimate Intransitive (Intrans. Verb with Inan. Subject)
- TA Transitive Animate (Transitive Verb with Animate Object)
- TI Transitive Inanimate (Trans. Verb with Inanimate Object)
- anim., an., a. Animate
- inan., in., i. Inanimate
- e.g. "For Example"
- i.e. "Namely"
- x Unspecified, such as Unspecified Subject
- mt Montana
- ok Oklahoma

CHEYENNE SOUNDS AND ALPHABET

As you probably already know, different languages have different sounds. Some languages of Africa have sounds that sound like clicks. German has some sounds that are "rough" or "gravelly". You probably know that there are sounds in English which are not used in Cheyenne. And, there are sounds in Cheyenne which are not found in English words. Some languages have many different sounds, so they must have a large alphabet. Other languages do not have so many sounds. They can have smaller alphabets. Whether a language has many sounds or not so many does not necessarily mean that it is an "easy" or a "hard" language.

As a matter of fact, there probably really isn't such a thing as an "easy" or a "hard" language. A language may seem easy or difficult depending upon many things in the background of the person trying to learn that language. Many native speakers of English find it easier to learn to speak Spanish (spoken in places such as Spain and Mexico) than Chinese. One of the reasons for this is that Spanish and English are related languages. Many of their words sound almost the same. And their grammars are similar. But the words of Chinese and English are completely different. This is true, also, with Cheyenne and English. When you know an English word it won't give you a hint as to what the Cheyenne word with the same meaning will be.

English happens to be a language with many sounds. There are many consonants, and there are many vowel sounds. There are 26 letters in the English alphabet but these letters are often put together in different ways to represent different sounds. There are more different sounds in English than there are letters in the English alphabet.

There are only 14 distinctive sounds in Cheyenne. The most logical way to spell these sounds is to give each of these sounds a different letter. And that is exactly what we do with the alphabet used in the bilingual education programs on the Northern Cheyenne Reservation here in Montana. Now, even though there are only 14 letters in the Cheyenne alphabet we can't say that Cheyenne is an "easy" or "simple" language. Cheyenne happens to have very complicated ways of putting its sounds together as meaning-units, words, and sentences are made--at least they can seem complicated to someone who only speaks some other language, for instance, English.

Every word of Cheyenne can be written with just the 14 letters of the Cheyenne alphabet. Here they are: a, e, h, k, ' (or, ?), m, n, o, p, s, ʒ (or, š), t, v, and x. Most of them look familiar to you already, don't they! Let's talk about these letters and the sounds they represent.

You already know the letter a. In English it is pronounced in different ways, isn't it! Say these English words, and listen to the a sound in each word: can, gate, father, and caught. It's a little easier for this letter in Cheyenne. It is always pronounced like the a in father. Here's a Cheyenne word with three a's. It means 'milk' (hint: whisper the last a): matana.

In Cheyenne the letter e is most often pronounced like the English i in the word pin. Sometimes Cheyenne e sounds close to the e in English like in the word pet. Here's a Cheyenne word with e: semo. It means 'boat'.

Cheyenne h is pronounced the same as English h. Cheyenne hese, 'fly'.

Cheyenne k is pronounced like the k in the English word skin. It is a "soft" sound. It does not have the little puff of air (aspiration) which the sound in English, most often spelled with c, has at the beginnings of words, as in the word coat. A Cheyenne word with k is ka'èškone, 'child'.

The letter ' is called a "glottal stop". If you would like, you can call it a "glottal", for short. Or, maybe you can think of a Cheyenne name for this letter. This letter indicates a short "break" in the sound of a word. With it the sound of a word stops really quickly, and then goes on. A glottal stop can be "heard" in English when we say the exclamation, "Oh, oh!" The glottal stop occurs between the two o sounds. There are many glottal stops in the Cheyenne language. It is very important that you pronounce them if you want to pronounce Cheyenne correctly. Here are some Cheyenne words with glottal stops: he'eo'o, 'women'; vo'e, 'cloud'; pa'e'pa'onahe, 'camel'. It is possible that you have seen the glottal stop written a little differently. For instance, in the English-Cheyenne Student Dictionary, published in 1976, glottal stop was written with the top part of a question mark, '. But, since almost no regular typewriters have this symbol, I like to write glottal stop with a simple apostrophe, namely '. By the way, other languages that have glottal stops often write the glottal stop with an apostrophe, too.

Cheyenne m is pronounced just like English m. Cheyenne mee'e means 'feather'.

Cheyenne n is pronounced the same as English n. If you say notse in Cheyenne, you are talking about someone from another tribe.

The pronunciation of Cheyenne o is between the o sound of English bone and the oo sound of the English word look.

Cheyenne p is like the p in the English word spin. Like Cheyenne k, the p is a "soft" (unaspirated) sound. Be sure you do not say it with a puff of air. A favorite word of Cheyenne children is poeso, which means, of course, 'cat'.

The s in Cheyenne is just like English s. We already saw a Cheyenne s in semo, 'boat', above.

The letter š in Cheyenne sounds just about the same as the sound represented by the two letters sh in English. (You may have seen this written as š. There is nothing wrong with this other way of writing this Cheyenne sound. It's just that typewriters don't have the little v "up-in-the air". In these notes I will often type this letter, called an "esh", as š.) In Cheyenne a še'še is a 'duck'. If enough Cheyennes would really rather write this sound with sh, this would be fine.

Cheyenne t, like k and p, is a "soft" sound, like the t in English stick. The Cheyenne word to'ha means 'glove'.

In Cheyenne the letter v represents one "distinctive" sound. If you already speak English, sometimes Cheyenne v will sound almost like English w, and sometimes it will just sound like an English v. Don't worry about this--it really is only one distinctive sound in Cheyenne. It can sound like English w when it comes before the letters a or o. But, even then, sometimes it will sound more like English v. In Cheyenne a vee'e is a 'dwelling'; vo'e is a 'cloud'.

The last letter of the Cheyenne alphabet is x. This Cheyenne sound is not used in English. It is used in many other languages, though, such as German (for instance, the German word Achtung has this sound, represented by the letters ch). The sound of this letter is something like a "raspy" h, but it is pronounced closer to the front of your mouth. Have you ever heard children pretending they were shooting guns, and saying

something that we might write as "kx, kx, kx"? Well, just take away the k part of these sounds, and you will be left with the sound of the Cheyenne x. Be sure you do not pronounce Cheyenne x like the x in the English words x-ray or ax. The Cheyenne x is not pronounced like a ks as the English x is. The word for 'skunk' in Cheyenne has the letter x, xao'o.

Those are the 14 letters of the Cheyenne alphabet. Remember, every Cheyenne word can be written with just those 14 letters.

OTHER MARKS:

Throughout these notes you will see some other marks used to spell words. These marks help to pronounce words. Spelling is something like a map. The more detail that there is on a map, the easier it is to find a place.

One important mark will be a dot over vowels. (Do you remember what vowels are? There are three Cheyenne vowels. They are a, e, and o. Can you name the five vowels of English?) This dot shows that the vowel is "whispered" (or, voiceless). The last vowel of each thing you say in Cheyenne is always whispered. If you say only one word, the last vowel of the word will be whispered. If you say several words together to make a phrase, the last vowel of the phrase will automatically be whispered. This is automatic devoicing and it is not marked with a dot. Because it is possible to pronounce each word by itself in Cheyenne, the last vowel of every word can potentially be devoiced, and so this vowel, also, will not get a dot.

But, other vowels will have dots over them when they are whispered. Of course, when you are a native speaker of Cheyenne you don't have to think of dots (or, even alphabet letters, for that matter!), you just whisper the vowels that are supposed to be whispered. But someone who doesn't know Cheyenne yet doesn't know what vowels to whisper. So these dots are very helpful to him. And, when you, a Cheyenne speaker, are reading Cheyenne, and sounding out words that are written down, you will probably find the whisper marks helpful.

Here are some words with whispered vowels: táhpeno, 'flute'; ka'èṣ̌kone, 'child'; semonòtse, 'boats'.

The syllables of Cheyenne words are pronounced at different pitches, or tones. High-pitched vowels are often marked with this mark, ' , over the vowels. for instance, in the Cheyenne word for 'bear', the first syllable has a high pitch, the second syllable has a low pitch, and the third, and last, syllable is whispered when the word is pronounced just by itself. The word is written as náhkohe.

We can use other pitch marks, also. They can give greater detail and accuracy when we write Cheyenne words. At times in these notes I will use some other pitch marks. You can see the pitches that are represented by the different pitch symbols on the page with ABBREVIATIONS AND SYMBOLS (page vi). They are: ' , ' , ' , ^ , and - .

At this point it is not certain whether native Cheyenne speakers really need to use any pitch marks. In some reading and writing classes I have been having with Cheyenne speakers, it seems that these speakers

can get by pretty well without using any pitch marks. One advantage to not using pitch marks is that this makes Cheyenne easier to type. Most English typewriters do not have any accent marks on them. We, of course, could still print the accent marks in by hand. One other possibility is to use the underline mark, , under a vowel instead of the high pitch mark, ' . In these notes, when I consider it important to the part of grammar being discussed, I will use the regular high pitch mark. At other times I may not use the mark. Remember, if you are a speaker of Cheyenne, you may not need to use pitch marks, or else, you may not need to use very many.

Sometimes a hyphen will be used in the middle of a word. It has nothing to do with the way a word is pronounced. It just separates parts of the word that mean different things. For instance, we might use a hyphen in the Cheyenne word for 'moon', taa'e-eŋe'he. The hyphen helps us to see more quickly that the first part of the word means 'night' and the second part of the word means 'sun'.

Remember, the most important way to pronounce Cheyenne correctly is to imitate a good speaker of Cheyenne very closely. Learning to read and write Cheyenne can be helpful, but nothing takes the place of learning from a real speaker. Listening to tapes of Cheyenne can be helpful, but they cannot replace the experience of listening to someone directly, and being able to watch how he shapes his mouth as he speaks (this is especially true when you try to hear whether a whispered vowel is ă, è, or ô!).

IMPORTANT: Be sure to read the introductory material on nouns and verbs on the next several pages. Some very important concepts will be explained, as well as the meaning of abbreviations such as 1-3, x-11, obv., etc., which would otherwise be rather meaningless. Also, refer back to the preceding page with ABBREVIATIONS AND SYMBOLS whenever an abbreviation or symbol is not clear.

Every Cheyenne noun is either animate or inanimate. The terms "animate" and "inanimate" are, of course, simply labels reflecting the separate grammatical categories into which Cheyenne places all nouns. Some generalizations can be attempted as to what kinds of nouns belong to these two gender classes: nouns referring to people, animals, spirits, and trees are animate. Some natural objects are considered grammatically animate, perhaps because of some spiritual function they have played--items here include 'sun', 'moon', 'star', and 'rock'. Some body-parts are animate, and some articles of clothing or personal use are animate. A few other items are also considered to be "animate". The following lists are illustrative:

ANIMATE NOUNS

vo'èstane	person
he'e	woman
hetane	man
ka'èš'kone	child
véhoo'o	chiefs
póéso	cat
váótséva	deer
vé'kése	bird
netse	eagle
vohkoehe	rabbit
ma'heono	sacred beings
séoto	ghosts, corpses
máhta'sóomaho	spirits
méstaeo'o	spooks
hoohtséstse	tree
šéstoto'e	pine tree
maxe	log
hestoomo'ke	bark
méséhéstoto	potatoes
henene	tomato
éše'he	sun
taa'éeše'he	moon
hotóhke	star
ho'honáeo'o	rocks
hestahpe	brain
hestsétato	kidneys
mata'xevoto	testicles
matanano	breasts
mo'eš'ko	finger
máhtseta'e	gland
éstse'he	shirt, coat
hoema	blanket
hoestoto	dresses
heva'keehéstoto	scarves
néhpe'hestótse	diaper
tseene'éheono	combs
hone'komo	button
mata	peyote, cactus, pickle
hóhtséme	ball
ma'xemenó	apples (but, South. Cheyenne, ma'xemenótse, is inan.)
amáho'hehe	car (but, amáho'hestótse, 'car', is inanimate)

mo'e'éstse	hay
hesótseve	root (of tree), trunk
heseovo'e	sand
mo'keha	shoe
hóhkêha'e	hat
hoestáto	belt
kāhamaxe	stick, wood
evo'sóeseo'o	toy
amāho'hestótse	car (but, amāho'hehe, 'car', is animate)
mo'eško	ring (but, mo'eško, 'finger', is animate)
me'ko	head, hair
mavétove	body
ma'éxa	eye
matoněše	belly
ma'xemenótse	apples (Southern Cheyenne; but, ma'xemenó, 'apples', Northern Cheyenne, is animate)
maahe	arrow
māheo'o	house
he'e	liver
he'po	lung
ho'évohkótse	meat

SOME EXAMPLES TO MEMORIZE:

Náho'āhenótse póésó.	I want a cat.
Náho'āhenótse váótséva.	I want a deer.
Náho'āhenótse henene.	I want a tomato.
Náho'āhenótse éstse'he.	I want a shirt.
Náho'āhenótse hóhtséme.	I want a ball.
Náho'ahe mo'keha.	I want a shoe.
Náho'ahe hóhkêha'e.	I want a hat.
Náho'ahe hoestáto.	I want a belt.
Náho'ahe māheo'o.	I want a house.
Náho'ahe ho'évohkótse.	I want meat.

PLURALIZATION

All languages have ways of talking about one thing or person and more than one thing or person. We call a noun which is talking about only one thing or person "singular" and one which refers to more than one thing or person "plural". In the following lists there are some singular and plural nouns. The first list will have animate nouns, while the second list will have inanimate ones:

ANIMATE NOUNS

meaning	singular	plural
ant	hátseŋke	hátŋeŋkeho
baby	mé'ěŋevótse	mé'ěŋevoto
bean	móneske	móneskeho
bear	náhkoe	náhkoe'o
bee	hahnoma	hahnomaho
cat	póeso	póesono
child	ka'ěŋkóne	ka'ěŋkóneho
clam	hexovo	hexovono
comb	tseene'ěheo'o	tseene'ěheono
corpse	seo'ótse	séoto
dog	oeŋkeso	oeŋkeseho
dress	hoestótse	hoestoto
duck	ŋé'ŋe	ŋé'ŋeo'o
feather	mee'e	méeno
finger	mo'ěŋko	mo'ěŋkono
fly	hése	héseo'o
man	hetane	hetaneo'o
monster	méhne	méhneo'o
nighthawk	pe'e	pé'eo'o
pipe	he'ohko	he'ohkono
porcupine	heŋkovéstse	heŋkóveto
rabbit	vóhkoehe	vóhkoeheho
tomato	henene	heneno
animal	hova	hováhne
chicken	kokóhéáxa	kokóhéaxáne
deer	váótséva	váótseváhne
sheep	kosa	kósáne
tick	meŋe	méŋene
turtle	ma'eno	ma'enóne
cantelope	máhohko	máhóhkóne
skunk	xao'o	xaóne
beaver	hóma'e	homá'e
dog	hótame	hotáme
goose	héná'e	hená'e
white man	vé'ho'e	vé'hó'e
horse	mo'ěh no'ha	mo'ěh no'háme
lion	nanóse'hame	nanóse'háme

PLURALIZATION (cont'd)

INANIMATE NOUNS

meaning	singular	plural
airplane	ame'hahtòtse	ame'háhtotòtse
arm	ma'áhtse	ma'áhtsenòtse
axe	hohkòxe	hohkòxehòtse
beard	mé'hahtse	mé'hahtsenòtse
berry	mene	menòtse
bone	he'ko	he'konòtse
dish	hetohko	hetóhkonòtse
head	me'ko	mé'konòtse
road	meo'o	meónòtse
shoe	mo'keha	mo'kéhanòtse
bead	onéhavo'ke	onéhavo'kèstse
belt	hoestáto	hoestátónèstse
bowstring	ma'tano	ma'tanónèstse
coin, money	ma'kaeta	ma'kaetánèstse
day	eše	éšénèstse
fire	ho'esta	ho'èstánèstse
hat	hóhkèha'e	hóhkèhá'èstse
fishhook	nonónóó'e	nonónóó'èstse
land	ho'e	ho'èstse
river	ó'he'e	o'he'èstse

(See the section entitled PLURALIZATION, toward the end of these notes, for a fuller list of singular and plural nouns. Also, study the Cheyenne-English Student Dictionary for other nouns.)

When we first start to study the lists of singular and plural nouns, it looks like Cheyenne has a bewilderingly large number of ways to indicate that nouns are plural. Besides some other spelling changes, for inanimate nouns, to change a noun from singular to plural it looks like we can add suffixes like the following: -òtse, -nòtse, -stse, -nèstse. It looks like there are even more "pluralizers" for animate nouns. When we look at singular animate nouns we see that we can make them plural by adding suffixes such as: -ho, -no, -o'o, -ne, -hne. There are some other changes with spelling and pitches too. The situation looks confusing, doesn't it!

But, in reality, we can reduce all the pluralizers to four main ones, two for animate nouns, and two for inanimate nouns. This greatly simplifies the picture. But in making the pluralizers "simpler" we have to pay a price. The price we pay is that we have to introduce some abstract, technical notions. We must be able to view the spelling of words a little differently from the way we actually pronounce the words. A complete explanation of these matters would not be appropriate in this introduction to nouns. (The reader who is interested in technical things can study the later sections entitled PLURALIZATION, EQUATIVE SENTENCES, and PHONOLOGICAL RULES.) We will attempt a brief explanation of the pluralizers here, and trust that this will be sufficient for a beginning

PLURALIZATION (cont'd)

understanding of how singular and plural nouns are related in Cheyenne.

The two animate pluralizers are -o and -é. The two inanimate pluralizers are -ot and -ét (these last two will actually be pronounced with spellings such as -ötse and -ëstse). If we create an abstract spelling for a noun that is usually the same as the singular spelling or else half-way between the singular and plural spellings, we can get by with using just the four pluralizers. The "abstract spelling" is justified on technical grounds, but it will not be further explained here. It is enough, here, to say that from the abstract spelling we can get the "pronunciation spelling" for both the singular and plural forms of a noun. Let's look at some examples to see how this works:

ANIMATE NOUNS

meaning	singular	abstract spelling	plural
ant	hátsesʰke	hátsesʰkeh	hátsesʰkeho
baby	mé'ëševõtse	mé'ëševot	mé'ëševoto
bean	mónesʰe	mónesʰkeh	mónesʰkeho
bear	náhkohe	náhkohe	náhkoheo'o
bee	háhnoma	háhnomah	háhnomaho
cat	póeso	póeson	póesono
clam	hexovo	hexovón	hexovono
comb	tseene'ého'o	tseene'éhoon	tseene'éhoono
duck	šé'še	šé'šé	šé'šeo'o
feather	mee'e	méen	méeno
rabbit	vóhkoehe	vóhkoeheh	vóhkoeheho
animal	hova	hováhn	hováhne
chicken	kokóhéáxa	kokóhéaxán	kokóhéaxáne
deer	váótséva	váotseváhn	váotseváhne
sheep	kosa	kosán	kósáne
skunk	xao'o	xaón	xaóne

INANIMATE NOUNS

arm	ma'ahtse	ma'ahtsen	ma'ähtsenötse
axe	hohkóxe	hohkoxeh	hohkóxehötse
bone	he'ko	he'kon	he'konötse
shoe	mo'keha	mo'kehan	mo'këhanötse
belt	hoestáto	hoestátón	hoestátónëstse
coin	ma'kaeta	ma'kaetán	ma'kaetánëstse
fire	ho'esta	ho'están	ho'ëstánëstse
hat	hóhkëha'e	hóhkëha'	hóhkëhá'ëstse

We have left off the dots over vowels in the abstract spellings. And, actually the abstract spellings given here are not quite as abstract as they can be, but the spellings given here will help us understand the pluralizers, without being too confusing.

Let's try to get some singular and plural pronunciation spellings by using the abstract spellings. The abstract spelling for 'bean' is mónèškeh. If we add its pluralizer, -o, we get the proper spelling for the plural, mónèškeho. If we subtract the -h from the end of the abstract spelling, we get the proper spelling for the singular, mónèške.

If we add the -o pluralizer to the abstract spelling for 'cat', póeson, we get póesono, the correct plural spelling. If we subtract the -n in the abstract spelling, we get the correct singular spelling, póeso.

The abstract spelling for the word 'duck' is the "same" as the singular spelling for the word, h́e'ge. If we add the pluralizer -o, we get h́e'geo. Obviously, this isn't quite the proper spelling for the plural, so something else must happen. This "something else" is a technical process called "Vowel-Stretching". It is something like an echo. The end of the word "stretches" out with a kind of "echo" sound since there will be a glottal stop that "pops in"--and we get the correct spelling for 'ducks', namely h́e'geo'o. (This process is described in the later section entitled PHONOLOGICAL RULES.)

When we add the -é pluralizer to the abstract spelling for 'animal', we get the proper plural spelling for 'animals', hováhne. When we subtract -hn from the abstract spelling, we get the proper singular spelling, hova.

The same process works with the inanimate nouns. We have said that the inanimate pluralizers are -ot and -et. We have also said that when we actually pronounce the plurals there will be an additional -se added on to these pluralizers. Keep this in mind as we study a few inanimate words!

When we add -ótse to the abstract spelling for 'bone', he'kon, we get the proper plural spelling, he'konótse. When we subtract -n from the abstract spelling, we get the proper singular spelling, he'ko.

When we add -ótse to the abstract spelling for 'axe', hohkoxeh, we get hohkoxehótse. Then after putting in the needed dot over the second -o, we get the correct pronunciation spelling for the plural, 'axes', namely, hohkòxehótse.

If we add the other inanimate pluralizer (having a pronunciation spelling of -éstse) to the abstract spelling for 'belt', hoestátón, we get the proper spelling for the plural, hoestátónéstse. When we subtract the -n from the abstract spelling we get the proper spelling for the singular, hoestáto.

Probably all languages have ways of saying that things belong to certain people. Cheyenne has regular ways of saying things like 'my house', 'your boat', 'his daughter', 'our car', etc. Some commonly used possessed nouns are listed on the next few pages. Study them as they will be useful for you as you speak Cheyenne.

The noun prefix which means 'first-person' is na-. The prefix which means 'your' is ne- and the prefix which means 'third-person' is he-. A few nouns will have prefixes other than these, for instance, né'tóve means 'my brother-in-law' and é'tóve means 'your brother-in-law'. These other prefixes exist because of Cheyenne's relationship to other Algonquian languages, and the way the corresponding words are pronounced in the other Algonquian languages. It would probably be best just to memorize the words with these other prefixes. The words with those kinds of possessive prefixes are not nearly so common as possessed words having the "regular" prefixes given above, na-, ne-, and he-.

English has just one word for a first-person plural, namely, 'we'. But Cheyenne has two ways of talking about 'us'. They have different meanings. We will call these two ways, "first-person plural (exclusive)" and "first-person plural (inclusive)". Both are translated by the English words 'we' or 'us'. The "exclusive 'we'" is talking about US but not YOU--it excludes YOU. (The English 'we' can 'include' YOU, the person being spoken to.) The "inclusive 'we'" is referring to ME and YOU, the person being spoken to (and maybe other people are included, too)--so it "includes" YOU. Throughout these notes the "first-person plural (we) (exclusive)" is abbreviated by the two numbers "11". The "first-person plural (inclusive)" is abbreviated by "12".

Let's illustrate this by some examples:

namáheónáne means 'our house'(but it isn't 'your' house)
nemáheónane means 'our house'(it belongs at least to YOU and ME, and
maybe to others)

nanésónéháne means 'our child (exclusive)'
nenésónéhane means 'our child (inclusive)'

nésenéháne means 'our friend (excl)'
ésenéhane means 'our friend (incl)'

A special aspect of Cheyenne grammar deserves comment here. When a third-person animate noun is possessed by a third-person (he, she, or them), the noun becomes "obviated". This is something like saying that the animate noun "moves out of the spotlight". The noun receives special marking when it is "obviated". Much of the time this special marking is identical to the marking the noun receives when it is pluralized. When obviation occurs, we cannot tell if the noun is singular or plural--it can be either. Compare the following forms:

nae'ha 'my son' and hee'haho 'his son, or, his sons'
náhtotse 'my pet' and hestotseho 'his pet, or, his pets'
namêšéme 'my grandfather' and hemêšemo 'his grandfather(s)'

namāheo?o my house
 nemāheo?o your house
 hemāheo?o his house
 namāheónāne our (excl.) house
 nemāheónane our (incl.) house
 nemāheónévo your (pl.) house
 hemāheónévo their house

nāsémō my boat
 nēsémō your boat
 hesémō his boat
 nāsémónāne our (excl) boat
 nēsémōnane our (incl) boat
 nēsémónévo your (pl) boat
 hesémónévo their boat

namaahe my arrow
 nemaahē your arrow
 hemaahē his arrow
 namaahāne our (excl) arrow
 nemaahane our (incl) arrow
 nemaahámévo your (pl) arrow
 hemaahámévo their arrow

naamāho?héstōtse my car
 neamāho?héstōtse your car
 heamāho?héstōtse his car
 naamāho?héstónāne our (ex) car
 neamāho?héstōnane our (in) car
 neamāho?héstóvévo your (pl) car
 heamāho?héstóvévo their car

nétōve my body
 étōve your body
 hevétōve his body
 nétōvāne our (excl) body
 étōvāne our (incl) body
 étōvévo your (pl) body
 hevétōvévo their body

namótšěške my knife
 nemótšěške your knife
 hemótšěške his knife
 namótšěškāne our (excl) knife
 nemótšěškane our (incl) knife
 nemótšěškévo your (pl) knife
 hemótšěškévo their knife

namótšěškame my knife
 nemótšěškame your knife
 hemótšěškame his knife
 namótšěškamāne our (excl) knife
 nemótšěškamane our (incl) knife
 nemótšěškamévo your (pl) knife
 hemótšěškamévo their knife

namāheōñótse my houses
 nemāheōñótse your houses
 hemāheōñótse his houses
 namāheōnanótse our (excl.) houses
 nemāheōnanótse our (incl.) houses
 nemāheōnevótse your (pl.) houses
 hemāheōnevótse their houses

nāsémonótse my boats
 nēsémonótse your boats
 hesémonótse his boats
 nāsémonanótse our (excl) boats
 nēsémonanótse our (incl) boats
 nēsémonevótse your (pl) boats
 hesémonevótse their boats

namaahótse my arrows
 nemaahótse your arrows
 hemaahótse his arrows
 namaahanótse our (excl) arrows
 nemaahanótse our (incl) arrows
 nemaahévótse your (pl) arrows
 hemaahévótse their arrows

naamāho?héstōtōtse my cars
 neamāho?héstōtōtse your cars
 heamāho?héstōtōtse his cars
 naamāho?héstōnanótse our (ex) cars
 neamāho?héstōnanótse our (in) cars
 neamāho?héstōnevótse your (pl) cars
 heamāho?héstōnevótse their cars

 nétōvanótse our (excl) bodies
 étōvanótse our (incl) bodies
 étōvevótse your (pl) bodies
 hevétōvevótse their bodies

namótšěškehótse my knives
 nemótšěškehótse your knives
 hemótšěškehótse his knives
 namótšěškanótse our (excl) knives
 nemótšěškanótse our (incl) knives
 nemótšěškevótse your (pl) knives
 hemótšěškevótse their knives

namótšěškamótse my knives
 nemótšěškamótse your knives
 hemótšěškamótse his knives
 namótšěškamanótse our (excl) knives
 nemótšěškamanótse our (incl) knives
 nemótšěškamevótse your (pl) knives
 hemótšěškamevótse their knives

navěě?e	my tepee	navéenótse	my tepees
nevěě?e	your tepee	nevéenótse	your tepees
hevěě?e	his tepee	hevéenótse	his tepees
navéenāne	our (excl) tepee	navéenanótse	our (excl) tepees
nevéenane	our (incl) tepee	nevéenanótse	our (incl) tepees
nevéenēvo	your (pl) tepee	nevéenevótse	your (pl) tepees
hevéenēvo	their tepee	hevéenevótse	their tepees
navóhkēha?e	my hat(hóhkēha'e, hat)	navóhkēhá?éstse	my hats
nevóhkēha?e	your hat	nevóhkēhá?éstse	your hats
hevóhkēha?e	his hat	hevóhkēhá?éstse	his hats
navóhkēha?āne	our (excl) hat	navóhkēhá?anótse	our (excl) hats
nevóhkēha?ane	our (incl) hat	nevóhkēhá?anótse	our (incl) hats
nevóhkēha?ēvo	your (pl) hat	nevóhkēhá?evótse	your (pl) hats
hevóhkēhe?ēvo	their hat	hevóhkēhá?evótse	their hats
nāhto?e	my land (ho?e, land)	nāhtō?éstse	my lands
nēsto?e	your land	nēstō?éstse	your lands
hesto?e	his land	hestō?éstse	his lands
nāhto?āne	our (excl) land	nāhto?anótse	our (excl) lands
nēsto?ane	our (incl) land	nēsto?anótse	our (incl) lands
nēsto?ēvo	your (pl) land	nēsto?evótse	your (pl) lands
hesto?ēvo	their land	hesto?evótse	their lands
namo?keha	my shoe, moccasin	namo?kēhanótse	my shoes
nemo?keha	your shoe	nemo?kēhanótse	your shoes
hemo?keha	his shoe	hemo?kēhanótse	his shoes
namo?kēhanāne	our (excl) shoe	namo?kēhananótse	our (excl) shoes
nemo?kēhanane	our (incl) shoe	nemo?kēhananótse	our (incl) shoes
nemo?kēhanēvo	your (pl) shoe	nemo?kēhanevótse	your (pl) shoes
hemo?kēhanēvo	their shoe	hemo?kēhanevótse	their shoes
ma?éxa	someone's eye (x-I)	ma?éxánéstse	someone's eyes (x-II)
na?éxa	my eye	na?éxánéstse	my eyes
ne?éxa	your eye	ne?éxánéstse	your eyes
he?éxa	his eye	he?éxánéstse	his eyes
na?éxaéne	our (excl) eye	na?éxaenótse	our (excl) eyes
ne?éxaene	our (incl) eye	ne?éxaenótse	our (incl) eyes
ne?éxaévo	your (pl) eye	ne?éxaevótse	your (pl) eyes
he?éxaévo	their eye	he?éxaevótse	their eyes
hesta	heart	hestahótse	hearts
māhtsesta	someone's heart	māhtsēstahótse	someone's hearts
nāhtsesta	my heart	nāhtsēstahótse	my hearts
nēstsesta	your heart	nēstsēstahótse	your hearts
hestsesta	his heart	hestsēstahótse	his hearts
nāhtsēstáhane	our (excl) heart	nāhtsēstáhanótse	our (excl) hearts
nēstsēstáhane	our (incl) heart	nēstsēstáhanótse	our (incl) hearts
nēstsēstáhévo	your (pl) heart	nēstsēstáhevótse	your (pl) hearts
hestsēstáhévo	their heart	hestsēstáhevótse	their hearts

nāhtōtse	my pet (1-3)	nāhtotsěho	my pets (1-33)
něstōtse	your pet (2-3)	něstotsěho	your pets (2-33)
hestotsěho	his pet (3-4)	hestotsěho	his pets (3-4)
nāhtotsěhāne	our (ex) pet (11-3)	nāhtotsěhaněō?o	our (ex) pets (11-33)
něstotsěhane	our (in) pet (12-3)	něstotsěhaněō?o	our (in) pets (12-33)
něstotsěhévo	your (pl) pet(22-3)	něstotsěhevōō?o	your (pl) pets(22-33)
hestotsěhevóho	their pet (33-4)	hestotsěhevóho	their pets (33-4)
nā?ne	my older brother	na?něho	my older brothers
nē?ne	your older bro.	ne?něho	your older brothers
he?něho	his older bro.	he?něho	his older brothers
na?něhāne	our (ex) o. b.	na?něhaneō?o	our (ex) older bros.
ne?něhane	our (in) o.b.	ne?něhaneō?o	our (in) older bros.
ne?něhévo	your (pl) o.b.	ne?něhevōō?o	your (pl) older bros.
he?něhevóho	their older bro.	he?něhevóho	their older brothers
navéhoname	my chief	navéhonamo	my chiefs
nevéhoname	your chief	nevéhonamo	your chiefs
hevéhonamo	his chief	hevéhonamo	his chiefs
navéhonamāne	our (ex) chief	navéhonamaneō?o	our (ex) chiefs
nevéhonamane	our (in) chief	nevéhonamaneō?o	our (in) chiefs
nevéhonamēvo	your (pl) chief	nevéhonamevōō?o	your (pl) chiefs
hevéhonamevóho	their chief	hevéhonamevóho	their chiefs
nanéso	my child (begotten)	nanésoneho	my children
nenéso	your child	nenésoneho	your children
henésono	his child	henésono	his children
nanésóněhāne	our (ex) child	nanésóněhaneō?o	our (ex) children
nenésóněhane	our (in) child	nenésóněhaneō?o	our (in) children
nenésóněhévo	your (pl) child	nenésóněhevoō?o	your (pl) children
henésóněhevóho	their child	henésóněhevóho	their children
naka?ěškoněhame	my child	naka?ěškoněhamo	my children
neka?ěškoněhame	your child	neka?ěškoněhamo	your children
heka?ěškoněhamo	his child	heka?ěškoněhamo	his children
naka?ěškoněhamāne	our (e) child	naka?ěškoněhamaneō?o	our (e) children
neka?ěškoněhamane	our (i) child	neka?ěškoněhamaneō?o	our (i) children
neka?ěškoněhamēvo	your (p) child	neka?ěškoněhamevōō?o	your (pl) children
heka?ěškoněhamevóho	their child	heka?ěškoněhamevóho	their children
namé?ěševotame	my baby	namé?ěševotamo	my babies
nemé?ěševotame	your baby	nemé?ěševotamo	your babies
hemé?ěševotamo	his baby	hemé?ěševotamo	his babies
namé?ěševotamāne	our (ex) baby	namé?ěševotamaneō?o	our (ex) babies
nemé?ěševotamane	our (in) baby	nemé?ěševotamaneō?o	our (in) babies
nemé?ěševotamēvo	your (pl) baby	nemé?ěševotamevōō?o	your (pl) babies
hemé?ěševotamevóho	their baby	hemé?ěševotamevóho	their babies
name	my older sister	nameho	my older sisters
neme	your older sister	neme	your older sisters
hemeho	his older sister	hemeho	his older sisters
naměhāne	our (ex) o. sister	naměhaneō?o	our (ex) o. sisters
neměhane	our (in) o. sister	neměhaneō?o	our (in) o. sisters
neměhēvo	your (pl) s. sister	neměhevōō?o	your (pl) o. sisters
heměhevóho	their older sister	heměhevóho	their older sisters

naoěškěsěhame my dog
 neoeškěsěhame your dog
 heoeškěsěhamo his dog
 naoěškěsěhamāne our (ex) dog
 neoeškěsěhamane our (in) dog
 neoeškěsěhamēvo your (pl) dog
 heoeškěsěhamevóho their dog

naoěškěsěhamo my dogs
 neoeškěsěhamo your dogs
 heoeškěsěhamo his dog(s)
 naoěškěsěhamaneo?o our (ex) dogs
 neoeškěsěhamaneo?o our (in) dogs
 neoeškěsěhamevōō?o your (pl) dogs
 heoeškěsěhamevóho their dog(s)

nāséotame my corpse, ghost
 nēséotame 2-3
 heséotamo 3-4
 nāséotamāne 11-3
 nēséotamane 12-3
 nēséotamēvo 22-3
 heséotamevóho 33-4

nāséotamo my corpses, ghosts
 nēséotamo 2-33
 heséotamo 3-4
 nāséotamaneo?o 11-33
 nēséotamaneo?o 12-33
 nēséotamevōō?o 22-33
 heséotamevóho 33-4

nama?heóněhame my god
 nema?heóněhame
 hema?heóněhamo
 nama?heóněhamāne
 nema?heóněhamane
 nema?heóněhamēvo
 hema?heóněhamevóho

nama?heóněhamo my gods
 nema?heóněhamo
 hema?heóněhamo
 nama?heóněhamaneo?o
 nema?heóněhamaneo?o
 nema?heóněhamevōō?o
 hema?heóněhamevóho

nétame my bro-in-law (fem)
 étame
 hevétáme
 nétamāne
 étamane
 étamēvo
 hevétamevóho

nétameo?o my bro-in-law (fem)
 étameo?o
 hevétáme
 nétamaneo?o
 étamaneo?o
 étamevōō?o
 hevétamevóho

né?tóve my bro-in-law (mas)
 é?tóve
 hevé?tovo
 né?tóváne
 é?tovane
 é?tovēvo
 hevé?tovevóho

né?toveo?o my bro-in-law (masc)
 é?toveo
 hevé?tovo
 né?tovaneo?o
 é?tovaneo?o
 é?tovevōō?o
 hevé?tovevóho

namōxe?eotsěstōtse my picture
 nemōxe?eotsěstōtse
 hemōxe?eotsěstoto
 namōxe?eotsěstónāne
 nemōxe?eotsěstonane
 nemōxe?eotsěstóvévo
 hemōxe?eotsěstovevóho

namōxe?eotsěstoto my pictures
 nemōxe?eotsěstoto
 hemōxe?eotsěstoto
 namōxe?eotsěstonaneo?o
 nemōxe?eotsěstonaneo?o
 nemōxe?eotsěstovevōō?o
 hemōxe?eotsěstovevóho

náhko?éehe my mother
 neško
 heške

něškane
 něškēvo
 heškevóho

něškaneo?o
 něškevōō?o
 heškevóho

nae?ha my son
 nee?ha your son
 hee?haho his son
 nae?hahāne our (ex) son
 nee?hahane our (in) son
 nee?hahēvo your (pl) son
 hee?hahevóho their son

nāhtōna my daughter
 nēstōna 2-3
 hestónaho 3-4
 nāhtónahāne 11-3
 nēstónahane 12-3
 nēstónahēvo 22-3
 hestónahevóho 33-4

ného?ééhe my father
 ého
 hēho
 néhāne
 éhane
 éhévo
 héhevóho

néséne my friend (male-ma)
 éséne
 hevésenóho
 nésenéhāne
 ésenéhane
 ésenéhēvo
 hevésenéhevóho

nésé?e my friend (f-f)
 ésé?e
 hevése?óho
 nése?āne, navése?āne, nése?éhāne
 ése?ane, nevése?ane, ése?éhane
 ése?ēvo
 hevése?evóho hevése?amevóho

néške?ééhe my grandmother
 éškeme
 hevėškemo
 néškemāne
 éškemane
 éškemevo
 hevėškemevóho

naměšěme my grandfather
 neměšěme
 heměšěmo
 naměšěmāne
 neměšěmame
 neměšěmévo
 heměšěmevóho

nae?haho my sons
 nee?haho your sons
 hee?haho his son(s)
 nae?hahaneo?o our (ex) sons
 nee?hahaneo?o our (in) sons
 nee?hahevōō?o your (pl) sons
 hee?hahevóho their son(s)

nāhtónaho my daughters
 nēstónaho 2-33
 hestónaho 3-4
 nāhtónahaneo?o 11-33
 nēstónahaneo?o 12-33
 nēstónahevōō?o 22-33
 hestónahevóho 33-4

néhaneo?o
 éhaneo?o
 éhevōō?o
 héhevóho

néseneo?o my friends (male-male)
 éseneo?o
 hevésenóho
 nésenéhaneo?o
 ésenéhaneo?o
 ésenéhēvōō?o
 hevésenéhevóho

nése?eo?o my friends(female-female)
 ésé?eo?o
 hevése?óho
 nése?aneo?o, navése?aneo?o, nése?éhaneo?o
 ése?aneo?o, nevése?aneo?o, ése?éhaneo?o
 ése?evōō?o
 hevése?evóho hevése?amevóho

navėškemo my grandmothers
 éškemo
 hevėškemo
 néškemaneo?o
 éškemaneo?o
 éškemevōō?o
 hevėškemevóho

naměšěmo my grandfathers
 neměšěmo
 heměšěmo
 naměšěmame
 neměšěmame
 neměšěmévo
 heměšěmevóho

An understanding of its verbs is essential to a proper understanding of Cheyenne. In a real sense the verb is the "heart" of the Cheyenne language. A large portion of the remainder of these notes is devoted to paradigms (lists) of verbs. The lists are organized according to various important categories. The categories are given technical labels. It is far more important that you understand what kinds of verbs are in a category than that you understand what the technical label means. A person can, of course, easily learn a language without knowing any technical labels. Some people, on the other hand, find labels helpful. If you wish to understand more about the meaning of a label, and there is not enough explanation for it in these notes, you might get some help from a standard English dictionary. Let us briefly look at some of the categories used in these notes for organizing the presentation of verbs.

Do you remember what the difference is between transitive and intransitive sentences? Briefly, a transitive sentence is one that has an "object", something or someone that is affected by the subject of the sentence or which (who) receives some kind of action from the subject. For instance, if we say "He wrote a letter," we have a transitive sentence. 'Letter' is the object of the sentence. The subject is 'he'. An intransitive sentence does not have an object. There is just some kind of an actor. For instance, the sentences "She is cooking" and "It's raining" are intransitive. From a technical standpoint, these definitions are, of course, oversimplified, but they are sufficient to help us get started in our understanding of Cheyenne verbs.

A Cheyenne verb is something like a "sentence", all wrapped up in a single word. Many Cheyenne verbs can stand all by themselves. And they can be translated by complete English sentences. For instance, éhoo'koho means "It's raining." Énéméne means "He's singing." "Návóómo" means "I saw him." Naturally, we can add nouns to a Cheyenne verb, to give even more information. We can say, "Hetane énéméne," which means "The man is singing." "Návóómo váótséva," means "I saw a deer."

In Cheyenne it is very important to know whether the subject of a verb is animate or inanimate, and, if a verb is transitive, it is necessary to know whether the object is animate or inanimate. Because of this we can divide Cheyenne verbs into four main classes, (1) intransitive verbs having animate subjects, (2) intransitive verbs having inanimate subjects, (3) transitive verbs having animate objects, and (4) transitive verbs having inanimate objects. People who have studied Algonquian languages, such as Cheyenne, give the following abbreviated labels to these four classes: (1) AI, which means Animate Intransitive; (2) II, which means Inanimate Intransitive; (3) TA, which means Transitive Animate; and (4) TI, Transitive Inanimate.

Every Cheyenne verb can be related to one of these four classes. The following chart shows this four-way division, and gives some examples of verbs from each of the four classes: AI, II, TA, and TI.

A I

épêhêvahe 'he's good'
 nétâhpéta 'you are big'
 ného'sôehe 'Did you dance?'
 náêsemésêhéme 'we already ate'
 énémeneo'o 'they sang'
 éma'ovése 'he has red hair'
 náovâxe 'I dreamed'
 éhenésone 'she has a child'

nápêhévâno 'I fixed him up'
 návóómo 'I saw him'
 névôomohe 'Did you see him?'
 námêho'ta 'he loves me'
 áahotovêstse 'Listen to me!'
 násââoomôhe 'I didn't hit him'
 véstâhêmemeno 'Help us!'

T A

I I

épêhêva'e 'it's good'
 étâhpé'o 'it's big'
 éhoo'koho 'it rained'
 évêhpeha 'it's empty'
 étoóome 'it's cool liquid'
 éheóvo 'it's yellow'
 ésêtovoésta 'it's noon'
 éhâoho'ta 'it's hot'

épêhévâna 'he fixed it up'
 névôohtahe 'Did you see it?'
 emese 'he ate it'
 násâahestanóhe 'I didn't take it'
 éhó'tse 'he has it'
 náho'âhénóne 'we want it'
 éhóxe'anánóvo 'they cleaned it'

T I

There are also other important categories for verbs in Cheyenne. A verb can be positive, for instance, énémene 'he sang'; or, it can be negative, for instance, ésâanémenéhe 'he did not sing'. A verb can ask a question, for instance, énémenehe 'Did he sing?'. In these notes, verbs which ask questions are called "interrogatives".

With verbs we can tell people to do things (give commands). In these notes, "command" verbs are called "imperatives". In Cheyenne a verb can tell you if the action which is commanded is supposed to take place immediately, for instance, méseestse 'Eat!'. In these notes, this kind of command is called an "immediate imperative". There is another important kind of imperative. With this kind of command, the action can take place later, for instance, né'évâhôsêho'êhneo'o 'Come again!'. This kind of command will be labeled a "delayed imperative" in these notes. Another kind of command in Cheyenne is translated with the English word 'let', for instance némeneha means 'Let him sing!' and nétamésêhema means 'Let's eat!'. This last kind of command is called a "hortative" in these notes.

We can make another important division between kinds of Cheyenne verbs. Some verbs can stand alone. They can be translated by complete English sentences. We will call these verbs "independent" verbs. There

INTRODUCTION TO VERBS (cont'd)

are verbs which usually need some other verb(s) to help them out. From English grammar, this second type of verb would be called a "dependent" verb. It has become traditional with people who study Algonquian languages to use another label for this type, "conjunct". In these notes, the label "conjunct" will be used. But, remember that you can use the label "dependent" if it is more meaningful to you. Here are some examples of some independent verbs and some conjunct verbs:

INDEPENDENT VERBS

náho'soo'e	I danced.
némêsêhehe	Did you eat?
móhnôhonêhevôhe (hetaneo'o)	There must have been five (men).
ésâavé'hoohtôhe	He didn't look at it.

CONJUNCT (DEPENDENT) VERBS

tséhnéménêse	when he sang
tsénêmenese	those who are singing
éóháóónâtse	whether he prayed
mâxho'ehnéstse	when he comes

We will call the major categories, Independent, Conjunct, and Imperative: "Orders". Each order has two or more main subtypes. We will call these subtypes "modes". A mode serves to tell us something about how the speaker views the "action" of a verb. For instance, if a speaker does not know if something has happened, he can ask a question. We will say that an "asking" verb is in the "interrogative mode". If a speaker knows that something has happened, usually having seen it with his own eyes, he simply makes a statement telling about the action. We say that a verb of this type, for instance, émêsehe 'he ate', is in the indicative mode.

Modes are very important in Cheyenne. Verbs will be of different modes depending on how a speaker has come by his knowledge. For instance, if he has been told that something has happened (but has not seen it for himself), he can use verbs in the "Attributive Mode". Such verbs can be translated with English words like "It is said that ____" or "'they' say that ____". Here are some examples: émanesêstse 'It is said that he drank,' and éoomósesto 'It is said that he hit him.'

A commonly used mode type is the "Dubitative Mode". Using this mode appears to "tone down" an assertion, so that it doesn't sound too strong. Verbs in the dubitative mode begin with mó-, and can be translated with English words like "I guess ____" or "It must be that ____". A speaker may be quite sure that some action took place, but he can still use the dubitative mode so that what he says about the action will not sound too strong. Here are some examples of verbs in the dubitative mode: móhoo'kôhóhanehe 'it must have rained', mónéésemêsêhehehe 'you must have eaten already', and móháomóhtâhéhehe 'he must be sick'.

Another mode is the "Mediate Mode". Using this mode seems to give an impression of "distance in space, concepts, or time". Verbs of the

INTRODUCTION TO VERBS (cont'd)

mediate mode are often used in legends and folk-tales. Some examples of verbs in the mediate mode are éhnéménéhoo'o 'he sang' and éhpéhêva'éneho 'it was good'.

There are a variety of different modes as subtypes of the Conjunct Order. We will not discuss these types in this introduction. Some of the various Conjunct Modes are illustrated on following pages entitled OVERVIEW OF CHEYENNE VERB SYSTEM when examples of Conjunct verbs are given. There are further illustrations of the various Conjunct modes later in these notes.

Before turning to the actual paradigms (lists) of verbs, we need to be sure we understand some things about the "person" system of Cheyenne. English is one language that commonly uses pronouns to tell what "person" is doing the action of a verb. In English grammar it is common to say that 'I' is first-person singular; 'you' is second-person, and it can be either singular or plural; 'we' is first-person plural, 'he, she, or it' are third-person singular, and 'they' is third-person plural. Cheyenne, and many other languages of the world, shows this same information by prefixes and suffixes attached directly to a verb. In a way, we can say that the "pronouns" are a part of the verbs--in technical language we say that Cheyenne verbs have pronominal affixes (affixes can be either prefixes or suffixes).

To start out, we need to know that the basic first-person verb prefix is ná-, the basic second-person prefix is né-, and the basic third-person prefix is é-. Notice how similar these are to the prefixes which we saw used on possessed nouns a few pages earlier. One difference is that the possessive prefixes, na-, ne-, and he-, have low pitches on their vowels. The basic verb person prefixes have high pitches on their vowels. (The high pitch will be gone with certain future tense verbs.)

Here are some examples using the verb prefixes:

námêsehe	I ate.
némêsehe	you (singular) ate.
émêsehe	He (or She) ate.

To conserve space, number abbreviations are used for the various "persons" throughout these notes. It would be very helpful for you if you would memorize these abbreviations:

- | | | | |
|----|--|---|----------------------------|
| 1 | first-person singular ("I") | x | Unspecified (Subject) |
| 2 | second-person singular ("you") | | |
| 3 | third-person singular ("he" or "she") | | |
| 11 | first-person plural (exclusive) ("we") | | (US but not YOU) |
| 12 | first-person plural (inclusive) ("we") | | (YOU and ME, maybe others) |
| 22 | second-person plural ("you") | | |
| 33 | third-person plural ("they") | | |

In the discussion preceding the lists of possessed nouns, earlier, it was mentioned that an animate noun becomes "obviated" (moved out of the spotlight) when it is possessed by a third-person. We will call the

INTRODUCTION TO VERBS (cont'd)

obviated person a "fourth-person". For all of the other persons there can be a singular or a plural. But, the fourth-person can be either singular or plural. It was pointed out, earlier, for instance, that hee'haho means either 'his son' or 'his sons'. We will abbreviate the fourth-person with "4". If a fourth-person does some action, the verb describing that action must be a little different from a verb with a regular third-person. For instance,

énéméne	3	he sang
hee'haho énémenóho	4	his son sang

The "regular" third-person is sometimes called a "proximate" person, while the fourth-person is sometimes called the "obviated" person, or "obviative".

Obviation will also occur when two third-persons are referred to by the same verb, such as 'see'. The proximate forms of 'man' and 'woman' are hetane and he'e, respectively. Their obviative forms are hetanóho and he'óho, respectively. Notice what happens in the following sentences when there are two third-persons. Look for obviation changes on the nouns and on the verbs.

1-3 Návóómo hetane.	I saw a man.
1-3 Návóómo he'e.	I saw a woman.
2-3 Névíómo hetane.	You saw a man.
3-4 Hetane évíóómo he'óho.	The man saw a woman.
3-4 He'e évíóómo hetanóho.	The woman saw a man.

Sometimes the fourth-person does the action to the third-person. In such a case, the transitive verb will look a little different from the verb évíóómo, above, with the "3-4" person combination. For instance,

4-3 Heške évíóómaa'e hetané-ka'êškóne.	His (the boy's) mother saw the boy.
4-3 Hemeho évéstáhémáá'e.	Her big sister helped her.

Transitive verbs give information as to what persons are the subjects and objects. The pronominal (person) affixes on transitive verbs follow a typical Algonquian "person-hierarchy". Whenever a first-person or second-person does something to a third-person (or fourth-person), the affix for the first- or second-person appears as the verb prefix, and the part that tells us that there is a third- or fourth-person object looks something like a "suffix" on the verb. But, when the third- or fourth-person acts on the first- or second-person, the first- or second-person is still marked by the prefix, and the third- or fourth-person is marked by a different "suffix". This kind of person combination is called "inverse" (the object is marked by the verb prefix); the first kind of person combination mentioned is called "direct" (the subject is marked by the verb prefix):

1-3 návóómo	(direct)	I saw him.
2-3 névíómo	(direct)	You saw him.
3-1 návóóma	(inverse)	He saw me.
3-2 névíóóma	(inverse)	He saw you.

Verbs which only involve first- and second-persons are said to be "local" forms. The Cheyenne person-hierarchy applies with local forms, just as it does with the above-mentioned direct and inverse forms. Whenever a second-person is either the subject or object of a Cheyenne verb, that verb receives the second-person prefix, né-. This means that second-person is the "highest" person on the Cheyenne person-hierarchy. Note the following local forms:

névôome	You saw me.
névôomâtse	I saw you.
névôomatsēme	I saw you (plural).
névôomeme	You (plural) saw me.

Each of these local forms has a second-person prefix, even though for two of the forms second-person is the object of the verb.

Throughout these notes an inanimate "thing" is abbreviated by "I" (for "Inanimate"). Singular inanimate will be abbreviated as "I", while inanimate plural will be abbreviated by "II". Whenever animate persons and inanimate "persons" interact in transitive verbs, in Cheyenne, verb prefixes mark the animate persons, not the inanimate persons. This is another way of saying that animate persons are higher on the person-hierarchy than inanimate persons. Look at these examples:

1-I náho'èhóhta	I came to it.
1-II náho'èhóhtanótse	I came to them (inanimate).
I-1 náho'èhó'taa'e	It came to me.

In the third form, here, the singular inanimate "thing" being talked about is the "subject" of the verb, but, because it is lower on the person-hierarchy than "me", the first-person "object" receives the prefix marking. We can now show the order of persons on the Cheyenne person-hierarchy:

↓	2	second-person	↑
	1	first-person	
	3	third-person	
	4	fourth-person	
↓	I	inanimate-person	↑

Whenever action goes from a person higher on the hierarchy to one lower, we can say that the action is "direct"--in this case the verb prefix will mark the subject of the verb. Whenever action goes the other way, from a person lower on the hierarchy to one higher, we can say that the action is "inverse"--in this case the verb prefix will mark the object of the verb.

The basic structure of a Cheyenne verb is as follows:

prefix-(tense)-(directional)-(preverb(s))-root-(medial)-final

Elements in parentheses () are optional; some verbs do not have them. A "directional" marker tells whether the action of the verb is coming

INTRODUCTION TO VERBS (cont'd)

"toward" (often, toward the speaker) or going "away" (often, away from the speaker). If it is "toward", one of the following will be present: -neh-, -nex-, -ne'-, or -nes-. If it is "away", there will be a -ta-.

The reader should turn to the topics sections in the later parts of these notes for further information on TENSE, PREVERBS, ROOTS, MEDIALS, and FINALS. Each of these categories is an important part of Cheyenne verbs. Briefly, TENSE tells "when" some action took place, PREVERBS modify the main idea of the verb in a kind of "adverbial" fashion. The ROOT is the core, the main idea, of a verb. MEDIALS give special noun-like information about something that is associated with the ROOT.

All verbs have FINALS. The section which concentrates on FINALS, later, deals mostly with "concrete" finals, finals which, for instance, tell whether some action was done with your hand, your foot, a tool, heat, etc. It would be appropriate here to point out some of the "abstract" finals which appear in Cheyenne verbs.

A common Inanimate Intransitive (II) final is -ó, seen as the last vowel of the following II verbs:

étâhpé'o	It is big.
éhoo'koho	It is raining.
étonéto	It is cold.
éheóvo	It is yellow.
émá'o	It is red.

A common Animate Intransitive (AI) final is -e, seen as the last vowel of the following AI verbs:

émêsehe	He ate.
émane	He drank.
ého'soo'e	He danced.
évovéstomósáne	He taught.
épêhêvahe	He is good.

There are several important Transitive Animate (TA) abstract finals. Most Transitive Inanimate (TI) end in either -á or -é. In the following list the root English meaning will be given, then TA and TI verbs with their finals in parentheses, (). We will consider the part in parentheses before a hyphen to be the actual "final" and the part after the hyphen to be an "Object Agreement Marker" (or, in the case of inverse TA forms, a "Subject Agreement Marker")--OAM's and SAM's give us information about the persons involved in the verbs:

see	1-3: návóómo (m-ó)	1-I: návóóhta (ht-á)
carry	1-3: náameotsého (h-ó)	1-I: náameotséstse (t-é)
love	1-3: námého'to ('t-ó)	1-I: náméhóhta (ht-á)
be good to	1-3: nápêhêve'tovo ('tov-ó)	1-I: nápêhêvé'ta ('t-á)
make	1-3: námaného (h-ó)	1-I: námanéstse (ht-é)
break	1-3: náe'e'ô'ho ('h-ó)	1-I: náe'e'ô'tse ('t-é)
dampen	1-3: náhe'kóovō'to ('t-ó)	1-I: náhe'kóovōhtse (ht-é)
find	1-3: námé'óvo (ov-ó)	1-I: námé'a (Ø-á)
have	1-3: náhó'ho ('h-ó)	1-I: náhó'tse ('t-é)

(Roman numerals designate ORDERS. Capital letters designate MODES. In general, each mode can have the full expansion of positive/negative, transitivity, and animacy categories given for INDEPENDENT INDICATIVE.)

I. Independent

A. Indicative

1. Positive

a. Intransitive

- (1) Animate subject (AI)
- (2) Inanimate subject (II)

b. Transitive

- (1) Animate object (TA)
- (2) Inanimate object (TI)

2. Negative

a. Intransitive

- (1) Animate subject (AI)
- (2) Inanimate subject (II)

b. Transitive

- (1) Animate object (TA)
- (2) Inanimate object (TI)

B. Interrogative

C. Dubitative

D. Attributive

E. Mediate

II. Conjunct (Dependent)

A. Indicative

B. Subjunctive

C. Iterative

D. Subjunctive Iterative

E. Participle

F. Interrogative

G. Obligative

H. Optative

I. Intensive Negative

III. Imperative

A. Direct

- 1. Immediate
- 2. Delayed

B. Hortative

EXAMPLES OF VERB TYPES

Cheyenne forms will be given with an English translation. Then a verb type label will be given. The label will be taken from the outline of the verb system on the preceding page. Positive and negative categories will be self-explanatory from the English translation. The abbreviations AI, II, TA, and TI will be used. So, for example, a label "I.A.AI" will mean that the verb given is of the Independent order, Indicative mode, and that it is intransitive with an animate subject. One would need to look at the translation to see if the verb is positive or negative.

épêhêvahe	He's good.	I.A.AI
ésâapêhêvâhéhe	He's not good.	I.A.AI
épêhêvâhehe	Is he good?	I.B.AI
ésâapêhêvâhehehe	Isn't he good?	I.B.AI
mópêhêvâhehêhe	I guess he's good.	I.C.AI
épêhêvâhesêstse	He is said to be good.	I.D.AI
ésâapêhêvâhêhesêstse	He is said to be not good.	I.D.AI
éhpêhêvâhêhoo'o	He was good.	I.E.AI
ésâapêhêvâhêhehoo'o	He wasn't good.	I.E.AI
pêhêvaestse	Be good!	III.A.1.AI
pêhêvâheo'o	Be good!	III.A.2.AI
pêhêvâheha	Let him be good!	III.B.AI
sâapêhêvâhêheha	Don't let him be good!	III.B.AI
épêhêva'e	It is good.	I.A.II
éhoo'kôho	It's raining.	I.A.II
ésôhpechtsêto	It came through.	I.A.II
épêhêvâhêstove	There is being good (Impersonal).	I.A.II
ésâapêhêva'êhâne	It's not good.	I.A.II
épêhêva'ehe	Is it good?	I.B.II
mópêhêva'êhanêhe	I guess it's good.	I.C.II
épêhêva'ênêse	It is said to be good.	I.D.II
épêhêva'êneho	It is good.	I.E.II
nápêhêvâno	I fixed him up (by hand).	I.A.TA
násâapêhêvanóhe	I didn't fix him up.	I.A.TA
népêhêvanohe	Did you fix him up?	I.B.TA
mópêhêvanóhevôhe	He must have fixed him up.	I.C.TA
épêhêvanósesto	He is said to have fixed him up.	I.D.TA
éhpêhêvanóhoono	He fixed him up.	I.E.TA
pêhêvaneha	Fix him up!	III.A.1.TA
pêhêvanoo'o	Fix him up!	III.A.2.TA
pêhêvanoha	Let him fix him up!	III.B.TA
épêhêvâna	He fixed it up.	I.A.TI
ésâapêhêvanóhe	He did not fix it up.	I.A.TI
népêhêvanahe	Did you fix it up?	I.B.TI
mópêhêvanóhêhe	He must have fixed it up.	I.C.TI
épêhêvanánôse	He is said to have fixed it up.	I.D.TI
éhpêhêvanánoho	He fixed it up.	I.E.TI
pêhêvánôtse	Fix it up!	III.A.1.TI
pêhêvanomeo'o	Fix it up!	III.A.2.TI
pêhêvanoha	Let him fix it up!	III.B.TI

EXAMPLES OF VERB TYPES (cont'd)

tséhpèhêvaese	when he was good	II.A.AI
mâhpèhévaestse	when he is good (unrealized)	II.B.AI
ho'pèhévaestse	whenever he is good	II.C.AI
ôhpèhévahestse	when he is good (in general)	II.D.AI
tsépèhévaestse	the one who is good	II.E.AI
éópèhévaestse	whether he is good	II.F.AI
âhpèhévahestse	he ought to be good	II.G.AI
momóxepèhévaestse	I wish he would be good.	II.H.AI
móho'nópèhevaestse	no doubt he is not good	II.I.AI
tséhpèhêva'e	when it was good	II.A.II
mâhpèhéva'e	when it is good (unrealized)	II.B.II
mâxhoo'kôho	when it rains (unrealized)	II.B.II
ho'pèhéva'e	whenever it is good	II.C.II
ho'hoo'kôho	whenever it rained	II.C.II
ôxhoo'kôhoo'êstse	when it rains (in general)	II.D.II
ôhpèhéva'ee'êstse	when it's good (in general)	II.D.II
tsépèhéva'e	the one which is good	II.E.II
éópèhéva'e	whether it is good	II.F.II
âhpèhéva'ee'êstse	it should be good	II.G.II
âxhoo'kôhoo'êstse	it should rain	II.G.II
momóxepèhéva'e	I wish it would be good.	II.H.II
momóxehoo'kôho	I wish it would rain.	II.H.II
móho'nópèheva'e	no doubt it was not good	II.I.II
móho'nôhoo'kôho	no doubt it did not rain	II.I.II
tséhpèhêvano	when I fixed him up	II.A.TA
mâhpèhévano	when I fix him up (unrealized)	II.B.TA
ho'pèhévano	whenever I fix him up	II.C.TA
ôhpèhévanoo'êstse	when I fix him up (in general)	II.D.TA
tsépèhévano	the one who I fix up	II.E.TA
éópèhévanôtse	whether you fixed him up	II.F.TA
âhpèhévanosêstse	you ought to fix him up	II.G.TA
momóxepèhévanôtse	I wish you would fix him up.	II.H.TA
móho'nópèhévanôtse	no doubt he did not fix him up	II.I.TA
tséhpèhêvanómo	when I fixed it up	II.A.TI
mâhpèhévanómo	when I fix it up (unrealized)	II.B.TI
ho'pèhévanómo	whenever I fix it up	II.C.TI
ôhpèhévanomonôtse	when I fix it up (in general)	II.D.TI
tsépèhévanómo	what I fixed it up	II.E.TI
éópèhévanómo	whether you fixed it up	II.F.TI
âhpèhévanomosêstse	you ought to fix it up	II.G.TI
momóxepèhévanómo	I wish you would fix it up.	II.H.TI
móho'nópèhévano	no doubt he did not fix it up	II.I.TI

návoósáne	1 - I saw, see	nánaa?e	I died, am dying
névoósáne	2 - you saw	nénaa?e	you died
évoósáne	3 - he saw	énaa?e	he died
évoosanóho	4 - he (obviative) saw	énaóho	he (obv) died
návoosanēme	11- we (excl) saw	nánaēme	we (excl) died
névoosanema	12- we (incl) saw	nénaema	we (incl) died
névoosanēme	22- you (pl) saw	nénaēme	you (pl) died
évoosaneo?o	33- they saw	énaeo?o	they died
nátāhpēta	I am big	náho?sóó?e	I danced
nétāhpēta		ného?sóó?e	
étāhpēta		ého?sóó?e	
étāhpetáho		ého?sóóho	
nátāhpetāme		náho?sóéme	
nétāhpetama		ného?sóema	
nétāhpetāme		ného?sóéme	
étāhpetao?o		ého?sóeo?o	
námēsehe	I ate	námea?a	I gave (away)
némēsehe		némea?a	
émēsehe		émea?a	
émēsēhóho		éméáho	
námēsēhéme		náméáme	
némēsēhema		néméama	
némēsēhéme		néméáme	
émēsēheo?o		eméao?o	
náovēše	I went to bed	náné?póó?o	I peaked
néovēše		néné?póó?o	
éovēše		éné?póó?o	
éovēšenáho		éné?poo?óho	
náovēšenāme		náné?poo?ōme	
néovēšenama		néné?poo?oma	
néovēšenāme		néné?poo?ōme	
éovēšena, éovēšenao?o		éné?poo?oo?o	
náhovánee?e	I was gone, died	nánéé?e	I stood
nehovánee?e		nénéé?e	
éhovánee?e		énéé?e	
éhováneehóho		énéé?óho	
náhováneehēme		nánééme	
nehováneehema		nénéema	
nehováneehēme		nénééme	
éhováneeeho?o		enéeo?o	
nánéméne	I sing, sang	nánéméne	I have a crooked face
nénéméne		nénéméne	
énéméne		énéméne	
énéménóho		énéménóho	
nánéménēme		nánéménēme	
nénéménema		nénéménema	
nénéménēme		nénéménēme	
énémeneo?o		énémeneo?o	

(Note: 12 ("we"--inclusive) forms can have an additional /-né/, e.g. ného?sóémáne 'we (incl) danced', némēsēhémáne 'we (incl) ate'. The forms given in the paradigms are most common, however, for AI Indep. Indicative.)

náháéána	I am hungry	náháóóna	I prayed
neháéána	2	neháóóna	
éháéána	3	éháóóna	
éháéanáho	4	éháóónáho	
náháeanāme	11	náháóónāme	
neháeanama	12	neháóoonama	
neháeanāme	22	neháóóónāme	
éháeanao?o	33	éháóoonao?o	
nánomēne	I drank (e.g. coffee)	nāmane	I drank
nénomēne		nēmane	
énomēne		ēmane	
énoménóho		émanóho	
nánomēnēme		nāmanēme	
nénomēnema		nēmanema	
nénomēnēme		nēmanēme	
énomēneo?o		émaneo?o	
náméhósáne	I love	náháóónáxe	I prayed lying down
néméhósáne		neháóóónáxe	
éméhósáne		éháóóónáxe	
éméhosanóho		éháóoonáxenáho	
náméhosanēme		náháóoonáxenāme	
néméhosanema		neháóoonáxenama	
néméhosanēme		neháóoonáxenāme	
éméhosaneó?o		éháóóónáxéna, eháóoonáxenao?o	
náháoonaa?e	I prayed sitting	náháóóónáóó?e	I prayed standing
neháoonaa?e		neháóóónáóó?e	
éháoonaa?e		éháóóónáóó?e	
éháoonaoóho		éháóóónáóóho	
náháóónáéme		náháóóónáóéme	
neháoonaoema		neháóoonaoema	
neháóónáéme		neháóóónáóéme	
éháoonaoeó?o		éháóoonaoeó?o	
náma?ovése	I have red hair	náováxe	I dreamed
néma?ovése		néováxe	
éma?ovése		éováxe	
éma?ovésoho		éováxenáho	
náma?ovéseme		náováxenāme	
néma?ovésema		néováxenama	
néma?ovéseme		néováxenāme	
éma?ovéseo?o		éováxenao?o, éováxéna	
náhonóne	I baked	návêstahe	I helped
nehonóne		névêstahe	
éhonóne		évêstahe	
éhonónóho		évêstáho	
náhonónéme		návêstáhéme	
nehonónema		névêstáhema	
nehonónéme		névêstáhéme	
éhonóneo?o		évêstáheo?o	

náméó?e I fought
 néméó?e
 éméó?e
 éméó?óho
 náméó?éme
 néméó?ema
 náméó?éme
 éméó?eo?o

nánaā?e I doctored
 nénaā?e
 énaā?e
 énaa?óho
 nánaa?ēme
 nénaa?ema
 nénaa?ēme
 énaa?eo?o

náhotse?óhe I worked
 néhotse?óhe
 éhotse?óhe
 éhotse?óhóho
 náhotse?óhéme
 néhotse?óhema
 néhotse?óhéme
 éhotse?óheo?o

nátanéhe I am ashamed, shy
 nétanéhe
 étanéhe
 étanéhóho
 nátanéhéme
 nétanéhema
 nétanéhéme
 étanéheo?o

nápèhévēstáha I am good-hearted
 népèhévēstáha
 épèhévēstáha
 épèhévēstáhóho
 nápèhévēstáháme
 népèhévēstáhama
 nápèhévēstáháme
 épèhévēstáhao?o

náséváno I skied, skated
 néséváno
 éséváno
 ésévanóho
 násévanōme
 nésévanoma
 nésévanōme
 ésévanoo?o

nátáhpe?āse I am big-bellied
 nétáhpe?āse
 étáhpe?āse
 étáhpe?āsóho
 nátáhpe?āsēme
 nétáhpe?āsema
 nétáhpe?āsēme
 étáhpe?āseo?o

náheve I said
 néheve
 éhevo?o
 éhevoōne
 náhéme
 néhema
 néhéme
 éhevoōne

námé?háhtse I have a beard
 némé?háhtse
 émé?háhtse
 émé?hahtsenáho
 námé?hahtsenāme
 némé?hahtsenama
 námé?hahtsenāme
 émé?hahtsenao?o, émé?hahtsēna

náhenésone I have a child
 néhenésone
 éhenésone
 éhenésónéhóho
 náhenésónéhéme
 néhenésónéhema
 néhenésónéhéme
 éhenésónéheo?o

náhemótseške I have (on) a knife
 néhemótseške
 éhemótseške
 éhemótšěškóho
 náhemótšěškēme
 néhemótšěškema
 néhemótšěškēme
 éhemótšěškeo?o

nápèhévēhemāheōne I have a nice house
 népèhévēhemāheōne
 épèhévēhemāheōne
 épèhévēhemāheónóho
 nápèhévēhemāheónéme
 népèhévēhemāheónema
 nápèhévēhemāheónéme
 épèhévēhemāheónéo?o

nátâhpe?emâheõna	I have a big house	náta?pose	I am weak from cold
nétâhpe?emâheõna		néta?pose	
étâhpe?emâheõna		éta?pose	
étâhpe?emâheónáho		éta?põsoho	
nátâhpe?emâheónáme		náta?põsēme	
nétâhpe?emâheónama		néta?põsema	
nétâhpe?emâheónáme		néta?põsēme	
étâhpe?emâheónao?o		éta?põseo?o	
násêtovoése	I hang in the middle	nánêehõve	"I"
nésêtovoése		nénêehõve	"you"
ésêtovoése		énêehõve	"he, she"
ésêtovoésenáho		énêehóvóho	"he, she (obv)"
násêtovoésenáme		nánêehóvéme	"we (excl)"
nésêtovoésenáma		nénêehóvéma	"we (incl)"
nésêtovoésenáme		nénêehóvéme	"you (pl)"
ésêtovoéséna, ésêtovoésenáo?o		énêehóveo?o	"they"

EXAMPLES IN SENTENCES:

Question:

Ka'êškóneho ého'sóevohe?

Did the children dance?

Answer:

Héehe'e, ého'sóeo'o.

Yes, they danced.

Question:

Nétónêšéve?

What did you do?

Some answers:

Námêsehe.

I ate.

Nánéméne.

I sang.

Náhonóne.

I baked.

Question:

Néhenésonehehe?

Do you have any children?

Answer:

Héehe'e, náhenésone.

Yes, I have a child(ren).

Question:

Étônetoestomo'he nêstona?

What kind of character does your daughter have?

Answer:

Nàhtona étanehe.

My daughter is shy.

násáavóosanēhe	I did not see	násáanaēhe	I did not die
nésáavóosanēhe	you ...	nésáanaēhe	2
ésáavóosanēhe	he ...	ésáanaēhe	3
ésáavóosanéhého	he (obv)...	ésánaehého	4
násáavóosanéhéme	we (excl)...	násánaehēme	11
nésáavóosanéhema	we (incl)...	nésánaehema	12
nésáavóosanéhéme	you (pl) ...	nésánaehēme	22
ésáavóosanéhého?	they ...	ésánaehého?	33
násáaho?sóéhe	I did not dance	násáaméséhéhe	I did not eat
nésáaho?sóéhe		nésáaméséhéhe	
ésáaho?sóéhe		ésáaméséhéhe	
ésáaho?sóehého		ésáaméséhéhého	
násáaho?sóéhéme		násáaméséhéhéme	
nésáaho?sóehema		nésáaméséhéhema	
nésáaho?sóéhéme		nésáaméséhéhéme	
ésáaho?sóehého?		ésáaméséhéhého?	
násáaméáhe	I did not give	násáa?ověšenāhe	I did not go to bed
nésáaméáhe		nésáa?ověšenāhe	
ésáaméáhe		ésáa?ověšenāhe	
ésáaméaheho		ésáa?ověšenáhého	
násáaméáhéme		násáa?ověšenáhéme	
nésáaméahema		nésáa?ověšenáhema	
nésáaméáhéme		nésáa?ověšenáhéme	
ésáaméaheho?		ésáa?ověšenáhého?	
násáané?poo?ōhe	I did not peak	násáahováneehēhe	I was not gone
nésáané?poo?ōhe		nésáahováneehēhe	
ésáané?poo?ōhe		ésáahováneehēhe	
ésáané?poo?óhého		ésáahováneehéhého	
násáané?poo?óhéme		násáahováneehéhéme	
nésáané?poo?óhema		nésáahováneehéhema	
nésáané?poo?óhéme		nésáahováneehéhéme	
ésáané?poo?óhého?		ésáahováneehéhého?	
násáanééhe	I did not stand	nésáahotse?óhéhe	I did not work
nésáanééhe		ésáahotse?óhéhe	
ésáanééhe		ésáahotse?óhéhého	
ésáanééhého		násáahotse?óéhéme	
násáanééhéme		nésáahotse?óehema	
nésáanééhema		nésáahotse?óéhéme	
nésáanééhéme		ésáahotse?óhého?	
ésáanééhého?			
násáatanéhéhe	I was not ashamed	násáamanēhe	I did not drink
nésáatanéhéhe		nésáamanēhe	
ésáatanéhéhe		ésáamanēhe	
ésáatanéhého		ésáamanéhého	
násáatanéhéhéme		násáamanéhéme	
nésáatanéhéhema		nésáamanéhema	
nésáatanéhéhéme		nésáamanéhéme	
ésáatanéhéhého?		ésáamanéhého?	

násáatāhpētāhe	I am not big	násáatāhpe?āsēhe	I am not big-bellied
nésáatāhpētāhe	you ...	nésáatāhpe?āsēhe	2
ésáatāhpētāhe	he ...	ésáatāhpe?āsēhe	3
ésáatāhpētāheho	he (obv) ...	ésáatāhpe?áséheho	4
násáatāhpētāhéme	we (excl)...	násáatāhpe?áséhéme	11
nésáatāhpētāhema	we (incl)...	nésáatāhpe?áséhema	12
nésáatāhpētāhéme	you (pl) ...	nésáatāhpe?áséhéme	22
ésáatāhpētāheo?o	they ...	ésáatāhpe?áséheo?o	33
násāanémenēhe	I did not sing	násāanéménēhe	I do not have a crooked face
nésāanémenēhe		nésāanéménēhe	
ésāanémenēhe		ésāanéménēhe	
ésāanémenēheho		ésāanéménēheho	
násāanémenéhéme		násāanéménéhéme	
nésāanémenéhema		nésāanéménéhema	
nésāanémenéhéme		nésāanéménéhéme	
ésāanémenéheo?o		ésāanéménéheo?o	
násāapēhévēstāháhe	I am not good-hearted	násāaméó?éhe	I did not fight
nésāapēhévēstāháhe		nésāaméó?éhe	
ésāapēhévēstāháhe		ésāaméó?éhe	
ésāapēhévēstāhaheho		ésāaméó?éheho	
násāapēhévēstāhéhéme		násāaméó?éhéme	
nésāapēhévēstāhéhema		nésāaméó?éhema	
nésāapēhévēstāhéhéme		nésāaméó?éhéme	
ésāapēhévēstāhaheo?o		ésāaméó?éheo?o	
násāaháoonāxenāhe	I did not pray lying down	násāanaa?ēhe	I did not doctor
nésāaháoonāxenāhe		nésāanaa?ēhe	
ésāaháoonāxenāhe		ésāanaa?ēhe	
ésāaháoonāxenāheho		ésāanaa?éheho	
násāaháoonāxenāhéme		násāanaa?éhéme	
nésāaháoonāxenāhema		nésāanaa?éhema	
nésāaháoonāxenāhéme		nésāanaa?éhéme	
ésāaháoonāxenāheo?o		ésāanaa?éheo?o	
násāaháoonáóéhe	I did not pray standing	násāahonónéhe	I did not cook
nésāaháoonáóéhe		nésāahonónéhe	
ésāaháoonáóéhe		ésāahonónéhe	
ésāaháoonaoeheho		ésāahonónéheho	
násāaháoonáóéhéme		násāahonónéhéme	
nésāaháoonaoehema		nésāahonónéhema	
nésāaháoonáóéhéme		nésāahonónéhéme	
ésāaháoonaoeheo?o		ésāahonónéheo?o	
násāama?ovéséhe	I am not red-haired	násāa?ovāxenāhe	I did not dream
nésāama?ovéséhe		nésāa?ovāxenāhe	
ésāama?ovéséhe		ésāa?ovāxenāhe	
ésāama?ovéséheho		ésāa?ovāxenāheho	
násāama?ovéséhéme		násāa?ovāxenāhéme	
nésāama?ovéséhema		nésāa?ovāxenāhema	
nésāama?ovéséhéme		nésāa?ovāxenāhéme	
ésāama?ovéséheo?o		ésāa?ovāxenāheo?o	

násâahēhe	I did not say
nésâahēhe	2
ésâahēhe	3
ésâahēheho	4
násâahéhéme	11
nésâahéhema	12
nésâahéhéme	22
ésâahéheo?o	33

násâahenésónēhéhe	I do not have a child
nésâahenésónēhéhe	
ésâahenésónēhéhe	
ésâahenésónēheheho	
násâahenésónēhéhéme	
nésâahenésónēhehema	
nésâahenésónēhéhéme	
ésâahenésónēheheo?o	

EXAMPLES IN SENTENCES:

Question:

Emè'o'evohē ka'èškónēho?

Did the children fight?

Answer:

Ésâaméo'èheo'o.

They did not fight.

Question:

Néhenésónēhemehe?

Do you (pl) have children?

Answer:

Násâahenésónēhéhéme.

We don't have any children.

Question:

Nétâhpetahē?

Are you big?

Answer:

Násâatâhpetāhe.

I'm not big.

Question:

Enémenevohe hee'haho?

Did his son sing?

Answer:

Esâanémenéheho hee'haho.

His son did not sing.

návóosanehe	Did I see?	nánaehe	Did I die?
névóosanehe	Did you see?	nénaehe	2
évóosanehe	Did he see?	énaehe	3
évóosanevohe	Did he (obv) see?	énaevohe	4
návóosanemehe	Did we (excl) see?	nánaemehe	11
névóosanémanehe	Did we (incl) see?	nénaémanehe	12
névóosanemehe	Did you (pl) see?	nénaemehe	22
évóosanevohe	Did they see?	énaevohe	33
nátāhpetahe	Am I big?	nāho?sóehe	Did I dance?
netāhpetahe		ného?sóehe	
étāhpetahe		ého?sóehe	
étāhpetavohe		ého?sóevohe	
nátāhpetaemehe		nāho?sóemehe	
netāhpetaémanehe		ného?sóémanehe	
netāhpetaemehe		nāho?sóemehe	
étāhpetavohe		ého?sóevohe	
námēsēhehe	Did I eat?	nāméahe	Did I give (away)?
némēsēhehe		néméahe	
émēsēhehe		éméahe	
émēsēhevohe		éméaivohe	
námēsēhemehe		nāméamehe	
némēsēhēmanehe		néméamanehe	
némēsēhemehe		néméamehe	
émēsēhevohe		éméaivohe	
nāovēšenahe	Did I go to bed?	nāné?poo?ohe	Did I peak?
néovēšenahe		néné?poo?ohe	
éovēšenahe		éné?poo?ohe	
éovēšenaivohe		éné?poo?ovohe	
nāovēšenamehe		nāné?poo?omehe	
néovēšenāmanehe		néné?poo?ómanehe	
néovēšenamehe		néné?poo?omehe	
éovēšenaivohe		éné?poo?óvohe	
nāhovāneehehe	Was I gone?	nāhotse?óhehe	Did I work?
nehovāneehehe		néhotse?óhehe	
éhovāneehehe		éhotse?óhehe	
éhovāneehevohe		éhotse?óhevohe	
nāhovāneehemehe		nāhotse?óhemehe	
nehovāneehēmanehe		nāhotse?óhēmanehe	
nehovāneehemehe		néhotse?óhemehe	
éhovāneehevohe		éhotse?óhevohe	
nāhenésonēhehe	Do I have a child?	nāmē?hahtsenahe	Did I have a beard?
néhenésonēhehe		némé?hahtsenahe	
éhenésonēhehe		émē?hahtsenahe	
éhenésonēhevohe		émē?hahtsenavohe	
nāhenésonēhemehe		nāmē?hahtsenamehe	
néhenésonēhēmanehe		némé?hahtsenāmanehe	
néhenésonēhemehe		némé?hahtsenamehe	
éhenésonēhevohe		émē?hahtsenavohe	

náhehe Did I say?
 néhehe
 éhehe
 éhevohe
 náhemehe
 néhêmanehe
 néhemehe
 éhevohe

náóxòheve What did I say?
 néóxòheve
 éóxòhevoo?o
 éóxòhevoōne
 náóxòhéme
 néóxòhema
 néóxòhéme
 éóxòhevoōne

EXAMPLES IN SENTENCES:

Question:

Énae^hhe eho?

Did your father die?

Answer:

Ésâana^hhe.

He did not die.

Question:

Né^hé^hemésêhehe?

Did you eat yet?

Answer:

Ná^hé^hemésehe.

I ate already.

Question:

Éovè^henavohe hestónaho?

Did her daughter go to bed?

Answer:

Ésâa' é^hovè^henáheho hestónaho. Her daughter didn't go to bed yet.

Question:

Nénêmenemehe?

Did you (pl) sing?

Answer:

Nánêmenéme.

We sang.

násâavóosanêhehe	Didn't I see?	násâanaehehe	Didn't I die?
nésâavóosanêhehe	...you ...	nésâanaehehe	2
ésâavóosanêhehe	...he ...	ésâanaehehe	3
ésâavóosanêhevohe	...he (obv)...	ésâanaehevohe	4
násâavóosanêhemehe	...we (excl)...	násâanaehemehe	11
nésâavóosanêhemanêhe	...we (incl)...	nésâanaehemanêhe	12
nésâavóosanêhemehe	...you (pl)...	nésâanaehemehe	22
ésâavóosanêhevohe	...they ...	ésâanaehevohe	33

násâatâhpetâhehe	Am I not big?	násâaho?sóehehe	Didn't I dance?
nésâatâhpetâhehe		nésâaho?sóehehe	
ésâatâhpetâhehe		ésâaho?sóehehe	
ésâatâhpetâhevohe		ésâaho?sóehevohe	
násâatâhpetâhemehe		násâaho?sóehemehe	
nésâatâhpetâhemanêhe		nésâaho?sóehemanêhe	
nésâatâhpetâhemehe		nésâaho?sóehemehe	
ésâatâhpetâhevohe		ésâaho?sóehevohe	

násâamésêhehehe	Didn't I eat?	násâaméahehe	Didn't I give?
nésâamésêhehehe		nésâaméahehe	
ésâamésêhehehe		ésâaméahehe	
ésâamésêhehevohe		ésâaméahevohe	
násâamésêhehemehe		násâaméahemehe	
nésâamésêhêhemanêhe		nésâaméahemanêhe	
nésâamésêhehemehe		nésâaméahemehe	
ésâamésêhehevohe		ésâaméahevohe	

násâa?ovêšenâhehe	Didn't I go to bed?	násâané?poo?ôhehe	Didn't I peak?
nésâa?ovêšenâhehe		nésâané?poo?ôhehe	
ésâa?ovêšenâhehe		ésâané?poo?ôhehe	
ésâa?ovêšenâhevohe		ésâané?poo?ôhevohe	
násâa?ovêšenâhemehe		násâané?poo?ôhemehe	
nésâa?ovêšenâhemanêhe		nésâané?poo?ôhemanêhe	
nésâa?ovêšenâhemehe		nésâané?poo?ôhemehe	
ésâa?ovêšenâhevohe		ésâané?poo?ôhevohe	

násâahovâneehêhehe	Wasn't I gone?	násâahotse?óhehehe	Didn't I work?
nésâahovâneehêhehe		nésâahotse?óhehehe	
ésâahovâneehêhehe		ésâahotse?óhehehe	
ésâahovâneehêhevohe		ésâahotse?óhehevohe	
násâahovâneehêhemehe		násâahotse?óhehemehe	
nésâahovâneehêhemanêhe		nésâahotse?óhehemanêhe	
nésâahovâneehêhemehe		nésâahotse?óhehemehe	
ésâahovâneehêhevohe		ésâahotse?óhehevohe	

násâahenéseonêhehehe	Don't I have a child?	Note: 11 forms are also	
nésâahenéseonêhehehe		commonly pronounced the same as 12	
ésâahenéseonêhehehe		forms, except for having the ná-	
ésâahenéseonêhêhevohe		prefix, e.g.:	
násâahenéseonêhêhemehe		násâavóosanêhemanêhe	Didn't we see?
nésâahenéseonêhêhemanêhe		násâaho?sóehemanêhe	Didn't we dance?
nésâahenéseonêhêhemehe		násâaméahemanêhe	Didn't we give?
ésâahenéseonêhêhevohe		násâahotse?óhehemanêhe	Didn't we work?

mónánêmenêhēhe	I must have sung, I guess I sang
mónénêmenêhēhe	you must have sung
mónêmenêhēhe	he must have sung
mónêmenêhevōhe	he (obv) must have sung
mónánêmenêhemanēhe	we (excl) must have sung
mónénêmenêhemanēhe	we (incl) must have
mónénêmenêhemēhe	you (pl) must have sung
mónêmenêhevōhe	they must have sung
mónánêmenêhéhe	I must have a crooked face, I guess I have a crooked
mónénêmenêhéhe	face
mónêmenêhéhe	
mónêmenêhevōhe	
mónánêmenêhemanēhe	
mónénêmenêhemanēhe	
mónénêmenêhemēhe	
mónêmenêhevōhe	
mónáhâeanâhēhe	I must be hungry, I guess I'm hungry
mónáhâeanâhēhe	2
móhâeanâhēhe	3
móhâeanâhevōhe	4
mónáhâeanâhemanēhe	11
mónéhâeanâhemanēhe	12
mónéhâeanâhemēhe	22
móhâeanâhevōhe	33
mónáhâoonâhéhe	I must have prayed, I guess I prayed
mónéhâoonâhéhe	
móhâoonâhéhe	
móhâoonâhevōhe	
mónáhâoonâhemanēhe	
mónéhâoonâhemanēhe	
mónéhâoonâhemēhe	
móhâoonâhevōhe	
mónátâhoehēhe	I must have ridden, I guess I rode
mónétâhoehēhe	
mótâhoehēhe	
mótâhoehēhevōhe	
mónátâhoehemanēhe	
mónétâhoehemanēhe	
mónétâhoehemēhe	
mótâhoehēhevōhe	
mónâmanêhēhe	I must have drunk, I guess I drank
mónâmanêhēhe	
mómanêhēhe	
mómanêhevōhe	
mónâmanêhemanēhe	
mónêmanêhemanēhe	
mónêmanêhemēhe	
mómanêhevōhe	

nānēmenēmāse	I am said to have sung, they say I'm singing
nēnēmenēmāse	you are said to have sung
ēnēmenesēstse	he is said to have sung
ēnēmenēsēsto	he (obv) is said to have sung
nānēmenēmānēse	we (excl) are said to have sung
nēnēmenēmānēse	we (incl) are said to have sung
nēnēmenēmēse	you (pl) are said to have sung
ēnēmenēsēsto	they are said to have sung
náho?sóémāse	I am said to have danced, they say I'm dancing
ného?sóémāse	2
ého?sóesēstse	3
ého?sóesēsto	4
náho?sóémānēse	11
ného?sóémānēse	12
ného?sóémēse	22
ého?sóesēsto	33
nānēménēmāse	I am said to have a crooked face
nēnēménēmāse	
ēnēmenesēstse	
ēnēmenēsēsto	
nānēménēmānēse	
nēnēménēmānēse	
nēnēménēmēse	
ēnēmenēsēsto	
nāhonónēmāse	I am said to have cooked, they say I'm cooking
néhonónēmāse	
éhonónesēstse	
éhonónēsēsto	
nāhonónēmānēse	
néhonónēmānēse	
néhonónēmēse	
éhonónēsēsto	
nāmanēmāse	I am said to have drunk, they say I drank
nēmanēmāse	
émanesēstse	
émanēsēsto	
nāmanēmānēse	
nēmanēmānēse	
nēmanēmēse	
émanēsēsto	
námēsēhēmāse	I am said to have eaten, they say I ate
némēsēhēmāse	
émēsēhesēstse	
émēsēhēsēsto	
námēsēhēmānēse	
némēsēhēmānēse	
némēsēhēmēse	
émēsēhēsēsto	

násáanémenéhémāse	I am said to have not sung
nésáanémenéhémāse	you are said to have not sung
ésáanémenéhēsēstse	he is said to have not sung
ésáanémenéhēsēsto	he (obv) is said to have not sung
násáanémenéhémánēse	we (excl) are said to have not sung
nésáanémenéhémánēse	we (incl) are said to have not sung
nésáanémenéhēmēse	you (pl) are said to have not sung
ésáanémenéhēsēsto	they are said to have not sung

násáanémenéhémāse	I am said to not have a crooked face
nésáanémenéhémāse	2
ésáanémenéhēsēstse	3
ésáanémenéhēsēsto	4
násáanémenéhémánēse	11
nésáanémenéhémánēse	12
nésáanémenéhēmēse	22
ésáanémenéhēsēsto	33

násáaho?soéhémāse	I am said to have not danced
nésáaho?soéhémāse	
ésáaho?soehēsēstse	
ésáaho?soehēsēsto	
násáaho?soéhémánēse	
nésáaho?soéhémánēse	
nésáaho?soehēmēse	
ésáaho?soehēsēsto	

násáahonónéhémāse	I am said to have not cooked
nésáahonónéhémāse	
ésáahonónéhēsēstse	
ésáahonónéhēsēsto	
násáahonónéhémánēse	
nésáahonónéhémánēse	
nésáahonónéhēmēse	
ésáahonónéhēsēsto	

násáamanéhémāse	I am said to have not drunk
nésáamanéhémāse	
ésáamanéhēsēstse	
ésáamanéhēsēsto	
násáamanéhémánēse	
nésáamanéhémánēse	
nésáamanéhēmēse	
ésáamanéhēsēsto	

násáamésēhéhémāse	I am said to have not eaten
nésáamésēhéhémāse	
ésáamésēhēhēsēstse	
ésáamésēhēhēsēsto	
násáamésēhéhémánēse	
nésáamésēhéhémánēse	
nésáamésēhéhēmēse	
ésáamésēhēhēsēsto	

he	they, he (obv)	stem meaning
éhnēmenéhoo?o	éhnēmenéhoono	sang
éhnēmenéhoo?o	éhnēmenéhoono	had crooked face
éxhonónéhoo?o	éxhonónéhoono	cooked
éxháoonáhoo?o	éxháoonáhoono	prayed
éxháeanáhoo?o	éxháeanáhoono	was hungry
éhnaehoo?o	éhnaehoono	died
éhnaa?éhoo?o	éhnaa?éhoono	doctored
éméséhéhoo?o	éméséhéhoono	ate
éné?poo?óhoo?o	éné?poo?óhoono	peaked
éxhováneehéhoo?o	éxhováneehéhoono	was gone
é?ověšenáhoo?o	é?ověšenáhoono	went to bed

ANIMATE INTRANSITIVE NEGATIVE MEDIATE

he	they, he (obv)	stem meaning
ésāanémenéhehoo?o	ésāanémenéhehoono	not sing
ésāanémenéhehoo?o	ésāanémenéhehoono	not have crooked face
ésāahonónéhehoo?o	ésāahonónéhehoono	not cook
ésāaháoonáhehoo?o	ésāaháoonáhehoono	not pray
ésāaháeanáhehoo?o	ésāaháeanáhehoono	not be hungry
ésāanaehéhoo?o	ésāanaehéhoono	not die
ésāanaa?éhehoo?o	ésāanaa?éhehoono	not doctor
ésāaméséhéhoo?o	ésāaméséhéhoono	not eat
ésāané?poo?óhehoo?o	ésāané?poo?óhehoono	not peak
ésāahováneehéhoo?o	ésāahováneehéhehoono	not be gone
ésāa?ověšenáhehoo?o	ésāa?ověšenáhehoono	not go to bed

(Note: Mediate forms are typically, but not exclusively, used in legends and folklore. See TEXTS, later in these notes.)

you	you (pl)	meaning
ho?sóó?ěstse	ho?sóó?e	Dance!
méseestse	mésehe	Eat!
měă?atse	měă?a	Give (away)!
taověšěstse	taověše	Go to bed!
né?póó?ótse	né?póó?o	Peak!
hovánee?ěstse	hovánee?e	Be gone!
háóónatse	háóóna	Pray!
pěhévoestomo?ěstse	pěhévoestomo?he	Be kind!
néméněstse	néméne	Sing!
néméněstse	néméne	Have a crooked face!
věstaestse	věstahe	Help!
hotse?óestse	hotse?őhe	Work!
né?ěsto?hahtse	né?ěsto?haha	Take your gloves off!
sévánótse	séváno	Ski, skate!
tsetóó?ótse	tsetóó?o	Look!

(PA *-lo AI imperative sg. ending; Ch. /-te/. *-ko AI imper. pl ending; Ch. /ø/.)

ANIMATE INTRANSITIVE DELAYED IMPERATIVE

you	you (pl)	meaning
ho?sóeo?o	ho?sóéhéne	Dance!
mésěheo?o	mésěhéhéne	Eat!
méao?o	měáhēne	Give (away)!
taověšenăő?o	taověšenáhéne	Go to bed!
né?poo?oo?o	né?poo?óhéne	Peak!
hováneeo?o	hováneehēne	Be gone!
háoonao?o	háóónáhéne	Pray!
pěhévoestomó?heo?o	pěhévoestomó?héhéne	Be kind!
néméněő?o	néménéhéne	Sing!
némeneo?o	néménéhéne	Have a crooked face!
věstāheo?o	věstāhéhéne	Help!
hotse?óheo?o	hotse?óhéhéne	Work!
né?ěsto?hahao?o	né?ěsto?haháhéne	Take your gloves off!
sévanăő?o	sévanóhéne	Ski, skate!
tsetóo?oo?o	tsetóo?óhéne	Look!

"let him..."	"let them..."	stem meaning
ho?sóeha	ho?sóevoha	dance
mésèheha	mésèhêvoha	eat
méaha	méavoha	give (away)
taovêšenaha	taovêšenávoha	go to bed
né?poo?oha	né?poo?óvoha	peak
hováneehaha	hováneehêvoha	be gone
háoonaha	háoonavoha	pray
pêhévoestomó?heha	pêhévoestomó?hevoha	be kind
némeneha	némenevoha	sing
némeneha	némenevoha	have a crooked face
véstàheha	véstàhêvoha	help
hotse?óheha	hotse?óhevoha	work
né?èsto?hahaha	né?èsto?hahávoha	take gloves off
sévanoha	sévanóvoha	ski, skate
tsetóo?oha	tsetóo?óvoha	look

ANIMATE INTRANSITIVE NEGATIVE HORTATIVE

"don't let him..."	"don't let them..."	stem meaning
sáaho?sóehaha	sáaho?sóehêvoha	dance
sáamésèhêheha	sáamésèhêhevoha	eat
sáaméaheha	sáaméhêvoha	give (away)
tàsáa?ovêšenáheha	tàsáa?ovêšenáhevoha	go to bed
sáané?poo?óheha	sáané?poo?óhevoha	peak
sáahováneehêheha	sáahováneehêhevoha	be gone
sáaháoonàheha	sáaháoonàhevoha	pray
:	:	

FIRST-PERSON ANIMATE INTRANSITIVE HORTATIVES

nétamésèhema, OR, nétamésèhémáne	Let's eat!
nétàhêmèsèhema, OR, nétàhêmèsèhémáne	Let's go eat!
nétàho?sóema, OR, nétàho?sóémáne	Let's dance!
nétanéméne	Let me sing!
nátàsêvanōme	Let us (excl) ski!

singular (I)	plural (II)	stem meaning
ého?ta	ého?tānēstse	be at
évēhpeha	évēhpēhānēstse	empty (lie empty)
étāhpé?o	étāhpe?ōnēstse	big
ého?ééto	---	snow
éhoo?kōho	---	rain
ésééso	éséesōnēstse	similar, same
éhāohō?ta	éhāoho?tānēstse	hot
énēhésō	énēhesōnēstse	be that way
évonāhō?ta	évonāho?tānēstse	burned up
évó?kómo	évó?komōnēstse	white
éheóvo	éheóvōnēstse	yellow
épēhēva?e	épēhēva?ēnēstse	good, nice
éhavēséva?e	éhavēséva?ēnēstse	bad
étóno	étonōnēstse	cool
éó?o	éó?ónēstse	dry
émá?o	éma?ōnēstse	red
émo?kōhtávo	émo?kōhtávōnēstse	black
émaheóneve	émaheónévēnēstse	be a house
énēhpōhta	énēhpōhtānēstse	frozen shut
éhāēnāno	éhāēnanōnēstse	heavy
ééstóvo	eéstovōnēstse	sharp
évóome	évóomēnēstse	be seen
épēhēveméa?ha	épēhēveméa?hānēstse	smell good
étonéto	---	cold (weather)
évóhko	évóhkónēstse	bent
ééxóvo	---	warm (weather)
éhetóeve	éhetóévēnēstse	be evening
émésēhēstove	émésēhéstóvéenēstse	be an eating
émésēhēnove	émésēhénóvéenēstse	be an eating
éhāēanāhtove	éhāēanāhtóvéenēstse	be hunger
éhāoonāhtove	éhāoonāhtóvéenēstse	be praying
émanéstove	émanéstóvéenēstse	be drinking
énēmenéstove	énēmenéstóvéenēstse	be singing
énēmenéstove	énēmenéstóvéenēstse	be having crooked face
éné?poo?óhtove	éné?poo?óhtóvéenēstse	be peaking
ésētovoésta	---	be noon ("middle-hang")

singular (I)	plural (II)	
ého?tatse	ého?tanetōtse	be at
evēhpēhatse	evēhpēhanetōtse	empty (lie empty)
étāhpe?otse	étāhpe?onetōtse	big
ého?éetōtse	---	snow
éhoo?kōhotse	---	rain
éséesotse	éséesonetōtse	similar, same
éhāoho?tatse	éhāoho?tanetōtse	hot
énēhesotse	énēhesonetōtse	be that way
évonāho?tatse	évonāho?tanetōtse	burned up
évó?komotse	évó?komonetōtse	white
éheóvotse	éheóvonetōtse	yellow
épēhéva?etse	épēhéva?enetōtse	good, nice
éhavēséva?etse	éhavēséva?enetōtse	bad
étonotse	étononetōtse	cool
éó?otse	éó?onetōtse	dry
éma?otse	éma?onetōtse	red
émo?kōhtávotse	émo?kōhtávonetōtse	black
émāheónevetse	émāheónevenetōtse	be a house
énēhpōhtatse	énēhpōhtanetōtse	frozen shut
éhāēnanotse	éhāēnanonetōtse	heavy
ééstovotse	ééstovonetōtse	sharp
évóometse	évóomenetōtse	be seen
épēhéveméa?hatse	épēhéveméa?hanetōtse	smell good
étonetotse	---	cold (weather)
évōhкотse	évōhkonetōtse	bent
éēxovotse	---	warm (weather)
éhetóevetse	éhetóevenetōtse	be evening
émésēhēstovetse	émésēhēstovenetōtse	be an eating
émésēhēnovetse	émésēhēnovenetōtse	be an eating
éhāēanāhtovetse	éhāēanāhtovenetōtse	be hunger
éhāoonāhtovetse	éhāoonāhtovenetōtse	be praying
émanéstovetse	émanéstovenetōtse	be drinking
énēmenéstovetse	énēmenéstovenetōtse	be singing
énēmenéstovetse	énēmenéstovenetōtse	be having crooked face
éné?poo?óhtovetse	éné?poo?óhtovenetōtse	be peaking
ésētovoéstatse	---	be noon

singular (I)	plural (II)	stem meaning (with 'not')
ésáaho?táháne	ésáaho?táhanehötse	be at
ésáavéhpéháháne	ésáavéhpéhahanehötse	empty (lie empty)
ésáatàhpe?óháne	ésáatàhpe?óhanehötse	big
ésáaho?éétòháne	---	snow
ésáahoo?kòhóháne	---	rain
ésáaséesóháne	ésáaséesóhanehötse	similar, same
ésáaháo?hóháne	ésáaháo?hóhanehötse	hot
ésáanèhesóháne	ésáanèhesóhanehötse	be that way
ésáavonàho?táháne	ésáavonàho?táhanehötse	burned up
ésáavó?komóháne	ésáavó?komóhanehötse	white
ésáaheóvòháne	ésáaheóvòhanehötse	yellow
ésáapèhéva?éháne	ésáapèhéva?éhanehötse	good, nice
ésáahavèséva?éháne	ésáahavèséva?éhanehötse	bad
ésáatonóháne	ésáatonóhanehötse	cool
ésáa?ó?òháne	ésáa?ó?òhanehötse	dry
ésáama?óháne	ésáama?óhanehötse	red
ésáamo?kòhtávòháne	ésáamo?kòhtávòhanehötse	black
ésáamàheónevèhāne	ésáamàheónevèhanehötse	be a house
ésáanèhpòhtáháne	ésáanèhpòhtáhanehötse	frozen shut
ésáaháenanóháne	ésáaháenanóhanehötse	heavy
ésáa?éstovóháne	ésáa?éstovóhanehötse	sharp
ésáavóoméháne	ésáavóoméhanehötse	be seen
ésáapèhéveméa?háháne	ésáapèhéveméa?háhanehötse	smell good
ésáatonétòháne	---	cold (weather)
ésáavóhkòháne	ésáavóhkòhanehötse	bent
ésáa?éxovóháne	---	warm (weather)
ésáahetóevèhāne	ésáahetóevèhanehötse	be evening
ésáamésèhèstovèhane	ésáamésèhestovèhanehötse	be an eating
ésáamésèhènovèhane	ésáamésèhenovèhanehötse	be an eating
ésáaháeanáhtovèhane	ésáaháeanáhtovèhanehötse	be hunger
ésáaháoonáhtovèhane	ésáaháoonáhtovèhanehötse	be praying
ésáamanéstovèhane	ésáamanéstovèhanehötse	be drinking
ésáanémenéstovèhane	ésáanémenéstovèhanehötse	be singing
ésáanémenèstovèhane	ésáanémenèstovèhanehötse	be having crooked face
ésáané?poo?óhtovèhane	ésáané?poo?óhtovèhanehötse	be peaking
ésètovoéstáháne	---	be noon

singular	plural
ésáaho?táhanéhetse	ésáaho?táhanéhenetötse
ésáavéhpèhâhanéhetse	ésáavéhpèhâhanéhenetötse
ésáatâhpe?óhanéhetse	ésáatâhpe?óhanéhenetötse
ésáaho?éetóhanéhetse	---
ésáahoo?kóhóhanéhetse	---
ésáaséesóhanéhetse	ésáaséesóhanéhenetötse
ésáaháoho?táhanéhetse	ésáaháoho?táhanéhenetötse
ésáanèhesóhanéhetse	ésáanèhesóhanéhenetötse
ésáavonâho?táhanéhetse	ésáavonâho?táhanéhenetötse
ésáavó?komóhanéhetse	ésáavó?komóhanéhenetötse
ésáaheóvóhanéhetse	ésáaheóvóhanéhenetötse
ésáapèhéva?éhanéhetse	ésáapèhéva?éhanéhenetötse
ésáahavèséva?éhanéhetse	ésáahavèséva?éhanéhenetötse
ésáatonóhanéhetse	ésáatonóhanéhenetötse
ésáa?ó?óhanéhetse	ésáa?ó?óhanéhenetötse
ésáama?óhanéhetse	ésáama?óhanéhenetötse
ésáamo?kóhtávóhanéhetse	ésáamo?kóhtávóhanéhenetötse
ésáamâheónevèhanéhetse	ésáamâheónevèhanéhenetötse
ésáanèhpótáhanéhetse	ésáanèhpótáhanéhenetötse
ésáaháenanóhanéhetse	ésáaháenanóhanéhenetötse
ésáa?éstovóhanéhetse	ésáa?éstovóhanéhenetötse
ésáavóoméhanéhetse	ésáavóoméhanéhenetötse
ésáapèhéveméa?háhanéhetse	ésáapèhéveméa?háhanéhenetötse
ésáatonétóhanéhetse	---
ésáavóhkóhanéhetse	ésáavóhkóhanéhenetötse
ésáa?éxovóhanéhetse	---
ésáahetóevèhanéhetse	ésáahetóevèhanéhenetötse
ésáamésèhèstovèhanéhetse	ésáamésèhestovèhanéhenetötse
ésáamésèhènovèhanéhetse	ésáamésèhenovèhanéhenetötse
ésáaháeanáhtovèhanéhetse	ésáaháeanáhtovèhanéhenetötse
ésáaháoonáhtovèhanéhetse	ésáaháoonáhtovèhanéhenetötse
ésáamanéstovèhanéhetse	ésáamanéstovèhanéhenetötse
ésáanémenéstovèhanéhetse	ésáanémenéstovèhanéhenetötse
ésáanémenéstovèhanéhetse	ésáanémenéstovèhanéhenetötse
ésáané?poo?óhtovèhanéhetse	ésáané?poo?óhtovèhanéhenetötse
ésáasétovoéstáhanéhetse	---

singular	plural	stem meaning
ého?tahe	ého?tanevotse	be at
évêhpêhahe	évêhpêhanevotse	empty (lie empty)
étâhpe?ohe	étâhpe?onevotse	big
ého?éetohe	---	snow
éhoo?kôhohe	---	rain
ésêesohe	ésêesonevotse	similar, same
éhâoho?tahe	éhâoho?tanevotse	hot
énêhesohe	énêhesónevotse	be that way
évonâha?tahe	évonâho?tanevotse	burned up
évô?komohe	évô?komonevotse	white
éheóvohe	éheóvonevotse	yellow
épêhêva?ehe	épêhêva?enevotse	good, nice
éhavêséva?ehe	éhavêséva?enevotse	bad
étonohe	étononevotse	cool
éô?ohe	éô?onevotse	dry
éma?ohe	éma?onevotse	red
émo?kôhtavohe	émo?kôhtávonevotse	black
émaheónevehe	émaheónevenevotse	be a house
énêhpôhtahe	énêhpôhtanevotse	frozen shut
éhâenanahohe	éhâenananevotse	heavy
éêstovohe	éêstovonevotse	sharp
évôomehe	évôomenevotse	be seen
épêhêveméa?hahe	épêhêveméa?hanevotse	smell good
étonetohe	---	cold (weather)
évôhkohe	évôhkonevotse	bent
eéxovohe	---	warm (weather)
éhetóevehe	éhetóevenevotse	be evening
émésêhêstovehe	émésêhêstovenevotse	be an eating
émésêhênovavehe	émésêhênovenevotse	be an eating
éhâeanâhtovehe	éhâeanâhtovenevotse	be hunger
éhâoonâhtovehe	éhâoonâhtovenevotse	be praying
émanéstovehe	émanéstovenevotse	be drinking
énêmenéstovehe	énêmenéstovenevotse	be singing
énêmenéstovehe	énêmenéstovenevotse	be having crooked face
éné?poo?óhtovehe	éné?poo?óhtovenevotse	be peaking
ésêtovoéstahe	---	be noon

singular	plural	stem meaning
ého?tatsehe	ého?tanetsevotse	be at
évéhpêhatsehe	évéhpêhanetsevotse	empty
étâhpe?otsehe	étâhpe?onetsevotse	big
éheóvotsehe	éheóvonetsevotse	yellow
épêhéva?etsehe	épêhéva?enetsevotse	good, nice
éhâeanâhtovetsehe	éhâeanâhtovenetsevotse	be hunger
éhâoonâhtovetsehe	éhâoonâhtovenetsevotse	be praying

EXAMPLES IN SENTENCES:

étâhpe'otsehe hemâheo'o	Is his house big?
étâhpe'onetsevotse hemâheonôtse	Are his houses big?
hesémo éheóvotsehe	Is his boat yellow?
hesémonôtse épêhéva'enetsevotse	Are his boats nice?

ésáaho?táhanehe	Isn't it (there, here)?
ésáaho?táhanevotse	Aren't they (there, here)?
ésáavéhpèhâhanehe	Isn't it empty?
ésáavéhpèhâhanevotse	Aren't they empty?
ésáatâhpe?óhanehe	Isn't it big?
ésáatâhpe?óhanevotse	Aren't they big?
ésáaho?éetôhanehe	Isn't it snowing?
ésáhoo?kôhóhanehe	Isn't it raining?
ésáaheóvôhanehe	Isn't it yellow?
ésáaheóvôhanevotse	Aren't they yellow?
ésáapèhéva?éhanehe	Isn't it good?
ésáapèhéva?éhanevotse	Aren't they good?
ésáháéanáhhtovêhanehe	Isn't there hunger?
ésáháéanáhhtovêhanevotse	Aren't there hungerings?
ésáháoonáhhtovêhanehe	Isn't there praying?
ésáháoonáhhtovêhanevotse	Aren't there "prayings"?

INANIMATE INTRANSITIVE NEGATIVE INTERROGATIVE--relational

ésáaho?táhanéhetsehe	Isn't his ____ (here, there)?
ésáaho?táhanéhetotsehe	Aren't his ____ (here, there)?
ésáavéhpèhâhanéhetsehe	Isn't his ____ empty?
ésáavéhpèhâhanéhetotsehe	Aren't his ____ empty?
ésáatâhpe?óhanéhetsehe	Isn't his ____ big?
ésáatâhpe?óhanéhetotsehe	Aren't his ____ big?
ésáaho?éetôhanéhetsehe	Isn't it snowing (relational)?
ésáhoo?kôhóhanéhetsehe	Isn't it raining (relational)?
ésáaheóvôhanéhetsehe	Isn't his ____ yellow?
ésáaheóvôhanéhetotsehe	Aren't his ____ yellow?
ésáapèhéva?éhanéhetsehe	Isn't his ____ good?
ésáapèhéva?éhanéhetotsehe	Aren't his ____ good?
ésáháéanáhhtovêhanéhetsehe	Isn't there hunger (relational)?
ésáháéanáhhtovêhanéhetotsehe	Aren't there hungerings (relational)?
ésáháoonáhhtovêhanéhetsehe	Isn't there praying (relational)?
ésáháoonáhhtovêhanéhetotsehe	Aren't there prayings (relational)?

móhoo?kòhóhanēhe	It must be raining, I guess it's raining
móma?óhanēhe	It must be red, I guess it's red
móma?óhanevōtse	They must be red, I guess they're red
móheóvóhanēhe	It must be yellow, I guess it's yellow
móheóvóhanevōtse	They must be yellow, I guess they're yellow
mópèhêva?éhanēhe	It must be good, I guess it's good
mópèhêva?éhanevōtse	They must be good, I guess they're good
mótàhpe?óhanēhe	It must be big, I guess it's big
mótàhpe?óhanevōtse	They must be big, I guess they're big
mónèhpòhtáhanēhe	It must have been frozen shut
mónèhpòhtáhanevōtse	They must have been frozen shut
mómésèhêstovéhanēhe	There must have been an eating
mómésèhêstovéhanevōtse	There must have been eatings

INANIMATE INTRANSITIVE DUBITATIVE--relational

móma?óhanetsēhe	I guess his ____ is red.
móma?óhanetsevōtse	I guess his ____ are red.
mópèhêva?éhanetsēhe	I guess his ____ is big.
mópèhêva?éhanetsevōtse	I guess his ____ are big.
mótàhpe?óhanetsēhe	I guess his ____ is good.
mótàhpe?óhanetsevōtse	I guess his ____ are good.
móheóvóhanetsēhe	I guess his ____ is yellow.
móheóvóhanetsevōtse	I guess his ____ are yellow.

EXAMPLES IN SENTENCES:

mótàhpe?óhanēhe nemàheo?o	I guess your house must be big.
móhoo?kòhóhanēhe tséhvôona?o	I guess it must have rained this morning.
ó?he?e mónèhpòhtáhanēhe	The river must have been frozen shut.
mópèhêva?éhanevōtse sémonōtse	The boats must have been nice.
móma?óhanetsēhe hemàheo?o	I guess his house is red.
mótàhpe?óhanetsevōtse hesémonōtse	I guess his boats are big.

ého?tánèse	they say it's (here, there)
ého?tánèsestòtse	they say they are (here, there)
éhoo?kòhònèse	they say it's raining
évóhkónèse	they say it's bent
évóhkonèsestòtse	they say they are bent
éma?ónèse	they say it's red
éma?ónèsestòtse	they say they are red
éheóvónèse	they say it's yellow
éheóvonèsestòtse	they say they are yellow
épèhéva?énèse	they say it's good
épèhéva?énèsestòtse	they say they are good
émésèhèstovenèse	they say there is an eating
émésèhèstovenèsestòtse	they say there are "eatings"

INANIMATE INTRANSITIVE ATTRIBUTIVE--relational

ého?tátsénèse	they say his ____ is (here, there)
ého?tátsenèsestòtse	they say his ____ are (here, there)
éhoo?kòhótsénèse	they say it's raining (relational)
évóhkótsénèse	they say his ____ is bent
évóhkotsenèsestòtse	they say his ____ are bent
éma?ótsénèse	they say his ____ is red
éma?ótsenèsestòtse	they say his ____ are red
éheóvótsénèse	they say his ____ is yellow
éheóvotsenèsestòtse	they say his ____ are yellow
épèhéva?étsénèse	they say his ____ is good
épèhéva?étsenèsestòtse	they say his ____ are good
émésèhéstóvéténèse	they say there is an eating (relational)
émésèhéstovetsenèsestòtse	they say there are eatings (relational)

ésáaho?táhanéhenése	they say it's not (here, there)
ésáaho?táhanéhenésestótse	they say they're not (here, there)
ésáahoo?kóhóhanéhenése	they say it's not raining
ésáavóhkóhanéhenése	they say it's not bent
ésáavóhkóhanéhenésestótse	they say they're not bent
ésáama?óhanéhenése	they say it's not red
ésáama?óhanéhenésestótse	they say they're not red
ésáaheóvóhanéhenése	they say it's not yellow
ésáaheóvóhanéhenésestótse	they say they're not yellow
ésáapéhéva?éhanéhenése	they say it's not good
ésáapéhéva?éhanéhenésestótse	they say they're not good
ésáameséhestovéhanéhenése	they say there's not an eating
ésáaméséhéstovéhanéhenésestótse	they say there's not "eatings"

INANIMATE INTRANSITIVE NEGATIVE ATTRIBUTIVE--relational

ésáaho?táhanéhetotsenése	they say his ____ isn't (here, there)
ésáaho?táhanéhetotsenésestótse	they say his ____ aren't (here, there)
ésáahoo?kóhóhanéhetotsenése	they say it's not raining (relational)
ésáavóhkóhanéhetotsenése	they say his ____ isn't bent
ésáavóhkóhanéhetotsenésestótse	they say his ____ aren't bent
ésáama?óhanéhetotsenése	they say his ____ isn't red
ésáama?óhanéhetotsenésestótse	they say his ____ aren't red
ésáaheóvóhanéhetotsenése	they say his ____ isn't yellow
ésáaheóvóhanéhetotsenésestótse	they say his ____ aren't yellow
ésáapéhéva?éhanéhetotsenése	they say his ____ isn't good
ésáapéhéva?éhanéhetotsenésestótse	they say his ____ aren't good
ésáameséhestovéhanéhetotsenése	they say there's not an eating (relat)
ésáaméséhéstovéhanéhetotsenésestótse	they say there's not eatings (relat)

ého?tánehó	it was (here, there)
ého?tánehóonótse	they were (here, there)
éhoo?kóhónehó	it was raining, it rained
évóhkónehó	it was bent
évóhkónehóonótse	they were bent
éma?óného	it was red
éma?ónéhoonótse	they were red
éheóvónehó	it was yellow
éheóvónehóonótse	they were yellow
épéhéva?énehó	it was good
épéhéva?énehóonótse	they were good
éméséhéstóvónehó	there was an eating
éméséhéstóvónehóonótse	there were "eatings"

INANIMATE INTRANSITIVE MEDIANE--relational

ého?tátsenehó	his ____ was (here, there)
ého?tátsenehóonótse	his ____ were (here, there)
éhoo?kóhótsenehó	it was raining, it rained (relational)
évóhkótsénehó	his ____ was bent
évóhkótsénehóonótse	his ____ were bent
éma?ótsénehó	his ____ was red
éma?ótsénehóonótse	his ____ were red
éheóvótsénehó	his ____ was yellow
éheóvótsénehóonótse	his ____ were yellow
épéhéva?étsénehó	his ____ was good
épéhéva?étsénehóonótse	his ____ were good
éméséhéstóvótsénehó	there was an eating (relational)
éméséhéstóvótsénehóonótse	there were "eatings" (relational)

ésáaho?táhanéheneho	it was not (here, there)
ésáaho?táhanéhenéhoonótse	they were not (here, there)
ésáhoo?kóhóhanéheneho	it did not rain
ésáavóhkóhanéheneho	it was not bent
ésáavóhkóhanéhenéhoonótse	they were not bent
ésáama?óhanéheneho	it was not red
ésáama?óhanéhenéhoonótse	they were not red
ésáapéhéva?éhanéheneho	it was not good
ésáapéhéva?éhanéhenéhoonótse	they were not good

INANIMATE INTRANSITIVE NEGATIVE MEDIANE--relational

ésáaho?táhanéhetotséneho	his ____ was not (here, there)
ésáaho?táhanéhetotsénéhoonótse	his ____ were not (here, there)
ésáhoo?kóhóhanéhetotséneho	it did not rain (relational)
ésáavóhkóhanéhetotséneho	his ____ was not bent
ésáavóhkóhanéhetotsénéhoonótse	his ____ were not bent
ésáama?óhanéhetotséneho	his ____ was not red
ésáama?óhanéhetotsénéhoonótse	his ____ were not red
ésáapéhéva?éhanéhetotséneho	his ____ was not good
ésáapéhéva?éhanéhetotsénéhoonótse	his ____ were not good

návóomahtse	I saw myself	1-1	návóomāā?e	they saw me	33-1
névóomatse	I saw you	1-2	névóomāā?e	they saw you	33-2
návóómo	I saw him	1-3	évóomóvo	they saw him (obv)	33-4
návóomamóho	I saw him (obv)	1-4	návóomaeněó?o	they saw us (excl)	33-11
névóomatseme	I saw you (p1)	1-22	névóomaeneo?o	they saw us (incl)	33-12
návóomóó?o	I saw them	1-33	névóomaevěó?o	they saw you (p1)	33-22
			évóomāhtseo?o	they saw themselves	33-33
névóome	you saw me	2-1			
névóomahtse	you saw yourself	2-2			
návóómo	you saw him	2-3			
névóomamóho	you saw him (obv)	2-4	návóomāne	I was seen	x-1
névóomemeno	you saw us(ex)	2-11	névóomāne	you were seen	x-2
návóomóó?o	you saw them	2-33	évóome	he was seen	x-3
			návóomanéme	we (excl) were seen	x-11
návóoma	he saw me	3-1	návóomanema	we (incl) were seen	x-12
névóoma	he saw you	3-2	návóomanéme	you (p1) were seen	x-22
évóomahtse	he saw himself	3-3	évóomeo?o	they were seen	x-33
évóomóho	he saw him (obv)	3-4			
návóomaēne	he saw us (excl)	3-11			
névóomaene	he saw us (incl)	3-12			
névóomaēvo	he saw you (p1)	3-22			
návóomaetsenoto	he (obv) saw me	4-1			
névóomaetsenoto	he (obv) saw you	4-2			
évóomāā?e	he (obv) saw him	4-3			
évóomāhtóho	he (obv) saw himself	4-4			
návóomaetsenone	he (obv) saw us (excl)	4-11			
névóomaetsenone	he (obv) saw us (incl)	4-12			
névóomaetsenōvo	he (obv) saw you (p1)	4-22			
évóomaevóho	he (obv) saw them	4-33			
névóomatsemeno	we (excl) saw you	11-2			
návóomóne	we (excl) saw him	11-3			
návóomamone	we (excl) saw him (obv)	11-4			
návóomāhtseme	we (excl) saw ourselves	11-11			
névóomatsemeno	we (excl) saw you (p1)	11-22			
návóomóneo?o	we (excl) saw them	11-33			
névóomōne	we (incl) saw him	12-3			
névóomamone	we (incl) saw him (obv)	12-4			
névóomāhtsema	we (incl) saw ourselves	12-12			
névóomóneo?o	we (incl) saw them	12-33			
névóomēme	you (p1) saw me	22-1			
návóomóvo	you (p1) saw him	22-3			
návóomamovo	you (p1) saw him (obv)	22-4			
névóomemeno	you (p1) saw us (excl)	22-11			
návóomāhtseme	you (p1) saw yourselves	22-22			
návóomóvoo?o	you (p1) saw them	22-33			

(Note: Cheyenne reflexives are identical with corresponding reciprocals, e.g. návóomāhtseme means either 'we (excl) saw ourselves', or, 'we (excl) saw each other.')

(PA *wa:pam- (TA), Ch. -vóom-)

náméó?tahtse 1-1
 náméó?tātse 1-2
 náméó?to 1-3
 náméó?tamóho 1-4
 náméó?tatseme 1-22
 náméó?too?o 1-33

néméoxe 2-1
 náméó?tahtse 2-2
 náméó?to 2-3
 náméó?tamóho 2-4
 náméoxemeno 2-11
 náméó?too?o 2-33

náméó?ta 3-1
 náméó?ta 3-2
 éméó?tahtse 3-3
 éméó?tóho 3-4
 náméó?táéne 3-11
 náméó?taene 3-12
 náméó?táévo 3-22

náméó?taetsenoto 4-1
 náméó?taetsenoto 4-2
 éméó?táá?e 4-3
 éméó?tāhtóho 4-4
 náméó?taetsenone 4-11
 náméó?taetsenone 4-12
 náméó?taetsenōvo 4-22
 éméó?taevóho 4-33

náméó?tatsemeno 11-2
 náméó?tóne 11-3
 náméó?tamone 11-4
 náméó?tāhtséme 11-11
 náméó?tatsemeno 11-22
 náméó?toneo?o 11-33

néméó?tone 12-3
 náméó?tamone 12-4
 náméó?tāhtsema 12-12
 náméó?toneo?o 12-33

néméóxéme 22-1
 náméó?tóvo 22-3
 náméó?tamovo 22-4
 náméoxemeno 22-11
 náméó?tāhtséme 22-22
 náméó?tovoo?o 22-33

náméó?táá?e 33-1
 náméó?táá?e 33-2
 éméó?tovo 33-4
 náméó?taeněő?o 33-11
 náméó?taeneo?o 33-12
 náméó?taevőő?o 33-22
 éméó?tāhtseo?o 33-33

náméó?táne x-1
 náméó?táne x-2
 éméohe x-3
 náméó?tanéme x-11
 náméó?tanema x-12
 náméó?tanéme x-22
 éméoheo?o x-33

Meaning examples:

1-33 I fought them.
 3-11 He fought us.
 3-4 He fought him (obviative).
 33-1 They fought me.

PA *mi:ka:θ- , Ch. -méó?t-

Correction: here, and throughout this grammar, there should be no (?) glottal stop in the verb stem for 'love'. Hence 'I love him (1-3)' is correctly spelled as náméóto.

náhetah̄tse	1-1	náhetāāʔe	33-1
néhetat̄se	1-2	néhetāāʔe	33-2
náhéto	1-3	éhetóvo	33-4
náhetamóho	1-4	náhetāeněőʔo	33-11
náhetatsēme	1-22	néhetāeneoʔo	33-12
náhetooʔo	1-33	néhetāevőőʔo	33-22
		éhetāhtseoʔo	33-33
néheše	2-1		
néhetah̄tse	2-2		
náhéto	2-3		
náhetamóho	2-4	náhetāne	x-1
néhešemeno	2-11	néhetāne	x-2
náhetooʔo	2-33	éhestóhe	x-3
		náhetanéme	x-11
náheta	3-1	néhetanema	x-12
néheta	3-2	néhetanéme	x-22
éhetah̄tse	3-3	éhestóheoʔo	x-33
éhetóho	3-4		
náhetāēne	3-11		
néhetāene	3-12		
néhetāēvo	3-22		
náhetāetsenoto	4-1		
néhetāetsenoto	4-2		
éhetāāʔe	4-3		
éhetāhtóho	4-4		
náhetāetsenone	4-11		
néhetāetsenone	4-12		
néhetāetsenōvo	4-22		
éhetāevóho	4-33		
néhetat̄semeno	11-2		
náhetóne	11-3		
náhetamone	11-4		
náhetāhtsēme	11-11		
néhetat̄semeno	11-22		
náhetóneoʔo	11-33		
néhetőne	12-3		
néhetamone	12-4		
néhetāhtsema	12-12		
néhetóneoʔo	12-33		
néhešēme	22-1		
néhetóvo	22-3		
néhetamovo	22-4		
néhešemeno	22-11		
néhetāhtsēme	22-22		
néhetóvooʔo	22-33		

Meaning examples:

- 1-3 I said to him, I told him.
 3-11 He told us.
 3-4 He told him (obv).
 33-1 They told me.
 x-3 He was told, he is called.

náa?tāxestse 1-1
 néa?tāxestse 1-2
 náa?tāso 1-3
 náa?tāxamóho 1-4
 néa?tāxetsēme 1-22
 náa?tāsōó?o 1-33

néa?taxe 2-1
 néa?tāxestse 2-2
 néa?tāso 2-3
 néa?tāxamóho 2-4
 néa?tāxemenó 2-11
 néa?tāsōó?o 2-33

náa?taxe 3-1
 néa?taxe 3-2
 éa?tāxestse 3-3
 éa?tāsóho 3-4
 náa?tāxēne 3-11
 néa?tāxene 3-12
 néa?tāxēvo 3-22

náa?tāxeetsenoto 4-1
 néa?tāxeetsenoto 4-2
 éa?tāxēē?e 4-3
 éa?tāxestóho 4-4
 náa?tāxeetsenone 4-11
 néa?tāxeetsenone 4-12
 néa?tāxeetsenōvo 4-22
 éa?tāxēvóho 4-33

néa?tāxetsemeno 11-2
 náa?tāsóne 11-3
 náa?tāxamone 11-4
 náa?tāxestseme 11-11
 néa?tāxetsemeno 11-22
 náa?tāsóneo?o 11-33

néa?tāsóne 12-3
 néa?tāxamone 12-4
 néa?tāxestsema 12-12
 néa?tāsóneo?o 12-33

néa?tāxēme 22-1
 néa?tāsóvo 22-3
 néa?tāxamovo 22-4
 néa?tāxemenó 22-11
 néa?tāxestseme 22-22
 néa?tāsóvoo?o 22-33

náa?tāxēē?e 33-1
 néa?tāxēē?e 33-2
 éa?tāsóvo 33-4
 náa?tāxeeneo?o 33-11
 néa?tāxeeneo?o 33-12
 néa?tāxēevóó?o 33-22
 éa?tāxestseo?o 33-33

náa?tāxēne x-1
 néa?tāxēne x-2
 éa?taxe x-3
 náa?tāxenēme x-11
 néa?tāxenema x-12
 néa?tāxenēme x-22
 éa?tāxeo?o x-33

Meaning examples:

- 1-3 I accidentally cut him.
 x-1 I was accidentally cut.
 3-4 He accidentally cut him (obv).

PA *nepe?tešwa:wa I acc. cut him,
 Ch /ná a?tas ó/

návovéstomévahť se	1-1	návovéstomóó?e	33-1
névovéstomevăt se	1-2	névovéstomóó?e	33-2
návovéstomēvo	1-3	évovéstomevŏvo	33-4
návovéstomévamóho	1-4	návovéstomóeněŏ?o	33-11
návovéstomévăt sēme	1-22	névovéstomóeneo?o	33-12
návovéstomevoo?o	1-33	névovéstomóevŏŏ?o	33-22
		évovéstomévahť seo?o	33-33
névovéstomeve	2-1		
névovéstomévahť se	2-2		
névovéstomēvo	2-3		
névovéstomévamóho	2-4	návovéstomóne	x-1
névovéstomevemeno	2-11	névovéstomóne	x-2
névovéstomevoo?o	2-33	évovéstomŏhe	x-3
		návovéstomónēme	x-11
návovéstomeva	3-1	névovéstomónema	x-12
névovéstomeva	3-2	névovéstomónēme	x-22
évovéstomévahť se	3-3	évovéstomóheo?o	x-33
évovéstomevóho	3-4		
návovéstomóēne	3-11		
névovéstomóene	3-12		
névovéstomóévo	3-22		
návovéstomóet senoto	4-1		
névovéstomóet senoto	4-2		
évovéstomóó?e	4-3		
évovéstomévahťóho	4-4		
návovéstomóet senone	4-11		
névovéstomóet senone	4-12		
névovéstomóet senŏvo	4-22		
évovéstomóevóho	4-33		
névovéstomévăt semeno	11-2		
návovéstomevóne	11-3		
návovéstomévamone	11-4		
návovéstomévahť sēme	11-11		
névovéstomévăt semeno	11-22		
návovéstomevóneo?o	11-33		
névovéstomevŏne	12-3		
névovéstomévamone	12-4		
névovéstomévahť sema	12-12		
névovéstomevóneo?o	12-33		
névovéstomevēme	22-1		
névovéstomevóvo	22-3		
névovéstomévamovo	22-4		
névovéstomevemeno	22-11		
névovéstomévahť sēme	22-22		
névovéstomevóvoo?o	22-33		

Meaning examples:

- 1-33 I taught them.
11-3 We taught him.
33-1 They taught me.
3-1 He taught me.
1-2 I taught you.

nánêhovahtse	1-1	nánêhóó?e	33-1
nénêhovâtse	1-2	nénêhóó?e	33-2
nánêhóvo	1-3	énêhovovo	33-4
nánêhovamóho	1-4	nánêhoeneo?o	33-11
nénêhovat sēme	1-22	nénêhoeneo?o	33-12
nánêhovoo?o	1-33	nénêhoevoo?o	33-22
		énêhovàhtseo?o	33-33
nénêhove	2-1		
nénêhovahtse	2-2		
nénêhóvo	2-3		
nénêhovamóho	2-4	nánêhóne	x-1
nénêhovemenó	2-11	nénêhóne	x-2
nénêhovoo?o	2-33	énêhohe	x-3
		nánêhónéme	x-11
nánêhova	3-1	nénêhonema	x-12
nénêhova	3-2	nénêhónéme	x-22
énêhovahtse	3-3	énêhoheo?o	x-33
énêhovóho	3-4		
nánêhóéne	3-11		
nénêhoene	3-12		
nénêhóévo	3-22		
nánêhoetsenoto	4-1		
nénêhoetsenoto	4-2		
énêhóó?e	4-3		
énêhovàhtóho	4-4		
nánêhoetsenone	4-11		
nénêhoetsenone	4-12		
nénêhoetsenōvo	4-22		
énêhoevóho	4-33		
nénêhovat semeno	11-2		
nánêhovóne	11-3		
nánêhovamone	11-4		
nánêhovàht sēme	11-11		
nénêhovat semeno	11-22		
nánêhovóneo?o	11-33		
nénêhovǒne	12-3		
nénêhovamone	12-4		
nénêhovàht sema	12-12		
nénêhovóneo?o	12-33		
nénêhovēme	22-1		
nénêhovóvo	22-3		
nénêhovamovo	22-4		
nénêhovemenó	22-11		
nénêhovàht sēme	22-22		
nénêhovóvoo?o	22-33		

Meaning examples:

- 1-3 I chased him.
 3-2 He chased you.
 3-4 He chased him (obv).
 x-3 He was chased.

náhêne?enóvahtse	1-1	náhêne?enóó?e	33-1
néhêne?enovátsē	1-2	néhêne?enóó?e	33-2
náhêne?enōvo	1-3	éhêne?enovōvo	33-4
náhêne?enóvamóho	1-4	náhêne?enóeneo?o	33-11
néhêne?enóvatseme	1-22	néhêne?enóeneo?o	33-12
náhêne?enovoo?o	1-33	néhêne?enóevōō?o	33-22
		éhêne?enóvahtseo?o	33-33
néhêne?enove	2-1		
néhêne?enóvahtse	2-2		
néhêne?enōvo	2-3		
néhêne?enóvamóho	2-4	náhêne?enóne	x-1
néhêne?enovemeno	2-11	néhêne?enóne	x-2
néhêne?enovoo?o	2-33	éhêne?enōhe	x-3
		náhêne?enónéme	x-11
náhêne?enova	3-1	néhêne?enónema	x-12
néhêne?enova	3-2	néhêne?enónéme	x-22
éhêne?enóvahtse	3-3	éhêne?enóheo?o	x-33
éhêne?enovóho	3-4		
náhêne?enóéne	3-11		
néhêne?enóene	3-12		
néhêne?enóévo	3-22		
náhêne?enóet senoto	4-1	Meaning examples:	
néhêne?enóet senoto	4-2	1-3	I know him.
éhêne?enóó?e	4-3	1-33	I know them.
éhêne?enováhtóho	4-4	3-1	He knows me.
náhêne?enóet senone	4-11	4-3	He (obv) knows him.
néhêne?enóet senone	4-12		
néhêne?enóet senōvo	4-22		
éhêne?enóevóho	4-33		
néhêne?enóvat semeno	11-2		
náhêne?enovóne	11-3		
náhêne?enóvamone	11-4		
náhêne?enóvahtseme	11-11		
néhêne?enóvat semeno	11-22		
náhêne?enovóneo?o	11-33		
néhêne?enovōne	12-3		
néhêne?enóvamone	12-4		
néhêne?enóvahtsema	12-12		
néhêne?enovóneo?o	12-33		
néhêne?enovēme	22-1		
néhêne?enovóvo	22-3		
néhêne?enóvamovo	22-4		
néhêne?enovemeno	22-11		
néhêne?enóvahtseme	22-22		
néhêne?enovóvo?o	22-33		

nápèhêve?tovahtse 1-1
 népèhêve?tovâtse 1-2
 nápèhêvé?tóvo 1-3
 nápèhêve?tamóho 1-4
 népèhêve?tovatsēme 1-22
 nápèhêve?tovôđo 1-33

népèhêve?tove 2-1
 népèhêve?tovahtse 2-2
 nápèhêvé?tóvo 2-3
 népèhêve?tovamóho 2-4
 népèhêve?tovemeno 2-11
 népèhêve?tovôđo 2-33

nápèhêve?tova 3-1
 népèhêve?tova 3-2
 épèhêve?tovahtse 3-3
 épèhêve?tovóho 3-4
 nápèhêvé?tóéne 3-11
 népèhêve?toene 3-12
 nápèhêvé?tóévo 3-22

nápèhêve?toetsenoto 4-1
 népèhêve?toetsenoto 4-2
 épèhêvé?tóó?e 4-3
 épèhêve?tovähtóho 4-4
 nápèhêve?toetsenone 4-11
 népèhêve?toetsenone 4-12
 népèhêve?toetsenōvo 4-22
 épèhêve?toevóho 4-33

népèhêve?tovatsemeno 11-2
 nápèhêve?tovóne 11-3
 nápèhêve?tovamone 11-4
 nápèhêve?tovähtsēme 11-11
 népèhêve?tovatsemeno 11-22
 nápèhêve?tovóneo?o 11-33

népèhêve?tovőne 12-3
 népèhêve?tovamone 12-4
 népèhêve?tovähtsema 12-12
 népèhêve?tovóneo?o 12-33

népèhêve?tovēme 22-1
 nápèhêvé?tóvóvo 22-3
 népèhêve?tovamovo 22-4
 népèhêve?tovemeno 22-11
 népèhêve?tovähtsēme 22-22
 népèhêve?tovóvoo?o 22-33

nápèhêvé?tóó?e 33-1
 népèhêvé?tóó?e 33-2
 épèhêve?tovővo 33-4
 nápèhêve?toeneo?o 33-11
 népèhêve?toeneo?o 33-12
 népèhêve?toevôđo 33-22
 épèhêve?tovähtseo?o 33-33

nápèhêvé?tóne x-1
 népèhêvé?tóne x-2
 épèhêve?tőhe x-3
 nápèhêvé?tónéme x-11
 népèhêve?tonema x-12
 nápèhêvé?tónéme x-22
 épèhêve?tóheo?o x-33

Meaning examples:

- 1-3 I was good to him, I took
 care of him.
 33-2 They took care of you.

TRANSITIVE ANIMATE INDEPENDENT INDICATIVE--'destroy (by burning)' -vonāho?n-

návonāho?hestse	1-1	návonāho?hēē?e	33-1
névonāho?hēstse	1-2	névonāho?hēē?e	33-2
návonāhō?no	1-3	évonāho?novo	33-4
návonāho?hamóho	1-4	návonāho?heeneo?o	33-11
névonāho?hetseme	1-22	névonāho?heeneo?o	33-12
návonāho?noo?o	1-33	névonāho?heevōō?o	33-22
		évonāho?hestseo?o	33-33
névonāho?he	2-1		
névonāho?hestse	2-2		
névonāhō?no	2-3		
névonāho?hamóho	2-4	návonāho?he	x-1
névonāho?hemeno	2-11	névonāho?he	x-2
névonāho?noo?o	2-33	évonāho?he	x-3
		návonāhó?hēme	x-11
návonāho?he	3-1	névonāhó?hema	x-12
névonāho?he	3-2	névonāhó?hēme	x-22
évonāho?hestse	3-3	évonāhó?heo?o	x-33
évonāho?nóho	3-4		
návonāho?heēne	3-11		
névonāho?heene	3-12		
névonāho?héévo	3-22		
návonāho?heetse no	4-1		
névonāho?heetse no	4-2		
évonāho?hēē?e	4-3		
évonāho?hestóho	4-4		
návonāho?heetse no	4-11		
névonāho?heetse no	4-12		
névonāho?heetse no vo	4-22		
évonāho?heevóho	4-33		
névonāhó?hetsemeno	11-2		
névonāho?nóne	11-3		
návonāhó?hamone	11-4		
návonāho?hestseme	11-11		
névonāho?hetsemeno	11-22		
návonāho?nóneo?o	11-33		
névonāhó?nōne	12-3		
névonāho?hamone	12-4		
névonāho?hestsema	12-12		
névonāho?nóneo?o	12-33		
névonāhó?hēme	22-1		
névonāho?nóvo	22-3		
névonāhó?hamovo	22-4		
névonāhó?hemene no	22-11		
névonāhó?hestseme	22-22		
névonāho?nóvoo?o	22-33		

nátaeváhestse	1-1	nátaeváhéé?e	33-1
nétaevaestse	1-2	nétaeváhéé?e	33-2
nátaeváhno	1-3	étaeváhnovo	33-4
nátaeváhamóho	1-4	nátaeváheeneo?o	33-11
nétaeváhet sēme	1-22	nétaeváheeneo?o	33-12
nátaeváhnoo?o	1-33	nétaeváheevö?o	33-22
		étaeváhest seo?o	33-33
nétaevahe	2-1		
nétaeváhestse	2-2		
nétaeváhno	2-3		
nétaeváhamóho	2-4	nátaeváhéne	x-1
nétaeváhemeno	2-11	nétaeváhéne	x-2
nétaeváhnoo?o	2-33	étaevahe	x-3
		nátaeváhenēme	x-11
nétaevahe	3-1	nétaeváhenema	x-12
nétaevahe	3-2	nétaeváhenēme	x-22
étaeváhestse	3-3	étaeváheo?o	x-33
étaeváhnóho	3-4		
nátaeváhééne	3-11		
nétaeváheene	3-12		
nétaeváhéévo	3-22		
nátaeváheet senoto	4-1		
nétaeváheet senoto	4-2		
étaeváhéé?e	4-3		
étaeváhestóho	4-4		
nátaeváheet senone	4-11		
nétaeváheet senone	4-12		
nétaeváheet senōvo	4-22		
étaeváheevóho	4-33		
nétaeváhet semeno	11-2		
nátaeváhnóne	11-3		
nátaeváhamone	11-4		
nátaeváhest sēme	11-11		
nétaeváhet semeno	11-22		
nátaeváhnoneo?o	11-33		
nétaeváhnone	12-3		
nétaeváhamone	12-4		
nétaeváhest sema	12-12		
nétaeváhnoneo?o	12-33		
nétaeváhéme	22-1		
nétaeváhnóvo	22-3		
nétaeváhamovo	22-4		
nétaeváhemeno	22-11		
nétaeváhest sēme	22-22		
nétaeváhnovoo?o	22-33		

nápo?òhestse	1-1	nápo?òhēē?e	33-1
népo?oestse	1-2	népo?òhēē?e	33-2
nápo?òhno	1-3	épo?òhnóvo	33-4
nápo?òhamóho	1-4	nápo?òheeneo?o	33-11
népo?òhēme	1-22	népo?òheeneo?o	33-12
nápo?òhnóŏ?o	1-33	népo?òheevóŏ?o	33-22
		épo?òhestseo?o	33-33
népo?ohe	2-1		
népo?òhestse	2-2		
népo?òhno	2-3		
népo?òhamóho	2-4	nápo?òhēne	x-1
népo?òhemeno	2-11	népo?òhēne	x-2
népo?òhnóŏ?o	2-33	épo?ohe	x-3
		nápo?òhenēme	x-11
nápo?ohe	3-1	népo?òhenema	x-12
népo?ohe	3-2	népo?òhenēme	x-22
épo?òhestse	3-3	épo?òheo?o	x-33
épo?òhnóho	3-4		
nápo?òheēne	3-11		
népo?òheene	3-12		
népo?òheēvo	3-22		
nápo?òheet senoto	4-1		
népo?òheet senoto	4-2		
épo?òhēē?e	4-3		
épo?òhestóho	4-4		
nápo?òheet senone	4-11		
népo?òheet senone	4-12		
népo?òheet senóvo	4-22		
épo?òheevóho	4-33		
népo?òhet semeno	11-2		
nápo?òhnóne	11-3		
nápo?òhamone	11-4		
nápo?òhest sēme	11-11		
népo?òhet semeno	11-22		
nápo?òhnóneo?o	11-33		
népo?òhnóne	12-3		
népo?òhamone	12-4		
népo?òhest sema	12-12		
népo?òhnóneo?o	12-33		
népo?òhēme	22-1		
népo?òhnóvo	22-3		
népo?òhamovo	22-4		
népo?òhemeno	22-11		
népo?òhest sēme	22-22		
népo?òhnóvo?o	22-33		

námêa?tovahtse 1-1
 némêa?tovatse 1-2
 námêanôtse 1-3
 námêavónoto 1-4
 námêa?tovatsēme 1-22
 námêanoto 1-33

némêa?tove 2-1
 némêa?tovahtse 2-2
 námêanôtse 2-3
 námêavónoto 2-4
 némêa?tovemeno 2-11
 námêanoto 2-33

námêa?tova 3-1
 némêa?tova 3-2
 émêa?tovahtse 3-3
 émêanoto 3-4
 námêa?tóene 3-11
 némêa?tóene 3-12
 námêa?tóévo 3-22

námêa?toetsenoto 4-1
 némêa?toetsenoto 4-2
 émêa?tóó?e 4-3
 émêa?tovàhtóho 4-4
 námêa?toetsenone 4-11
 némêa?toetsenone 4-12
 námêa?toetsenōvo 4-22
 émêa?toevóho 4-33

némêa?tovatsemeno 11-2
 námêánóne 11-3
 námêavónone 11-4
 námêa?tovàhtsēme 11-11
 némêa?tovatsemeno 11-22
 námêanóneo?o 11-33

némêanone 12-3
 námêavónone 12-4
 námêa?tovàhtsema 12-12
 námêanóneo?o 12-33

némêa?tovēme 22-1
 námêánóvo 22-3
 námêavónovo 22-4
 námêa?tovemeno 22-11
 námêa?tovàhtsēme 22-22
 námêanóvoo?o 22-33

námêa?tóó?e 33-1
 némêa?tóó?e 33-2
 émêanovo 33-4
 námêa?toeneo?o 33-11
 némêa?toeneo?o 33-12
 námêa?toevoo?o 33-22
 émêa?tovàhtseo?o 33-33

námêa?tóne x-1
 némêa?tóne x-2
 émêahtove x-3
 námêa?tónéme x-11
 némêa?tonema x-12
 námêa?tónéme x-22
 émêahtoveo?o x-33
 émêavónoto 3-5
 émêavónovo 33-5

Meaning examples:

1-3 I gave him away.
 3-4 He gave him (obv) away.
 x-33 They were given away.

This, and the next, verb is included to illustrate the special marking that certain verbs receive in their TA direct forms. The expected spelling of the above 1-3 verb, for instance, is námêa?tóvo, with the same final found with the 1-3 form of nápêhêve?tōvo 'I was good to him' (earlier verb). Other 1-3 verbs having the "special" marking are:

náno?evêhenôtse be named after
 náne?etamenôtse depend on, trust in
 náamo?xenôtse carry on back
 nánomáhtsenôtse steal
 náho?âhenôtse want
 námonênôtse choose
 náheškênôtse have as mother (she is my mother)--and other TA "relationship" verbs

TRANSITIVE ANIMATE INDEPENDENT INDICATIVE--'have as friend' -hevésenéhe?tov-

náhevésenéhe?tovahtse	1-1	náhevésenéhé?tóó?e	33-1
néhevésenéhe?tovãtse	1-2	néhevésenéhé?tóó?e	33-2
náhevésenéhenõtse	1-3	éhevésenéhenovo	33-4
náhevésenéhevónoto	1-4	náhevésenéhe?toeneo?o	33-11
néhevésenéhe?tovat sēme	1-22	néhevésenéhe?toeneo?o	33-12
náhevésenéhenoto	1-33	néhevésenéhe?toevoo?o	33-22
		éhevésenéhe?tovãhtseo?o	33-33
néhevésenéhe?tove	2-1		
néhevésenéhe?tovahtse	2-2		
néhevésenéhenõtse	2-3		
néhevésenéhevónoto	2-4	náhevésenéhé?tóné	x-1
néhevésenéhe?tovemeno	2-11	néhevésenéhé?tóné	x-2
néhevésenéhenoto	2-33	éhevésenéhestove	x-3
		náhevésenéhé?tónéme	x-11
náhevésenéhe?tova	3-1	néhevésenéhe?tonema	x-12
néhevésenéhe?tova	3-2	néhevésenéhé?tónéme	x-22
éhevésenéhe?tovahtse	3-3	éhevésenéhestoveo?o	x-33
éhevésenéhenoto	3-4		
náhevésenéhe?tóéne	3-11		
néhevésenéhe?toene	3-12		
néhevésenéhe?tóévo	3-22		
náhevésenéhe?toetsenoto	4-1		
néhevésenéhe?toetsenoto	4-2		
éhevésenéhé?tóó?e	4-3		
éhevésenéhe?tovãhtóho	4-4		
náhevésenéhe?toetsenone	4-11		
néhevésenéhe?toetsenone	4-12		
néhevésenéhe?toetsenōvo	4-22		
éhevésenéhe?toevóho	4-33		
néhevésenéhe?tovatsemeno	11-2		
náhevésenéhéñóne	11-3		
náhevésenéhevónone	11-4		
náhevésenéhe?tovãhtsēme	11-11		
néhevésenéhe?tovatsemeno	11-22		
náhevésenéheñóneo?o	11-33		
néhevésenéhenone	12-3		
néhevésenéhevónone	12-4		
néhevésenéhe?tovãhtsema	12-12		
néhevésenéhenónéneo?o	12-33		
néhevésenéhe?tovēme	22-1		
néhevésenéhéñóvo	22-3		
néhevésenéhevónovo	22-4		
néhevésenéhe?tovemeno	22-11		
néhevésenéhe?tovãhtsēme	22-22		
néhevésenéhenóvoo?o	22-33		

Meaning examples:

- 1-3 He is my friend
 3-1 I am his friend
 33-1 I am their friend (they have me as a friend)

RELATED EXAMPLES:

náheške	I have a mother (AI).
néheškeñõtse	She is my mother.
náhehe	I have a father.
náhehenõtse	He is my father.
náhestónahe	I have a daughter.
náhestónáhenõtse	She is my daughter.
náhenésone	I have a child.
náhenésoneñenõtse	He is my child.(1-3)
náhenésonehe?tova	I am his child.(3-1)

násâavóomãht sēhe	1-1	násâavóomaeheo?o	33-1
nésâavóomat sēhe	1-2	nésâavóomaeheo?o	33-2
násâavóomóhe	1-3	ésâavóomóhevo	33-4
násâavóomamóheho	1-4	násâavóomaehéneo?o	33-11
nésâavóomat séhéme	1-22	nésâavóomaehéneo?o	33-12
násâavóomóheo?o	1-33	nésâavóomaehévoo?o	33-22
		ésâavóomãht séheo?o	33-33
nésâavóomēhe	2-1		
nésâavóomãht sēhe	2-2		
nésâavóomóhe	2-3		
nésâavóomamóheho	2-4	násâavóomanéhe	x-1
nésâavóomēhemeno	2-11	nésâavóomanéhe	x-2
nésâavóomóheo?o	2-33	ésâavóoméhe	x-3
		násâavóomanéhéme	x-11
násâavóomaeēhe	3-1	nésâavóomanéhema	x-12
nésâavóomaeēhe	3-2	nésâavóomanéhéme	x-22
ésâavóomãht sēhe	3-3	ésâavóoméheo?o	x-33
ésâavóomóheho	3-4		
násâavóomaehéne	3-11		
nésâavóomaeheñe	3-12		
nésâavóomaeheño	3-22		
násâavóomaeheñ senoto	4-1		
nésâavóomaeheñ senoto	4-2		
ésâavóomaeheho	4-3		
ésâavóomãht séheho	4-4		
násâavóomaeheñ senone	4-11		
nésâavóomaeheñ senone	4-12		
nésâavóomaeheñ senovo	4-22		
ésâavóomaeheño	4-33		
nésâavóomat sēhemeno	11-2		
násâavóomóhéne	11-3		
násâavóomamóhene	11-4		
násâavóomãht séhéme	11-11		
nésâavóomat sēhemeno	11-22		
násâavóomóheneo?o	11-33		
nésâavóomóhene	12-3		
nésâavóomamóhene	12-4		
nésâavóomãht séhema	12-12		
nésâavóomóheneo?o	12-33		
nésâavóoméhéme	22-1		
nésâavóomóhévo	22-3		
nésâavóomamóhevo	22-4		
nésâavóomēhemeno	22-11		
nésâavóomãht séhéme	22-22		
nésâavóomóhevoo?o	22-33		

Meaning examples:

- 1-3 I did not see him.
 3-2 He did not see you.
 3-4 He did not see him (obv).

násâamévãhtséhe	1-1	násâamévãheo?o	33-1
nésâamévãtséhe	1-2	nésâamévãheo?o	33-2
násâamévóhe	1-3	ésâamévóhevo	33-4
násâamévamóheho	1-4	násâamévãhéneo?o	33-11
nésâamévãtséhéme	1-22	nésâamévãhéneo?o	33-12
násâamévóheo?o	1-33	nésâamévãhévoo?o	33-22
		ésâamévãhtséheo?o	33-33
nésâamévéhe	2-1		
nésâamévãhtséhe	2-2		
nésâamévóhe	2-3		
nésâamévamóheho	2-4	násâamévanéhe	x-1
nésâamévèhemeno	2-11	nésâamévanéhe	x-2
nésâamévóheo?o	2-33	ésâamévéhe	x-3
		násâamévanéhéme	x-11
násâamévãhe	3-1	nésâamévanéhema	x-12
nésâamévãhe	3-2	nésâamévanéhéme	x-22
ésâamévãhtséhe	3-3	ésâamévèheo?o	x-33
ésâamévóheho	3-4		
násâamévãhéne	3-11		
nésâamévãhene	3-12		
nésâamévãhévo	3-22		
násâamévãhétsenoto	4-1		
nésâamévãhétsenoto	4-2		
ésâamévãheho	4-3		
ésâamévãhtséheho	4-4		
násâamévãhétsenone	4-11		
nésâamévãhétsenone	4-12		
nésâamévãhétsenovo	4-22		
ésâamévãhevo	4-33		
nésâamévãtsèhemeno	11-2		
násâamévóhéne	11-3		
násâamévamóhene	11-4		
násâamévãhtséhéme	11-11		
nésâamévãtsèhemeno	11-22		
násâamévóhèneo?o	11-33		
nésâamévóhene	12-3		
nésâamévamóhene	12-4		
nésâamévãhtséhema	12-12		
nésâamévóheneo?o	12-33		
nésâamévèhéme	22-1		
nésâamévóhévo	22-3		
nésâamévamóhevo	22-4		
nésâamévèhemeno	22-11		
nésâamévãhtséhéme	22-22		
nésâamévóhèvoo?o	22-33		

násâa?a?tâxêstsehe	1-1	násâa?a?tâxeeheo?o	33-1
nésâa?a?tâxetsēhe	1-2	nésâa?a?tâxeeheo?o	33-2
násâa?a?tâsōhe	1-3	ésâa?a?tâsōhevo	33-4
násâa?a?tâxamóheho	1-4	násâa?a?tâxeehéneo?o	33-11
nésâa?a?tâxetséhéme	1-22	nésâa?a?tâxeehéneo?o	33-12
násâa?a?tâxóheo?o	1-33	nésâa?a?tâxeehévoo?o	33-22
		ésâa?a?tâxêstseheo?o	33-33
nésâa?a?tâxēhe	2-1		
nésâa?a?tâxêstsehe	2-2		
nésâa?a?tâsōhe	2-3		
nésâa?a?tâxamóheho	2-4	násâa?a?tâxenēhe	x-1
nésâa?a?tâxéhemeno	2-11	nésâa?a?tâxenēhe	x-2
nésâa?a?tâsóheo?o	2-33	ésâa?a?tâxēhe	x-3
		násâa?a?tâxenéhéme	x-11
násâa?a?tâxeēhe	3-1	nésâa?a?tâxenéhema	x-12
nésâa?a?tâxeēhe	3-2	nésâa?a?tâxenéhéme	x-22
ésâa?a?tâxêstsehe	3-3	ésâa?a?tâxéheo?o	x-33
ésâa?a?tâsóheho	3-4		
násâa?a?tâxeehéne	3-11		
nésâa?a?tâxeehene	3-12		
nésâa?a?tâxeehévo	3-22		
násâa?a?tâxeehétsenoto	4-1		
nésâa?a?tâxeehétsenoto	4-2		
ésâa?a?tâxeeheho	4-3		
ésâa?a?tâxêstseheho	4-4		
násâa?a?tâxeehétsenone	4-11		
nésâa?a?tâxeehétsenone	4-12		
nésâa?a?tâxeehétsenovo	4-22		
ésâa?a?tâxeehevo	4-33		
nésâa?a?tâxetséhemeno	11-2		
násâa?a?tâsóhéne	11-3		
násâa?a?tâxamóhene	11-4		
násâa?a?tâxêstsehéme	11-11		
nésâa?a?tâxetséhemeno	11-22		
násâa?a?tâsóheneo?o	11-33		
nésâa?a?tâsóhene	12-3		
nésâa?a?tâxamóhene	12-4		
nésâa?a?tâxêstsehema	12-12		
nésâa?a?tâsóheneo?o	12-33		
nésâa?a?tâxéhéme	22-1		
nésâa?a?tâsóhévo	22-3		
nésâa?a?tâxamóhevo	22-4		
nésâa?a?tâxéhemeno	22-11		
nésâa?a?tâxêstsehéme	22-22		
nésâa?a?tâsóhevoo?o	22-33		

násâanéhovähtsēhe	1-1	násâanéhoeheo?o	33-1
nésâanéhovatsēhe	1-2	nésâanéhoeheo?o	33-2
násâanéhovōhe	1-3	ésâanéhovóhevo	33-4
násâanéhovamóheho	1-4	násâanéhoehéneo?o	33-11
nésâanéhovatséhéme	1-22	nésâanéhoehéneo?o	33-12
násâanéhovóheo?o	1-33	nésâanéhoehévo?o	33-22
		ésâanéhovähtséheo?o	33-33
nésâanéhovēhe	2-1		
nésâanéhovähtsēhe	2-2		
nésâanéhovōhe	2-3		
nésâanéhovamóheho	2-4	násâanéhónéhe	x-1
nésâanéhovéhemeno	2-11	nésâanéhónéhe	x-2
nésâanéhovóheo?o	2-33	ésâanéhóhéhe	x-3
		násâanéhónéhéme	x-11
násâanéhóéhe	3-1	nésâanéhónéhema	x-12
nésâanéhóéhe	3-2	nésâanéhónéhéme	x-22
ésâanéhovähtsēhe	3-3	ésâanéhoheheo?o	x-33
ésâanéhovóheho	3-4		
násâanéhóéhéne	3-11		
nésâanéhoehehe	3-12		
nésâanéhóéhévo	3-22		
násâanéhoehétsenoto	4-1		
nésâanéhoehétsenoto	4-2		
ésâanéhoeheho	4-3		
ésâanéhovähtséheho	4-4		
násâanéhoehétsenone	4-11		
nésâanéhoehétsenone	4-12		
nésâanéhoehétsenovo	4-22		
ésâanéhoehevo	4-33		
nésâanéhovatséhemeno	11-2		
násâanéhovóhéne	11-3		
násâanéhovamóhehe	11-4		
násâanéhovähtséhéme	11-11		
nésâanéhovatséhemeno	11-22		
násâanéhovóheneo?o	11-33		
nésâanéhovóhehe	12-3		
nésâanéhovamóhehe	12-4		
nésâanéhovähtséhema	12-12		
nésâanéhovóheneo?o	12-33		
nésâanéhovéhéme	22-1		
nésâanéhovóhévo	22-3		
nésâanéhovamóhevo	22-4		
nésâanéhovéhemeno	22-11		
nésâanéhovähtséhéme	22-22		
nésâanéhovóhevo?o	22-33		

Note the contraction which occurs in inverse forms.

násâaméa?tovähtsēhe	1-1	násâaméa?toehéo?o	33-1
nésâaméa?tovatsēhe	1-2	nésâaméa?toehéo?o	33-2
násâaméahenötse	1-3	ésâaméahénovo	33-4
násâaméavöhénoto	1-4	násâaméa?toehéneo?o	33-11
nésâaméa?tovatséhéme	1-22	nésâaméa?toehéneo?o	33-12
násâaméahénoto	1-33	nésâaméa?toehévoo?o	33-22
		ésâaméa?tovähtséheo?o	33-33
nésâaméa?tovēhe	2-1		
nésâaméa?tovähtsēhe	2-2		
nésâaméahenötse	2-3		
nésâaméavöhénoto	2-4	násâaméa?tónéhe	x-1
nésâaméa?tovēhemeno	2-11	nésâaméa?tónéhe	x-2
nésâaméahénoto	2-33	ésâaméahtóvéhe	x-3
		násâaméa?tōhénéme	x-11
násâaméa?toēhe	3-1	nésâaméa?tōhenema	x-12
nésâaméa?toēhe	3-2	nésâaméa?tōhénéme	x-22
ésâaméa?tovähtsēhe	3-3	ésâaméahtovéheo?o	x-33
ésâaméahénoto	3-4		
násâaméa?tóhéhe	3-11	ésâaméavöhénoto	3-5
nésâaméa?toehene	3-12	ésâaméavöhénovo	33-5
nésâaméa?tóhévo	3-22		
násâaméa?toehétsenoto	4-1		
nésâaméa?toehétsenoto	4-2		
ésâaméa?toehého	4-3		
ésâaméa?tovähtséheho	4-4		
násâaméa?toehétsenone	4-11		
nésâaméa?toehétsenone	4-12		
nésâaméa?toehétsenovo	4-22		
ésâaméa?toehévo	4-33		
nésâaméa?tovatséhemenó	11-2		
násâaméahénóné	11-3		
násâaméavöhénone	11-4		
násâaméa?tovähtséhéme	11-11		
nésâaméa?tovatséhemenó	11-22		
násâaméahénoneo?o	11-33		
nésâaméahénone	12-3		
nésâaméavöhénone	12-4		
nésâaméa?tovähtséhema	12-12		
nésâaméahénoneo?o	12-33		
nésâaméa?tovéhéme	22-1		
nésâaméahénóvo	22-3		
nésâaméavöhénovo	22-4		
nésâaméa?tovēhemeno	22-11		
nésâaméa?tovähtséhéme	22-22		
nésâaméahénovoo?o	22-33		

Some examples in sentences:

násâaméahenötse mo?éhno?ha I did
not give the horse away. (1-3)
násâaméahénoto mo?éhno?hāme I did
not give the horses away. (1-33)
ésâaméahénoto mo?éhno?hāme He did
not give the horse(s) away. (3-4)
mo?éhno?hāme ésâaméahtovéheo?o
The horses were not given
away. (x-33)

návôomâhtsehe	1-1	návôomaevohe	33-1
névôomatsehe	1-2	névôomaevohe	33-2
návôomohe	1-3	évôomovovohe	33-4
návôomamovohe	1-4	návôomaenevohe	33-11
névôomatsemehe	1-22	névôomaenevohe	33-12
návôomovohe	1-33	névôomaevohe	33-22
		évôomâhtsevohe	33-33
névôomehe	2-1		
névôomâhtsehe	2-2		
névôomohe	2-3		
névôomamovohe	2-4	návôomanehe	x-1
névôomemenohē	2-11	névôomanehe	x-2
névôomovohe	2-33	évôomehe	x-3
		návôomanémanehe	x-11
návôomaehe	3-1	névôomanémanehe	x-12
névôomaehe	3-2	névôomanemehe	x-22
évôomâhtsehe	3-3	évôomevohe	x-33
évôomovohe	3-4		
návôomaenevohe	3-11		
névôomaenevohe	3-12		
névôomaevohe	3-22		
návôomaetsenotohe	4-1		
névôomaetsenotohe	4-2		
évôomaevohe	4-3		
évôomâhtsevohe	4-4		
návôomaetsenonehe	4-11		
névôomaetsenonehe	4-12		
névôomaetsenovohe	4-22		
évôomaevohe	4-33		
névôomatsemenohe	11-2		
návôomonehe	11-3		
návôomamonehe	11-4		
návôomâhtsemehe	11-11		
névôomatsemenohe	11-22		
návôomonevohe	11-33		
névôomonehe	12-3		
névôomamonehe	12-4		
névôomâhtsémanehe	12-12		
névôomonevohe	12-33		
névôomemehe	22-1		
névôomovohe	22-3		
névôomamovohe	22-4		
névôomemenohē	22-11		
névôomâhtsemehe	22-22		
névôomovovohe	22-33		

Meaning examples:

2-3: Did you see him?

3-4: Did he see him (obviative)?

x-3: Was he seen?

The 11-11 form can also be: návôomâhtsémanehe

náa?taxéstsehe	1-1	náa?taxeevohe	33-1
néa?taxetsehe	1-2	néa?taxeevohe	33-2
náa?tásohe	1-3	éa?tásovovohe	33-4
náa?taxamovohe	1-4	náa?taxeenevohe	33-11
néa?taxetsemehe	1-22	néa?taxeenevohe	33-12
náa?tásovohe	1-33	néa?taxeevovohe	33-22
		éa?taxéstsevohe	33-33
néa?taxehe	2-1		
néa?taxéstsehe	2-2		
néa?tásohe	2-3		
néa?taxamovohe	2-4	náa?taxenehe	x-1
néa?taxemenohé	2-11	néa?taxenehe	x-2
néa?tásovohe	2-33	éa?taxehe	x-3
		náa?taxenémánehé	x-11
náa?taxeehe	3-1	néa?taxenémánehé	x-12
néa?taxeehe	3-2	néa?taxenemehe	x-22
éa?taxéstsehe	3-3	éa?taxevohe	x-33
éa?tásovohe	3-4		
náa?taxeenehe	3-11		
néa?taxeenehe	3-12		
néa?taxeevohe	3-22		
náa?taxeetsenotohe	4-1	Meaning examples:	
néa?taxeetsenotohe	4-2	2-3	Did you accidentally cut him?
éa?taxeevohe	4-3	3-4	Did he acc. cut him (obv)?
éa?taxéstsevohe	4-4	x-2	Were you accidentally cut?
náa?taxeetsenonehe	4-11		
néa?taxeetsenonehe	4-12		
néa?taxeetsenovohe	4-22		
éa?taxeevovohe	4-33		
néa?taxetsemenohe	11-2		
náa?tásonehe	11-3		
náa?taxamonehe	11-4		
náa?taxéstsemehe	11-11		
néa?taxetsemenohe	11-22		
náa?tásonevohe	11-33		
néa?tásonehe	12-3		
néa?taxamonehe	12-4		
néa?taxéstsémanehé	12-12		
néa?tásonevohe	12-33		
néa?taxemehe	22-1		
néa?tásovohe	22-3		
néa?taxamovohe	22-4		
néa?taxemenohé	22-11		
néa?taxéstsemehe	22-22		
néa?tásovovohe	22-33		

nánêhovãhtsehe	1-1	nánêhoevohe	33-1
nénêhovatsehe	1-2	nénêhoevohe	33-2
nánêhovohe	1-3	énêhovovovohe	33-4
nánêhovamovohe	1-4	nánêhoenevohe	33-11
nénêhovatsemehe	1-22	nénêhoenevohe	33-12
nánêhovovohe	1-33	nénêhoevovohe	33-22
		énêhovãhtsevohe	33-33
nénêhovehe	2-1		
nénêhovãhtsehe	2-2		
nénêhovohe	2-3		
nénêhovamovohe	2-4	nánêhonehe	x-1
nénêhovemenohē	2-11	nénêhonehe	x-2
nénêhovovohe	2-33	énêhohehe	x-3
		nánêhonēmanehe	x-11
nánêhoehe	3-1	nénêhonēmanehe	x-12
nénêhoehe	3-2	nénêhonēmehe	x-22
énêhovãhtsehe	3-3	énêhohevohe	x-33
énêhovovohe	3-4		
nánêhoenehe	3-11		
nénêhoenehe	3-12		
nénêhoevohe	3-22		
nánêhoetsenotohe	4-1		
nénêhoetsenotohe	4-2		
énêhoevohe	4-3	Meaning examples:	
énêhovãhtsevohe	4-4	2-3 Did you chase him?	
nánêhoetsenonehe	4-11	3-4 Did he chase him (obv)?	
nénêhoetsenonehe	4-12	33-2 Did they chase you?	
nénêhoetsenovohē	4-22	x-33 Were they chased?	
énêhoevovohe	4-33		
nénêhovatsemenohē	11-2		
nánêhovonehe	11-3		
nánêhovamonehe	11-4		
nánêhovãhtsemehe	11-11		
nénêhovatsemenohē	11-22		
nánêhovonevohe	11-33		
nénêhovonehe	12-3		
nénêhovamonehe	12-4		
nénêhovãhtsémanehe	12-12		
nénêhovonevohe	12-33		
nénêhovemehe	22-1		
nénêhovovohe	22-3		
nénêhovamovohe	22-4		
nénêhovemenohē	22-11		
nénêhovãhtsemehe	22-22		
nénêhovovovohe	22-33		

námêa?tovâhtsehe	1-1	námêa?toevohe	33-1
némêa?tovatsehe	1-2	némêa?toevohe	33-2
námêanotse	1-3	émêanovohe	33-4
námêavónotohe	1-4	námêa?toenevohe	33-11
némêa?tovatsemehe	1-22	némêa?toenevohe	33-12
námêanotohe	1-33	némêa?toevovohe	33-22
		émêa?tovâhtsevohe	33-33
némêa?tovehe	2-1		
némêa?tovâhtsehe	2-2		
némêanotse	2-3		
námêavónotohe	2-4	námêa?tonehe	x-1
némêa?tovemenohé	2-11	némêa?tonehe	x-2
némêanotohe	2-33	émêah tovehe	x-3
		námêa?tonemanehe	x-11
námêa?toehe	3-1	némêa?tonemanehe	x-12
némêa?toehe	3-2	némêa?tonemehe	x-22
émêa?tovâhtsehe	3-3	émêah tovevohe	x-33
émêanotohe	3-4		
námêa?toenehe	3-11	émêavónotohe	3-5
némêa?toenehe	3-12	émêavónovohe	33-5
némêa?toevohe	3-22		
námêa?toetsenotohe	4-1		
némêa?toetsenotohe	4-2		
émêa?toevohe	4-3		
émêa?tovâhtsevohe	4-4		
námêa?toetsenonehe	4-11	Meaning examples:	
némêa?toetsenonehe	4-12	2-3 Did you give him away?	
némêa?toetsenovohé	4-22	2-33 Did you give them away?	
émêa?toevovohe	4-33	3-5 Did he give his (obv) _____ away?	
		x-3 Was he given away?	
némêa?tovatsemenohe	11-2		
némêanonehe	11-3		
némêavónonehe	11-4		
námêa?tovâhtsemehe	11-11		
némêa?tovatsemenohe	11-22		
námêanonevohe	11-33		
némêanonehe	12-3		
némêavónonehe	12-4		
némêa?tovâtsémanehe	12-12		
némêanonevohe	12-33		
némêa?tovemehe	22-1		
némêanovohe	22-3		
némêavónovohe	22-4		
némêa?tovemenohé	22-11		
némêa?tovâhtsemehe	22-22		
némêanovovohe	22-33		

násâavóomähtsêhehe	1-1	násâavóomaehevohe	33-1
nésâavóomatsêhehe	1-2	nésâavóomaehevohe	33-2
násâavóomôhehe	1-3	ésâavóomôhevovohe	33-4
násâavóomamôhevohe	1-4	násâavóomæhenevonehe	33-11
nésâavóomatsêhemehe	1-22	nésâavóomæhenevonehe	33-12
násâavóomôhevohe	1-33	nésâavóomæhevovohe	33-22
		ésâavóomähtsêhevohe	33-33
nésâavóomêhehe	2-1		
nésâavóomähtsêhehe	2-2		
nésâavóomôhehe	2-3		
nésâavóomamôhevohe	2-4	násâavóomanêhehe	x-1
nésâavóomêhemenonehe	2-11	nésâavóomanêhehe	x-2
nésâavóomôhevohe	2-33	ésâavóomêhehe	x-3
		násâavóomanêhemanêhe	x-11
násâavóomæhehe	3-1	nésâavóomanêhemanêhe	x-12
nésâavóomæhehe	3-2	nésâavóomanêhemehe	x-22
ésâavóomähtsêhehe	3-3	ésâavóomêhevohe	x-33
ésâavóomôhevohe	3-4		
násâavóomæhenevohe	3-11		
nésâavóomæhenevohe	3-12		
nésâavóomæhevovohe	3-22		
		(Notice the similarity between this paradigm and the following TRANSITIVE ANIMATE DUBITATIVE paradigm. The two paradigms differ only in their prefixes and -sâa- preverbs, and in the pitches of penultimate syllables.)	
násâavóomæhétsenotohe	4-1		
nésâavóomæhétsenotohe	4-2		
ésâavóomæhevohe	4-3		
ésâavóomähtsêhevohe	4-4		
násâavóomæhétsenonehe	4-11		
nésâavóomæhétsenonehe	4-12		
nésâavóomæhétsenovovohe	4-22		
ésâavóomæhevovohe	4-33		
		EXAMPLES:	
nésâavóomatsêhemenonehe	11-2	2-3	Didn't you see him?
násâavóomôhenehe	11-3	2-11	Didn't you see us?
násâavóomamôhenehe	11-4	33-2	Didn't they see you?
násâavóomähtsêhemanêhe	11-11	x-33	Weren't they seen?
nésâavóomatsêhemenonehe	11-22		
násâavóomôhenevohe	11-33		
nésâavóomôhenehe	12-3		
nésâavóomamôhenehe	12-4		
nésâavóomähtsêhemanêhe	12-12		
nésâavóomôhenevohe	12-33		
nésâavóomêhemehe	22-1		
nésâavóomôhevohe	22-3		
nésâavóomamôhevohe	22-4		
nésâavóomêhemenonehe	22-11		
nésâavóomôhevovohe	22-33		

TRANSITIVE ANIMATE DUBITATIVE

(e.g. 1-1: 'I guess I saw myself')

mónávôomāht sēhēhe 1-1
 mónévôomat sēhēhe 1-2
 mónávôomōhēhe 1-3
 mónávôomamōhevōhe 1-4
 mónévôomat sēhemēhe 1-22
 mónávôomōhevohe 1-33

mónévôomēhēhe 2-1
 mónévôomāht sēhēhe 2-2
 mónévôomōhēhe 2-3
 mónévôomamōhevōhe 2-4
 mónévôomēhemēnonēhe 2-11
 mónévôomōhevōhe 2-33

mónávôomaehēhe 3-1
 mónévôomaehēhe 3-2
 mōvôomāht sēhēhe 3-3
 mōvôomōhevōhe 3-4
 mónávôomaehenēhe 3-11
 mónévôomaehenēhe 3-12
 mónévôomaehēvōhe 3-22

mónávôomaehét senotōhe 4-1
 mónévôomaehét senotōhe 4-2
 mōvôomaehēvōhe 4-3
 mōvôomāht sēhevōhe 4-4
 mónávôomaehét senonēhe 4-11
 mónévôomaehét senonēhe 4-12
 mónévôomaehét senovōhe 4-22
 mōvôomaehēvovōhe 4-33

mónévôomat sēhemēnonēhe 11-2
 mónávôomōhenēhe 11-3
 mónávôomamōhenēhe 11-4
 mónávôomāht sēhemanēhe 11-11
 mónévôomat sēhemēnonēhe 11-22
 mónávôomōhēnevōhe 11-33

mónévôomōhenēhe 12-3
 mónévôomamōhenēhe 12-4
 mónévôomāht sēhemanēhe 12-12
 mónávôomōhēnevōhe 12-33

mónévôomēhemēhe 22-1
 mónévôomōhevōhe 22-3
 mónévôomamōhevōhe 22-4
 mónévôomēhemēnonēhe 22-11
 mónévôomāht sēhemēhe 22-22
 mónévôomōhevovōhe 22-33

mónávôomaehēvōhe 33-1
 mónévôomaehēvōhe 33-2
 mōvôomōhevo vōhe 33-4
 mónávôomaehēnevōhe 33-11
 mónévôomaehēnevōhe 33-12
 mónévôomaehēvovōhe 33-22
 mōvôomāht sēhevōhe 33-33

mónávôomanēhēhe x-1
 mónévôomanēhēhe x-2
 mōvôomēhēhe x-3
 mónávôomanēhemanēhe x-11
 mónévôomanēhemanēhe x-12
 mónévôomanēhemēhe x-22
 mōvôomēhevōhe x-33

Meaning examples:

- 2-3 You must have seen him.
 3-4 He must have seen him (obv).
 33-4 They must have seen him (obv).
 x-22 You (pl) must have been seen.

mónáméa?tovàhtséhēhe	1-1	mónáméa?toehēvōhe	33-1
mónéméa?tovatséhēhe	1-2	mónéméa?toehēvōhe	33-2
mónáméahenōtse	1-3	móméahenovōhe	33-4
mónáméavòhénotōhe	1-4	mónáméa?toehenevonēhe	33-11
mónéméa?tovatséhēmēhe	1-22	mónéméa?toehenevonēhe	33-12
mónáméahénnotōhe	1-33	mónéméa?toehēvovōhe	33-22
		móméa?tovàhtséhēvōhe	33-33
mónéméa?tovéhēhe	2-1		
mónéméa?tovàhtséhēhe	2-2		
mónéméahenōtse	2-3		
mónéméavòhénotōhe	2-4	mónáméa?tonéhēhe	x-1
mónéméa?tovéhēmenonēhe	2-11	mónéméa?tonéhēhe	x-2
mónéméahénnotōhe	2-33	móméa?tōhēhēhe	x-3
		mónáméa?tonéhēmanēhe	x-11
mónáméa?toehēhe	3-1	mónéméa?tonéhēmanēhe	x-12
mónéméa?toehēhe	3-2	mónéméa?tonéhēmēhe	x-22
móméa?tovàhtséhēhe	3-3	móméa?tōhēhēvōhe	x-33
móméahénnotōhe	3-4		
mónáméa?toehenēhe	3-11	móméavòhénotōhe	3-5
mónéméa?toehenēhe	3-12	móméavòhénovōhe	33-5
mónéméa?toehēvōhe	3-22		
mónáméa?toehétsenotōhe	4-1		
mónéméa?toehétsenotōhe	4-2		
móméa?toehēvōhe	4-3		
móméa?tovàhtséhēvōhe	4-4		
mónáméa?toehétsenonēhe	4-11		
mónéméa?toehétsenonēhe	4-12		
mónéméa?toehétsenovōhe	4-22		
móméa?toehēvovōhe	4-33		
mónéméa?tovatséhēmenonēhe	11-2		
mónáméahenonēhe	11-3		
mónáméavòhenonēhe	11-4		
mónáméa?tovàhtséhēmanēhe	11-11		
mónéméa?tovatséhēmenonēhe	11-22		
mónáméahenonēvōhe	11-33		
mónéméahenonēhe	12-3		
mónéméavòhenonēhe	12-4		
mónéméa?tovàhtséhēmanēhe	12-12		
mónéméahenonēvōhe	12-33		
mónéméa?tovéhēmēhe	22-1		
mónéméahenovōhe	22-3		
mónéméavòhenovōhe	22-4		
mónéméa?tovéhēmenonēhe	22-11		
mónéméa?tovàhtséhēmēhe	22-22		
mónéméahenovovōhe	22-33		

EXAMPLES IN SENTENCES:

mónéméahénnotōhe mo?éhèno?hāme (2-33)
You must have give the horses away.

móméahénnotōhe še?xo (3-4)
He must have given the duck(s) away.

móméahénnotōhe hestotseho (3-4)
He must have give his (own) pet(s) away.

móméavòhénotōhe hestotseho (3-5)
He must have given his (obv) pet(s) away.

návôomāhtsēmāse 1-1
 névôomat̄sēmāse 1-2
 návôomosēstse 1-3
 návôomamósesto 1-4
 névôomat̄sēmēse 1-22
 návôomósesto 1-33

névôomēmāse 2-1
 névôomāhtsēmāse 2-2
 névôomosēstse 2-3
 návôomamósesto 2-4
 névôomemenōse 2-11
 návôomósesto 2-33

návôomaesēstse 3-1
 névôomaesēstse 3-2
 évôomāhtsesēstse 3-3
 évôomósesto 3-4
 návôomaenesēstse 3-11
 névôomaenesēstse 3-12
 návôomaevosēstse 3-22

návôomaetsenósesto 4-1
 névôomaetsenósesto 4-2
 évôomaesēsto 4-3
 évôomāhtsésesto 4-4
 návôomaetsenónēsesto 4-11
 névôomaetsenónēsesto 4-12
 návôomaetsenóvōsesto 4-22
 évôomaevósesto 4-33

névôomat̄semenōse 11-2
 návôomónēsēstse 11-3
 návôomamónēsesto 11-4
 návôomāhtsémánēse 11-11
 névôomat̄semenōse 11-22
 návôomónēsesto 11-33

névôomónēsēstse 12-3
 návôomamónēsesto 12-4
 návôomāhtsémánēse 12-12
 návôomónēsesto 12-33

névôomēmēse 22-1
 návôomóvosēstse 22-3
 návôomamóvōsesto 22-4
 návôomemenōse 22-11
 návôomāhtsēmēse 22-22
 návôomóvōsesto 22-33

návôomaesēsto 33-1
 névôomaesēsto 33-2
 évôomóvōsesto 33-4
 návôomaenēsesto 33-11
 névôomaenēsesto 33-12
 návôomaevósesto 33-22
 évôomāhtsésesto 33-33

návôomanēmāse x-1
 névôomanēmāse x-2
 évôomesēstse x-3
 návôomanémánēse x-11
 névôomanémánēse x-12
 návôomanémēse x-22
 évôomésesto x-33

EXAMPLES:

2-1 they say you saw me
 3-3 they say he saw himself
 3-4 they say he saw him (obv)
 x-33 they say they were seen

OTHER EXAMPLES:

néhoxomósesto 'they say you fed them'
 éhoxomósesto 'they say he fed him(obv)'
 némēanosēstse 'they say you gave
 him away'
 évonāho?nósesto 'they say he burned
 him (obv) up'
 évonāho?heevósesto 'they say he (obv)
 burned him up'
 éhetóvōsesto 'it is said they told
 him (obv)'

násâavóomãhtséhémãse	1-1	násâavóomaehésesto	33-1
nésâavóomat séhémãse	1-2	nésâavóomaehésesto	33-2
násâavóomóheséstse	1-3	ésâavóomóhevósesto	33-4
násâavóomamóhesesto	1-4	násâavóomaehénésesto	33-11
nésâavóomat séhémése	1-22	nésâavóomaehénésesto	33-12
násâavóomóhesesto	1-33	nésâavóomaehévósesto	33-22
		ésâavóomãhtséhesesto	33-33
nésâavóoméhémãse	2-1		
nésâavóomãhtséhémãse	2-2		
nésâavóomóheséstse	2-3		
nésâavóomamóhesesto	2-4	násâavóomanéhémãse	x-1
nésâavóoméhemenóse	2-11	nésâavóomanéhémãse	x-2
nésâavóomóhesesto	2-33	ésâavóoméhéséstse	x-3
		násâavóomanéhémánese	x-11
násâavóomaeheséstse	3-1	nésâavóomanéhémánese	x-12
nésâavóomaeheséstse	3-2	nésâavóomanéhémése	x-22
ésâavóomãhtséheséstse	3-3	ésâavóoméhesesto	x-33
ésâavóomóhesesto	3-4		
násâavóomaehéneseéstse	3-11		
nésâavóomaehéneseéstse	3-12		
nésâavóomaehévoseéstse	3-22		
		EXAMPLES:	
násâavóomaehétsenósesto	4-1	2-3 they say you didn't see him	
nésâavóomaehétsenósesto	4-2	3-4 they say he didn't see him (obv)	
ésâavóomaehésesto	4-3	4-33 they say he (obv) didn't see them	
ésâavóomãhtséhesesto	4-4	x-33 they say they weren't seen	
násâavóomaehétsenónésesto	4-11		
nésâavóomaehétsenónésesto	4-12		
nésâavóomaehétsenóvósesto	4-22		
ésâavóomaehévósesto	4-33		
nésâavóomat séhéménóse	11-2		
násâavóomóheneséstse	11-3		
násâavóomamóhenésesto	11-4		
násâavóomãhtséhémánese	11-11		
násâavóomat séhéménóse	11-22		
násâavóomóhenésesto	11-33		
nésâavóomóheneséstse	12-3		
nésâavóomamóhenésesto	12-4		
nésâavóomãhtséhémánese	12-12		
nésâavóomóhenésesto	12-33		
nésâavóoméhémése	22-1		
nésâavóomóhevoseéstse	22-3		
nésâavóomamóhevósesto	22-4		
nésâavóoméhemenóse	22-11		
nésâavóomãhtséhémése	22-22		
nésâavóomóhevósesto	22-33		

(These appear to occur mostly in legend and folklore-type stories. The examples below will be given with the past-tense morpheme, -h-, -x-, -?-, and -s-, since MEDIATE forms most commonly contain a past-tense morpheme. Another commonly occurring past-tense morpheme in mediate forms is -sta-. See examples of MEDIATE verbs in the texts, later in these notes.)

éxhetóhoono	(3-4)	he told him/them (obv)
éxhetaehoono	(4-3)	he/they (obv) told him
éxhetaevóhoono	(4-33)	he/they (obv) told them
éxhetóvóhoono	(33-4)	they told him/them (obv)
éhvôomóhoono	(3-4)	he saw him/them (obv)
éhvôomaehoono	(4-3)	he/they (obv) saw him
éhvôomaevóhoono	(4-33)	he/they (obv) saw them
éhvôomóvóhoono	(33-4)	they saw him/them (obv)
éhmêvóhoono	(3-4)	he ate him/them (obv)
éhmêvaeohoono	(4-3)	he/they (obv) ate him
éhmêvaevóhoono	(4-33)	he/they (obv) ate them
éhmêvovóhoono	(33-4)	they ate him/them (obv)
éhvonâho?nóhoono	(3-4)	he burned him/them (obv) up
éhvonâho?heehoono	(4-3)	he/they (obv) burned him up
éhvonâho?heevóhoono	(4-33)	he/they (obv) burned them up
éhvonâha?nóvóhoono	(33-4)	they burned him/them (obv) up
é?a?tâsóhoono	(3-4)	he accidentally cut him/them (obv)
é?a?tâxeehoono	(4-3)	he/they (obv) accidentally cut him
é?a?tâxeevóhoono	(4-33)	he/they (obv) accidentally cut them
é?a?tâsóvóhoono	(33-4)	they accidentally cut him/them (obv)

TRANSITIVE ANIMATE NEGATIVE MEDIATE

éssâavóomóhehoono	(3-4)	he did not see him/them (obv)
éssâavóomaehéhoono	(4-3)	he/they (obv) did not see him
éssâavóomaehévóhoono	(4-33)	he/they (obv) did not see them
éssâavóomóhevóhoono	(33-4)	they did not see him/them (obv)
éssâa?a?tâsóhehoono	(3-4)	he did not accident. cut him/them (obv)
éssâa?a?tâxeehéhoono	(4-3)	he/they (obv) did not acc. cut him
éssâa?a?tâxeehévóhoono	(4-33)	he/they (obv) did not acc. cut them
éssâa?a?tâsóhevóhoono	(33-4)	they did not acc. cut him/them (obv)

vé?hooməstse	Look at me! 2-1	vé?hoomə	Look at me! 22-1
vé?hoomahtsəstse	Look at yourself! 2-2	vé?hoomahtse	Look at yourselves! 22-22
vé?hooměha	Look at him! 2-3	vé?hooma	Look at him! 22-3
vé?hoomameha	Look at him(obv)! 2-4	vé?hoomama	Look at him(obv)! 22-4
vé?hoomemeno	Look at us! 2-11	vé?hoomemeno	Look at us! 22-11
vé?hoomenáno	Look at them! 2-33	vé?hooma	Look at them! 22-33
méhoxəstse	Love me! (2-1)	méhoxe	22-1
mého tahtsəstse	2-2	mého tahtse	22-22
méhoxeha	2-3	mého ta	22-3
mého tameha	2-4	mého tama	22-4
méhoxemeno	2-11	méhoxemeno	22-11
méhoxenáno	2-33	mého ta	22-33
péhéve?tovəstse	Be good to me! 2-1	péhéve?tove	22-1
péhéve?tovahtsəstse	2-2	péhéve?tovahtse	22-22
péhéve?tověha	2-3	péhéve?tova	22-3
péhéve?tovaměha	2-4	péhéve?tovama	22-4
péhéve?tovemeno	2-11	péhéve?tovemeno	22-11
péhéve?tovenáno	2-33	péhéve?tova	22-33
měvəstse	Eat me! (2-1)	měve	22-1
měvahtsəstse	2-2	měvahtse	22-22
měveha	2-3	měva	22-3
měvaměha	2-4	měvama	22-4
měvemeno	2-11	měvemeno	22-11
měvenáno	2-33	měva	22-33
taevaəstse	Measure me! (2-1)	taevahe	22-1
taeváhestsəstse	2-2	taeváhestse	22-22
taeváheha	2-3	taevaha	22-3
taeváměha	2-4	taeváhama	22-4
taeváhemenó	2-11	taeváhemenó	22-11
taeváhenáno	2-33	taevaha	22-33
mòxe?oəstse	Draw me! (2-1)	mòxe?ohe	22-1
mòxe?òhestsəstse	2-2	mòxe?òhestse	22-22
mòxe?òheha	2-3	mòxe?oha	22-3
mòxe?òhaměha	2-4	mòxe?òhama	22-4
mòxe?òhemeno	2-11	mòxe?òhemeno	22-11
mòxe?òhenáno	2-33	mòxe?oha	22-33

EXAMPLES IN SENTENCES:

mòxe?òheha váótséva
 mòxe?òheha hóhtséme
 mòxe?òheha nánkohe
 mòxe?òhenáno váotsevâhne
 mòxe?òhenáno nánkòheo?o
 pèheve?tova hetané-ka?ěškone
 vé?hoomemeno

Draw a deer!
 Draw a ball!
 Draw a bear!
 Draw deer (pl)!
 Draw bears!
 (You-pl.) be good to the boy!
 Look at us!

vé?hoomeo?o	Look at me! (2-1)	vé?hooméhéne	22-1
vé?hoomähtseo?o	2-2	vé?hoomähtséhéne	22-22
vé?hoomoo?o	2-3	vé?hoomóhéne	22-3
vé?hoomamoo?o	2-4	vé?hoomamóhéne	22-4
vé?hoomemenoo?o	2-11	vé?hoomemenoo?o	22-11
vé?hoomóono	2-33	vé?hoomóhéne	22-33
méhoxeo?o	Love me! (2-1)	méhóxéhéne	22-1
mého?tähtseo?o	2-2	mého?tähtséhéne	22-22
mého?too?o	2-3	méhó?tóhéne	22-3
mého?tamoo?o	2-4	mého?tamóhéne	22-4
méhoxemenoo?o	2-11	méhoxemenoo?o	22-11
méhó?tóono	2-33	méhó?tóhéne	22-33
péhéve?toveo?o	Be good to me! (2-1)	péhéve?tovéhéne	22-1
péhéve?tovähtseo?o	2-2	péhéve?tovähtséhéne	22-22
péhéve?tovoo?o	2-3	péhéve?tovóhéne	22-3
péhéve?tovamoo?o	2-4	péhéve?tovamóhéne	22-4
péhéve?tovemenoo?o	2-11	péhéve?tovemenoo?o	22-11
péhéve?tovóono	2-33	péhéve?tovóhéne	22-33
méveo?o	Eat me! (2-1)	mévéhéne	22-1
mévähtseo?o	2-2	mévähtséhéne	22-22
mévoo?o	2-3	mévóhéne	22-3
mévamoo?o	2-4	mévamóhéne	22-4
mévemenoo?o	2-11	mévemenoo?o	22-11
mévóono	2-33	mévóhéne	22-33
taeváheo?o	Measure me! (2-1)	taeváhéne	22-1
taeváhestseo?o	2-2	taeváhestséhéne	22-22
taeváhnnoo?o	2-3	taeváhnóhéne	22-3
taeváhamoo?o	2-4	taeváhamóhéne	22-4
taeváhemenoo?o	2-11	taeváhemenoo?o	22-11
taeváhnóono	2-33	taeváhnóhéne	22-33
mòxe?òheo?o	Draw me! (2-1)	mòxe?òhéhéne	22-1
mòxe?òhestseo?o	2-2	mòxe?òhestséhéne	22-22
mòxe?òhnnoo?o	2-3	mòxe?òhnóhéne	22-3
mòxe?òhamoo?o	2-4	mòxe?òhamóhéne	22-4
mòxe?òhemeno?o	2-11	mòxe?òhemeno?o	22-11
mòxe?òhnóono	2-33	mòxe?òhnóhéne	22-33

EXAMPLES IN SENTENCES:

péhéve?tovóhéne ka?ěškóneho
māxhováneehétse

Be good to the children when
we are gone!

náho?áhenótse hoestótse
taeváheo?o māvóona?o

I want a dress. Measure me
tomorrow!

vé?hooma?eha	Let him look at me	vé?hooma?évoha	Let them look at me (33-1)
vé?hoomáta?e	3-2	vé?hoomata?ōse	33-2
vé?hoomähtseha	3-3	vé?hoomähtsévoha	33-33
vé?hoomóha	3-4	vé?hoomóvoha	33-4
vé?hoomaētse	3-11, 3-12	vé?hoomaētse	33-11, 33-12
vé?hoomata?ōse	3-22	vé?hoomata?ōse	33-22

These hortative verbs may be prefixed by *něše-* or *mäh-*. Note the similarities between this paradigm and that of the same person combinations in the TRANSITIVE ANIMATE CONJUNCT verb paradigms.

EXAMPLES IN SENTENCES:

vé?hoomóho še?xo
vé?hoomóvoha náhkóhóho

Let him look at the duck(s) (obv)!
Let them look at the bear(s) (obv)!

TRANSITIVE ANIMATE FIRST-PERSON HORTATIVES

nétāhonó?tone šê?še
nétāhonó?toneo?o šé?šeo?o

Let's roast the duck!
Let's roast the ducks!

nétavovéhone ma?heo?o

Let's praise God!

nétāhêve?hoomone mé?ěševôtse

Let's go look at the baby!

nétavéstāhêmone tséheškétse
něstavéstāhêmone tséheškétse

Let's help our mother!
Let's help our mother!

nátavéstāhémo tséheškétse

Let me help our mother!

návóóhta	I see it	(1-I)	návôohtanôtse	I see them	(1-II)
névóóhta	you see it	(2-I)	névôohtanôtse	you see them	(2-II)
évóóhta	he sees it	(3-I)	évôohtanôtse	he sees them	(3-II)
évôohtotse	he (obv) sees it	(4-I)	évôohtotsenôtse	he (obv) sees them	(4-II)
návóóhtánóne	we (excl) see it	(11-I)	návôohtanonéstse	we (ex) see them	(11-II)
névôohtanone	we (incl) see it	(12-I)	névôohtanonéstse	we (in) see them	(12-II)
névóóhtánóvo	you (pl) see it	(22-I)	névôohtanovôtse	you (pl) see them	(22-II)
évóóhtánóvo	they see it	(33-I)	évôohtanovôtse	they see them	(33-II)
évôome	it is seen	(x-I)	évôomēnēstse	they are seen	(x-II)
námese	I ate it	(1-I)	námēsenôtse	I ate them	(1-II)
némese	2-I		némēsenôtse	2-II	
émese	3-I		émēsenôtse	3-II	
émēsetse	4-I		émēsetsenôtse	4-II	
námésénóne	11-I		námēsenonēstse	11-II	
némēsenone	12-I		némēsenonēstse	12-II	
némésénóvo	22-I		némēsenovôtse	22-II	
émésénóvo	33-I		émēsenovôtse	33-II	
émēsēstove	x-1		émēsēstóvéneštse	x-II	
náho?tse	I have it	(1-I)	náho?tsenôtse	I have them	(1-II)
ného?tse	2-I		ného?tsenôtse	2-II	
ého?tse	3-I		ého?tsenôtse	3-II	
ého?tsetse	4-I		ého?tsétsenôtse	4-II	
náho?tsénóne	11-I		náho?tsénonēstse	11-II	
ného?tsénone	12-I		ného?tsénonēstse	12-II	
ného?tsénóvo	22-I		ného?tsénovôtse	22-II	
ého?tsénóvo	33-I		ého?tsénovôtse	33-II	
ého?he	x-I		ého?hēnēstse	x-II	
náho?ahe	I want it	(1-I)	náho?āhenôtse	I want them	(1-II)
ného?ahe	2-I		ného?āhenôtse	2-II	
ého?ahe	3-I		ého?āhenôtse	3-II	
ého?āhetse	4-I		ého?āhétsenôtse	4-II	
náho?āhénóne	11-I		náho?āhénonēstse	11-II	
ného?āhénone	12-I		ného?āhénonēstse	12-II	
ného?āhénóvo	22-I		ného?āhénovôtse	22-II	
ého?āhénóvo	33-I		ého?āhénovôtse	33-II	
ého?āhéstove	x-I		ého?āhéstóvéneštse	x-II	
náhôxe?āna	I cleaned it by hand	(1-I)	náhôxe?ananôtse	I cleaned them	(1-II)
néhôxe?āna	2-I		néhôxe?ananôtse	2-II	
éhôxe?āna	3-I		éhôxe?ananôtse	3-II	
éhôxe?anotse	4-I		éhôxe?anótse	4-II	
náhôxe?anánóne	11-I		náhôxe?anánonēstse	11-II	
néhôxe?anánone	12-I		néhôxe?anánonēstse	12-II	
néhôxe?anánóvo	22-I		néhôxe?anánovôtse	22-II	
éhôxe?anánóvo	33-I		éhôxe?anánovôtse	33-II	
éhôxe?ane	x-I		éhôxe?anēnēstse	x-II	

námane	I drank it (1-I)	námanenötse	I drank them (1-II)
némane	2-I	némanenötse	2-II
émane	3-I	émanenötse	3-II
émanetse	4-I	émanétsenötse	4-II
námanénóne	11-I	námanénonéstse	11-II
némanénone	12-I	némanénonéstse	12-II
némanénóvo	22-I	némanénovötse	22-II
émanénóvo	33-I	émanénovötse	33-II
émanéstove	x-I	émanéstóvénestse	x-II
nápo?óhta	I break it off by mouth 1-I	nápo?óhtanötse	I brk them off by m. (1-II)
népo?óhta	2-I	népo?óhtanötse	2-II
épo?óhta	3-I	épo?óhtanötse	3-II
épo?óhtotse	4-I	épo?óhtotsenötse	4-II
nápo?óhtánóne	11-I	nápo?óhtanonéstse	11-II
népo?óhtanone	12-I	népo?óhtanonéstse	12-II
népo?óhtánóvo	22-I	népo?óhtanovötse	22-II
épo?óhtánóvo	33-I	épo?óhtanovötse	33-II
épo?ome	x-I	épo?omēnestse	x-II
návonāho?ha	I destroy it by heat (1-I)	návonāho?hanötse	I destroy them by heat
névonāho?ha	2-I	névonāho?hanötse	2-II
évonāho?ha	3-I	évonāho?hanötse	3-II
évonāho?hotse	4-I	évonāho?hótsevenötse	4-II
návonāho?hánóne	11-I	návonāho?hánonéstse	11-II
névonāho?hánone	12-I	névonāho?hánonéstse	12-II
névonāho?hánóvo	22-I	névonāho?hánovötse	22-II
évonāho?hánóvo	33-I	évonāho?hánovötse	33-II
évonāho?he	x-I	évonāho?hēnestse	x-II
náa?tāxa	I accidentally cut it (1-I)	náa?tāxanötse	I acc. cut them (1-II)
néa?tāxa	2-I	néa?tāxanötse	2-II
éa?tāxa	3-I	éa?tāxanötse	3-II
éa?tāxotse	4-I	éa?tāxótsevenötse	4-II
náa?tāxánóne	11-I	náa?tāxánonéstse	11-II
néa?tāxánone	12-I	néa?tāxánonéstse	12-II
néa?tāxánóvo	22-I	néa?tāxánovötse	22-II
éa?tāxánóvo	33-I	éa?tāxánovötse	33-II
éa?taxe	x-I	éa?tāxēnestse	x-II
nápo?ōha	I break it off by tool (1-I)	nápo?ōhanötse	I brk them off by t. (1-II)
népo?ōha	2-I	népo?ōhanötse	2-II
épo?ōha	3-I	épo?ōhanötse	3-II
épo?ōhotse	4-I	épo?ōhótsevenötse	4-II
nápo?ōhánóne	11-I	nápo?ōhánonéstse	11-II
népo?ōhánone	12-I	népo?ōhánonéstse	12-II
népo?ōhánóvo	22-I	népo?ōhánovötse	22-II
épo?ōhánóvo	33-I	épo?ōhánovötse	33-II
épo?ohe	x-I	épo?ōhēnestse	x-II

nánèhésta I said that
 nénèhésta 2-I
 énéhésta 3-I
 énéhestotse 4-I
 nánèhestánóne 11-I
 nénèhestánone 12-I
 nénèhestánóvo 22-I
 énéhestánóvo 33-I
 énéhestöhe x-I

náho?èhóhta I came to it
 ného?èhóhta 2-I
 ého?èhóhta 3-I
 ého?èhóhtotse 4-I
 náho?èhóhtánóne 11-I
 ného?èhóhtanone 12-I
 ného?èhóhtánóvo 22-I
 ého?èhóhtánóvo 33-I
 ého?èhóhpe x-I

nánèhestanótse I said them
 nénèhestanótse 2-II
 énéhestanótse 3-II
 énéhestótse 4-II
 nánèhestánónèstse 11-II
 nénèhestánonèstse 12-II
 nénèhestánóvótse 22-II
 énéhestánóvótse 33-II
 énéhestóhénèstse

náho?èhóhtanótse I came to them
 ného?èhóhtanótse 2-II
 ého?èhóhtanótse 3-II
 ého?èhóhtotse 4-II
 náho?èhóhtanonèstse 11-II
 ného?èhóhtanonèstse 12-II
 ného?èhóhtanovótse 22-II
 ého?èhóhtanovótse 33-II
 ého?èhóhénèstse x-II

EXAMPLES IN SENTENCES:

Náho' ahe máheo'o.
 Náho' ahe sémo.
 Náho' ahe amáho'hestótse.
 Náho' ahe ho'évohkótse.
 Náho' ahe mo'óhtávè-hohpe.

Náho'áhenótse sémonótse.
 Náho'áhenótse menótse.

Émese ho'évohkótse.
 Émésénóvo ho'évohkótse.

Évonáho'hánovótse káhamaxèstse.
 Évonáho'hénèstse káhamaxèstse.

I want a house.
 I want a boat.
 I want a car.
 I want meat.
 I want coffee.

I want boats.
 I want berries.

He ate meat.
 They ate meat.

They burned up the sticks.
 The sticks were burned up.

návôhtomóvo	I see his	___ (1-I')	návôhtomóvonôtse	1-II'
névôhtomóvo	2-I'		névôhtomóvonôtse	2-II'
évôhtomóvo	3-I'		évôhtomóvonôtse	3-II'
návôhtomóvonóne	11-I'		návôhtomóvononêstse	11-II'
névôhtomóvonone	12-I'		névôhtomóvononêstse	12-II'
névôhtomóvonóvo	22-I'		névôhtomóvonovôtse	22-II'
évôhtomóvonóvo	33-I'		évôhtomóvonovôtse	33-II'
évômetse	x-I'		évômenetôtse	x-II'

náhestanomóvo	I took his	___ (1-I')	náhestanomóvonôtse	1-II'
néhestanomóvo	2-I'		néhestanomóvonôtse	2-II'
éhestanomóvo	3-I'		éhestanomóvonôtse	3-II'
náhestanomóvonóne	11-I'		náhestanomóvononêstse	11-II'
néhestanomóvonone	12-I'		néhestanomóvononêstse	12-II'
néhestanomóvonóvo	22-I'		néhestanomóvonovôtse	22-II'
éhestanomóvonóvo	33-I'		éhestanomóvonovôtse	33-II'
éhestanetse	x-I'		éhestanenetôtse	x-II'

náê?e?ó?tóvo	I broke his	___ (1-I')	náê?e?ó?tovonôtse	1-II'
néê?e?ó?tóvo	2-I'		néê?e?ó?tovonôtse	2-II'
éê?e?ó?tóvo	3-I'		éê?e?ó?tovonôtse	3-II'
náê?e?ó?tóvonóne	11-I'		náê?e?ó?tovononêstse	11-II'
néê?e?ó?tovonone	12-I'		néê?e?ó?tovononêstse	12-II'
néê?e?ó?tóvonóvo	22-I'		néê?e?ó?tovonovôtse	22-II'
éê?e?ó?tóvonóvo	33-I'		éê?e?ó?tovonovôtse	33-II'
éê?e?ó?hetse	x-I'		éê?e?ó?henetôtse	x-II'

námésévo	I ate his	___ (1-I')	námésevonôtse	1-II'
némésévo	2-I'		némésevonôtse	2-II'
émésévo	3-I'		émésevonôtse	3-II'
námésévónóne	11-I'		námésevononêstse	11-II'
némésevonone	12-I'		némésevononêstse	12-II'
némésévónóvo	22-I'		némésevonovôtse	22-II'
émésévónóvo	33-I'		émésevonovôtse	33-II'
éméséstovetse	x-I'		éméséstovenetôtse	x-II'

EXAMPLES IN SENTENCES:

návôhtomóvo hemáheo?o
 (návôhta nemáheo?o
 évôhtomóvonôtse hemáheonôtse
 évôhtomóvonôtse hemáheónevôtse
 (évôhtanôtse hemáheonôtse
 náê?e?ó?tóvo hestse?ko
 éhestanomóvonovôtse hesémonôtse
 hesémónévo éhestanetse

I saw his house
 I saw your house)
 he saw his (someone else) houses
 he saw their houses
 he saw his (own) houses)
 I broke his leg
 they took his boats
 their boat was taken

násâavóóhtóhe	I did not see it	násâavóóhtóhenötse	I did not see them
nésâavóóhtóhe	2-I	nésâavóóhtóhenötse	2-II
ésâavóóhtóhe	3-I	ésâavóóhtóhenötse	3-II
ésâavóóhtóhetse	4-I	ésâavóóhtóhétsetse	4-II
násâavóóhtóhénóne	11-I	násâavóóhtóhénonéstse	11-II
nésâavóóhtóhénone	12-I	nésâavóóhtóhénonéstse	12-II
nésâavóóhtóhénóvo	22-I	nésâavóóhtóhénovótse	22-II
ésâavóóhtóhénóvo	33-I	ésâavóóhtóhénovótse	33-II
ésâavóóméháne	x-I	ésâavóóméhanehótse	x-II
násâaméséhe	I did not eat it	násâaméséhenötse	I did not eat them
nésâaméséhe	2-I	nésâaméséhenötse	2-II
ésâaméséhe	3-I	ésâaméséhenötse	3-II
ésâaméséhetse	4-I	ésâaméséhetsenötse	4-II
násâaméséhénóne	11-I	násâaméséhénonéstse	11-II
nésâaméséhenone	12-I	nésâaméséhénonéstse	12-II
nésâaméséhénóvo	22-I	nésâaméséhénovótse	22-II
ésâaméséhénóvo	33-I	ésâaméséhénovótse	33-II
ésâaméséstovéhane	x-I	ésâaméséstovéhanehótse	x-II
násâaho?tséhe	I do not have it	násâaho?tséhenötse	I do not have them
nésâaho?tséhe		nésâaho?tséhenötse	
ésâaho?tséhe		ésâaho?tséhenötse	
ésâaho?tséhetse		ésâaho?tséhetsenötse	
násâaho?tséhénóne		násâaho?tséhénonéstse	
nésâaho?tséhenone		nésâaho?tséhénonéstse	
nésâaho?tséhénóvo		nésâaho?tséhénovótse	
ésâaho?tséhénóvo		ésâaho?tséhénovótse	
ésâaho?héháne		ésâaho?héhanehótse	
násâaho?áhéhe	I don't want it	násâaho?áhéhenötse	I don't want them
nésâaho?áhéhe		nésâaho?áhéhenötse	
ésâaho?áhéhe		ésâaho?áhéhenötse	
ésâaho?áhéhetse		ésâaho?áhéhetsenötse	
násâaho?áhéhénóne		násâaho?áhéhénonéstse	
nésâaho?áhéhenone		nésâaho?áhéhénonéstse	
nésâaho?áhéhénóvo		nésâaho?áhéhénovótse	
ésâaho?áhéhénóvo		nésâaho?áhéhénovótse	
ésâaho?áhéstovéhane		ésâaho?áhéstovéhanehótse	
násâahóxe?anóhe	I didn't clean it	násâahóxe?anóhenötse	I didn't clean them
nésâahóxe?anóhe		nésâahóxe?anóhenötse	
ésâahóxe?anóhe		ésâahóxe?anóhenötse	
ésâahóxe?anóhetse		ésâahóxe?anóhetsenötse	
násâahóxe?anóhénóne		násâahóxe?anóhénonéstse	
nésâahóxe?anóhenone		nésâahóxe?anóhénonéstse	
nésâahóxe?anóhénóvo		nésâahóxe?anóhénovótse	
ésâahóxe?anóhénóvo		ésâahóxe?anóhénovótse	
ésâahóxe?anéháne		ésâahóxe?anéhanehótse	

násâamanéhe I didn't drink it		násâamanéhenötse I didn't drink them	
nésâamanéhe 2-I		nésâamanéhenötse 2-II	
ésâamanéhe 3-I		ésâamanéhenötse 3-II	
ésâamanéhetse 4-I		ésâamanéhetsenötse 4-II	
násâamanéhénóne 11-I		násâamanéhenonéstse 11-II	
nésâamanéhenone 12-I		nésâamanéhenonéstse 12-II	
nésâamanéhénóvo 22-I		nésâamanéhenovötse 22-II	
ésâamanéhénóvo 33-I		ésâamanéhenovötse 33-II	
ésâamanéstovéhane x-I		ésâamanéstovéhanehötse x-II	
násâapo?óhtóhe I didn't break it off		násâapo?óhtóhenötse 1-II	
nésâapo?óhtóhe by mouth		nésâapo?óhtóhenötse	
ésâapo?óhtóhe		ésâapo?óhtóhenötse	
ésâapo?óhtóhetse		ésâapo?óhtóhetsenötse	
násâapo?óhtóhénóne		násâapo?óhtóhenonéstse	
nésâapo?óhtóhenone		nésâapo?óhtóhenonéstse	
nésâapo?óhtóhénóvo		nésâapo?óhtóhenovötse	
ésâapo?óhtóhénóvo		ésâapo?óhtóhenovötse	
ésâapo?oméháne		ésâapo?oméhanehötse	
násâahestanóhe I didn't take it		násâahestanóhenötse 1-II	
nésâahestanóhe		nésâahestanóhenötse	
ésâahestanóhe		ésâahestanóhenötse	
ésâahestanóhetse		ésâahestanóhetsenötse	
násâahestanóhénóne		násâahestanóhenonéstse	
nésâahestanóhenone		nésâahestanóhenonéstse	
nésâahestanóhénóvo		nésâahestanóhenovötse	
ésâahestanóhénóvo		ésâahestanóhenovötse	
ésâahestanéháne		ésâahestanéhanehötse	

TRANSITIVE INANIMATE INDEPENDENT NEGATIVE--relational

násâavóohtomóvóhe I didn't see his		násâavóohtomóvóhenötse 1-II'	
nésâavóohtomóvóhe 2-I'		nésâavóohtomóvóhenötse 2-II'	
ésâavóohtomóvóhe 3-I'		ésâavóohtomóvóhenötse 3-II'	
násâavóohtomóvóhénóne 11-I'		násâavóohtomóvóhénonéstse 11-II'	
nésâavóohtomóvóhénone 12-I'		nésâavóohtomóvóhénonéstse 12-II'	
nésâavóohtomóvóhénóvo 22-I'		nésâavóohtomóvóhénovötse 22-II'	
ésâavóohtomóvóhénóvo 33-I'		ésâavóohtomóvóhénovötse 33-II'	
ésâavóoméhanéhetse x-I'		ésâavóoméhanéhenetötse x-II'	
násâahestanomóvóhe I didn't ta.his		násâahestanomóvóhenötse 1-II' (take)	
nésâahestanomóvóhe 2-I'		nésâahestanomóvóhenötse 2-II'	
ésâahestanomóvóhe 3-I'		ésâahestanomóvóhenötse 3-II'	
násâahestanomóvóhénóne 11-I'		násâahestanomóvóhénonéstse 11-II'	
nésâahestanomóvóhénone 12-I'		nésâahestanomóvóhénonéstse 12-II'	
nésâahestanomóvóhénóvo 22-I'		nésâahestanomóvóhénovötse 22-II'	
ésâahestanomóvóhénóvo 33-I'		ésâahestanomóvóhénovötse 33-II'	
ésâahestanéhanéhetse x-I'		ésâahestanéhanéhenetötse x-II'	

návôhtahe	Did I see it? (1-I)	návôhtanotse	Did I see them? (1-II)
névôhtahe	2-I	névôhtanotse	2-II
évôhtahe	3-I	évôhtanotse	3-II
évôhtotsehe	4-I	évôhtotsenotse	4-II
návôhtanonehe	11-I	návôhtanonevotse	11-II
névôhtanonehe	12-I	névôhtanonevotse	12-II
névôhtanovohe	22-I	névôhtanovotse	22-II
évôhtanovohe	33-I	évôhtanovotse	33-II
évôomehe	x-I	évôomenevotse	x-II

náho?áhehe	Do I want it? (1-I)	náho?áhenotse	1-II
ného?áhehe	2-I	ného?áhenotse	2-II
ého?áhehe	3-I	ého?áhenotse	3-II
ého?áhetsehe	4-I	ého?áhetsenotse	4-II
náho?áhenonehe	11-I	náho?áhenonevotse	11-II
ného?áhenonehe	12-I	ného?áhenonevotse	12-II
ného?áhenovohe	22-I	ného?áhenovotse	22-II
ého?áhenovohe	33-I	ého?áhenovotse	33-II
ého?áhéstovehe	x-I	ého?áhéstovenevotse	x-II

náhestanahe	Did I take it? (1-I)	náhestananotse	1-II
néhestanahe	2-I	néhestananotse	2-II
éhestanahe	3-I	éhestananotse	3-II
éhestanotsehe	4-I	éhestananotse	4-II
náhestananonehe	11-I	náhestananonevotse	11-II
néhestananonehe	12-I	néhestananonevotse	12-II
néhestananovohe	22-I	néhestananovotse	22-II
éhestanovohe	33-I	éhestananovotse	33-II
éhestanehe	x-I	éhestanenevotse	x-II

námésehe	Did I eat it? (1-I)	námésenotse	1-II
némésehe	2-I	némésenotse	2-II
émésehe	3-I	émésenotse	3-II
émésestsehe	4-I	émésestsenotse	4-II
námésenonehe	11-I	námésenonevotse	11-II
némésenonehe	12-I	némésenonevotse	12-II
némésenovohe	22-I	némésenovotse	22-II
émésenovohe	33-I	émésenovotse	33-II
éméséstovehe	x-I	éméséstovenevotse	x-II

EXAMPLES IN SENTENCES:

névôhtahe máheo?o
ného?áhehe mo?óhtávê-hohpe
hee?haho éhestanotsehe sémo
émésenovotse menótse
sémonótse éhestanenevotse

Did you see the house?
Do you want coffee?
Did his son (obv) take the boat?
Did they eat the berries?
Were the boats taken?

návôohtomóvohe	Did I see his ____?	návôohtomóvonotse	1-II'
névôohtomóvohe	2-I'	névôohtomóvonotse	2-II'
évôohtomóvohe	3-I'	évôohtomóvonotse	3-II'
návôohtomóvononehe	11-I'	návôohtomóvononevotse	11-II'
névôohtomóvononehe	12-I'	névôohtomóvononevotse	12-II'
névôohtomóvonovohe	22-I'	névôohtomóvonovotse	22-II'
évôohtomóvonovohe	33-I'	évôohtomóvonovotse	33-II'
évôometsehe	x-I'	évôomenetsevotse	x-II'

náhestanomóvohe	Did I take his ____?	náhestanomóvonotse	1-II'
néhestanomóvohe	2-I'	néhestanomóvonotse	2-II'
éhestanomóvohe	3-I'	éhestanomóvonotse	3-II'
náhestanomóvononehe	11-I'	náhestanomóvononevotse	11-II'
néhestanomóvononehe	12-I'	néhestanomóvononevotse	12-II'
néhestanomóvonovohe	22-I'	néhestanomóvonovotse	22-II'
éhestanomóvonovohe	33-I'	éhestanomóvonovotse	33-II'
éhestanetsehe	x-I'	éhestanetsevotse	x-II'

TRANSITIVE INANIMATE NEGATIVE INTERROGATIVE

násâavóohtôhehe	Didn't I see it?	násâavóohtôhenotse	1-II
nésâavóohtôhehe	2-I	nésâavóohtôhenotse	2-II
ésâavóohtôhehe	3-I	ésâavóohtôhenotse	3-II
ésâavóohtôhetsehe	4-I	ésâavóohtôhetsetse	4-II
násâavóohtôhenonehe	11-I	násâavóohtôhenonevotse	11-II
nésâavóohtôhenonehe	12-I	nésâavóohtôhenonevotse	12-II
nésâavóohtôhenovohe	22-I	nésâavóohtôhenovotse	22-II
ésâavóohtôhenovohe	33-I	ésâavóohtôhenovotse	33-II
ésâavóoméhanenehe	x-I	ésâavóoméhanevotse	x-II

TRANSITIVE INANIMATE NEGATIVE INTERROGATIVE--relational

násâavóohtomóvôhehe	násâavóohtomóvôhenotse
nésâavóohtomóvôhehe	nésâavóohtomóvôhenotse
ésâavóohtomóvôhehe	ésâavóohtomóvôhenotse
násâavóohtomóvôhenonehe	násâavóohtomóvôhenonevotse
nésâavóohtomóvôhenonehe	nésâavóohtomóvôhenonevotse
nésâavóohtomóvôhenovohe	nésâavóohtomóvôhenovotse
ésâavóohtomóvôhenovohe	ésâavóohtomóvôhenovotse
ésâavóoméhanéhetsehe	ésâavóoméhanéhetotsehe

EXAMPLES IN SENTENCES:

névôohtomóvohe hesémo
 néhestanomóvonovohe hemótšěškévo
 ésâavóohtôhenovotse namáheo?o
 ésâavóoméhanéhetsehe hesémónévo
 menôtse ésâaméséstovéhanevotse

Did you see his boat?
 Did you (pl) take their knife?
 Didn't they see my house?
 Wasn't their boat seen?
 Weren't the berries eaten?

mónávôohtôhēhe I guess I saw it(1-I)	mónávôohtôhenōtse I guess I saw them(1-II)
mónévôohtôhēhe 2-I	mónévôohtôhenōtse 2-II
móvôohtôhēhe 3-I	móvôohtôhenōtse 3-II
móvôohtôhetsēhe 4-I	móvôohtôhetsenōtse 4-II
mónávôohtôhenonēhe 11-I	mónávôohtôhenonevōtse 11-II
mónévôohtôhenonēhe 12-I	mónévôohtôhenonevōtse 12-II
mónévôohtôhenovōhe 22-I	mónévôohtôhenovōtse 22-II
móvôohtôhenovōhe 33-I	móvôohtôhenovōtse 33-II
mónâhestanôhēhe I guess I took it	mónâhestanôhenōtse 1-II
mónêhestanôhēhe 2-I	mónêhestanôhenōtse 2-II
móhestanôhēhe 3-I	móhestanôhenōtse 3-II
móhestanôhetsēhe 4-I	móhestanôhet senōtse 4-II
mónâhestanôhenonēhe 11-I	mónâhestanôhenonevōtse 11-II
mónêhestanôhenonēhe 12-I	mónêhestanôhenonevōtse 12-II
mónêhestanôhenovōhe 22-I	mónêhestanôhenovōtse 22-II
móhestanôhenovōhe 33-I	móhestanôhenovōtse 33-II
mónâho?t sēhēhe I guess I have it	mónâho?t sēhenōtse 1-II
mónêho?t sēhēhe 2-I	mónêho?t sēhenōtse 2-II
móho?t sēhēhe 3-I	móho?t sēhenōtse 3-II
móho?t sēhetsēhe 4-I	móho?t sēhet senōtse 4-II
mónâho?t sēhenonēhe 11-I	mónâho?t sēhenonevōtse 11-II
mónêho?t sēhenonēhe 12-I	mónêho?t sēhenonevōtse 12-II
mónêho?t sēhenovōhe 22-I	mónêho?t sēhenovōtse 22-II
móho?t sēhenovōhe 33-I	móho?t sēhenovōtse 33-II

EXAMPLES IN SENTENCES:

mónávôohtôhēhe ó?he?e
 móhestanôhēhe matana
 hee?haho móho?tsēhetsēhe sémo
 móhestanôhenōtse móxe?éstóonōtse

I guess I saw the river.
 I guess he took the milk.
 I guess his son has a boat.
 I guess he took the books.

návóóhtánöse	I am said to see it(1-I)	návóohtanösestötse	1-II
névóóhtánöse	2-I	névóohtanösestötse	2-II
évóóhtánöse	3-I	évóohtanösestötse	3-II
évóóhtótсэнöse	4-I	évóohtotsenösestötse	4-II
návóóhtánónöse	11-I	návóohtanónösestötse	11-II
névóóhtánónöse	12-I	névóohtanónösestötse	12-II
névóóhtánóvöse	22-I	névóohtanóvösestötse	22-II
évóóhtánóvöse	33-I	évóohtanóvösestötse	33-II

náhestanánöse	I am said to take it	náhestanánösestötse	1-II
néhestanánöse	2-I	néhestanánösestötse	2-II
éhestanánöse	3-I	éhestanánösestötse	3-II
éhestanótсэнöse	4-I	éhestanótsenösestötse	4-II
náhestanánónöse	11-I	náhestanánonösestötse	11-II
néhestanánónöse	12-I	néhestanánonösestötse	12-II
néhestanánóvöse	22-I	néhestanánovösestötse	22-II
éhestanánóvöse	33-I	éhestanánovösestötse	33-II

náho?tsénöse	I am said to have it	náho?tsénösestötse	1-II
ného?tsénöse	2-I	ného?tsénösestötse	2-II
ého?tsénöse	3-I	ého?tsénösestötse	3-II
ého?tsétсэнöse	4-I	ého?tsétsenösestötse	4-II
náho?tsénónöse	11-I	náho?tsénonösestötse	11-II
ného?tsénónöse	12-I	ného?tsénonösestötse	12-II
ného?tsénóvöse	22-I	ného?tsénovösestötse	22-II
ého?tsénóvöse	33-I	ého?tsénovösestötse	33-II

EXAMPLES IN SENTENCES:

éhestanánöse mөxe?əstoo?o
 névóohtanösestötse sémonötse

They say he took the book.
 They say you saw the boats.

násâavóóhtòhénòse	1-I	see	násâavóóhtòhenòsestòtse	1-II
nésâavóóhtòhénòse	2-I		nésâavóóhtòhenòsestòtse	2-II
ésâavóóhtòhénòse	3-I		ésâavóóhtòhenòsestòtse	3-II
ésâavóóhtòhétsénòse	4-I		ésâavóóhtòhetsenòsestòtse	4-II
násâavóóhtòhénónèse	11-I		násâavóóhtòhenónèsestòtse	11-II
nésâavóóhtòhénónèse	12-I		nésâavóóhtòhenónèsestòtse	12-II
nésâavóóhtòhénóvòse	22-I		nésâavóóhtòhenóvòsestòtse	22-II
ésâavóóhtòhénóvòse	33-I		ésâavóóhtòhenóvòsestòtse	33-II
násâahestanóhénòse	1-I	take	násâahestanóhenòsestòtse	1-II
nésâahestanóhénòse	2-I		nésâahestanóhenòsestòtse	2-II
ésâahestanóhénòse	3-I		ésâahestanóhenòsestòtse	3-II
ésâahestanóhétsénòse	4-I		ésâahestanòhetsenòsestòtse	4-II
násâahestanóhénónèse	11-I		násâahestanóhenónèsestòtse	11-II
nésâahestanóhénónèse	12-I		nésâahestanóhenónèsestòtse	12-II
nésâahestanóhénóvòse	22-I		nésâahestanóhenóvòsestòtse	22-II
ésâahestanóhénóvòse	33-I		ésâahestanóhenóvòsestòtse	33-II
násâaho?t séhénòse	1-I	have	násâaho?t séhenòsestòtse	1-II
nésâaho?t séhénòse	2-I		nésâaho?t séhenòsestòtse	2-II
ésâaho?t séhénòse	3-I		ésâaho?t séhenòsestòtse	3-II
ésâaho?t séhét sénòse	4-I		ésâaho?t séhet senòsestòtse	4-II
násâaho?t séhénónèse	11-I		násâaho?t séhenónèsestòtse	11-II
nésâaho?t séhénónèse	12-I		nésâaho?t séhenónèsestòtse	12-II
nésâaho?t séhénóvòse	22-I		nésâaho?t séhenóvòsestòtse	22-II
ésâaho?t séhénóvòse	33-I		ésâaho?t séhenóvòsestòtse	33-II

EXAMPLES IN SENTENCES:

ésâahestanóhénòse matana
 hetane ésâaho?tséhénòse ma?kaeta
 hee?haho ésâavóóhtòhétsénòse
 ó?he?e

They say he didn't take the milk.
 They say the man doesn't have the
 money.
 They say his son (obv) didn't see
 the river.

(The forms given here will have the past tense morpheme.)

éhvôohtanoho	(3-I)	He saw it.
éhvôohtanôhoonôtse	(3-II)	He saw them (inanimate).
éhvôohtanovoho	(33-I)	They saw it.
éhvôohtanovôhoonôtse	(33-II)	They saw them (inanimate).
éxhestanánoho	(3-I)	He took it.
éxhestanánôhoonôtse	(3-II)	He took them.
éxhestanánovoho	(33-I)	They took it.
éxhestanánovôhoonôtse	(33-II)	They took them.
éxho?tsénoho	(3-I)	He had it.
éxho?tsénôhoonôtse	(3-II)	He had them.
éxho?tsénovoho	(33-I)	They had it.
éxho?tsénovôhoonôtse	(33-II)	They had them.
éhmésenoho	(3-I)	He ate it.
éhmésenôhoonôtse	(3-II)	He ate them.
éhmésenovoho	(33-I)	They ate it.
éhmésenovôhoonôtse	(33-II)	They ate them.
é?amo?enánoho	(3-I)	He rolled it.
é?amo?enánôhoonôtse	(3-II)	He rolled them.
é?amo?enánovoho	(33-I)	They rolled it.
é?amo?enánovôhoonôtse	(33-II)	They rolled them.

TRANSITIVE INANIMATE NEGATIVE MEDIATE

ésâavóohtôheho	(3-I)	He did not see it.
ésâavóohtôhénôhoonôtse	(3-II)	He did not see them.
ésâavóohtôhénovoho	(33-I)	They did not see it.
ésâavóohtôhénovôhoonôtse	(33-II)	They did not see them.
ésâahestanóhenoho	(3-I)	He did not take it.
ésâahestanóhenôhoonôtse	(3-II)	He did not take them.
ésâahestanóhenovoho	(33-I)	They did not take it.
ésâahestanóhenovôhoonôtse	(33-II)	They did not take them.
ésâaho?tséheho	(3-I)	He did not have it.
ésâaho?tséhenôhoonôtse	(3-II)	He did not have them.
ésâaho?tséhenovoho	(33-I)	They did not have it.
ésâaho?tséhenovôhoonôtse	(33-II)	They did not have them.

EXAMPLES IN SENTENCES:

éhmésenoho ho?évohkôtse	He ate the meat.
ésâaméséhenovôhoonôtse menôtse	They did not eat the berries.
éxhestanánovoho sémo	They took the boat.
hetaneo?o éhvôohtanovoho vee?e	The men saw the tepee.

you ____ it/them	you(pl) ____ it/them	
vé?hóóhtótse	vé?hoohtome	Look at it/them!
hestānótse	hestanome	Take it/them!
mòxe?óóhtse	mòxe?òhome	Write it/them by tool!
po?óóhtse	po?òhome	Break it/them off by tool!
néxho?eotsestsèstse	néxho?eotsestse	Bring it/them here!
měsèstse	měse	Eat it/them!
vonāhō?hótse	vonāho?home	Burn it/them up!
manèstse	mane	Drink it/them!
tsetāxótse	tsetāxome	Cut it/them!
hóxe?ānótse	hóxe?anome	Clean it/them!
manestsèstse	manestse	Make it/them!

(TI Immed. Imperative sg. suffix, /ót/ for verbs which have -á Object Agreement Marker in the Positive Indicative mode. PA *-amoko TI Imperative plural ending; Ch. /-ome/.)

TRANSITIVE INANIMATE DELAYED IMPERATIVE

you ____ it/them(2-I/II)	you(pl) ____ it/them(22-I/II)	
vé?hoohtomeo?o	vé?hoohtomáhéne	Look at it/them!
hestanomeo?o	hestanomáhéne	Take it/them!
mòxe?òhomeo?o	mòxe?òhomáhéne	Write it/them by tool!
po?òhomeo?o	po?òhomáhéne	Break it/them off by tool!
néxho?eotsèstseo?o	néxho?eotsèstséhéne	Bring it/ them here!
méseo?o	méséhéne	Eat it/them!
vonāho?homeo?o	vonāho?homáhéne	Burn it/them up!
maneo?o	manéhéne	Drink it/them!
tsetāxomeo?o	tsetāxomáhéne	Cut it/them!
hóxe?anomeo?o	hóxe?anomáhéne	Clean it/them!
manèstseo?o	manèstséhéne	Make it/them!

"let him ____ it/them"	"let them ____ it/them"	
vé?hoohtoha	vé?hoohtomévo	look at
hestanoha	hestanomévo	take
mòxe?òhoha	mòxe?òhomévo	write
néxho?eotsèstseha	néxho?eotsèstsévo	bring
manèstseha	manèstsévo	make
ho?tseha	ho?tsévo	have
méseha	mésevo	eat
maneha	manévo	drink

TRANSITIVE INANIMATE FIRST-PERSON HORTATIVES

Nétaoné'âhtânone ho'évohkôtse!	Let's taste the meat!
Nèstaoné'âhtânone ho'évohkôtse!	Let's taste the meat!
Nétavé'hoohtanonèstse sémonôtse!	Let's look at the boats!
Nèstavé'hoohtanonèstse sémonôtse!	Let's look at the boats!
Nétâhêve'hoohtanonèstse sémonôtse!	Let's go look at the boats!
Nátamésenôtse menôtse!	Let me eat the berries!

náa?ta?oo?e	It acc. hit me (I-1)	náa?ta?óenötse	They acc. hit me (II-1)
néa?ta?oo?e	I-2	néa?ta?óenötse	II-2
éa?ta?oo?e	I-3	éa?ta?óenötse	II-3
éa?ta?óetse	I-4	éa?ta?óetsenötse	II-4
náa?ta?óénóne	I-11	náa?ta?óenonèstse	II-11
néa?ta?óenone	I-12	néa?ta?óenonèstse	II-12
néa?ta?óénóvo	I-22	néa?ta?óenovötse	II-22
éa?ta?óénóvo	I-33	éa?ta?óenovötse	II-33
náho?èhó?taa?e	It came to me (I-1)	náho?èhó?taenötse	They came to me (II-1)
ného?èhó?taa?e	I-2	ného?èhó?taenötse	II-2
ého?èhó?taa?e	I-3	ého?èhó?taenötse	II-3
ého?èhó?taetse	I-4	ého?èhó?taetsenötse	II-4
náho?èhó?taenóne	I-11	náho?èhó?taenonèstse	II-11
ného?èhó?taenone	I-12	ného?èhó?taenonèstse	II-12
ného?èhó?taenóvo	I-22	ného?èhó?taenovötse	II-22
ého?èhó?taenóvo	I-33	ého?èhó?taenovötse	II-33

EXAMPLES IN SENTENCES:

kàhamaxe éa?ta?oo?e hetane	(I-3)	The stick accidentally hit the man.
náa?ta?óenonèstse he?konötse	(II-11)	The bones accidentally hit us.
háomóhtàhestötse ého?èhó?taetse		
heške	(I-4)	Sickness came to his mother.

Inanimate Subject--TRANSITIVE ANIMATE INDEPENDENT INDICATIVE--relational

náa?ta?óetse	His _____ acc. hit me	náa?ta?óetsenötse	II'-1
néa?ta?óetse	I'-2	néa?ta?óetsenötse	II'-2
éa?ta?óetse	I'-3	éa?ta?óetsenötse	II'-3
náa?ta?óetsenone	I'-11	náa?ta?óetsenonèstse	II'-11
néa?ta?óetsenone	I'-12	néa?ta?óetsenonèstse	II'-12
néa?ta?óétsénóvo	I'-22	néa?ta?óetsenovötse	II'-22
éa?ta?óétsénóvo	I'-33	éa?ta?óetsenovötse	II'-33
náho?èhó?taetse	His _____ came to me	náho?èhó?taetsenötse	II'-1
ného?èhó?taetse	I'-2	ného?èhó?taetsenötse	II'-2
ého?èhó?taetse	I'-3	ého?èhó?taetsenötse	II'-3
náho?èhó?taetsenone	I'-11	náho?èhó?taetsenonèstse	II'-11
ného?èhó?taetsenone	I'-12	ného?èhó?taetsenonèstse	II'-12
ného?èhó?taetsenovo	I'-22	ného?èhó?taetsenovötse	II'-22
ého?èhó?taetsenovo	I'-33	ého?èhó?taetsenovötse	II'-33

EXAMPLES IN SENTENCES:

náa?ta?óetse hemöxe?èstónestötse	(I'-1)	His pencil accidentally hit me.
hemöxe?èstönevötse		
náho?èhó?taetsenonèstse	(II'-11)	Their books came to us.
éa?ta?óetse hemöxe?èstónestóvévo	(I'-3)	He was acc. hit by their pencil.

náa?ta?óehe	Did it acc. hit me?(I-1)	náa?ta?óenotse	Did they a. hit me?(II-1)
néa?ta?óehe	I-2	néa?ta?óenotse	II-2
éa?ta?óehe	I-3	éa?ta?óenotse	II-3
éa?ta?óetsehe	I-4	éa?ta?óetsenotse	II-4
náa?ta?óenonehe	I-11	náa?ta?óenonevotse	II-11
néa?ta?óenonehe	I-12	néa?ta?óenonevotse	II-12
néa?ta?óenovohé	I-22	néa?ta?óenovotse	II-22
éa?ta?óenovohé	I-33	éa?ta?óenovotse	II-33
náho?èhó?taehe	Did it come to me?	náho?èhó?taenotse	Did they come to me?
ného?èhó?taehe	I-2	ného?èhó?taenotse	II-2
ého?èhó?taehe	I-3	ého?èhó?taenotse	II-3
ého?èhó?taetsehe	I-4	ého?èhó?taetsenotse	II-4
náho?èhó?taenonehe	I-11	náho?èhó?taenonevotse	II-11
ného?èhó?taenonehe	I-12	ného?èhó?taenonevotse	II-12
ného?èhó?taenovohé	I-22	ného?èhó?taenovotse	II-22
ého?èhó?taenovohé	I-33	ého?èhó?taenovotse	II-33

EXAMPLES IN SENTENCES:

káhamaxe	néa?ta?óehe	(I-2)	Did a stick accidentally hit you?
péhévetanohtótse			
ého?èhó?taetsehe	hestónaho	(I-4)	Did happiness come to his daughter?
káhamaxehótse	néa?ta?óenovotse	(II-22)	Did sticks accidentally hit you(pl)?

Inanimate Subject--TRANSITIVE ANIMATE INTERROGATIVE--relational

náa?ta?óetsehe	Did his acc. hit me?	náa?ta?óetsenotse	II'-1
néa?ta?óetsehe	I'-2	néa?ta?óetsenotse	II'-2
éa?ta?óetsehe	I'-3	éa?ta?óetsenotse	II'-3
náa?ta?óetsenonehe	I'-11	náa?ta?óetsenonevotse	II'-11
néa?ta?óetsenonehe	I'-12	néa?ta?óetsenonevotse	II'-12
néa?ta?óetsenovohé	I'-22	néa?ta?óetsenovotse	II'-22
éa?ta?óetsenovohé	I'-33	éa?ta?óetsenovotse	II'-33

Inanimate Subject--TRANSITIVE ANIMATE NEGATIVE INTERROGATIVE

násâa?a?ta?óehehe	I-1	násâa?a?ta?óehenotse	II-1
nésâa?a?ta?óehehe	I-2	nésâa?a?ta?óehenotse	II-2
ésâa?a?ta?óehehe	I-3	ésâa?a?ta?óehenotse	II-3
ésâa?a?ta?óehetsehe	I-4	ésâa?a?ta?óehetsenotse	II-4
násâa?a?ta?óehenonehe	I-11	násâa?a?ta?óehenonevotse	II-11
nésâa?a?ta?óehenonehe	I-12	nésâa?a?ta?óehenonevotse	II-12
nésâa?a?ta?óehenovohé	I-22	nésâa?a?ta?óehenovotse	II-22
ésâa?a?ta?óehenovohé	I-33	ésâa?a?ta?óehenovotse	II-33

EXAMPLES IN SENTENCES:

hemôxe?éstónestótse	néa?ta?óetsehe	(I'-2)	Did his pencil acc. hit you?
káhamaxe	nésâa?a?ta?óehenovohé	(I-22)	Didn't the stick acc. hit you(pl)?

násâa?a?ta?óéhe	It did not a. hit me	násâa?a?ta?óehenötse	II-1
nésâa?a?ta?óéhe	I-2	nésâa?a?ta?óehenötse	II-2
ésâa?a?ta?óéhe	I-3	ésâa?a?ta?óehenötse	II-3
ésâa?a?ta?óehetse	I-4	ésâa?a?ta?óehétsenötse	II-4
násâa?a?ta?óéhénóne	I-11	násâa?a?ta?óéhénonéstse	II-11
nésâa?a?ta?óéhénone	I-12	nésâa?a?ta?óéhénonéstse	II-12
nésâa?a?ta?óéhénóvo	I-22	nésâa?a?ta?óéhénovötse	II-22
ésâa?a?ta?óéhénóvo	I-33	ésâa?a?ta?óéhénovötse	II-33
násâaho?èhó?taēhe	not come to me(I-1)	násâaho?èhó?taehenötse	II-1
nésâaho?èhó?taēhe	I-2	nésâaho?èhó?taehenötse	II-2
ésâaho?èhó?taēhe	I-3	ésâaho?èhó?taehenötse	II-3
ésâaho?èhó?taehetse	I-4	ésâaho?èhó?taehétsenötse	II-4
násâaho?èhó?taehénóne	I-11	násâaho?èhó?taehénonéstse	II-11
nésâaho?èhó?taehénone	I-12	nésâaho?èhó?taehénonéstse	II-12
nésâaho?èhó?taehénóvo	I-22	nésâaho?èhó?taehénovötse	II-22
ésâaho?èhó?taehénóvo	I-33	ésâaho?èhó?taehénovötse	II-33

Inanimate Subject--TRANSITIVE ANIMATE INDEPENDENT NEGATIVE—relational

násâa?a?ta?óehetse	I'-1	násâa?a?ta?óehétsenötse	II'-1
nésâa?a?ta?óehetse	I'-2	nésâa?a?ta?óehétsenötse	II'-2
ésâa?a?ta?óehetse	I'-3	ésâa?a?ta?óehétsenötse	II'-3
násâa?a?ta?óehétсэнóne	I'-11	násâa?a?ta?óehétsenonéstse	II'-11
nésâa?a?ta?óehétsenone	I'-12	nésâa?a?ta?óehétsenonéstse	II'-12
nésâa?a?ta?óehétсэнóvo	I'-22	nésâa?a?ta?óehétsenovötse	II'-22
ésâa?a?ta?óehétсэнóvo	I'-33	ésâa?a?ta?óehétsenovötse	II'-33
násâaho?èhó?taehetse	I'-1	násâaho?èhó?taehétsenötse	II'-1
nésâaho?èhó?taehetse	I'-2	nésâaho?èhó?taehétsenötse	II'-2
ésâaho?èhó?taehetse	I'-3	ésâaho?èhó?taehétsenötse	II'-3
násâaho?èhó?taehétсэнóne	I'-11	násâaho?èhó?taehétsenonéstse	II'-11
nésâaho?èhó?taehétsenone	I'-12	nésâaho?èhó?taehétsenonéstse	II'-12
nésâaho?èhó?taehétсэнóvo	I'-22	nésâaho?èhó?taehétsenovötse	II'-22
ésâaho?èhó?taehétсэнóvo	I'-33	ésâaho?èhó?taehétsenovötse	II'-33

EXAMPLES IN SENTENCES:

kāhamaxe násâa?a?ta?óéhe	(I-1)	The stick did not accidentally hit me.
háomóhtāhestötse		
ésâa?a?ta?óehetse hee?haho	(I-4)	Sickness didn't come to his son.
ésâa?a?ta?óehétsenötse		
hemöxe?èstónéstotötse	(II'-3)	He was not hit by his (another) pencils.
hemöxe?èstónötse		
násâaho?èhó?taehétsenötse	(II'-1)	His books did not come to me.

DITRANSITIVE INDEPENDENT INDICATIVE--inanimate singular object--'give'

námêtahtse	1-1-I	námêtaenōvo	33-1-I
némêtâtse	1-2-I	némêtaenōvo	33-2-I
námêto	1-3-I	émétónóvo	33-4-I
námêtamóho	1-4-I	námêtaenone	33-11-I
némêtatsénóvo	1-22-I	némêtaenone	33-12-I
námétónóvo	1-33-I	némêtaenóvo	33-22-I
		émêtähtsénóvo	33-33-I
némêtse	2-1-I		
némêtahtse	2-2-I		
námêto	2-3-I		
námêtamóho	2-4-I	námétáne	x-1-I
némêtsemeno(ne)	2-11-I	némétáne	x-2-I
námétónóvo	2-33-I	émêtse	x-3-I
		námêtanénóne	x-11-I
námêtaa?e	3-1-I	némêtanénóne	x-12-I
némêtaa?e	3-2-I	némêtanénóvo	x-22-I
émêtahtse	3-3-I	émétsénóvo	x-33-I
émétóho	3-4-I		
námêtaenóne	3-11-I		
némêtaenone	3-12-I		
némêtaenóvo	3-22-I		
námêtaetse	4-1-I		
némêtaetse	4-2-I		
émétáá?e	4-3-I		
émêtähtsetse	4-4-I		
námêtaetsenone	4-11-I		
némêtaetsenone	4-12-I		
némêtaetsenōvo	4-22-I		
émêtaenóvo	4-33-I		
némêtatsemeno	11-2-I		
námétóne, námétónóne	11-3-I		
námêtamone, námêtamonone	11-4-I		
námêtähtsénóne	11-11-I		
némêtatsemeno	11-22-I		
námêtoneo?o, námétónóne	11-33-I		
némêtone, némêtonone	12-3-I		
némêtamonone	12-4-I		
némêtähtsénone	12-12-I		
némêtoneo?o, némêtonone	12-33-I		
némétsénóvo	22-1-I		
námétónóvo	22-3-I		
námêtamonovo	22-4-I		
némêtsemeno	22-11-I		
némêtähtsénóvo	22-22-I		
námétónóvo	22-33-I		

Meaning examples:

1-3-I	I gave it to him.
3-1-I	He gave it to me.
3-4-I	He gave it to him (obv).
x-11-I	It was given to us.

DITRANSITIVE INDEPENDENT INDICATIVE--inanimate plural object--'give'

námêtähtsenötse	1-1-II	námêtaenovötse	33-1-II
némêtatzenötse	1-2-II	némêtaenovötse	33-2-II
námêtonötse	1-3-II	émêtonovötse	33-4-II
námêtamonötse	1-4-II	námêtaenonöstse	33-11-II
némêtatzenovötse	1-22-II	némêtaenonöstse	33-12-II
námêtonovötse	1-33-II	némêtaenovötse	33-22-II
		émêtähtsênovötse	33-33-II
némêtsenötse	2-1-II		
némêtähtzenötse	2-2-II		
némêtonötse	2-3-II		
némêtamonötse	2-4-II	námêtanenötse	x-1-II
némêtsemenötse	2-11-II	némêtanenötse	x-2-II
némêtonovötse	2-33-II	émêtsenötse	x-3-II
		námêtanénonöstse	x-11-II
námêtaenötse	3-1-II	némêtanénonöstse	x-12-II
némêtaenötse	3-2-II	némêtanénovötse	x-22-II
émêtähtzenötse	3-3-II	émêtsenovötse	x-33-II
émêtonötse	3-4-II		
námêtaenonöstse	3-11-II		
némêtaenonöstse	3-12-II		
némêtaenovötse	3-22-II		
námêtaetsenötse	4-1-II		
némêtaetsenötse	4-2-II	Meaning examples:	
émêtaenötse	4-3-II		
émêtähtsêtsenötse	4-4-II	1-33-II	I gave them (in) to them(an).
námêtaetsenonöstse	4-11-II	3-4-II	He gave them (in) to him (obv).
némêtaetsenonöstse	4-12-II	x-33-II	They (in) were given to them (animate).
némêtaatsénovötse	4-22-II		
émêtaenovötse	4-33-II		
némêtatsemenötse	11-2-II		
námêtononöstse	11-3-II		
námêtamónonöstse	11-4-II		
námêtähtsênonöstse	11-11-II		
némêtatsemenötse	11-22-II		
námêtononöstse	11-33-II		
némêtononöstse	12-3-II		
némêtamónonöstse	12-4-II		
némêtähtsênonöstse	12-12-II		
némêtononöstse	12-33-II		
némêtsenovötse	22-1-II		
némêtonovötse	22-3-II		
némêtamónovötse	22-4-II		
némêtsemenötse	22-11-II		
némêtähtsênovötse	22-22-II		
némêtonovötse	22-33-II		

DITRANSITIVE INDEPENDENT INDICATIVE--animate singular object--'give'

námêtähtsenötse	1-1-3	námêtaenovo	33-1-4
némêtatsenötse	1-2-3	némêtaenovo	33-2-4
námêtonoto	1-3-4	émêtonovo	33-4-5
námêtamónoto	1-4-5	námêtaenónéo?o	33-11-4
némêtatsénóvo	1-22-3	némêtaenónéo?o	33-12-4
námêtonovo	1-33-4	némêtaenóvoo?o	33-22-4
		émêtähtsenovo	33-33-4
némêtsenötse	2-1-3		
némêtähtsenötse	2-2-3		
námêtonoto	2-3-4	námêtanenötse	x-1-3
námêtamónoto	2-4-5	némêtanenötse	x-2-3
némêtsemeno	2-11-3	émêtsenoto	x-3-4
némêtonovo	2-33-4	námêtanénóne	x-11-3
		némêtanénóne	x-12-3
námêtaenoto	3-1-4	némêtanénóvo	x-22-3
némêtaenoto	3-2-4	émêtsenovo	x-33-4
émêtähtsênoto	3-3-4		
émêtonoto	3-4-5		
námêtaenone	3-11-4		
némêtaenone	3-12-4		
némêtaenovo	3-22-4		
námêtaetsenoto	4-1-5		
némêtaetsenoto	4-2-5		
émêtaenoto	4-3-5		
émêtähtsêtsenoto	4-4-5		
námêtaetsenone	4-11-5		
némêtaetsenone	4-12-5		
némêtaetsenovo	4-22-5		
émêtaenovo	4-33-5		
némêtatsemeno	11-2-3		
námêtonone	11-3-4		
námêtamóne, námêtamónone	11-4-5		
námêtähtsénóne	11-11-3		
némêtatsemeno	11-22-3		
námêtonone	11-33-4		
némêtonone	12-3-4		
némêtamone, námêtamónone	12-4-5		
némêtähtsênone	12-12-3		
némêtonone	12-33-4		
némêtsénóvo	22-1-3		
némêtonovo	22-3-4		
némêtamovo	22-4-5		
némêtsemeno	22-11-3		
némêtähtsénóvo	22-22-3		
némêtonovo	22-33-4		

Meaning examples:

- 1-33-4 I gave him (obv) to them.
 3-1-4 He gave him (obv) to me.
 x-1-3 He was given to me.

DITRANSITIVE INDEPENDENT INDICATIVE--animate plural object--'give'

námêtahtsênoto	1-1-33	námêtaenovo	33-1-44
némêtatсэното	1-2-33	némêtaenovo	33-2-44
námêtonoto	1-3-44	émêtonovo	33-4-55
námêtamónoto	1-4-55	námêtaenónéoo?	33-11-44
némêtatсэнонoo?	1-22-33	némêtaenónéoo?	33-12-44
námêtonovo	1-33-44	némêtaenónvoo?	33-22-44
		émêtahtsenovo	33-33-44
némêtsenoto	2-1-33		
némêtahtsênoto	2-2-33		
némêtonoto	2-3-44		
némêtamónoto	2-4-55	námêtanénoto	x-1-33
némêtsemenoo?	2-11-33	némêtanénoto	x-2-33
námêtonovo	2-33-44	émêtsenoto	x-3-44
		námêtanénoneo?	x-11-33
		némêtanénoneo?	x-12-33
		némêtanénonvoo?	x-22-33
		émêtsenovo	x-33-44
námêtaenoto	3-1-44		
némêtaenoto	3-2-44		
émêtahtsênoto	3-3-44		
émêtonoto	3-4-55		
námêtaenone	3-11-44		
némêtaenone	3-12-44		
némêtaenovo	3-22-44		
námêtaetsenoto	4-1-33		
némêtaetsenoto	4-2-33		
émêtaenoto	4-3-55		
émêtahtsêtsenoto	4-4-55		
námêtaetsenone	4-11-55		
némêtaetsenone	4-12-55		
némêtaetsenovó	4-22-55		
émêtaenovo	4-33-55		
némêtatsemenoo?	11-2-33		
námêtonone	11-3-44		
námêtamóné, námêtamónone	11-4-55		
námêtahtsênoneo?	11-11-33		
némêtatsemenoo?	11-22-33		
námêtonone	11-33-44		
némêtonone	12-3-44		
némêtamóné, námêtamónone	12-4-55		
némêtahtsênoneo?	12-12-33		
némêtonone	12-33-44		
némêtsenónvoo?	22-1-33		
némêtonovo	22-3-44		
némêtamovo	22-4-55		
némêtsemenoo?	22-11-33		
némêtahtsênonvoo?	22-22-33		
námêtonovo	22-33-44		

(Note: since there is no singular or plural with Cheyenne obviatives the labels "44" and "55" here could just as easily be "4" and "5".)

Meaning examples:

- 1-3-44 I gave them (an., obv.) to them (an).
 3-1-44 He gave them (obv) to me.
 x-11-33 They (an) were given to us.

In many respects DITRANSITIVES behave like TA verbs. We can see this to be true when we give examples of some other verb types involving DITRANSITIVES. Compare the forms below with parallel forms with TA verbs.

tamétseha
néhmetséstse
néhmetséstse ma?kaeta
néhmetséstse menótse
ho?otova néhmétseo?o ma?kaeta
ho?otova néhmétsehéne ma?kaeta

Give it to him!
Give it to me!
Give me the money!
Give me the berries!
Someday give me money!
(You pl.) someday give me money!

násâamétâhtséhe sémo
násâamétóhe amâho?hestótse
násâamétaēhe möxe?èstoo?o
násâamétôhénóvo amâho?hestótse
nanésoneho
hetane ésâamétôheho henésono sémo
hestónâhevóho ésâamétaehénóvo sémo
násâamétôhénóne möxe?èstoo?o

I didn't give myself a boat.
I didn't give him a car.
He didn't give me a book.

I did not give my children a car.
The man didn't give his children a boat.
Their daughter didn't give them a boat.
We didn't give him a book.

násâamétôhêncvótse möxe?èstóonótse
násâamétôhênonéstse sémonótse
ésâamétôhenótse henésono sémonótse
násâamétaehénovótse menótse

I didn't give them books.
We didn't give him boats.
He didn't give his children boats.
They didn't give me berries.

némêtohe sémo
hetane émêtovohe hestónaho
némêtonovohe hetané-ka?èškone
émêtonovohe hetane-ka?èškóneho

Did you give him a boat?
Did the man give it to his daughter?
Did you (pl) give it to the boy?
Did they give it to the boy/boys?

némêtonótse menótse he?e
émêtonótse menótse he?óho

Did you give berries to the woman?
Did he give berries to the woman?

nésâamétôhéhe ma?kaeta
nésâamétaehēhe möxe?èstoo?o
nésâamétôhenovohe neamâho?hestótse

Didn't you give him money?
Didn't he give you the book?
Didn't you give them your car?

mómétôhenótse mótšěškehótse
mónámétaehēhe möxe?èstoo?o
mónámétôhéhe amâho?hestótse

I guess he gave her (obv) knives.
He must have given me the book.
I guess I gave him the car.

métoha mo?eško
métovoha mo?èškonótse

Let him give her the ring.
Let them give him (obv) rings.

nanésoneho námétónóvo amâho?hestótse
námétónóne nanésonehane?o sémo
námétâhtsénóne amâho?hestótse
návóó?séhónóne mâhe?o
návóó?séhaenóne sémo
návóó?sého nae?ha möxe?èstoo?o

I gave my children a car.
We gave our children a boat.
We gave ourselves a car.
We showed him/them the house.
He showed us the boat.
I showed my son the book.

tamétseha póéso
néhmetséstse hoestótse

Give him the cat!
Give me a dress (animate)!

námêtonovo nanésoného mo?éhêno?hāme
námêtonone še?xo nanésonéhaneoo
námêtähtsenötse póéso
námêtähtsênoto póesono
námêtamónoto še?xo hee?haho
émêtähtsênoto še?xo
hee?hahevóho émêtaenovo še?xo
némêtatsénoto mo?éhêno?hāme
némêtatsénovoo?o šé?šeo?o

I gave my children a horse (obv).
We gave our children a duck (obv).
I gave myself a cat.
I gave myself cats.
I gave his son (obv) a duck (obv).
He gave himself a duck (obv).
Their son (obv) gave them a duck (obv).
I gave you horses.
I gave you (pl) ducks.

násâamétôhênone oeškêseho
násâamétähtsêhenötse oeškêso
násâamétähtsêhenoto oeškêseho
ésâamétôhênoto hee?haho še?xo
násâamétaehênone oeškêseho
násâamétatsêhenovoo?o póesono

We did not give him/them a dog (obv).
I did not give myself a dog.
I did not give myself dogs.
He did not give his son (obv) a duck (obv).
He did not give us a dog (obv).
I did not give you (pl) cats.

némêtonovohe nenésoného mo?éhêno?hāme
némêtonotohe nêstona póesono
némêtähtsenotse šé?še
némêtaenovohe oeškêseho
hee?haho émêtähtsêtsenotohe še?xo

Did you give your children a horse (obv)?
Did you give your daughter a cat (obv)?
Did you give yourself a duck?
Did he give you (pl) a dog (obv)?
Did his son (obv) give himself a
duck (obv)?

nésâamétôhênotohe mo?éhêno?hāme
hee?haho ésâamétaehênotohe še?xo

Didn't you give him a horse (obv)?
Didn't his son (obv) give him a duck?

tséhnéméněse	when he sang (INDICATIVE)
tséhnéméněstse	when he sang (INDICATIVE)
(These forms can also mean 'where he sang'. Petter explained the difference between the form without the final -t- and the one with it as follows: "It will be seen that the third person sg. and pl. change. Their ending with [-t-] is used only when pointing to immediate present or future. As soon as the action is prolonged the [-t-] will make place to -s,...When a future meaning is implied, then the [-t-] must be kept..." <u>Cheyenne Grammar</u> , page 93)	
tséhnéméněto	when I sang (INDICATIVE)
māhnéméněstse	when, if, he sings (SUBJUNCTIVE) [unrealized action]
heva māhnéméněstse	if he sings (SUBJUNCTIVE CONDITIONAL)
māhvě?néméněstse	if he sings (SUBJUNCTIVE CONDITIONAL)
vě?néméněstse	if he were a singer, if he had sung (IRREALIS)
vě?hetaněvéto	if I were a man (IRREALIS)
ōhnémenesěstse	when he sings (SUBJUNCTIVE ITERATIVE) [general rule of action]
to?senémenesěstse	when he's going to sing (SUBJUNCTIVE ITERATIVE)
ho?néméněse	whenever he sang (ITERATIVE)
ho?néméněstse	whenever he sang (ITERATIVE)
tsénéméněstse	the one who sings (PARTICIPLE)
tséheškese	the one who is his mother (PARTICIPLE)
tséheškévoo?o	the one who is my absent mother (PARTICIPLE-- "absentative")
tséhnémenevo	when, where, I sing ("ORATIO OBLIQUA", Petter's term, <u>Cheyenne Grammar</u> , page 105)
tsémēhaavoneotsevo	when I was lost ("ORATIO OBLIQUA") [see current song, "Jesus Above", in texts section]
āhnémenesěstse	he should, ought to, sing (OBLIGATIVE)
momóxenéméněstse	"I wish he would sing" (OPTATIVE)
móho?nónéméněstse	he must not have sung, no doubt he didn't sing (INTENSIVE NEGATIVE--it is possible that this could, instead, be called a CONJUNCT DUBITATIVE, parallel to other DUBITATIVES)
éónéméněstse	whether, if, he sang, "I wonder if he sang" (CONJUNCT INTERROGATIVE)
éôhoo?kôho	whether, if, it rained
(násâahéne?enôhe éôhoo?kôho	I don't know if it rained)

ho?něšenéméněstse	even if he sings, even though he sang (CONCESSIVE)
máa?séóhe néméněstse	"I thought he was singing (but he wasn't)" (CONTRAINDICATIVE)
máa?séóhe háomóhtàheto	"I thought you were sick (e.g. why are you outside playing?)" (CONTRAINDICATIVE)
tséxhešenéméněstse	that he sang (COMPLEMENT)
éme?hešenéméněstse	so that he may sing, how that he should sing ("INFINITIVE")
tséxhomá?xenéméněse	because he sang (CAUSAL)
tséhvé?néméněse	on account of his singing (GROUNDS CAUSAL)

(Note: It is probable that not every one of the "types" presented here is a separate conjunct mode. A tentative list of conjunct modes was given on page 24. The choice of types as separate modes on page 24 was based on conjunct prefixes, suffixes, differences in meaning, and comparison with conjunct forms in other Algonquian languages.)

tséhnēmenéto	when I sang	tséhmanēto	when I drank
tséhnēmeneto	when you sang	tséhmaneto	2
tséhnēméněse	when he sang	tséhmaněse	3
tséhnēmenetsěse	when he (obv) sang	tséhmanetsěse	4
tséhnēmenétse	when we sang	tséhmanētse	11, 12
tséhnēméněse	when you (pl) sang	tséhmaněse	22
tséhnēmenévöse	when they sang	tséhmanévöse	33
tséxháóónáto	when I prayed	tséxheóvähéto	when I was yellow
tséxháoonato	2	tséxheóväheto	
tséxháóóněse	3	tséxheóvāese	
tséxháoonatsěse	4	tséxheóvähetsěse	
tséxháóónátse	11, 12	tséxheóvähétse	
tséxháóóněse	22	tséxheóvähěse	
tséxháóónávöse	33	tséxheóvähévöse	
tséhmēsěhéto	when I ate	tséssěvanóto	when I skied, skated
tséhmēsěheto		tséssěvanoto	
tséhmēsěese		tséssěvānōse	
tséhmēsěhetsěse		tséssěvanotsěse	
tséhmēsěhétse		tséssěvanótse	
tséhmēsěhěse		tséssěvanōse	
tséhmēsěhévöse		tséssěvanóvöse	
tsé?óohnovähéto	when I was patient	tséhnēehóvéto	I who am he ("I, myself")
tsé?óohnoväheto		tséhnēehóveto	
tsé?óohnovāese		tséhnēehověse	
tsé?óohnovähetsěse		tséhnēehóvetsěse	
tsé?óohnovähétse		tséhnēehóvétse	
tsé?óohnovähěse		tséhnēehóvése	
tsé?óohnovähévöse		tséhnēehóvévöse	
tsé?ověšenáto	when I went to bed	tséxhováneehéto	when I was gone
tsé?ověšenato		tséxhováneeheto	
tsé?ověšěse		tséxhováneehěse	
tsé?ověšenatsěse		tséxhováneehetsěse	
tsé?ověšenátse		tséxhováneehétse	
tsé?ověšenāse		tséxhováneehěse	
tsé?ověšenávöse		tséxhováneehévöse	
tséhnēéto	when I stood	tséxhoēto	when I was (here, there)
tséhnēeto		tséxhoeto	
tséhnēé?ěse		tséxhoo?ěse	
tséhnēetsěse		tséxhoetsěse	
tséhnēétse		tséxhoētse	
tséhnēěse		tséxhoěse	
tséhnēévöse		tséxhoēvöse	

(Note: the 3, 4, and 33 forms can also end in ~~-t~~se, besides the above-given -se for these forms.)

māhnémenéto	when I sing	māhmanēto	when I drink
māhnémeneto	2	māhmaneto	
māhnéménestse	3	māhmanestse	
māhnémenetsēstse	4	māhmanetsēstse	
māhnémenētse	11, 12	māhmanētse	
māhnémenése	22	māhmanēse	
māhnémenévōtse	33	māhmanēvōse	
māxháóónáto	when I pray	māxheóvāheto	when I am yellow
māxháoonato		māxheóvāheto	
māxháóónátse		māxheóvaestse	
māxháoonatsēstse		māxheóvāhetsēstse	
māxháóónátse		māxheóvāhētse	
māxháóónáse		māxheóvāhése	
māxháóónávōtse		māxheóvāhévōtse	
māhmésēhéto	when I eat	māsēvanoto	when I ski, skate
māhmésēheto		māsēvanoto	
māhméseestse		māsēvānōtse	
māhmésēhetsēstse		māsēvanotsēstse	
māhmésēhētse		māsēvanōtse	
māhmésēhése		māsēvanóse	
māhmésēhévōtse		māsēvanóvōtse	
maʔóohnovāheto	when I am patient	maʔéestsēto	when I speak
maʔóohnovāheto		maʔéestseto	
maʔóohnovaestse		maʔéestsēstse	
maʔóohnovāhetsēstse		maʔéestsetstse	
maʔóohnovāhētse		maʔéestsētse	
maʔóohnovāhése		maʔéestsése	
maʔóohnovāhévōtse		maʔéestsévōtse	
maʔovēšenáto	when I go to bed	māxhovāneeheto	when I am gone
maʔovēšenato		māxhovāneeheto	
maʔovēšēstse		māxhovāneeʔēstse	
maʔovēšenatsēstse		māxhovāneehetsēstse	
maʔovēšenátse		māxhovāneehētse	
maʔovēšenáse		māxhovāneehése	
maʔovēšenávōtse		māxhovāneehévōtse	

tséssâanémenéhéto	when I did not sing
tséssâanémenéheto	2
tséssâanémenéése	3
tséssâanémenéhetsése	4
tséssâanémenéhétse	11, 12
tséssâanémenéhése	22
tséssâanémenéhévöse	33
tséssâaméséhéhéto	when I did not eat
tséssâaméséhéheto	2
tséssâaméséhéése	3
tséssâaméséhéhetsése	4
tséssâaméséhéhétse	11, 12
tséssâaméséhéhése	22
tséssâaméséhéhévöse	33
tséssâaheóvähéhéto	when I was not yellow
tséssâaheóvähéheto	2
tséssâaheóvähéése	3
tséssâaheóvähéhetsése	4
tséssâaheóvähéhétse	11, 12
tséssâaheóvähéhése	22
tséssâaheóvähéhévöse	33
tséssâaháóónähéto	when I did not pray
tséssâaháóónäheto	2
tséssâaháóónáése	3
tséssâaháóónähetsése	4
tséssâaháóónähétse	11, 12
tséssâaháóónähése	22
tséssâaháóónähévöse	33
tséssâanééhéto	when I did not stand
tséssâanééheto	2
tséssâanééése	3
tséssâanééhetsése	4
tséssâanééhétse	11, 12
tséssâanééhése	22
tséssâanééhévöse	33
tséssâahoehēto	when I was not (here, there)
tséssâahoeheto	2
tséssâahoéése	3
tséssâahoehetsése	4
tséssâahoehētse	11, 12
tséssâahoehése	22
tséssâahoehévöse	33
tséssâahováneehéhéto	when I was not gone
tséssâahováneehéheto	2
tséssâahováneehéése	3
tséssâahováneehéhetsése	4
tséssâahováneehéhétse	11, 12
tséssâahováneehéhése	22
tséssâahováneehéhévöse	33

māsáanémenéhéto	when I do not sing
māsáanémenéheto	2
māsáanémenééstse	3
māsáanémenéhetséstse	4
māsáanémenéhétse	11, 12
māsáanémenéhése	22
māsáanémenéhévôtse	33
māsáamésèhéhéto	when I do not eat
māsáamésèhéheto	2
māsáamésèhééstse	3
māsáamésèhéhetséstse	4
māsáamésèhéhétse	11, 12
māsáamésèhéhése	22
māsáamésèhéhévôtse	33
māsáaheóvähéhéto	when I am not yellow
māsáaheóvähéheto	2
māsáaheóvähééstse	3
māsáaheóvähéhetséstse	4
māsáaheóvähéhétse	11, 12
māsáaheóvähéhése	22
māsáaheóvähéhévôtse	33
māsáaháóónähéto	when I do not pray
māsáaháóónäheto	2
māsáaháóónáéstse	3
māsáaháóónähetséstse	4
māsáaháóónähétse	11, 12
māsáaháóónähése	22
māsáaháóónähévôtse	33
māsáanééhéto	when I do not stand
māsáanééheto	2
māsáanéééstse	3
māsáanééhétse	4
māsáanééhétse	11, 12
māsáanééhése	22
māsáanééhévôtse	33
māsáahoehēto	when I am not (here, there)
māsáahoeheto	2
māsáahoēéstse	3
māsáahoehetséstse	4
māsáahoehētse	11, 12
māsáahoehése	22
māsáahoehévôtse	33
māsáahováneehéhéto	when I am not gone
māsáahováneehéheto	2
māsáahováneehééstse	3
māsáahováneehéhetséstse	4
māsáahováneehéhétse	11, 12
māsáahováneehéhése	22
māsáahováneehéhévôtse	33

tsénêmenéto	I who sing
tsénêmeneto	2
tsénéménèstse	3
tsénêmenétse	4
tsénêmenétse	11, 12
tsénêmenése	22
tsénêmenese	33

tséhetanévéto	I who am a man
tséhetanévetto	2
tséhetanevéstse	3
tséhetanévetse	4
tséhetanévétse	11, 12
tséhetanévése	22
tséhetanévese	33

tséháóónáto	I who pray
tséháoonato	2
tséháóónátse	3
tséháoonatse	4
tséháóónátse	11, 12
tséháóónáse	22
tséháoonase	33

tséheóvâhéto	I who am yellow
tséheóvâheto	2
tséheóvaestse	3
tséheóvâhêtse	4
tséheóvâhêtse	11, 12
tséheóvâhése	22
tséheóvâhese	33

tsémésêhéto	I who eat
tsémésêheto	2
tséméseestse	3
tsémésêhêtse	4
tsémésêhêtse	11, 12
tsémésêhése	22
tsémésêhese	33

tsésêvanóto	I who ski, skate
tsésêvanoto	2
tsésêvánótse	3
tsésêvanótse	4
tsésêvanótse	11, 12
tsésêvanóse	22
tsésêvanose	33

tsénééto	I who stand
tsénéêto	2
tsénéé?èstse	3
tsénéêtse	4
tsénéétse	11, 12
tsénééese	22
tsénéêese	33

tsévéeeto	I who camp
tsévêeto	2
tsévée?èstse	3
tsévêetse	4
tsévéeetse	11, 12
tsévéeese	22
tsévêese	33

tséhoēto	I who am (here)
tséhoeto	2
tséhoo?èstse	3
tséhoetsese	4
tséhoētse	11, 12
tséhoēse	22
tséhoese	33

tséhotse?óhéto	I who work
tséhotse?óheto	2
tséhotse?óestse	3
tséhotse?óhetskese	4
tséhotse?óhêtse	11, 12
tséhotse?óhése	22
tséhotse?óhese	33

tsésâanémenéhéto	I who do not sing
tsésâanémenéheto	2
tsésâanémenééstse	3
tsésâanémenéhetsese	4
tsésâanémenéhétse	11, 12
tsésâanémenéhese	22
tsésâanémenéhese	33
tsésâahe?ähtsenéhéto	I who do not have arms
tsésâahe?ähtsenéheto	2
tsésâahe?ähtsenééstse	3
tsésâahe?ähtsenéhetsese	4
tsésâahe?ähtsenéhétse	11, 12
tsésâahe?ähtsenéhése	22
tsésâahe?ähtsenéhese	33

EXAMPLES OF AI CONJUNCT PARTICIPLES & NEGATIVE PARTICIPLES IN SENTENCES:

tsénêmenese étséhêstâheo?	The singers are Cheyennes.
tséhetanevêstse émêsehe	The one who is a man is eating.
hóhtsême tséheóvaestse étâhpéta	The ball which is yellow is big.
hetane tséhotse?oestse ékáhaneotse	The man who is working is tired.
ma?heo?o éméhó?tóho tséhâoonatsese	God loves the one(s) who prays (obv).
nâhkôhéso émê?ovóho tsévêetsese	Little Bear found the campers (obv).
tsévêese énaóotseo?	The campers were sleeping.
taameha éxhetóvôsesto tsésâahe?ähtsenéhetsese	"Go shoot it!" they said to the one who didn't have arms.
nâpêhévatámo ka?ěškóne tsésâanémenééstse	I like the child who isn't singing.
épêhévatamóho ka?ěškóneho tsésâanémenéhetsese	He likes the child (obv) who isn't singing.

(òh)naóotsétonótse	when I sleep
(òh)naóotsétoséstse	when you sleep
(òh)naóotseséstse	when he sleeps
(òh)naóotsétseséstse	when he (obv) sleeps
(òh)naóotsétsee?éstse	when we (excl/incl) sleep
(òh)naóotsésesee?éstse	when you (pl) sleep
(òh)naóotsévoséstse	when they sleep

xho?sóetonótse	when I dance
xho?sóetoséstse	2
xho?sóeséstse	3
xho?sóetseeséstse	4
xho?sóetsee?éstse	11, 12
xho?sóesee?éstse	22
xho?sóevoséstse	33

to?seméséhêtonótse	when I'm gonna eat
to?seméséhêtoséstse	2
to?seméséhêseséstse	3
to?seméséhêtseeséstse	4
to?seméséhêtsee?éstse	11, 12
to?seméséhêsee?éstse	22
to?seméséhêvoséstse	33

ANIMATE INTRANSITIVE CONJUNCT NEGATIVE SUBJUNCTIVE ITERATIVE

sáanaóotséhetonótse	when I don't sleep
sáanaóotséhetoséstse	2
sáanaóotséheséstse	3
sáanaóotséhetseeséstse	4
sáanaóotséhetsee?éstse	11, 12
sáanaóotséheseeséstse	22
sáanaóotséhevoséstse	33

EXAMPLES IN SENTENCES:

náohkemomáta?eotse sáanaóotséhetonótse I get angry when I don't sleep.

xho?sóetonótse éohkèhohátseo?o he?eo?o When I dance the women laugh.

tsévêstoemo éohkèhéne?ena to?seméséhêtonótse My wife knows when I'm
gonna eat.

ma?heo?o éohkepèhévátséssta óhméhosanétsee?éstse God likes it when we love.

ho?némenéto	whenever I sang, sing
ho?némeneto	2
ho?néménèstse	3
ho?némenetsèstse	4
ho?némenétse	11, 12
ho?némenése	22
ho?némenévôtse	33

ho?ea?xaamēto	whenever I cried, cry
ho?ea?xaameto	2
ho?ea?xaāmèstse	3
ho?ea?xaametsèstse	4
ho?ea?xaamētse	11, 12
ho?ea?xaamése	22
ho?ea?xaamēvôtse	33

(This form appears to differ from the CONJUNCT SUBJUNCTIVE ITERATIVE form in that this form refers to specific instances, while the CONJUNCT SUBJUNCTIVE ITERATIVE states a "general rule".)

EXAMPLES IN SENTENCES:

taa?eva ho?némenéto éhohátseo?o he?eo?o Last night whenever I sang,
the women laughed.

ho?ea?xaameto Whenever you cried I wanted
néohkevéstâhêmatanó?tovâtse to help you.

móho?nónemenéto	no doubt I did not sing
móho?nónemeneto	2
móho?nónéménéstse	3
móho?nónemenetséstse	4
móho?nónemenétse	11, 12,
móho?nónemenése	22
móho?nónemenévôtse	33

móho?nómēsēhéto	no doubt I did not eat
móho?nómēsēheto	2
móho?nómēseestse	3
móho?nómēsēhetséstse	4
móho?nómēsēhétse	11, 12
móho?nómēsēhése	22
móho?nómēsēhévôtse	33

ho?nóháóónáto	no doubt I did not pray
ho?nóhaoonato	2
ho?nóháóónátse	3
ho?nóhaoonatséstse	4
ho?nóháóónátse	11, 12
ho?nóháóónáse	22
ho?nóháóónávôtse	33

móho?nótāhpetáto	no doubt I am not big
móho?nótāhpetato	2
móho?nótāhpétátse	3
móho?nótāhpetatséstse	4
móho?nótāhpetátse	11, 12
móho?nótāhpetáse	22
móho?nótāhpetávôtse	33

(Note: see the text "The Five Hunters", page 194, for some examples of CONJUNCT INTENSIVE NEGATIVE verbs in sentence form.)

tséhvôonā?o	when it was morning
tséxhoo?kôho	when it rained
tséxheóvo	when it was yellow
tséxheóvoo?èstse	when they were yellow
tséxhó?ta	when it was (here, there)
tséxho?taa?èstse	when they were (here, there)

(Note: the singular forms are sometimes used with plural inanimate subjects.)

EXAMPLES IN SENTENCES:

nátatse?ôhtse é?èxováhtóva	
tséhvôonā?o	I went to Billings this morning.
nátavóóhta mòxe?èstoo?o	I saw the book when it was in
tséxhó?ta màheone	the house.

INANIMATE INTRANSITIVE CONJUNCT INDICATIVE--relational

tséhvôona?otse	when it was morning (relational)
tséxhoo?kôhotse	when it rained (relational)
tséxheóvotse	when it was yellow (relational)
tséxheóvotsee?èstse	when they were yellow (relational)
tséxho?tatse	when it was (here, there)
tséxho?tatsee?èstse	when they were (here, there)

EXAMPLES IN SENTENCES:

móhe?kéšenāhēhe tséhvôona?ôhtse	He must have gotten stuck this morning.
éaseôhtse tséxhoo?kôhotse	He left when it was raining.
návóomo he?ahtse tséxheóvotse	I saw him when his arm was yellow.

INANIMATE INTRANSITIVE CONJUNCT NEGATIVE

tséssâahoo?kôhóháne	when it did not rain
tséssâaho?táháne	when it was not (here, there)

tséheóvo	that which is yellow, the yellow one
tséheóvoo?éstse	those which are yellow
tséheóvéstséavo?o?e	yellow flower
tséheóvéstséavo?o?ee?éstse	yellow flowers
tsévê?evótoo?e	cave
tsévê?evótoo?ee?éstse	caves
tséhêesevó?ta	that which boils
tséhêesevó?taa?éstse	those which are boiling
tsétâhó?ta	that which is on
tsétâho?taa?éstse	those which are on
tsépêhêva?e	that which is good
tsépêhêva?ee?éstse	those which are good

INANIMATE INTRANSITIVE CONJUNCT PARTICIPLES--relational

tséheóvotse	the yellow one (relational)
tséheóvotsee?éstse	the yellow ones (relational)
tséheóvéstséavo?o?etse	yellow flower (relational)
tséheóvéstséavo?o?étsee?éstse	yellow flowers (relational)
tsévê?evótoo?etse	cave (relational)
tsévê?evótoo?étsee?éstse	caves (relational)
tséhêesevó?tatse	that which boils (rel)
tséhêesevó?tatsee?éstse	those which boil (rel)
tsétâho?tatse	that which is on (rel)
tsétâho?tatsee?éstse	those which are on (rel)
tsépêhêva?etse	that which is good (rel)
tsépêhêva?étsee?éstse	those which are good (rel)

tsésâaho?táháne	that which is not (here, there)
tsésâaho?táhanéhee?èstse	those which are not (here, there)
tsésâaheóvòháne	that which is not yellow
tsésâaheóvòhanéhee?èstse	those which are not yellow
tsésâapèhéva?éháne	that which is not good
tsésâapèhéva?éhanéhee?èstse	those which are not good

EXAMPLES IN SENTENCES:

nátavóóhta mãheo?o tsésâaheóvòháne	I saw the house which isn't yellow.
néhestanahe ho?évohkòtse tsésâapèhéva?éháne	Did you take the meat that isn't good?

INANIMATE INTRANSITIVE CONJUNCT NEGATIVE PARTICIPLES--relational

tsésâaho?táhanéhetse	that which is not (here, there) (rel)
tsésâaho?táhanéhetsee?èstse	those which are not (here, there) (rel)
tsésâaheóvòhanéhetse	that which is not yellow (relational)
tsésâaheóvòhanéhetsee?èstse	those which are not yellow (rel)
tsésâapèhéva?éhanéhetse	that which is not good (relational)
tsésâapèhéva?éhanéhetsee?èstse	those which are not good (rel)

EXAMPLES IN SENTENCES:

éhestāna ho?évohkòtse tsésâapèhéva?éhanéhetse	He took the meat that isn't good.
nátavóóhta hemãheo?o tsésâaheóvòhanéhetse	I saw his house, the one that isn't yellow.

xhoo?kôhoo?ëstse	when it rains
xho?éetoo?ëstse	when it snows
to?sêháoho?taa?ëstse	when it's going to be hot
ôhmésêhêstovee?ëstse	when there is eating
méovóona?oo?ëstse	when it's early mornings

EXAMPLES IN SENTENCES:

hátšěškeho éohkêhéne?enánóvo to?sêhoo?kôhoo?ëstse	Ants know when it's going to rain.
xháoho?taa?ëstse náohkeameto?hona	When it's hot I swim.

INANIMATE INTRANSITIVE CONJUNCT SUBJUNCTIVE ITERATIVE--relational

to?semésêhêstovetsee?ëstse	when there's going to be an eating
to?sêho?éetotsee?ëstse	when it's going to snow

EXAMPLES IN SENTENCES:

ma?háhkéso éohkevá?nenaóotse xho?éetotsee?ëstse	The old man just sleeps when it snows.
hetané-ka?ěškóne éohkevóešetano to?semésêhêstovetsee?ëstse	The boy is happy when there's going to be a feast.

INANIMATE INTRANSITIVE CONJUNCT INTENSIVE NEGATIVE

móho?nóhoo?kôho	No doubt it's not raining.
móho?nóhaohō?ta	No doubt it's not hot.
móno?nómésêhêstovetse	No doubt there's not an eating going on, no doubt there's not a feast. (relational)

tséhvôomāhtsēto	1-1	tséhvôoma?évôse	33-1
tséhvôomātse	1-2	tséhvôomata?ōse	33-2
tséhvôomo	1-3	tséhvôomovôse	33-4
tséhvôomamo	1-4	tséhvôomaētse	33-11, 33-12
tséhvôomat̄sēse	1-22	tséhvôomaēse	33-22
tséhvôomōno	1-33	tséhvôomāhtsēvôse	33-33
tséhvôometo	2-1		
tséhvôomāhtseto	2-2		
tséhvôomōse	2-3		
tséhvôomamōse	2-4	tséhvôomanēto	x-1
tséhvôomemenoto	2-11	tséhvôomaneto	x-2
tséhvôomōse	2-33	tséhvôomēse	x-3
		tséhvôomanētse	x-11, x-12
tséhvôomā?ēse	3-1	tséhvôomanēse	x-22
tséhvôomāta?e	3-2	tséhvôomēvôse	x-33
tséhvôomāhtsēse	3-3		
tséhvôomōse	3-4		
tséhvôomaētse	3-11, 3-12		
tséhvôomaēse	3-22		
tséhvôoma?etsēse	4-1		
tséhvôomata?ōse	4-2		
tséhvôomaa?ēse	4-3		
tséhvôomāhtsetsēse	4-4		
tséhvôomaētse	4-11, 4-12		
tséhvôomaēse	4-22		
tséhvôomaēvôse	4-33		
tséhvôomat̄semenoto	11-2		
tséhvôomōtse	11-3		
tséhvôomamōtse	11-4		
tséhvôomāhtsētse	11-11		
tséhvôomat̄semenoto	11-22		
tséhvôomōtse	11-33		
tséhvôomōtse	12-3		
tséhvôomamōtse	12-4		
tséhvôomāhtsētse	12-12		
tséhvôomōtse	12-33		
tséhvôomēse	22-1		
tséhvôomōse	22-3		
tséhvôomamōse	22-4		
tséhvôomemenoto	22-11		
tséhvôomāhtsēse	22-22		
tséhvôomōse	22-33		

MEANING EXAMPLES:

1-3	when I saw him
3-1	when he saw me
2-11	when you saw us
12-33	when we (incl) saw them
x-33	when they were seen
3-4	when he saw him (obv)

tséhvéstáhêmaa?èse	(4-3)	when he (obv) helped him
tséhmeo?taa?èse	(4-3)	when he (obv) fought him
tséxhêne?enóótse	(3-11/12)	when he knew, understood, us
tsé?ovéstomóótse	(3-11/12)	when he taught us
tséhmaneho	(1-3)	when I made him (e.g. dress)
tséhmaneose	(2-3)	when you made him
tséhmaneóse	(3-4)	when he made him (obv)
tséxho?eotseho	(1-3)	when I brought him
tséxho?eotseose	(2-3)	when you brought him
tséxho?eotseóse	(3-4)	when he brought him (obv)
tséxho?eotséhótse	(11/12-3)	when we brought him
tséhnêmené?seho	(1-3)	when I made him sing
tséhnêmené?seose	(2-3)	when you made him sing
tséhnêmené?séóse	(3-4)	when he made him (obv) sing
(nánêmené?sého	(1-3)	I made him sing)
tséxhêne?enóó?èse	(3-1)	when he knew me
tséxhêne?enoo?èse	(4-3)	when he (obv) knew him
tsé?ovéstomóó?èse	(3-1)	when he taught me
tsé?ovéstomoo?èse	(4-3)	when he (obv) taught him
tséxhêne?enóévose	(4-33)	when he (obv) knew him
tsé?ovéstomóévose	(4-33)	when he (obv) taught him

MISC. TRANSITIVE ANIMATE CONJUNCT PARTICIPLES (also see pages 129-30)

tsévovéstomóó?èstse	(3-1)	the one who teaches me
tsévovéstomóótse	(3-11/12)	the one who teaches us
tsévovéstomóévose	(4-33)	the one (obv) who teaches them

TRANSITIVE ANIMATE CONJUNCT INTENSIVE NEGATIVE

móho?nóno?keéestsèstóó?èse mato nápèhêvo?éeha	He did not only talk to me but he was good to me, also.
--	--

prefix: mäh-; same endings as with TA Conjunct Indicative except for the following:

mähvóomötse	when you see him (2-3)
mähvóomamötse	when you see him (obv) (2-4)
mähvóomā?ëstse	when he sees me (3-1)
mähvóomāhtsëstse	when he sees himself (3-3)
mähvóomötse	when he sees him (obv) (3-4)
mähvóomaa?ëstse	when he (obv) sees him (4-3)
mähvóomāhtsetsëstse	when he (obv) sees himself (4-4)
mähvóoma?évötse	when they see me (33-1)
mähvóomovötse	when they see him (obv) (33-4)
mähvóomāhtsēvötse	when they see themselves (33-33)
mähvóomëstse	when he is seen (x-3)
mähvóomēvötse	when they are seen (x-33)

The prefix has the same allomorphs seen with AI Conjunct Subjunctive forms:

ma?éestsëstovo	when I speak to him (1-3)
ma?áhanometo	when you bite me (2-1)
māxheto	when I say to him (1-3)
māxháoonā?tovo	when I pray to him (1-3)
māsé?a?hamo	when I throw him in (1-3)
ma?ovéstomóétse	when he taught us (3-11/12)

OTHER EXAMPLES:

māhnöhtsëstovötse	nëstsevéstähema	When you ask him, he'll help you.
māhméó?tötse	nähtseaseochtse	When he fights him (obv), I'll leave.
māhvëstähëmaa?ëstse	nähtsepëhévetano	When he (obv) helps him, I'll be happy.

TRANSITIVE ANIMATE CONJUNCT NEGATIVE --'when ____ did not see ____'

tséssâavóomähtséhéto	1-1	tséssâavóoma?éhevöse	33-1
tséssâavóomáhetse	1-2	tséssâavóomata?óhése	33-2
tséssâavóomóhevo	1-3	tséssâavóomóhevöse	33-4
tséssâavóomamóhevo	1-4	tséssâavóomaehétse	33-11, 33-12
tséssâavóomat séhése	1-22	tséssâavóomaehése	33-22
tséssâavóomóhevóno	1-33	tséssâavóomähtséhevöse	33-33
tséssâavóoméheto	2-1		
tséssâavóomähtséheto	2-2		
tséssâavóomóhevöse	2-3	tséssâavóomanéhéto	x-1
tséssâavóomamóhevöse	2-4	tséssâavóomanéheto	x-2
tséssâavóoméhemenoto	2-11	tséssâavóomeése	x-3
tséssâavóomóhevöse	2-33	tséssâavóomanéhétse	x-11, x-12
		tséssâavóomanéhése	x-22
tséssâavóoma?éése	3-1	tséssâavóoméhevöse	x-33
tséssâavóomáhet a?e	3-2		
tséssâavóomähtséése	3-3		
tséssâavóomóése	3-4		
tséssâavóomaehétse	3-11, 3-12		
tséssâavóomaehése	3-22		
tséssâavóoma?éhetsése	4-1	Meaning Examples:	
tséssâavóomata?óhése	4-2	1-3	when I did not see him
tséssâavóomaeeése	4-3	33-1	when they did not see me
tséssâavóomähtséhetsése	4-4	3-4	when he did not see him (obv)
tséssâavóomaehétse	4-11, 4-12		
tséssâavóomaehése	4-22		
tséssâavóomaehévöse	4-33		
tséssâavóomat séhemenoto	11-2	OTHER EXAMPLES:	
tséssâavóomóhétse	11-3	tséssâaho?eotséhevo	when I did not bring him (1-3)
tséssâavóomamóhétse	11-4		
tséssâavóomähtséhétse	11-11	tséssâaho?eotséhevöse	when you did not bring him (2-3)
tséssâavóomat séhemenoto	11-22		
tséssâavóomóhétse	11-33	tséssâanémené?séhôhevo	when I did not make him sing (1-3)
tséssâavóomóhétse	12-3		
tséssâavóomamóhétse	12-4		
tséssâavóomähtséhétse	12-12		
tséssâavóomóhétse	12-33		
tséssâavóoméhése	22-1		
tséssâavóomóhése	22-3		
tséssâavóomamóhése	22-4		
tséssâavóoméhemenoto	22-11		
tséssâavóomähtséhése	22-22		
tséssâavóomóhése	22-33		

tsémêho?tähtsēto 1-1
 tsémêho?tātse 1-2
 tsémêho?to 1-3
 tsémêho?tamo 1-4
 tsémêho?tatsēse 1-22
 tsémêho?tóno 1-33

tsémêhoxeto 2-1
 tsémêho?tähtseto 2-2
 tsémêho?tótse 2-3
 tsémêho?tamōtse 2-4
 tsémêhoxemenoto 2-11
 tsémêho?tóse 2-33

tsémêho?tá?ēstse 3-1
 tsémêho?tata?e 3-2
 tsémêho?tähtsēstse 3-3
 tsémêho?tose 3-4
 tsémêho?taētse 3-11, 3-12
 tsémêho?taēse 3-22

tsémêho?ta?étse 4-1
 tsémêho?tata?ótse 4-2
 tsémêho?taese 4-3
 tsémêho?tähtsētse 4-4
 tsémêho?taētse 4-11, 4-12
 tsémêho?taēse 4-22
 tsémêho?taevose 4-33

tsémêho?tatsemenoto 11-2
 tsémêho?tótse 11-3
 tsémêho?tamōtse 11-4
 tsémêho?tähtsētsee?e 11-11
 tsémêho?tatsemenoto 11-22
 tsémêho?totsee?e 11-33

tsémêho?tótse 12-3
 tsémêho?tamōtse 12-4
 tsémêho?tähtsētsee?e 12-12
 tsémêho?totsee?e 12-33

tsémêhoxése 22-1
 tsémêho?tóse 22-3
 tsémêho?tamōse 22-4
 tsémêhoxemenoto 22-11
 tsémêho?tähtsésee?e 22-22
 tsémêho?tósee?e 22-33

tsémêho?ta?ese 33-1
 tsémêho?tata?ōse 33-2
 tsémêho?tovose 33-4
 tsémêho?taetsee?e 33-11, 33-12
 tsémêho?taeese?e 33-22
 tsémêho?tähtsese 33-33

tsémêho?totse 4-5

tsémêho?tanēto x-1
 tsémêho?taneto x-2
 tsémêhoestse x-3
 tsémêho?tanētse x-11, x-12
 tsémêho?tanēse x-22
 tsémêhohe 33-33

Correction: delete glotta) stop (?)
 in all these 'love' verbs. See
 page 57.

MEANING EXAMPLES:

1-3 the one I love
 1-33 the ones I love
 3-1 the one who loves me
 33-4 those who love him (obv)
 x-3 the one who is loved

OTHER EXAMPLES:

tsévôomatata?ótse 4-2 (see)
 tsévôomótse 4-5 (see)
 tsévôomētse x-4 (see)
 tsévôomo 1-3 (see)
 tsémêo?to 1-3 (fight)
 tséhestano 1-3 (take)
 tsévêstoemo 1-3 (sit with,
 married to)
 tsévêstoemōtse 2-3 (married to)
 tsévêstoemose 3-4 (married to)

EXAMPLES IN SENTENCES:

návôomoo?o tsémêho?ta?ese
 nánko?ééhe évéstáhémóho he?óho
 tsémanéhótse hoestoto
 ma?heo?o énéševátamóho
 tsémêho?totse ka?ěškóneho
 énéševátamóho tsémêho?ta?étse

I saw the ones who love me.(33-1)
 My mother helped the woman who
 made the dress. (4-5)
 God is merciful to those who
 love children. (4-5)
 He is merciful to those who love me.(4-1)

tséhéhéto	my father (1-3)	tséhêhetono	my fathers (1-33)
tséhêheto	your father (2-3)	tséhéhétóse	your fathers (2-33)
tséhêhese	his father (3-4)	tséhêhese	his fathers (3-44)
tséhéhétse	our father (11-3, 12-3)	tséhêhetsee?e	our fathers (11/12-33)
tséhéhése	your (pl) father (22-3)	tséhêhesee?e	your (pl) fathers (22-33)
tséhéhevose	their father (33-4)	tséhêhevose	their fathers (33-44)

tséheškéto	my mother (1-3)	tséheškétono	1-33
tséhešketo	2-3	tséheškétóse	2-33
tséheškese	3-4	tséheškese	3-44
tséheškétse	11/12-3	tséheškétsee?e	11/12-33
tséheškése	22-3	tséheškésesee?e	22-33
tséheškévose	33-4	tséheškévose	33-44

tséhestónáhéto	my daughter	tséhestónâhetono	1-33
tséhestónâheto	2-3	tséhestónâhétóse	2-33
tséhestónâhese	3-4	tséhestónâhese	3-44
tséhestónâhétse	11/12-3	tséhestónâhetsee?e	11/12-33
tséhestónâhése	22-3	tséhestónâhesee?e	22-33
tséhestónâhevose	33-4	tséhestónâhevose	33-44

Kinship terms can enter into a full TA paradigm. This conjunct paradigm will parallel the paradigm given for the TRANSITIVE ANIMATE INDEPENDENT INDICATIVE verb, 'have as friend' (page 68). The forms given above will, of course, be found in such a conjunct paradigm. Some other examples are:

tséhešké?toveto	you having me for a mother
tséhešké?tovése	you (pl) having me for a mother
tséhešké?tóó?èstse	the one who has me for a mother
tséhešké?toese	those who have me for a mother
tséhešké?tovâtse	I who have you for a mother
tséhešké?tovatsemenoto	we who have you for a mother
tséhešké?továta?e	the one who has you for a mother
tséhešké?tovemenoto	you (sg/pl) who have us as mothers
tséheškéstovèstse	the one who is had as a mother, the mother

TRANSITIVE ANIMATE CONJUNCT PARTICIPLES--"absentatives"

Conjunct participles receive special suffixes when the person spoken of is absent or deceased. In the examples below the "1-3/4" forms are certain while the others are tentative:

tséhêhevoo?o	(1-3)	my absent father
tséheškévoo?o	(1-3)	my absent mother
tsémêhaató?omemâxamoo?o	(1-4)	the one (goose) I shot stiff (from The Geese)
tséhêhevôse	(2-3)	your absent father
tséhêhévôtse	(11/12-3)	our absent father
tséhêhévôse	(22-3)	your (pl) absent father
tséhêhevoomoo?o	(1-33)	my absent fathers
tséheškévoomoo?o	(1-33)	my absent mothers

òhmého?tàhtsétonòtse	1-1	òhmého?ta?évosèstse	33-1
òhmého?tatsétosèstse	1-2	òhmého?tata?ósee?èstse	33-2
òhmého?too?èstse	1-3	òhmého?tovosèstse	33-4
òhmého?tamoo?èstse	1-4	òhmého?taetsee?èstse	33-11/12
òhmého?tatsésee?èstse	1-22	òhmého?taeese?èstse	33-22
òhmého?tovonòtse	1-33	òhmého?tàhtsévosèstse	33-33
òhméhoxetosèstse	2-1		
òhmého?tàhtsétosèstse	2-2	òhmého?tanétonòtse	x-1
òhmého?tosèstse	2-3	òhmého?tanétosèstse	x-2
òhmého?tamosèstse	2-4	òhméhoheesèstse	x-3
òhméhoxemenosèstse	2-11	òhmého?tanétsee?èstse	x-11/12
òhmého?tòsee?èstse	2-33	òhmého?tanésee?èstse	x-22
òhmého?ta?esèstse	3-1	òhméhohevosèstse	x-33
òhmého?tata?osèstse	3-2		
òhmého?tàhtsesèstse	3-3		
òhmého?tosèstse	3-4		
òhmého?taetsee?èstse	3-11/12		
òhmého?taeese?èstse	3-22		
òhmého?ta?étsesèstse	4-1		
òhmého?tata?ótsetsèstse	4-2		
òhmého?taesèstse	4-3		
òhmého?tàhtsétsesèstse	4-4		
òhmého?taetsee?èstse	4-11/12		
òhmého?taeese?èstse	4-22		
òhmého?taevosèstse	4-33		
òhmého?tatsemenosèstse	11-2		
òhmého?totsee?èstse	11-3		
òhmého?tamótsee?èste	11-4		
òhmého?tàhtsétsee?èstse	11-11		
òhmého?tatsemenosèstse	11-22		
òhmého?totsee?èstse	11-33		
òhmého?totsee?èstse	12-3		
òhmého?tamótsee?èstse	12-4		
òhmého?tàhtsétsee?èstse	12-12		
òhmého?totsee?èstse	12-33		
òhméhoxese?èstse	22-1		
òhmého?tòsee?èstse	22-3		
òhmého?tamósee?èstse	22-4		
òhméhoxemenosèstse	22-11		
òhmého?tàhtsésee?èstse	22-22		
òhmého?tòsee?èstse	22-33		

Meaning Examples:

1-1	when I love myself
3-1	when he loves me
2-3	when you love him
x-3	when he is loved

Note the apparent identity of the 2-3 and 3-4 forms. This may be due to the influence of pitch sandhi rules.

OTHER EXAMPLES:

òhvóomótonòtse	when I see them (1-33)
òhvóomosèstse	when you see him (2-3)
òhvóomosèstse	when he sees him/ them (obv) (3-4)
òhvóomótsee?èstse	when we see him/ them (11/12-3(3))
òhvóomósee?èstse	when you (p1) see him/them (22-3(3))
to?seoomàhtsétosèstse	when you are going to hit yourself (2-2)
tàhéve?hoomoo?èstse	when I go to look at him (1-3)

tséhvóóhtóme, tséhvóóhtómo	when I saw it, them (1-I, 1-II)
tséhvóohtome, tséhvóohtomo	when you saw it, them (2-I, 2-II)
tséhvóóhto	when he saw it, them (3-I, 3-II)
tséhvóohtotsése	when he (obv) saw it, them (4-I, 4-II)
tséhvóohtomātse	when we (excl/incl) saw it, them (11/12-I/II)
tséhvóohtomāse	when you (pl) saw it, them (22-I, 22-II)
tséhvóohtomēvōse	when they saw it, them (33-I, 33-II)

tsé?āahtōme	when I listened to it, them (1-I/II)
tsé?āahtome	2-I/II
tsé?āáhto	3-I/II
tsé?āahtotsése	4-I/II
tsé?āahtomātse	11/12-I/II
tsé?āahtomāse	22-I/II
tsé?āahtomēvōse	33-I/II

tséhméséto	when I ate it, them
tséhmése to	
tséhmesése	
tséhmése tsése	
tséhmésétse	
tséhmésése	
tséhmésévōse	

tséxho?tsēto	when I had it, them
tséxho?tseto	
tséxho?tsése	
tséxho?tsettsése	
tséxho?tsetse	
tséxho?tsēse	
tséxho?tsēvōse	

EXAMPLES IN SENTENCES:

tséhvóóhtóme ho?évohkōtse námese When I saw the meat I ate it.

tsé?êševóohtome sémo nétónèšéve After you saw the boat, what
did you do?

náēestséstōvo tsé?êšēááhto némenestōtse I talked to him after he
listened to the radio.

póésó énáha?enóho hóhkeeho tséxhestanotsése The cat caught the mouse (obv)
he?kone-aměške when he (obv) took the cheese.

póésó émévóho hóhkeeho tséhmése tsése The cat ate the mouse (obv) when
he?kone-aměške he (obv) ate the cheese.

(Note: the first and second-person forms may end either in -me or -mo.
The -mo ending might be more expected on comparative grounds.)

tséssâavóóhtóhéme	when I did not see it, them
tséssâavóóhtóheme	2-I/II
tséssâavóóhtoése	3-I/II
tséssâavóóhtóhetsése	4-I/II
tséssâavóóhtomáhétse	11/12-I/II
tséssâavóóhtomáhése	22-I/II
tséssâavóóhtoméhévoše	33-I/II
tséssâahestanóhéme	when I did not take it, them (by hand)
tséssâahestanóheme	
tséssâahestanóése	
tséssâahestanóhetsése	
tséssâahestanomáhétse	
tséssâahestanomáhése	
tséssâahestanoméhévoše	
tséssâaméséhéto	when I did not eat it, them
tséssâaméséheto	
tséssâaméséése	
tséssâaméséhetsése	
tséssâaméséhétse	
tséssâaméséhése	
tséssâaméséhévoše	
tséssâaho?tséhéto	when I did not have it, them
tséssâaho?tséheto	
tséssâaho?tséése	
tséssâaho?tséhetsése	
tséssâaho?tséhétse	
tséssâaho?tséhése	
tséssâaho?tséhévoše	

(Note: the "long s" is created when the -h- past tense morpheme assimilates to the immediately following s of the 'negative' morpheme. In texts, this long s sound is just written with a single s. It is, however, phonetically long, whereas there is no long s in the CONJUNCT NEGATIVE PARTICIPLES, page 135. These comments are pertinent to the forms on pages 114, 117, 121, 123, and 128.)

tsévoóhtómo that which I saw (1-I)		tsévoóhtomonótse those which I saw (1-II)	
tsévoóhtomo	2-I	tsévoóhtomoséstse	2-II
tsévoóhto	3-I	tsévoóhtoséstse	3-II
tsévoóhtótse	4-I	tsévoóhtótseéstse	4-II
tsévoóhtomátse	11/12-I	tsévoóhtomátsee?éstse	11/12-II
tsévoóhtomáse	22-I	tsévoóhtomásee?éstse	22-II
tsévoóhtomévo	33-I	tsévoóhtomévoséstse	33-II

(Note: some people may pronounce the first and second-person forms having singular objects with a final -me instead of -mo. Also, it appears that some may use the forms in the left column for either singular or plural objects.)

tséáahtómo that which I listen to		tséáahtomonótse those which I listen to	
tséáahtomo	2-I	tséáahtomoséstse	2-II
tséááhto	3-I	tséáahtoséstse	3-II
tséáahtótse	4-I	tséáahtótseéstse	4-II
tséáahtomátse	11/12-I	tséáahtomátsee?éstse	11/12-II
tséáahtomáse	22-I	tséáahtomásee?éstse	22-II
tséáahtomévo	33-I	tséáahtomévoséstse	33-II

tséméhóhtómo that which I love		tséméhóhtomonótse those which I love	
tséméhóhtomo	2-I	tséméhóhtomoséstse	2-II
tséméhóhto	3-I	tséméhóhtoséstse	3-II
tséméhóhtótse	4-I	tséméhóhtótseéstse	4-II
tséméhóhtomátse	11/12-I	tséméhóhtomátsee?éstse	11/12-II
tséméhóhtomáse	22-I	tséméhóhtomásee?éstse	22-II
tséméhóhtomévo	33-I	tséméhóhtomévoséstse	33-II

tséhestanómo that which I took		tséhestanomonótse those which I took	
tséhestanomo	2-I	tséhestanomoséstse	2-II
tséhestāno	3-I	tséhestanoséstse	3-II
tséhestanótse	4-I	tséhestanótseéstse	4-II
tséhestanomátse	11/12-I	tséhestanomátsee?éstse	11/12-II
tséhestanomáse	22-I	tséhestanomásee?éstse	22-II
tséhestanomévo	33-I	tséhestanomévoséstse	33-II

tséméséto that which I ate		tsémése-tonótse those which I ate	
tsémése-to	2-I	tsémése-toséstse	2-II
tsémésestse	3-I	tsémése-séstse	3-II
tsémése-tse	4-I	tsémése-tseéstse	4-II
tsémésétse	11/12-I	tsémése-tsee?éstse	11/12-II
tsémésése	22-I	tsémése-see?éstse	22-II
tsémésévo	33-I	tsémése-voséstse	33-II

tsémanéstséto that which I made		tsémanéstsé-tonótse those which I made	
tsémanéstse-to	2-I	tsémanéstsé-toséstse	2-II
tsémanéstsestse	3-I	tsémanéstse-séstse	3-II
tsémanéstsetse	4-I	tsémanéstsetseéstse	4-II
tsémanéstsetse	11/12-I	tsémanéstsetsee?éstse	11/12-II
tsémanéstsése	22-I	tsémanéstsésee?éstse	22-II
tsémanéstsévo	33-I	tsémanéstsévoséstse	33-II

tsésâahestanóhémo	what I didn't take	tsésâahestanóhemonótse	1-II
tsésâahestanóhemo	2-I	tsésâahestanóhemoséstse	2-II
tsésâahestanóéstse	3-I	tsésâahestanóheséstse	3-II
tsésâahestanóhetse	4-I	tsésâahestanóhetseséstse	4-II
tsésâahestanomáhétse	11/12-I	tsésâahestanomáhetsee?éstse	11/12-II
tsésâahestanomáhése	22-I	tsésâahestanomáhesee?éstse	22-II
tsésâahestanoméhévöse	33-I	tsésâahestanoméhevoséstse	33-II
tsésâamanéstséhéto	what I didn't make	tsésâamanéstséhetonótse	1-II
tsésâamanéstséheto	2-I	tsésâamanéstséhetoséstse	2-II
tsésâamanéstsééstse	3-I	tsésâamanéstséheséstse	3-II
tsésâamanéstséhetse	4-I	tsésâamanéstséhetseséstse	4-II
tsésâamanéstséhétse	11/12-I	tsésâamanéstséhetsee?éstse	11/12-II
tsésâamanéstséhése	22-I	tsésâamanéstséhesee?éstse	22-II
tsésâamanéstséhévöse	33-I	tsésâamanéstséhevoséstse	33-II
tsésâavóochtóhémo	what I didn't see(1-I)	tsésâavóochtóhemonótse	1-II
tsésâavóochtóhemo	2-I	tsésâavóochtóhemoséstse	2-II
tsésâavóochtóéstse	3-I	tsésâavóochtóheséstse	3-II
tsésâavóochtóhetse	4-I	tsésâavóochtóhetseséstse	4-II
tsésâavóochtomáhétse	11/12-I	tsésâavóochtomáhetsee?éstse	11/12-II
tsésâavóochtomáhése	22-I	tsésâavóochtomáhesee?éstse	22-II
tsésâavóochtoméhevöse	33-I	tsésâavóochtoméhevoséstse	33-II

(Note: Apparently the meaning of a participle can focus on the subject as well as the inanimate object. For instance, tsévóochtó can mean either 'what he saw' or 'he who saw it'; and tsésâahestanóhetse can mean either 'what he (obv) did not take' or 'he (obv) who did not take it'.)

EXAMPLES IN SENTENCES:

henova?e tséméséto	What did you eat?
henova?e tsévóochtómo	What did you see?
nátanéhétséstá tséméséto	I'm ashamed of what I ate.
nápéhéváttséstá tséhó?tséstse	I like what he has.
póéso énáha?enóho hókkeho	The cat caught the mouse (obv) that
tséhestanótse he?kone-aměške	took the cheese.
vovéstomósanéhe épéhêvatamóho	The teacher likes children (obv)
ka?ěškóného tséáahtótse	who listen to Cheyenne songs.
tséhésenootótse	
hetane évóomóho oěškéseho	The man saw the dog/dogs (obv) that
tsénomáhtsetse ho?évohkótse	stole the meat.
oěskeso énéhovóho póesono	The dog chased the cat (obv) that
tsésâahestanóhetse ho?évohkótse	did not take the meat.
náéestséstovoo?o hetaneo?o	I talked to the men who didn't
tsésâamanéstséhevoséstse sémonótse	make the boats.

òhvóohtomonótse	(1-I/II)	when I see it/them
òhvóohtomoséstse	(2-I/II)	when you see it/them
òhvóohtoséstse	(3-I/II)	when he sees it/them
òhvóohtotseséstse	(4-I/II)	when he (obv) sees it/them
òhvóohtomátsee?éstse	(11/12-I/II)	when we see it/them
òhvóohtomásee?éstse	(22-I/II)	when you (p1) see it/them
òhvóohtomévoséstse	(33-I/II)	when they see it/them
xhestanomónótse	(1-I/II)	when I take it/them
xhestanomoséstse		
xhestanoséstse		
xhestanótseséstse		
xhestanomátsee?éstse		
xhestanomásee?éstse		
xhestanomévoséstse		
xho?oestsétonótse	(1-I/II)	when I cook it/them
xho?oestsétoséstse		
xho?oestseséstse		
xho?oestsétseséstse		
xho?oestsétsee?éstse		
xho?oestsésesee?éstse		
xho?oestsévoséstse		

EXAMPLES IN SENTENCES:

òhvóohtomonótse vo?éstse
náohkevé?šepèhévetāno

When I see the clouds I am
made happy.

xho?oestseséstse váotseváhe-
ho?évohkótse náohkema?xemésehe

When she cooks deer-meat I
eat a lot.

This follows a pattern similar to that for TRANSITIVE ANIMATE CONJUNCT INDICATIVE verbs. The "ditransitive" conjunct verb indicates the semantic subject and indirect object. Animacy and number of the semantic direct object (the thing or person which is given) are not indicated on the conjunct verb (as they are on the ditransitive independent verb).

tséhmétähtséto oeškeso	(1-1-3)	when I gave myself a dog
tséhmétähtséto motšěške	(1-1-I)	when I gave myself a knife
tséhméto oeškěseho	(1-3-4)	when I gave him a dog/dogs (obv)
tséhméto motšěške	(1-3-I)	when I gave him a knife
tséhméto mótšěškehótse	(1-3-II)	when I gave him knives
tséhmétóno še?xo	(1-33-4)	when I gave them a duck/ducks (obv)
tséhmétóno sémonótse	(1-33-II)	when I gave them boats
tséhmétöse póesonono	(2-3-4)	when you gave him a cat/cats (obv)
tséhmétöse sémonótse	(2-3-II)	when you gave him boats
tséhmêtsemenoto oeškeso	(2(2)-11-3)	when you (sg/pl) gave us a dog
tséhmêtsemenoto oeškěseho	(2(2)-11-33)	when you (sg/pl) gave us dogs
tséhmêtsemenoto sémonótse	(2(2)-11-II)	when you (sg/pl) gave us boats
tséhmétá?ěse motšěške	(3-1-I)	when he gave me a knife
tséhmétá?ěse oeškěseho	(3-1-4)	when he gave me a dog/dogs (obv)
tséhmétöse oeškěseho	(3-4-5)	when he gave him (obv) a dog(s) (obv)
tséhmétöse še?xo	(3-4-5)	when he gave him (obv) a duck(s) (obv)
tséhmétöse sémonótse	(3-4-II)	when he gave him (obv) boats
tséhmétöse sêmo	(3-4-I)	when he gave him (obv) a boat
hee?haho tséhmêta?etsěse sêmo	(4-1-I)	when his son (obv) gave me a boat
hee?haho tséhmêta?etsěse še?xo	(4-1-5)	when his son (obv) gave me a duck(s)(obv)
tséssâamétähtséhéto sêmo	(1-1-I)	when I did not give myself a boat
tséssâamétôhevo še?xo	(1-3-4)	when I didn't give him(obv) a duck(obv)

Several construction types appear to give a benefactive idea. Which type is used for a particular verb appears to depend, to some extent, upon the meaning of the verb. A construction type may give a benefactive meaning to one verb stem, while the same construction type will have a different meaning with another stem. In the following examples a non-benefactive form will be given in a group to show the basic stem from which the benefactive form is built.

nánéméne	I sang
nánêmeōvo	I sang for him
nánêmeova	he sang for me
(nánêmeō?to	I sang about him)
(nánêmeó?too?o	I sang about them)

náháóóna	I prayed
náhâoonavomotāho	I prayed for him
néhâoonavomotaah̄tse	I prayed for you
néhâoonavomotatsem̄eno	we prayed for you (sg/pl)

But, compare:

náhotse?óhevomotāho	I worked for (in his place) him
náhotse?o?ta	I worked for him (he employed me)
náhotse?ô?to	he worked for me (I employed him)
náhotse?ó?too?o	they worked for me (I employed them)

náhonôhta	I baked it
náhonóhtomēvo	I baked it for him
náhonóhtomevonôtse	I baked them (inan) for him
náhonóhtomóenôtse	he baked them (inan) for me

Compare the above with:

náhestāna	I took it
náhestanomôvo hemotšěške	I took his knife
náhestanomēvo	I took it away from him
néhestanomevātse	I took it away from you

nánêmené?sého	I made him sing
nánêmené?séhoo?o	I made them sing
nánêmené?seha	he made me sing
námésêhé?seho	I made him eat
náovêšená?sého	I made him lie down, go to bed
námêa?sêho	I made him give away
nánaóotsé?sého	I made him sleep
návóó?sého	I showed it to him (caused him to see it)
návóo?sêhonótse	I showed them (inan) to him
némêsêhe?sêhatsenótse	I made you eat it (an)
némêsêhe?sêhatsénoto	I made you eat them (an)
émêsêhe?sêhónoto	he made him (obv) eat it/them (an., obv.)
némêsêhe?sêšénótse	you made me eat it (an)
náhâomóhtâhé?sého	I made him sick
náhâomóhtâhé?séstse	I made it sick

Some finals, in conjunction with the meaning of the roots they combine with, have a causative-type meaning:

éhetótaemóho	he made him (obv) rejoice
éhohátsemóho	he made him (obv) laugh
éhâestáhémóho	he angered him (obv)

étônetôhtâhave	What color is he? What color is it?
étônetôhtâháveo?o	What color are they (an)?
étônetôhtâhávénestse	What color are they (inan)?
étônetova	What color is his fur, How is he furred?
étôneto?ééva	What color is his skin?

meaning	It is ____.	He is ____.
black	émo?ôhtávo	émo?ôhtávahe
black	émo?kôhtávo	émo?kôhtávahe
blue	éotá?távo	éotá?tavahe
brown	émôšéškáno	émôšéškanahe
brown, tan	énoóno	énoónahe
gray	épó?o	
green	éhoxo?ôhtsévo	éhoxo?ôhtsévahe
orange	éma?êheóvo	éma?êheóvahe
pink	éma?ómo?ôhtsévo	éma?ómo?ôhtsévahe
purple	éhoxôhkó?so	éhoxôhkó?sahe
red	éma?o	éma?ēta
turquoise	éhoxo?ôhtséve-otá?távo	éhoxo?ôhtséve-otá?tavahe
white	évó?ómo	évô?omahe
white	évó?kómo	évô?komahe
white, light	évôhpo	évôhpahe
yellow	éheóvo	éheóvahe

éheóvóva	He is yellow-furred.
épêhévóva	He has nice fur.
évó?néóva	He (e.g. a horse) is bay-colored.
éhohkó?sóva	He is chestnut-colored.
émo?ôhtáexamanōva	He is brown-black--colored.
émo?évâhetōva	He is buckskin.
énoónóva	He is tan-colored.
évovó?hase	He is pinto.

COLOR PARTICIPLES:

tséheóvo	the yellow one (inan)
tséheóvoo?éstse	the yellow ones (inan)
tséheóvaestse	the yellow one (an)
tséheóvâhese	the yellow ones (an)
tséma?etase	the red ones (an)
tsévó?komoo?éstse	the white ones (inan)

COLORS AS "ADJECTIVES":

heóve-mee?e	yellow feather
heóve-mâheo?o	yellow house
otá?tave-amâho?hestôtse	blue car
vôhpe-nâhkohe	polar bear (white-bear)

COLORS IN VERB CONSTRUCTIONS:

éheóvovése	He has yellow hair.
éma?eēse	He has a red nose.
émôšéškané?éxâne	He has brown eyes.

There are several kinds of constructions that function as commands. We will examine the most commonly used constructions.

Commands can be either "positive" (e.g. Tie your shoes!) or "negative" (e.g. Don't cross the street!). Positive and negative commands are grammatically different in Cheyenne. (They belong to different modes.) Commands can be singular (said to one person) or plural (said to more than one person).

Prohibitives: We shall call negative commands prohibitives. To make a prohibitive command, add the preverb -vé?(e)- to a verb that has a second-person ("you") subject. (Add -vé?e- if the next syllable after the preverb begins with a vowel, and -vé?- if the next syllable begins with a consonant.) Following are some examples of prohibitives:

Indicative verb	Prohibitive	Meaning of Prohibitive
néa?xaame	névé?ea?xaame	Don't cry! (sg)
néa?xaamēme	névé?ea?xaamēme	Don't cry! (pl)
némēsehe	névé?mēsehe	Don't eat! (sg)
némēsēhéme	névé?mēsēhéme	Don't eat! (pl)
nénēhešéve	névé?nénēhešéve	Don't do that! (sg)
nénēhešévéme	névé?nénēhešévéme	Don't do that! (sg)
néoome	névé?eoome	Don't hit me! (sg)
néoomēme	névé?eoomēme	Don't hit me! (pl)
névé?hóóhta	névé?vé?hóóhta	Don't look at it! (sg)
névé?hoohtánóvo	névé?vé?hoohtánóvo	Don't look at it! (pl)

Imperatives: We shall call positive commands such as 'Eat!' and 'Run!' imperatives. There are two categories of Cheyenne imperatives. The first refers to an action that is to take place immediately. We shall call these commands immediate imperatives. The other category refers to an action to take place sometime, not necessarily immediately. (The time of the action may be specified.) We shall call these commands delayed imperatives. A command from English which which translate as a Cheyenne delayed imperative would be 'Come again!'

You should now turn to the pages with the lists of imperatives, in the first part of these notes. You will find immediate and delayed imperatives for AI verbs (such as Ho'soo'éstse! Dance!), TA verbs (such as Vé'hooméstse! Look at me!), and TI verbs (such as Vé'hóóhtótse! Look at it!). Imperatives with Inanimate Intransitive verbs are not discussed in these notes since they are of limited usefulness in everyday conversation.

"Should" and Impersonal Commands: These commands contain the preverb -me?- in an indicative verb. Impersonal verbs are special Inanimate Intransitive verbs constructed mostly from Animate Intransitive verbs. Impersonal verbs contain the suffixes -htove or -nove. It is difficult to translate Impersonal verbs in English, but the idea of the range of meaning can be grasped in the following: the Impersonal verb émésēhéstove can be translated as 'one (someone) is eating', 'people are eating', '"they" are eating', and 'there is an eating going on'. Other examples of Impersonal verbs may be found at the ends of the lists of Inanimate Intransitive verbs earlier in these notes. The preverb -me?- may be inserted in either a regular independent indicative verb with a second-person subject, or in an Impersonal verb. The latter kind

will be called Impersonal Commands. Note the following:

némêsehe	You are eating.
néme?mésehe	You should eat!
éme?mésêhêstove	There should be an eating, you should eat!
nénêmenēme	You (pl) are singing.
néme?némenēme	You (pl) should sing!
éme?némenéstove	There should be singing, you should sing!
néhestāna	You took it.
néme?hestāna	You should take it!
némêho?tāhtsēme	You (pl) love yourselves, You (pl) love each other.
néme?mêho?tāhtsēme	You (pl) should love yourselves, each other!
éme?mêho?tāhtséstove	There should be love for one another, there should be love of self, you should love yourself, you (pl) should love yourselves, each other!

The impersonal commands are less direct than the regular "should" commands, and less direct than imperatives, prohibitives, and hortatives (which will be discussed next). Impersonal commands appear to be used when you wish to be a little more deferential or polite to whomever you are speaking (although the other command types are not necessarily impolite, brash, or nondeferential).

Hortatives: These commands are characterized by the English translation 'Let ___!', for example, 'Let's eat!'. Hortatives are listed among the verbs earlier in this book (near the other imperatives). First-person hortatives, such as 'Let's eat!' or 'Let's sing!' are formed by inserting -ta- following the personal prefix of a first-person (inclusive) independent indicative verb. The meaning of 'continue' can be added to a hortative by inserting -nêše-, for example, Némeneha! Let him sing!, but, Nêšenémeneha! Let him keep on singing!

Rhetorical Question Commands: Certain rhetorical questions can function as commands. These include NEGATIVE INTERROGATIVES (see earlier lists) and forms which combine a negative and prohibitive:

nésâamésêhehe	Aren't you eating?!
nésâa?ovêšenâhehe	Didn't you go to bed?!
nésâanaóotsêhehe	Aren't you asleep?!
nésâavé?mésêhéhe	Shouldn't you eat?!
nésâavé?hâóónâhe	Shouldn't you pray?!
nésâavé?nêhešévêhe	Shouldn't you do that?!
nésâavé?nêhešévêhéme	Shouldn't you (pl) do that?!

(When two Cheyenne forms are listed, the first will be a singular command, and the second will be a plural command.)

méseestse, mésehe	Eat!
hámestoo?éstse, hámestoo?e	Sit down!
he?kotoo?éstse, he?kotoo?e	Be quiet!
né?seestse?henátse, né?seestse?hena	Take your coat(s) off!
né?éstó?hahtse, né?éstó?haha	Take your gloves off!
né?tòhkèha?átse, né?tòhkèhe?a	Take your hat off!
e?tòhkèha?átse, e?tòhkèha?a	Put your hat on!
e?séestse?henátse, e?séestse?hena	Put your coat(s) on!
ne?tò?éstse, ne?tò?e	Take your shoes/boots off!
to?éstse, to?e	Get up, wake up!
tàhéovēšestse, tàhéovēše	Go lie down, go to bed!
nenáasēstse, nenáase	Come here!
taanáasēstse, taanáase	Go on, go away!
hotse?óestse, hotse?ohe	Work!
mòxe?èstonēstse, mòxe?èstone	Write, study!
hóhta?àhanēstse, hóhta?àhane	Tell a story!
hóhta?àhaovēstse	Tell me a story!
hoestonēstse, hoestone	Read!
hoestótse, hoestome	Read it!
háahpe?oestonēstse	Read louder!
háahpe?onovátse	Speak up, speak louder!
áahtomonēstse, áahtomone	Listen!
áahtovēstse, áahtove	Listen to me!
néstse?óoestse, néstse?óohe	Come over here!
né?èšetse?óoestse, né?èšetse?óohe	Come over here for awhile!
éšené?seestse?henátse	Take your coat off for awhile!
névê?hetòšèhâtòxova?xe	Quit jumping around!
he?amena?évá?ótse	Raise your hand!
néstseeševê?mòxe?oha hova?ehe	Don't write anything yet!
nétanémenema	Let's sing!
nétàhēmēsēhema	Let's go eat!
nétàhēmēsēhémáne	Let's go eat!
něše?šěvóenēstse	Wash your face!
něše?šěhe?onátse	Wash your hands!
tàhéo?ehnéstse	Go to the bathroom!
tàhóoséevó?soo?éstse	Go home and play!
névê?nèhešéve, névê?nèhešévème	Don't do that!
mòxe?óóhtse amàho?hestótse	Draw a car!
" mǎheo?o	Draw a house!
" sémo	Draw a boat!
mòxe?òhome amàho?hestótse	Draw a car (pl)!
mòxe?òheha váótséva	Draw a deer!
póéso	Draw a cat!
vé?késo	Draw a bird!
mòxe?oha váotseváhne	Draw deer (pl)!
pénovéseestse, pénovésehe	Comb your hair!
tseene?éestse, tseene?ehe	Comb your hair!
nétaovóenèhešévema	Let's do this first!
nóxa?e	Wait!

taenanótse, taenánome	Put it away!
táhémetséha neško	Take this to your mother!
tamétseha neško	Hand this to your mother!
véseamóneeóó?éstse, véseamóneeóó?e	Get in line!
oese?hano?tótse	Spit it out!
néxhòsenèhèšéha	Say it again!
néhpèhèvemé?éstome vèstse	Explain it well to me!
nétæ?e?ó?tsenone	Let's take a break!
e?ha?ótse, e?ha?o	Put your shoes on!
hoónótse (he?nétoo?o)	Shut the door!
onéstanoótse	Open the door!
vóho?kàsenótse	Turn the light on!
ta?ta?enótse vo?nàhanestótse	Open the window!
evàhoónótse vo?nàhanestótse	Close the window!
mòxèhenèstse	Sweep (the floor)!
hóxe?anenèstse	Clean up the place!
pèhévánótse šééšestótse	Make the bed!
néhno?óhtsestsèstse kàhamaxèstse	Go get some firewood!
táhémàhanèstse	Go to get some wood!
néhmanoxèstse	Give me a drink!
tatse?óhtsèstse hohtóva-màheone	Go to the store!
néxhohtóvao?o pénòhéó?o	Buy some flour!
" vóhpoma?óhtse	Buy some salt!
o?háa?amèhneo?o	Walk carefully!
netáhávaneha	Change him (e.g. diaper)!
màxanenèstse	Sign your name!
néhmetsèstse ma?kaeta	Give me some money!
" nemòxe?èstoo?o	Give me your book!
né?àsetanoótse vóhpoma?óhtse	Pass me the salt!
" méhmenótse	Pass me the pepper!
" vé?keemahpe	Pass me the sugar!
" matana	Pass me the milk!
" ho?évohkótse	Pass me the meat!
né?àsetaneha kokòhéáxa	Pass me the chicken!
" nóma?he	Pass me the fish!
né?àsetanenano mónèškeho	Pass me the beans!
he?tohe heséeo?ótse amèhestanómeo?o	Take this medicine!
tano?èhné?toveha	Carry him!
tooneha	Hold him!
hémèseestse, hémèsehe	Come eat!
né?éstsehnèstse	Come in!
asèta?xèstse, asèta?xe	Run!
éškòseesèhahtsèstse nemòxe?èstonestótse	Sharpen your pencil!
né?évàhòsèho?èhneo?o	Come again!
nóheto	Let's go!

In several cases throughout these notes we see instances of syllable "contraction". These involve word-final sequences of expected -ova and -eva when something else is added to the end of the word beyond these expected sequences.

nánéhóvo	I chased him.
nánêhova	He chased me.
nénêhova	He chased you.
nénêhoehe	Did he chase you? (expected: nénêhovaehe)
násáanéhóéhe	He didn't chase me.
nánéhóéne	He chased us (excl).
néhêne'enova	He knows you.
néhêne'enóene	He knows us (incl).
návovéstomeva	He taught me.
névovéstomeva	He taught you.
návovéstomóéne	He taught us (excl).
tsé'ovéstomevo	when I taught him
tsé'ovéstomóó'ése	when he taught me
tsé'ovéstomóétse	when he taught us
tséxhêne'enovo	when I knew him
tséxhêne'enóétse	when he knew us
néhêne'enoehé	Does he know you?

In this section words, or parts of words, which "point" will be given. The forms under consideration may indicate literal pointing, or an attempt to show where something is, or the "pointing" may refer to time, or to entities in a discourse.

he'tohe 'this one (inanimate)' e.g. he'to-máheo'o 'this house' (These particles "cliticize" to the noun they modify.)

ha'tohe 'that one (inanimate)

tse'tohe 'this one (animate)' e.g. tse'to-mee'e 'this feather'

ta'tohe 'that one (animate)'

Locative particles have a "pointing" function:

tsèhéóhe	here
hétsehéóhe	here

nèhéóhe	there (farther away)
hénèhéóhe	there " "

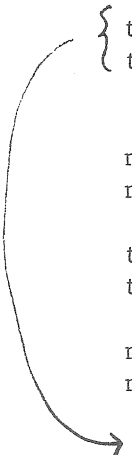
nàháóhe	there (farthest away)	tàháóhe	over there
hánàháóhe	there " "	hátàháóhe	over there

Discourse-related particles have a "pointing" function:

h'ene	that one (inanimate), the one already referred to (sg/pl)
n'ene	that one (animate), the one already referred to (sg/pl)

Note the parallelism in the following system:

hena'háanehe	it's the one, "that's it" (nearest distance)
hená'hanehe	here it is (nearest distance)
heta'háanehe	it's the one (farther distance away)
hetá'hanehe	there it is (farther distance away)
{ taa'háanehe	he's the one (farthest distance away)
{ taa'hanehe	there he is, that's what he is (farthest distance away)
nea'háanehe	he's the one (nearest distance)
neá'hanehe	here he is (nearest distance)
tseá'háanehe	he's the one, there's what he is (farther distance)
tseá'hanehe	there he is (farther distance away)
naa'háanehe	he's the one, that's what he is (farthest away)
naa'hanehe	there he is (farthest away)



The forms just given can be inflected for number:

heta'háanevótse these are the ones, here they are (inanimate)
 néa'háanevóho they (animate) are the ones
 tséa'háanevóho there they are, they are the ones (animate)

Some directionals:

-nèh-, -nèx-, -ne'-, -nès- 'toward speaker' e.g. énéxho'ehne 'he's
 coming (toward speaker)'
 -ta- 'away from speaker' e.g. étáho'ehne 'he came there'

The following behave similar to the above:

-nè- 'referring back to something already established' e.g. énéhetóhoono
 'that's what he said to him (mediate mode)'
 -tsè- 'referring forward to something to be given' e.g. éstsèhetóhoono
 'he said to him (what is about to be given)'

We can see these referring deictics also in the following:

énèheḡenéméne 'he sang that way, that's the way he sang'
 étḡèheḡenéméne 'he sang the way that is going to be described'

nèhe'xóvéva 'at that time (past)'
 tsèhe'xóvéva 'at that time (future)'

The same kind of pointing function can be seen in some tense
 markers:

énèhnéméne 'he sang (long ago)'
 tsenéméne 'he shall sing (the third-person prefix, é-, drops)
 nàhtsemésehe 'I shall sing'

We will call certain verbs which express a desire "desideratives." The desideratives which will be illustrated here will each have the morpheme -tanó which can be roughly translated "want to ____" or "have a mental state to ____".

námésèhétáno
 nánaóotsétáno
 nénaóotsétanohe
 nápehêvetáno
 návôesétáno

I want to eat.
 I want to sleep.
 Do you want to sleep.
 I am happy.
 I am rejoicing.

návôomátanó'tóvo
 návôohtatanó'ta
 návôomähtsétáno
 návôomátanó'tovahtse
 návôomátanó'tova
 évôomähtsétano'o
 návôosanétáno

I want to see him.
 I want to see it.
 I want to be seen.
 I want to see myself.
 He wants to see me.
 They want to be seen.
 I want to see.

návôo'sêho màheo'o

I showed him the house (caused him to see it).

návôo'sèhátanó'tóvo màheo'o

I want to show him the house.

návôo'sèhátanó'tovonótse màheonótse.

I want to show him the houses.

návôo'sèhátanó'tovónovo mo'éhèno'hame
 nàhtónaho

I want to show the horses to my daughters.

návê'hóóhta

I looked at it.

návê'hoohtatanó'ta

I want to look at it.

návê'hoomátanó'tóvo

I want to look at him.

náhestanátanó'tóvo

I want to take him.

náhestanátanó'tova

He wants to take me.

náhestanátanó'ta

I want to take it.

námêvatanó'tóvo

I want to eat him (e.g. deer).

námêsetanó'ta

I want to eat it.

námêsetanó'tanótse menótse

I want to eat the berries.

DIMINUTIVES

Cheyenne has regular ways for creating "diminutives", words which can be translated with words such as "little" or an English noun ending like the -y on 'horsey'. Below are some examples of Cheyenne diminutives, along with corresponding non-diminutive forms. Many diminutives are formed by the addition of a -k- to the non-diminutive form.

póésó	cat
póhkésó	kitten
máheo'o	house
máheško	shed, or small house
tóhoo'o	sledge-hammer
tóhohko	hammer
ó'he'e	river
ó'he'ke	creek
ho'honáá'e	rock
ho'honáhke	stone
kokóhéáxa	chicken
kokóhéaxáésó	chick
mo'éhëno'ha	horse
mo'kéhëno'hamésó	pony
máhoo'o	melon
máhohko	smaller melon
šé'še	duck
šé'šëškésó	duckling
vé'ho'e	white man
vé'ho'ke	little white boy
vé'ho'a'e	white woman
vé'ho'ka'kesó	little white girl
vé'késó	bird
vé'këséhésó	baby bird, "birdie"
oeškesó	dog
oeškëséhésó	pup
náhkohe	bear
náhköhésó	little bear

ANIMATE NOUNS ("He is a ____; They are ____.") éšê?ševe 'He is a duck.'

énôtseveo?o	aliens
énôta?éveo?o	aliens (female)
éhováheveo?o	animals
éhátšěškêheveo?o	ants
évo?kaehéveo?o	antelopes
éma?xemenéveo?o	apples
émê?ěševotséveo?o	babies
éma?hahko?éveo?o	badgers
éhôhtsemóneveo?o	balls
ěšēenováheveo?o	bandits
émóněškêheveo?o	beans
énáhkôhêveo?o	bears
éhoma?éveo?o	beavers
éhexová?eveo?o	bedbugs
éhâhnomâhéheveo?o	bees
évé?kěsêheveo?o	birds
éhe?heenóveo?o	blackbirds
éhoemâhéveo?o	blankets, mosquitos
ée?e?táheveo?o	blue thrushes
émône?éveo?o	brides
éhotóaveo?o	buffaloes
éne?e?éveo?o	bullsnakes
éhevávâhkemâhéveo?o	butterflies
éhone?komóneveo?o	buttons
éoo?héveo?o	buzzards
émôheněšemóneveo?o	playing cards
épôesónêheveo?o	cats
épóhkěsônêheveo?o	kittens
ékokôhéaxáeveo?o	chickens
évêhoneveo?o	chiefs
éka?ěškónêheveo?o	children
éněške?ěstáheveo?o	chipmunks
éhexovóneveo?o	clams
éhâhnováseveo?o	cockle-burrs
étseene?éheonéveo?o	combs
ésêotšéveo?o	corpses, ghosts
éo?kôhoméheveo?o	coyotes
éne?potatšéveo?o	cranes (birds)
éhěško?semâhéveo?o	crickets
éôkôhkeveo?o	crows
éněhpóeseonéveo?o	curtains
évâotseváheveo?o	deer (pl)
éoeškěséheveo?o	dogs
éhotaméveo?o, éhotaméheveo?o	dogs (older term, but still in use)
émêno?kěsónêheveo?o	dolls
évôho?ôhtáheveo?o	donkeys
éhevovetásónêheveo?o	dragonflies
éhoestóveo?o	dresses
ěšê?ševeo?o	ducks
ěšê?šěškěsônêheveo?o	ducklings
énetséveo?o	eagles
évôaxaa?éveo?o	bald eagles
éháměškônêheveo?o	beetles

étse?éseeséheveo?o	elephants
émo?éheveo?o	elks
émêenóveo?o	feathers
émo?éškonéveo?o	fingers
énomá?heveo?o	fishes
énomá?hesóneveo?o	little fishes
évê?eehéveo?o	flickers
éhéseveo?o	flies
éma?éhoochéveo?o	foxes
éoonáha?éveo?o	frogs
éto?hahéveo?o	gloves
éma?heóneveo?o	gods
éhena?éveo?o	geese
ééstsema?éveo?o	gophers
émáho?óxénoneveo?o	gourds
éaénôhéveo?o	hawks
évêvetiséveo?o	horns (animal)
émo?éh ^h ho?haméheveo?o	horses
éhe?é?haméheveo?o	mares
éhetané?haméheveo?o	male horses
éméškésónéheveo?o	insects
ého?emanéheveo?o	judges
ékàso?eéheveo?o	jugs
ékàso?éškéheveo?o	jugs (diminutive)
émanèstanéveo?o	knees
éaxéveo?o	land-monsters
éheško?éveo?o	leeches
énanóse?haméheveo?o	(mountain) lions
émàxéveo?o	logs
éoomáhóonéveo?o	lumber (pl)
émo?e?háheveo?o	magpies
éhonóxeaséveo?o	meadowlarks
émáhôonéveo?o	melons
émáhôhkonéveo?o	cantelopes
énèxo?mévèheonéveo?o	watermelons
éhetanéveo?o	men
ékàsováahéheveo?o	young men
éma?háhkeséheveo?o	old men
éhâhkotáhéveo?o	grasshoppers
éhâestôhe?šéméheveo?o	mockingbirds
éméhneveo?o	monsters
émâhpémo?éheveo?o	moose (pl)
éhestovó?éškonéveo?o	mushrooms
éheo?késónéheveo?o	muskrats
énèhe?onáxestoveo?o	napkins
épê?eveo?o	nighthawks
éoo?kéhevá?séheveo?o	opossums
énaéneveo?o	otters
évé?késèhemèstaéveo?o	owls
émèstaéveo?o	owls
émèstâhkéveo?o	screech owls
émanéhéveo?o	pelicans
émâhtotséheveo?o	pets
émâtâhéheveo?o	peyote buttons, pickles
éêškóseeséhotaméveo?o	pigs

éšêštotó?eveo?o	pine trees
évovó?haséheveo?o	pintos
éhe?óhkonéveo?o	pipes (diminutive)
éhe?óonéveo?o	pipes
éheškóvetséseveo?o	porcupines
éheškóvetsésenéveo?o	porcupine quills
émésèhêstoneveo?o	potatoes
ékoohková?eveo?o	quails
évêhona?eveo?o	queens
éhonó?konéveo?o	quilts
ééstòsònéveo?o	quivers
évòhkoehéveo?o	rabbits
évòehéveo?o	rabbits
ématšèškoméheveo?o	raccoons
énò?ketséseveo?o	rats
éšê?šenonéveo?o	rattles
ého?honáeveo?o	rocks
ésèohaseonéveo?o	rugs
éheó?òhtâtonéheveo?o	salamanders
évòhkéhevá?séseveo?o	scorpions
ékòsáeveo?o	sheep (pl)
ééstse?henónéveo?o	shirts, coats
éxaónéveo?o	skunks
énêma?kéveo?o	snails
éšê?šenovotséseveo?o	snakes
éhesta?éseveo?o	snows
éhoxeonéveo?o	socks
éno?éehéveo?o	squirrels
éhotóhkeveo?o	stars
ého?honáhkeveo?o	stones
éêše?héveo?o	suns
émêso?kéveo?o	swallows
évoestàsónéveo?o	swans
évovéstomósanéheveo?o	teachers
ého?tanónéveo?o	threads
énonoma?éseveo?o	thunders
émêševeo?o	ticks
épêeonó?eveo?o	tobaccos
étse?némoonéveo?o	plugs of tobacco
éhenenéveo?o	tomatoes
éhoóhtsetséseveo?o	trees
éma?xe?néveo?o	turkeys
émo?òhtá?eveo?o	turnips
éma?enóeveo?o	turtles
éhestàhkéseveo?o	twins
éhestàhkéhá?eveo?o	twin girls
énótàxêveo?o	warriors
éxaésevo?o, éxaéseveo?o	weasels
évê?ho?éseveo?o	white men
ého?néheveo?o	wolves
éhe?éseveo?o	women
ékàse?éehéheveo?o	young women
émàhtamàhááhéheveo?o	old women
ésèavonèškéseveo?o	woodchucks
éko?konòhó?eveo?o	woodpeckers

INANIMATE NOUNS

éame?háhtóvéñestse
 éno?ěstáhtóvéñestse
 éma?xemenévéñestse
 éma?áhtsenévéñestse
 ématseñoenéhévéñestse
 émaahévéñestse
 éhohkóxéhévéñestse
 éma?pa?ónévéñestse
 éonéhavo?kévéñestse
 émé?hahtsenáhtóvéñestse
 éšěšěstóvéñestse
 éhoestátóévéñestse
 éhoestátónéhévéñestse
 éménévéñestse
 ésémónévéñestse
 éhe?konévéñestse
 émoxe?ěstóonéhévéñestse
 éma?tšěškéhévéñestse
 éma?tanónévéñestse
 éhestaenóvéñestse
 ékôhkonôheonévéñestse
 éhóxasěeseonévéñestse
 émoxêheonévéñestse
 émé?šěškónéhévéñestse
 évo?évéñestse
 éma?kaetáévéñestse
 éhoókôhtsévéñestse
 émēna?o?évéñestse
 ééšěnévéñestse
 ééšěévéñestse
 éhetôhkonévéñestse
 éhetóonévéñestse
 éhe?nétoonévéñestse
 émahťovootsévéñestse
 éhōseesévéñestse
 évōvotsévéñestse
 émahťsé?ocnévéñestse
 éma?éxáévéñestse
 ého?ěstávéñestse
 énonónóévéñestse
 étáhpenonévéñestse
 éma?óhtáévéñestse
 émo?e?évéñestse
 étôhôhkonévéñestse
 étôhōonévéñestse
 éhōhkêha?évéñestse
 émé?konévéñestse
 éhestáhávéñestse

They are airplanes.
 answers.
 apples (Southern Cheyenne--inan.).
 arms.
 armpits.
 arrows.
 axes.
 backs.
 beads.
 beards.
 beds.
 belts.
 belts.
 berries.
 boats.
 bones.
 books, papers.
 bows.
 bowstrings.
 branches.
 breads.
 breech-cloth belts.
 brooms.
 buckskins.
 clouds.
 coins, moneys.
 raw corn (plural).
 corrals.
 days.
 days.
 dishes.
 dishes:
 doors.
 ears.
 earrings.
 eggs.
 elbows.
 eyes.
 fires.
 fishhooks, traps, rainbows.
 flutes.
 foreheads.
 grasses.
 hammers.
 sledge-hammers.
 hats.
 heads, hairs.
 hearts.

émàheónévéñestse	They are houses.
émàheškonévéñestse	sheds.
émótšěškévéñestse	knives.
émótšěškéhévéñestse	knives.
émotàhévéñestse	knives (older term).
éne?hanévéñestse	lakes.
éxomóonévéñestse	lances.
ého?évéñestse	lands.
éhe?évéñestse	livers.
éhe?éhévéñestse	livers.
éhe?ponenévéñestse	lungs.
ého?évòhkotsévéñestse	meats.
ého?évootsévéñestse	meats.
éhonóvòhkónéhévéñestse	dry-meats.
éheséeotsévéñestse	medicines.
émàhtòohévónévéñestse	nails (fingernails, toenails).
évéhéstóvéñestse	names.
éhe?otsévéñestse	necks.
étaa?évéñestse	nights.
éma?evonévéñestse	noses.
éka?émèstóvéñestse	purses.
éhe?péhévéñestse	ribs.
émo?ěškonévéñestse	rings.
éo?hé?évéñestse	rivers.
éméónévéñestse	roads, paths.
éhonóonévéñestse	roasts.
éhesótsévéñestse	roots.
émèta?xévéñestse	scalps.
émo?kèhanévéñestse	shoes, moccasins.
évòhtanévéñestse	skins.
énèmeotsévéñestse	songs.
émàhtatoonévéñestse	spines.
émàhtatoonéhévéñestse	spines.
éhaměškonéhévéñestse	spoons.
évèenévéñestse	tepees.
éhenómévéñestse	thighs.
émaéstoonévéñestse	throats.
évètanovévéñestse	tongues.
évèesévéñestse	teeth.
éaénévéñestse	years, winters.

(Note: Equative sentences are of minor importance for language-learning, but they are of great value for understanding the phonemic spellings of nouns, including underlying pitch assignments. Forms in these lists should be compared with forms given in the PLURALIZATION section, later. Study of the PHONOLOGICAL RULES would also be helpful in conjunction with study of equative sentences. The phonemic spelling for the equative final is /-éve/.)

This section will give examples of Cheyenne words and phrases which can have interesting meanings which are different from their literal meanings. A Cheyenne form will be given, then a literal translation, then the figurative (or, idiomatic) meaning will be given in parentheses, (). To illustrate what idioms are, here are some English examples.

Hang around! (Stay here for awhile!)
 The cat got his tongue (He's so shy he can't talk).
 She wears the pants (She is the boss in the family).
 It went in one ear and out the other (Someone didn't pay attention to, or act on, what was said.).
 He blows his own horn (He brags about himself).

o'kôhome, coyote (sly, conniving person)

námévéáá'e, they ate me (they gossiped about me)

heávohe nétáxe'há'tova, the devil is hanging over you (you are in a bad mood)

oeškeso máxhéxaesto nevenótse, he'póeo'o! When a dog urinates against your tent, just smoke! (Instruction to a new chief: When someone steals your wife, stay calm!)

Vo'keme néto'séhósea'eotsé'toene, Old Man Winter is going to attack us again (Winter, especially harsh weather of winter, is coming)

Énehpoése ma'eno, turtle is shrouded/hanging closed (It's foggy).

Heo'óhtátóno móno'eana'óhevohe, Lizards must be falling (It's raining hard, =It's raining cats and dogs!)

Hesevávónó'e a'e hestonovónó'e, Wow, it's like a dry meat rack (An expression for something really amazing)

oonáhá'e máxhevéesevótse, when frogs have teeth ("never"--a way to put off someone whom you really would rather not help, or be bothered with, for example, "I will help you as soon as the frogs grow teeth.")

Móesheto'séhestsevévèšéhe, He's about to grow horns (He's "crazy".)

Náto'semáhée'to ho'honáá'e, I'm going to swallow a rock (I'm going to be stubborn).

Ého'eohé'tóó'e havésevevahanéheho, The mad drummer came to him (He's angry).

Náno'ee'èha'onótse voohe, I put on my shoes with the morning star (I got up really early).

Nevaahé tséheaxáxévonéstse? Who has the bell? (Who is the boss?--based on the lead cow's wearing of a bell).

Éhone'a ve'ho'é-mahpe, He is clothed with whiskey (He drinks all the time).

Nevaahé tséanevo'konótse hesta'se? Who made it snow? (could refer to someone's having gotten married, or eloped).

Émaa'e, He's barking (He's courting, dating).

Éné^usetaneva, He has a split tongue (He lies).

Éh^ustova'kehe, He has two heads (He commits duplicity).

Ého'néhevèhohtse, She has wolf footprints (She is very smart, she can out-smart men).

Ép^uéeeese, He has a squashed, or ground-up, nose (He's "crazy").

Éhesó'xotoo'esta, He has slippery ears (He doesn't listen).

Énéhestâha, He has a quick heart (He's quick-tempered).

If you sneeze, you can say: nevá'esèstse tsétotóxema'èstse, Someone must be talking about me.

	TA	TI	AI	II
HAVE/BE AT	-hoʔh-ó	-hoʔt-é	-(h)oe	-(h)oʔtá
BY MOUTH	-óm-ó	-óht-á		
BY WIND			-aʔxe	-aʔhá
BY TOOL	-ohn-ó	-oh-á	-òhone	
BY FOOT	-aʔov-ó	-aʔ-á		
BY HEAT, SUN	-(à)hoʔn-ó	-(à)hoʔh-á	-hoʔhe	-hoʔtá
BY CUTTING	-as-ó	-ax-á		
BY CUTTING	-es-ó	-ex-á		
BY HAND	-an-ó	-an-á	-anené	
BY COLD			-ose	-ohtá
BY PULLING	-eeʔt-ó	-eeht-é		
BY THOUGHT	-átam-ó	-áteht-á	-tanó	
RIVER MOVEMENT				-ʔsevó
EAT			-eʔhaná	
PHYSICAL CONDITION			-omóhtahe	
CAUSATIVE	-ʔseh-ó	-ʔseht-é		
FALL, LIE	-šem-ó	-haht-é	-še(ná)	-ha
WALK			-hné	
GO WALK , SLOW PROCESS			-ohté	
CARRY ON BACK	-oʔxéʔtov-		-oʔxe	
GROUND, EARTH				-omaʔoʔé
BY HEARING	-ahtov-ó	-aht-á		
STAND			-óé	
DRINK			-àšéʔše	
DO HOUSEWORK			-mosé	
HANG	-oése-ó	-oéht-é	-oése(ná)	-oéhtá
SOUND				-évone
"EQUATIVE"			-éve	-éve
WATER/RAIN			-óová	-óovátó, -óémé
SNOW			-éená	-éetó
GRASS				-oʔoʔe
BECOME/RESULT			-ote	-ote
BY SPEECH	-em-ó	-eht-á		
SLEEP			-nóme	

EXAMPLES WITH FINALS

prefix + root (+medial) + final

- nápo?ōhno [1-off-by tool-3] 'I broke him off (with a tool)'
 éa?tāxa [3-accidentally-cut-I] 'he accidentally cut it'
 ésêtovoêsta [I-middle-hang] 'it is hanging in the middle (=it's noon)'
 éhâahpe?éénoo?e [3-big-snow-be at] 'the snow (animate) is deep'
 nátoóomāna [1-cool-by hand-I] 'I cooled it (by hand)'
 návéhpěšémo [1-empty-lie-3] 'I emptied him (e.g. jug, kās'o'eške)'
 énáha?óóva [3-catch-water] 'the rain caught him'
 nánêmené?sého [1-sing-caus-3] 'I made him sing'
 népêhêvatamohe [2-good-by thought-3-Q] 'Do you like him?'
 éta?pose [3-weak-by cold] 'he is weakened by cold'
 éhe?konōhta [I-hard-by cold] 'it's frozen hard'
 étoóomāše?še [3-cool-liquid-drink] 'he is drinking a cold drink (e.g. pop)'
 návonāhō?ha [1-remove-by heat-I] 'I burned it up'
 nánāhkōhénóméme [1-bear-sleep-pl] 'we (excl) slept like bears'
 éhe?éveo?o [3-woman-equative-pl] 'they are women'
 éêne?hāna [3-end-eat] 'he stopped eating'
 náháóónáóó?e [1-pray-stand] 'I prayed standing up'
 éâhto?ééna [3-bury-snow] 'he was buried under snow'
 éma?oma?ō?e [I-red-ground] 'it is red ground'
 éêxovêhahtáho?he [3-warm-foot-by heat] 'he's warming his feet'
 éamóovā?a [3-along-water-by foot-I] 'he moved the water with his foot'
 nápo?ēso [1-off-cut-3] 'I cut him off'
 étonotōhta [3-hold-by mouth-I] 'he held it in his mouth'
 étonōhta [3-cool-by mouth-I] 'he cooled it in his mouth'
 nápêhévána [1-good-by hand-I] 'I repaired it'
 épêhêvetāno [3-good-by thought] 'he's happy'
 énáhahkomōhtahe [3-energetic-physical condition] 'he feels energetic'
 náamo?xé?tova [1-along-carry on back-3] 'he carried me on his back'
 éêno?xe [3-end-carry on back] 'he unburdened'
 éhosôhne [3-backwards-walk] 'he walked backwards'
 éasêta?xe [3-away-by wind] 'he was moved away by the wind'
 énhēmōse [3-quick-do housework] 'she does housework quickly'
 éêvemōse [3-about-do housework] 'she is busy at housework'
 nápêhévémo [1-good-by speech-3] 'I spoke nicely to him'
 éanōhe?sēvo [I-down-river movement] 'the river, stream, is flowing down'

Homonyms are words which are pronounced the same, but which have different meanings. Here are some Cheyenne homonyms:

hameŭko	spoon, beetle
mōhenēŭemo	ladybug, playing card
mo'eŭko	finger, ring
nonónóó'e	rainbow, fishhook, trap
hoema	blanket, mosquito
énéméne	He has a crooked face, He is singing.

Cheyenne has at least two basic ways of showing that someone is doing something "with", or, "by means of" something. The first way is to insert the instrumental preverb -vé'ŋe- into a verb. The second way is to add the suffix -va to whatever noun is being used as a "tool".

návê'ŋemésehe ane'kôhomó'hestôtse
námésehe ane'kôhomó'héstóva

I ate with a fork.
I ate with a fork.

he'tohe návê'ŋëhetótaetano

This makes me happy.

ho'évohkôtse návê'ŋëhâomóhtâhêotse
kokôhéáxa návê'ŋëhâomóhtâhêotsenôtse

The meat made me sick.
The chicken (an) made me sick.

náooma kâhamâxéhéva
návê'ŋeooma kâhamaxe

He hit me with a stick.
He hit me with a stick.

náa'taxe mótŋëŋkéva

He accidentally cut me with a knife.

(It appears permissible to have both the -vé'ŋe- preverb, and the -vá noun instrumental suffix.)

návê'ŋeóo'xoomâhane hohkôxeva
náoo'xoomâhane hohkôxeva
návê'ŋeóo'xoomâhane hohkôxe

I chopped the wood with an axe.
I chopped the wood with an axe.
I chopped the wood with an axe.

ho'évohkôtse nápénóha ho'honáéva
mâhaemenôtse nápênôhanôtse ho'honáéva
mâhaemenôtse návê'ŋepênôhanôtse
ho'honáéva

I chopped (ground) meat with a rock.
I ground corn (pl) with a rock.
I ground corn (pl) with a rock.

the one who is ____	the one who is my ____	meaning
tséhêhestovêstse	tséhéhéto	father, paternal uncle
tséheškéstovêstse	tséheškéto	mother, maternal aunt
tséheměšémestovêstse	tséheměšéméto	grandfather, fa-in-law
tséhevěškeméstovêstse	tséhevěškeméto	grandmother, mo-in-law
tséhee?hahéstovêstse	tséhee?hahéto	son
tséhestónahéstovêstse	tséhestónahéto	daughter
tséhevéxahéstovêstse	tséhevéxahéto	grandchild
tséhestatanémestovêstse	tséhestatanéméto	brother (of female)
tséheměhéstovêstse	tséheměhéto	older sister
tséheváseméstovêstse	tséheváseméto	younger sibling
tséhe?néhestovêstse	tséhe?néhéto	older brother
tséhevésèsônéstovêstse	tséhevésèsónéto	sibling (incl. cousin)
tséheaxáa?éheméstovêstse	tséheaxáa?éhéméto	sister(man's), sis-in-law(fem)
tséhešéstovêstse	tséhešéto	maternal uncle
tséheškamóonéstovêstse	tséheškamóonéto	maternal aunt, stepmother
tséhehaehéstovêstse	tséhehaehéto	paternal aunt
tséhevétaméstovêstse	tséhevétaméto	cross sibling-in-law
tséhevé?tovêstovêstse	tséhevé?tóvéto	brother-in-law (man's)
tséhe?haměhéstovêstse	tséhe?haměhéto	cross niece
tséhetsénótahéstovêstse	tséhetsénótahéto	cross nephew
tséhestse?émestovêstse	tséhestse?éméto	wife
tséheehaméstovêstse	tséheehaméto	husband
tséhestónahamóonéstovêstse	tséhestónahamóonéto	niece, stepdaughter
tséhee?hahamóonéstovêstse	tséhee?hahamóonéto	nephew, stepson
tséhehamóonéstovêstse	tséhehamóonéto	paternal uncle, stepfather
tséhenésónéhéstovêstse	tséhenésónéhéto	child

(Note: see other material on kinship terms under TRANSITIVE ANIMATE CONJUNCT PARTICIPLES.)

Tósa'e éhoo'e?, Naa (name) ? Where is _____?

Éhoo'e mähéóne.	He's in the house.
hemähéóne.	in his house.
mähéónéva.	on the house.
sémónéva.	in the boat, on the boat.
méóne.	on the road.
ho'honáéva.	on the rock.
hoóhtsetseva.	in the tree.
o'hé'e.	at the creek.
ma'omeva.	on the ice.
máhpeva.	at the water.
heamáho'héstóva.	in his car.

Tósa'e éhó'ta mōxe'éstoo'o?

Where is the book?

Ého'ta mähéóne.	It's in the house.
sémónéva.	in the boat.
taxeméséhéstóva.	on the table.
šééšéstóva.	on the bed.
a'e he'nétoonéhéva.	near the door.

Note that the -va suffix can also be used to indicate an object used to do something (an instrumental):

Náooma káhamáxéhéva.	He hit me with a stick.
hetóhkonéhéva.	with a dish.

EXAMPLES IN SENTENCES:

Étaamehne méóne.	He's walking on the road.
Eto'sétse'óhtse sémónéva.	He's going to go to the boat.
Etaamehne hoóhtsetseva.	He's walking to the tree.
Etoo'hame o'hé'e.	He's bathing in the creek.
Táxeenanótse nemé'kóne!	Put it on your head!
Étaxe'see'e taxeméséhéstóva.	He's sitting on the table.
Étáhoeóó'e heamáho'héstóva.	He's sitting in his car.
Nae'ha nátáxeenano ho'honáéva.	I put my son on the rock.
Nae'ha náho'xóeenano oeškéséhéva.	I put my son against the dog.
Nátatse'óhtse namähéóne.	I'm going to my house.
Ésetánótse nēstsénéva!	Put it in your mouth!
Ésetánótse hetóhkonéhéva.	Put it in the glass (or, dish)!
Náává'o ma'omeva.	I fell on the ice.
Étatse'óhtse É'ēxováhtóva.	He went to Billings.
Nánēxhēstahe Vóhpoometaneno.	I'm from Busby.

part	free forms	medial form
ankle		-noná
arm	ma?ahtse	-na?evá
armpit	matseno	-tsenoná
back	ma?pa?o	-?pa?oná
backbone (see 'spine')		
beard	mé?hahtse	-mé?hahtse (ná)
belly	matoněše	-asé
bladder	xaenoo?ötse	
blood	ma?e, mähksema?eme	
body	mavétove	-vétová
bone	he?ko, mähkse?ko	-he?konamá
brain	hestáhpe, mähkséstáhpe	-htáhpe
breast	matāna, matanāno	-tanahá
calf	hesévo, mähksésévo	-vá
cheek	vo?tanötse	-vo?tanosé
chest	matšeešeeo?o	-šené
chin	mähkséstöo?o	-htöo?oná
collarbone, wing	mě?e	-méená
ear	mähkovöo?ötse	-?está
elbow	mähksé?oo?o	-htsé?ooná
eye	ma?ěxa	-?éxané
eyebrow	vé?henötse	
eyelash	ma?éxaevé?henötse	
eyelid	vóhtané?éxaněstötse	
face	mähksénenestötse	-éné
finger	mo?ěško	-(hk)osé
flesh	voxötse	
foot	tsěhešěhahtähtötse, mähkse?ko	-hahtá
forehead	ma?öhta	-?öhtané
gall	vé?hehpe	
gland	héta?e, mähkséta?e	
hair	me?ko	-ovésé, -?ěsta?é
hand	tsěhešěhe?onähtötse, ma?ahtse	-he?oná
head	me?ko	-htséá
heart	hesta, mähksesta	-htáhá
heel	mähksésto	-htséstoná
hip	šěšěö?o, mähksěšěö?o	-šéoná
intestines	vé?keonešěstse	
jaw (see 'chin')		
kidney	hestsětätse	
knee	maněstāne	-něstané
leg	mähkse?ko	-(hk)óhtá
lip (same as 'mouth')		
liver	hē?e, mähkse?e	-he?é
lung	he?po, mähkse?po	-he?poná
marrow	věne	
mouth	mahtse	-ahtse (ná)
muscle	hesé?se, mähksé?same	
nail	mähttöhevo	-óöhevá
nape	mahanē?e	-hane?é
navel	héstá?e, mähkséstá?e	

neck	he?õtse, mäh̄tse?õtse	-notová
nipple	he?evone	-vononá
nose	ma?evo	-esé
nostril	mäh̄tátseeme	-htátseemé
palate	hetoo?o, mäh̄tsetoo?o	-htsetooná
penis	vétoo?õtse	
rib	he?pe, mäh̄tse?pe	-he?pé
rump		-?esé
saliva	mäh̄to?sahtse	-ho?sahtse(ná)
scalp	meta?xe	
shin	ma?a?one	-a?oná
shoulder	mäh̄tatamõõ?o	-htatamóoná
shoulderblade	hestatseo?o, mäh̄tatseo?o	-htatseoná
skin	vóhtane	-o?éevá
sperm	mäh̄táseno	
spine	mäh̄tatoõno	-htoónoná
stomach	matoněše	- to htá
tail, tailbone	mäh̄tsevá?xe	-hevá?sé
testicle	mata?xevõtse	
thigh	henõme, mäh̄tsenõme	-nómá
throat	maestoo?o	-estooná
tongue	vétanove	-tanevá
tooth, teeth	věě?ěse, véesõtse	-véesé, -onené
vagina	ma?kesta	
voice		-?hahe
womb	něškátone	

OTHER MEDIALS (partial list):

spouse		-?evá
house	māheo?o māheõnõtse	-māheóná
coat, shirt	éstse?he	-éstse?hená
water, liquid	mahpe	-óom, -óov
snow	hesta?se	-éen

- éhâahpe?éenoo?e [3-big-snow-be at] 'the snow is deep'
 nátoóomāna [1-cool-liquid-by hand-I] 'I cooled the liquid (by hand)'
 étâhpe?e?ēva [3-big-spouse] 'he has a big wife, she has a big husband'
 népêhêveestse?hena [2-good-coat] 'you have on a pretty coat'
 nápêena?évá?óvo [1-squash-arm-by foot-3] 'I stepped on his arm'
 nénéše?šêhe?onahe [2-wash-hand-Q] 'Did you wash your hands?'
 énetâhávoovānanótse [3-different-water-by hand(?)-II] 'he rinsed them'
 épêhêve?éxāne [3-good-eye] 'he has nice eyes'
 náhosotómo?éxanēše [1-rest-eye-lie] 'I rested my eyes'
 émōxêveenōhnóho [3-sweep-snow-by tool-4] 'he swept the snow'
 éamóovā?a [3-along-water-by foot-I] 'he moved the water with his foot'
 énêveôhta [3-four-leg] 'he has four legs'
 étšêške?eēse [3-small-nose] 'he has a small nose'
 nápóénéhno [1-hit-face-3] 'I punched him in the face'
 étoestséá?a [3-cool-head] 'his head is cold'
 éêxovêhahtáho?he [3-warm-foot-by heat] 'he's warming his feet'
 néonetâhávo?éevama [2-different-skin-12 pl] 'we (incl) have different
 skins (e.g. from each other)'
 énêše?xahtse [3-wash-mouth] 'he gargled'
 éheóvovêse [3-yellow-hair] 'he has yellow hair'
 éónêšêškôséóhtse [3-pain-finger-slow process] 'his finger hurts'
 éónêxâséóhtse [3-pain-belly-slow process] 'he has a stomachache'
 émomóhtóhta [3-move-stomach] 'he has diarrhea'
 nátâhpe?emâheona [1-big-house] 'I have a big house'
 náónêšêstáháóhtse [1-pain-heart-slow process] 'my heart hurts'

SOME NOUNS WITH MEDIALS:

- tse?êseesêhe [long-nose-individual] 'elephant'
 éškôsêesé-hotame [sharp-nose-dog] 'pig'
 ka?énê-hôhtame [short-face-dog] 'bulldog'
 háestôheóhtáhe [many-leg-individual] 'centipede'
 óo?kêhevá?sêhe [bare-tail-individual] 'opossum'
 háe?êsta?êhe [long-hair-individual] 'Custer (name given by Cheyennes)'
 mo?ôhtávâhahtâtane [black-foot-person] 'Blackfeet Indian'
 kâhkoestséatane [thin-head-person] 'Flathead Indian'
 toóomâšé?šestótse [cool-liquid-drink-nominalizer] 'cold drink, soda pop'

Néto'sevé'hoomätse.
 Tósa'e néháama'ta?
 Tósa'e néonèÿeotse?
 Néháamá'tahe netonèÿe?
 Néhòse'ehe?
 Nétónèstòhèeÿe'hama?
 Néonèÿeotsehe hetséóhe?
 Néaseónèÿeotsehe, OR,
 Néanétanohe?
 Né'seestse'henätse!
 Né'to'xòhtahtse!
 Ma'xe-omotomèstse!
 Eneomotómeotsèstse!
 Náto'sevé'hóóhta nèstovoo'òtse.
 Néto'sèsónoomāne.
 Néhoveóó'èstse!
 Hámeestoo'èstse!
 Náto'seááhta nèstsesta.
 Nèstsesta épèhèva'e.
 Nétónèstòhèeáénáma?
 Etónèstòhèeÿe'hama?
 Nétatónè'ésèhàomóhtahe?
 Nétònetomóhtahe?
 Néhavèsévomóhtahehe?
 Héhe'e, náhavèsévomóhtahe.
 Náhàomóhtahe.
 Nétónèstòhnóóhne?
 Néháamá'tovàhtsehe?
 Nétòne'xovèháomóhtahe?
 Nátšèÿke'háomóhtahe.
 Náhoháeháomóhtahe.
 Névé'keemàhpevomóhtahehe?
 Návè'keemàhpevomóhtahe.
 Nénèÿèho'hehe?
 Néohkepèhévenaóòtsehe, OR,
 Néohkepèhévenomehe?
 Néó'òhtahe?
 Némomóhtòhtahe?
 Námomóhtóhta.
 He'tohe hesééo'òtse amèhestanomeo'o!
 He'tohe hesééo'òtse amemaneó'o!
 No'ka hestanomeo'o
 mäsáa'ésèemésèhèheto!
 Nexa hestanomeo'o
 mäsáa'ésèenaóòtséheto!
 Na'èstse hestanomeo'o neve
 , no'ka-ešèeva!
 Évè'òhkeohtsehe?
 Néohkèheheotseotsehe?
 Nàhtsema'eme éhe'amoésta.
 Néhe'haehe?
 Náhe'haa'e.

I'm going to check you.
 Where do you hurt?
 Where do you have pain?
 Does your belly hurt?
 Are you pregnant?
 How many months (pregnant) are you?
 Does it hurt here?
 Have you started labor?
 Take your shirt, coat, off!
 Take your pants off!
 Take a deep breath!
 Stop breathing!
 I'm going to look at your ear.
 You are going to have an x-ray.
 Stand up!
 Sit down!
 I'm going to listen to your heart.
 Your heart is good.
 How old are you?
 How many months old is he?
 How long have you been sick?
 How do you feel?
 Do you feel bad?
 Yes, I feel bad.
 I feel sick.
 How many children have you borne?
 Did you hurt yourself?
 How sick do you feel?
 I'm a little sick.
 I'm really sick.
 Are you a diabetic?
 I'm a diabetic.
 Do you have a fever?
 Do you sleep well?
 Are you constipated?
 Do you have diarrhea?
 I have diarrhea.
 Take this medicine!
 Drink this medicine!
 Take one before you eat!
 Take two before you sleep!
 Take one four times per day!
 Is it a sharp pain?
 Do you vomit?
 My blood pressure is high.
 Do you cough?
 I cough, have a cold.

héehe'e	yes
hová'áháne	no
naa	and, but
oha, naa oha	but
nèhe'ʕe	then (sequential)
náhe	here (when handing something to someone)
tòhkomo	few
tónesto	how many?
hova'ehe	something, nothing (in negative context)
nevá'esèstse	someone
nevá'èsesto	"somebodies (plural)"
háesto	many
no'ka	once
maeto	"in the future"
nesta évaveto	long ago, centuries ago
tóne'ʕe	when? or, sometime
tósa'e	where? or, somewhere
ta'màhove'ʕe	finally
màhove'ʕe	finally
tónetáá'e	however much
nèhetáá'e	"that's enough"
nèhe'xóvéva	at that time
hapo'e	likewise
hapo'eveta	likewise
móhe	really? is that right?
móhênèsehe	Is that the one?
móhênèsêhanehe	"Are you ready, are you finished?"
hovánee'e	no one
totósa'e	here and there
me'èstse	always
ta'e	until

We will use the term "mystery particles" to cover a variety of words which are particularly difficult to translate into English. These words are very useful in conversation as individuals interact. They are to a dialogue something like what seasoning is to food. Some of these "mystery particles" can be found in the texts later in these notes. Several "mystery particles" will be listed below, with attempts at English "translations". It must be realized that the translations given here at times can only begin to give the "flavor" of the particles.

(Note: the term "mystery particles" may have originated with linguist Robert Longacre.)

oótama	especially
hotátse	"I guess"
ta'se	"like"
homó'oh'tse	for instance
me'to'e	on the other hand, instead of
ónétáhtse	"not me, but <u>you</u> !"
ta'sótse	"I thought ..."
heva	maybe
hea'a	maybe
hea'á-hama	maybe
ta'sê-hama	maybe, "right?"
nehásê-hama	anyone, anywhere
hevámóhe	"I guess", apparently
táaxa'e	"let's see, let me see!"
ótahe, átahe	"Listen!"
móhéva	maybe
otsêhamohe	"Oh, yeah! Oh, dear! (e.g. I forgot ...)"
šéaa, éaa	male exclamation: "Oh! Wow!"
náoo	female exclamation: "Oh! Wow!"
hé	"Oh, I made a mistake!"

The following set of numbers is used for counting:

no'ka	1	(mähtóhtò-)hóhtà-no'ka	11	na'nó'e	30
nexa	2	(mähtóhtò-)hóhtà-nexa	12	névó'e	40
na'ha	3	(mähtóhtò-)hóhtà-na'ha	13	nóhonó'e	50
neva	4	ETC.		naasóhtónó'e	60
nóhona	5			nésóhtónó'e	70
naasóhtoha	6	néso'e	20	na'nóhtónó'e	80
nésóhtoha	7	néso'e hóhtà-no'ka	21	sóóhtónó'e	90
na'nóhtoha	8	néso'e hóhtà-nexa	22		
sóóhtoha	9	ETC.			
mähtóhtoha	10				

no'ka-mähtóhtónó'e	100
no'ka-mähtóhtónó'è-hóhtà-no'ka	101
no'ka-vonoestova (lost count)	1000

The following set is used for telling how many "things" or individuals:

na'èstse	1	For example:	
neše	2	na'èstse sémo	one boat
na'he	3	na'èstse hetane	one man
neve	4	neše sémonótse	two boats
noho	5	neše he'eo'o	two women
naasóhto	6	naasóhto põesono	six cats
nésóhto	7	naasóhto sémonótse	six boats
na'nohto	8	ETC.	
sóóhto	9		
mähtóhto	10		

Numbers in verbs:

Étónèstòhánèstse?	How many are there (inanimate)?
Étónèstòxeo'o?	How many are there (animate)?
énó'ka'e	there is one (inanimate)
éno'kahe	there is one (animate)

	there are ____ (inan)	there are ____ (an)
2	énéxánèstse	énêše'o
3	éna'hanèstse	éna'heo'o
4	énévànèstse	énêveo'o
5	énôhonanèstse	énôhono'o
6	énaasóhtòhánèstse	énaasóhtòxeo'o
7	énésóhtòhánèstse	énésóhtòxeo'o
8	éna'nóhtòhánèstse	éna'nóhtòxeo'o
9	ésóóhtòhánèstse	ésóóhtòxeo'o
10	émähtóhtòhánèstse	émähtóhtòxeo'o
20	énêso'o'enèstse	énêso'o'heo'o

Numbers as participles:

tséno'ka'e	that which is number one
tséne'xa'e	that which is number two
tséna'ha'e	that which is number three
tséne'va'e	that which is number four
tséno'kaestse	the one which is one, single, alone
tséne'sese	the two ones, those who are two in number
tséna'hese	the three ones
tséne'vese	the four ones
tséno'honese	the five ones
tsénaasóhtóxese	the six one

Numbers in the Days of the Week:

no'ka éšeeva	Monday, on Monday
nexa éšeeva	Tuesday, on Tuesday
na'ha éšeeva	Wednesday, on Wednesday
neva éšeeva	Thursday, on Thursday
nóhona éšeeva	Friday, on Friday
(tšéške'ma'heóne-éšeeva	Saturday)
(ma'heóne-éšeeva	Sunday)
no'ka ma'éšeeve	when it is Monday, on (future) Monday
nexa ma'éšeeve	when it is Tuesday, on (future) Tuesday
ETC.	
no'ka tsé'éšeeve	when it was Monday, on (past) Monday
nexa tsé'éšeeve	when it was Tuesday, on (past) Tuesday
ETC.	

Numbers as preverbs:

éno'kenéméne	he is singing by himself, alone
éne'senémeneo'o	there are two singing, they are singing together
éna'henémeneo'o	there are three singing
énesóhtóhenémeneo'o	there are seven singing

Other number forms:

móhnóhonéhevóhe	there must have been five (animate) (DUBITATIVE)
éne'sevohe	were there two (animate)? (INTERROGATIVE)
éna'hanevotse	were there three (inanimate)? (INTERROGATIVE)

Many obviated nouns are identical to the plurals of those nouns:

noun	singular	plural	obviative
cat	póéso	póesono	póesono
dog	oeškēso	oeškēseho	oeškēseho
child	kaʔěškóne	kaʔěškóneho	kaʔěškóneho
tree	hoohtsēstse	hoóhtseto	hoóhtseto
snake	šéʔšenovótse	šéʔšenovoto	šéʔšenovoto
grasshopper	háhkota	háhkotaho	háhkotaho
god	maʔheoʔo	maʔheono	maʔheono (or, maʔheóneva)
apple	maʔxeme	maʔxemeno	maʔxemeno
my daughter	nāhtóna	nāhtónaho	nāhtónaho
deer	váot séva	váot sevâhne	váot sevâhne
skunk	xāoʔo	xaône	xaône

For some nouns, the obviative and plural forms are different:

man	hetane	hetaneoʔo	hetanóho
woman	hēʔe	heʔeoʔo	heʔóho
duck	šēʔše	šéʔšeʔo	šeʔxo
sun	éšeʔhe	éšeʔheoʔo	éšeʔhōho
bear	náhkōhe	náhkōheoʔo	náhkōhóho
rock	hoʔhonááʔe	hoʔhonáeoʔo	hoʔhonááʔo
white woman	véʔhoʔáʔe	véʔhoʔáʔeoʔo	véʔhoʔáʔo

(Note: refer to pages 11 and 20-21 for explanations of obviation.)

The basic principle appears to be that the obviative and plural forms will be identical if the underlying noun stem ends in -n, -h, or -t. If the underlying noun stem ends in a vowel, this vowel will change to -o. In some cases an additional -ho will be added.

EXAMPLES IN SENTENCES:

hetane évôomóho šeʔxo
 éonóomaevóho henésonehevóho
 oeškēso ématómóho xaône
 oeškēseho ématómovo xaône
 émehóʔtóho nāhtónaho
 kaʔěškóne évéstāhémóho heške
 henésono évéstāhémááʔe

The man saw a duck (obv).
 Their children (obv) called them.
 The dog smells a skunk/skunks (obv).
 The dogs smell a skunk/skunks (obv).
 He loves my daughter/daughters (obv).
 The child helped his mother (obv).
 Her child (obv) helped her (proximate).

The forms which will be illustrated in this section are interesting in that their person combinations can be considered to be "opposite" from the person combinations of the equivalent English translations. These forms, of course, do not say anything about English or Cheyenne being a "backwards" language ("backwards" in the sense that things are said in reverse). They are just a few forms which view situations in slightly different ways from the way the situations are talked about in English.

HURT

náhâamâ'ta na'evo (1-I)	My nose (inan) hurts. (This does not mean 'I hurt my nose.')
náhâamâ'tanôtse na'exanêstse (1-II)	My eyes hurt.
náhâamâ'tóvo namo'eŝko (1-3)	My finger hurts.
náhâamâ'tovoo'o namo'eŝkono (1-33)	My fingers hurt.

FIT

nátâá'a hóhkêha'e (1-I)	The cap fits me. (We can literally translate this something like, 'I fit to the cap.')
nátâa'anôtse hóhkêhá'êstse (1-II)	The caps fit me.
nátâa'ôvo êstse'he (1-3)	The shirt fits me.
nátâa'ovoo'o êstse'heno (1-33)	The shirts fit me.

MISS

náhoonôsé'o'taa'e naamâho'hestôtse (I-1)	I miss my car. (We can literally translate this something like, 'My car causes me to be homesick.')
náhoonôsé'o'taenôtse semonôtse (II-1)	I miss the boats.

TASTE

nápêhévé'áhta ho'évohkôtse (1-I)	The meat tastes good to me.
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REGARD/VALUE

nápêhévoemeha (3-1)	I think well of him.
nápêhévoemêho (1-3)	He thinks well of me. (We can literally translate this something like, 'I am of good value to him.')

WORK FOR

náhotse'o'ta (3-1)	I work for him (He employs me).
náhotse'ô'to (1-3)	He works for me (I employ him).

LIKE TO LISTEN TO

épêhêveahtámaa'e (I-3)	He likes to listen to music.
épêhêveahtámaenóvo (I-33)	They like to listen to music.

ANIMATE NOUNS taking pluralizer -o

noun		singular	plural	underlying stem
alien		nótse	nótseo?o	nóte
alien (female)		nótá?e	nóta?eo?o	nóta?é
ant		hátseške	hátšěškeho	hátehké
antelope		vo?kaa?e	vo?kaeho	vo?kaeh
apple		ma?xeme	ma?xemen	ma?xemen
baby		mé?ěševótse	mé?ěševoto	mé?ěševot
ball	+	hóhtséme	hóhtsemōno	hóhtemón
bandit		šéenováhe	šéenováheo?o	šéenováhé
bean		móneške	móneškeho	mónehké
bear		náhkōhe	náhkōheo?o	náhkōhe
bee		háhnoma	háhnomaho	háhnomah
beetle		háměško	háměškono	hámehkón
bird	+	vé?késo	vé?kěseho	vé?keséh
blanket		hoema	hoemaho	hoemah
bride		móné?e	móné?eo?o	móné?é
buffalo		hotóá?a	hotóao?o	hotóá
bullsnake		ne?ě?e	ne?e?eo?o	ne?e?e
butterfly		hevávāhkema	hevávāhkemaho	hevávāhkemah
button		hone?kōmo	hone?komōno	hone?komón
buzzard		oo?he	oo?heo?o	oo?he
playing card		mōheněšemo	mōheněšemōno	mōheněšemón
cat		póeso	póesōno	póesón
cat		póeso	póesōneho	póesóneh
kitten		póhkéso	póhkěsono	póhkesón
chief		vēho	vēhoo?o	véhón
child		ka?ěškōne	ka?ěškōneho	ka?ěhkōneh
clam		hexōvo	hexovōno	hexovón
cockle-burrs			háhnováso	háhnováś
comb		tseene?éheo?o	tseene?éheono	teene?éheon
corpse		sěō?ótse	sěoto	sěot
coyote		o?kōhōme	o?kōhomeho	o?kohoméh
crane		ne?potātse	ne?potatseo?o	ne?potaté
cricket		héško?sema	héško?semaho	héhko?semah
crow		ókōhke	ókōhkeo?o	ókōhke
curtain		něhpóeseo?o	něhpóeseono	něhpóéseon
dog	+	oeškēso	oeškěsēho	oehkeséh
dog		hótame	hotameho	hotaméh
doll		méno?kēso	méno?kēsōno	méno?kesón
dragonfly		hevovetāso	hevovetāsōno	hevovetasón
dress		hoestótse	hoestōto	hoehtót
duck		šě?še	šě?še?o	šě?šě
duckling		šě?šěškéso	šě?šěškěsono	šě?šěhkesón
eagle		netse	netseo?o	nete
bald eagle		vóaxaa?e	vóaxaa?eo?o	vóaxaa?é

(Note: Forms preceded by a plus sign (+) have special complications with the vowels -e and -o.)

elephant	tse?ěseesěhe	tse?ěseesěheo?o	te?ěseesěhé
elk	mo?ěhe	mo?ěheo?o	mo?ěhe
feather	měě?e	měeno	měen
finger	mo?ěško	mo?ěškono	mo?ěhkon
little fish	nomá?hěso	nomá?hesoŋo	nomá?heson
flicker	vě?ee?e	vě?eeho	vě?eeh
fly	hěse	hěseo?o	hěsé
fox	ma?ěhoóhe	ma?ěhoóheo?o	ma?ěhoóhe
glove	to?ha	to?haho	to?hah
god	ma?hěo?o	ma?heoŋo	ma?heón
grasshopper	háhkota	háhkotaho	háhkotah
hawk	aěnohe	aěnoheo?o	aěnohe
horn (animal)	věvēstse	věvēto	věvēt
insect	měškěso	měškěsono	měhkesón
judge	ho?emaněhe	ho?emaněheo?o	ho?emaněhe
jug	kāso?ěe?e	kāso?ěeho	kāso?ěéh
jug	kāso?ěške	kāso?ěškeho	kāso?ěhkéh
knee	maněstāne	maněstāneo?o	maněhtāné
land-monster	axe	āxeho	axeh
log	maxe	māxeho	maxeh
lumber	oomāhōó?o	oomāhōono	oomāhōon
lumber	oomāhōhko	oomāhōhkono	oomāhōhkon
meadowlark	+ honóxeāso	honóxeaseo?o	honóxease
watermelon	něxo?mévéhe	něxomévéheo?o	něxo?mévéhé
kidney	hestsětātse	hestsětato	hehtětāt
man	hetane	hetaneo?o	hetane
young man	kāsovāáhe	kāsovāáheho	kāsovāáhéh
old man	+ ma?háhkéso	ma?háhkéseho	ma?háhkeséh
mockingbird	háestōhe?šēmēhe	háestōhe?šēmēheo?o	háehtohe?šēméhé
monster	měhne	měhneo?o	měhné
moose	māhpěmo?ěhe	māhpěmo?ěheo?o	māhpěmo?ěhe
mushroom	hestovo?ěško	hestovo?ěškono	hehtovo?ěhkón
muskrat	heo?kěso	heo?kěsoŋo	heo?kěsón
napkin	něhe?onáxestōtse	něhe?onáxestoto	něhe?onáxehtot
nighthawk	pě?e	pě?eo?o	pě?e
opossum	oo?kěhevá?séhe	oo?kěhevá?séheo?o	oo?kěhevá?séhé
otter	+ naěne	naěno	naén
owl	vě?kěsěheměstaa?e	vě?kěsěheměstaeo?o	vě?kěsěhéméhťae
owl	městaa?e	městaeo?o	měhtae
screech owl	městahke	městáhkeo?o	měhtahke
pelican	manehe	maněheo?o	manehe
pet	māhtōtse	māhtotsěho	māhtotéh
peyote	māta	mātaho	mātah
pine tree	šěstotō?e	šěstotō?eo?o	šěhtotō?e
pinto	vovó?hasěhe	vovó?hasěheo?o	vovó?haséhé
pipe	he?ōhko	he?ōhkono	he?ōhkon
pipe	he?ōó?o	he?óono	he?óon
porcupine	heškóvēstse	heškóvēto	hehkóvēt
porcupine quill	heškóvētsee?e	heškóvētsěeno	hehkóvētėen
potato	měsěhestōtse	měsěhěstoto	měsehěhtot

queen	véhóná?e	véhona?eo?o	véhóná?é
quilt	honó?ko	honó?kono	honó?kon
quiver	éstóso	éstósono	éhtosón
rabbit	vóhkoehe	vóhkoeheho	vóhkoehe
rabbit	vóehe	vóeheho	vóehehe
raccoon	matšěškōme	matšěškomeho	matehkoméh
rat	nó?kétse	nó?ketseho	nó?keté
rattle	šé?šeno	šé?šenono	šé?šénon
rock	ho?honáá?e	ho?honáeo?o	ho?honáé
rug	séohaseo?o	séohaseono	séohaseon
scorpion	vóhkêhevá?séhe	vóhkêhevá?sêheo?o	vóhkêhevá?séhé
shirt, coat	éstse?he	éstse?heno	éhte?hen
snail	néma?ke	néma?keo?o	néma?ke
snake	šé?šenovótse	šé?šenovoto	šé?šénovot
sock	hoxeo?o	hoxeono	hoxeon
squirrel	no?éé?e	no?éého	no?ééh
star	hotôhke	hotóhkeo?o	hotóhké
stone	ho?honâhke	ho?honáhkeo?o	ho?honáhké
sun	éše?he	éše?heo?o	éše?heo
swallow	mésó?ke	mésó?keho	mésó?kéh
swan	voestāso	voestāsōno	voehtasón
teacher	vovéstomósanêhe	vovéstomósanéheo?o	vovéhtomósanéhé
tobacco plug	tse?némoo?o	tse?némoono	te?némoon
tomato	+ henēne	henēno	henen
tree	hoóhtséstse	hoóhtseto	hoóhtet
turkey	ma?xē?ne	ma?xe?neo?o	ma?xe?né
twin	hestahke	hestâhkeho	hehtahkeh
twin girl	hestâhkêhâ?e	hestâhkêhá?eo?o	hehtahkehá?é
warrior	nótaxe	nótaxeo?o	nótaxe
weasel	xāa?e	xæho	xæh
wolf	ho?nehe	ho?néheo?o	ho?néhe
woman	hē?e	he?eo?o	he?é
young woman	kāse?ééhe	kāse?ééheho	kase?ééhéh
old woman	māhtamāháahe	māhtamāháaheho	mahtamaháahéh
woodchuck	séavoneške	séavoněškeho	séavonehke
woodpecker	ko?konôhō?e	ko?konôhó?eo?o	ko?konohó?e

Nouns which drop -n word-internally in certain forms:

noun	singular	plural	underlying stem
animal	hōva	hováhne	hováhn
blackbird	he?heēno	he?heenōne	he?heenón
blue thrush	e?ē?ta	e?ē?tāhne	e?ē?táhn
chicken	kokohéáxa	kokohéáxāne	kokohéaxán
chipmunk	néške?ēsta	néške?ēstāhne	néške?ehtáhn
deer	váotséva	váotsevāhne	váoteváhn
magpie	mo?ē?ha	mo?e?hāne	mo?e?hán
sheep	kōsa	kōsāne	kosán
tick	měše	měšēne	měšen
turnip	mo?ōhta?e	mo?ōhtá?éne	mo?ōhtá?en
turtle	ma?ēno	ma?enōne	ma?enón

Nouns which retain -n word-internally:

gourd	māho?ōxēno	māho?ōxénōne	maho?oxénón
melon	māhōō?o	māhōōne	mahoon
cantelope	māhōhko	māhōhkōne	mahóhkon
salamander	heo?ōhtāto	heo?ōhtátōne	heo?ōhtátón
skunk	xāo?o	xaōne	xaón

Nouns with pitch change:

badger	ma?háhko?e	ma?hahkō?e	ma?hahko?
beaver	hóma?e	homā?e	homa?
bedbug	hexóva?e	hexovā?e	hexová?
dog	hótame	hotāme	hotam
fish	nóma?he	nomā?he	nomá?h
frog	oónāha?e	oonāhā?e	oonaha?
goose	hénā?e	henā?e	hena?
gopher	éstsema?e	éstsemā?e	éhtema?
leech	héško?e	heškō?e	hehko?
white man	vé?ho?e	vé?hó?e	vé?ho?

Nouns which retain -m word-internally:

horse	mo?éhno?ha	mo?éhno?hāme	mo?éhno?ham
mare	he?é?hame	he?é?hāme	he?é?ham
male horse	hetané?hame	hetané?hāme	hetané?ham
lion	nanóse?hame	nanóse?hāme	nanóse?ham

INANIMATE NOUNS taking pluralizer -ot

noun	singular	plural	underlying stem
airplane	ame?háhtótse	ame?háhtotótse	ame?háhtot
answer	no?ěstáhtótse	no?ěstáhtotótse	no?ěhtáhtot
apple (So. Ch)	ma?xeme	ma?xemenótse	ma?xemén
arm	ma?ahtse	ma?áhtsenótse	ma?ahten
armpit	matseno	matsenonótse	matenon
arrow	maāhe	maahótse	maah
axe	hohkōxe	hohkōxehótse	hohkoxéh
back	ma?pā?o	ma?pa?onótse	ma?pa?ón
beard	mé?hahtse	mé?hahtsenótse	mé?hahten
bed	šééšéstótse	šééšéstotótse	šééšéhtot
berry	+ mene	menótse	mén
boat	sēmo	sémonótse	sémón
bone	he?ko	he?konótse	he?kon
bow	ma?tšěške	ma?tšěškehótse	ma?tehkeh
branch(tree)	hestaa?e	hestaenótse	hehtaen
bread	kóhkonoheo?o	kóhkonoheonótse	kóhkonoheon
breech-cloth	hóxáso	hóxásonótse	hóxasón
belt			
broom	mōxéheo?o	mōxéheonótse	moxéheon
buckskin	me?šěško	me?šěškonótse	me?šěhkon
dish	hetohko	hetóhkonótse	hetóhkon
dish	hetoo?o	hetóonótse	hetóon
door	he?nétoo?o	he?nétoonótse	he?nétoon
ear	māhtovōō?ótse	māhtovóotótse	mahtovóot
earring	hósee?ěse	hóseesótse	hósees
elbow	māhtsé?oo?o	māhtsé?oonótse	mahté?oon
flute	tāhpeno	tāhpenonótse	tahpenon
hammer	tōhohko	tōhóhkonótse	tohóhkon
hair/head	me?ko	mé?konótse	mé?kon
heart	hesta	hestahótse	hestáh
house	māheō?o	māheōnótse	maheón
shed	māhěško	māheškonótse	mahehkón
knife	mōtšěške	mótšěškehótse	mótehkeh
lance	xomoo?o	xomoonótse	xomoon
lung	hē?po	he?pōnótse	he?pón
cigarette	he?pótótse	he?pótotótse	he?pótot
meat	ho?évohkótse	ho?évohkotótse	ho?évohkot
meat	ho?évoo?ótse	ho?évootótse	ho?évoot
dry meat	honóvohko	honóvohkotótse	honóvohkó
name	véhestótse	véhestotótse	véhéhtot
neck	he?ótse	he?otótse	he?ot
nose	ma?evo	ma?evotótse	ma?evot
nose	ma?evo	ma?evonótse	ma?evon
purse	ka?éméstótse	ka?éméstotótse	ka?éméhtót
ring	mo?ěško	mo?ěškonótse	mo?ehkon
road	měō?o	méonótse	méon
roast	honōō?o	honóonótse	honóon
shoe	mo?keha	mo?kéhanótse	mo?kehan
year, winter	āā?e	aēnótse	aén

PLURALIZATION

INANIMATE NOUNS taking pluralizer -ét

noun	singular	plural	underlying stem
axe	hohkoxe	hohkōxēstse	hohkox(eh)
bead	onéhavo?ke	onéhavō?kēstse	onéhavo?k
belt	hoestâto	hoestátónēstse	hoehtátón(eh)
bow	ma?tšěške	ma?tšēškēstse	ma?tehk
bowstring	ma?tāno	ma?tanônēstse	ma?tanón
branch (tree)	hestaa?e	hestāa?ēstse	hehtae(n)
cloud	vo?e	vō?ēstse	vo?
coin	ma?kaēta	ma?kaetânēstse	ma?kaetán
raw corn	hoókóhtse	hoókóhtsēstse	hoókóht
corral	ména?o?e	mēna?ō?ēstse	ména?o?
day	ěše	ěšēnēstse	ěšen
eye	ma?éxa	ma?éxanēstse	ma?éxán
fire	ho?ēsta	ho?ēstânēstse	ho?ehtán
fishhook	nonónóó?e	nonónóó?ēstse	nonónóé
hat	hóhkéha?e	hóhkéhá?ēstse	hóhkéha?
hay	mo?e?e	mo?ē?ēstse	mo?e?
lake	ne?hāne	ne?hanēnēstse	ne?hanén
land	ho?e	hō?ēstse	ho?
liver	hē?e	hē?ēstse	he?(éh)
liver	hē?e	he?ēnēstse	he?én
medicine	heséeo?ótse	heséēōtsēstse	hesééot
night	taa?e	taa?ēstse	taa?
night	taa?e	taa?ēnēstse	taa?en
rib	hē?pe	hē?pēstse	he?p(éh)
river	ó?he?e	o?hē?ēstse	o?hé?
skin	vóhtāne	vóhtanēstse	vóhtan
forest	ma?tāa?e	ma?tāa?ēstse	ma?taé
year, winter	āa?e	āa?ēstse	aé(n)

(Note: Some problems are apparent with the underlying stems listed on this and preceding pages. Those given here, however, are a good start toward understanding how the basic pluralization strategies are carried out.)

We have seen that the basic structure of a Cheyenne verb is as follows:

prefix-(tense)-(directional)-(preverb(s))-root-(medial)-final

For independent verbs the prefix will contain a morpheme which gives pronominal information. For intransitive verbs this prefix will indicate what the subject of the verb is (whether it is "I", "you", or "he, she, or it"). This pronominal prefix may be preceded by mó- which will, then, tell us that the verb is a DUBITATIVE or a DUBITATIVE INTERROGATIVE. Immediately following the prefix there is often something which tells us the "tense" of the verb. Some common tense morphemes are h/'/x/s, -hta, and -htse. In some ways the most important part of the verb is the "root". The root gives the basic meaning to the verb (see the ROOTS section a little later in these notes). Medials and finals are illustrated in the sections in these notes entitled MEDIALS and FINALS. In this section we will illustrate PREVERBS, morphemes (meaning-units) which can occur between the tense morpheme (if there is one) and the verb root. For the present discussion we will call most morphemes occurring in this position "preverbs". It may be that some of them are more properly called "initials", but we will be more general at this point.

There appear to be classes of PREVERBS. Preverbs appear in certain orders in relation to each other. Preverbs can occur in any verb type, whether a verb is independent, conjunct (dependent), or imperative. Preverbs usually give a kind of "adverbial" meaning to a verb. They can tell us whether some action is being done AGAIN, or YET, or NOT BEING DONE, or TRULY being done, etc.

First let us look at some examples of verbs with PREVERBS. Then we will give a list of commonly occurring preverbs.

EXAMPLES OF VERBS WITH PREVERBS:

(Morphemes will be separated by hyphen (-) marks when such a separation appears important in illustrating the parts of the verb. The beginning and end of the morphemes which are here considered as PREVERBS will have a plus mark (+), instead of a hyphen.)

nè-sta+và-hóse+vóomátse	I'll see you again later.
ná+ohkè-sáa'-oné'seome-péhéve+tsèhése-sto'ané-he	I truly do not pronounce Cheyenne well.
mó-' +òhkè-hése-eve+ahtoeñenàhehe	maybe that's why he lies around buried
tset+nè-sáa'-évà-ho'e+anòheohsésé-he	he won't come back down
mó-h+ne'-òhke-évà-ho'eohtsehohevohe	he used to bring her back
é-sta+nèñe-hetóse-ame+néhovósesto	he kept on following them
né+nès-to'sè-hé+hehpòheha	he is going to come to scare you

né+to'se-vá'ne-onésè+héhpöheha	he is only going to try to scare you
é-h+ne'-osáane-ée-néŋe+totáha'háhtsénöse	he began to throw it
nè-stà+hóse-néheŋe+metane	it will again be given to you this way
é-stateva-néheŋe-ho'-hóo'òhtsésesto	they arrived back home that way
é-'+áahtse'-só'-nè+hetaa'onése	it remained the same
tsetméo-hóe'tevo'soo'e	he'll come out to play early in the morning
tsé-stà+hóse-hé+manoese	when she went again to get water
mó+nès-tónéŋe-hóse-sóhpo'eohétò-hanē-he	somehow it got through again
ná+to'se-vá'ne-tséŋke'+mé'ésta	I'm just going to explain it a little
tsé+ohke-ée-méhaa+ne'etamése	what you (pl) used to depend on
é-stateŋe+hetóse-ma'xe+mé'èstomósanesèstse	he was constantly explaining a lot
é-h+ne'-osáane-másó-ame+méohésesto	they all started running
é-stà+xamaa-másó-esè+ho'ó'továhtsésesto	they simply all piled in on each other
é-x+he'ké-heŋe+hosóhnéhoo'o	he slowly went backwards
é-stateŋe-hó'ke+exáho'hánoho	he <u>had</u> to finish cooking it
é-sta+ohké-hóe-hé+evo'soehoo'o	he used to go out to play
é-'+òhkè-sáa-sé'hove-évà+ho'èhnéhehoo'o	he would suddenly not return back
é+hoháe+péhévatamáno'e	it's really pretty
ná+evè-hetósè+hóhta'áhanééme	we were continually telling stories
ná+ta-móne-éva-asè+hóo'òhtseme	we soon started to go back home

SOME COMMONLY OCCURRING PREVERBS:

(A vowel which is in parentheses () will occur if the next morpheme begins with a vowel.)

-áahtse'-	simultaneously	-móne-	early, recently, freshly
-áhane-	extremely	-ne-	referring back
-a'ene-	forever, eternally	-neh/nex/ne'/nes-	toward (directional)
-ame-	along	-né'se-	extract, take off
-anòhe-	down	-nésta-	previously
-áse-	start	-nèše-	continue
-é'e-	upward	-nèšená-	while
-e'se-	afraid to	-nèševe-	fast
-emóose-	secretly	-netáháve-	differently
-éne-	end, stop	-nòhtove-	know how to
-ése-	into, in	-no'-	included
-éše-	already, done	-no'hé-	aside
-éva-	back, return	-nó'se-	over
-éve, -ée-	around, be at	-ohke-	regularly
-háe-	strong, much	-o'ome-	bypass
-havèséve-	badly	-ó'se-	by accident, by mistake
-he-	have	-onáxe-	might, probably
-hé-	for purpose of	-oné'seome-	truly
-hehpe-	beyond	-onése-	try to
-he'ame-	up	-oo'(k)e-	bare
-he'aná-	easily	-osáane-	commence, accordingly
-ha'ke-	softly, slowly	-osee-	intense
-he'kone-	hard, strong	-páháve-	good, well
-heóme-	too much	-pèhéve-	good, well
-hése-	for such reason	-sáa-	not
-heše-	manner	-séese-	same, similar
-hetóeve-	in evening	-sé'e-	down into
-hetóse-	continually	-sé'hove-	suddenly
-hetaa'-	to such extent	-setove-	middle
-hóe-	out from	-sòhpe-	through
-hoháe-	very much	-só'(e)-	still
-ho'(e)-	come, arrive	-ta-	away (directional)
-hóose-	go home	-taome-	by self
-hoove-	mistakenly, fruitlessly	-táve-	slightly
-hóse-	again	-táxe-	on top
-hóxe'e-	cleanly	-to'se-	going to
-kánome-	although	-tónèše-	how? somehow
-mae-	all over	-tóxe-	along edge
-máhe-	all	-tse-	referring forward
-máhove-	tiredly	-tšèške'-	small, little
-ma'heóne-	sacredly, godly	-va-	later
-má'se-	complete, finish	-váhtome-	nevertheless
-ma'xe-	big, much, a lot	-vá'ne-	just
-màsó-	suddenly	-vá'òse-	complete, fulfill
-méhaa-	used to	-vé'(e)-	prohibit, "don't"
-me'-	should	-vése-	with, also
-mé'(e)-	appear	-vé'se-	by means of, with
-méo-	in early morning	-xaa-, -xamaa-	simply, ordinarily

There are two basic ways to form Yes/No Questions in Cheyenne (Yes/No Questions are questions for which a "yes" or "no" answer is desired.). The first way is to attach the dubitative particle *móhe* to whatever word you desire to question (when *móhe* attaches to the following word it loses its -he).

tse'tohe	this one (animate)
mó-tse'tohe	you mean this one?
hetané-ka'ěš'kone	boy
mó-hetané-ka'ěš'kone	Do you mean the boy?
éhoo'koho	It's raining.
mó'éhoo'koho	Is it raining?
mó-néněhéto	Did you say that to him?
mó-néněheve	Did you say that?
mó'-éněheš'éve	Did he do that?
mó'-étaase	Did he go away?
mó-néněheš'éve	Did you do that?
mó-nénéméne	Did you sing?
mó'-éoomóho	Did he hit him (obv)?

We will call this way of forming Yes/No Questions "Dubitative Interrogatives". The other way to form Yes/No Questions is with the regular Interrogative verb forms illustrated earlier in the verb paradigms:

éhoo'kōho	It's raining.
éhoo'kōhohe	Is it raining?
émane	He drank.
émanehe	Did he drink?
éoomóho	He hit him (obv).
éoomovohe	Did he hit him (obv)?
némêsenôtse menôtse	You ate the berries.
némêsenotse menôtse	Did you eat the berries?

We can say that these Interrogative forms are made by suffixing -he to the indicative form of the verb. This process is obvious for the first three pairs of forms, above, but not quite so obvious for the last pair. From a technical viewpoint, we can say that 'you ate them (inan)' is /némêsenot/ (some technical rules of Cheyenne add an -e to the end of the word, change the subsequent -te to -tse, and cause the penultimate -o to devoice)--now, if we add -he to this form we get *némêsenothe*, not pronounceable yet. There is a technical rule of Cheyenne (*h*-Absorption) which "absorbs" *h*'s which are next to voiceless vowels. In *némêsenothe* the word-final vowel, -e, will be devoiced, therefore the *h* next to it is "absorbed" and we are left with the proper form for pronunciation, *némêsenotse* (after *t*-Assibilation), 'Did you eat them (inan)?'

Content Questions (questions which want some information other than "yes" or "no") are formed by adding a question word to a verb. The question word may be a separate word, or it may be inserted into the middle of a verb. There are examples of both types on the following pages. WHO questions add some form of 'who', such as *nevaahé*, to a conjunct participle. WHAT questions add some form of 'what', such as *henova'e*, to a TI conjunct participle. WHY questions add some form of 'what' to a conjunct verb which contains the preverb *-hése-*. WHEN questions add the word for 'when', *tóne'še*, to independent indicative verbs. WHERE questions add the word for 'where', *tósa'e*, to independent indicative verbs. WHICH questions require a conjunct participle verb.

A QUESTION WORD (with a word-internal question morpheme) is treated just like any other independent indicative verb. QUESTIONS WORDS can enter into full paradigms, just like other verbs. For instance, the word *énèhèšéve* is an AI verb meaning 'he did that'. The corresponding question would be *étónèšéve* 'What did he do?' Here is a complete paradigm asking what each of the "persons" did:

<i>nátónèšéve</i>	1	What did I do?
<i>nétónèšéve</i>	2	What did you do?
<i>étónèšéve</i>	3	What did he do?
<i>étónèšévóho</i>	4	What did he (obv) do?
<i>nátónèšévème</i>	11	What did we (excl) do?
<i>nétónèšévema</i>	12	What did we (incl) do?
<i>nétónèšévème</i>	22	What did you (pl) do?
<i>étónèšèveo'o</i>	33	What did they do?

Because the questioning part is already in the verb, the question verb is treated like an independent indicative verb, not as an independent interrogative verb.

Verbs of saying receive a special morpheme which can give the same kind of questioning effect. For instance, *nánèheve* means 'I said that (referring back to something that was said)', *náheve* means 'I said.' Now, if we add the preverb *-óxò-* to this last form, we get *náôxòheve* which means 'What did I say?' Similarly, we can have the following which are created from corresponding independent indicative forms:

<i>néôxòheve</i>	What did you say?
<i>éôxòhevoo'o</i>	What did he say?
<i>éôxòhevoone</i>	What did they say?
<i>éôxòhenove</i>	What is said?
<i>éme'óxòhenove</i>	What should be said, How should it be said?
<i>éme'óxòhestove</i>	What should be said, How should it be said?
<i>néôxòhéto</i>	What did you say to him?
<i>éôxòhetóho</i>	What did he say to him (obv)?

SOME RHETORICAL QUESTIONS:

<i>nésâahe'évèhehe</i>	Are you not a woman?!
<i>névé'hétónèšéve</i>	Why did you do that?!
<i>névé'hénéméne</i>	Why did you sing?!
<i>névé'héoxòhetoo'o</i>	Why did you say that to them?!
<i>ésâatónèšéeno'éetòhane</i>	"It doesn't seem to want to quit snowing, How does it not stop snowing?!"

nevaahē tsévōomōtse
 " tsévōomāta?e
 nevāesohō tsévēstoemose
 nevaahē tsévēstoemose
 nevāēso tséoomā?ēstse
 nevaahē tsénaōōtsēstse
 nevāēso tsévōomōtse oeškēseho
 nevaahē tsémaneststse māheo?o
 nevaahē tsémōxe?ōōhtse
 nevāeseo?o tsévōomaētsee?e
 nevāeseo?o tsémēho?ta?ese
 nevaahē tsévê?ōhtsemōtse
 nevaahē tséto?senēše?hānōtse
 oeškēseho
 nevāesohō tsévê?hoomose
 nevaahē tséstāēēstststōvōtse
 tsévêhonévetse
 nevāesohō tsévê?hoomōvose
 nevāesohō tsémēho?taevose
 ka?ēškōneho
 nevaahē tsémévōtse še?xo
 nevāeseo?o tséto?sevé?ōhtsemōno
 nevaahē tséoomōtse nae?ha
 nevāesohō tséoomōvose
 nevāesohō tséoomaevose
 nevāēso tsévēstāhemēstse
 nevaahē tsévēstoemōtse
 SOME ANSWERS:

návēstoemo ame?ha?e
 ka?ēškōneho néméhó?tāá?e

QUESTIONS--'Whose ____?'

nevaahē tséhevóhkēha?ēstse
 " tséhemo?kēhānēstse
 " tséhevoéstóvēstse

QUESTIONS--'Which ____?'

taase nemotšēške
 taasévoonēstse nemótšēškehōtse
 taasévo?o tsevéstoemōtse
 taasévoone tséoomata?ōse
 ka?ēškōneho
 taasévoone hoemaho tsémanēhōse
 taasévoonēstse tsémanēstseto

Who do you see?
 Who sees you?
 Who is he married to?
 Who is married to him (proximate)?
 Who hit me?
 Who is sleeping?
 Who saw the dog?
 Who made the house?
 Who wrote it?
 Who (plural) saw us?
 Who (plural) love me?
 With whom did you go?

Who is going to wash the dog?
 Who is he looking at?

Who talked to the chief?
 Who are they looking at?

Who (obv) loves the children?
 Who ate the duck?
 Who (pl) will I be accompanying?
 Who did my son hit?
 Who did they love?
 Who loved them (obv)?
 Who is being helped?
 Who is your spouse?

I'm married to Flying Woman.
 The children love you.

Whose hat is this, Who is wearing the hat?
 Whose shoe is this?
 Whose dress is this?

Which is your knife?
 Which knives are yours?
 Which one is your spouse?

Which children hit you?
 Which blankets did you make?
 Which ones (inan) did you make?

henova?e tsémêseto	What are you eating?
" tsémésêto	What am I eating?
" tsévôohtome	What do you see?
" tsého?âheto	What do you want?
" tsého?oestseto	What are you cooking, boiling?
" tsémanêstseto	What are you making?
" tsémôxe?ôhome	What are you writing?
" tsévê?hoohtome	What are you looking at?
" tsétoenome	What are you holding?
" tsénêmotóhtome	What is in your mouth?
" tsétâxe?seeto	What are you sitting on?
" tséâahtome	What are you listening to?
" tséhonóhtome	What are you baking, roasting?
" tsého?tseto	What do you have?
" tsépêenome	What are you grinding?
" tsétsetâxome	What are you cutting?
" tséhoestome	What are you reading?
" tsémaneto	What are you drinking?

henová?ehôtse tsého?oestseto	What (pl) are you cooking, boiling?
" tsého?tseto	What (pl) do you have?
" tsétoenome	What (pl) are you holding?
" tsévê?hoohtome	What (pl) are you looking at?

. .
: :
. .

SOME ANSWERS:

námêsenôtse menôtse	I'm eating berries.
náho?oestse ho?évohkôtse	I'm boiling meat.
náho?ahe matana	I want milk.

QUESTIONS--'Why ____?'

henaa?e tséhêsea?xaameto	Why are you crying?
henova?e tséhêsea?xaameto	Why are you crying?
" tséhêseoomôtse	Why did you hit him?
" tséhêsêháóónâtse	Why is he praying?
henaa?e tséhêseaseohtsé	Why did you (pl) leave?

tóne?še ého?eōhtse
 " néêvāho?eohe
 " néto?seaseōhtse
 " énaóotse oeškeso

When did he arrive?
 When did you return?
 When are you going to leave?
 When did the dog sleep?

POSSIBLE ANSWERS:

ého?eōhtse tséhvōona?otse
 náêvāho?eohe hetóéva
 náto?seaseōhtse mähméovónā?o

He arrived this morning.
 I arrived yesterday evening.
 I'm going to leave early tomorrow morning.

QUESTIONS--'Where ____?'

tósa?e nétatse?ōhtse
 " néto?sétse?ōhtse
 " néohkéhotse?ohe
 " énaóotse oeškeso
 " éhoo?e
 " néhohtōva
 " éhó?ta namōxe?éstoo?o
 " névóomo
 " éto?semóheeotséstove
 " néhoo?e
 " névo?éstanéheve
 " nénèxhèstahe

Where did you go?
 Where are you going to go?
 Where do you work?
 Where was the dog sleeping?
 Where is he?
 Where did you buy that?
 Where is my book?
 Where did you see him?
 Where is the meeting going to be?
 Where do you live?
 Where do you live?
 Where are you from?

SOME POSSIBLE ANSWERS:

nátatse?ōhtse hohtóva-māheone
 náohkéhotse?ohe méave?ho?eno
 náohkéhotse?ohe mōxe?éstóne-
 māheone
 nemōxe?éstoo?o étáhó?ta
 šééšéstóva
 návo?éstanéheve vóhpoometaneno

I went to the store.
 I work in Lane Deer.
 I work at the school.
 Your book is on the bed.
 I live in Busby.

étônèstòheáénáma
 étônèstòhêeše?hama
 nétónèšéve
 nétónèševěhe
 étônèstòxeo?o
 étônèstòhánèstse
 étónéso
 étônesta
 nétônètomóhtahe
 étônètoeme
 étônèstòxe?ohe
 étônèšé?tovóho
 étônètotaaata
 nétatónè?éšéháomóhtahe
 étónè?xóvéháomóhtahe
 étônètaa?o
 étônèstónóto
 étónòhe?etame
 étónè?éhotoo?e
 étónè?ého?oése
 étónè?ého?oéstá
 étônèstòhnoohne
 étônèstahe
 étónè?xovanano
 étónè?xovaneta
 étônètaa?ene?ho?ta
 étónè?éhoo?e
 étônètotse?ohe
 étônètaa?eamèsene?ho?ta
 étatónè?éhoma?o?e ____
 nétónèšéhěne?enovoo?o
 nétónèšetano
 nétónèšetánó?tóvo
 étônèstòhtàhave
 étônètova
 nétónè?xovomóhtahe
 étónè?éno?e
 étónè?enehe
 étónèstòhéeno?e
 éhová?eve
 nénéèevá?eve
 étônèstátamano?e
 étônètoestomo?he
 éhová?eešeeve
 étônèstàhavónó?e
 nétónèšého?eohtse
 étónèšè?šeme
 étônèstàho?ta
 étônèstàho?he

How old is he? (How many years does he have?)
 How many months old is he?
 What are you doing?
 What is your name? (How are you named?)
 How many are there of them (animate)?
 How many are there of them (inanimate)?
 How is it, what is its condition?
 How is he, what is his condition?
 How do you feel (physically)?
 How much does it cost, what is its value?
 How is it written?
 What did he do to him (obv)?
 What size is he?
 How long have you been sick?
 How sick is he?
 What size is it?
 How thick is it?
 How deep is it (e.g., water)?
 How deep is it (e.g., hole, cave)?
 How high is he hanging?
 How high is it hanging?
 How many children has she borne?
 How tall is he?
 How much does it weigh?
 How much does he weigh?
 How much room is there?
 How long is he staying, did he stay?
 What is his work?
 How wide is it?
 How far is it to ____ ?
 How do you tell them apart, know them?
 How do you feel (mentally)?
 How do you feel (mentally) toward him?
 What color, design, is it, he?
 How is he furred?
 How do you feel (physically)?
 How does it taste?
 How does he taste?
 What day of the week is it?
 What sex is he?
 Who are you?
 How is the environment?
 What is his character?
 What kind of day is it (e.g. day of week, weather)?
 What type is it, he?
 How did you come?
 What sound does he make?
 How is it cooked?
 How is he cooked?

The following forms are included simply for interest's sake.

ho'tʂəʂke	sinew
motʂəʂke	knife
vetʂəʂke	fat
ma'tʂəʂke	bow
aməʂke	grease
éheóvahe	He is yellow.
éovahe	He is a coward.
éotá'tavahe	He is blue.
étávahe	He's goofy.
énaa'e	He died.
énaā'e	He doctored.
éô'eotse	It's become dry.
éo'eotse	It's been defecated upon.
náhkohe	bear
náhko'e	Mother! (vocative)
hoema	mosquito, blanket
hoóma	across, on the other side
matana	milk
matāna	someone's breast
éháóóna	He is praying.
éháóóne	He is thirsty.
meʂe	tick
neʂe	2
pe'e	nighthawk
he'e	woman, liver
hóma'e	beaver
nóma'he	fish
mee'e	feather
vee'e	tepee
nápéó'to	I hate him.
náméó'to	I fought him.
méstaa'e	owl
hestaa'e	branch (tree)
étonéto	It's cold (weather).
étónóto	It's thick.

ROOTS

(a partial list)

-áhan-	to extreme	-móhe-	gather
-áhko?-	roll	-momése-	sort
-áhto?h-	under, bury	-momóht-	move
-a?k-	curl, round	-mox-	brush, sweep
-am-	along	-náha?-	catch
-ané?k-	prick	-néhp-	close, cover
-ase-, -asést-	away, remove	-né?t-, -né?s-	extract, take off
-axe-	scratch	-něše?h-	wash
-é?-	break	-netáháv-	different
-e?xov-	peel	-ohas-	shine
-e?kös-	turn over	-ó?-	dry
-e?s-	dress, put on	-o?om-	bypass
-én-	end	-o?x-	half, halve
-ése-	in, into	-óněš-	pain
-estov-	pump	-ono?-	straight, even, correct
-év-	around, about	-oo?k-	bare
-háahp-	large	-ov-	fell
-háhan-	approach	-ova?k-	round
-hahe-	rub	-páho-	next to, stuck to
-hahp-	fasten	-pano?-	spread on surface
-háonov-	dense	-pé-	grind, crush
-havěsév-	bad	-péhév-	good, nice
-heama-	on side	-péhp-	loose, shaggy
-he?am-	up	-pe?pe-	rough
-he?hem-	sprinkle	-po?-	remove off
-he?hév-	squeeze	-séhp-	stretch
-he?k-	prick	-sé?ho?-	fix in, stake in,
-he?kon-	hard	-sóhp-	through
-he?kot-	quiet	-sów-	diminish
-he?n-	separate	-šě?š-	awake
-heso?x-	slippery, smooth	-šě?še-	scrape
-hest-	take	-táhpe?-	big
-hestom-	hinder, prevent	-ta?p-	weak
-heškov-	prick	-ta?ta?-	open
-hetóm-	true	-táx-, -táh-	on top of
-hóhp-	melt, liquefy	-tó?h-	stop
-ho?tov-	loose	-tó?om-	steady, firm
-hona?ov-	add	-tomóht-	erect, vertical
-hosotóm-	rest	-tónov-	thick
-hóxe?-	clean	-tóoxe?-	copy
-hóxov-	cross	-tóx-	edge
-káhan-	tired	-tse?ěst-	long, tall
-ka?-	short	-tse?kést-	short
-máhov-	tire, wear out	-tšěške?-	small
-má?s-, -má?t-	exhaust, finish	-vá?óht-	-vá?ós- fulfill, complete
-mámóhov-	combine	-véhp-	empty
-man-	make	-vé?óhk-	bitter
-máx-	touch	-vóhk-	bent, crooked
-mé?-	appear	-von-	remove, destroy
-me?to?-	exchange	-xanov-	straight
-mén-	dig	-xáxan-	clamp, crunch

EXAMPLES WITH ROOTS

épêhêvoma?ô?e
 éâhanóma?ô?e
 éoo?koma?ô?e
 éênôtse?ohe
 náhôxe?ôha
 návêhpôha
 náamóovā?a
 éova?kana
 émé?éhne
 étšěšké?o
 náhe?amāna
 éô?eotse
 étôoxe?ěstóne
 náhe?hévóhta
 éhe?konôhta
 náé?óhta
 návóhkómo
 náhahpôhta
 hahpaneó?o
 námôheevamoo?o
 nášé?šémo
 námâhovee?e
 námá?sémo
 nápo?ēxa
 étse?ěstahe
 éhesô?xo
 éheso?xanēne
 éénééto
 nánâha?óóva
 évê?ôhkeéno?e
 énehpééto
 éhôhpeotse

prefix + root + (medial) + final

It's good ground.
 It's very muddy ground.
 It's bare ground.
 He stopped working.
 I cleaned it with a tool.
 I emptied it with a tool.
 I moved the water with my foot.
 She made it round by hand.
 He appeared (walking).
 It's small.
 I raised it (by hand).
 It has become dry.
 He is copy-writing.
 I squeezed it with my mouth.
 It's frozen solid.
 I broke it with my mouth.
 I bent him with my mouth.
 I fastened it with my mouth.
 pliers (one pair)
 I called them together (gathered by summons).
 I awakened him (by talking to him).
 I'm tired of sitting.
 I exhausted him (by talking to him).
 I cut it off.
 He is tall.
 It's slippery.
 She is ironing.
 It quit snowing.
 I got caught by the rain.
 It tastes bitter.
 It's snowed in (weather is snow-closed).
 It's melting.

Verbs can receive tense morphemes to indicate past, far past, and future tenses.

The following verbs, containing no tense morphemes (or, alternatively, a zero morpheme of tense), may be translated with the English present or past tense:

návóómo	I see him, I saw him.
énéméne	He is singing, He sang.
ého'soo'e	He's dancing, He danced.

There is a past tense morpheme, /-h-/ which has the following allomorphs: -x- (preceding -h), -s (preceding -t), -š (preceding -k), -s (preceding -s, resulting in a long -s), and -' (preceding a vowel):

náhvóómo	I saw him.
éhnéméne	He sang.
é'a'xaame	He cried.
ésséváno	He skied.
éxho'soo'e	He danced.
éstsehetósesto	He said this to him. (attributive)
éškoká'a'xesestse	He is said to have jumped around.

Probably
not a
tense
morpheme
10/2/91
W.L.

The morpheme -nèh- (with appropriate allomorphs) appears to indicate FAR PAST.

nánèhvóómo	I saw him a long time ago.
énèhmésehe	He ate a long time ago.

Future tense is indicated by /-hte/ (-htse after na- prefix, -stse after ne- prefix, and -tse for third-person, with third-person prefix being dropped):

nàhtsemésehe	I shall eat.
nèstsevé'nèhešéve	Don't do that (in the future).
tsenéveòhta	He will have four legs.

Future tense is also indicated by /-hta/ (-hta after ná- prefix and -sta after né- prefix). This morpheme may not be used with third-person prefixes. (This morpheme lowers the preceding pitch.)

nàhtavé'háhtse	I will go along.
nèstaváhósevoómâtse	I'll see you again later.

Past tense is also indicated by /-hta/ with which the preceding verbal prefix stays high-pitched:

tséstàho'ehnése	when he arrived
éstaešèhetósema'xemé'èstomósanesestse	He (Sweet Medicine) was constantly explaining a lot.

Certain other morphemes are similar to tense morphemes, but are more properly considered preverbs, e.g. -méhaa-, -to'se-, -éše- (see PREVERBS section).

Tóne'ſe ého'oësta?
 Étône'ého'oësta?
 Étône'ého'oëse?
 Étône'ého'oëse éſe'he?

}

Ésêtovoësta
 Ehomoëse
 Éeſêhehpêsêtovoësta
 Êmôneenêsêtovoësta
 Êvôonā'o
 Êtaa'eve
 Êhetóeve
 Êmône'xove
 Êhosóvooamáno'e
 Êhosóvooaeohtse
 Êasevo'neohtse

}

Tóne'ſe néto'seaeohtse?

máhno'kôxe'ohe (I'll go)
 máhnésôxe'ohe
 máhna'nôxe'ohe
 máhnévôxe'ohe
 máhnóhônôxe'ohe
 máhnaasóhtôxe'ohe
 máhnésôhtônôxe'ohe
 máhna'nóhtôxe'ohe
 mäsóohtôxe'ohe
 máhmáhtóhtôxe'ohe
 máxhohtâno'kôxe'ohe
 máxhohtânésôxe'ohe

mâxhetóeve
 máhvôona'o

Étône'ého'oësta
 Éeſena'nôxe'ohe
 Éeſenésôxe'ohe
 Éeſena'nôxe'ohe

Éeſenésôxe'ohe tséhvôona'o.
 Neva o'xe éeſêhehpôësta.

Tóne'ſe néevâho'eohe?

no'kéé'êſe
 néſéé'êſe
 na'héé'êſe
 máhtóhtôhéé'êſe
 no'ka tsé'êſeeve
 no'ka éſeeva
 no'ka ma'êſeeve
 taa'eva
 éſeeva
 hétsetseha éſeeva
 hane aénéva
 hetóéva

What time is it? (Literally, where, or how, is it, or he, hanging, e.g. the sun?)

It's noon
 It's midafternoon.
 It's afternoon.
 It's early afternoon.
 It's morning.
 It's night-time.
 It's evening.
 It's early.

It's dawn.

When are you going to go?

when it's 1 o'clock
 when it's 2 o'clock
 when it's 3 o'clock
 when it's 4 o'clock
 when it's 5 o'clock
 when it's 6 o'clock
 when it's 7 o'clock
 when it's 8 o'clock
 when it's 9 o'clock
 when it's 10 o'clock
 when it's 11 o'clock
 when it's 12 o'clock

when it's evening
 when it's morning, tomorrow

What time is it?

It's 1 o'clock.
 It's 2 o'clock.
 It's 3 o'clock.

It's 2 o'clock in the morning.
 It's 4:30 p.m.

When did you return?

one day ago
 two days ago
 three days ago
 ten days ago
 on Monday (past)
 on Monday
 on Monday (future)
 at night, last night
 yesterday, in the daytime
 today
 last year
 in the evening

standard form

náhko'éehe 'my mother'
 ného'éehe 'my father'
 néške'éehe 'my grandmother'
 ka'èškóného 'children'
 hetaneo'o 'men'
 he'eo'o 'women'
 nanésoneho 'my children'
 véhoo'o 'chiefs'
 (evehoneve 'he is a chief')
 oeškéseho 'dogs'
 póesono 'cats'
 ho'honáeo'o 'rocks'
 måhtamåhaaheho 'old women'
 ma'hahkéseho 'old men'
 tséhevésèsônnetono 'those who are
 my siblings, cousins'

vocative form

náhko'e 'Mother!'
 ného'e 'Father!'
 néške'e 'Grandmother!'
 ka'èškónèhasèstse 'Children!'
 hetanesèstse 'Men!'
 he'esèstse 'Women!'
 nésonèhasèstse 'Children!'
 véhonasèstse 'Chiefs!'
 oeškèséhasèstse 'Dogs!'
 póesónèhasèstse 'Cats!'
 ho'honáesèstse 'Rocks!'
 måhtamåháahéhasèstse 'Old Women!'
 ma'háhkèsèhehasèstse 'Old Men!'
 vésèsônèhasèstse 'Siblings!'
 navésèsônèhasèstse 'My Siblings!'
 nésèsônèhasèstse 'My Siblings!'

The Five Hunters (by Naomi Stevenson) (mt)

Móhnôhonêhevôhe emôhónêheo'o. Móhvêehévôhe. Na'êstse
 There were five hunters. They were camping. One
 mó'onéahtâhêhe naa na'êstse mó'ô'o'enêhêhe naa na'êstse
 was deaf and one was blind and one
 móho'nóhe'âhtsenêstse naa na'êstse móho'nóhestsé'kónêstse
 didn't have any arms and one didn't have any legs
 naa na'êstse móho'nóhestone'óoneestse.
 and one didn't have any clothes.

Mósêsto'semâhéestomo'hehevôhe. "Nétâhêemôhónémâne!"
 They were going to run out of food. "Let's go hunting!"

móxhehevôhe. Naa nêhe'êe mósêstâhosotómoehevôhe.
 they said. And then they rested.

"Ótahe, nánéstóvo vá'kôhéáso," móxhehêhe tséonéáhtâtse.
 "Listen, I hear a prairie chicken," said the one who was deaf.

"Náa'hanehe!" éxhesêstse tséó'ó'énêstse.
 "There it is!" said the one who was blind.

"Taameha!" éxhetóvôsesto tsésâahe'âhtsenéhetsese.
 "Go shoot it!" they told the one who didn't have any arms.

Mó'anevo'amâsôhevôhe.
 He shot it down (from the bush).

"Néhnô'oohe'toveha!" éxhetóvôsesto tsésâahestse'konéhetsese.
 "Go bring it!" they said to the one who didn't have any legs.

Naa tséhne'êêevâho'eotséóse móxhetôhevôhe
 And after he brought it back they said to

tsésâahestone'oonéhetsese, "Nevé'kénôhéstóva néxho'xeha!"
 the one who didn't have any clothes, "In your pocket put it!"

I Want Dry Meat (by Ralph Redfox) (mt)

Náohkeoseeho'ahe honóvôhko. Náhêne'ena tséohkêheêeameemôhónêstse
 I've really been wanting dry meat. I know that he's been hunting,
 ného'éehe. Náhko'éehe éohkema'xetsetonova. Éameo'èsova.
 my father. My mother has been cutting dry meat. She's been slicing it.
 Naa honóvôhko náohkêsáatêe'êemésêhénóne. Tósa'e éohketóne'o'tsenóse?
 But dry meat we have never been eating. Where could it have gone?

To'seó'èšemee'èstse menòtse éohkeovóehéo'enenèstse
 When they are going to be dried, chokecherries, they are first picked
 naa éohkèhóxe'ananèstse. Éohkepéénèstse naa mato éohkepénòhénèstse.
 and they are cleaned. They are ground or they are pounded (with a tool).
 Éohkeova'kánenèstse. Hešééšé éohkeó'èšemenèstse naa
 They are made into patties. In the sun they are dried and
 éohkeonee'òsénénèstse kokahkèse. Naa òhtšéšéó'eotsee'èstse
 they are turned over every little while. And when they become dry,
 hoo'henova éohkeetó'éhénèstse. Tósa'e tsé'ó'o éohkèho'henèstse.
 in a bag they are put. Someplace where it is dry they are kept.

The Trek from Oklahoma (by Ralph Redfox) (mt)

Tótseha mó'áseehéstovèhanēhe. Mósèstáho'eehéstovèhanēhe
 Long ago the camp was moved. They (Cheyennes) moved
 Heévàhetaneno. Vo'èstaneo'o mó'ásèhàomóhtàhèhevōhe naa
 to Oklahoma. People started to be sick and
 móxhàeanáhtovèhanēhe.
 there was hunger.
 Tsénèxhé'òhtsévošè hotóao'o mósó'hàenóohehevōhe. Ma'háhkèseho
 Where they came from buffalos were still plentiful. The old men
 naa hetaneo'o naa kàsováaheho mó'òhkemé'etanó'tovòhevovōhe.
 and the men and the young men remembered them (buffalos).
 Mó'évàhōo'òhtsétanòhevōhe. Nótàxé-vé'hó'e ho'nóamàhtavòtse
 They wanted to go back home. The soldiers did not agree (with that)
 naa mónèšèhoohtovaaseehevōhe. Nótàxe-ve'hó'e móhnèhoehevovōhe
 but they left anyway. The soldiers pursued them
 tséhne'évaameohtsevōse. Ho'nónèxhohtamaevòtse ta'e
 as they came back. They did not overtake them until
 tsé'èšeevāho'eehevōse. Móhnanóehevovōhe nótàxé-vé'hó'e.
 they arrived back there. They made peace with the soldiers.
 Hena'háanehe hetsèhéóhe tséhèsevo'èstanéhevétse. He'tohe ho'e
 That's why here we live. This land
 néa'enánonè.
 we own it.

He'tohe hóhta'áheo'o éhóhta'áheóneve. Vé'hó'e tsésâa'ésêho'èhnéhevòse
This story it is a story. White men before they came

hako'e móxhêsèhanēhe. Naa násâapèhévéhēne'enōhe. Naa
long ago it must be from. And I do not know it well. But

tséohkevá'nèhetáhtomónéto náhtanèhešémé'ésta.
just the way I have heard it I will tell it that way.

Éohkemaetotóxeme oha násâahéne'enovōhe. Motsé'eoove éohkéhevoone.

He is discussed all over but I do not know him. "Motse'eoove", they say,
mó'ohkévééestsèstóehévovōhe vé'hó'e tsésâa'ésêho'èhnéhevòse. Naa
"he used to talk to them, white men before they came. And

mó'ohkéémé'èstomóehenovōhe hova'ehe heva
he used to explain to them something maybe

tsésto'sêho'èhnétotse. Naa hétsetseha náto'sevá'netšêške'mé'ésta.
that was going to come." And now I am just going to explain it a little.

"Néto'sêho'a'ó'tóévo vo'èstane," éxhesanesèstse. "tsemáhevé'šenohe,"

"He is going to come to you, a person," he said. "he'll be all sewed up,"

éxhesèstse. "Ho'evótse" tseohkéhestohe," éxhesèstse, "tósa'e
he said. "Earth-Man" he shall be called," he said, "nowhere

tsésâapo'vé'šenóhéhe tse'tohe vo'èstane tséto'sêho'a'ó'tóése.
will he not be sewed up, this person who is going to come to you.

Néto'sevonéano'táévo netao'o hova'ehe tséohkééméhaane'etamése.
He will destroy for you everything that you used to depend on.

Éto'semáhevonéanohtse," éxhetósesto.

He is going to destroy it all," he told them.

"Naa mato néto'sêho'a'ó'tóévo mo'éhèno'ha. "Mo'éhèno'ha"

"And also he is going to come to you, horse. "Mo'ehèno'ha"

nèstseohkéhetóvo hova," éxhesèstse. "Tsenéveóhta naa
you will call the animal," he said. "He will have 4 legs and

tšenéxanetotse hestovootótse. Naa he'éxánèstse mato tsenéxanetotse.
there will be 2, his ears. And his eyes also there will be 2.

Naa hestse'konótse tsenéveóhta. Nèstseohketáhóénóvo. Hoháá'èše
And his legs there will be 4. You will ride him. Far away

nèstseohketse'òhtséháévo. Tse'tohe "mo'éhèno'ha" nèstseohkéhetóvo.
he will take you. This one "mo'ehèno'ha" you will call him.

Tseohkèsó'tô'ome'ého'oése éše'he. Nèstseohkého'eohéme hako'e,"
It will still hang firm, the sun. You will arrive far away,"

éxhesanesèstse.
he said.

"Nèstsenèheševo'èstanéhevème. Nèstsenèhešéeva'xème tse'tohe

"You will live like this. You will be on the go (as) this

mo'éhèno'ha tséhešeevoa'xèstse," éxhesanesèstse.

horse rolls his eyes around," he said.

"Naa mato, "vé'ho'éotóá'a" nêstseohkêhetóvo. Mato tsenéveóhta.

"And also, "ve'ho'eotoa'a" you will call him. Also he'll have 4 legs.

Tsenéŕesta, naa mato he'éxánêstse tsenéxanetotse. Hestseva'xe
He'll have 2 ears, and also his eyes they will be 2. His tail

tseohkemâhexónêehatse ho'eva. Tsenésôhkonávêháhta, hestóohevono
will reach all the way to the ground. He'll have split hooves, his hooves

tsenésôhkônahe," éxhesêstse. "Tse'tohe hova nêstseohkemévóvo.
will be split," he said. "This animal you will eat him.

"Vé'ho'éotóá'a" nêstseohkêhetóvo. Hoháá'êŕe tseohkêheŕeméa'xe,"

"Ve'ho'eotoa'a" you will call him. From far away he will be smelled,"

éxhesêstse. Éxhetósesto, "Nêhe hova "vé'ho'éotóá'a" tséohkêhetóse."

he said. He told them, "This animal "ve'ho'eotoa'a" what you will call him."

"Naa tse'tohe tséto'sêho'a'ó'tóése tsemâhetáeotsê'ta ho'e

"And this one who is going to come to you will take over all land

tséxhetaa'óma'o'e. Totósa'e nêstseohkeevemé'a'ééme.

all over the land. Here and there you will appear.

Nêstseohkemo'kôhtávêstséáme," éxhesanesêstse. "Naa ma'tamásanéése,

You will be black-haired," he said. "And if you are crazy,

másáa'évatóxetanó'tomáhése nesta tsêheŕevo'êstanéhévése,

if you do not want to discuss it, previously how you lived,

nêstamóhkevóhpa'éme," éxhesanesêstse. "Naa mato mé'êŕevótse

you will be gray-haired," he said. "And also a baby

tsêhóehévése."

will come out (be born) with teeth."

Éstaeŕêhetósema'xemé'êstomósanesêstse. Návâ'nêhetaa'mé'êstomóvo.

He was constantly explaining a lot. I'm just explaining this much

Nêhe'ŕe.

about him. The end.

(Notes: "vo'êstane tséto'sêho'a'ó'tóése" speaks of the coming white man.

"Mo'ehêno'ha" means approximately "domesticated elk", namely, the horse.

"Ve'ho'eotoa'a" means "white man's buffalo", and refers to the cow.)

Song: Jesus Above

Jesus A he'ama HE, návêsenêŕevátama HE. Námêho'ta HE.

Jesus above, he pities me, too. He loves me.

Tsémêhaavoneotsevo náameotseha.

When I was lost he led me.

(Note: A and HE are "vocables", syllables sung to fill out the rhythm of the music.)

Éxhōhta'āhane tsémēhaavéstoemo. Éxhōsemóho hená'e.

He told the story, he who was my husband. He told about the geese.

Éhma'xeame'hao'o éxhetóhta'āhane. Nēhe'ŋe ma'aetano'e náxhēseváēna.
They were flying thickly, he told. Then rifle I took it.

Náhtae'eamoo'o tsénēšema'xeametónove'havōse. Hotātse na'ēstse
I shot up at them as they were thickly flying. I guess one

náhtaa'tano. Náhtató'omemaso. Éhne'ameana'o. Nēhe'ŋe
I accidentally shot. I shot him stiff. He was falling down. Then

éhma'xepe'pe'e'háooheo'o néhe hená'e. Éhne'évaanōhenéheohé'tovovo
they really hollered-flew those geese. They followed him down

nēhe na'ēstse tsémēhaató'omemāxamoo'o. É'ēvanāha'enovo.
that one that I shot stiff. They caught him.

Éstaevaasēhe'ame'hao'o. Éstaevāhe'ameno'āse'hánovo.
They started to fly back up. They took off upward with him.

Éstaevató'nēšeasevéseame'ha néhe tsémēhaató'omemaso.
Right then he also started flying that one that I had shot stiff.

Éxhetóhta'āhane.

He thus told the story.

The Frog and Her Brothers (by Ed Riggs) (ok)

Tótseha éstāho'kónoehoo'o oonāha'é'héhe ma'xē-ho'honáēva.
Long ago she sat (on), frog, on a big rock.

Éhnēmeneehoo'o. É'ōhketsēhéhoo'o, "Náhtatanemo
She was singing. She would say, "My brothers,

ōhpēhévenenoohé'ševosēstse náohkevóēšetano," é'ōhkēhēhoo'o.
when their faces look nice, I am happy," she would say.

Éxho'sóehoono nešē kásovāaheho. Néhnēšévōse votonēstse
They danced the two young men. Both of them, tailfeathers

éhnēestsenóvōsestōtse hemé'konevo néhe tsého'sóese.
were there on their heads, those who were dancing.

Tsénēšenāamēho'sóévōse é'ōhkeéestséhoo'o oonāha'é'héhe, "Náhtatanemo
While they were dancing she used to speak the frog, "My brothers,

ōhpēhévenenoohé'ševosēstse náohkevóēšetano," é'ōhkēhēhoo'o.
when their faces look nice, I am happy," she would say.

Hevámóhe tse'tohe tsého'sóese kásovāaheho aénōhe-vóehēhahoono
Apparently these who danced, the young men, (were) jackrabbits

nēhe tsénēsōhomó'hese. Mó'ōhkēhestatanémēhēnotōhe oonāha'é'héhe
these who danced together. They must have been her brothers, the frog,

vóhkoeheho.

the rabbits.

Hena'háanehe tséhetaa'óhta'āhanéto.

That is all that I have to tell.

Ného'éehe émônèhohtóva máheo'o onóveto. Naaxaa'éhéme énòhtsèstovóho
 My father just bought a house out in the country. My sister asked
 tséhešketse, "Néme'néxhêvèstanovemaeneo'o néške'éehe naa namèšéme."
 our mother, "They should come to live with us, my grandma and grandpa."
 Námàhepèhévetanóme tséxho'eehévoše.
 We were all glad when they came.

Hane éšeeva namèšéme móoseeméoto'ehēhe. Tsésto'éto
 The other day Grandpa must have gotten up really early. When I got up
 tšēške'e-amóhvòhto'hestòtse éhová'áhane. Tsésto'sèhoestónéto
 the pick-up was gone. Before I went to school
 nánòhtsèstóvo néške'éehe, "Naa tšēške'e-amóhvòhto'hestòtse?"
 I asked Grandma, "Where's the pick-up?"

"Náoo! Nemèšéme étaasètáhoo'e. Étàhêemòhóne," nánèheta.
 "Oh! Your grandpa drove away. He went to hunt," she said to me.

Ééšéhàa'énèsètovoéstatse tsé'èvâho'hóo'ohtsése. Móna'hohevôhe
 It was late afternoon when he arrived home. He must have killed
 ma'xè-hotóá-váotsevâhne. Návéstàhémo namèšéme tsé'anānòse,
 a big buck (deer). I helped Grandpa when he unloaded it,
 tsé'anenèse. Néške'éehe sé'ea'e éasevove'sāxa ho'évohkòtse
 when he butchered. Grandma right away started to cut up the meat
 tséto'seó'èšetse. Náhko'éehe éaseo'èxova ho'évohkòtse, naa
 that is going to be dried. My mother started slicing the meat, and
 naaxaa'éhéme étavéstàhémošo tséhešketse.
 my sister helped our mother.

Néške'éehe éasèho'oestse váotsevâhe-ho'évohkòtse. Éno'âho'nóho
 Grandma started to boil the deer-meat. She put in
 éškòseesé-hotame naa mésèhèstoto. Namèšéme éasemanestse honóvónó'e,
 salt-pork and potatoes. Grandpa started making a drying rack,
 naa nátakanomenó'o'tsèstsenòtse noonè-hestaenòtse. Náhko'éehe
 and I went after some dry branches. My mother
 évèestanòtse tséto'sevé'šésèhpèsèane ho'évohkòtse.
 uses them to stretch the meat.

Tséhne'évamèhóo'ohtséto hako'e nánèhmatóhtomóvo néške'éehe hestomòsestòtse.
 As I was coming back home, from far away I smelled Grandma's cooking.

Ného'éehe tséxho'héenotse'oestse mótamatómòhevôhe váotsevâhne
 My father, when he got home from work, he must have smelled the deer
 tsého'oehetsèstse. Móhtaonóvoeha'eneohehēhe. Néške'éehe
 that was cooking. He must have tried to sneak into the pot. Grandma
 énèxho'héhoovo'e'óó'e, "Tàhéhovéo'oo'èstse! A'e nèstamésèhémáne."
 (was overheard) chasing him out, "Go sit under the arbor! Soon we'll eat."

Namêšéme étsêhevoo'o, "Néxhâməstoo'tovəstse! Táaxa'e tónesto
Grandpa said, "Come sit here! Let's see how many
amâho'héstotôtse tsene'aməšohpeohtsətonəsestôtse tséhe'sáa'-
cars will come by before
éxanənəstovəhāne."
(dinner) is ready."

Tséne'ovóemé'eohtséto éma'o. Hovehno étató'nəšenómeohtséto.
The first one to appear was red. Barely it was making it northward.
Tsénêxa'ónéto éheóvo. Tséna'ha'ónéto éhoxòhkó'so. Tsénêva'ónéto
The second one was yellow. The third one was purple. The fourth one
éma'èheóvo. Tsénôhona'ónéto éhoxo'òhtsévo. Tsénaasóhtóna'ónéto
was orange. The fifth one was green. The sixth one
émo'kòhtávo. Tsénêsohtóna'ónéto évó'ómo. Tséna'nóhtóna'ónéto
was black. The seventh one was white. The eighth one
émòšéškáno. Tsésôohtóna'ónéto épó'o. Otá'tave-amâho'héstôtse
was brown. The ninth one was gray. A blue car
énèhmé'eanâha'xéto. Éoseenêševo'áhéotséto. Taa'éstó'e
came down the hill. It was going really fast. Right where we were
tsé'èšêho'o'áhéotséto éma'xepónévone. Énəstano'héveanâha'xéto.
when it got there it made a big noise. It went off (the road).

Ného'éehe étsêhevoo'o, "Vo'əstane tsene'onáxəhəoešēše. Táaxa'e
My father said, "Somebody maybe he will get hurt. Let me see,
nátâhêtsetóeotse!" Étatšêhešemeohe amâho'héstôtse tsénêetotse
I'd better go look!" He ran there (to) car where it was (standing).

Namêšéme naa nánêehove nátâhò'e'ovóne ného'éehe. Tséstâho'èhnétse
Grandpa and I followed my father. When we arrived
ného'éehe étsêhevoo'o, "Móvâ'nepo'òhehehēhe. Vo'əstane éšâahəoešənâhe."
my father said, It must have just been a flat tire. No one was hurt."

Ného'éehe évéstâhémóho néhe hetanóho. Énetâhávano
My father helped that man. They changed
aséséoneehéheho. Móvâ'neaməhóxovəstavāhēhe. Násâahéne'enovóhene.
the tire. He must have just been traveling by. We didn't know him.

Namêšéme naa nánêehove návê'hoomóneo'o.
Grandpa and I watched them.

Naa nêhe'še néške'éehe náonóomaēne, "Nésá'hēmésehe!" Namêšéme
And then Grandma called us, "Now come to eat!" Grandpa
émo'o'tóho hetanóho. Tsé'ène'hanátse "Hahoo!" náhetaēne néhe hetane,
invited the man (to eat). When we finished eating, "Thank you" he told us,
néhe hetane, nêhe'še étaevaasəta'xe.
that man, then he drove off.

Nánòhtsəstóvo namêšéme, "Henaa'e tséhêsemo'o'tôtse? Nésâahéne'enovóhene."
I asked Grandpa, Why did you invite him? We didn't know him."

Nèhe'ŋe náhòhta'áhaova tséohkèheŋevéstàhemèstse vo'èstane,
Then he told me a story about why he is helped, a person,

"Nèhestoha tàhéemòhòne'tovonòtse váotsevähne náohkenèhetoo'o ma'heono,
"Every time when I go to hunt deer I tell the sacred powers,

"Nèhne'evávooméhéne!" Naa ma'háhko'e náohkeme'omo'tàháéne máhtáme.
"Look after me!" And the badger helps us find food.

Hétsetseha éŋeeva tséstaameno'òseohéto hoehose nátavóomo váótséva, naa
Today as I came over a hill I saw a deer, and
nèhe'ŋe nátàhène'ena ma'háhko'e mónávè'òhtsèmaehèhe."
then I knew the badger must be with me."

"Nátsèhéto ma'háko'e, "Naa hétsetseha ho'évohkòtse éootàhámeotse."
"I said to the badger, "And now, meat, it is ample."

Námóhno váótséva. Nánè'tòho'òse'ò'ho nèhéóhe. Náhesevaēna hē'e
I killed the deer. I field-dressed it there. I took the liver,
hosèstse. "Hapo'e he'tohe tàhestanòtse!" náhéto. Hapo'e tséméséto
some. "Likewise this take it!" I told him. Likewise what I ate
éoseepèhéveéno'e."
it tasted really good."

"Éohkeeŋèhó'kèhoxome na'tónèstovee'èstse. Tótseha ma'heono

"He (badger) must be fed when there is a kill. Long ago the Sacred Powers
mónèxhestotse'onéhenotòhe ma'háhko'evaho tsénèŋevátamátónó'tóétse.
took as a worker (chose) the badger to pity us.

Ta'se tse'tohe ma'háhko'e némè'ovó'semaene. Néto'sèsáavénàhéŋkòsèhema."
Like this badger reminds us. We are not going to be selfish."

"Vé'vénàhéŋkòsènovèe'èstse, vé'sáa'ono'átamàhtséstovèhanéhee'èstse,
"If there is selfishness, if there is not respect for one another,

vé'sáa'ono'kòhtàhéstovèhanéhee'èstse, ma'háhko'e móhkenoosáhnèhéhe.
if there is not kindness, the badger must turn his back (on us).

Ho'nóhkeevàhetótàetanóhtove, naa netao'o hova'ehe móhkèhová'áhanéhehanèhe."
There would surely not be happiness, and everything would be gone."

I'm Beading Moccasins (by Jeanette Howlingcrane) (ok)

Tsèxho'èhneto náoxa'òhòne. Mo'kèhanòtse námanèstsenòtse. A'e
When you came I was beading. Moccasins I am making. Soon

nàhtaexananòtse. He'tohe mo'kèhanòtse námanèstoo'tàhahtsenòtse.
I shall finish them. These moccasins, I am making them for myself.

Náto'setaomèhemo'kèhanenòtse naa matò-heva vo'èstane màxho'áestse
They are going to be my own moccasins or if someone wants them

nàhtanèŋèhohtótovanòtse. Móme'héhaoemenèstse.
I will sell them. They surely won't be expensive.

Éohkevá'nemàhtóhtòhanoemenèstse.
They cost just ten (dollars).

tsétôtšëške'oo'èstse he'tónëšëhestonòhomevòse.

those which are small, however they wove them (apparently, rafts).

"Nèstseho'táovoeotsémáne! Nèstsemémèstanémáne!" é'òhkèhèsesto.

"We will turn over! We will drown! they used to say.

Ésâa'évamanèstsehénovòsestòtse.

They quit making them.

Naa nèhe'še hó'ótóva ma'xe-ó'he'e, éohkèhevoone,

And then one day big river, they say, say,

móhma'xemáha'omòhtáhanēhe. Éstónova'omòhtanēse. Éxhòxoveehésesto.

it was frozen hard. It was frozen thick. They moved across.

Naa hosèstse, tao'xe, tséhne'éséhòxoveehévòse éhma'xepónévonēse.

And some, half of them, when they had moved across, there was a big noise.

Éxhoháetamano'enēse. Ma'ome mó'òo'xeotséhanēhe. Éstaévaveehéohésesto

It was terrible. The ice broke up. They went back

hosèstse. Naa tse'tohe móhne'éséhòxovèhnèhevòhe hosèstse.

some. And those, they already came across, some.

Ésâahéne'enovóhevòsesto tósa'e tséheta'otsèse néhe hosèstse.

They didn't know where they were, those others.

Hévahmémèstanèhevòhe. Naa énéšéhòxoveehésesto nehe.

Maybe they drowned. And they kept moving across those.

Éohkèhetóhta'áhaneo'o ma'háhkèseho. Hena'háanehe.

They tell this story, the old men. That's all.

Lame Deer School Children (by Lame Deer School Bilingual Program Staff) (mt)

Návômóneo'o ka'èškéneho. Éanòhesévanoo'o Mo'òhtávòheomeneno

We saw the children. They were sliding down (at) Lame Deer

mòxe'èstóne-màheone éšeeva heamáomee'e. Éeváhóseamee'eohtseo'o.

school yesterday on the side of the hill. They went back up again.

Éeváhósevóhešeanàha'xeo'o. Vovéstomósanéheo'o éne'evávoosaneo'o.

They slid back down again. Teachers were watching.

Oeškéseho éohkemaestao'o. Éohkeméhaaméstó'eesanésesto.
Dogs bark. They used to pull travois.

Póesono éohkemanénóvo matana. Éohkeevo'sóetanoo'o.
Cats drink milk. They like to play.

Móhkaveo'o éohkéhestao'o háá'ěše hoehose.
Bobcats live far away in the hills.

Xaeho éohkemòšéškanáheo'o méaneva naa éohkevo'omáheo'o aénéva.
Weasels are brown in summer and they are white in winter.

Ónonevoněškeho éohkéhōenoeo'o vóxéva.
Prairie dogs peak out of holes.

Šé'šeo'o éohkepe'pe'estao'o.
Ducks holler.

Kokóhéaxáne éohkemésenovótse hoókóhtséstse.
Chickens eat raw corn.

Ho'néheo'o énéstooheo'o. Éohkena'saneo'o.
Wolves howl. They kill.

Homá'e éohkemáheónaneo'o mähpeva.
Beavers build houses in the water.

Šé'šenovoto éohkeahanó'saneo'o.
Snakes bite.

Háhkotaho éohkemésénóvo netao'o hova'ehe.
Grasshoppers eat everything.

Náhkóheo'o éohkenomáhtsénóvo háhnomáhe-panó'ěhaseo'o. Éohkenaóotseo'o
Bears steal honey. They sleep
aénéva.
in the winter.

Vóhpe-náhkóheo'o éohkéhestao'o nótama ma'omeva.
Polar bears live up north on the ice.

Éškóseesé-hotáme éohkeevo'sóeo'o tséněxōnetamotse.
Pigs play in the mud.

Vóhpevo'aeho éohkeněševo'áhéotseo'o.
White antelope run fast.

Váotseváhne éohkepěhéveeněheo'o.
Deer taste good.

Heškóveto éohkemévovo šéstotó'e.
Porcupines eat pine trees.

Hátšěškeho éohkéhéne'enánóvo to'sěhoo'kōhoo'ěstse. Éohkeesevoněhneo'o
Ants know when it's going to rain. They crawl into
hátšěške-omee'e.
their homes (literally, the ant lodge).

Ma'ě-hátšěškeho éohkéheška'ó'saneo'o.
Red ants bite.

Nomá'ne éohkenéma'etó'honao'o.

Fish swim around.

Kósáne éohkéhe'kóhnovo vo'èstanóho.

Goats butt people.

O'kóhomeho éoseehoháhtsétseveo'o. Éohkenéhovovo ónonevonéškeho.

Coyotes are really sneaky. They chase prairie dogs.

Vé'kèsêhe-méstaeo'o éohkéhevoone, "Kóhkonóheo'o néxhêoxoméstse!"

Owls say, "Bread, feed me!"

Ókòhkeo'o éohketsèhésenèstseo'o.

Crows talk Cheyenne.

Mo'e'háne éohkenomáhtseo'o.

Magpies steal.

Ma'enóne éohkepèhéveenèheo'o òxhonóhevosèstse naa mato òxho'oehévosèstse.

Turtles taste good when they are baked and also when boiled.

Honóxeaseo'o éohkeméohoo'hevao'o matsé'omeva.

Meadowlarks are heard singing early in the morning in the spring.

Vóhkoeheho éohkemésenovótse otá'tavo'èstse naa véhpotótse.

Rabbits eat alfalfa and leaves.

No'éeho éohkéhovóhtsénovótse Héstotó'e-oo'xéseonótse.

Squirrels store pine nuts.

The Drumming Owls (Mrs. Allen Flyingout) (ok)

Vé'ho'e naa xamaa-vo'èstane. Xamaa-vo'èstane éhvêehoo'o o'hé'e.

White man and Indian. An Indian was camping by a river.

Naa vé'ho'e éstáho'èho'òhtséhoo'o. No'ka éšeeva vé'ho'e éstséhetóhoono

And a white man came visiting. One day the white man said to

xamaa-vo'èstanóho, "Henaa'e tséohkee'tomo?"

the Indian, "What are you afraid of?"

Xamaa-vo'èstane éstséhetóhoono, "Hova'ehe náohkésáa'e'tōhe oha

The Indian said to him, "Nothing I am afraid of except

méstaeo'o tséheonéhavo'éeheese."

the owls who have drums."

Tsé'êšêoxomóse xamaa-vo'èstane vé'hó'e, vé'ho'e

After the Indian fed the white man, the white man

éhne'eváhoo'oohéhoo'o. Mósèstamanèsttséhēhe onéhavo'e. Taa'eva

went back home. He made a drum. At night

étaeváho'èhnesèstse tséhvêetsése xamaa-vo'èstanóho. Éhpô'ponóhánōse

he went back where he was camping, the Indian. He pounded on

heonéhavo'e. Éxhêohováohesèstse xamaa-vo'èstane. Hevenótse

his drum. He ran out, the Indian. His home,

éxhōenoo'hovanōse. Mé'tó'e vé'ho'e étaeseehesèstse.

he abandoned it. In turn the white man moved in.

The Whiteman and the Indian (by Leonard Yelloweagle) (ok)

Vé'ho'e naa xamaa-vo'èstane é'ééné'heohtsésesto. Naa hetóéva
A whiteman and an Indian were going along together. And in the evening
éxhonó'tovósesto 'he'xo ho'èstava. Naa tsé'è'heexáho'hetsése
they roasted a duck in the fire. And when it was done cooking
é'áhto'hohnóvósesto paeva.
they buried it in the ashes.

Naa mósèsto'seovè'nenàhevōhe. Naa nèhe'he vé'ho'e éhnèhetósesto
And they were going to lie down. And then the white man said to
tse'tohe xamaa-vo'èstanóho, "Tsépèhêveovaxéstse hétsetseha taa'eva
this Indian, "The one who dreams well this night
tsetamévóho tse'tohe 'he'xo," éxheséstse. Naa tse'tohe xamaa-vo'èstane
will eat this duck," he said. And this Indian
é'amáhtovósesto tse'tohe vé'hó'e. Naa nèhe'he é'ovè'nenásèsto.
agreed with this white man. And then they lay down.

Naa tséhvōona'otse vé'ho'e é'oseeméoto'eséstse. Naa tse'tohe
And in the morning the white man got up really early. And this
xamaa-vo'èstane é'è'èaahtse'tótoe'nenaséstse. Naa vé'ho'e
Indian he was already lying with his eyes open. And the white man
é'oseehóhta'áhanétanoséstse. Éhnèhetósesto tse'tohe xamaa-vo'èstanóho,
really wanted to tell his story. He said to this Indian,
"Nátaovóehósésta naováxestótse!" éxhetósesto. Naa tse'tohe
"Let me first tell my dream!" he told him. And this
xamaa-vo'èstane éhpèhévátsèstánōse.
Indian thought well of that.

Naa néhe vé'ho'e é'asétóhta'áhaneséstse. Éhnèhetósesto tse'tohe
And that white man started to tell his story. He told this
xamaa-vo'èstanóho, "Tsé'ováxenáto vé'ho'á'eo'o tséhetsénoonese
Indian, "When I dreamed, white women who had wings (i.e. angels)
éhne'anóhoéséna. Naa tséhéóhetsé'è'èho'oésenávōse é'evonóho'o
were coming down. And here where they were a ladder
éhne'anóheneetse," éxheséstse. "Naa nèhe'he nátaasee'eohtse."
came down," he said. "And then I started to go up."
Éxhetóhta'áhaneséstse tse'tohe vé'ho'e.
He told this story this white man.

Naa nèhéóhe tséstae'èho'óhta'áhanése tse'tohe xamaa-vo'èstane
And there when he got to that point in the story, this Indian
éhnèhetósesto tse'tohe vé'hó'e, "Hée! Hapo'e náto'èstó'nèheto'ováxe
said to this white man, "Hee! Likewise I dreamed the same
tséheto'ováxenáto," éxheséstse. "Naa hapo'e vetséóhe tó'nèhe'xóvéva
when I dreamed," he said. "And likewise then at the same time
mónâováxenàhēhe," éxheséstse tse'tohe xamaa-vo'èstane. "Henèhéóhe
I must have dreamed," he said, this Indian. "There

nétavóomátse é'evonóho'one, nétaamee'eohtse,"éxhetósesto. "Naa
I saw you on the ladder, you were going up," he told him. "And
tsenésáa'évaho'eanóheohtséhe néhoovêhesetamátse," éxhetósesto.
he won't come back down, I mistakenly thought about you," he told him.
"Tse'tohe ʒe'xo náhestāno. Námévo," éxhetósesto.
"This duck, I took it. I ate it," he told him.

Hená'hanehe.
That's it.

The Grasshopper and the Ant (by Mrs. Allen Flyingout) (ok)

Háhkota naa hátʒeʒke. Hátʒeʒke éhma'xéhotse'óheséstse.
Grasshopper and ant. An ant worked really hard.

Énêʒema'xéestovóhtsénóse héstáme hemáheone. Méaneva hova'ehe
She stored a lot (of) her food in her house. In the summer stuff
móhma'xého'tséhēhe tséxhemáheonése.
she had a lot where her house was.

Naa tse'tohe háhkota é'òhkenémeneséstse. É'òhkeve'hého'sóseséstse
And this grasshopper sang. He would just dance

méaneva. "Hapo'e éme'hotse'óhestove! Hapo'e hova'ehe éme'éseotse
in the summer. "Likewise you should work! Likewise something should be put
nemáheone nonohpa máxho'tonéto nêstsemese hova'ehe!" éxhetaesesto
in your house so that when cold comes you will eat something!"she told him
hátʒeʒke.

the ant.

"Hová'áháne!" éxheséstse háhkota. "Náto'seéeho'soo'e,
"No!" said the grasshopper. "I'm going to dance around,

naa mato náto'senéméne. Násâahotse'óhetanóhe. Éheóméhoháaeho'ta."
and also I'm going to sing. I don't want to work. It's too hot."

Nêhe'ʒe tséstatonétotse éstaosáaneméséhêtanoséstse. "Ótséhámóhe,
Then when it was cold he wanted to eat. "Oh,

hátʒeʒke éma'xeéstóvóhtse héstáme hemáheone. Náto'séhémèséhétáno,"
the ant stored a lot (of) her food in her house. I'm going to go eat,"
éxheséstse.
he said.

Éstáhémèséhêtanoséstse. É'êʒeméhaanêhetaesesto,
He went to eat. He had already been told (by the ant),

"Nêstsésáahoxomatséhe máxháeanato." Naa éstanêʒevátamósesto hátʒeʒke
"I shall not feed you when you are hungry." But she pitied him, the ant
háhkotaho. Éxhoxomósesto.
(for) the grasshopper. She fed him.

The Snake and Mice (by James Shoulderblade) (mt)

Nétato'sèhósèstomévatsénovo H'é'Henovòtse naa hókkeehesono.
I'm going to tell you about a snake and mice.

H'é'Henovòtse éstaamevonèhnéhoo'o. Éstàho'evonèhóhtanohe voxé.
A snake was crawling along. He came upon a hole.

Naa éstaésevonèhnéhoo'o. Hotàtse éxhoehoono hókkeehesono.
And he crawled inside. Apparently they were there, mice.

Éxhâemâsetsèstóehoono. "Va'òhtama tsetsehnèstse!" éxhetóhoono.
They really welcomed him. "To place-of-honor go!" she said to him.

Hókkeeheso éstsèhetóhoono henésone, "Tse'tohe nemèHémévo,
The mouse said to her children, "This (is) your grandfather.

Ného'nàho'òhtséváévo," éxhetóhoono.
He has come to visit you," she told them.

Nèhe'He tséstaeHenenóve'xóvetse, éxhòsetsèhetóhoono na'èstse
Then after a little time, she said to one (of)

henésone, "Néxhêestanomóveha kàhamaxèstse! Nàhtàhomòhtáohé'tóvo
her children, "Go bring (some) firewood! I'll cook for
nemèHémévo," éxhetóhoono. Éstaosáanèhóà'xéhoo'o.
your grandfather," she told him. He went outside.

TséstaeHèhósenenóve'èhóhtàse, éxhòsenèhetóhoono na'èstse.
After he had been gone for a little while, she said to one.

Éxhòsetsèhetóhoono, "Néxhènoohomóveha mahpe! Nàhtàhomòhtáohé'tóvo
She said to him, "Go dip (some) water! I'll cook for
nemèHémévo. Tsetamésèhèotse," éxhetóhoono. Éstaosáanèhósèhóà'xéhoo'o.
your grandfather. He's going to eat," she told him. He also went outside.

TséstaeHèhósenenóve'èhohtatsèse, éxhòsetsèhetóhoono
After he had been gone for a little while, she told

tsénèHèhè'eotsétsese henésone, "Tàhènohtsévooma! ÉtónèHèvèsesto?
the two remaining ones, her children, "Go look for them! What are they doing?
Étàhàe'èhohtao'o. Néxhèvèstàhèotsema!" éxhetóhoono.
They have been gone a long time. Go help them!" she told them.

Éstaosáanèhósèhóà'xéhoo'o.
They also went outside.

TséstaeHèhósenenóve'xóvetse, éhnèhetóhoono H'é'Henovoto,
After a little while, she said to the snake,

"Tsétama'xèhe'èhohtávòse! Táaxa'e nàtàhènohtsèvoomoo'o,"
"They have been gone such a long time! Let me see, I'll go look for them,"
éxhetóhoono. Éstaosáanèhósèhóà'xéhoo'o.
she told him. She also went outside.

TséstaeHèhóéhnèse henésone éstaasevéno'óohtséhohoono.
After she went out, her children she began to remove from danger.

Naa nèhe'He H'é'Henovòtse hapó'eveta, tsésâa'évâho'èhnèhetsèse
And then the snake likewise, when they did not come back,

éhne'éváhôevonèhnhoo'o. Tséstaešêhóevonehnèse tsé'êetsetóó'òse,
he crawled back out. After crawling out, upon looking around,
éxamaahováneehéhoono.
they were simply gone.

Hena'háanehe hapó'eveta tséohkêhešêhósêstomónéto, he'tohe
That's it, likewise, the way I was told (it), this
hóhta'áheo'o, tséstše'kéhahéto. Hena'háanehe.
story, when I was young. That's it.

Corn Pemmican (by Elva Killson) (mt)

Náhko'éehe émanēstse ho'xêstoha. Êêsetâhonôhtanôtse
My mother made corn pemmican. She put
mâhaemenôtse honónēstóva. Tsé'êšêexâho'tatse éêvaonónanôtse.
corn in the oven. When it was cooked, she took it out.
Épêenanôtse. Naa nèhe'šê éhóhpé'ha amēške. Éaesto'énanôtse
She ground it. And then she melted grease. She mixed together
mâhaemenôtse, vé'kee-mahpe, naa nèhe'šê amēške. Éova'kanēnēstse.
corn, sugar, and then grease. They were formed into balls.

The Bear, the Coyote, and the Skunk (by Jeanette Howlingcrane) (ok)

Nétâhóhta'âhaovâtse. Náhkohe éstaamenéheohtsé'tanohe meo'o.
I'll tell you a story. A bear was following a path.
Hapo'e nâháóhe o'kôhome mónèhnhéheohtsé'tôhéhe. Nêhe'šê
Likewise there a coyote must have been following it. Then
éstôo'e'ovâhtséhoono.
they met each other.
Náhkohe éstatsêhetóhoono o'kôhomeho, "No'héhnēstse! He'tohe
The bear said to the coyote, "Move aside! This
nameo'o," éxhetóhoono.
(is) my path," he told him.
"Hová'âhâne, hapo'e no'héhnēstse! He'tohe nameo'o," éxhetæhoono.
"No, likewise (you) move aside! This (is) my path," he told him.
Tséxhe'êšêóo'evotâhtsevôse éxhe'kemé'êhnêhoo'o xao'o.
While they were arguing with each other he slowly appeared, a skunk.
"Háhtome! He'tohe nameo'o," éxhetóhoono. Éxhe'kenéma'evonèhnhoo'o.
"Scram! This (is) my path," he told them. He slowly turned around.
Éxhe'kêhešêhosóhnhoo'o.
He slowly went backwards.
Tséhvôomovôse éstanéšêhe'névo'âhéotséhoono.
When they saw him they both took off in separate directions.
Ésâanâha'óoméhesesto tósa'e tséhešêasetaxêvôse.
No one caught sight where they took off to.

I have attempted to have a wide variety of texts from several viewpoints. There is geographical variety. Speakers who live in Montana have (mt) after the author credit in the text; speakers who live in Oklahoma have (ok). Some stories are told by men, others by women. Some stories are "historical" first-person eyewitness accounts while others are popular folktales. There are other categories of "historicity", too, for instance, first-person accounts which were made up for pedagogical purposes for bilingual programs. I have tried to select texts for inclusion which illustrate the various verbal modes. In this section I will briefly comment on various aspects of the texts.

Two of the texts, "The Drumming Owls" and "The Whiteman and the Indian" illustrate the popular motif of tension between the Indian (xamaa-vo'èstane, 'ordinary-person') and a trickster. Around the world it is very common to find that different groups of people have stories illustrating the tension they feel as they come into contact with other kinds of people. In some Indian groups of Mexico stories first spoke of the tension between the Indians and the conquering Spaniards. Today the same stories are told, but the oppressor is now the "wealthy" Mexican national land-owner. Often, stories illustrating the cultural tension have plots in which the "underdog" ultimately overcomes or tricks the oppressor. This motif of the tension between a people and a trickster is a common one in Cheyenne stories, and also in other languages of the people who first inhabited North America. In some languages the trickster is a coyote. It is probably no accident that some of the language groups use the same word for 'spider' and 'trickster'. Such is the case with Cheyenne and Arapaho and I seem to recall that a Muskogean language also uses the same word for 'spider' and 'trickster'. There may be other Plains Indian languages that do, as well. The Cheyenne word is vé'ho'e. The Arapaho word is nih'óóθoo (Salzmann, IJAL 22.151). After having used these words for their cultural tricksters, both Cheyennes and Arapahos applied these words to the white man once he arrived on their scenes.

Today, the term "vé'ho'e" first triggers the meaning 'white man' in the mind of the Cheyenne speaker. The folklore trickster in stories is usually translated by 'white man', as it is in the preceding texts. As so often happens, interesting folk etymologies have developed around the term "vé'ho'e". Today's speakers know that vé'ho'e means both 'white man' and 'spider'. Some people say that the white man was given the same name as the spider because he arrived on Indian land and fenced in the range land so that it looked like a spider's web. Others point to Sweet Medicine's prophecy of the coming "person" who would be tsemáhevé'šenohe ('he will be all sewed up'). A related word is évê'hoo'e 'he is all wrapped up (as a baby in a blanket)', which is close to évê'ho'eve. Because of the similarity in sounds between the roots for 'wrapped up' and 'be a white man', some say that the word vé'ho'e is a shortened form of the terminology that Sweet Medicine used.

This is perhaps as good a place as any to point out that Cheyennes divide the human world into three basic types of peoples:

(1) Tsétsêhêsêstâhese 'Cheyennes', (2) nótseo'o 'other tribes', and (3) vé'hó'e. Cheyennes and other tribes are sometimes grouped together and designated as xamaa-vo'êstaneo'o (or xaa-vo'êstaneo'o) 'ordinary people' (namely, 'Indians'). The terms vé'hó'e can be modified in various ways to refer to specific groups of non-Indians. For instance, ma'e-vé'hó'e are 'Germans' (red-ve'ho'e), me'šeesé-vé'hó'e are 'Mexicans' (hairy-nosed (moustached)-vé'hó'e), and mo'ôhtâe-vé'hó'e are 'Negroes' (black-ve'ho'e). The term vé'hó'e does not have any meaning of 'white' in it, but because of its most common useage to refer to 'white men', it has developed a strong association with the meaning of 'white'--so strong, in fact, that many Cheyennes point out the humor in a term like mo'ôhtâe-vé'hó'e which, to them, sounds like 'black-white man'. From an analytical viewpoint, it is probably most accurate to translate vé'ho'e, today, as something like 'non-Indian'.

Now, for some comments on specific texts. The story of "The Five Hunters" has intrinsic value for its humor, alone, besides having other valuable characteristics. There are several Dubitatives in the text, e.g. mohnohonêhevohe 'there must have been five (an)', mohveehevohe 'they must have been camping', and mo'oneahtâhehe 'he must have been deaf'. It is interesting to note the Conjunct Intensive Negative forms, e.g. moho'nohe'âhtsenêstse 'he no doubt had no arms' and moho'nohestse'konêstse 'he no doubt had no legs'. There is a first-person plural hortative, netâheemôhonemane, which uses the full first-person (inclusive) ending /-mané/, rather than the shorter form without the /-né/ which would also be correct. There are some TA Immediate Imperatives, taameha 'shoot him!', nehno'oohe'toveha 'go bring him back!', and nexho'xeha 'have him, put him in!'. We can see some conjunct "obviative" forms (e.g. forms labeled "4" on pages 116 and 117), such as tsesaahe'âhtsenehetsese 'the one who didn't have any arms' and tsesaahestone'oonehetsese 'the one who didn't have any clothes'. These forms are, of course, obviated because they are objects of verbs which have third-person subjects.

The text "I Want Dry Meat" was created for pedagogical reasons. It uses Independent Indicative verb forms. The last sentence may be an example of a Rhetorical Question.

The recipe "Making Chokecherry Patties" is interesting in that the verb forms use Unspecified Subjects. There are some Subjunctive Iterative conjunct verbs, e.g. to'seo'êšemeê'êstse 'when they are going to be dried' and ôhtšešeo'eotsee'êstse 'when they become dry'.

"The Trek from Oklahoma" is a brief summary of an important historical event for the Cheyenne people. Note that the predominant verbal mode used is the Dubitative. The Dubitative is commonly used to pass along information that is known to have occurred but which was not viewed first-hand. Note that the first two verbs are Impersonals. Describing a situation with an Impersonal verb is one way of generalizing it, enabling the speaker to leave out reference to specific subjects. This can be done particularly when the participants involved are well-known to the speaker and hearers. In this case, there is no mistaking that the speaker is referring to Cheyennes (not, for example, Crows or Siouxs!). There are some Conjunct Intensive Negative verbs, e.g.

ho'noamāhtavōtse and ho'nonēxhohtamaevōtse.

The story about Sweet Medicine and his prophecies is a very important one to Cheyennes. The present text describes the coming of the white man, the horse, and the cow. There are some Attributive verb forms, e.g. exhesēstse 'he is said to have said' and exhetosesto 'he is said to have told them'. There are some verb forms with body-part medials, e.g. tseneveohta 'he will have four legs' and tseneḡe'esta 'he will have two ears'. There are some conjunct subjunctive verb forms toward the end of the text, ma'tamāsaneese 'if, when you (pl) are crazy' and māsa'evatoxetano'tomahese 'if, when you (pl) do not want to discuss it'.

The song "Jesus Above" is included because it has the verb form tsemehaavoneotsevo. Petter labeled this verb type "Oratio Obliqua" (see page 110 in these notes).

The story about "The Geese" has an interesting verb form, tsemehaato'omemāxamoo'o. This appears to be an example of an "absentative" Conjunct Participle (see pages 110 and 130 in these notes).

"The Frog and Her Brothers" uses several Independent Mediate verb forms, a verb type commonly used in legends and folklore in Cheyenne, for instance estaho'konoehoo'o and ehnenenehoo'o. The verb ōhpēhevenenoohe'ḡevosēstse is a Conjunct Subjunctive Iterative verb type. It appears to contain the body-part medial for 'face', -éné. The high pitches are not found in the present surface form due to the effect of the pitch rule, "High Push-Over". An interesting point to note is that this story shows that nouns can receive a kind of "Mediate" inflection, seen in the word aenōhe-voehahoono. Note the identity between the noun suffix on this word -(ha)hoono and the plural Mediate verb suffix -hoono, as in ehnenenehoono 'they were singing'.

The text "The Hunter and the Badger" was created for pedagogical reasons. It is important to note the family relationships and working together, cultural values held in high esteem in Cheyenne tradition. The text exposes the intended audience, children in a bilingual education program, to Cheyenne numbers and colors (page 200). This is an example of a text with a strong moral teaching. The last paragraph is almost poetic as it brings home the teaching with Impersonal verbs in quick succession.

"I'm Beading Moccasins" is a brief first-person account. Study of the verb forms would be useful for everyday conversational ability in Cheyenne. The strong verbal construction, mome'hehaoemenēstse is interesting. This is one example of a verb type with a 'negative' meaning, but without the -saa- preverb.

Stories which give reasons for certain present conditions are popular all over the world. "How Birney Got the Name 'Oevemanāheno'" is one of this type. Note the predominance of Dubitative verb forms. Also, note the repetition, not uncommon in Cheyenne stories.

It is said that the story of a crossing on ice is common to some of the Algonquian languages. "When Cheyennes Crossed the Ice" fits into

this motif. Note the inanimate plural Conjunct Participle, tseohkeve'šeamoohestsestovetsee'ěstse. The verb is made "relational" because it is the object of a verb with a third-person subject. There are first-person plural (inclusive) Independent Indicative verb forms with the longer first-plural (inclusive) suffix /-mané/, i.e. něstsêho'taovoeotsemene 'we will turn over' and něstsememěstane 'we will drown'. The verb hevahmeměstanehevohe has a suffix like a Dubitative verb, but lacks the Dubitative particle, mo-. Instead it has a different particle, heva- which can be translated as 'maybe' (see page 168 in these notes).

The text about "Lame Deer School Children" contains regular Independent Indicative verb forms. This would be a good text on which to study the use of PREVERBS (see page 179ff.). For example, in the verb eevâhoseamee'eohtseo'o 'they went back up again', there are at least three preverbs, -éva- 'back', -hóse- 'again', and -ame- 'along'. The verb eanôhesevanoo'o contains the preverb -anôhe- 'down', and the verb eevâhosevohešeanâha'xeo'o, besides having the preverbs -éva- and -hóse-, contains the preverb -vôheše- which means 'anew'.

The sentences on "Animals" describe the characteristics of various animals. There is useful language-learning material here. There is also some nice cultural humor. Ononevonêškeho eohkêhoenoeo'o voxeva contains an element of humor. So does okôhkeo'o eohketsêheseněstseo'o. The latter may also contain a pun, with the English name of a traditional adversary tribe, the Cheyennes' closest neighbors to the west.

The next two texts illustrate the tension between Indians and the cultural trickster (subsequently applied to the white man). There is a question and answer dialogue in henaar'e tseohkee'tome? and hovar'ehe naohkêsaa'e'tohe... The latter form is interesting in that it is an example of a word which takes on different meaning depending on whether it is in a "positive" or "negative" environment. The sentence hovar'ehe nâé'ta would mean 'I am afraid of something' but if we add hovar'ehe to the verb násâa'e'tôhe 'I am not afraid of it', we get hovar'ehe nasâa'e'tohe 'I'm not afraid of anything' (the verb in the text also contains the preverb -ohke- 'regularly'). This is one story where the trickster gets the best of the Indian. But the next story turns the tables on the trickster in a delightful plot. Note the forwardness and "pushiness" of the white man in the text "The Whiteman and the Indian". But, in the end, the cleverness and intelligence of the Indian wins out.

The story of "The Grasshopper and the Ant" is a familiar one from Aesop's Fables. But the Cheyenne version puts a strong cultural statement on the conclusion. In the English version, the grasshopper is not fed, but he is, in the end, in the Cheyenne version. It is very much against Cheyenne tradition to turn a needy person out, even if much of their trouble is self-inflicted.

"The Snake and Mice" shows how cunning can rescue one from danger. It is another story of the victory of the "underdog" over the oppressor.

The last two texts are self-explanatory. "Corn Pemmican" is a kind of recipe, told in an eyewitness form. "The Bear, the Coyote, and the Skunk" always brings a laugh from those who hear it.

(Note: the "Oklahoma" texts were first transcribed by Donald Olson, the text by J. Shoulderblade was first transcribed by D. Alford.)

This section will deal with the sound "system" of Cheyenne, the way the different "sounds" of Cheyenne interact. Much of it will be quite technical. The rules which will be discussed here are not necessarily important for a Cheyenne teacher or student to understand. But the practical effects of these rules are important for a person to be able to pronounce Cheyenne correctly.

Remember, if something is completely confusing to you, skip over it. Maybe some other part of the explanation will be helpful to you. You might want to come back to this section someday, and maybe it will be more meaningful then.

Cheyenne has 14 phonemes, the "distinctive sounds" listed previously. The Cheyenne alphabet is partially phonemic, but not entirely so. It is intended to be, rather, a "pronunciation orthography". Words are spelled in such a way as to enable a reader to be able to pronounce them correctly. In general, spelling reflects the stage in derivations after the phonological rules have applied.

Here are some of the most important phonological rules of Cheyenne. Rules are not necessarily given in their most sophisticated form. For instance, segmental abbreviations are often used where distinctive feature notation might more adequately capture a generalization. But this presentation will suffice to give the background needed for understanding some of the phonological complexities of the grammatical information. Some formulations are just first-approximations.

1. t-Assibilation

$t \rightarrow ts / __ e$ /nóte/ nótse 'alien'

2. h to s Assimilation

$h \rightarrow s / e __ t$ /nahtóna/ náhtõna 'my daughter'
 /nehtóna/ nẽstõna 'your daughter'

3. h to ʒ Assimilation

$h \rightarrow ʒ / e __ k$ /náhko'éehe/ náhko'éehe 'my mother'
 /néhko/ nẽʒko 'your mother'

(Focus upon the similarities in the first parts of these forms; disregard, for now, the word-final morphological differences.)

4. a-Backing

$a \rightarrow ɔ / __ (') o$ énaóotse 'he is sleeping'
 éma'o 'it is red'

(Each of the a's in these forms is actually pronounced [ɔ].)

5. $\emptyset \rightarrow y / e \text{ — } \overset{V}{[+back]}$

A y glide occurs between e and a following a or o. Since the y sound is the automatic result of this rule, y's are not written in the practical orthography. Writing y's would create additional difficulties for comparing certain related morphological forms, for instance, náá'éna 'I own it' and néá'éna 'you own it' (not, néyá'éna, which obscures the fact that we simply have the verb -á'ená 'to own something' prefixed by the regular first and second-person morphemes, ná- 'I' and né- 'you').

6. $\emptyset \rightarrow w / o \text{ — } a$ hotóá'a [hotó^wá'a] 'buffalo'

A w glide occurs between o and a following a. Again, with the same logic given under rule 5., it is unnecessary to write the w. Again, there are instances where writing the w would obscure regular morphological correspondences.

7. Prepenultimate Devoicing (PPD)

$$\overset{V}{[-HI]} \rightarrow [-vd] / C \text{ — } \overset{C}{\begin{bmatrix} -vd \\ +cont \end{bmatrix}} \quad C_0 \quad V \quad C_0 \quad V \quad \begin{matrix} \text{(applies iteratively)} \\ \text{Condition: The} \\ \text{preceding consonant} \\ \text{may not be } \underline{h}. \end{matrix}$$

A vowel (which does not have high pitch) is devoiced if followed by a voiceless fricative and not preceded by h.

/tahpeno/ tãhpeno 'flute'
/kosáné/ kôsãne 'sheep (pl.)'
/mahnohtehtovot/ mãhnõhtsẽstovõtse 'if you ask him'

PPD applies iteratively until its structural description is no longer met.

8. Penultimate Devoicing (PD)

$$V \rightarrow [-vd] / C \text{ — } (h) C \#$$

Certain penultimate vowels devoice if they are followed by t, s, ʃ, k, or x, which is, in turn, followed by a word-final e. Rule PD operates in conjunction with the rule of e-Epenthesis.

/hohkox/ hohkõxe 'ax'
/tétahpetát/ tsétãhpẽtãtse 'the one who is big'
/téhhonónévós/ tséxhonónévõse 'when they baked'
/éʃenét/ éʃenẽstse 'days'
/vóhpoma'oh/ vóhpoma'õhtse 'salt'
/éheóvaheseht/ éheóvãhesẽstse 'he is said to be yellow'
/mótehk/ mótʃẽʃke 'knife'

9. e-Epenthesis

$$\emptyset \rightarrow e / C \text{ — } \# \quad \text{(See forms under Rule 8., above, for examples.)}$$

$$h \rightarrow \emptyset / \left[\begin{array}{c} \overline{V} \\ [-vd] \end{array} \right]$$

An h is "absorbed" by a preceding or following voiceless vowel. The rule accounts for the fact that h is not heard in its original position when a complex syllable is pronounced. After Complex Syllable Formation has applied, Rule 15 applies. Rules 13, 14, and 15 work together to carry out the process of complex syllable formation. Forms illustrating complex syllables will be given under Rule 15.

An h is also "absorbed" by a following voiceless vowel:

tsé- 'conjunct prefix' + -ena'he 'old' + tse '3rd pers. suffix' →
tséena'èstse 'the one who is old'
né- 'you' + -one'xàho'he 'burn' + tse 'suffix for some 'you-me'
Transitive Animate forms' → néone'xàhè'èstse 'you burned me'
pèhévoestomo'he 'kind' + tse 'imperative suffix' →
pèhévoestomo'èstse 'be kind!'
-one'xàho'há 'burn it' + tse 'imperative suffix' →
one'xàhè'òtse 'burn it!' (change of a to o is regular with
Transitive Inanimate forms--see paradigms of Transitive
Inanimate verbs, above)
néh- 'toward speaker' + -hestaná 'take it by hand' + -tse 'im-
perative suffix' → néxèstánòtse 'get it!, bring it to me!'

15. Diphthongization

$$\begin{array}{c} V \\ [-vd] \end{array} \rightarrow [-syl] / \begin{array}{c} V \\ [+vd] \end{array}$$

The two vowels of a complex syllable form a diphthong. The diphthong will be pronounced differently depending upon what the first consonant is, and, naturally, what the two vowels are. It is important to master the pronunciation of complex syllables. For this reason, I will give several examples of words with complex syllables, and will also give a phonetic representation which should aid in pronunciation for these forms.

/mò'kehanot/ mò'kèhanòtse [moʔkʰʲaⁿòtˢ] 'moccasins, shoes'
/náéšehomosé/ náêšèhomose [náʔšʰomōs] 'I already cooked'
/nátahéovešená/ nátahéoveše [nátháʷowĩš] 'I am going for to
lie down'
/étaho'sóe/ étaho'soo'e [éthoʔsō.ʔi] 'he danced over there'
/náohkehomosé/ náohkèhomose [náòkhʷomōs] 'I regularly dance'
/épehéva'e/ épèhèva'e [éphèvaʔi] 'it is good'
/náhkoheo/ náhkòheo'o [náhkʰoʷoʔò] 'bears'
/maheón/ màheo'o [m̩māʷoʔò] 'house'
/náhkoheosó/ náhkòhéso [náhkʰós] 'little bear'
/náhkoha'é/ náhkòhá'e [náhkʰáʔè] 'Bear Woman'

16. Special a and o Devoicing

$$\begin{bmatrix} \text{V} \\ +\text{back} \\ -\text{HI} \end{bmatrix} \rightarrow [-\text{vd}] / \begin{bmatrix} \text{V} \\ +\text{vd} \end{bmatrix} \text{ — } \text{h C } \$_2$$

Non-high a and o become at least partially, if not completely, devoiced if preceded by a voiced vowel, and followed by h and a consonant and two or more syllables. I will indicate this devoicing in the examples, below, but I would not normally do so.

/náohkeho'sóe/ náòhkèho'soo'e 'I regularly dance'
 /émóheeohtéo/ émòheeohtseo'o 'they are gathering'
 /nápóahtenáhno/ nápôähtsenáhno 'I punched him in the mouth'

17. Consonant Devoicing

$$\text{C} \rightarrow [-\text{vd}] / \text{ — } [-\text{vd}]$$

A consonant is devoiced if it precedes a voiceless segment. Naturally, if a consonant is intrinsically voiceless, the rule applies vacuously.

émane [ímañi] 'he drank'
 éheóvo [hí^hó^hô^hô] 'it is yellow'

PITCH RULES:

Several rules adjust the levels of pitches, or tones, in Cheyenne as they interact with each other. I will just give Cheyenne pitch rules here in brief form (consult the article, "Cheyenne Pitch", listed below, for more extensive discussion of the pitch rules). I use the following pitch symbols: ' = high, ` = low, ¯ = mid, ˇ = "hanging low" or "lowered high" (a pitch which is lower than a mid but slightly higher than a low), and ^ = "raised high". Throughout these notes the low pitch often does not receive any mark. I sometimes use a high pitch mark where it would be more accurate to use a raised high mark (there is little phonetic difference between a high and a raised high, and having one less symbol should make reading that much easier). The hanging low is sometimes simply treated, in these notes, as a low, with no pitch marking (again, to make reading easier). The rules below which deal with the pitches of "penultimate" syllables are most pertinent in a phrase-final environment. There will be more discussion, below, on the characteristics of phrase-medial Cheyenne phonology.

18. High-Raising

$$' \rightarrow ^ / \{ \# \} _ ' \#$$

A high pitch preceding an underlying word-final high is realized as a raised high when not preceded by another high. (A high pitch remains high when preceded by a high and followed by an underlying word-final high.)

/šé?šé/	šê?še	'duck'
/sémón/	sêmo	'boat'
/éma?òvésé/	éma?ovêse	'he has red hair'

19. Low-to-High Raising

$$' \rightarrow ' / ' _ ' \#$$

A low is raised to a high if preceded by a high and followed by a word-final high.

/méšèné/	méšéne	'ticks'
/návóòmó/	návóómo	'I see him'
/póèsó/	póéso	'cat'
/énémèné/	énéméne	'he is singing'
/éméhósané/	éméhósáne	'he loves'
/ésáásé?šévèhé/	ésáásé?šévéhe	'he is not a duck'
/émá?ó/	émá?o	'it is red'

20. Low-to-Mid Raising

$$' \rightarrow - / _ ' \#$$

A low is raised to a mid when it precedes a word-final high (and is not preceded by a high--we can eliminate this last condition by ordering Rule 20 after Rule 19).

/kòsán/	kōsa	'sheep (sg)'
/hè?é/	hē?e	'woman'
/éhòmòsé/	éhomōse	'he is cooking'
/étàhpè?àsé/	étàhpe?āse	'he has a big belly'

21. High Push-Over

$$' \rightarrow ' / ' _ ' \text{ (applies iteratively)}$$

A high is realized as a low if it is preceded by a high and followed by a phonetic low. (As formulated, Rule 18 must precede Rule 21.)

/néháóónámà/	néháòònàma	'we (incl) prayed'
/néméhó?tónè/	néméhò?tòne	'we (incl) love him'
/náméhósànémé/	náméhòsànème	'we (excl) love'
/évè?hò?évèsètànó/	évè?hò?évèsètāno	'he hurries like a white man'

22. Word-Medial High-Raising

$$' \rightarrow ^ / ' ((C \overset{V}{[-HI]} \left[\overset{C}{\begin{matrix} -vd \\ +cont \end{matrix}} \right]) C_0)_0 \text{ --- } ' C_0 V$$

A high is raised if it follows a high (which is not a trigger for the High Push-Over rule) and precedes a phonetic low. One or more voiceless syllables may come between the two highs.

(A devoiced vowel in this process must be underlyingly low, not an underlyingly high vowel which has been devoiced by the High-Pitch Devoicing rule.) Many verbal prefixes and preverbs enter into the process of Word-Medial High-Raising.

/émésèhe/	émêsehe	'he is eating'
/téhnéménétó/	tséhnêmenéto	'when I sang'
/násâamétòhénòtò/	násâamétòhênoto	'I didn't give him to him'
/ésâamésèhéhéò/	ésâamésèhêheo?o	'they did not eat'
/téhèvéèsèsónètò/	tséhevésèsôneto	'the one who is your cousin'
/mónésó?háèànámé/	mónésó?hâeanâme	'Are you (pl) still hungry?'
/névé?èà?xàámé/	névè?ea?xaāme	'Don't cry!'
/éhátèhkéhevèò/	éhátšěškêheveo?o	'they are ants'

23. High-Lowering

(I now believe that this rule does not exist. So hanging low pitches are just regular low pitches. W.L. 2011)

$$' \rightarrow \text{v} / \text{ --- } ' \#$$

A high preceding a word-final low is realized as a "hanging low".

/ménè/	mêne	'berry'
/mótèhk/	mótšěške	'knife'
/éhè?évè/	éhè?ève	'she is a woman'

24. Word-Final Lowering

$$V \rightarrow \text{v} / \text{ --- } \#$$

A word-final vowel is realized as a low pitch. If the vowel is pre-pause, it will be devoiced by the Phrase-Final Devoicing rule.

/návóómó náhkòhè/	návóòmònáhkòhè	'I saw a bear'
/évóòhtá màhèón/	évóòhtàmàhēcò?ò	'he saw a house'

25. Vowel-Stretching

$$\emptyset \rightarrow \begin{bmatrix} \alpha \text{ back} \\ \beta \text{ high} \\ \gamma \text{ PITCH} \end{bmatrix} \text{ ? } / \begin{bmatrix} \gamma \text{ PITCH} \end{bmatrix} \text{ — } \begin{bmatrix} \alpha \text{ back} \\ \beta \text{ high} \end{bmatrix} \left(\begin{bmatrix} +\text{obs} \\ -\text{vd} \end{bmatrix} \right) \#$$

Cheyenne does not permit surface word-final vowel sequences. Instead of a word-final vowel sequence found in an underlying form (a voiceless obstruent, t or s, may follow the vowel sequence), a glottal stop and a copy of the last underlying vowel will be inserted. (This process was first described by linguist Ives Goddard, in a slightly different formulation, in the article listed below--because of this contribution, I have sometimes called this process "Goddard's Law".) Subsequent to Vowel-Stretching, a rule of vowel assimilation (independently motivated in Cheyenne phonology) assimilates an e to an immediately preceding vowel.

/xàón/	xāō?o	'skunk'
/méón/	měō?o	'road, trail'
/hònóón/	honōō?o	'roast'
/éméà/	émea?a	'he gave'
/véès/	věě?ěse	'tooth'
/séòt/	sěō?ōtse	'ghost, corpse'

Caution: not all surface forms which end with two vowels, a glottal stop, and a word-final vowel have undergone Vowel-Stretching. Some forms which have underlying sequences that look like Vowel-Stretched forms (but are not) follow:

/énàà?é/	énaā?e	'he doctored'
(cf. this with /énae/ énaā?e 'he died')		
/náné?póò?ó/	náné?póó?o	'I peaked'
/éméó?é/	éméó?e	'he fought'

26. Vowel Assimilation

$$\begin{bmatrix} \alpha \text{ back} \\ \beta \text{ high} \end{bmatrix} \text{ ? } / \begin{bmatrix} \alpha \text{ back} \\ \beta \text{ high} \end{bmatrix} \text{ — } \text{C}$$

An e assimilates to take on the phonetic value of an immediately preceding vowel when that e is followed by a consonant. Sometimes this assimilation is not total, but usually it is at least nearly so. Assimilation occurring to vowels which have undergone Vowel-Stretching is total, and I write the second vowel in its assimilated form. I do not write "non-Vowel-Stretched" sequences in their assimilated form--so that underlying forms are more easily recovered from surface forms.

/náwóòmàé/	náwôomā?e	[náwôòmā·?i]	'they saw me'
/néwóòmàèné/	néwôomaene	[níwôòmā·ni]	'he saw us (incl)'
/éhò?òèhté/	ého?oēstse	[éhò?ō·stsi]	'he cooked it'

27. High-Pitch Devoicing

$$V \rightarrow [-vd] / ' C \text{ --- } \left[\begin{array}{c} C \\ +cont \\ -vd \end{array} \right] C_0 ' C_0 V$$
 Condition: The preceding consonant may not be h.

A vowel will devoice if it is followed by a voiceless fricative, and if the immediately preceding syllable and the following two syllables are high-pitched. The status of this rule is uncertain at this point. The rule does account for many data, however there may be a better way to capture the devoicing and pitch phenomena involved here. One alternative formulation might modify the Prepenultimate Devoicing rule so that it would also account for the data explained by the High-Pitch Devoicing rule.

/nááàháóónáhémé/	násâaháóónáhémé	'we (excl) did not pray'
/éháóónáxèná/	éháóónáxèná	'they prayed lying down'
/nááàháóónétéhtáhémé/	násâaháóónétsestáhémé	'we (excl) are not lazy'
/nááàaméó?tóhéné/	násâaméó?tóhéné	'we (excl) did not fight him'
/nááàamétóhénóné/	násâamétóhénóné	'we (excl) did not give it to him'

28. Phrase-Final Devoicing

$$V \rightarrow [-vd] / \text{ --- } \&$$

All word-final vowels devoice before a pause. Every form given so far in these notes potentially illustrates this rule. The last vowel of each of the above forms will devoice if there is a pause after it.

Phrase-medially, phonological characteristics vary a little from those of phrase-final phenomena. Complex syllable Formation occurs across word-boundaries in connected ("non-linguist-pace") speech.

29. h-Loss

$$h \rightarrow \emptyset / V \text{ --- } V \# X$$

Phrase-medially, an h which is preceded by a vowel, and followed by a word-final vowel, drops out. Vowel Assimilation applies to the vowel sequence which is produced. Vowel-Stretching does not, hence it must be ordered before the rule of h-Loss.

/náámòxè?òhá mòxè?èhtóòn/ [náámòx^wì?òámòx^wì?ìstò.ʔò] 'I wrote a book (by tool).'
 /nááàavóómóhé náhkòhè/ [nááààβóómó.nâhkòh] 'I did not see the bear.'

h-Loss also occurs with some word-medial sequences in rapid speech:

/éméhààmàné/ [ímîa.mañi] 'He used to drink.'
 /étšè?kéhàhè/ [ítšì?kíah] 'He is young.'
 /éhòhàètònéto/ [í'òháìtònîto] 'It's really cold (weather).'

30. Labialization

$$\emptyset \rightarrow w / \begin{matrix} V \\ [+back \\ +high \\ +vd \end{matrix} \left\{ \begin{matrix} h \\ x \end{matrix} \right\} - \left\{ \begin{matrix} e \\ a \end{matrix} \right\}$$

The consonants x and h will take on some of the labial quality of a preceding voiced o if followed by e or a.

/námoxè?èhtóon/	[námo ^w x ^w ì?ìst ^w ó·?ò]	'my book'
/émòxè?òhá/	[ímò ^w x ^w ì?òh ^w á]	'he wrote it (by tool)'

31. Palatalization

$$\emptyset \rightarrow y / \begin{matrix} V \\ [-back \\ +vd \end{matrix} h - \begin{matrix} V \\ [+back \end{matrix}$$

The Cheyenne consonant h becomes palatalized if it is preceded by a voiced e and followed by a or o.

/éhhòvánhèèhéhòònò/	[íxh ^y òwánì·híh ^y ò·nò]	'they were gone'
/éhò/	[íh ^y ò]	'your father'

32. h-Metathesis

$$V_1 h V_2 \rightarrow V_1 V_2 h / _ t e \#$$

The sequence vowel plus h plus vowel followed by (the commonly occurring) word-final tse (after t-Assibilation), is realized on the surface with the second vowel and h having metathesized.

Singular imperatives are formed by suffixing /te/ to a verb stem.

-háóóná 'pray' + tse → háóónátse 'pray!'
 -mane 'drink' + tse → manéstse 'drink!' (s from Rule 12)
 -né'póó'ó 'peak' + tse → né'póó'ótse 'peak!'

Note what happens when the stem ends in VhV:

-mésehe 'eat' + tse → méseestse 'eat!'
 -hotse'óhe 'work' + tse → hotse'óestse 'work!'
 -néstoohe 'howl' + tse → néstooestse 'howl!'
 -vávaahe 'swing' + tse → vávaaestse 'Swing!'
 -né'èsto'haha 'take gloves off' + tse → né'èsto'haahtse 'take your gloves off!'

A third person singular conjunct suffix is /t/ (it will have the surface form -tse due to e-Epenthesis and t-Assibilation):

tsé- (conjunct prefix) + -háóóna 'pray' + -tse →
tseháoonátse 'the one who prays'

But, when the stem ends in VhV, h-Metathesis occurs:

tsé- + -hotse'óhe 'work' + -tse → tséhotse'óestse 'the worker'
tsé- + -né'èsto'haha 'take gloves off' + -tse →
tsené'èsto'haatse 'the one who takes his gloves off'

Study the description of Transitive Inanimate Imperatives and Conjunct forms for further examples of h-Metathesis.

We can also see the effect of h-Metathesis in certain 'I-you' Transitive Animate verb forms. Compare the paradigms of verbs such as 'hit' and 'measure' with other TA verbs, in the description of TA verbs:

névóomátse	'I see you'
nétaeváestse	'I measure you'
nénáho'oestse	'I hit you'

33. Cliticization

Many "particles" appear to cliticize to a following word in connected speech. The process appears to be one of losing a word-final hV. Compare the particles on the left, below, which are spoken as single utterances, with those on the right which are "bound" to the following word.

tse'tohe 'this one (an.)'	tse'to-mé'èševõtse 'this baby'
he'tohe 'this one (inan.)'	he'to-máheo'o 'this house'
móhe 'really?'	mónéháéána 'are you hungry?'
néhe 'that one (an.)'	né-ka'èškéne 'that child'

This process and its phonetic effect should be compared with the rule of h-Loss, above. With h-Loss, the two underlying vowels are retained in the surface form. With Cliticization, the word-final vowel is lost.

34. h to s-Assimilation

$h \rightarrow s / ___ s$

An underlying h becomes a surface s when it precedes an s.

/téhsáanémenéhétó/	tséssáanémenéhétó	'when I did not sing'
/éhsóhpèòhtésèht/	éssóhpèòhtsésèstse	'it is said that he walked through'

(In these examples, the /h/ indicates a kind of past tense.)

An h of a final is fronted to ʃ when it precedes and follows -e:

náé'ho	I'm afraid of him.	née'ʃe	You are afraid of me.
náameotsēho	I guided him.	néameotʃeʃe	You guided me.
náá'ēho	I did good to him.	néá'eʃe	You did good to me. (="thank you")

An h of a final is fronted to x when it precedes -e and follows a back vowel:

náhó'ho	I have him.	ného'xe	You have me.
náná'ho	I killed him.	néna'xe	You killed me.
épèhèveméá'ha	It smells good.	épèhèveméa'xe	He smells good.

In verbs with the final 'cut', alternations are between s and x, and between s and ʃ and x:

náa'tāso	I accidentally cut him.
néa'taxe	You accidentally cut me.
néa'tāxa	You accidentally cut it.
náé'ésó	I sliced him.
néé'eʃe	You sliced me.
náé'èxéé'e	They sliced me.
náé'éxa	I sliced it.

38. Preverb Devoicing

$V \rightarrow [-vd] / \text{---} + \begin{matrix} C \\ [-vd] \end{matrix}$ (optional)

Vowels often devoice immediately preceding a preverb boundary.

éaseta'xe, éasèta'xe 'he started to run'
 énéʃepèhèva'e, énéʃèpèhèva'e 'it's O.K.'
 ééʃepèhèva'e, ééʃèpèhèva'e 'it's already good'
 ásetánòtse, ásetánòtse 'Pass it!'
 nánèheʃetāno, nánèheʃètāno 'I'm thinking that way.'

This formulation, or something very similar to it, may also account for the devoicing in certain non-verbal forms:

mo'éhèno'ha 'horse'
 vóhpèvo'ha 'white horse'
 màhtóhtò-hóhtà-no'ka 'eleven'
 naasóhtòno'e 'sixty'

39. Preverb Glottal-Stop Epenthesis

$\emptyset \rightarrow ? / V \text{---} + V$

A glottal-stop is optionally inserted between a preverb ending in a vowel and an immediately following vowel. For most preverbs the rule appears to operate mostly when there is hesitation in speech. The rule is obligatory with the preverb -sáa- 'not'.

ná-sáa-éʃe-mane-hé → násâa'èʃemanēhe 'I did not drink yet.'
 é-sáa-a'xaame-hé → ésâa'a'xaamēhe 'he did not cry'

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