

HIDATSA WRITING FOR HIDATSA SPEAKERS

A. Wesley Jones

North Dakota Indian Languages Program
Mary College
Bismarck, North Dakota

1978

Support for development of this material has come from grants by the National Endowment for the Humanities and the U.S. Office of Education, Department of Health, Education and Welfare. The material presented herein does not necessarily reflect the policies or opinions of the sponsoring agencies.

Copyright (C) 1978
by A. Wesley Jones
All Rights Reserved

INTRODUCTION

This booklet is for speakers of Hidatsa who wish to learn to write their language in a standard writing system. The system presented here was developed by the North Dakota Indian Languages Program at Mary College. It is used in The Hidatsa Teacher' Guide, and in Hidatsa story booklets produced at Mary for Hidatsa language classes.

There are many ways to write Hidatsa, and people who speak can usually read any writing system with a little practice. But younger people who are just learning the language in school often confused when the same words are spelled different ways. The writing system used here is one which students find very easy. It helps them learn the language faster, and that is why it is used in the school books. If you have already learned to write Hidatsa another way, you probably do not need this booklet. But if you are just now starting to write your language, or if you want to help the young ones with their lessons, then you may want to learn this way of writing.

If you do not yet speak Hidatsa, you should not use this booklet by yourself. Instead, ask your teacher to help you.

How to Use This Book

Work through the lessons one by one and do the exercises. Check your answers in the back. If you have trouble, do the lesson over again. In each lesson you should say the Hidatsa word out loud and listen to it so that you will know what to write. English words are given as clues to help you say the Hidatsa. The English word may not be the only translation for the Hidatsa, but from the English and the partly spelled out Hidatsa you should know what word is meant.

After you have finished the lessons, you should practice by writing out a story or a joke or a conversation. Only single words are used in this booklet, but the real test will come when you practice writing sentences.

If you want to practice reading Hidatsa, you can use the Hidatsa section of *Earthlodge Tales from the Upper Missouri: Traditional Stories of the the Arikara, Hidatsa and Mandan*.

Acknowledgements

This book was inspired by *Anishinaabewibii'igewin: Ojibwe Wri for Language Teachers* by John Nichols (Anishinaabe Giigidowin Language Notes, Number 1) Native American Studies, Northland College, Ashland, Wisconsin, 1978. The organization of this Hidatsa booklet and the kinds of exercises used are borrowed directly and with gratitude.

Hidatsa language material used in this booklet was provided by Mr. John Brave, the late Mrs. Sarah Baker, Mrs. Helen Wilkinson, Mrs. Annie Wicker, Ms. Rosaria Wicker, Mr. Sam Smith, and Mrs. Margaret Haven.

CONTENTS

INTRODUCTION	3 - 4
LESSON 1. Short Vowels.	5 - 7
LESSON 2. Long and Short Vowels	8 - 10
LESSON 3. Writing the Long Vowels	11 - 12
LESSON 4. Other Vowels	13 - 16
LESSON 5. The Consonant Without a Letter	17
LESSON 6. The Nasal Consonants <i>m</i> and <i>n</i> and Their Partners <i>w</i> and <i>r</i>	18 - 20
LESSON 7. Hard Consonants and Soft Consonants	21 - 24
LESSON 8. <i>h</i> Before Other Consonants	25 - 26
Answers to Exercises	27 - 30

LESSON 1. Short Vowels

1.1 Say the Hidatsa for these words and listen to the vowel sounds:

his feet	water
He jumped.	He fixed it up.
red	He hit it.

This vowel is always written with the letter i.

Say the words again and this time look at how the words are written. Don't worry about the consonants for now, just concentrate on the vowel sounds.

his feet	icí
water	mirí
he jumped	cíxic
he fixed it up	gígshic
red	híshi
he hit it	nigíc

1.2 Now say the Hidatsa for these words and listen to the vowel sounds:

my nose
sharp
earth
my heart
my hair
end

This vowel is always written with the letter a.

Say the words again and look at how the vowel sounds are written:

my nose	mabá
sharp	abcá
earth	áwa
my heart	maráda
my hair	mará
end	átahga

1.3 Say the Hidatsa for each of the following words and listen to the vowel sounds. Then say the words again and write out the vowel sounds in the spaces provided. The consonants have been written for you. You must fill in the blanks with the correct vowel letter. Is it [i] or [a]?

- | | | |
|-----|-----------------|----------|
| 1) | his eye | _shd_ |
| 2) | my foot | m_c_ |
| 3) | turnip | _h_ |
| 4) | my back | m_sh_d_ |
| 5) | your back | n_sh_d_ |
| 6) | it's bitter | _r_w_c |
| 7) | house | _d_ |
| 8) | ten | b_r_g_ |
| 9) | black | sh_p_sh_ |
| 10) | tall or long | h_cg_ |
| 11) | he remembered | g_r_w_c |
| 12) | leather or hide | n_xb_ |
| 13) | earthlodge | _w_d_ |
| 14) | it's good | c_g_c |
| 15) | beaver | m_r_b_ |

Check your answers in the back. If you had trouble, review the first page and try again.

1.4 Say the Hidatsa for the words below. This time you will hear a new vowel in addition to [i] and [a]. This sound is always written [u].

many
 soup
 tie it!
 meat
 dog
 his ear

Say the words again and look at how the vowel sounds are written:

many	ahú
soup	húba
tie it!	núta
meat	irúgshidi
dog	mashúga
his ear	ahgúxi

1.5 Say the Hidatsa for each of the following words and listen to the vowel sounds. Then say each word again and fill in the blanks with the correct vowel letter. Is it [i], [a], or [u]?

1. he helped him g_xd_c
2. deep x_g_b_
3. claw or toenail _c_xb_
4. cap _p_hg_
5. it melted g_c_g_c
6. bone h_r_
7. she braided it n_gc_d_c
8. the wind h_c_
9. it was soaked _r_cg_c
10. she pinched him n_cg_b_c
11. one n_w_c_
12. she washed it n_cg_sh_c

Check your answers in the back.

LESSON 2. Long and Short Vowels

2.1 Some vowel sounds in Hidatsa take longer to say than others. We say that there are *long vowels* and *short vowels*. Say the following words in Hidatsa. In each word, both vowels are short:

his hair	ará
my foot	mací
his foot	icí
soup	húba
his nose	abá
earth	áwa

Compare those Hidatsa words with these.

his arm	áara
his name	náashi
his face	iidá
shoe	húuba
his neck	áaba
three	náawi

In the second set, the Hidatsa words have a long vowel followed by a short vowel.

Try saying some of them in pairs to practice listening for short and long sounds. Here are the English words again to help you:

<u>Short -Short</u>		<u>Long -Short</u>	
his hair	ará	his arm	áara
soup	húba	shoe	húuba
my foot	mací	his name	náashi
his nose	abá	his neck	áaba
his foot	icí	his face	iidá
earth	áwa	three	náawi

The pattern of short vowels and long vowels in a word is the rhythm of the word. Some words have all *short vowels*, some *long-short*, or *short-long-short*, or another pattern. The words given above have different rhythms since one group has two short vowels and the other has one long and one short.

2.2 Test yourself. Here are some more English words. Say the Hidatsa equivalents to yourself and then write down the rhythm of the vowels. Don't try to write the words in Hidatsa yet.

EXAMPLE: his nose *abá* Short-Short

You would write short-short because both vowels are short in *abá*.

1. water
2. house
3. my house
4. tail
5. tall or long
6. he jumped
7. dry
8. horn
9. sharp
10. his heart

Check your answers in the back.

2.3 Here are some words with three vowels in the Hidatsa equivalent. Say the Hidatsa words to yourself and listen to the long and short patterns of the vowels.

Short-Short-Short

ten
earthlodge
his back

Short-Long-Short

six
dress or shirt
he's hungry

Long-Long-Short

ear of corn
a duck
gourd rattle

Long-Short-Short

the voice
sand
leader

2.4 Test yourself. Write down the vowel pattern you hear in the Hidatsa words for these English equivalents.

EXAMPLE:

tracks or footprints *icidí*

You would write in *short-short-short* since all three vowels are short in *icidí*.

1. it grew
2. his leg
3. all of you go!
4. cowry shell
5. bird
6. beaver
7. tree leaf
8. it's bitter
9. weasel or ermine
10. beans
11. badger

Check your answers in the back.

LESSON 3. Writing the Long Vowels

3.1 The short vowel [a] has a paired long vowel [aa]. Say these words to yourself in Hidatsa and listen for the rhythm.

short-short	his nose	abá
long-short	his neck	áaba
short-long	soft	dabáa
short-short-short	my heart	maráda
short-long-short	mosquito	abáaga

3.2 Test yourself. Say the Hidatsa for these words and fill in the blanks with the vowels you hear. Be sure to write the long one double.

In these first ten, the vowels are either [a] or [aa].

1.	six	__g__ w__
2.	his heart	n__d__
3.	he cracked it with his teeth	n__d__c
4.	roof of the mouth	__g__d__
5.	badger	__w__g__
6.	you broke it in pieces	n__g__d__c
7.	he broke it in pieces	n__g__d__c
8.	break it!	n__g__d__
9.	my arm	m__r__
10.	bird	c__g__g__

Check your answers in the back.

3.3 The short vowel [i] has a paired long vowel [ii]. Say these words to yourself in Hidatsa and listen for the rhythm.

short-short	his foot	icí
long-short	far away	díishi
long-long	his beard	íihgí
short-short-short	his leg	írigi
long-short-short	pipe	íigibi
short-long-short	she scolded him	iríigshic
short-short-long	swim!	miríriid!

3.4 Test yourself. Say the Hidatsa for these words and fill in the blanks with the vowels you hear. Make sure you write the long vowels double. In these words, the vowels will be either [a], [aa], [i] or [ii]

- | | | |
|-----|-----------------|---------------|
| 1. | he looks for it | g__r__c |
| 2. | I'm hungry | m__r__d__c |
| 3. | she fried it | m__r__d__c |
| 4. | fog | __w__sh__ |
| 5. | blacktail deer | c__c__b__sh__ |
| 6. | he's clumsy | m__x__b__c |
| 7. | a duck | m__x__g__ |
| 8. | his chin | __hg__ |
| 9. | her daughter | __hg__ |
| 10. | I yawned | m__r__c |

Check your answers in the back.

3.5 The short vowel [u] has a paired long vowel [uu]. Say the Hidatsa for the following pairs of words and listen for the different rhythms.

short [u]	soup	húba
long [uu]	shoe	huúba
short [u]	his son-in-law	idúdi
long [uu]	his shirt	idúuxi
short [u]	tie it!	núta!
long [uu]	his ribs	núuda

3.6 Test yourself. Say the Hidatsa for these words and fill in the blanks with the correct vowels. The vowels will be either [i], [ii], [a], [aa], [u], or [uu]. Make sure to write the long ones double.

- | | | |
|-----|------------------|-------------|
| 1. | dog | m__sh__g__ |
| 2. | he slipped | n__gc__d__c |
| 3. | she braided it | n__gc__d__c |
| 4. | dry | __c__ |
| 5. | the wind | h__c__ |
| 6. | ear of corn | h__b__d__ |
| 7. | sand | b__x__g__ |
| 8. | deep like a hole | x__g__b__ |
| 9. | ear | __hg__x__ |
| 10. | bee or wasp | g__w__x__ |

Check your answers in the back.

LESSON 4. Other Vowels

4.1 In addition to the long vowels [ii], [aa], and [uu], Hidatsa also has two other long vowels. You can hear one of them in the Hidatsa words again for these English equivalents:

four
there's no more
butterfly
it's ripe or done
tobacco
clam shell

This long vowel is always written [oo]. Say the Hidatsa words and look at how the vowels are written:

four	dóoba
there's no more	góowic
butterfly	abóoga
it's ripe or done	óodic
tobacco	óobi
clam shell	madóogi

The [oo] is written double because it takes as long to say as the long vowels [aa] or [uu]. Compare the rhythm of these words.

four	dóoba
two	núuba
butterfly	abóoga
six	agáawa
tobacco	óobi
his neck	áaba
there's no more	góowic
three	náawi

4.2 You can hear the other long vowel if you say the Hidatsa for these English equivalents:

everyone
he went
he's lonesome
he thought about it
he chased it
he ate it up
edge
his tongue
man
wolf

The long vowel in these words is always written [ee]. Say the Hidatsa again and look at how the vowels are written:

everyone	éeca
he went	néec
he's lonesome	xéewic
he thought about it	íshgeec
he chased it	guréec
he ate it up	péec
edge	néeda
his tongue	néeshi
man	macée
wolf	céesha

The [ee] is written double because it takes as long to say as other long vowels. Say these words and compare their rhythm:

edge	néeda
his heart	náada
his tongue	néeshi
his name	náashi

4.3 The vowel sound written [oo] is always a long vowel in Hidatsa. But a few Hidatsa words have short [o]. Say the Hidatsa for the following words and compare the rhythm:

long [oo]	tobacco	óobi
short [o]	a hole	hóbi

The short [o] sound is written with a single [o] while the long [oo] sound is written double.

4.4 Test yourself. Say the Hidatsa for each of the following words and fill in the blanks with the correct vowel. The vowels will be either [i], [ii], [a], [aa], [u], [uu], [oo], or [ee].

- | | | |
|-----|------------------|----------------|
| 1. | soft | d__b__ |
| 2. | shoe | h__b__ |
| 3. | bone | h__r__ |
| 4. | intestines | sh__b__ |
| 5. | spider | __w__g__x__ |
| 6. | real buffalo | m__d__g__d__ |
| 7. | berries | m__c__ |
| 8. | he's sleepy | h__r__w__hd__c |
| 9. | ear of corn | h__b__d__ |
| 10. | four | d__b__ |
| 11. | it's hot or warm | c__w__c |
| 12. | meat | __r__gsh__d__ |
| 13. | prairie chicken | c__cg__ |
| 14. | it's chilly | h__c__g__c |

Check your answers in the back.

4.5 In many Hidatsa words the short vowels [i] and [a] stand together and are pronounced with no break between them. Say the following in Hidatsa and listen for the combination [ia].

woman
 cactus
 mud
 he ran
 big
 it's bad

Say the words again and look at how the vowels are written:

woman	mía
cactus	bácgiria
mud	dibía
he ran	díriac
big	ihdía
it's bad	ishíac

The short vowels [u] and [a] can also stand together. Listen for the combination [ua] when you say these words in Hidatsa.

fish
sweet
seven
long ago

Say the words again and look at how the vowels are written:

fish	múa
sweet	cigúa
seven	sháhbua
long ago	dádagua

LESSON 5. The Consonant Without a Letter

5.1 There is a consonant sound, which is not used much in English but is common in Hidatsa. It is called a glottal stop and is written with a [ʔ]. A sound something like the Hidatsa glottal stop occurs in the middle of English *oh-oh*. You can hear the sound in Hidatsa when you say the Hidatsa for these words:

a few
he tracked it
he talks
stone

Say the words again and look at how they are written. Notice the glottal stop symbol.

A few	góʔshda
he tracked it	áʔciwic
he talks	íreeʔec
stone	míʔi

5.2 Test yourself. Say the Hidatsa for the English equivalents given below. Then fill in the blanks with the correct vowels. One vowel in each word is followed by glottal stop. You must write an [ʔ] after this vowel.

blue	d__h__
it aches	__r__c
yellow	c__r__
blue	d__h__
he came	__sh__c
it flew	g__r__c
fire	m__r__
I kicked it	m__b__c
a crow (bird)	__r__hsh__
slender	c__h__

Check your answers in the back.

LESSON 6. The Nasal *m* and *n* and Their Partners *w* and *r*

6.1 The Hidatsa sounds written with the letters [m] and [n] are almost exactly like the English sounds written with these letters. You should have no trouble writing [m] and [n] correctly. Here are some words for you to practice on. Say the word in Hidatsa, then write the correct letter in the blank. The rest of the word is written for you.

1. his name ___áashi
2. I drank it ___áac
3. your shoe ___idáhba
4. cattle ___idée
5. two ___úuba
6. fish ___úa
7. Fall or Autumn ___adáa
8. his heart ___áada

6.2 The Hidatsa sound written with the letter [w] is just like the English [w]. You can hear Hidatsa [w] in the middle of these words:

my age
Low Cap
tears
bathtub
Bird Woman

Say the words again and look at how they are written:

my age	madawáara
Low Cap	apúhgawigaa
tears	ishdáwiri
bathtub	íiwirihbi
Bird Woman	cagáagawia

In Hidatsa, [m] and [w] are partners and they often change places with one another. You can hear them changing around if you say the Hidatsa for these words:

(my age) madawáara
(winter) máara

(tears) ishdáwiri
(water) mirí

(Bird Woman) cagáagawia
(woman) mía

(Low Cap) apúhgawigaa
(low) migáa

(bathtub) fiwirihibi
(he bathes) miríhbic

For most Hidatsa speakers, [w] never comes at the beginning of a word when the word stands alone. Instead of [w], [m] is used at the beginning of words.

6.3 Hidatsa [n] also has a partner. You can hear [n] and its partner [r] changing around in the following Hidatsa words:

he tied it
edge
I tied it
an earth bank

[n]'s partner is written with the letter [r]. Say the words again and look at how they are written.

he tied it	nútic
edge	néeda
I tied it	marútic
an earth bank	áwareeda

Here are some other words with Hidatsa [r]. Say them to yourself. Then look at how they are written.

r:	door	míree
d:	cattle	mídee
d:	his heart	náada
r:	your arm	náara
r:	winter	máara
d:	my house	maádi
d:	tail	cíida
r:	yellow	cíi?ri
r:	road or path	arí
d:	house	adí

Say the words again and listen to the difference. The sound written with the letter [r] is quicker than the sound written with the letter [d].

6.4 Test yourself. Say the Hidatsa for the following English equivalents, and fill in the blank with the correct letter. Is it [r] or [d]?

- | | | |
|-----|------------------------------|------------|
| 1. | he called his name | náshaa__ic |
| 2. | he stole it | asháa__ic |
| 3. | I'm hungry | ma__í__ic |
| 4. | I walked | maa__í__ic |
| 5. | elk | maa__óoga |
| 6. | shell | ma__óogi |
| 7. | close it! | gíbaa__ag! |
| 8. | it grew | abáa__ic |
| 9. | it was showing (it appeared) | a__ée?ec |
| 10. | it aches | á__ee__c |

Check your answers in the back.

LESSON 7. Hard Consonants and Soft Consonants

7.1 The Hidatsa sounds written with the following letters are very similar to the English sounds written with these letters.

b	d	g
p	t	k

You can hear these hard consonants if you say the following words in Hidatsa:

b	his nose	abá
d	house	adí
g	he saw	ígaac
p	cap or hat	apúhga
t	end	átahga
k	he's late	akáagac

The hard consonants should be easy for you to write. Here are some words for you to practice on. Say the Hidatsa for the English equivalents, then fill in the blanks with the correct letter: [b], [d], [g], [p], [t], or [k].

1. he took it away áa__aahic
2. he ate it up __éec
3. he tied it nú__ic
4. he ate it núu__ic
5. he laughed __áac
6. his neck áa__a
7. sunflower maa__áa
8. he drove it na__íac
9. bird ca__áa__a
10. it fell bá__ic
11. he sawed it *or* he filed it ha__ádic
12. day máa__i
13. cornball maa__í
14. he hurt him ná__agic

Check your answers in the back.

7.2 Hidatsa has four soft consonants. Two of them sound exactly like the English sounds spelled [h] and [sh]. You can hear these two soft consonants if you say the Hidatsa for the following English equivalents.

[sh] at the beginning

hand	sháagi
intestines <i>or</i> sausage	shíiba

[h] at the beginning

he's cold	habáac
a buzzard	héewi

[sh] in the middle

horns	ashí
it's bad	ishíac

[h] in the middle

many	ahú
turnip	ahí

Notice that English and Hidatsa use the same letters to spell these sounds. You should find it easy to use [h] and [sh] correctly.

7.3 The third of the soft consonants in Hidatsa is a sound that English does not have. Say the Hidatsa for the following words.

The soft consonant comes at the beginning of these:

rain
he got lost
it moved
it's thin
it's deep (like a hole)
he's lonesome

It comes in the middle of these:

he jumped
his body

This soft consonant is written with the letter [x]. Say the words again and look at how they are spelled.

rain	xarée
he got lost	xabáac
it moved	xagáac
it's thin	xáabic
it's deep (like a hole)	xágubic
he's lonesome	xéewic

It comes in the middle of these:

he jumped	cíxic
his body	ixúa

7.4 Test yourself. Say the Hidatsa for the following English equivalents. Fill in the blanks with the correct soft consonant. Is it [sh], [h], or [x]?

1. a buzzard __éewi
2. he's lonesome __éewic
3. he stole it a__áaric
4. holy *or* sacred __ubáa
5. shoe __uúba
6. it's slow __úuwac
7. he's in a hurry __ábic
8. he's happy í__abic
9. he's thin __áabic
10. his shirt idúu__i
11. his blanket idaa__í
12. he sang báa__ic

Check your answers in the back.

7.5 Say the Hidatsa for the following English equivalents and listen to the first sound in each word.

yellow
sweet
prairie chicken
bird
tail
it's hot
wolf
it's good
jump!
half

These words begin with a soft consonant, but it is not [sh], [h], or [x]. We write this soft consonant with the letter [c] – and only with the letter [c]: **NOT [z], [ts], [ds] or [dz]**. Say the words again and look at the way they are spelled.

yellow	cíiʔri
sweet	cigúa
prairie chicken	cícga
bird	cagáaga
tail	cíida
it's hot.	cáweec
wolf	céesha
it's good	cagíc
jump!	cíx
half	cúuda

The soft consonant which we write with the letter [c] also comes in the middle of words or at the end of words. You can practice on the words below. Say each one in Hidatsa and listen for the consonant sounds. Then fill in the blanks. In each word, one blank will be [c] and the second blank will be some other consonant.

- | | | |
|-----|---------------------------------|--------------|
| 1. | whitetail deer | __íida__agi |
| 2. | I tied it. | ma__úti__ |
| 3. | willows | mira__á__i |
| 4. | Blackfoot tribe | i__íshibi__a |
| 5. | That's all, there's no more. | __oówi__ |
| 6. | my calf muscle (calf of my leg) | ma__á__a |
| 7. | poor thing! | gira__áa__i |
| 8. | one | nu__á__a |
| 9. | berries | __aa__u |
| 10. | my trousers | ma__áa__i |

7.6 In some words, Hidatsa has a sharp [c]. You can hear the difference between soft [c] and sharp [c] in the following pair of words. Sharp [c] is written double [cc] to distinguish it from soft [c].

soft [c] his foot icí

sharp [c] he's strong. iccíac

Here are some other words with sharp [cc].

he woke up.	iccéec
it cooled off.	gaccíc
his shin	iccúuba
bear	naxpiccí

LESSON 8. *h* Before Other Consonants

8.1 In Hidatsa, [h] can come right before some of the other consonants. This does not happen in English, but it is very important in Hidatsa. Say the Hidatsa for the following pairs of English equivalents and listen for [h].

	[h] before a consonant		no [h]	
1.	animal's ear	áhba	his nose	abá
2.	your head	náahdu	his heart	náada
3.	end	átahga	bird	cagáaga
4.	rope	áhshu	his name	náashi
5.	he hoed it	nahxíhic	he scooped it up	báxishic
6.	he bit it	náhcic	my foot	mací

Say the words again and look at how they are written.

In Hidatsa, [h] can come before [b], [d], [g], [sh], [x], or [c]. But [h] never comes before the consonants [p], [t], [k], or [cc].

8.2 Test yourself. Say the Hidatsa for the following English equivalents. Listen to how you say the consonant in the middle, then fill in the blanks with the correct letters. You will write either one of the simple consonants [b], [d], [g], [sh], [x] or [c], or a combination of [h] and one of these consonants.

EXAMPLE:

(a)	your head	náa__u	ná <h>h</h> <u>h</u> du
(b)	his heart	náa__a	ná <u>a</u> da

In (a) you would write [hd], since *náahdu* has [h] before the middle consonant. But in (b) you would write [d] since there is no [h] in *náada*.

- | | | |
|-----|--------------------------|-------------------------------------|
| 1. | car | máa__i |
| 2. | my house | maa__í |
| 3. | it's bad | i__íac |
| 4. | a container | i__í |
| 5. | mare, female | mí__a |
| 6. | low | mi__áa |
| 7. | his lungs | náa__u |
| 8. | an acre | náa__u |
| 9. | gloves <i>or</i> mittens | xú__i |
| 10. | seven | shá__ua |
| 11. | he set it upright | bá__ic |
| 12. | he blew on it | gá__aac |
| 13. | he chewed it | ná__aac → náshdaac (not an example) |
| 14. | he called his name | ná__aadíc |

- | | | |
|-----|-------------------|--------|
| 15. | a dark color | shé__i |
| 16. | gloves | xú__i |
| 17. | a skunk | xú__e |
| 18. | evening | óo__a |
| 19. | tobacco | óo__i |
| 20. | it's done or ripe | óo__ic |

Check your answers in the back.

ANSWERS

LESSON 1

1.3

- | | | |
|---------------------|-----------------------------|-------------------------------|
| 1. ish <u>d</u> a | 6. a <u>r</u> aw <u>i</u> c | 11. ga <u>r</u> aw <u>i</u> c |
| 2. ma <u>c</u> i | 7. a <u>d</u> i | 12. na <u>x</u> bi |
| 3. a <u>h</u> i | 8. bi <u>r</u> aga | 13. a <u>w</u> adi |
| 4. ma <u>sh</u> ida | 9. shi <u>p</u> isha | 14. ca <u>g</u> ic |
| 5. ni <u>sh</u> ida | 10. ha <u>c</u> gi | 15. mi <u>r</u> aba |

1.5

- | | | |
|-----------------------------|---------------------------------------|---|
| 1. gu <u>x</u> di <u>c</u> | 5. gi <u>c</u> u <u>g</u> i <u>c</u> | 9. a <u>r</u> ac <u>g</u> u <u>c</u> |
| 2. xa <u>g</u> u <u>b</u> i | 6. hi <u>r</u> u | 10. nu <u>c</u> ga <u>b</u> i <u>c</u> |
| 3. i <u>c</u> i <u>x</u> bu | 7. na <u>g</u> cu <u>d</u> i <u>c</u> | 11. nu <u>w</u> a <u>c</u> a |
| 4. a <u>p</u> u <u>h</u> ga | 8. hu <u>c</u> i | 12. nu <u>c</u> gi <u>sh</u> i <u>c</u> |

LESSON 2

2.2

- | | | | |
|----------|-----|-----------|-----|
| 1. mirí | S-S | 6. cíxi | S-S |
| 2. adí | S-S | 5. hácgi | S-S |
| 3. maadí | L-S | 7. úuci | L-S |
| 4. cíida | L-S | 8. aashí | L-S |
| 9. abcá | S-S | 10. náada | L-S |

2.3

- | | | | |
|-----------|-------|-------------|-------|
| 1. bíraga | S-S-S | 7. góoxaadi | L-L-S |
| 2. awadí | S-S-S | 8. míixaaga | L-L-S |
| 3. ishída | S-S-S | 9. íibuuxi | L-L-S |
| 4. agáawa | S-L-S | 10. áabaci | S-S |
| 5. idúuxi | S-L-S | 11. buuxáge | L-S-S |
| 6. aríidi | S-L-S | 12. iidúga | L-S-S |

2.4

- | | | | |
|-------------|-------|-------------|-------|
| 1. abáaric | S-L-S | 6. mirába | S-S-S |
| 2. írigi | S-S-S | 7. miráaba | S-L-S |
| 3. .---- | | 8. aráwic | S-S-S |
| 4. uudíshga | L-S-S | 9. úucica | L-S-S |
| 5. cagáaga | S-L-S | 10. awáasha | S-L-S |
| 11. awagáa | S-S-L | | |

LESSON 3

3.2

- | | |
|-------------------|---------------------|
| 1. <u>agaawa</u> | 6. <u>naagadaac</u> |
| 2. <u>naada</u> | 7. <u>nagadaac</u> |
| 3. <u>nadaac</u> | 8. <u>nagada</u> |
| 4. <u>aagaada</u> | 9. <u>maara</u> |
| 5. <u>awagaa</u> | 10. <u>cagaaga</u> |

3.4

- | | |
|-----------------------|---------------------|
| 1. <u>giiric</u> | 6. <u>maaxiibic</u> |
| 2. <u>mariidic</u> | 7. <u>miixaaga</u> |
| 3. <u>miridic</u> | 8. <u>iihga</u> |
| 4. <u>awashii</u> | 9. <u>ihga</u> |
| 5. <u>ciishibisha</u> | 10. <u>miiraac</u> |

3.6

- | | |
|---------------------|--------------------|
| 1. <u>mashuga</u> | 6. <u>huubaadi</u> |
| 2. <u>nagcuudic</u> | 7. <u>buuxaga</u> |
| 3. <u>nagcudic</u> | 8. <u>xagubi</u> |
| 4. <u>uuci</u> | 9. <u>ahguxi</u> |
| 5. <u>huci</u> | 10. <u>guuwixi</u> |

LESSON 4

4.1

- | | |
|----------------------|----------------------|
| 1. <u>dabaa</u> | 8. <u>hirawihdic</u> |
| 2. <u>huuba</u> | 9. <u>huubaadi</u> |
| 3. <u>hiru</u> | 10. <u>dooba</u> |
| 4. <u>shiiiba</u> | 11. <u>caweec</u> |
| 5. <u>awagooxi</u> | 12. <u>irugshidi</u> |
| 6. <u>mideegaadi</u> | 13. <u>ciicga</u> |
| 7. <u>maacu</u> | 14. <u>hicoogic</u> |

LESSON 5

5.2

- | | |
|-------------------|---------------------|
| 1. <u>dó?hi</u> | 6. <u>miráa?</u> |
| 2. <u>aré?ec</u> | 7. <u>ma?béec</u> |
| 3. <u>cíi?ri</u> | 8. <u>á?arihsha</u> |
| 4. <u>u?shiac</u> | 9. <u>có?ohi</u> |
| 5. <u>girée?c</u> | |

LESSON 6

6.1

- | | |
|--------------------|------------------|
| 1. <u>n</u> áashi | 5. <u>n</u> úuba |
| 2. <u>m</u> áac | 6. <u>m</u> úa |
| 3. <u>n</u> idáhba | 7. <u>m</u> adáa |
| 4. <u>m</u> idée | 8. <u>n</u> áada |

6.4

- | | |
|--------------------------------|-------------------------------|
| 1. násha <u>a</u> dic | 6. ma <u>d</u> óogi |
| 2. ashá <u>a</u> ric | 7. gíba <u>a</u> dag! |
| 3. ma <u>r</u> í <u>d</u> ic | 8. abá <u>a</u> ric |
| 4. ma <u>a</u> r <u>f</u> iric | 9. a <u>d</u> ée <u>?</u> ec |
| 5. ma <u>a</u> r <u>o</u> oga | 10. á <u>r</u> ee <u>?</u> ec |

LESSON 7

7.1

- | | |
|----------------------------|-------------------------------|
| 1. á <u>a</u> kaahic | 8. na <u>k</u> íac |
| 2. <u>p</u> éec | 9. ca <u>g</u> áaga |
| 3. <u>n</u> ú <u>t</u> ic | 10. bá <u>t</u> ic |
| 4. <u>n</u> ú <u>u</u> dic | 11. ha <u>b</u> á <u>d</u> ic |
| 5. <u>k</u> áac | 12. má <u>a</u> bi |
| 6. á <u>a</u> ba | 13. ma <u>a</u> pí |
| 7. ma <u>a</u> páa | 14. ná <u>t</u> agic |

7.4

- | | |
|-----------------------------|------------------------------|
| 1. <u>h</u> éewi | 7. <u>sh</u> á <u>b</u> ic |
| 2. <u>x</u> éewic | 8. <u>í</u> h <u>a</u> bic |
| 3. ashá <u>a</u> ric | 9. <u>x</u> á <u>a</u> bic |
| 4. <u>x</u> ubáa | 10. idú <u>u</u> xi |
| 5. <u>h</u> uúba | 11. ida <u>a</u> shí |
| 6. <u>sh</u> ú <u>u</u> wac | 12. bá <u>a</u> h <u>i</u> c |

7.5

- | | |
|---------------------------------|---------------------------------|
| 1. <u>c</u> í <u>d</u> adagi | 6. ma <u>r</u> á <u>a</u> ca |
| 2. ma <u>r</u> ú <u>t</u> ic | 7. gi <u>r</u> ashá <u>a</u> ci |
| 3. mi <u>r</u> ahá <u>a</u> ci | 8. nu <u>w</u> á <u>a</u> ca |
| 4. <u>i</u> císhib <u>i</u> sha | 9. <u>m</u> á <u>a</u> cu |
| 5. goó <u>w</u> ic | 10. ma <u>t</u> á <u>a</u> ci |

LESSON 8

8.2

- | | | | |
|-----|-----------------|-----|--------------------|
| 1. | máah <u>di</u> | 11. | báhc <u>ic</u> |
| 2. | maad <u>í</u> | 12. | gáca <u>ac</u> |
| 3. | ish <u>í</u> ac | 13. | náchsh <u>a</u> ac |
| 4. | ihsh <u>í</u> | 14. | násh <u>a</u> adic |
| 5. | míh <u>ga</u> | 15. | shéh <u>bi</u> |
| 6. | migá <u>a</u> | 16. | xúh <u>di</u> |
| 7. | náax <u>u</u> | 17. | xúh <u>ge</u> |
| 8. | náah <u>xu</u> | 18. | óoh <u>ba</u> |
| 9. | xúh <u>di</u> | 19. | óob <u>i</u> |
| 10. | sháh <u>bua</u> | 20. | óod <u>ic</u> |