UNIT 6 LEVEL 1 CURRICULUM
INTRODUCTION

This curriculum contains the objectives and vocabulary for the Unit 6 Level 1. It presupposes that students have had Oneida classes completing Units 1-5, Levels 1-4.

The objective of this curriculum is to familiarize the student with basic sets of vocabulary that are the building blocks for the later years. They should be taught in order as the Units and Levels have been scaffold for learning. It is important that the Teacher continually reviews past vocabulary to include with the new vocabulary.

Nearly all of the basic sets include cue questions or commands that provide the context for the student to provide a response. We have also added in the pronouns you, me, her, him and the it form when teaching the verbs. The teacher should be careful to use a variety of methods to ensure that the students are really learning the basic sets rather than responding automatically to some cue.

At the oneidanation.org/language website you will find primarily first language Oneida speakers covering the vocabulary. We have tried to provide you with first language speakers as much as possible. They will also provide models for the correct pronunciation.

Certain lessons also require the use of other prepared materials such as coloring books, posters, story books and worksheets that can be found on the website.

Many people have worked on the preparation and testing of this curriculum for the Oneida Language Project. The Ukwehuwenéha aetwatwʌnuˑtáhkweʔ (The Real People we are speaking our language) and the Administration of Native Americans is proud to support your language revitalization efforts.

The basic sets of vocabulary have been built upon each other in Unit 6 Levels 1-4. Although there may be typos and some spelling errors in this document we did the best we could to create a clean document for you to learn the Oneida language. May you have language journey be exciting and fulfilling. Tane

Unit 6 Level 1

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Oneida Spelling System

Oneida has six vowel sounds. Unlike English each letter stands for one and only one sound. Here are the letters and the sounds they represent.

"A"   has the sound of the 'a' in a̲h or f̲a̲ther

"E"   has the sound of the 'e' in e̲gg or e̲i̲ght

"I"   has the sound of the 'i' in ski̲ or machi̲ne

"O"   has the sound of the 'o' in h̲o̲pe or l̲o̲w

The remaining two vowels are nasalized. That means they are pronounced more through the nose than the usual English sounds. Roughly then;

"U"   has the sound of the 'un' in tu̲ne

"ʌ"   has the sound of the 'on' in so̲n̲.

CONSONANTS:

Most of the consonants have the same sound as they usually do in English. This is true for:

        H, L, N, W, and Y

The letters "T", and "K", and "S" each have two pronunciations depending on the other sounds near them.

    "T"   normally has the sound of the 't' in ci̲t̲y, wa̲t̲er, s̲t̲ove.

Notice in those words 't' sounds more like 'd'. If a 'k', 'h', or 's' follows then the 't' has the usual English sound as in t̲op.

    "K"   normally has a g-like sound as in sk̲i̲ll but if a 't', 's', or 'h'

follows, if sounds like the usual English 'k' as in s<u>k</u>ill.

S"   often has a sound halfway between the 's' in <u>s</u>ea and the z-like sound of the 's' in wa<u>s</u>. When it comes between two vowels it always has the z-like sound and when it comes before or after 'h', then it has the sound of the 's' in <u>s</u>ea.

OTHER SYMBOLS USED IN WRITING ONEIDA:

" ʔ "   is used to represent a special consonant sound (called a glottal stop) that English doesn't have. The sound is made by quickly stopping the flow of air in the throat, a kind of catch.

" ´ "   this symbol is written above a vowel to indicate the stressed syllable in a word.

" · "   this symbol is used after a vowel to indicate the vowel is lengthened or dragged out a bit. (Vowels marked with both the dot and the stress mark have a slightly falling tone.)

" _ "   underlined sounds are whispered and not said aloud.

This, then, is the Oneida alphabet used in this booklet.

A, E, H, I, K, L, N, O, S, T, U, W, Y, ʌ, ʔ

Some special combinations are:

OTHER SYMBOLS USED IN WRITING ONEIDA: (cont)

"tsy" or "tsi" has the 'j' sound as in <u>j</u>am, or <u>j</u>udge

"tshy" or "tshi" has the 'ch' sound as in <u>ch</u>urch

"sy" has the 'sh' sound as in <u>sh</u>oe or hu<u>sh</u>

BASIC VERB

Every Oneida verb has a pronoun prefix attached to the front of the verb stem. There are three classes of these prefixes: **transitive**, subjective, and objective classes of these prefixes: transitive, subjective, and objective.

Transitive Pronoun Prefixes

Some verb stems require transitive pronoun prefixes. These prefixes include a pronoun both for the doer of the verb action and for the receiver of the action. Consider the following examples from the vocabulary sample.

kunolúhkwa	ku- is the pronoun prefix in which I is the doer and you is the receiver I love you
shukwaya?tísu	shukwa- is the prefix in which he is the doer and us is the receiver he has created us · the creator
shehlo·lí	she- is the prefix in which you is the doer and her or them is the receiver (you) tell her or (you) tell them (In English commands the subject you is understood, but in Oneida it is always expressed in the prefix.)
hetshlo·lí	hets- is the prefix in which you is the doer and him is the receiver (you) tell him!
ʌskya?takénha? kʌ	-sk- is the pronoun prefix in which you is the doer and me is the receiver. (The ʌ- at the beginning is a prepronominal prefix that marks future tense.) will you help me?

A summary of some transitive pronoun prefixes so far:

sk-	you to me
ku-	I to you
she-	you to her or them khe- I to her or them
hets-	you to him i- I to him
shukwa-	he to us

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These prefixes can be attached to various compatible stems to create words such as the following:

sknolúhkwa	you love me
shenolúhkwa	you love her / you love them
hetsnolúhkwa	you love him
shukwanolúhkwa	he loves us
khenolúhkwa	I love her / I love them
inolúhkwa	I love him

Most terms for relatives in Oneida are transitive verbs. So, from the vocabulary sample:

Iyʌ́ha	**i-** is the prefix (see above) and the verb stem means be a parent to
Iyʌ́ha	means I am a parent to him · my son
kheyʌ́ha	**khe-** is the prefix and the verb stem means be a parent to
kheyʌ́ha	means I am a parent to her · my daughter or I am a parent to them · my children
aksótha	**ak-** is the prefix in which she is the doer and me is the receiver aksótha means she is grandparent to me · my grandmother
laksótha	**lak-** is the prefix in which he is the the doer and me is the receiver laksótha means he is grandparent to me · my grandfather

Some other examples of transitive pronoun prefixes:

ʌhetsyaʔtakénhaʔ kʌ	will you help him?
ʌshukwayaʔtakénhaʔ kʌ	will he help us?
Skyaʔtísu	you have made me
Sheyʌ́ha	your children or your daughter
Shukwayʌ́ha	our father

Subjective and objective pronoun prefixes

When a verb stem does not require a transitive prefix (typically when there is not both a

doer and a receiver), then the stem requires either the subjective set of pronoun prefixes

or the objective set. The difference between them is a matter of selection more than

meaning and it is not predictable from knowing the meaning of the stem. Nothing

obvious you know about English will help you predict whether an Oneida verb stem will

take subjective or objective prefixes. From the vocabulary sample the verb know and the

verb be happy both require objective prefixes. Here is a collection of several objective

prefixes:

<div align="center">Objective pronoun prefixes:</div>

wak-	I
sa-	you
yako-	she, or someone
lo-	he

And here are some examples of how they attach to verb stems:

wakanúhte	I know
sanúhte	you know
yakonúhte	she knows
lonúhte	he knows

wakatunháhehle	I am happy
satunháhehle	you are happy
yakotunháhehle	she is happy
lotunháhehle	he is happy

The verb like requires subjective prefixes such as the following:
Subjective pronoun prefixes:

k-	I	s-	you

ye-   she, or someone   la-   he

knú·wehse I like it   snú·wehse you like it

yenú·wehse she likes it or someone likes it   lanú·wehse he likes it

The verb like can also be used with transitive prefixes as in the following:

kunú·wehse I like you

sknú·wehse you like me

inú·wehse I like him

shukwanú·wehse he likes us

UNIT 6 LEVEL 1

<u>OBJECTIVES</u>
1. Review of:
    A. Verbs describing getting up in the morning.
    B. Names of foods
    C. Greetings
    D. Verbs describing noon meal.
    E. The student will review twenty-six names.
    H. Review Relatives Unit 1 levels 2-3

2. The student will know and be able to use the Serial/present tense of the transitive verb "to see."
3. The student will be able to read and understand the Brown Bear book as well as develop confidence in their verbal responses.
4. The student will work on mastering intonation, rhythm, patterns and stress points while reading the Oneida language.
5. To increase student's linguistic and literacy skills and abilities by learning basic grammatical structures and writing systems.

"To See" Serial/present form

Kuyatkáthos	I see you
Kheyatkáthos	I see her
Hiyatkáthos	I see him
Katkáthos	I see her/it
Skwatkáthos	You see me
Sheyatkáthos	You see her
Hetsatkátos	You see him
Satkáthos kʌ	Do you see it

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Yesatkáthos	She sees you
Yukwatkáthos	She sees me
yutatkáthos	She sees her/herself
luwatkáthos	She sees him
yutkáthos	She sees it
yatkáthos	he sees you
lakwatkáthos	he sees me
shakotkáthos	he sees her
lotkáthos	he sees him
latkáthos	he sees it
satkáthos	it sees you
wakatkáthos	it sees me
yakotkáthos	it sees her
lotkáthos	it sees him
yotkáthos	it sees it

Satewyʌtétha   Ukwehuwehnéha satwʌnutáhkweʔ

You practice speaking your language

1. Skwatkáthos kʌ   Do you see me?

ʎ·ʌ Kuyatkáthos   Yes, I see you.

2. Yutkáthos kʌ saná·aloh<u>le</u>ʔ   Does she see your hat?

ʎ·ʌ yutkáthos akwaná·aloh<u>le</u>ʔ   Yes, she sees my hat.

3. Yutatatkáthos kʌ Sheyʎha né· Akohsót<u>ha</u>?   Does your daughter see her
                                                       Grandma?

ʎ·ʌ yutakáthos Akohsót<u>ha</u>   Yes, she sees her grandma.

<u>4. Lotkáthos kʌ Loʔníha</u>?   Does your son see his Dad?

ʎ·ʌ lotkáthos Loʔní<u>ha</u>   Yes, he sees his Dad

5.Yotkáthos kʌ Takós né· otsiʔnów<u>ʌ</u>?   Does the cat see the mouse?

Tókʌa?   I don't know.

6. Sheyatkáthos kʎ Aknulhá   Do you see my mom?

ʎ·ʌ kheyatkáthos Sanulhá   Yes, I see your mom.

7. Hetsatkáhos kʎ iʔkʎ·ha   Do you see my younger brother?

ʎ·ʌ Hiyatkáthos hetseʔkʎ<u>ha</u>   yes, I see your younger brother.

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Watahsókwas Ohkwa·lí, Watahsókwas Ohkwa·lí, Náhteʔ Satkáthos
Brown Bear,   Brown Bear   What Do You See?

1. watahsókwas ohkwa·lí, brown bear
náhteʔ satkáthos
katkáthos onikwʌ́htalaʔ otsiʔtʌ́ha
tewakká·neh<u>le</u>ʔ

watahsókwas ohkwa·<u>lí</u>, brown bear
what do you see?
I see a red bird
 looking at me

2. onikwʌ́htalaʔ otsiʔt<u>ʌ́ha</u>   red bird
náhteʔ satkáthos
katkáthos otsí·nkwal taluʔkó·
tewakká·neh<u>le</u>ʔ

onikwʌ́htalaʔ otsiʔt<u>ʌ́ha</u> red bird
what do you see?
 I see a yellow duck
looking at me

3. otsí·nkwal taluʔkó· yellow duck
náhteʔ satkáthos
katkáthos olú·yaʔ kohsa·tʌ́s
tewakká·neh<u>le</u>ʔ

otsí·nkwal taluʔkó· yellow duck
what do you see?
I see a blue   horse
looking at me

4. olú·yaʔ kohsa·tʌ́s   blue horse
náhteʔ satkáthos
katkáthos awʌ·lá· kwale·lé·
tewakká·neh<u>le</u>ʔ

olú·yaʔ kohsa·tʌ́s blue horse
what do you see?
I see a green frog
looking at me

5. awʌ·lá·   kwale·<u>lé·</u> green frog
náhteʔ satkáthos

awʌ·lá· kwale·<u>lé·</u>   green frog
what do you see?

katkáthos ohalanʌ́·taʔ takó·s I see a purple cat
tewakká·neh<u>leʔ</u> looking at me

6. ohalanʌ́·taʔ takó·s   purple cat   ohalanʌ́·taʔ takó·s   purple cat
náhteʔ satkáthos what do you see?
katkáthos owísklaʔ é·lhal I see a white dog
tewakká·neh<u>leʔ</u> looking at me

7. owísklaʔ é·lhal   white dog   owísklaʔ é·lhal   white dog
náhteʔ satkáthos what do you see?
katkáthos oʔswʌ́·taʔ siksik I see a black sheep
tewakká·neh<u>leʔ</u> looking at me

8. oʔswʌ́·taʔ siksik   black sheep   oʔswʌ́·taʔ siksik   black sheep
náhteʔ satkáthos what do you see?
katkáthos otsiʔnkwalano·lú kʌ́tsi I see a gold fish
tewakká·neh<u>leʔ</u> looking at me

9. otsiʔnkwalano·lú kʌ́tsi gold fish   otsiʔnkwalano·lú kʌ́tsi   gold fish
náhteʔ satkáthos what do you see?
kheyatkáthos yakolihunyʌ·níheʔ I see her a teacher
teyukká·neh<u>leʔ</u> she's looking at me

10. shelihunyʌ·ní<u>heʔ</u>   teacher   shelihunyʌ·ní<u>heʔ</u>   teacher
náhteʔ satkáthos what do you see?
latiksaʔshúha kheyatkáthos the children I see them
teyukká·neh<u>leʔ</u> they're looking at me

11. swaksaʔshúha all you children

náhteʔ swatkáthos

yakwatkáthos

watahsókwas ohkwa·lí

onikwʌ́htalaʔ otsiʔtʌ́ha

otsí·nkwal taluʔkó·

olú·yaʔ kohsa·tʌ́s

awʌ·lá· kwale·lé·

ohalanʌ́·taʔ takó·s

owísklaʔ é·lhal

oʔswʌ́·taʔ siksik

otsiʔnkwalano·lú kʌ́tsi

okhaleʔ yakolihunyʌ·níheʔ

teyukhiká·nehleʔ

né· kwí· náhteʔ

yakwatkáthos

swaksaʔshúha all you children

what do you all see?

we see

a brown bear

a red bird

a yellow duck

a blue horse

a green frog

a purple cat

a white dog

a black sheep

a gold fish

and a teacher

they're looking at us

that is indeed what

we see.

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