

UNIT 7 LEVEL 2 CURRICULUM INTRODUCTION

This curriculum contains the objectives and vocabulary for the Unit 7 Level 2. It presupposes that students have had also had Oneida classes completing Units 1-6, Levels 1-4 and Unit 7 level 1.

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 scaffolded for learning, the only exception being that the locative and plural suffixes should be taught after the nouns they attach to.

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 and him 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. We have included Pronoun sheets for your students to start learning. They are patterns and can be taught in the order they are listed. Supplementary sentences have been added to review vocabulary. Feel free to create your own sentences to enhance students learning, speech and fluidity of the language.

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.

Many people have worked on the preparation and testing of this curriculum for the Oneida Language Project. The Ukwewuwenéha aetwatwánu'táhkwe? (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 your language journey be exciting and fulfilling. Tane

UNIT 7 LEVEL 2
ONEIDA LANGUAGE

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
TABLE OF CONTENTS	2
SPELLING SYSTEM	3-4
VERBS	5-6
NEGATIVE COMMANDS	7-8
PARTS OF THE HOUSE	9
PURPOSIVE - GOING TO	10-11
Twatewy ^Λ tét Ukwehuwehnéha aetwatw ^Λ nutáhkwe?	12
Let's all practice to speak the Oneida language	
PRONOUN CHART	13
SINGULAR RELATIONSHIP PRONOUNS	14

Oneida Spelling System

VOWELS:

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 ah or father
- “E” has the sound of the ‘e’ in egg or eight
- “I” has the sound of the ‘i’ in ski or machine
- “O” has the sound of the ‘o’ in hope or low

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 tune
- “Λ” has the sound of the ‘on’ in son.

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 city, water, stove.

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 top.

“K” normally has a g-like sound as in skill but if a ‘t’, ‘s’, or ‘h’ follows, it sounds like the usual English ‘k’ as in kill. “S” often has a sound halfway between the ‘s’ in sea and the z-like sound

of the ‘s’ in was. 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 sea.

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.

“ ˈ ” 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 jam, or judge

“tshy” or “tshi” has the ‘ch’ sound as in church

“sy” has the ‘sh’ sound as in shoe or hush

UNIT 7 LEVEL 2

OBJECTIVES:

1. Review or
 - A. Past and future tenses for Astetshi.
 - B. This is my family.
2. The student will be able to describe and ask about the activities of writing, cutting down trees, and being smart.
3. The student will use both positive and negative commands for those activities already identified.
4. The student will be able to tell, understand and answer simple questions about the “Storm Story.
5. The student will be able to identify parts of the house.
6. The student will use the purposive forms of verbs already learned.

VOCABULARY

What are you doing?	Náhte? nisatyé <u>ha</u> ?
What am I doing?	náhte? nikatyé <u>lha</u>
What is she doing?	náhte? niyutyé <u>lha</u>
What is he doing?	náhte? nihatyé <u>lha</u>
Write it	shya·tu
Are you writing?	shya·tú <u>he</u> ? kΛ
I'm writing.	khya·tú <u>he</u> ?
She's writing.	yehya·tú <u>he</u> ?
He's writing.	lahya·tú <u>he</u> ?
They're writing.	latihya·tú <u>he</u> ?
Who's writing?	úhka? náhte? yehya·tú <u>he</u> ?

What are you writing?

náhte? shya·túhe?

U-stem and C- stem

I like to write.

waku?wéskwanihe? akhya·tú

Do you want to write?

íhselhe? kΛ ahshya·tú

She likes to write.

yaku?wéskwanihe? ayehya·tú

He likes to write.

lau?wéskwanihe? ahahya·tú

CUT DOWN TREES c-stem

Who's cutting down a tree?

úhka? náhte? yelútyahks

Are you cutting down a tree?

slútyahks kΛ

She's cutting down trees.

yelútyahks

He's cutting down a tree.

lalútyahks

Who's cutting down a tree?

úhka? náhte? yelútyahks

They're cutting down a tree.

latilútyahks

Who wants to cut down a tree?

úhka? náhte? i·yálhe? ayelútyahke?

I want to cut down a tree.

i·kélhe? aklútyahke?

She wants to cut down a tree.

i·yélhe? ayelútyahke?

He wants to cut down a tree. -

í·lelhe? ahalútyahke?

BE SMART

Who's smart?

úhka? náhte? yuttókha? a-stem

You're smart.

sattókha?

I'm smart.

kattókha?

She's smart.

yuttókha?

He's smart.

lattókha?

Is he smart?

lattókha? kΛ

They're smart.	<u>luttókha?</u>
Are you smart?	Sattókha? ká
Yes, I'm smart	á·á kattókha?
Is your older sister smart?	Yuttókha? ká sahtsíha?
Yes, my older sister is smart.	á·á yuttókha?
Are your Dad, Grandfather and older brother smart?	
Luttókha? ká Ya?níha, yahsótha okhale? Yahtsíha?	
Yes, they are smart.	á·á luttóhka?

Negative COMMANDS

Don't eat	táká? ahsatekhu·ní·	<u>a-stem</u>
Don't cry	táká? tahsashátho?	
Don't run	táká? tahsaláhtat	
Don't shoot	táká? ahsalú·tat	
Don't swim	táká? ahsata·wá	
Don't hide	táká? ahsatáhsehte?	
Don't play	táká? ahsatna·táhyá	
Don't get up	táká? ahsatkétsko?	
Don't drink	táká? ahshnekíhla?	<u>c-stem</u>

Twatewyá·tét Ukwehuwehnéha aetwatwánutáhkwe?

Let's all practice to speak the Oneida language

táká? ahsatekhu·ní· kalyó·tsi? niyo·lé· ahsata·wá

Don't eat before you swim.

táká? tahsashátho? kánhke sataya?táhne?

Don't cry when you go to school.

tákΛ? tΛhsaláhtat onhΛ·tú YakolihunyΛ·níhe?

Don't run in front of the Teacher.

tákΛ? Λhsalú·tat káhule? tsi? kanuhsákta

Don't shoot the gun by the house.

tákΛ? Λhsata·wÁ· ta·t núwa? so·tsí yotho·lé· átste?

Don't swim if it's too cold outside

tákΛ? Λhsatáhsehte? né· sanulhá kanyó nok awa·tú· asatsyolha·ne

Don't hide on your mom when you have to take a bath.

tákΛ? Λhsatna·táyΛ tsi? ohahá·ke

Don't play on the road

tákΛ? Λhsatkétsko? ta·t núwa? Λ Λkuye·ná·

Don't get up or I will catch you.

tákΛ? Λhshnekí·la? otsí·tsi ne· tsí Λsanuwáktani

Don't drink beer because you will get sick.

STORM STORY

In the morning it's sunny

astéhtsi tahnú yotÁhalote

Birds are singing

otsi?tÁha? lonatΛ·nóte?

Birds are singing

otsi?tÁha? tehotilhwáhk_wΛ

Then clouds come

thonú tayohtsi?kláti

Drops fall

utestalate·ní·

Then a lot of drops fall

tahnú e·só utestalate·ní·

And it rained

tahnú wa?okΛ·nóhle?

There's lightning

wateslutyéhsluhe?

And thunder

khale? kaksakayu·téhse?

Then it's windy

nΛ nu· takawe·lúte?

And when the clouds pass

tahnú o·nÁ tshutu·kóhte? tsi? yohtsi?kláti

It got sunny again
And the birds began to sing again

sut^hhalo·t^h
nale? tutahutáhsaw^h? otsi?t^hlha?
sahutl^hno·t^h

PARTS OF HOUSE

A house has many parts

e·só yoyu·tú· tsyok náhte? kanúhsa

This is a window

yohsuhtaká·late? né· ka?i·k^h

This is a door

yonhoká·late? né· ka?ik^h

This is a wall

tekahsúhtote? né· ka?i·k^h

This is a stairway

yelath^hstákhwa? né· ka?i·k^h

This is the floor

oshu?kalá·ke né· ka?i·k^h

This is the roof

askwá·ke né· ka?i·k^h

This is the cellar

ohwátsyaku né· ka?i·k^h

A house has many rooms

e·só yonuhsu·tú· kanúhsa

This is the kitchen

yekhuyna?tákhwa? né· ka?i·k^h

This is the dining room

yutekhunya?tákhwa? né· ka?i·k^h

This is the living room

yuty^htákhwa? né· ka?i·k^h

This is the bedroom

tsi?nu nihunuhwétsta? né· ka?i·k^h

This is the bathroom

tsi?nu yutya?tohale?tákhwa? né· ka?i·k^h

This is the upstairs

é·nike né· ka?i·k^h

This is the downstairs

ehtá·ke né· ka?i·k^h

PURPOSIVE - GOING TO

What is she going to do?

náhte? na?yutyeláhna?

What is he on his way to do?

náhte? nahatyeláhna?

(What is he going to do?)

Where is she going?	katsa? wá:y Δ hte?	
Where is he going?	katsa? wá:lehte?	
Are you going to fish?	wahsitsyakó·na? k Δ	i-stem
I'm going to fish	wa?kitsyakóhna	
She's going to fish	wa?yetsyakóhna?	
He's going to fish	wah Δ tsyakóhna?	
Are you going to hunt?	wahsatolátha? k Δ	a-stems
I'm going to hunt	wa?katolátha?	
She's going to hunt	wa?yutolátha?	
He's going to hunt	wahatolátha?	
Are you going to play?	wahsatnatay $\acute{\lambda}$ ·na? k Δ	
I'm going to play	wa?katnatay $\acute{\lambda}$ hna?	
She's going to play	wa?yutnatay $\acute{\lambda}$ hna?	
He's going to play	wahatnatay $\acute{\lambda}$ hna?	
Are you going to rest?	wahsatolish $\acute{\lambda}$ ·na? k Δ	
I'm going to rest	wa?katolish $\acute{\lambda}$ hna?	
She's going to rest	wa?yutolish $\acute{\lambda}$ hna?	
He's going to rest	wahatolish $\acute{\lambda}$ hna?	
Are you going to paint?	wahsahsó·na? k Δ	
I'm going to paint	wa?kahsóhna?	
She's going to paint	wa?yuhsóhna?	
He's going to paint	wahahsóhna?	

Are you going to wash your hands?	wahsahtsyohalé·na? kΛ
I'm going to wash my hands	wa?kahtsyohaléhna?
She's going to wash her hands	wa?yuhtsyohaléhna?
He's going to wash his hands	wahahtsyohaléhna?

Are you going to swim?	wahsatawásha? kΛ
I'm going to swim	wa?katawásha?
She's going to swim	wa?yutawásha?
He's going to swim	wahatawásha?

Are you going to buy?	wahshninú·na? kΛ	c-stem
I'm going to buy	wa?khninúhna?	
She's going to buy	wa?yehninúhna?	
He's going to buy	wahahninúhna?	

Are you going to plant?	wahsyathósha? kΛ
I'm going to plant	wa?kyathósha?
She's going to plant	wa?yeyathósha?
He's going to plant	wahayathósha?

Are you going to work?	wesayo?tásha? kΛ	c-stem obj
I'm going to work	ukyo?tásha?	
She's going to work	wa?yakoyo?tásha?	
He's going to work	wahoyo?tásha?	

Twatewya·tét Ukwehuwehnéha aetwatwanutáhkwe?

Let's all practice to speak the Oneida language

náhte? na?yutyeláhna?

What is she going to do?

wa?yutnatayá·hna? é·nike

She's going to upstairs to play.

náhte? nahatyeláhna?

What is he on his way to do?

wahatawásha?

He's going to swim.

náhte? na?yutyeláhna?

What is she going to do?

wa?yuhtsyohaléhna?

She's going to wash her hands.

náhte? nahatyeláhna?

What is he on his way to do?

wahoyo?tásha?

He's going to work.

katsa? wá·yáhte?

Where is she going?

wa?yeyáthósha?

She's going to plant.

katsa? wá·lehte?

Where is he going?

wahahsó·hna? yutyátákhwa?

He's going to paint the living room

Are you going to wash your hands the bathroom ?

wahsahtsyohalé·na? ká tsi?nu yutya?tohale?tákhwa?

á·á wa?kahtsyohalé·hna? tsi?nu yutya?tohale?tákhwa?

Yes, I'm going to wash my hands in the bathroom.

wahsatolishá·na? ká

Are you going to rest?

á·á wa?katolisháhna?

Yes, I'm going to rest.

katsa? wá·lehte?

Where is he going?

wahátsyakóhna?

He's going to fish.

Katsa? nu wahsatawásha?

Where are you going to swim?

wa?katawásha? tsi? nu Onáyote?á·ká· kanya·talá·yá

I'm going to swim at Oneida Lake.

Objective stem	Subjective		Objective	
	A-stem	C-stem	A-stem	C-
I·sé·	-(h)sa-	-(h)s-	-sa-	-sa-
Niʔí·	-ka-	-k-	-waka-	-wak-
Akaulhá·	-yu-	-ye-	-yako-	-yako-
Laulhá·	-la-	-la-	-lo-	-lo-
Aulhá·	-wa-	-ka-	-yo-	-yo-
Tesniyáhse	-tsya-	-sni-	-tsya-	-
sni-				
Teyakniyáhse	-yakya-	-yakni-	-yukya-	-yukni-
Tekniyáhse	-kya-	-kni-		-yona-
-yoti-				
Tehniyáhse	-(h)ya-	-(h)ni-	-lona-	-
loti-				
Tetniyáhse	-tya-	-tni-	-yukya-	-
yukni-				
Swakwe· <u>kú</u>	-swa-	-swa-		-swa-
-swa				
Yakwakwe· <u>kú</u>	-yakwa-	-yakwa-	-yukwa-	-yukwa-
Onulhá·	-ku-	-kuti-	-yona-	-yoti-
Lonulhá·	-lu-	-lati-	-lona-	-loti-
Twakwe· <u>kú</u>	-twa-	-twa-	-yukwa-	-
yukwa-				

I-stems are just like C-stems except that the I combines with the final “A” in the pronominal prefix to form a “Λ,” the *they* forms for many speakers are like the forms for E-stems and O-stems.

Combining rules:

1. An **“e”** is inserted before prefixes beginning with t or s when there is a prenominal prefix.
2. When a prefix ends in a vowel and a stem starts in a vowel the second vowel drops.
3. An **L** at the beginning of a prefix changes to an **H** if there is a prenominal prefix.
4. An **H** at the beginning of a prefix drops if it is at the beginning of a word.
5. A **Y** at the beginning of a prefix is dropped (for some speakers) after a waʔ prenominal prefix.

Singular Relationship Pronouns

Doers to Receivers	A	C	E/Λ	I	O/U
you to me	skw	sk	skw	sk	sکو/u
you to her/someone/them	shey	she	shey	she	sheyo/u
you to him	hets	hets	hets	hets	hetso/u
you to it/elder her	hs	hs	hs	hs	hso/u
me to you	kuy	ku	kuy	ku	kuyo/u
me to her/someone/them	khey	khe	khey	khe	kheyo/u
me to him	hiy	hi	hiy	hi	hiyo/u
me to	k	k	k	k	ko/u
she/someone/them to you	yes	yesa	yes	yesΛ	yesayo/u
she/someone/them to me	yukw	yuk	yukw	yuk	yuko/u
she/someone/them to her/someone/them	yutat	yutat	yutat	yutat	yutato/u
she/someone/them to him	luwa	luwa	luw	luwΛ	luwayo/u
she/someone/them to it/elder her	kuw	kuwa	kuw	kuwΛ	kuwayo/u
him to you	hy	hya	hya	hyΛ	hyayo/u
him to me	lakw	lak	lakw	lak	lako/u
him to her/them	shako	shako	shako	shako	shakao/u
him to him	lo	lo	law	lo	lao/u
him to it/elder her	la	la	l	lΛ	hlo/u
it/elder her to me	wak	wak	wak	wak	wako/u
it/elder her to you	sa	sa	sa	sΛ	so/u
it/elder her to him	lo	lo	law	lo	lao/u
it/elder her to her/someone	yako	yako	yakaw	yako	yakao/u