Conversations
In The
Lenape Language

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ACKNOWLEDGEMENTS

NOTE: This fourth edition of the Conversations in the Lenape Language textbook now includes the advanced supplements. Originally developed as a separate text, these instructional units are now appended to each lesson in order to offer further instruction not only for the advanced or academic student, but also as additional guidance for teachers and homeschooling parents using the "first level" lessons.

Additional supplemental resources to accompany this text include:
1. a packet of word games to reinforce vocabulary units
2. a storybook including all of the stories for "suggested reading"
3. a book of coloring pages for each vocabulary word introduced in the level one lessons

These resources can be obtained from the Lenape Nation website: lenapenation.org.

I am deeply grateful to Chief Robert Red Hawk Ruth of the Lenape Nation of Pennsylvania for his support and guidance in the preparation of the lessons contained in this manuscript. I learned from him that Lenape is first and foremost an oral language intending to communicate...and a living language subject to growth and change. Consequently, my goal in developing these lessons was to present the language in such a way as to stay true to both of those ideals.

I am equally indebted to Phillip Rice who helped to edit and proofread the lessons as they have been presented to our on-line Language forum, and who compiled the glossary.

I am, as always, deeply thankful for my elders and for their words of encouragement, confidence and guidance.

I would like to extend my sincere appreciation to Robert Preucel, Associate Curator, University of Pennsylvania Museum of Archaeology and Anthropology, and to all of those persons at Penn who were, and continue to be, instrumental in supporting our efforts to save our endangered language. As a result of the conference hosted by the University in May 2008: "Endangered Languages: Exploring the Interface Between Academia and Native American Communities", the dispersed Lenape groups were brought together in our homeland for the first time since the removal, to work together concerning Lenape Language revitalization efforts. Goals were set to continue discussions from the conference and to begin to explore ways in which the Colleges and Universities in the Delaware Valley could provide useful support for those efforts.

As a result of those discussions, Swarthmore College offered a course in the Lenape Language to be taught in their Linguistics Department in the Spring of 2009 and 2010. I am deeply grateful to Ted Fernald, Chair of Linguistics, and to all those persons at Swarthmore who were instrumental in making this course a reality and who actively support our future revitalization goals. I also thank my Swarthmore students for their interest, enthusiasm, and diligence in providing much needed language resources.

The following students provided additional resources in the revised edition of this text:
Rachel Killackey - Phonetic renditions of the words in the Lenape-English section of the glossary.
Charles Robert Armstrong - Text Editor
ACKNOWLEDGEMENTS TO ADVANCED SUPPLEMENTS

The advanced supplements to accompany lessons in the Conversations in the Lenape Language textbook were developed to provide additional instruction for the advanced or academic student and were first utilized in the Lenape Language Class offered at Swarthmore College in Spring of 2009. I am very grateful to Dr. Alfred Bloom, Professor Ted Fernald and all those persons at Swarthmore College who made the course a reality. I am also grateful to the students in class, most of whom were linguistics majors, for working with me to utilize, revise and augment the materials in this text. As a requirement for the course, each of the students completed a project that will provide invaluable additional resources in the language. Some of those projects are included in this revised edition. For their finals, the students each composed a story in the Lenape language, some of which appear in this text as translations. Specific recognition is given to these students below.

The continuation of classes at Swarthmore depends upon whether sources of funding become available. Under direction from Dr. Alfred Bloom, Swarthmore College provided funding for the Spring 2009 course. A grant from the National Science Foundation funded the Spring 2010 class. The Intro course in fall of 2010, and the Advanced course in Spring of 2011, have both been funded in part by a fellowship granted to me by the National Endowment for the Humanities. I am deeply grateful to the individuals in these institutions who have made the continuation of the Lenape Language project possible.

Once again, I am grateful to Chief Robert Red Hawk Ruth and all of the Elders in my community who offered support and guidance.

The following students made contributions to the text as part of their coursework in the Lenape Language classes at Swarthmore.

Elizabeth Bogal-Allbritten - Full Verb Dictionary
Naomi Glassman - Lenape-English, English-Lenape Dictionary
Julie Ershadi - Phonetics to Dictionary
Miriam Hauser - Additional Verb exercises for each lesson
Charles Robert Armstrong - Text Editor
Yoko Koike - Oral exercises

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ORAL EXERCISES FOR LENAPE LEARNERS

Accompanying the textbook: Conversations in the Lenape Language written by Shelley DePaul

YOKO KOIKE

As my project for the Lenape Language class at Swarthmore, I have developed a series of simple oral exercises, lesson by lesson, to help us ease into speaking Lenape. This idea came from my own classroom experience of teaching Japanese. I face the situation in my class where my students are too shy to start speaking the language even though they know a lot already. In order for them to overcome the initial awkwardness and gain confidence in speaking the language and thereby become the thinkers of the target language, I have attempted various activities. Out of those, this oral exercise turned out to be most effective in my class, a series of simple conversational exchanges between two speakers, X and Y, for which they use the vocabulary and forms learned in the lesson.

This is how these exercises are being carried out in class:

The students are given an oral exercise sheet for each lesson. The teacher chooses the exchanges for the day. First, one student reads the part X and then everyone reads. (And here, if necessary, the teacher corrects students’ pronunciation/intonation while making sure that they understand what they are saying.) Then another student will read the part Y. (a response to X). Again, everyone reads it aloud. Afterwards, everyone reads the b,c,d,e, etc. which will be used as the words to substitute for the underlined word(s) in the conversation between X and Y.

Next, students will pair up and do the exchanges, starting from a, then, b,c,d, etc. They should take turns being person X and person Y. Once they exhaust the words on the sheet, they can use other words of their choice. (* This would be difficult at the very beginning since they don’t know too many words, but as they move on with their study, they can create sentences with words of their own choice more and more.) They are encouraged to expand as they advance in the lesson.

The most important thing to remind students is that this is an oral exercise and not a reading exercise, so they should be carrying out the conversation looking at each other and not the text. After finished, students are asked as a pair to model an exchange in class without looking at the text. As a homework assignment, students can write up two exchanges for each plus an additional one in which they substitute the underlined word with their own.
DEDICATION

This manuscript is dedicated to my daughter

Brook Lee DePaul
1996 - 2008

and to all Lenape children.
INTRODUCTION

Realearning Lenape: A Holistic Approach

"Endangered Languages: Exploring the Interface Between Academia and Native American Communities"
Penn Center for Native American Studies
University of Pennsylvania, May 2-4, 2008

Shelley DePaul
Lenape Nation of Pennsylvania
Director of the Language Program

Before learning a language, a person must first learn the way of the people. The way they see the world: Creator, family, government, religion, the elements, the seasons, the cosmos, connections with all of our relations in nature. Once everything encompassed in this vision is seen through the eyes, minds and hearts of the people, only then will a person walk a true path with the language. Conversely, language itself is a reflection of its culture: phrasing, inflection, diction, concepts, devotions, inferences, idioms, respect and protocol, humor - all of these elements are woven into the structure of the language, and they reveal, in a more direct and real way than any historical dissertation, the true personality of a culture. The language contains no misinterpretation, no bias, no imposition of foreign values, no revisionist or any other "theory". It is what it is. An artifact. A portal to the accurate history of a people. This in itself is an adequate reason for the preservation of endangered languages. A more important reason, however, is that the preservation of the language will restore to Native people so much that has been lost of their own culture.

The Lenape, whose ancestral home includes New York, New Jersey, Eastern Pennsylvania, and Northern Delaware, have for many years settled in small communities in those areas. Recent interviews conducted with elders from these communities reveal that many Lenape in Pennsylvania at the turn of the twentieth century still spoke their original tongue with some degree of fluency. Likewise many others did not. A number of factors contribute to instances both of loss and of preservation of the language in these areas.

The vast majority of Lenape in Pennsylvania descend from intermarriages between Lenape natives and European, most specifically, German immigrants who settled in Pennsylvania. These settlers were, for the most part, farmers, and their connection to the land made them close friends with the Lenape. This relationship is well documented, not only in our own oral histories, but also in the histories and diaries of the German immigrants themselves. The following excerpt from A History of the Early Brobst/Probst Families in Pennsylvania, (University of Pennsylvania Press) is just one example:

Not all Indians were unfriendly, and there are stories of some unusual relationships. Dean Cunfer tells of a story that one young settler, plowing his cleared field, drew closer to the forest each day. A young Indian watched him and one day when the settler was close to the trees, the Indian rushed out of the forest to engage him. They grappled for some time, but the Indian got the best of the fight. He tied the settler to a tree, and took his bow and arrow as though to shoot him. As he pulled back on his bow, the settler cried out, "Schuss nicht, schuss nicht!!" ("Shoot not, shoot not!!") The Indian eased up on his draw, threw the bow and arrow to the ground, ran to the man and said "Kanst du Deutsch sprechen?" ("Can you speak German?") Evidently the Indian discriminated against other nationalities
The early ties between the Lenape and German settlers may involve more than merely a common connection with the land. The German language, itself, inherently has much more in common with the Lenape language conceptually and structurally than does English. In any event, it is clear that linguistic and social relationships were forged very early on between the two cultures. Recent genealogical research and oral histories collected from descendants of these early marriages indicate that once a German/Lenape line was established, more often than not, those descendants married into the German/Lenape lines of other families with which they came in contact, that even into this century their parents knew which families were Lenape, and that they encouraged their children to "associate" with those families. Many of the Lenape in Pennsylvania today are descendants not of just one far removed Lenape ancestor, but of a long carefully woven cloth of many bloodlines.

Oral histories relate that not only were the Lenape deliberate in maintaining bloodlines, they were also deeply concerned about passing traditions along from one generation to the next, usually from grandparent to grandchild. It is evident, given the monumental social pressures and prejudices imposed upon these families throughout the 1800's, why some of them were successful in this endeavor and others were not. The historical accounts of the injustices imposed upon Native Americans in general are well-known, and it is not necessary to recount these events. Although the Lenape in Pennsylvania were often subject to the same treatment, their situation is unique in that they intermarried and "assimilated" rather than having been removed to reservations. This afforded them, in many cases, but not all, some degree of social stability and acceptance so long as they, at least outwardly, became part of the status quo. No doubt there were those who wished to do just that. But many Lenape held on to their ways and beliefs. All of the particulars involving how they accomplished this is the subject of another paper. Of most significance and consequence is the fact that much of the spoken language and traditions survived, and that the Lenape people who were adamant about passing these practices along were ingenious in finding ways to show one face to the world and another in secret. This practice gives a whole new meaning to the term "two-faced" and accounts for the fact that certain traditions that could be passed along "incognito" survived while other more outward expressions of the culture, such as language, declined.

The evidence gathered to date suggests that these Lenape families were originally bilingual, but that German, and eventually, English, gradually became the dominant language in the home. One elder, now 70 years of age, states that her grandmother spoke English in the home and resorted to Lenape only in private for prayer and in cases where the expletive was required. This and other accounts seem to indicate that the vast decline in attempts to pass the language along occurred within a decade or so preceding and after the turn of the century. It is not difficult to envision such a rapid decline in fluent speakers, since just one or two generations experiencing a lapse in speaking the language, would produce this effect. Of the language that is extant, a good deal has been passed along among those families that have continued to carry on other traditions, in particular, ceremony.

Recent attempts to collect and document oral histories of the Lenape in Pennsylvania indicate that ceremony was one area of Lenape life in which the language would not be compromised. Fragments in a number of dialects have survived in various ceremonial rituals, prayers and songs. Second in importance of the words that have remained in tact are those addressing friends and family members: the words for "mother", "son", "grandfather", "friend", etc. For an English speaking person, this may not imply much more than a tendency toward familial love and devotion. But in a culture whose usage of certain terms depended upon whether a sibling was older or younger or whether, among friends, a man was speaking to a man or a woman was speaking to a woman; in a culture where the word for "cousin" was the same as the word for "brother" or "sister" and the word for "great uncle" was the same as "grandfather" and
where an entirely different term for "uncle" was used if he had departed; in a culture where the usage of one word or another depended upon and portrayed an entire notion surrounding a relationship, the language reveals a wealth of information about the intrinsic values of the people. In my endeavor to collect as much language as possible in our community, I found that although any working vocabulary was absent among the general population today, random words pertaining to these relationships and ceremonies were known by most of the people. And in that small remnant of the language lies a history lesson. The fragments of language that have survived reveal much about the values and practices of an ancient culture. But the question remains, how much of this culture has been lost among the native population as a direct result of the loss of the language?

Thus far, I have related events leading from the past to the present. Now let's take a journey from the present to the past through the language. I will take you on this journey backwards by discussing what I know best, my own journey. Only Creator knows precisely how the blood of the ancestors passes through the veins from one generation to the next - like a river whispering and carrying all that has happened before. I suppose that many studies have been done regarding displaced persons and the cultural tendencies that they continue to exhibit despite the detachment incurred by removal and dispersal. Let it suffice for me to say that in my case, although certain Native practices and values had been passed down to me, the language had been long forgotten in my family by the time I was born and raised. But although the words had been forgotten, I know now that the "notions" or "whisperings" of the language remained. The difficulty that I had in learning the language initially was that the English words had drowned out and fragmented these underlying whisperings and notions. Only when I was in the woods for a long time, where there was no English, where there were only the sounds and voices of all the relations, did the whispering return. The story of that experience is best told in Lenape.

when I was young often i go in the woods and i listen long.

wesksiane mikwi nta tekenink ok nkelsemat kweni

i listen* and all my relations the way they speak
nkelsemat ok wemi elankumakik lixsuwa

i don't understand it with words what they speak but i understand it
ku nenustamuwen wichi aptunakana keku pemetunheyok shek nenustamen

in my heart. i desire i know it lenape language.
ntehemink nkata nuwatun lenape lixsuwakan.

one day i saw it the book with language and i read it.
kweti kishku nemen na lekhikan wichi lixsuwakan ok ntahkentamen

it is difficult. in the book they are there just words.
ahchi lekhikanink hateyo leni aptunakana

again and again i try to do it i understand it but i cannot.
lapi ok lapi nkwechilayhosin mpentamen shek ntala

i thought like english, but then i forget english,
ntite tat english shek na nonin english

xi
and i think only lenape words, and i begin i understand it.
ok ntite leni lenape aptunakana ok ntalemi pentamen

so now again i go to the woods with the words and i listen,
yukwe lapi nta tekenink wichí aptunakana ok nkelsetam

and when i i return from the woods i can speak lenape.
ok nteli nkwetkin teken aleníxsia

These whisperings of the Lenape language are in the blood of all Lenape people and they are best expressed when confronted with nature - with all that they hold sacred in their homeland. The language will come to them when the two are reunited.

The language of the Lenape is a living language through which the web of life flows, and it is permeated with the notions of interconnectedness, humility, reverence and a deep sense of where each individual belongs in the scheme of things, from family relationships to relationships with the natural world. A non-Native person may observe a Native who appears to be speaking to the spirit of a tree and walk away with a notion of how "primitive" such a practice is. In his world, and language, trees don't have spirits, and so the trees will ignore him.

The very basis of usage in Lenape depends upon whether an object is living or non-living, in much the same way that some European languages base their structure on the masculine and feminine. The difference being that a bear is surely a living thing and a knife is not, and as such deserves the proper usage. In the French language, for example, I still find it difficult to understand why a chair is feminine and a sofa is masculine. The concepts of animate and inanimate reflected in the language reveal much about how a Native views the world.

In my attempts to learn and collect extant language in Lenape communities, I found that most among those who maintained some degree of vocabulary had no concept of animate and inanimate usage. They had completely lost sight of the animate and inanimate properties of the language. More striking was the fact that they seem to have dropped the animate altogether and innocently used the inanimate to refer even to living things. Given how intricately these distinctions are used in the language to express significant spiritual concepts, it seemed to me that the very soul of the language had been lost. And with it, a part of their own spiritual core of existence. The language of the Lenape people contains in its spectrum ways to express all of the intricacies unique to their own world view, spiritual view and sense of purpose. No other language can do that for them. No other language can teach them to "think" on a subliminal level, like Lenape. For many who have lost their language, the words they do know are just words that they fit into English sentences in a linear, fragmented pattern. This is a great loss, for the Lenape language is far from linear. Lenape words contain perceptions related to the objects they represent. The language is poetic. One word most often expresses an entire thought...it contains a whole sentence, as well as an inference related to that subject. Translating Lenape into English using a linear English pattern of thought bursts the conceptual bubble, transforms the spiritual to the mundane, and destroys the intricate web that connects all things in their world.

So how do we begin to restore the natural order with regard to re-teaching the Lenape language to the Lenape people? Current available resources that I have consulted in the language, although their vast contribution cannot be underestimated, either take the form of dictionaries,
which provide a wealth of vocabulary but no devices to show how the language is structured, or of courses inundated with complex grammatical structures and specialized terminology that can be useful to grammarians and linguists, but that leaves the common person largely at a loss. The few courses containing audio recordings of Native speakers are invaluable, but are equally limited in scope. Although animate and inanimate distinctions are noted, when presented in such a context their broader implications are largely neglected. These courses are pertinent and valuable resources for teachers and grammarians who are trying to get a grasp of the structure of the language, but can such a method be of any use in aiding Native speakers with the complete assimilation of the language? I think not. In my teaching of the language, I have observed that the average "student" of the language doesn't remember anything about objects and subjects if he or she ever knew them at all. And what about teaching the language to children? Must they first pass a course in grammar prior to learning to speak their language? Many teachers of English in truth have made the same observations regarding such a disconnected and analytical approach to teaching language in general and have developed systems based on sentence models rather than grammar. I have found it beneficial in teaching the language to do away with the term "grammar" entirely and, in discussing how Lenape words work, have invented a Lenape word, "Aptonahanne" which simply means "flow of words". Recent surveys conducted among the Lenape community in Pennsylvania, indicate that there is widespread interest for a reliable Lenape language program. They also overwhelmingly indicate that a major setback in learning the language is the lack of communication with other Lenape speakers in a dispersed society. In order to achieve the best results, a holistic program must be developed which provides strategies for overcoming social, perceptual, and linguistic barriers to a more complete assimilation of the language.

There were a number of obstacles to surmount when I first began to conceive of a program that would work in our community. The fact that people were widely dispersed and the lack of a comprehensible written program have already been mentioned. Among the written courses that were available, many were in various dialects, and those that were in similar dialects used a variety of spelling systems to represent unique Lenape sounds. I struggled through all of these courses and painstakingly re-learned phonetic systems of each. My first goal was to come up with or decide upon one system that could be presented to our people so that they would not have to go through such a confusing ordeal.

The first objective was to decide which dialect to teach. The two major distinct dialects represented in the materials available to me were Northern Unami and Southern Unami. In speaking with the general population I found that they had retained words from a mixture of both. This is not difficult to understand since Northeastern Pennsylvania marks the border between the two original linguistic groups. There was and still is much controversy regarding the dialect issue and which one to use. There are many sub-dialects even among the two major ones mentioned. Maintaining all of the dialects was an impossible task since there were so many and only fragments of the language was available in some. Here Nora Thompson Dean's work was a major influence. Since it was through her work that I originally began to learn how the written words were pronounced, since through the work of Jim Rementer and others, there was so much more material available in the Southern Unami, and since this was the main dialect spoken by the few Native speakers that I had come in contact with in this area, I decided to go with this system as a starting point in developing a program that would be appropriate for our people. However, since some words used and held dear in the community were of a Northern dialect, and since we are,
once again on the border, I felt that it is only natural that our system should include some of those as well. In any event, it was inevitably necessary at one point to end the controversy and make a decision, otherwise the language would not survive at all.

There was also some controversy over whether an oral language should be taught as a written language or whether the written system should simply be used when necessary for educators in teaching the oral language. Once again, I made the decision to move along with a written system accompanied by audio tapes, since the major problem with previous written systems had been that there was no audio to consult and one could only guess from the phonetics provided how accurately to pronounce the words, and because the combination of both, should the language fall out of use, would make it easier future persons to reincarnate the language. Some people are auditory learners and some are visual learners. It makes sense to provide the means to meet the needs of both. Also there are people in the community who do read Lenape and, in fact, who do create original works and songs in the language. So it was decided to proceed with a written language but to keep the audio a priority. Now that I had a clear concept in my head of how to proceed, I was able to begin.

My first concern was finding a way to communicate the language to the children, since our best hope for its survival lay in them. What do kids love to do? Sing and play games. So I began to devise and translate children's songs into Lenape making sure that words were not used in an isolated way, but using sentence models which involved inserting different vocabulary words. I made up coloring pages to reinforce the vocabulary words. I had the same objective when devising new or revising existing games. Lenape could be taught by using many games children already knew, hopscotch, twister, uno, etc. Some of the games that I created were ones that would reinforce words with Lenape traditions or concepts. For example a simple medicine wheel can be used to teach words for the directions, the seasons, the colors with which we associate them, the elements, as well as terms for grandmother, grandfather, Creator and Mother Earth, etc. At the same time the children are involved in a discussion of the native traditions associated with the medicine wheel and are encouraged to discuss and reflect upon how the words and phrases represent those perceptions. From this point we proceed to simple prayers, in which many of the same terms are used and new ones are added, as well as deeper discussions regarding spiritual issues. The end result was that we had a lot of fun, invaluable quality time, and best of all, the children were learning the language. Much to my delight, I found that the adults also enjoyed these simple games and were able to pick up a good deal of language playing them. More important, they were able to share the teaching experience by explaining the traditions and concepts as they themselves made the connections between them and the words, and by telling the related stories.

The main hindrance continued to be and still continues to be that we are a dispersed people. It is difficult to get together often enough to the degree necessary to keep the Language in use. Here the parents play an important part. Once the language is introduced it must become a part of a child's daily life. The children of those parents who reinforced these games and used the new sentence models and vocabulary in their day to day living were able to begin to assimilate the language and use it quite naturally. A sincere commitment on the part of parents is essential for the future success of reviving the language. In order to make this easier for them, I developed a home school curriculum which incorporated simple conversations, lessons explaining the flow of the language, stories to reinforce vocabulary and teach traditions, and supplemental songs, games, and coloring pages.

The next objective was to make the language available to persons in our community who lived throughout Pennsylvania and, indeed, throughout the country. With the help of Chief Bob Red Hawk, I started an internet list serve forum in which we could send out daily written lessons.
accompanied by audio files. The lessons took the form of conversations containing phrases used in everyday life situations. It is based largely on the home school curriculum, complete with stories, games and songs, but modified slightly so as to be more appropriate for adults. We continually encouraged people to use the phrases and sentence models from the conversations provided from that point on in their daily lives, even if for the time being they would need to insert English words for the vocabulary they didn't know. At the same time we encouraged discussions on the group about all aspects of the language.

In the process, we found that many people were inhibited about pronouncing words because either they were afraid of making mistakes or they were caught up in controversies over different ways to pronounce words. In truth, there are still those people who argue over whether to pronounce certain phrases. For example, some insist that the correct pronunciation for the Lenape word that marks a question is "hech" and others say "huch". At a point where the language is in danger of dying out does it really matter whether a person says hech or huch? Even Nora Thompson Dean would pronounce words differently at different times. It is essential to provide an atmosphere where people are permitted to speak, experiment, make mistakes, and even make choices about how words will be used and pronounced in certain families. Let's look, for example, at the Lenape words for the term "friend". There are multiple ways to say it, as I mentioned previously, depending upon whether a man is speaking to a man or a woman is speaking to a woman. They had no word at all for a man speaking to a woman and vice versa. It is becoming more common these days to drop many of these distinctions in favor of a more universal term for friend. For the sake of simplicity, I chose to do so, but also provided all of the usages for the sake of educating students about the culture and in the event that they would prefer to use them. If a person feels strongly about using them, that's fine. The reverse is fine as well.

Creating an atmosphere of mutual respect for and acceptance of each other's views is essential in order to work together not only for the preservation of the Lenape language, but for the preservation of all Lenape communities as well. All languages grow and change. It is the nature of the language to adapt to the needs and circumstances of the times. Language after all is essentially a tool for communication. Attempts to keep the language as it "was" are inevitably doomed to failure. They are limited as well, since there were no Lenape words at all for many of the objects and concepts that exist in the world today. One challenge facing "modern" Lenape language programs is to come up with words that will enable speakers to communicate in today's society.

The importance of gathering as a community to speak together as well as to discuss the language cannot be stressed too much. It is necessary to bring the language experience full circle and to become once again a bilingual community now that social taboos have been lifted. We must make the commitment to use the language exclusively at community gatherings and ceremonies, at the same time, maintaining an atmosphere of comfort and acceptance, with a realization that we will all be speaking "broken" Lenape for a while until we become more and more fluent. Language circles ideally should involve instruction using deductive rather than inductive strategies that encourage discussions regarding the nature of the language. Inviting individuals to ponder questions such as, "Why is a rainbow animate?", will allow them to rediscover and assimilate perceptions related to words and phrases on a deeper and more personal level. Situations must be presented, and we must take advantage of situations that are presented, to use the language, not memorize it. In our community, also, we have persons sincerely dedicated to becoming fluent who have been designated as "keepers" of the language, and who have assumed the responsibility of passing it along to others who will make the commitment to be keepers in the future. If all else fails, keeping this tradition alive will assure, at least, that the language does not die out entirely.
Recently, members of our community have partnered with a number of schools and universities in an attempt to modify history in existing curriculums and raise awareness about native issues and how natives are active in the community today. Discussions have begun with some of these institutions regarding strategies for preserving and teaching the Lenape language. Surveys indicate that an increasing number of people, both native and non-native, are genuinely interested in learning the language. In the process of teaching cultural workshops and performing native music for the general public, I have continually been asked about the meanings of Lenape words. Given that Lenape is the Native language of Pennsylvania, school curriculums would be vastly enriched by offering courses in the language. We have now observed that children, and adults as well, do, in fact, learn from interactive online activities and interactive games. The difficulties that Bob and I experienced in our online forum involved not having adequate space to upload audio files, and, admittedly, not having enough computer savvy to create the visuals, chat rooms and other devices that would compliment the forum. By providing the technology necessary to implement interactive activities, schools and universities could not only take great strides toward helping to preserve the language but would benefit from the programs as well.

There are a number of issues particular to the Lenape language that could be resolved by a cooperative effort among those communities currently teaching and developing materials: Brainstorming strategies for teaching the language, discussing whether current systems for writing the language are adequate, sharing the wisdom and stories of the elders, providing exchange internships and opportunities for communities to gather and speak together. Cooperation of this nature would not only benefit attempts to preserve the language, but would also afford an opportunity for these communities to come together in a effort to raise awareness among each other regarding all of the issues, past and present, that effect their people today.

There is great encouragement for the future of the language in the knowledge that there is much interest on the part of various individuals, communities and institutions to work toward its preservation. Because of the efforts of a number of sincerely dedicated individuals and organizations within Lenape communities, it will be easier for the next generations to learn the language. Many of the issues along those lines have already been addressed and resolved. Equally encouraging are partnerships that have been forged in recent years with educational institutions, churches, environmental organizations, historical societies, and youth groups that open avenues for unlimited opportunities to raise awareness and create educational and cultural programs. Perhaps some day, future generations of Lenape people will be able to carry on these relationships with one added advantage: the ability to communicate in their own language.
LESSON 1 - GREETINGS

New Number Word

kweti (kwuh-tee) = one

New Color Word

seke (seek-ay) = it is black
seksu (seek-soo) = he or she is black

New living (animate) word

ahas (ah-hahs) = crow
ahasak (ah-hah-sahk) = crows

New non-living (inanimate) word

hempes (hem-buhs) = shirt
hempsa (hemb-sah) = shirts (This word also means "clothes" in general)

Conversation

In Lenape, the next to last syllable is usually stressed. Syllables that don't follow this pattern are underlined throughout the text.

He! (hay) = Hello!
Kulamalsi hech? (kool-uh-mahl-see huch) = How are you?
Nulamalsi (nool-uh-mahl-see) = I am fine.

Aptonahanne (Flow of words) Lesson

1. One thing that makes Lenape different from English is that words are often whole thoughts. The word "kulamalsi" means "You are fine/well". "nulamalsi" means "I am fine/well". It is the same with the color words. "seke" means "It is black". "seksu" means "He or she is black."

2. Add the word "hech" to a Lenape sentence to make it a question. "kulamalsi" means "You are fine/well." If you add "hech", you are saying, "Are You well?"

3. In Lenape, some words are thought of as living words and some are thought of as non-living words. Most of the time it is just common sense. Words that describe living things have certain endings on them and words that describe non-living things have other endings. The colors are a good example. You will see how this works as we learn more colors.

*The pronunciations in parenthesis are approximate renditions of the words and are there to aid students who have not studied phonetics, as is the case with many of the people I work with in my community. The phonetic renditions of the words can be found in the Lenape-English Dictionary at the end of this text. It is essential to listen to the recordings that accompany each lesson in order to master the proper pronunciations.
**Aptonahanne Review** - Let's use the new words we have learned and try putting them together. Try saying and understanding these phrases:

- **kweti ahas** one crow
- **kweti hempes** one shirt

**Game of the month**

Play the game "Uno". This will teach numbers and colors. For now say the numbers and colors in English. As you learn the Lenape words for the colors and numbers, you will play the game using Lenape. Each time you or your opponent plays a card, say the number and color on the card. Substitute the Lenape words for numbers and colors as you learn them.

**Song of the month** - All songs can be found in the "Children's Songs in Lenape Book". Sing the song "Head, Shoulders, Knees, and Toes" in English, then in Lenape. Point to the parts of the body as you sing this song. At the end of this month you will know the Lenape words for: head, shoulder, knee, toe, eye, ear, mouth, nose, arm, hand, leg, foot.

**Suggested Reading** - "Rainbow Crow" by Chief Bill Whippoorwhill Thompson

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**Test**

1. Say "Hello" in Lenape.

2. Say "How are you?"

3. Say "I am fine."

4. Say the Lenape word for each of the following:
   - crow
   - crows
   - one
   - it is black
   - he/she is black
   - shirt
   - shirts

5. Say the following in Lenape:
   - one crow
   - one shirt

---

**Practice writing your answers here:**
Pronouns and Spelling

Memorize and practice the pronunciations of the following person words.

ni = I
ki - you
neka - he/she

niluna - we (excluding the audience)
kiluna - we (including the audience)
kiluwa - you all
nekamo - they

Notice that Lenape has one more person word than English does. There are two words for "we". Use "niluna" when you are referring only to yourself and the person(s) with you, but are excluding the audience. Use "kiluna" when you are including the audience in your reference.

There are some spellings in Lenape that you should be aware of. When certain letters are combined at the beginning of a word, they take on a completely different sound:

mp = "b" as in the word mbi (bee) = water
nt = "d" as in the word nta (dah) = I go
nk = "g" as in the word nkawi (ga-wee) = I sleep
nch - "j" as in the word nchu (joo) = my friend
nsh = "z" as in the word nshimwi (zhim-wee) - I flee (here the "z" is pronounced as it is in the word "seizure")

Memorize and practice the pronunciation of these letter combinations.
Lesson 1 Vocabulary

MORE BODY PARTS

Memorize and practice the pronunciations of the following words. Listen carefully to the audio file to learn how the words are pronounced and stressed.

*The plural forms are listed below the singular forms in all vocabulary lessons.*

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>milaxk  - human hair (head only)</td>
<td>hwikash - fingernails, toenails, hoof, claw hwikasha</td>
</tr>
<tr>
<td>mixeken - body hair/fur</td>
<td>混毛</td>
</tr>
<tr>
<td>mixkena - eyebrow</td>
<td>混毛</td>
</tr>
<tr>
<td>mamaon - eyebrow mamaona</td>
<td>ahshilunkon - armpit ahshilunkona</td>
</tr>
<tr>
<td>xkwekankan - neck xkwekankan</td>
<td>tukwelrench - fist tukwelench</td>
</tr>
<tr>
<td>wanunu - cheek wanunuwa</td>
<td>xkelixen - rib xkelixena</td>
</tr>
<tr>
<td>hwikwi - chin hwikwia</td>
<td>xkan - bone xkana</td>
</tr>
<tr>
<td>shetun - lip</td>
<td>xkana</td>
</tr>
<tr>
<td>shetuna</td>
<td>mutay - stomach, abdomen, belly mutaya</td>
</tr>
<tr>
<td>wipit - tooth wipiTa</td>
<td>teh - heart teh a</td>
</tr>
<tr>
<td>wiskon - elbow wiskona</td>
<td>teh a</td>
</tr>
</tbody>
</table>

Once you have mastered these words, use them in the song, “Head, Shoulders, Knees and Toes.”
Lesson 1 Intransitive Verbs

Let's look at how we can expand some verbs to include all of the persons that we might want to talk to or about. There are certain prefixes (letters you put at the beginning of a word) and suffixes (letters you put at the end of a word) that we will add to the verb to show the person(s) to whom we are referring.

Prefixes

The prefixes are basically contractions for the person words that we have learned. The persons "I" and "we" (exclusive) are represented with contractions for "ni" and can appear as: "n", "ne", "nu", depending on which form makes the pronunciation easier. The persons "you", "we" (inclusive), and "you all" are represented with contractions for "ki" and can appear as "k", "ke", "ku". The prefix for the persons "he/she" and "they" is "w". Most often it appears at the end of the word. Sometimes it is inserted after the first letter of the verb. Often this prefix is eliminated completely. As you learn more and more verbs, you will begin to see how the prefixes are attached and pronounced.

Suffixes

Below are the suffixes used with intransitive verbs, which are simple verbs that have no object such as: “I walk” or “He laughs”. No suffixes are added to the "I" and "you" (singular) person verbs. The prefixes that represent "ni" and "ki" show you which person is being represented. No suffixes are added to the "he/she" person verbs, but remember that the prefix "w" can appear at the end. Sometimes the final "i" is changed to a "u".

Add the following suffixes for the plural person words:

we (exclusive) = hena
we (inclusive) = hena
you all = hemo
they = ak (often appears as "wak" because the "w" prefix comes before it.)

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed. Normally, the syllable before the plural suffixes is stressed, as indicated by the underlined syllables below. As always, the next to last syllable is stressed unless otherwise indicated.

**welamalsin - to feel well**
- nulamalsi - I am well
- kulumalsi - you are...
- welamalsu - he is...
- nulamalsihena - we are...
- kulumalsihena - we are ...
- kulumalsihemo - you all are...
- welamalsuwak - they are...

**tixamwi - to bathe**
- ntixamwi - I bathe
- ktiuxamwi - you...
- tixamu - she/he...
- ntixamwihena - we...
- ktiuxamwihena - we...
- ktiuxamwihemo - you all...
- tixamuwak - they are...
talami - to be frightened/scared
(long term fear)
talami - I am afraid
ktalami - you are...
alamu - she/he is...
ntalamihen - we are...
ktalamihen - we are...
ktalamihemo - you all are...
alamuwak - they are...
mikentam - to do something
nemikentam - I do...
kemikentam - you do...
mikentam - he does...
nemikentamuh - we do...
kemikentamuh - we do...
kemikentamuhemo - you all do...
mikentamuwak - they do...

wishasi - to be frightened/startled
(short term fear)
newishasi - I am frightened
kewishasi - you are...
newishas - she/he is...
newishashen - we are...
kewishashen - we are...
kewishasheno - you all...
wishaswak - they are...

pil - to be clean
mpilsi - I am clean
kpilsi - you are...
pilsu - he is...
mpilsihen - we are...
kpilsihen - we are...
kpilsiheno - you all are...
pilsuwak - they are...

Assignment

Once you have mastered these words, go back to Lesson 1 in the textbook and expand your
conversation skills by using them.

Examples:

Kulamalsihemo hech? = How are you all feeling?
Kemikentamuhemo hech? = What are you all doing?
Wishasu wak hech? = Are they frightened?

Verb Exercises

Translate into English.

1. Ntixamwi.
2. Ktalami hech?
3. Wishasu wak.
4. Kemikentamuhemo hech?
5. Kpilsihen.
7. Ntalamihena hech?
8. Wishasu.
10. Mikentamuwak.
Translation

Translate and sing the following song, substituting words from Lesson 1 vocabulary.

**Wil, Hopikon, Ketukw, Kwitsit**  
*(Head, Shoulder, knee, toe)*  
*Sung to the tune of "Head Shoulders Knees and Toes"*

Wil hopikon ketukw kwitsit ketukw kwitsit  
Wil hopikon ketukw kwitsit ketukw kwitsit  
Weshkinkw hwitaok tun wikiyon  
Wil hopikon ketukw kwitsit ketukw kwitsit  

Wil hopikon ketukw kwitsit ketukw kwitsit  
Wil hopikon ketukw kwitsit ketukw kwitsit  
Naolk naxk hwikat sit  
Wil hopikon ketukw kwitsit ketukw kwitsit

**Vocabulary**

wil - head  
hopikon - shoulder  
ketukw - knee  
kwitsit - toe  
weshkinkw - eye  
hwitaok - ear  
tun - mouth  
wikiyon - nose  
naolk - arm  
naxk - hand  
hwikat - leg  
sit - foot

**ORAL EXERCISE -** Practice the following conversations with a partner.


   b. ktalami - ntalami  
   c. kewishasi - newishasi  
   d. kemikentam - nemikentam  
   e. kpilsi – mpilsi

   b. ktixamwihemo - ntxamwihena  
   c. ktalamihemo – ntalamihena  
   d. kewishashihemo – newishashihena  
   e. kemikentamuhemo – nemikentamuhena  
   e. kpilsihemo– mpilsihena

   b. tixamu  
   c. alamu  
   d. wishasu  
   e. mikentam  
   f. pilsu

   b. tixamuwak  
   c. alamuwak  
   d. wishasuwak  
   e. mikentamuwak  
   f. pilsuwak

7
LESSON 2 - ANSWERS TO GREETINGS

**New Number Word**

nisha \((nee-shah)\) = two

**New Color Word**

askaskwe \((uh-skuh-skway)\) = it is green
askaskwsu \((uh-skuhsk-su)\) = he or she is green

**New living (animate) word**

chahkol \((chah-kol)\) = frog
chahkolak \((chah-ko-lahk)\) = frogs

**New non-living (inanimate) word**

ahkwiyan \((ahk-pee-yuhn)\) = blanket
ahkwiyana \((ahk-pee-ahn-ahn)\) = blankets

**Conversation**

mpalsi \((ball-see)\) = I am sick
ku mayay \((koo-my-eye)\) = not quite well
newikwihela \((nuh-pee-kwee-hay-lah)\) = I am tired
nkesi \((guh-see)\) = I am hot
ntakohchi \((daah-ko-chee)\) = I am cold

**Aptonahanne (Flow of words) Lesson**

For living (animate) words, you put "ak" on the end of many words to make them "more than one". (plural).

ahasak crows chahkolak frogs

For non living (inanimate) words, you usually put "a" on the end to make the word plural. hempsa shirts/clothes - note: the "e" was dropped in "hempes", when adding "a", to make pronunciation easier.

**Aptonahanne Review** - Let's use the new words we have learned and try putting them together. Try saying and understanding these phrases:

kweti ahas one crow
nisha ahasak two crows
kweti chahkol one frog
nisha chahkolak two frogs
kweti hempes one shirt
nisha hempsa two shirts
kweti ahkwiyan one blanket
nisha ahkwiyana two blankets

**Suggested Reading** - "Iktomi's Blanket" as retold by Zitkala-Sa
1. Say "Hello" in Lenape.

2. Say "How are you?"
   Respond the following ways:
   
   I am fine
   not quite well
   I am sick
   I am tired
   I am hot
   I am cold

3. Say the Lenape word for each of the following:

   crow
   crows
   frog
   frogs
   one
   two
   it is black
   he/she is black
   it is green
   he/she is green
   shirt
   shirts
   blanket
   blankets

4. Say the following in Lenape:

   one crow
   one shirt
   two blankets
   two frogs
Lesson 2 Vocabulary - NUMBERS

Memorize and practice the pronunciations of the following words. Listen carefully to the audio file to learn how the words are pronounced and stressed. Once you have mastered these words, use them in the aptonnahanne review exercise in Lesson 2 of the textbook.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>kweti</td>
</tr>
<tr>
<td>2</td>
<td>nisha</td>
</tr>
<tr>
<td>3</td>
<td>naxa</td>
</tr>
<tr>
<td>4</td>
<td>newa</td>
</tr>
<tr>
<td>5</td>
<td>palenaxk</td>
</tr>
<tr>
<td>6</td>
<td>kwetash</td>
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<td>800</td>
<td>xash txapxki</td>
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<tr>
<td>900</td>
<td>peshkunk txapxki</td>
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PLURAL COLORS/ DESCRIPTIVE WORDS

Plural Colors - In Lesson 1, we learned how to use the colors when they describe one animate or inanimate thing. There are endings that are placed on the colors when they refer to more than one thing. For animate words, add "ak". For inanimate words, add "yo". This same pattern is used with most descriptive words, as you will learn in future lessons. Practice the pronunciations of the following plural color words.

Animate Colors

seksu = he/she is black  
sexuwak = they are black  
opsu = he/she white  
opswak = they are white  
askaskwsu = he/she green  
askaskwsuwak = they are green  
aonsu = he/she blue  
aonsuwak = they are blue  
wipunkwsu = he/she gray  
wipunkwsuwak = they are gray  
wisa = he/she yellow  
wisawuwak = they are yellow  
maxksu = he/she red  
maxksuwak = they are red  
siskwinakwsu = he/she is brown  
siskwinakwsuwak = They are brown  
wisahkimiks = he/she is purple  
wisahkimikwsuwak = they are purple  
olenchiks = he/she is orange  
olenchiksuwak = they are orange

Inanimate Colors

seke = it is black  
sekeyo = they are black  
op = it is white  
opyo = they are white  
askaskwe = it is green  
askaskkweyo = they are green  
aone = it is blue  
aoneyo = they are blue  
wipunkwe = it is gray  
wipunkwewyo = they are gray  
wisae = it is yellow  
wisaeyo = they are yellow  
maxke = it is red  
maxkeyo = they are red  
siskwinakwe = it is brown  
siskwinakweyo = they are brown  
wisahkimikte = it is purple  
wisahkimikteyo = they are purple  
olenchikte = it is orange  
olenchiktey = they are purple
Assignment

Combine the color words with the animate and inanimate words from Lessons 1 and 2 in the textbook. Observe how the following examples are translated. We will learn how to insert the definite article "the", as well as the demonstrative pronouns: "this", "that", "these", and "those" in future lessons.

Examples:

maxkeyo hempsa = shirts are red
askaskwsu chahkol = frog is green; a frog is green
aone ahkwiiyan = a blanket is blue
seksuwak ahasak = crows are black

Lesson 2 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed.

**palsi - to be sick**
palpalsi - I am sick
kpalsi - you are...
palsu - he is...
mpalsihena - we are...
kpalsihena - we are...
kpalsihemo - you all are...
palsuwak - they are...

**wikwihele - to be tired**
newikwihele - I am tired
kwikwihele - you are...
wikwihelele - he is...
newikwihelahena - we are...
kwikwihelahena - we are...
kwikwihelahemo - you all are...
wikwiheleyok - they are...

**kesi - to be hot**
nkesi - I am hot
kesi - you are...
kesu - he is...
nkesihena - we are...
kesihena - we are...
kesihemo - you all are...
kesuwak - they are...

**akohchi - to be cold**
ntakohchi - I am cold
ktakohchi - you are...
akohchu - he/she is...
ntakohchihena - we are...
ktakohchihena - we are...
ktakohchihemo - you all are...
akohchuwak - they are...

**alemska - to leave/go away**
ntalemska - I leave
ktalemska - you...
alemske - she/he...
ntalemskahena - we...
ktalemskahena - we...
ktalemskahemo - you all...
alemskeyok - they...

**machi - to go home**
nemachi - I go home
kemachi - you go home
mach - she/he goes home
nemachihena - we go home
kemachihena - we go home
kemachihemo - you all go home
machiyok - they go home

machitam = let's go home
Assignment

Once you have mastered these words, go back to Lesson 2 in the textbook and expand your conversation skills by using them. Examples: kpaisihemo hech? = Are you all sick? machi hech? = Is he going home? newikwihelahena. = We are tired.

Verb Exercises

Translate into English. Answer the question in Lenape

1. Palsuwak. 1. Kpalsi hech?
2. Kwikwihelahemo. 2. Wikwihele hech?
4. Ktalemska. 4. Ktakohchihena hech?
5. Nemachihena. 5. Alemskeyok hech?
7. Wikwihele.

Lesson 2 Translation

Substitute the Lesson 2 verbs and those below below for the word "asuu" in the song.

Wendaxa
(Sung to the Tune of Kumbayah)

Awen asuu wendaxa
Awen asuu wendaxa
Awen asuu wendaxa
Nuxati, wendaxa

Verbs:

asuu - he/she sings
kentku - he/she dances
kawi - he/she sleeps
milimu - he/she cries

Other Word Meanings:
awnen - someone
wendaxa - come here
Nuxati - dear father

ORAL EXERCISE - Practice the following conversations with a partner.

   b. mpalsi       c. ku mayay       d. nkesi       e. ntakohchi

   b. ku mayay       c. newikwihela       d. nkesi       e. ntakohchi
   b. palsu c. kpalsihemo - mpalsihena d. palsuwak

   b. wikuwele c. kwikwihelahemo-newikwihelahena d. wikuweleyok

   b. kesu c. kesihemo-nkesihena d. kesuwak

   b. akohchu c. ktakohchihemo-ntakohchihena d. akohchuwak

   b. alemske c. ktalemskahemo-ntalemskahena d. alemskeyok

   b. machi c. kemachihemo – nemachihena d. machiyok

   b. ku mayay c. wikuwele d. kesu e. akohchu

    b. Nulamalsihena. c. nkesihena d. ntakohchihena

    b. machi c. palsu d. wikuwele e. kesu f. akohchu

    b. kemachihemo – nemachihena
**New Number Word**

naxa (nah-xhah)* = three

("x" in lenape is pronounced like the "ch" in the word "Bach")

**New Color Word**

wisae (wee-sow) = it is yellow

("ow" pronounced as in "how")

wisawsu (wee-sow-soo) = he or she is yellow

**New Conversation** - This week we will learn how to ask for things and ask others for things. In this lesson, we will use the words for things we have already learned. Later we will add new things to ask for. The words you need to know are:

mili (mee-lee) = give me
katatam hech? (kah-tah-tahm huch) = do you want?
ksi (ksee) = please
wanishi (wah-nee-shee) = thank you
e-e (eh-eh) = yes (when replying to a direct question)

Practice these sentences:

Mili hempes, ksi. (Give me a shirt, please.)
Ksi, mili ahkwiyan. (Please, give me a blanket.)
Wanishi! (Thank you!)
Katatam hech hempes? (Do you want a shirt?)
E-e. Mili hempes, ksi. (Yes. Give me a shirt, please.)
Katatam hech ahkwiyan? (Do you want a blanket?)
E-e, ksi. (Yes, please.)
Ntahkochi. Mili ahkwiyan. (I am cold. Give me a blanket.)
Wanishi. (Thank-you)
Newikwihela. Ksi, mili ahkwiyana. * (I am tired. Please, give me a blanket.)*
Mili hempes. Ntahkochi! * (Give me a shirt. I am cold!)*
Mili ahkwiyana. Mpalsi. * (Give me a blanket. I am sick.)*

Practice using these words every day to ask for things and to ask others if they want things at home. For now use the English word for the thing that is asked for. Examples: "Mili milk, ksi."

"Katatam hech a toy?" As you learn more words for what you want, you can substitute them. We will learn many more words to use in this manner in future lessons.

**Aptonahanne (Flow of words) Lesson**

Some words in Lenape are the same for both singular and plural, such as the new words in this lesson:

kishux - sun
xaskwim - corn

**Aptonahanne Review** - Let's use the new words we have learned and try putting them together. Try saying and understanding the following phrases. Write the English translation next to each.

kweti xaskwim
nisha ahkwiyana
naxa chahkolak.
kweti kishux
nisha hempsa
naxa ahasak
kweti ahkwiyan
kweti ahas
kweti hempes
kweti chahkol

**Suggested Reading** - "Mother Corn" - Lenape
1. Say the following in English.
Mili hempes, ksi.
Ksi, mili ahkwiyan.
Wanishi!
Katatam hech hempes?
E-e. Mili hempes, ksi.
Katatam hech ahkwiyan?
E-e, ksi.
Ntakohchi. Mili ahkwiyan.
Wanishi.
Newikwihela. Kski, mili ahkwiyan.
Mili hempes. Ntakohchi!
Katatam hech xaskwim?
E-e. Mili xaskwim, ksi.

2. Say the following in Lenape:
crow, crows
frog, frogs
one, two, three
it is black, he/she is black
it is green, he/she is green
it is yellow, he/she is yellow
shirt, shirts
blanket, blankets
sun
corn

3. Say the following in English:

kweti xaskwim
nisha ahkwiyana
naxa chahkolak
kweti kishux
nisha hempsa
naxa ahasak
kweti ahkwiyan
kweti ahas
kweti hempes
kweti chahkol
Lesson 3 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 3 in the textbook and expand your conversation skills by using them.

**Assignment:** Write sentences for the following words combining them with the word "mili".

1. **menutes** = wallet, purse  
   menutesa
2. **hus** = bucket  
   husak
3. **ehes** = clam; clam shell  
   ehsak
4. **kendis** = candy  
   kendisa
5. **lelehun** = fan  
   lelehuna
6. **mikwen** = feather  
   mikwenak
7. **tentay** = fire  
   tenteyo
8. **otaes** = flower  
   otaesak
9. **xkanakhakw** = gourd  
   xkanakhako
10. **shemu** = horns; antlers  
    shemuwak
11. **wikewam** = house  
    wikewama
12. **ohshixay** = nest  
    ohshixayo
13. **lunkon** = wing  
    lunkona
14. **hupokan** = pipes  
    hupokana
15. **xes** = skin; hide; leather  
    xesak
16. **hates** = sinew  
    hatsak
17. **kshatay** = tobacco  
18. **skontay** = door; doorway  
19. **puhenikan** = drum  
    pepuhenikes
20. **lashimewakan** = dream  
    lashimewakana

Lesson 3 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed.

**asu - to sing**
ntasuwi - I sing  
ktsasuwi - you...  
asuu - he/she...  
ntasuwiwena - we...  
ktsasuwiwena - we...  
ktsauwihemo -you all...  
asuwak - they...

**kentka - to dance**
nkentka - I dance  
kentka - you...  
kentke - he/she is...  
nkentkahena - we...  
kentkahena - we...  
kentkahemo - you all...  
kentkeyok - they...

kentkatam - let's dance
puhenem - to drum
mpuhenema - I drum
kepuhenema - you...
puhemana - he...
mpuhenenahema - we...
kepuhenenahema - we...
kepuhenenahemo - you all...
puhemanaok - they...

lashim - to dream
ntelashimwi - I dream
kelashimwi - you...
lashimu - he...
ntelashimwihema - we...
kelashimwihema - we...
kelashimwihemo - you all...
lashimuok - they...

Once you have mastered these words, expand your conversation skills by using them in conversations with the action word "mikentam".

Examples: Kemikentamuhemo hech? = What are you all doing? Ntasuwihena. - We are singing. Mikentam hech? What is he doing? Asuu. He is singing.

Verb Exercises - Translate into English.

1. Mikwi ntauwi.
2. Matanake lashimu.
3. Yukwe kenkeyok.
4. Kepuhenemahemo hech?
5. Kexiti nkentkahena.
7. Takiti puhemanaok.
8. Xuniti kentkatam.
10. Puhemana hech mikwi?

Lesson 3 - Other Words

Use the verbs from Lesson 2 to form sentences with the following words. One example for each has been provided.

yukwe - now
English: We are leaving now.
Lenape: Yukwe ntalemkahena.

et - I guess
English: I guess he is leaving.
Lenape: Et alemska

a - should/ought to
English: You all should leave now.
Lenape: Ktalemkahemo a

xuniti - soon
English: We are leaving soon.
Lenape: Xuniti ntalemkahena

lapi - again
English: Lapi wikuhele.
Lenape: He is tired again.

kexiti - a little
English: I am a little tired.
Lenape: Kexiti newiwikwihela.

somi - very
English: They are very cold.
Lenape: Somi akohchuwak.

ahi - very
English: You are very hot.
Lenape: Ahi kesi.

takiti - little while
English: I am leaving in a little while.
Lenape: Takiti ntalemksa.

mikwi - often
English: He is often sick.
Lenape: Mikwi palsu.

matanake - after a while
English: After a while, we are leaving
Lenape: Matanake ntalemkahena
ORAL EXERCISE - Practice the following conversations with a partner.

   b. hempes c. ahkwiyani d. menutes e. kendis f. lelehun g. puhenikan

2. a. X: Katatam hech xaskwim?  Y: E-e. mili xaskwim, ksi.  X: *She yu.(L11, Here it is.)  Y: *Wanishi (L4, Thank you.)
   b. hempes c. ahkwiyani d. menutes e. kendis f. lelehun g. puhenikan

3. a. X: Mili na ahas, ksi.  Y: *She wa.(L11, Here she/he is.)  X: Wanishi
   b. chahkol c. chulens (L4, bird) d. ahtu(L5, deer) e. mwekane (L6, dog)

   b. kentke c. puhenema d. lashimu

   b. kentkeyok c. puhenemaok d. lashimuwaok

   b. kentka - nkentka c. kepuhenema - mpuhenema d. kelashimwi – ntelashimwi

   b. kentkahemo - nkentkahena c. kepuhenemahemo – mpuhenemahena d. kelashimwihemo – ntelashimwihena

8. a. X: Kentkatam!  Y: *Yuho! (L9, OK!)
   b. asuwitam c. puhenematam d. alemsakatam e. machitam

   b. xuniti c. takiti d. matanake

    b. ktalemska - ntalemska c. kemachi – nemachi d. ktasuwi -ntasuwi
    e. kentka - nkentka f. kepuhenema -mpuhenema g. kelashimwi –ntelashimwi
**LESSON 4 - ARE YOU HUNGRY?**

*New Number Word*

| newa  (nay-wah) | four |

*New Color Word*

| aone  (ow-nay) | it is blue |
| aonsu (own-soo) | he or she is blue |

*New living (animate) word*

| chulens  (choo-lehns) | bird |
| chulensak (choo-lehn-sahk) | birds |

*New non-living (inanimate) words*

| mpi (bee) | water |
| mehemichink (may-huh-mee-ching) | food |

*New Conversation* - This week we will learn how to say "I am hungry", and "Are you hungry?"

| nkatupwi (gah-toop-wee) | I am hungry |
| katupwi (kah-toop-wee) | you are hungry |
| katupwi hech? (kah-toop-wee huhch) | are you hungry? |

Practice these sentences:

- Katupwi hech? (Are you hungry?)
  - E-e. Nkatupwi. (Yes. I am hungry.)
  - Nkatupwi. Mili xaskwim, ksi. (I am hungry. Give me corn, please.)
  - Wanishi. (Thank-you.)
  - Ksi, mili xaskwim. Nkatupwi! (Please, give me corn. I am hungry!)

Practice using these words every day. For now use the English word for the thing that you want to eat. For example, "Nkatupwi. Mili eggs, ksi." As you learn more food words, you can substitute them. We will learn many more words to use in this manner in future lessons.

*Aptonahanne (Flow of words) Lesson*

The word "ne" is pronounced "nuh" and is used to mean "the" or "that" when you talk about non-living things. Repeat the following examples:

| ne hempes (the/that shirt) |
| ne ahkwiyan (the/that blanket) |
| ne xaskwim (the/that corn) |
The word "na" is pronounced "nah" and is used to mean "the" or "that" when you talk about living things. Repeat the following examples:

na chulens (the/that bird)
na kishux (the/that sun)
na chahkol (the/that frog)
na ahas (the/that crow)

Aptonahanne Review – Practice the pronunciations of the following phrases. Write the English translation next to each.

ne hempes naxa chahkolak
ne ahkwiyan newa chulensak
ne xaskwim kweti kishux
ne mpi nisha hempsa
ne mehemichink naxa ahasak
na chulens newa ahkwiyana
na kishux kweti ahkwiyana
na chahkol kweti ahas
na ahas kweti hempes
kweti xaskwim kweti chahkol
nisha ahkwiyana kweti chulens

Suggested Reading - "Lenape Creation Story"
1. Say the following in Lenape.

I am hot. Give me water please  
I am hungry. Please, give me food  
Are you hungry?  
Yes. I am hungry.  
I am hungry. Give me corn, please  
Thank-you  
Please, give me corn. I am hungry  
Give me a shirt, please.  
Please, give me a blanket  
Do you want a shirt?  
Yes. Give me a shirt, please  
Do you want a blanket  
Yes, please  
I am cold. Give me a blanket  
Give me a blanket. I am sick

2. Say the Lenape word for each of the following:

the crow, crows  
the frog, frogs  
the bird, birds  
one, two, three, four  
it is black, he/she is black  
it is green, he/she is green  
it is yellow, he/she is yellow  
it is blue, he or she is blue  
the shirt, shirts  
the blanket, blankets  
the sun  
corn  
water  
food
Lesson 4 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 4 in the textbook and expand your conversation skills by using them.

apelish - apple  nunakan - milk (also means breast)  pom - ham  apelishak  nunakana  salapon - frybread
malaxkwsit - bean  malaxkwsita  tukolaxkwsit - pea  tukolaxkwsita  mastel - mustard
ahpon - bread  ahpona  keskunhakw - pumpkin  keskunhaka  hotemil - oatmeal
kepech - cabbage  kepecha  tehim - strawberry  tehima  kapi - coffee
chelis - cherry  chelisak  temetos - tomato  temetosak  ahkokwe - mushroom  ahkokweyok
pakim - cranberry  pakima  tukwim - walnut  tukwima  kukumes - cucumber; pickles
wiyus - meat  wiyusak  ool - egg  oola  pankuk - pancake  pankuka

Negative Verbs

Certain suffixes are placed on verbs to make them “negative”. In theory, the negative suffix is “uwi”, but in practice there are many variations. The negative marker “ku” is used with these verbs. Negative forms are intricate and are falling out of use, especially in conversation. More commonly today, the word "takuu" is used before the regular form of the verb to form the negative.

**English:** not  I am not going.
**Lenape:** takuu  Takuu nta

Assignment - Use the verb forms you have learned to construct some negative statements.
Lesson 4 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed.

**katupwi - to be hungry**
- nkapot - I am hungry
- katupwi - you are...
- katu - he is...
- nkapotweni - we are...
- katuwhena - we are...
- katuwiho - you all are...
- katuwhak - they are...

**metsi - to eat**
- nemetsi - I eat
- kemets - you...
- mets - he...
- nemetsi - we...
- kemets - we...
- kemets - you all...
- mets - they...

**tite - to think**
- ntite - I think
- ktite - you...
- lite - he...
- ntiteheni - we...
- ktiteheni - we...
- ktitehemo - you all...
- liteheyok - they...

**mene - to drink**
- nemene - I drink
- kemene - you...
- mene - he...
- nemeneheni - we...
- kemeneheni - we...
- kemenehemo - you all...
- meneheyok - they...

**mai (may) - go** - This word means "go" (and do something).

**English:** Go eat.
**Lenape:** May metsi.

Once you have mastered these words, go back to Lesson 4 in the textbook and expand your conversation skills by using them.

**Verb Exercises**

Translate into English.

1. Lekhikwi nkapotweni.
2. May kemetsiho.
3. Liteheyok nal ne wench.
4. Xantki katu.
5. Tamse nkapotweni.
6. Apchi ntite.
7. Mechi kemetsi.
8. Katupwi hech?
10. Yukwe lite.
Lesson 4 - Other Words

Memorize and practice the pronunciations of the following words. Listen carefully to the audio file to learn how the words are pronounced and stressed. Use your verb conjugations from Lesson 4 and from previous lessons to form sentences with the following words. One example for each has been provided.

**mechi - already; have**
- **English**: I am already well.
- **Lenape**: Mechi nulamalsi.

**nkati - I almost; kati - you/he almost**
- **English**: I am almost hungry.
- **Lenape**: Nkati katupwi. *

**wenchi - reason; nal ne wenchi - that is the reason**
- **English**: I think that is the reason
- **Lenape**: Ntite nal ne wenchi

**xantki - finally**
- **English**: Finally they are hungry.
- **Lenape**: Xantki katupuwak

**lekhikwi-at this time**
- **English**: Lekhikwi newikwihelahena
- **Lenape**: At this time we are tired.

**tamse - sometimes**
- **English**: Sometimes we are sick.
- **Lenape**: Tamse kpalsihena.

**apchi - always; apchich- forever**
- **English**: You are always hot.
- **Lenape**: Apchi kesi.
- **English**: We are leaving forever.
- **Lenape**: Apchich ntalemskahena.

* This word acts as a "preverb". Notice that the person prefix does not need to be included in both verbs. Once it is placed on the first verb, it is “assumed” on the following verb.

Lesson 4 Assignment

Review the following aptonahanne lesson (4). Then apply the words "ne" and "na" to Lessons 3 and 4 vocabulary. The formation of the plurals of the words will indicate whether to use the animate or inanimate forms.

The word "ne" is pronounced "nuh" and is used to mean "the" or "that" when you talk about non-living things. Repeat the following examples:

- ne hempes *(the/that shirt)*
- ne ahkwiyan *(the/that blanket)*
- ne xaskwim *(the/that corn)*

The word "na" is pronounced "nah" and is used to mean "the" or "that" when you talk about living things. Repeat the following examples:

- na chulens *(the/that bird)*
- na kishux *(the/that sun)*
- na chahkol *(the/that frog)*
- na ahas *(the/that crow)*

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Lesson 4 Translation

Translate the following story into English. Then practice reading it aloud.

Aonsumikwen Welemalsu!
Bluefeather is Well!

Aonsumikwen mikwi palsu. Yukwe lapi welemalsu. Litehe, "Xantki nulamalsi!"
"Ana!* Nkatupwi! Ksi, mili oola, pom, hotemil!" Mitsu. Litehe, "Yukwe nemikentam. Et
Xantki machi.

*Ana = Mother

ORAL EXERCISE - Practice the following conversations with a partner.

   b. xaskwim c. mehemichink d. hempes e. ahkwiyan
   f. nunakan g. tukwim h. pakim i. tehim j. malaxkwsit k. kepech l. tukolaxkwsit
   m. keskunhakw n. ool o. pom p. mastel q. kapi r. kukumes

   b. xaskwim c. hotemil d. pehpastek e. pankuk f. ahpon g. salapon

3. a. X: Mili na chulens, ksi. Y: She wa. X: Wanishi
   b. chahkol c. ahas d. apelish e. temetos f. chelis g. wiyus h. ahkokwe

   b. litehec. mitsu.d. mene

   b. liteheyok c. mitsuwak d. meneyok

   b. ktite – ntite c. kemitsi - nemitsi d. kemene - nemene

7. a. X: Mikwi katupwihehemo hech? Y: Nkatupwihehena
   b. ktitehehemo – ntitehehena c. kemitsihemo - nemitsihena
d. kemenehemo-nemenehena

26
**LESSON 5 - SAYING "NO"**

<table>
<thead>
<tr>
<th>New Number Word</th>
<th>New living (animate) word</th>
</tr>
</thead>
<tbody>
<tr>
<td>palenaxk <em>(pah-leh-nahxk)</em> = five</td>
<td>ahtu <em>(ah-too)</em> = deer</td>
</tr>
<tr>
<td></td>
<td>ahtuhok <em>(ah-too-hahk)</em> = deer (plural)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Color Word</th>
<th>New non-living (inanimate) word</th>
</tr>
</thead>
<tbody>
<tr>
<td>maxke <em>(mahx-kay)</em> = it is red</td>
<td>shakhukwiyan <em>(shahk-huke-wee-uhn)</em> = coat</td>
</tr>
<tr>
<td>maxksu <em>(mahx-soo)</em> = he or she is red</td>
<td>shakhukwiyan <em>(shahk-huke-wee-ahn-ah)</em> = coats</td>
</tr>
</tbody>
</table>

**New Conversation** - This week we will learn how to say "no", "I want", "you want" and "and". In Lenape, the next to last syllable is usually stressed. Syllables that don't follow this pattern are underlined. The words you need to know are:

- **ku** *(koo)* = no/not
- **nkatala** *(gah-tah-lah)* = I want him/her
- **Kkatatam** *(gah-tah-tam)* = I want it
- **katatam** *(kah-tah-tam)* = you want it
- **ok** *(ohk)* = and

Practice these sentences:

- **Katatam hech mpi?** *(Do you want water?)*
- **Ku. Nkatupwi. Nkatatam mehemichink.** *(No. I am hungry. I want food.)*
- **Katatam hech xaskwim?** *(Do you want corn?)*
- **E-e, ksi. Mili xaskwim.** *(Yes, please. Give me corn.)*
- **Katatam hech hempes?** *(Do you want a shirt?)*
- **Ku. Nkesi.** *(No. I am hot.)*
- **Kulamalsi hech?** *(Are you well?)*
- **Ku. Newikwihela ok mpalsi.** *(No. I am tired and I am sick.)*
- **Ntakohchi. Mili ne ahkwiyan.** *(I am cold. Give me the blanket.)*
- **Wanishi.** *(Thank-you.)*
- **Katala hech na chakol?** *(Do you want the frog?)*
- **Ku. Nkatala na chulens.** *(No. I want that bird.)*
- **Mili na ahas.** *(Give me the crow.)*
Katatam hech hempes? (Do you want a shirt?)
E-e. Nkatatam ne hempes, ksi. (Yes. I want that shirt, please.)
Ksi, mili ne hempes ok ne ahkwiyan. (Please, give me that shirt and that blanket.)

Practice using these words and phrases every day. For now use the English word for the thing that you want. For example, "Nkatala a dog!" As you learn more words, you can substitute them for what you want. We will learn many more words to use in this manner in future lessons.

Aptonahanne (Flow of words) Lesson

The word "nel" is pronounced "nell" and is used to mean "those" when you talk about non-living things.

Repeat the following examples:

nel hempsa (those shirts)
nel ahkwiyana (those blankets)

The word "nek" is pronounced "neck" and is used to mean "those" when you talk about living things. The word "neki" is also used to mean the same thing.

Repeat the following examples:

nek chulensak (those birds)
neki chahkolak (those frogs)
nek ahasak (those crows)

Aptonahanne Review - Practice the pronunciations of the following phrases. Write the English translation next to each.

<table>
<thead>
<tr>
<th>Ne hempes</th>
<th>Na ahas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nel hempsa</td>
<td>Nek ahasak</td>
</tr>
<tr>
<td>Ne ahkwiyan</td>
<td>Na ahtu</td>
</tr>
<tr>
<td>Nel ahkwiyana</td>
<td>Nek ahtuhok</td>
</tr>
<tr>
<td>Ne shakhukwiyan</td>
<td>Kweti xaskwim</td>
</tr>
<tr>
<td>Nel shakhukwiyana</td>
<td>Nisha ahkwiyana</td>
</tr>
<tr>
<td>Na chulens</td>
<td>Naxa chahkolak</td>
</tr>
<tr>
<td>Nek chulensak</td>
<td>Nawa chulensak</td>
</tr>
<tr>
<td>Na chahkol</td>
<td>Palenaxk shakhukwiyana</td>
</tr>
<tr>
<td>Neki chahkolak</td>
<td></td>
</tr>
</tbody>
</table>

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**Game of the month**

Now you have all of the colors that you need to play "Uno". Soon we will have learned all of the numbers needed as well...so keep playing! This month, play the game "Turtle Twister". On my "Twister" game "board" I made the circles into turtles by painting heads, legs and tails on the circles with permanent magic markers. One row black, one gray, one white and one brown. For example, my red circles have black heads, my yellow circles have brown heads, my green circles have gray heads, and my blue circles have white heads. (For white, just outline the head in black but don't color it in since the game board is white already.) I did the same with the spinning board. This will teach even more colors. By the end of the month we will have learned all of the eight colors you need for this game. It will also reinforce the words for "hand" and "foot", as well as help your child distinguish between "left" and "right". Just use the English words for "left" and "right" for now. As you spin the wheel, say the words for the colors (choose either the color of the circle or the color of the head) and the words for "hand" and "foot" in Lenape. One day use the inanimate colors. Another day use the animate colors.

**Song of the month** - All songs are included in the "Children's Songs in Lenape Book" Sing each verse of the song "I Love My Shirt" first in English, then in Lenape. At the end of this month you will know the Lenape words for: shirt, pants, shoe, sock, leggings, skirt, hat, moccasin, shawl, and blanket.

**Suggested Reading** - "Wematekan'is and the Hunter" - Lenape

**Test** - Translate the following phrases:

Katatatam hech mpi?
Katatatam hech xaskwim?
E-e,ksi. Mili xaskwim.
Katatatam hech hempes?
Ku. Nkesi.
Kulamalsi hech?
Ku. Newikwiheka ok mpalsi.
Dakohchi. Mili shakhukwiyani.
Wanishi.
Katata hech na chahkol?
Ku. Nkatala na chulens.
Mili na ahas.
Katatatam hech hempes?
E-e. Nkatatat ne hempes,ksi.
Ksi, mili ne hempes ok ne ahkwiyan.

**Practice writing your answers here:**
Say the Lenape words for each of the following:

the crow
those crows
the frog
those frogs
the bird
those birds
one
two
three
four
five
it is black
he/she is black
it is green
he/she is green
it is yellow
he/she is yellow
it is blue
he or she is blue
it is red
he/she is red
the shirt
those shirts
the blanket
those blankets
the coat
those coats
the sun
corn
water
food

Practice writing your answers here:
Lesson 5 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 5 in the textbook and expand your conversation skills by using them.

<table>
<thead>
<tr>
<th>kelamapisun - belt</th>
<th>pelechis - pants</th>
</tr>
</thead>
<tbody>
<tr>
<td>kelamapisuna</td>
<td>pelechisa</td>
</tr>
<tr>
<td>kelapi - bra</td>
<td>chipakw - shoe</td>
</tr>
<tr>
<td>kelapia</td>
<td>chipako</td>
</tr>
<tr>
<td>silk - ribbon</td>
<td>ahshikan - sock</td>
</tr>
<tr>
<td>silka</td>
<td>ahshikana</td>
</tr>
<tr>
<td>anishun - shoestring</td>
<td>kakun - legging</td>
</tr>
<tr>
<td>anishuna</td>
<td>kakuna</td>
</tr>
<tr>
<td>lamunkpelechis - underpants</td>
<td>tepet'hun - wrap-around skirt</td>
</tr>
<tr>
<td>lamunkpelechisa</td>
<td>tepet'huna</td>
</tr>
<tr>
<td>wixkwelenchepi - glove</td>
<td>alukwepi - hat</td>
</tr>
<tr>
<td>wixkwelenchepia</td>
<td>alukwepia</td>
</tr>
<tr>
<td>akontpepi - scarf, neckerchief; handkerchief</td>
<td>lenhaksen - mocassin</td>
</tr>
<tr>
<td>akontpepia</td>
<td>lenhaksena</td>
</tr>
<tr>
<td>hempes - shirt</td>
<td>sholem - shawl</td>
</tr>
<tr>
<td>hempsa</td>
<td>sholema</td>
</tr>
<tr>
<td></td>
<td>ahkwiyana</td>
</tr>
</tbody>
</table>

Lesson 5 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed.

<table>
<thead>
<tr>
<th>ahpin - to be here; to exist (animate)</th>
<th>shinki - to dislike to/to hate to/ to not want to (often used as a prefix)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntapi - I am here/exist</td>
<td>nshinki - I dislike to</td>
</tr>
<tr>
<td>ktapi - you are...</td>
<td>kshinki - you...</td>
</tr>
<tr>
<td>ahpu - he/she...</td>
<td>shinki - he...</td>
</tr>
<tr>
<td>ntapihena - we are...</td>
<td>nshinkihena - we...</td>
</tr>
<tr>
<td>ktapihena - we are...</td>
<td>kshinkihena - we...</td>
</tr>
<tr>
<td>ktapihemo - you all...</td>
<td>kshinkihemo - you all...</td>
</tr>
<tr>
<td>ahpwak - they are...</td>
<td>shinkiyok - they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hate - there is; there exists (inanimate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>hate - it exists; it is here</td>
</tr>
<tr>
<td>hateyo - they exist; they are here</td>
</tr>
</tbody>
</table>
kata - to want to (to want something "unspecific")
nkata - I want
kata - you...
kahta - he...
kota/kahta - he...
nkatamuhena - we...
katamuhena - we...
katamuhemo - you all...
kotatamuk/ kahtatamuk - they...

Once you have mastered these words, expand your conversation skills by using them with some of the other words you have learned. Some examples have been provided below.

**Notice that the person prefix does not need to be included in both verbs. Once it is placed on the first verb, it is “assumed” on the following verb.**

**English:** I am already here.
**Lenape:** Mechi ntahpi.

**English:** I want to leave.
**Lenape:** Nkata alemska.

**English:** Finally they are here.
**Lenape:** Xantki ahpuwak.

**English:** He wants to dance.
**Lenape:** Kota kentke.

**English:** It is here at this time.
**Lenape:** Lekhikwi hate.

**English:** They hate to sing.
**Lenape:** Shinki asuwak. (shinkasuwak)

**English:** I don't like to be sick.
**Lenape:** Nshinki palsi.

**Lesson 5 - Transitive Inanimate Verbs**

So far we have learned how to expand simple verbs. These verbs make a simple statement, such as, "I eat" or "they leave". They are sometimes called "intransitive" because there is no transition to another word. Now we will talk about "transitive" verbs. These verbs are followed by an "object", which is another word that receives the action. The following verbs have objects:

I look at a shirt. (verb = "look"; object = "shirt")
I dislike corn. (verb = "dislike"; object = "corn")

It is also important to **note that these objects are inanimate.** Later we will talk about how to work with animate objects. There are certain suffixes to use with verbs that have inanimate objects. The suffixes are in boldface below. Some of the forms are the same whether the object is singular or plural. The following italicized cases use the same form for both singular and plural.
nem - to see it

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>nemen - I see it</td>
<td>nemena - I see them</td>
</tr>
<tr>
<td>kenemen - you see it</td>
<td>kenemenena - you see them</td>
</tr>
<tr>
<td>wenemen - he/she sees it</td>
<td>wenemenena - he sees them</td>
</tr>
<tr>
<td>nemenen - we see it</td>
<td>nemenenena - we see them</td>
</tr>
<tr>
<td>kenemenenyo - you all see it</td>
<td>kenemeneneyo - you all see them</td>
</tr>
<tr>
<td>wenemeneyo - they see it</td>
<td>wenemeneyo - they see them</td>
</tr>
</tbody>
</table>

The suffix "en" indicates that the object is inanimate.
The suffix "a" makes the object plural. (*Note: some sources use the "a" suffix and others don't.* For the sake of simplicity, we will use it)

A second suffix "en" is added when the subject is plural. (*The subject is the person "doing" the verb: "I", "you", "he/she", "we", "they", etc.*)

If the subject is "we" (inclusive and exclusive), use: "nen"  
If the subject is "you all" or "they" use: "eyo"

Memorize and practice the pronunciations of the following action words, and soon the pattern will become clear.

penam - to look at it

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpnamen - I look at it</td>
<td>mpenamena - I look at them</td>
</tr>
<tr>
<td>kepnamen - you...</td>
<td>kepnamena - you...</td>
</tr>
<tr>
<td>pwnamen - he/she...</td>
<td>pwnamena - he...</td>
</tr>
<tr>
<td>mpenamenen - we...</td>
<td>mpenamenena - we...</td>
</tr>
<tr>
<td>kepnamenemen - we...</td>
<td>kepnamenena - we...</td>
</tr>
<tr>
<td>kepnameneyo - you....</td>
<td>kepnameneyo - you all...</td>
</tr>
<tr>
<td>pwenameneyo - they....</td>
<td>pwenameneyo - they...</td>
</tr>
</tbody>
</table>

wixeni - to cook

*Note: if the verb ends in a vowel then this vowel starts off the chain of suffixes rather than the "e".*

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>newixenin - I cook it</td>
<td>newixenina - I cook them</td>
</tr>
<tr>
<td>kewixenin - you...</td>
<td>kewixenina - you...</td>
</tr>
<tr>
<td>wixenin - she/he...</td>
<td>wixenina - he...</td>
</tr>
<tr>
<td>newixeninen - we...</td>
<td>newixeninen - we...</td>
</tr>
<tr>
<td>kewixeninen - we...</td>
<td>kewixeninen - we...</td>
</tr>
<tr>
<td>kewixenineyo - you all...</td>
<td>kewixenineyo - you all...</td>
</tr>
<tr>
<td>wixenineyo - they....</td>
<td>wixenineyo - they....</td>
</tr>
</tbody>
</table>
**katatam - to want it**

nkatatam(en) - I want it
katatam(en) - you...
kahtatam(en) - he...
kotatamen - he...*
nkatatamenen - we...
katatamenen - we...
*alternate form

**katutam - to want to eat it**

nkatutam(en) - I want to eat it
katutam(en) - you...
kahtutam(en) - he...
kotutamen - he...*
nkatutamenen - we...
kotutamenen - we...

**shinkatam - to not want it/to dislike it**

nshinkatamen - I dislike it
kshinkatamen - you...
wshinkatamen - he...
*also spelled "walhatu" "ulhatu" "welatu"
nshinkatuhena - we...
kshinkatuhena - we...
wshinkatuhena - we...

The verb "hatu" is irregular. Even though it is transitive, it is expanded the same as intransitive action words.

**hatun - to have (Irregular)**

**Singular**

nulhatu(n) - I have it
kulhatu(n) - you...
wulhatu(n) - he/she...*

*also spelled "walhatu" "ulhatu" "welatu"
nulhatuhena - we...
kulhatuhena - we...
wulhatuhak - they...

**Plural**

nulhatuna - I have them
kulhatuna - you...
wulhatuna - he...
nulhatuhena - we...
kulhatuhena - we...
wulhatuhak - they...

**nulhala - I have him/her
Once you have mastered these words, expand your conversation skills by using them with the inanimate words that you have learned. It doesn't matter whether the verb comes before or after the object word. Both are acceptable.

**Examples:**

**English:** I see ribbons  
**Lenape:** Nemena silka.

**English:** We want shoes.  
**Lenape:** Chipako katatamenena.

**English:** She looks at a hat.  
**Lenape:** Pwenamen alukwepi.

**English:** I dislike that scarf.  
**Lenape:** Nshinkatamen ne akontpepi.

**English:** You all cook eggs.  
**Lenape:** Kewixenineyo oola.

**English:** We have gloves.  
**Lenape:** Wixwelenchepia nulhatuhena.

**Verb Exercises**

**Intransitive verbs: translate into English.**

1. Mechi ahpu.
2. Hate hech?
4. Kata kentke hech?
5. Xantki ntapihena.
6. Tamse kota kentke.
8. Apchich hateyo.

**Transitive verbs: translate into English.**

1. Wenemen ne skontay.
2. Lapi mpenamen ne puhenikan
3. Mikwi kewixenina oola.
4. Yukwe katatameneyo hupokana.
5. Nal ne wenchi wshinkatameneyok tehima.
7. Kulhatuhena wixwelenchepia.
8. Nkatutamena kendisa.

**Lesson 5 Translation**

**Newinkatam Ntahempsem (I Love My Shirt)**

Sung to the tune of Donovan’s “I Love My Shirt”

Newinkatam ntahempsem, newinkatam ntahempsem
Welamamkot ntahempsem, ntahempsem shiki

*The suffix “em” is used to form the possessives of words. However this suffix is often dropped in everyday conversation. Add the prefix for “my, I”. Substitute the following words for "ntahempsem":*

<table>
<thead>
<tr>
<th>Possessives</th>
<th>Other Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>hempes - shirt</td>
<td>ntlempsem</td>
</tr>
<tr>
<td>pelechis - pants</td>
<td>mpelechis</td>
</tr>
<tr>
<td>chipakw - shoe</td>
<td>nemachipakw</td>
</tr>
<tr>
<td>ahshikan - sock</td>
<td>ntashikan</td>
</tr>
<tr>
<td>kakuna - leggings</td>
<td>nkakuna</td>
</tr>
<tr>
<td>tepethun - wrap-around skirt</td>
<td>ntethepethun</td>
</tr>
<tr>
<td>alukwepi - hat</td>
<td>ntaluwepi</td>
</tr>
<tr>
<td>lenhaksen - moccassin</td>
<td>nlenhaksen</td>
</tr>
<tr>
<td>sholem - shawl</td>
<td>nsholem</td>
</tr>
<tr>
<td>ahkwiyiyan - blanket</td>
<td>ntahkwiyiyan</td>
</tr>
</tbody>
</table>
ORAL EXERCISE - Practice the following conversations with a partner.

   b. ahkwiyan  c. menutes  d. kendis  e. lelehun  f. puhenikan  g. silk
   h. akontpepi  i. pelechis  j. chipako  k. ahshikan  l. lenhaksen
   m. sholem  n. alukwepi

   b. ahas  c. chulens  d. chahkol  e. apelish  f. temetos
   g. chelis  h. wiyus  i. ahkokwe

   b. ahas  c. chahkol  d. apelish  e. temetos  f. chelis  g. wiyus  h. ahkokwe

   b. ahpu  c. ktapihemo - ntapihena  d. ahpuwak  e. hate  f. hateyo

   b. kota kentke  c. kata kentkahemo - nkata kentkahena  d. kota kentkeyok

   b. shinkalemske  c. kshinkalemskahemo - nshinkalemskahena  d. shinkalemskeyok

   b. pwenamen  c. wixenin  d. kotatamen  e. kahtutam(en)
   f. wshinkatamen  g. wulhatu/walhatu, ulhatu, welatu

   b. kpwenameneyo  c. wixenineyo  d. kotatameneyo
   e. kahtutameneyo  f. wshinkatameneyo  g. wulhatuwak

   b. kepenamen - mpenamen  c. kewixenin - newixenin
   d. katatam(en) - nkatatam(en)  e. katutam(en) – nkatutam(en)
   f. kshinkatamen – nshinkatamen  g. kulhatu(n)-nulhatu(n)

    b. kepenamenen - mpenamenen  c. kewixeninen - newixeninen
       d. katatamenen- nkatatamenen  e. katutamenen– nkatutamenen
       f. kshinkatamenen – nshinkatamenen  g. kulhatunen- nulhatunen
LESSON 6 - WHAT IS THIS AND THAT?

New Number Word

kwetash (kwuh-tahsh) = six

New Color Word

siskwinakwe (sis-kwin-ah-kway) = it is brown
siskwinakwsu (sis-kwin-ahk-soo) = he or she is brown

New living (animate) word

mwekane (mway-kah-nay) = dog
mwekaneyok (mway-kah-nay-yoke) = dogs

New non-living word

lenhaksen (luhn-hahk-suhn) = moccasin
lenhaksena (luhn-hahk-suhn-ah) = moccasins

New Conversation - This week we will learn how to say "What is that?" and "Who is that?" and how to respond to these questions. We will also learn how to say "this" and "these". In Lenape, the next to last syllable is usually stressed. Syllables that don't follow this pattern are underlined. The words you need to know are:

Keku hech nen? (keh-koo huch nuhn) = What is that?
Awen hech nan? (ahwen huch nahn) = Who is that?
Yu (yoo) = this (inanimate); For emphasis, you may say "Yu she" (yoo-shay) = This here.
Wa (wah) = this (animate); For emphasis, you may say "Wa she" (wah-shay) = This here.
Yuli (yool-ee) = these (inanimate)
Yuki (yook-ee) = these (animate)

Practice these sentences:

Keku hech nen? (What is that?)
Hempes nen. (It's a shirt.)
Wisae yu she hempes. (This shirt here is yellow.)
Katatam hech yu hempes? (Do you want this shirt?)
E-e, Mili ne hempes, ksi. (Yes, Give me that shirt, please.)
Keku hech nen? (What is that?)
Ahkwiyan nen. (It's a blanket.)
Mili yu she ahkwiyan, ksi. Newikwhelah. (Give me this blanket here, please. I am tired.)
Mili yuli ahkwiyana. (Give me these blankets.)
Keku hech nen? (What is that?)
Mpi nen. (It's water.)
Nkatatat mpi, ksi. Nkesi. (I want water, please. I am hot.)
Keku hech nen? (What is that?)
Xaskwim nen. (It's corn.)
Katupwi hech? (Are you hungry?)
E-e. Nkatupwi. Mili mehemichink, ksi. (Yes. I am hungry. Give me food, please.)
Keku hech nen? (What is that?)
Shakhukwiyan nen. (It's a coat.)
Ntakohchi. Mili yu shakhukwiyan. (I am cold. Give me this coat.)
Wanishi. (Thank you.)
Awen hech nan? (Who is that?)
Ahtu nan. (He/she is a deer.)
Awen hech nan? (Who is that?)
Ahas nan. (He/she is a crow.)
Seksu wa ahas. (This crow is black.)
Yuki ahasak. (These crows)
Awen hech nan? (Who is that?)
Chahkol nan. (He/she is a frog.)
Askaskwsu wa chahkol. (This frog is green.)
Awen hech nan? (Who is that?)
Chulens nan. (He/she is a bird.)
Maxksu wa she chulens ok aonsu na chulens. (This bird here is red and that bird is blue.)

Aptonahanne (Flow of words) Lesson

When you put the words for "the/that" before the person or thing (noun) you are referring to, you use "na"/"ne". When you put them at the end of a sentence or after the word, you put an "n" on the end of them. (nan/nen).

Repeat the following examples:

Mili ne hempes. (Give me the/that shirt, please.)
Hempes nen. (It's/That's a shirt.)
Ahtu nan. (He/she is/That's a deer.)
Nkatatala na ahtu. (I want the/that deer.)

Let's combine the words we have learned into phrases using the colors. If you want to say, "The shirt is red", you say "Maxke ne hempes." Literally, this says "It is red, the shirt." That is how the words flow in the Lenape, but it means, "The shirt is red."
Repeat the following examples:

Maxke ne hempes
(The/That shirt is red)
Maxke yu hempes.
(This shirt is red.)
Maxke yu she hempes
(This shirt here is red)
Seke ne shakhukwiyan.
(The/That coat is black)
Seke yu shakhukwiyan
(This coat is black)
Seke yu she shakhukwiyan
(This coat here is black)
Wisae ne xaskwim
(The/That corn is yellow)
Wisae yu xaskwim
(This corn is yellow)
Wisae yu she xaskwim
(This corn here is yellow)
Askaskwe ne ahkwiyan
(The/That blanket is green)
Askaskwe yu hempes
(This shirt is green)
Askaskwe yu she hempes
(This shirt here is green)
Maxksu na chulens
(The/That bird is red)
Maxksu wa chulens
(This bird is red)
Maxksu wa she chulens
(The/That bird here is red)
Seksu na ahas
(The/That crow is black)
Seksu wa ahas
(This crow is black)
Seksu wa she ahas
(The/That crow here is black)
Siskwinakwsu na ahtu
(The/That deer is brown.)
Siskwinakwsu wa ahtu.
(This deer is brown.)
Siskwinakwsu wa she ahtu.
(This deer here is brown.)

Aptonahanne Review - Practice the pronunciations of the following phrases. Write the English translation next to each.

Maxke ne hempes
Maxke yu hempes
Maxke yu she hempes
Seke ne shakhukwiyan
Seke yu shakhukwiyan
Seke yu she shakhukwiyan
Wisae ne xaskwim
Wisae yu xaskwim
Wisae yu she xaskwim
Askaskwe ne ahkwiyan
Askaskwe yu hempes
Askaskwe yu she ahkwiyan
Maxksu na chulens
Maxksu wa chulens
Maxksu wa she chulens
Seksu na ahas
Seksu wa ahas
Seksu wa she ahas
Siskwinakwsu na ahtu
Siskwinakwsu wa ahtu
Siskwinakwsu wa she ahtu

Suggested Reading - "How the First Moccasins Were Made" - As told by Robert Red Hawk Ruth
**Test** - Say the following in Lenape.

What is that?
It's a shirt.
This shirt here is yellow
Do you want this shirt?
Yes, Give me that shirt, please.
It's a moccasin.
Give me this blanket here, please. I am tired.
It's water.
I want water, please. I am hot.
It's corn.
Are you hungry?
Yes, I am hungry. Give me food, please.
It's a coat.
I am cold. Give me this coat.
These coats
Who is that?
It's a deer.
This deer is brown.
Who is that?
He/she is a crow.
This crow is black.
He/she is a frog.
This frog is green.
He/she is a dog.
This dog is brown.
He/she is a bird.
This bird here is red and that bird is blue
These birds

Write your answers here:
Say the English word for each of the following:

kweti
nisha
naxa
newa
palenaxk
kwetash
seke
seksu
askaskwe
askaskwsu
wisae
wisawsu
aone
aonsu
maxke
maxksu
siskwinakwe
siskwinakwsu
ahas
ahasak
hempes
hempsa
shakhukwiyan
shakhukwiyana
chahkol
chahkolak
ahtu
ahtuhok
chulens
chulensak
mwekane
mwekaneyok
ahkwiyana
ahkwiyana
kishux
xaskwim
lenhaksen
lenhaksena

Write your answers here:
Lesson 6 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 6 in the textbook and expand your conversation skills by using them.

tankhakan - basket
tankhakana
mitkem - pole; post
mitkema
mitkok - corn cob
mitkoka
opaskw - corn husk
opsko
pimewakan - sweat lodge
pimewakana
shuhenikan - rattle
shuhenikana

Lesson 6 Assignment

Review the following Lenape words meaning "this", "these" and "those". Then use them in sentences along with the colors and vocabulary words from Lessons 3 through 6. The formation of the plurals of the words will indicate whether to use the animate or inanimate forms.

yu = this (inanimate); For emphasis, you may say "yu she" = This here.
w = this (animate); For emphasis, you may say "wa she" = This here.
yuli = these (inanimate)
yuki = these (animate)
nel = those (inanimate)
nek = those (animate)

Examples:

maxke yu tankhakan
(This basket is red.)
seke yu she tankhakan
(This basket here is black.)
opsu wa ehes
(This clam is white.)
wisayyo nel tankhakana
(Those baskets are yellow.)

opsu wa she ehes
(This clam here is white.)
wipunkweyo yuli wikewama
(These houses are gray.)
siskwinakswuak yuki mikwenak
(These feathers are brown.)
askaskswuak nek chahkolak
(Those frogs are green.)
Apply "yu", "yuli", "ne", "nel", to Lesson 5 transitive inanimate verbs. **Remember that these verbs can only be used with INANIMATE nouns!**

- **wenemen ne tehim** *(She sees that strawberry.)*
- **newixenina nel oola** *(I cook those eggs.)*
- **katatamenen yu keskunhakw** *(We want this pumpkin.)*
- **kulhatuna yuli wixkwelènchèpi** *(You have these gloves.)*

**Lesson 6 Verbs**

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed.

**INTRANSITIVE**

- **ashewil - to swim**
  - ntashewil - I swim
  - ktashuwil - you...
  - ashewil - he...
  - ntashewilhena - we...
  - ktashewilhena - we...
  - ktashewilhemo - you all...
  - ashewileyok - they...

- **papi - to play**
  - mpapitun - I play with it
  - kpapitun - you...
  - papitun - she/he...
  - mpapitunen - we...
  - kpapitunen - we...
  - kpapituneyo - you all...
  - papituneyo - they...

- **pentam - to hear/understand it**
  - mpentamen - I hear it
  - kpentamen - you...
  - pwentamen - she/he...
  - mpentamenen - we...
  - kpentamenen - we...
  - kpentameney - you all...
  - pwentameney - they...

- **nepentamenen yu keskunhakw** *(We want this pumpkin.)*
- **kulhatuna yuli wixkwelènchèpi** *(You have these gloves.)*

**TRANSITIVE**

- **papitu - to play with it**
  - mpapitun - I play with it
  - kpapitun - you...
  - papitun - she/he...
  - mpapitunen - we...
  - kpapitunen - we...
  - kpapituneyo - you all...
  - papituneyo - they...

- **mpapituna - I play with them**
- **kpapituna - you...**
- **papituna - he...**
- **mpapitunen - we...**
- **kpapitunen - we...**
- **kpapituneyo - you all...**
- **papituneyo - they...**

- **pwe - nta** *(They hear it.)*
- **nta - you...**
- **nta - she/he...**
- **nta - we...**
- **nta - we...**
- **nta - you all...**
- **nta - they...**

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pahsenemen - to break something in half
mpahsenem - I break it in half
kpahsenem - you break it in half
pahsenem - he/she breaks it in half
mpahsenemenen - we break it in half
kpahsenemenen - we break it in half
kpahsenemeneyo - you all break it in half
kpahsenemeneyo - they break it in half
mpahsenemen - I break them in half
kpahsenemena - you break them in half
pahsenemena - he/she breaks them in half
mpahsenemenena - we break them in half
kpahsenemenena - we break them in half
kpahsenemeneyo - you all ...in half
kpahsenemeneyo - they ...in half

Assignment - Construct some sentences using each of the transitive inanimate verbs above in sentences with the inanimate nouns from your vocabulary units. Some examples are below.

English: He plays with the rattle.
Lenape: Papu ne shuhenikan.

English: Did you all hear the drum?
Lenape: Kpentameneyo hech ne puhenikan?

Lesson 6 - Other Words

Use your verb conjugations and/or vocabulary to form sentences with the following words. One example for each has been provided.

chinke hech? - when?
English: When do you all leave?
Lenape: Chinke hech ntalemskahena?

keku hech - what?
English: What do you think?
Lenape: Keku hech ktite?

wemi keku - everything
English: How is everything?
Lenape: Ta hech wemi keku?

awen - who; a person; someone
English: Who is sick?
Lenape: Awen hech palsu?

wemi-all
English: They all left.
Lenape: Wemi alemskeyok.

wemi awen - everyone
English: Now everyone is tired.
Lenape: Yukwe wemi awen wikwihele.

aweni/awenikii - whose
English: Whose bird is that?
Lenape: Awèni hech na chulens?

English: Whose birds are those?
Lenape: Aweniikii hech nek chulensak?

mata awen - no one

English: No one is cold.
Lenape: Mata awen akohchu.

tani - where
English: Where is he?
Lenape: Tani hech ahpu?

teta - wherever
English: I am wherever he is.
Lenape: Ntahe teta ahpu.

keku wenchi - why; what for?
English: Why are you hungry?
Lenape: Keku wenchi katupwi?

ta hech? how do?
English: How do you cook it?
Lenape: Ta hech kewixenin?

kexa hech? - how many?
English: How many shirts are there?
Lenape: Kexa hech hempsa hateyo.

pahsi - half; a half dollar
English: They cut the pole in half.
Lenape: Pahsenemeneyo mitkem

hashi – if ever
English: – If ever I go
Lenape: Hashi mpa
Verb Exercises - Translate into English.

5. Tani hech ktashewilhemo?

Lesson 6 Translation
Alapae
Sung to the tune of Donovan's "Colors"

Translate the following song into Lenape:

Animate Version
Seksu na chekenakw alapae
Enta ntukihelan alapae
Enta ntukihelan alapae
elikhikwi, elikhikwi
Ahi ntahotam

Substitute the following colors and animate nouns for the first line above then try making up your own:

Opsu na kun alapae... Maxksu na otaes alapae...
Aonsu na chulens alapae... Wipunkwsu na xanikw alapae...
Wisawsu na kishux alapae... Siskwinakwsu na ahtu alapae...
Askaskwsu na hitukw alapae...

Inanimate Version
Seke ne kapi alapae
Enta ntukihelan alapae
Enta ntukihelan alapae
elikhikwi, elikhikwi
ahi ntahotam

Substitute the following colors and animate nouns for the first line above then try making up your own:

Ope ne nunakan alapae... Maxke ne tehim alapae...
Aone ne menuppek alapae... Wipunkwe ne ahsen alapae...
Wisae ne xaskwim alapae... Siskwinakwe ne ahchu alapae...
Askaskwe ne skikw alapae...
ORAL EXERCISE - Practice the following conversations with a partner.

1. a. X: Keku hech nen? Y: **Lenhaksen nen.**
   
   b. tankhakan
c. mitkok
d. opaskw
e. pimewakan
f. shuhenikan
g. temahikan
h. ahpikon
i. tunkshekoken
j. hatapik
k. aluns
l. mpisun
m. tepihelas
n. tepchehelas

2. a. X: Awen hech nan? Y: **Mwekane nan**
   
   b. ahas
c. chahkol
d. chulens
e. ahtu

   
   b. askaskwe
c. seke
d. aone
e. maxke

   
   b. askaskweyo
c. sekeyo
d. maxkeyo
e. aoneyok

5. a. X: Siskwinakwsu wa she chulens hech? Y: Ku. **Wisawsu** wa she chulens.
   
   b. askaskwsu
c. seksu
d. aonsu
e. maxksu

   
   b. askaskwsuwak
c. seksuwak
d. aonsuwak
e. maxksuwak

7. a. X: Mikwi **ashewil** hech? Y: E-e. Mikwi **ashewil.**
   
   b. papu
c. papitun
d. pwentamen

8. a. X: Mikwi **ashewileyok** hech? Y: E-e. Mikwi **ashewileyok.**
   
   b. papuwak
c. papituneyo
d. pwentameneyo

9. a. X: Mikwi **ktashewil** hech? Y: E-e. Mikwi **Ntashewil.**
   
   b. kpapi - mpapi
c. kepapitun - mpapitun
d. kpentamen - mpentamen

10. a. X: Mikwi **Ktashewilhemo** hech? Y: E-e. Mikwi **Ntashewilhena.**
    
    b. kpapihemo - mpapihena
c. kpapituneyo - mpapitunen
d. kpentameneyo - mpentamenen
Lesson 7 - What Color Is It?

New Number Word

nishash (nee-shahsh) = seven

New Color Word

ope (oh-pay) = It is white
opsu (ohp-soo) = he or she is white

New Living (Animate) Word

kun (koon) = snow on the ground
wine (wee-nay) = It is snowing; falling snow
There is no plural for this word.

New Non-Living (Inanimate) Word

muxul (moo-xool) = boat
muxula (moo-xoo-lah) = boats

New Conversation - This week we will learn how to say "What color is it?” and "I don’t know.” In Lenape, the next to last syllable is usually stressed. Syllables that don’t follow this pattern are underlined. The words you need to know are:

likte (leek-tay) = the color it is
liksu (leek-soo) = the color he/she is
taktani (tahk-tah-nee) = I don't know

Practice these sentences:

Keku hech likte? (What color is it?)
Taktani. (I don’t know.)
Maxke hech? (Is it red?)
Ku. Aone. (No. It is blue.)
Keku hech liksu? (What color is he/she?)
Wisasu hech? (Is he/she yellow?)
E-e. Wisasu. (Yes, he/she is yellow.)
Keku hech liksu na mwekane? (What color is the dog?)
Siskwinakwsu na mwekane. (The dog is brown.)
Keku hech likte ne lenhaksen? (What color is the moccasin?)
Seke ne lenhaksen (The moccasin is black.)
Awen hech nan? (Who is that?)
Ahtu nan. (He/she’s a deer.)
Siskwinakwsu hech? (Is he/she brown?)
E-e. Siskwinakwsu. (Yes, He/she is brown.)
Keku hech nen? (What is that?)
Ahkwiyen nen. (It’s a blanket.)
Askaskwe hech? (Is it green?)
Ku. Maxke (No. It is red.)

Practice using these words and phrases every day. Try substituting other words and colors that you have learned.
Aptonahanne (Flow of words) Lesson

We have learned how to say "It is red" = "Maxke"
And how to say The shirt is red = "Maxke ne hempes".

But what if you want to say "red shirt"?

For inanimate colors, in this case, there is no difference in the color word:
maxke hempes = red shirt

But for animate colors we add the ending, "sit" (seet) to the color word when using it directly before the noun. Practice the following phrases:

**Animate colors before the noun:**
- maxksit chulens = red bird
- opsit kun = white snow
- seksit ahas = black crow

**Inanimate colors before the noun:**
- maxke ahkwiyan = red blanket
- ope lenhaksen = white moccasin
- seke shakhukwiyan = black coat

Aptonahanne Review - Practice the pronunciations of the following phrases. Write the English translation next to each.

**Animate colors before the noun:**
- maxksit chulens
- opsit kun
- seksit ahas
- askaskwsit chahkol
- siskwinakwsit ahtu
- aonsit chulens
- wisasit kishux

**Inanimate colors before the noun:**
- maxke ahkwiyan
- ope lenhaksen
- seke shakhukwiyan
- askaskwe hempes
- siskwinakwe shakhukwiyan
- aone xaskwim
- wisae mehemichink

Suggested Reading - "The Boy and His Dog" - By Nora Thompson Dean

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Say and write the English words for each of the following:

Keku hech likte?
Taktani
Maxke hech?
Ku Aone
Keku hech liksu?
Wisawsu hech?
E-e Wisawsu
Awen hech likte na mwekane?
Siskwinakwsu na mwekane.
Keku hech likte ne lenhaksen?
Seke ne lenhaksen
Awen hech nan?
Ahtu nan.
Siskwinakwsu hech?
E-e. Siskwinakwsu.
Keku hech nen?
Ahkwiyan nen.
Askaskwe hech?
Ku. Maxke

Say and write the Lenape word for each of the following:
one
two
three
four
five
six
seven
It is black
He or she is black
It is green
He or she is green
It is yellow
He or she is yellow
It is blue
He or she is blue
It is red
He or she is red
It is brown
He or she is brown
It is white
He or she is white
crow
crows
shirt
shirts
coat
coats
frog
frogs
deer
deer (plural)
bird
birds
dog
dogs
blanket
blankets
sun
corn
It is snowing
snow on the ground
Lesson 7 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 7 in the textbook and expand your conversation skills by using them.

- kwipelenay - hoe
- kwipelenaya - plow
- talàxhakiyakana - mokela - hammer
- talàxhakiyakan - mokela - hammer
- putachikan - whistle
- putachikana - temasksalau - file
- minkw - seed
- minko - tahkonshikana - scissors
- siskewahus - clay pot
- siskewahusak - mekus - nail
- kwenusenek - pestle (to pound corn)
- kwenuseneka - olemhona - dipper; ladle
- sankhikan - pump drill (to make a fire)
- sinkhikana - mayakhwikan - rake

Assignment

Singular and Plural Colors Before the Noun

We have learned how to say "It is red" = "Maxke", And how to say The shirt is red = "Maxke ne hempes". But what if you want to say "red shirt"? For inanimate colors, in this case, there is no difference in the color word:

- maxke hempes = red shirt
- maxkeyo hempsa = red shirts

But for animate singular colors we add the ending, "sit" (seet) to the color word when using it directly before the noun. The pluralizing suffix for animate colors is "chik". Practice the following phrases:

Animate colors before the noun:
- maxksit chulens = red bird
- opsit kun = white snow
- seksitchik ahasak = black crows

Inanimate colors before the noun:
- maxke ahkwiyan = red blanket
- opeyo lenhaksena = white moccasins
- seke shakhkwiyan = black coat

Assignment: Apply singular and plural colors before the noun to Lessons 3-7 vocabulary.
**Lesson 7 Verbs**

**INTRANSITIVE**

**keleksi - to laugh**
- nkeleksi - I laugh
- keleksi - you...
- keleksu - he/she...
- nkeleksihena - we...
- keleksihena - we...
- keleksihemo - you all...
- keleksuwak - they...

**alakahela - to jump around**
- ntalakahela - I jump around
- ktalahela - you...
- elakahhele - he/she...
- ntalakahelahena - we...
- ktalahelahena - we...
- ktlakahelahemo - you all...
- elakahheleyok - they...

**melimu - to cry**
- nemelimu - I cry
- kemelimu - you...
- melimu - he/she...
- nemilimuhena - we...
- kemilimuhena - we...
- kemilimuhemo - you all...
- melimuwak - they...

**wineye - to beg/ask**
- newineye - I beg
- kwineye - you...
- wineye - he...
- newineyehena - we...
- kwineyehena - we...
- kwineyehemo - you all...
- wineyeyok - they...

**hakihe - to plant**
- ntahe - I plant
- ktahe - you...
- hakihe - she/he...
- ntahehena - we...
- ktahehena - we...
- ktahehemo - you all...
- hakiheyok - they...

**mentemen – moan; groan**
- nmentem - I moan
- kmentem - you...
- mwentam - he/she...
- nmentemhena - we...
- kmentemhena - we...
- kmentemhemo - you all...
- mwentamuwak – they....

**TRANSITIVE**

**tankhitu - to lose it**
- ntankhitu - I lost it
- ktankhitun - you...
- tonkhitu(n) - he/she...
- ntankhitunen - we...
- ktankhitunen - we...
- ktankhituneyo - you all...
- tonkhituneyo - they...

**maxkamen - to find it**
- nemaxkamen - I found it
- kemaxkamen - you...
- maxkamen - he...
- nemaxkamenen - we...
- kmaxkamenen - we...
- kmaxkameneyo - you all...
- maxkamaneyo - they...
**Verb Exercises**

*Translate into English: intransitive*

1. Keku wenchi keleksi?
3. Mikwi kementamihemo.
4. Nal ne wenchi newinewehena.
5. Keku hech hakihe?
6. Tamse ntalakihela.

*Translate into English: transitive inanimate*

1. Chinke hech tonkhitu ne kwipelenay?
2. Nernaxkamenena putachikana.
3. Lekhiki xaxksemaneyo tepchehelasa.
4. Lapi ntankhitun ne mpisun
5. Xaxksemaneyo hempsa.
6. Maxkamaneyo ne pimewakan.
7. Mikwi ntankhitunen ne shuhenikan

**Lesson 7 Translation**

Translate the following story into English.

**Hakihakanink**

ORAL EXERCISE - Practice the following conversations with a partner.

1. a. X: Keku hech likte ne muxul? Y: Ope ne muxul.
   b. wisae c. aone d. askaskwe e. seke f. maxke g. siskwinakwe

   b. wisawsu c. aonsu d. maxksu e. seksu f. siskwinakwsu

   b. wisae c. aone d. askaskwe e. seke f. maxke

   b. wisasit c. aonsit d. askaskwsit e. maxksit

   X: Nulhatuna siskwinakwe muxula.
   b. wisaeyo c. aoneyo d. askaskweyo e. maxkeyo

   b. wisasitchik c. aonsitchik d. askaskwsitchik e. maxksitchik

   b. melimu c. hakihede. elakihe e. winewe f. mwentamu
   g. tonkhitu(n) h. maxxamen i. kaxksemen

   b. melimuwak c. hakiheyok d. elakiheleyok e. wineweyok
   f. mwentamuwak g. tonkhituneyo h. maxxameneyo i. kaxksemeneyo

   b. kemelimu - nemelimu c. ktakihe- ntakihe d. ktalakihela- ntalakihela
   e. kewinewe - newinewe f. kementami - nementami g. ktankhitun - ntankhitun
   h. kemaxkamen - nemaxkamen i. kaxksemen - nkaxksemen

    b. kemelihuemo - nemelihuema c. ktaihehemoheto- ntaihehenoha
    d. ktalakihelahena- ntalakihelahena e. kewinewehemo - newinewehena
    f. kementami hemo- nementamihehena g. ktankhituneyo - ntankhitunen
    h. kemaxxameneyo - nemaxkamenen i. kaxksemeneyo - nkaxksemenen

    b. tonkhitu(n) c. ktankhitunen - ntankhitunen d. tonkhituneyo
LESSON 8 - UNIT REVIEW

Review: Colors/Numbers

In order to review colors and numbers, we will have to know how to ask "What color is it?" and "How many?" We have already learned "Keku hech likte/liksu?" = "What color is it/he?" "Kexa (gehx-kah) hech?" means "How many?"

Write and say the Lenape words for the following numbers and colors that we have learned:

<table>
<thead>
<tr>
<th>Lenape</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>it is yellow</td>
</tr>
<tr>
<td>two</td>
<td>he or she is yellow</td>
</tr>
<tr>
<td>three</td>
<td>it is blue</td>
</tr>
<tr>
<td>four</td>
<td>he or she is blue</td>
</tr>
<tr>
<td>five</td>
<td>it is red</td>
</tr>
<tr>
<td>six</td>
<td>he or she is red</td>
</tr>
<tr>
<td>seven</td>
<td>it is brown</td>
</tr>
<tr>
<td>it is black</td>
<td>he or she is brown</td>
</tr>
<tr>
<td>he or she is black</td>
<td>it is white</td>
</tr>
<tr>
<td>it is green</td>
<td>he or she is white</td>
</tr>
</tbody>
</table>

Begin by reviewing just the numbers. I use stones for this. Any objects may be used.

Start out by placing one object on a table and say "Kexa hech?" Answer in Lenape. Then place another stone on the table and say "Kexa hech?" Continue in this manner repeating the process until you can confidently say all seven numbers in order. Then vary the number of objects on the table.

Follow the same process with the colors (Keku hech likte/liksu?) You will need a living and non-living thing for each color. I use circles and birds. Cut out seven small circles, and color them each of the colors that we have learned. Do the same with a simple drawing of a living thing, bird, turtle, etc.
Review: Words

Write and say the words below in Lenape. Then, make picture cards for each.
(Cut pictures from magazines or make simple drawings.)

crow
crows
shirt
shirts
coat
cloaks
frog
frogs
deer
deer (plural)
deer (plural)

deer (plural)

If you have the actual objects handy (possibly stuffed or toy animals for the animals),
that's even better. Lay the word pictures out on the floor or on a table so that all of them
can be seen. Randomly say the word (both singular and plural) for each object and
remove its corresponding card until all of the cards are removed.

Aptonahanne Review Exercise 1

Lay out the cards (or objects) that you used for the previous exercise. Do this exercise
game with a language partner if possible. In Lenape, ask your partner to give you one
object at a time. Be sure to include the word for "the/that" in your sentence, as in the
following examples. Then have your partner ask you for each object.

Examples: "Mili ne hempes,ksi."
"Mili na chahkol,ksi."

Write each of the phrases below in Lenape. Then follow the procedure above with each
of the items listed. Be sure to refer back to the audio tapes if necessary for the correct
pronunciations.

the/that shirt
the/that blanket
the/that boat
the/that moccasin
the/that coat
the/that corn
the/that water

the/that food
the/that dog
the/that frog
the/that crow
the/that deer
the/that bird
the/that sun
the/that snow
Aptonahanne Exercise 2

Write each of the phrases below in Lenape then repeat the same procedure as in exercise 1, randomly using the words for "this" and "this here". Examples: "Mili yu hempes, ksi.", "Mili yu she ahkwiyam, ksi.", "Mili wa chulens, ksi.", "Mili wa she ahas, ksi."

this shirt  this corn here  this crow here
this blanket  this water  this deer
this boat here  this food  this bird
this moccasin  this dog  this sun
this coat  this frog  this snow

Aptonahanne Exercise 3

Write each of the phrases below in Lenape then repeat the same procedure as in exercise 1 once again for the plurals. You will need to provide two or more of the same objects for this exercise. Examples: "Mili nel hempesa, ksi.", "Mili nek ahtu, ksi."

those shirts  these coats  those deer
those blankets  those birds  those birds
these boats  those frogs
those moccasins  these crows

Aptonahanne Exercise 4

Write each of the phrases below in Lenape. Then lay each of the objects out once again. Point to each non-living object and say, "Keku hech nen?" = "What is that", and for each living object say, "Awen hech nan?" = "Who is that?" Be sure respond using the "nen" or "nan" as in the following examples:

Question: "Keku hech nen?"
Answer: "Hempes nen."
Question: "Awen hech nan?"
Answer: "Ahtu nan."

it's/that's a shirt  it's/that's corn  he/she is a crow
it's/that's a blanket  it's/that's water  he/she is a deer
it's/that's a boat  it's/that's food  he/she is a bird
it's/that's a moccasin  he/she is a dog  he/she is a sun
it's/that's a coat  he/she is a frog  he/she is snow
Aptonahanne Exercise 5

For the next exercise you will need to have the following items in a variety of colors. Ask the question, "Keku hech likte/liksu?" as you did in the "color and number review", but this time respond in complete sentences as in the following examples:

Question: "Keku hech liksu?"
Answer: "Seksu na ahas."

Write each of the phrases below in Lenape.

First go through all of the objects using "ne" and "na" = "the/that". Then repeat the exercise using "yu/yu she" and "wa/wa she" = "this".

- the/that shirt is brown
- the/that blanket is black
- the/that boat is green
- the/that mocassin is white
- the/that coat is red
- the/that corn is yellow
- the/that water is blue
- the/that dog is red
- the/that frog is green
- the/that crow
- the/that deer is brown
- the/that bird is blue
- the/that sun is yellow
- the/that snow is white
- this shirt is brown
- this blanket is black
- this mocassin is white
- this coat is red
- this water here is blue
- this dog is red
- this frog is green
- this crow here is black
- this deer is brown
- this bird is blue
- this sun is yellow
- this snow is white

Aptonahanne Exercise 6

For the next exercise, once again ask the following questions: "Keku hech nen" and "Awen hech nan?" Respond by placing the color before the word as in the following examples:

Question: "Keku hech nen?"
Answer: "Aone ahkwiyan"
Question: "Awen hech nan?"
Answer: "Maxksit chulens"

Write each of the phrases below in Lenape.

- brown shirt
- black blanket
- green boat
- white mocassin
- red coat
- yellow corn
- blue blanket
- red dog
- green frog
- black crow
- brown deer
- blue water
- yellow sun
- white snow
**Conversation Review** - Write the Lenape translation for each of the following conversations. Then practice speaking them with a language partner.

**Lessons 1&2 Review**

Say "Hello" in Lenape.
Say "How are you?"
Respond in Lenape each of the following ways:

- I am fine
- Not quite well
- I am sick
- I am tired
- I am hot
- I am cold

**Lesson 3 Review**

1. Repeat the following conversation substituting the following words in place of the word “shirt”: coat, moccasins, blanket, boat.

   Ask your partner:  
   *Do you want a shirt?*  
   Answer:  
   *Yes. Give me a shirt, please.*  
   *Thank you!*

2. Say the following in Lenape:

   - *I am cold. Give me a blanket.*  
   - *Give me a shirt. I am cold!*  
   - *Thank you.*  
   - *Give me a blanket. I am sick.*  
   - *I am tired. Please, give me a blanket.*

**Lessons 4&5 Review**

Practice the following conversation with your partner.

- Question: *Are you hungry?*  
  Answer:  
  *Yes. I am hungry. Give me corn, please. Thank-you.*

- Question: *Do you want water?*  
  Answer:  
  *No. I am hungry. I want food.*

- Question: *Do you want a blanket?*
Respond in the following ways:

No. I am hot. Yes. I am sick.
Yes. I am cold. Yes. I want a blanket.
Yes. I am tired. Yes. I want a blanket and a shirt.

Question: Are you well?

Respond in the following ways.

No. I am tired and I am sick.
No. I am cold. Give me the blanket.
No. I am hungry. I want the food.

Question: Do you want the frog?
Answer: Yes. Give me that frog.

Repeat the question substituting the following words for “frog”:
crow, dog, bird, deer.

Question: Do you want the shirt?
Answer: Yes. I want that shirt

Repeat the question substituting the following words for “shirt”
coat, moccasins, blanket, boat.

Lesson 6 Review

Practice the following conversation in Lenape.

Question: What is that?
Answer: It’s a shirt. This shirt here is yellow.

Question: Do you want this shirt?
Answer: Yes, Give me that shirt, please.

Question: What is that?
Answer: It’s a blanket. Give me this blanket here, please. I am tired.
Question: What is that?
Answer: It’s a coat. I am cold. Give me this coat.

Question: Who is that?
Answer: He/she is a crow. This crow is black.

Question: Who is that?
Answer: He/she is a frog. This frog is green.

Question: Who is that?
Answer: He/she is a bird. This bird here is red and that bird is blue.

Lesson 7 Review

Practice the following conversation in Lenape.

Question: What color is it?
Answer: I don’t know.

Question: Is it red?
Answer: No. It is blue.

Question: What color is he/she? Is he/she yellow?
Answer: Yes. he/she is yellow.

Question: What color is the dog?
Answer: The dog is brown.

Question: What color is the moccasin?
Answer: The moccasin is black.

Question: Who is that?
Answer: He/she’s a deer.

Question: Is he/she brown?
Answer: Yes. He/she is brown.

Question: What is that?
Answer: It’s a blanket.

Question: Is it green?
Answer: No. It is red.
LESSON 9 - WHAT IS YOUR NAME?

**New Number Word**

xash (xhash) = eight

**New Color Word:**

wipunkwe (wee-poong-way) = it is gray
wipunkwsu (wee-poong-soo) = he or she is gray

**New living (animate) word**

xanikw (xhah-neekw) = squirrel
xanikok (xhah-nee-kahk) = squirrels

**New non-living (inanimate) word**

teken (tay-kuhn) = woods

**Conversation**

He! (hay) = Hello!
Keku hech kteluwensi? (keh-koo huch ktell-oo-wehn-see) = What is your name?
Nteluwensi _______. (dell-oo-wehn-see) = My name is ______(insert your name.)
Temike! (tuh-mee-kay) = Come in!
Yuh. (yuh) = Okay.
Lematahpi. (luh-mah-tah-pee) = Sit down.

**Aptonahanne (Flow of words) Lesson**

In Lenape, the same phrase may have a variety of similar meanings. For example, "temike" is used to mean "enter" but it can also mean "welcome". Also, it does not matter which side of the door you are on, inside or outside, this word simply tells the person to enter. *(Nora Thompson Dean, Lenape Language Lessons)*

The word "yuh" means "Okay" and it also means "You are welcome" in response to "wanishi". You may also say "yuho!" for a more emphatic expression.

The word "lematahpi" specifically means "to sit down in a chair". If you are asking someone to sit on the ground, you would say "meshake" *(muh-shah-kay)*.
Aptonahanne Review  Try saying and understanding the following phrases:

| Temike. Go in.  | Yuho! Okay! | (on a chair) |
|                | Yuho! You're welcome! | (on the floor) |

Game of the month - Play "hopscotch". This will teach numbers. For now make the board using the numbers we have learned so far. By the end of the month we will have learned all of the numbers up to 10 in Lenape. Say each number as you jump on it.

Song of the month - All songs can be found in the "Children's Songs in Lenape Book" included with this packet. Sing the song "Colors".


Test

1. Say, "Keku hech kteluwensi?" Respond, "My name is______".

2. In Lenape, say "come in" and "sit down" Respond "okay".

3. Say the Lenape word for each of the following:

   eight
   It is gray, He/she is gray squirrel, squirrels woods

4. Say the following in Lenape:

   one squirrel, eight squirrels
   The blanket is gray
   This coat here is gray
   The squirrel is gray
   This squirrel here is gray gray coat
   gray squirrel

Write your answers here:
### Lesson 9 Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Lenape - Lenape Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>lakeit - a tribe/nationality</td>
<td>awenhake – Native American</td>
</tr>
<tr>
<td>lakeichik - tribes/nationalities</td>
<td>awenhakeyok</td>
</tr>
<tr>
<td>elhakeya - my tribe</td>
<td>welathaket - medicine man/Indian doctor</td>
</tr>
<tr>
<td>lakeyu - his tribe</td>
<td>welathaketak</td>
</tr>
<tr>
<td>awen – person</td>
<td>Lenape - Lenape Indian</td>
</tr>
<tr>
<td>awenik - people</td>
<td>Lenapeyok</td>
</tr>
<tr>
<td>mimens – child</td>
<td>xawshises – old woman</td>
</tr>
<tr>
<td>mimensak</td>
<td>xawshisesak</td>
</tr>
<tr>
<td>mimentet – baby</td>
<td>pokxawesh – extremely old and disabled woman</td>
</tr>
<tr>
<td>mimentetak</td>
<td>pokxaweshak</td>
</tr>
<tr>
<td>lenu – man</td>
<td>pilayechech – boy</td>
</tr>
<tr>
<td>lenuwak</td>
<td>pilayechechak</td>
</tr>
<tr>
<td>xkwe – woman</td>
<td>pilayechechtet – little boy</td>
</tr>
<tr>
<td>xkweyok</td>
<td>pilayechechtetak</td>
</tr>
<tr>
<td>xkwechech – girl</td>
<td>skinu – young man</td>
</tr>
<tr>
<td>xkwechechak</td>
<td>skinuwak</td>
</tr>
<tr>
<td>xkwechechtet – little girl</td>
<td>kikewinu – middle-aged man</td>
</tr>
<tr>
<td>xkwechechtetak</td>
<td>kikewinuak</td>
</tr>
<tr>
<td>skixkwe – young woman</td>
<td>hiluses – old man</td>
</tr>
<tr>
<td>skixkweyok</td>
<td>hilusesak</td>
</tr>
<tr>
<td>kikewi xkwe – middle aged woman</td>
<td>pokhilus – extremely old and disabled man</td>
</tr>
<tr>
<td>kikewi xkweyok</td>
<td>pokhilusak</td>
</tr>
<tr>
<td>chipsit - stranger</td>
<td></td>
</tr>
<tr>
<td>chipsitchik</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment:** Once you have mastered these words, use them in sentences with the verb conjugations from Lesson 9. Some examples are provided below:

- **Keku hech luwensu na skinu?**
  - What is the young man’s name?

- **Temike hech na xkwe?**
  - Does the woman enter?

- **Lematahpi, mimens**
  - Sit down, child.

- **Katenamu hech na xkwechechtet?**
  - What age is the little girl?

- **Alenixsuwak hech nek awenik?**
  - Do those people speak Lenape?

- **Nuchkwewtunhe na hiluses**
  - The old man speaks nonsense.
Lesson 9 Verbs

INTRANSITIVE

temike - to enter
ntemike – I enter
ktemike – you...
temike - he...
ntemikehena - we...
ktemikehena - we...
ktemikehemo - you all...
temikeyok - they...

temike - to sit down on a chair
ntemikehena - we...
ktemikehena - we...
ktemikehemo - you all...

lematahponen - to sit down on a chair
n'lematahpi - I sit on a chair
k'lematahpi - you...
lematahpu - he...
n'lematahphena - we...
k'lematahphena - we...
k'lematahphemo - you all...
lematahpuwak - they...

luwensi - am called (name)
nteluwensi - I am called
kteluwensi - you are...
luwensu - he/she is...
n'etuwenphena - we are...
kteluwenphena - we are...
kteluwenphemo - you all are...
luwensuwak - they are...

luwe - to say/ luwen - to say; it is said
nteluwe - I say/said
kteluwe - you...
luwe - he...
nteluwehena - we...
kteluwehena - we...
kteluwehemo - you all...
luweyok - they...

pemetunhe - to talk
mpemetunhe - I talk
kpemetunhe - you...
pemetunhe - he/she...
mpemetunhehena - we...
kpemetunhehena - we...
kpemetunhehemo - you all...
pemetunheyok - they...

katenami - age/birthday
nkatenami - my age is
katenami - your...
katenamu - his...
nkatenamihena - our...
katenamihena - our...
katenamihemo - your...
katenamuwak - their...

alenixsi - to speak Lenape
ntalenixsi - I speak Lenape
ktalenixsi - you...
alenixsu - she/he...
n'talenixsihena - we...
k'talenixsihena - we...
k'talenixsihemo - you all...
alenixsuwak - they...

nuchkwewtunhe - to talk nonsense
nuchkwewtunhe - I talk nonsense
knuchkwewtunhe - you...
nuchkwewtunhe - he...
nuchkwewtunhehena - we...
k'nuchkwewtunhehena - we...
k'nuchkwewtunhehemo - you all ...
nuchkwewtunheyok - they...

pechehosi - to act crazy
mpechehosi - I act crazy
k'pechehosi - you...
pechehosu - he...
mpechehosihena - we...
k'pechehosihena - we...
k'pechehosihemo - you all...
pechehosuwak - they...

pechetunhe - to talk crazy
mpechetunhe - I talk crazy
k'pechetunhe - you talk crazy
pechetunhe - he talks crazy
mpechetunhehena - we talk crazy
k'pechetunhehena - we talk crazy
k'pechetunhehemo - you all talk crazy
pechetunheyok - they talk crazy
**sups - to be nude**
- n'supsi - I am nude
- k'supsi - you are nude
- supsu - he is nude
- n'supsihena - we are nude
- k'supsihena - we are nude
- k'supsihemo - you all are nude
- supsuwak - they are nude

**tetantahkukwehela - shaking one's head:**
- nodding
  - n'tetantahkukwehela - I shake my head
  - k'tetantahkukwehele - you...
  - n'tetantahkukwehelahena - we...
  - k'tetantahkukwehelahena - we...
  - tktetantahkukwehelahemo - you all...
  - tetantahkukweleyok - they...

**TRANSMITITIVE**

**metakhomen - to cover it**
- nemetakhomen - I cover it
- kemetakhomen - you...
- metakhomen - he...
- nemetakhomenen - we...
- kemetakhomenen - we...
- kemetakhomeneyo - you all...
- metakhomeneyo - they...

- nemetakhomena - I cover them
- kemetakhomena - you...
- metakhomena - he...
- nemetakhomenena - we...
- kemetakhomenena - we...
- kemetakhomeneyo - you all...
- metakhomeneyo - they...

**kwetenem - to touch/feel it**
- nkwenemen - I touch it
- kwetenemen - you...
- kwetenemen - he...
- nkwenemenen - we...
- kwetenemenen - we...
- kwetenemeneyo - you all...
- kwetenemeneyo - they...

- nkwenemenena - I touch them
- kwetenemenena - you...
- kwetenemenena - he...
- kwetenemenena - we...
- kwetenemenena - we...
- kwetenemeneyo - you all...
- kwetenemeneyo - they...

**Verb Exercises**

*Translate into English: intransitive*

1. Wemi temikeyok.
2. Lematahpihemo a
3. Keku hech kteluwensi?
4. Nteluwe “He! Temike!”
5. Yukwe katenami xash.
6. Mikwi kpetunhehehena
8. Tamse knuchkwewtunhe.
9. Pahsi k'supsi!
10. Tamse k'supsihemo.

*Translate into English: transitive inanimate*

1. Xantki nemetakhomenen ne puhenikan.
2. Tamse nkwenemenena nel tankhakana.
3. Matanake metakhomeneyo ne tepchehelas.
4. Keku wenchi kwetenemenena nel temahikana?
5. Kemetakhomena yuli ahpona.
**Subordinate Forms**

The subordinate forms of verbs are mainly used in phrases that are introduced with the following words:

- na – then
- eli – because
- kata – to want
- alemi – to begin
- teli – so that; in order to; as
- teli – myself (second meaning/usage)

The following suffixes are used on verbs that follow the words above:

- **n** = I, you (singular), he/she
- **n + en** = we (exclusive and inclusive)
- **n + eyo** = you all, they

Let’s compare some independent and subordinate verb forms.

<table>
<thead>
<tr>
<th>Independent Form</th>
<th>Subordinate Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkweitki – I returned</td>
<td>na nkweitkin - then I returned</td>
</tr>
<tr>
<td>machiyok – they went home</td>
<td>na mochineyo – then they went home</td>
</tr>
<tr>
<td>weneyo – she saw him</td>
<td>na weneyon – then she saw him</td>
</tr>
<tr>
<td>ntuwun – I knew it</td>
<td>nteli watun – I myself knew it*</td>
</tr>
<tr>
<td>ktuwun – you know it</td>
<td>ktalemi watun – you begin to know it</td>
</tr>
<tr>
<td>mitsu – he eats</td>
<td>tolemi mitsin – he began to eat</td>
</tr>
<tr>
<td>ntaapi – I am here</td>
<td>nteli ahp – that I am here</td>
</tr>
<tr>
<td>kttahihena – we are here</td>
<td>ktteli ahpinen – that we are here</td>
</tr>
<tr>
<td>mpa – I come</td>
<td>eli mpan – because I come</td>
</tr>
<tr>
<td>kwechihemo hech – will you all try?</td>
<td>kata hech kwechilahtuneyo – Do you all want to try?</td>
</tr>
<tr>
<td>kemikentamuhemo - you all do something</td>
<td>kata hech mikentameneyo – you all want to do something</td>
</tr>
</tbody>
</table>

*If the word before the verb contains a pronoun prefix, it is not necessary to repeat that prefix in the following verb.

**Assignment:** Use some of the verbs you have learned to write two sentences in subordinate mode for each of the “introductory” words listed above. Use at least one example each of first, second, and third person verbs - singular and plural.
Conjunct Forms

Conjunct forms have increasingly fallen out of use. We will cover them because some of the translations we will work with contain them. Also, you may come upon readings in other sources that use them so it is a good idea to be somewhat familiar with them. They are used mainly for narratives (stories) but have increasingly been replaced by independent or subordinate forms in normal conversation. The conjunct forms were mainly used in phrases that begin with:

**eli** - because  **enta** – when

Here are the suffixes for conjunct forms:

<table>
<thead>
<tr>
<th>a</th>
<th>an</th>
<th>t</th>
<th>htit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>&quot;you&quot;</td>
<td>he/she</td>
<td>they</td>
</tr>
<tr>
<td>enk</td>
<td>ank</td>
<td>ek</td>
<td>ht</td>
</tr>
</tbody>
</table>

Here are some independent and conjunct verb forms. Notice that the pronomial prefixes have been dropped:

<table>
<thead>
<tr>
<th>Independent Form</th>
<th>Conjunct Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I said = nteluwe</td>
<td>when I said = enta luweya</td>
</tr>
<tr>
<td>you eat = kmitsi</td>
<td>when you eat = enta mitsiyan</td>
</tr>
<tr>
<td>you come = kpa</td>
<td>because you came = eli paan</td>
</tr>
<tr>
<td>he comes = pe</td>
<td>when he came = pat</td>
</tr>
<tr>
<td>he eats = mitsu</td>
<td>when he eats = enta mitsit</td>
</tr>
<tr>
<td>we sleep = nkawihena</td>
<td>when we sleep = enta kawienk</td>
</tr>
<tr>
<td>you all spoke = kteluwehemo</td>
<td>because you all spoke = enta luweekw</td>
</tr>
<tr>
<td>they are walking = pemeskeyok</td>
<td>when they are walking = enta pemeskahtit</td>
</tr>
<tr>
<td>they were hunting = alaiyok</td>
<td>when they were hunting = enta alaihtit</td>
</tr>
</tbody>
</table>

**Translation** - Translate the following story into English

**Wemiweshkinkwehena**  
We Are All Face  
As told by  
Robert Red Hawk Ruth

Alemskeyok na awenik tentantahkukweheleyok.
ORAL EXERCISE - Practice the following conversations with a partner.

1. a. X: He. Keku hech kteluwensi?  Y: Nteluwensi ___ Keku hech kteluwensi?
   aa. X: Nteluwensi ____
       b. Nancy  c. Michael  d. Lisa  e. Alegro


   a. awen  b. mimens  c. mimentet  d. lenu  e. xkwe  f. xkwechech
g. xkwechechtet  h. skixkwe  i. kikewi  j. awenhake  k. welathaket
   l. Lenape  m. xawshises  n. pokxawesh  o. pilayechect  p. pilayechectet
   q. kikewinu  r. hiluses  s. pokhilus

   b. lematahpu  c. pemetunhe  d. alenixsu  e. nuchkewtunhe
   f. pechehosu  g. pechetunhe  h. supsu  i. metakhomen  j. kwetenemen

   b. lematahpuwak  c. pemetunheyok  d. alenixsuwak  e. nuchkewtunheyok
   f. pechehosuwak  g. pechetunheyok  h. supsuwak  i. metakhomeneyo
   j. kwetenemeneyo

   b. lematahpi-lematahpi  c. ppetunhe – mpetunhe  d. ktalenixsi – ntalenixsi
   e. knuchkwewtunhe – nuchkwewtunhe  f. k’pechehosi – mpechehosi
g. k’pechetunhe – mpechetunhe  h. k’supsi – n’supsi.
i. kemetakhomen – nemetakhomen  j. kwetenemen – nkwenemen

   b. lematahpihemo-lematahpihena  c. kpmetunhehemo – mpetunhehena
d. ktalenixsihemo – ntalenixsihena  e. knuchkwewtunhehemo – nuchkwewtunhehena
f. k’pechehosihemo – mpechehosihema  g. k’pechetunhehemo – mpechetunhehema
h. k’supsihemo – n’supsihema  i. kemetakhomeneyo – nemetakhomenen
j. kwetenemeneyo – nkwenemenen

   b. luwensu  c. kteluwehemo – nteluwehena  d. luweyok

10. a. X: Katenamu hech na mimens?  Y: Katenamu xash. (*kahten = root for year)
    b. nisha  c. naxa  d. newa  e. palenaxk  f. kwetash  g. nishash

    b. alenixsu  c. ktalenixsisihemo - ntalenixsihena  d. alenixsuwak
LESSON 10 - LET'S GO!

**New Number Word**

peshkunk \( (\text{paysh-koong}) \)= nine

**New Color Word**

sesape \( (\text{suh-suhp-ay}) \)= it is spotted

sesapsu \( (\text{suh-suhp-soo}) \)= she/he is spotted

**New living (animate) word**

chinkwe \( (\text{ching-way}) \)= bobcat

chinkweyok \( (\text{ching-way-oke}) \)= bobcats

**New non-living (inanimate) word**

sipu \( (\text{see-poo}) \)= river; creek; stream

sipuwa \( (\text{see-poo-wah}) \)= rivers; creeks; streams

**Conversation**

From now on, we will begin to insert characters into the conversations. Read/Act out the conversations with a language partner if possible, taking turns at being each of the characters. If you wish, you can say your part, then use the words "**Naxkumi, ksi.**" \( (\text{naxh-koo-mee}) \)= "answer me, please" before the phrase with which you wish him/her to respond. For example, you say "**He! Keku hech kteluwensi?** Then say "**Naxkumi, ksi** in Lenape: 'My name is Red Hawk' ". Your partner should then respond, "**Nteluwensi Red Hawk.**"

Practice the following conversation:

Whippoorwill: **He! Keku hech kteluwensi?** = Hello! What is your name?

Red Hawk: **Nteluwensi Red Hawk. Keku hech kteluwensi?** = My name is Red Hawk. What is your name?

Whippoorwill: **Nteluwensi Whippoorwill.** = My name is Whippoorwill. **Tani hech kta?** \( (\text{tah-nee huch tah}) \)= Where are you going?

Red Hawk: **Tekenink.** \( (\text{tay-ken-ing}) \)= to the woods

**Wendaxa!** \( (\text{wen-dah-hah}) \)= Come on!

**Atam!** \( (\text{ah-tahm}) \)= Let's go!

**Halapsi!** \( (\text{hah-luhp-see}) \)= Hurry!

Whippoorwill: **Yuho!** \( (\text{yoo-ho}) \)= Okay!
Red Hawk:  **Awen hech nan?** = Who is that?
Whippoorwill:  **Ahtu nan.** = It's a deer.

Red Hawk:  **Welesu.** *(wu-hluh-soo)* = He/she is pretty.

Whippoorwill:  **Ahikta.** *(ah-heek-tah)* = Yes.
Chitkwesi. *(cheet-kwuh-see)* = Be quiet.
Kalista. *(kah-lee-stah)* = Listen.
Keku hech nan? = What is that?

Red Hawk:  **Taktani.** = I don't know.

Whippoorwill:  **Ikalia!** *(ik-ah-lee-ah)* = Go away! ;Get out of here!

**Aptonahanne (Flow of words) Lesson**

Add an "ing", ink or "ng" to the end of a word to mean "at", "to" or "in" that place. Generally add "ng" if the word ends in a vowel, and "ing" or "ink" if the word ends in a consonant.

**teken** + "ink"  =  **tekenink**  "at, to, in the woods"
**sipu** + "nk"  =  **sipunk**  "at, to, in the river"

Above, we learned the word "**atam**" = "Let's go!"

So, to say, "Lets go to the woods!" You would say "**tekenink atam!!**".
"**sipunk atam!!**" means "Let's go to the river!"

The word "**wendaxa**" is used to say to someone, "come here!", but it is also used to say "come on!". If you are speaking specifically to a child you would use the word "**nuwi!!**" *(noo-woo)*.

The word "**ikalia**" is used to tell someone to "go away" but is also used to mean "Let's get out of here!"

The word "**chitkwesi**" means "be quiet" or "shut up". A less emphatic or more gentle word you might use is "**sa**" *(sah)* which means "hush"

We have now learned three words which basically mean "yes":
Use "**e-e**" in answer to a direct question, such as, "Do you want something?"
Use "**ahikta**" when you are agreeing with someone, such as, "It is a nice day."
Use "**yuh**" or "**yuho**" to mean "okay" or "you are welcome".
The word, "**tani**" means "where". "**hech**" marks a question. "**kta**" means "you go". Put them together, "**tani hech kta**?" and the phrase means "Where are you going?"

**Aptonahanne Review** - Write the English for the following phrases. Then practice the pronunciation of the Lenape words.

- **tekenink**
- **tekenink atam**
- **sipunk**
- **sipunk atam**
- **wendaxa**

**Suggested Reading** - "**The Lost Boy**" – Lenape
1. In Lenape, say, "come in" and "sit down"
   Respond "okay"

2. Say the Lenape word for each of the following:
   - eight
   - nine
   - it is gray
   - he/she is gray
   - it is spotted
   - she/he is spotted
   - squirrel
   - squirrels
   - bobcat
   - bobcats
   - woods
   - river
   - rivers

3. Say the following in Lenape:
   - one bobcat, seven squirrels
   - eight rivers, nine bobcats
   - the squirrel is gray
   - this bobcat here is spotted
   - gray shirt
   - spotted frog
   - where are you going?
   - listen
   - to the woods,
   - let's go to the woods
   - in the river
   - let's go to the river
   - come here, come on
   - come here, child
   - go away!
   - be quiet or shut up
   - hush

4. Answer the following phrases with "e-e", "ahikta", or "yuh".
   "temike."
   "kata hech mehemichink?"
   "seksu na ahas"
Lesson 10 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 10 in the textbook and expand your conversation skills by using them.

mwekane - dog
mwekaneyok
mpul - bull
mpulak
pipisilunkon - bat
pipisilunkonak
kweshkweshak
ahtu - deer
ahtuhok
sisilie - buffalo
sisilieyok
aeses - animal
aesesak
tamakwa - beaver
tamakwak
pahkakwenet - moose
pahkakwenetak
names - fish
namesak
kweshkweshak
yakwawi - mastodon
yakwawiak
pushis - cat
pushisak
maxkw - bear
maxkok
nehenaonkes - horse
nehenaonkesak
mus - elk
musak

Lesson 10 Verbs

Memorize and practice the pronunciations of the following verbs.

INTRANSITIVE

**a - to go**
nta - I go
kta - you...
e - he/she...
ntahena - we...
ktahena - we...
ktahemo - you all...
eyok - they...

**pa - to come**
mpa - I...
kpa - you...
pe - he/she...
mpahena - we...
kpahena - we...
kpahemo - you all...
peyok - they...

**um - to come from**
um - I come from
num - I come from
kum - you...
um - she/he...
um - she/he...
numana - we...
kumana - we...
kuhemo - you all...
umok - they...

**tala - cannot (preverb)**
ntala - I cannot
ktala - you...
ala - he/she...
ntalahena - we...
k탈ahena - we...
k탈ahema - you all...
الak - they...
Once you have mastered these words, go back to Lesson 10 in the textbook and expand your conversation skills by using them.
Lesson 10: Other Words

Use your verb conjugations and/or vocabulary to form sentences with the following words. One example for each has been provided.

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
<th>Lenape</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaski - you/he can</td>
<td>He can come.</td>
<td>Kaski pe.</td>
</tr>
<tr>
<td>kaski hech? Can he/you?</td>
<td>Can you come?</td>
<td>Kaski hech pa?</td>
</tr>
<tr>
<td>nkaski - I can</td>
<td>I can come.</td>
<td>Nkaski pa.</td>
</tr>
<tr>
<td>ku/kaski (matta kaski) - you/he can not</td>
<td>He can not go.</td>
<td>Ku kaski e.</td>
</tr>
<tr>
<td>nich - I will; kich - you/he will</td>
<td>I will go.</td>
<td>Nich ta.</td>
</tr>
<tr>
<td>wench - from; because</td>
<td>where did it come from?</td>
<td>Tani hech wenchi.</td>
</tr>
<tr>
<td>lehap - for a while</td>
<td>I can come for a while.</td>
<td>Lehap nkaski pa.</td>
</tr>
<tr>
<td>shai - immediately</td>
<td>Come immediately!</td>
<td>Shai kpa!</td>
</tr>
<tr>
<td>kench - must</td>
<td>I must go.</td>
<td>Kench nta.</td>
</tr>
<tr>
<td>kachi - don't</td>
<td>Don't go.</td>
<td>Kachi kta.</td>
</tr>
<tr>
<td>pili - different; another</td>
<td>I want another egg.</td>
<td>Nkatatam pili ool.</td>
</tr>
<tr>
<td>osi (awossi) - behind/over</td>
<td>He went behind that rock.</td>
<td>E osi ne ahsënink.</td>
</tr>
</tbody>
</table>

Verb Exercises

Translate into English: intransitive

1. Kench eyok.
2. Tani hech kum?
4. Xantki kuwatuhemo.
5. Shai pe.
6. Nal ne wench ni talahena.
7. Lekhikwi kulinakwsihena.
8. Teta kta.
9. Et nuwatu.
10. Lehap mpahena.

Translate into English: transitive inanimate

1. Ntatuna kwipelenaya
2. Keku hech kulamhitamen?
3. Uwatuna mpisuna.
4. Tani hech ktatunen ne lelehun?
5. Uwatuneyo puhenikana.
Lesson 10 Translation

Na Maxkw Osahtene e

The Bear Went Over the Mountain

_Sung to the tune of “The Bear Went Over the Mountain”_

Na maxkw osahtene e
Na maxkw osahtene e
Na maxkw osahtene e
Keku kaski nem

Ok wemi kaski nem
Ok wemi kaski nem

Pili shaionke
Pili shaionke
Pili shaionke
Wemi kaski nem

_Sing the song substituting other animals from Lesson 10 vocabulary._

ORAL EXERCISE - Practice the following conversations with a partner.

   b. sipunk

   b. chulens  c. mwekane  d. pushis  e. nehenaonkes  f. names

    b. sisilie c. maxkw
5. a. X: E hech? Y: E-e. E
    b. pe c. watu d. uwatun e. welemhitamen f. totun
    b. peyok c. watuwak d. uwatuneyo e. welemhitameneyo f. totuneyo
7. a. X: Kta hech? Y: E-e. nta
    b. kpa - mpa c. kuwatu - nuwatu d. kuwatun - nuwatun e. kulamhitamen - nulamhitamen f. ktatu - ntutun
    b. kpahemo - mpahena c. kuwatuhemo - nuwatuhena d. kuwatuneyo - nuwatunen e. kulamhitameneyo - nulamhitamenen f. ktatueyo - ntutunen
    b. kuhemo - numana c. um d. umok
    b. kulinakwsihemo - nulinakwsihena c. welinakwsi d. welinakwsuwak
11. a. X: Ktala ashewil hech? Y: Ntala ashewil. (* acts as preverb)
    b. ktalahemo - ntalahena c. ala d. ala ashimwileyok
    b. kpahemo - mpahena c. pe d. peyok

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LESSON 11 - RAINY DAY

New Number Word

telen (dell-uhn) = ten

New Color Word

mamale (mah-mah-lay) = It is striped
mamalsu (mamalsu) = he or she is striped

New living (animate) word

shkakw (shkahkw) = skunk
shkakok (shkah-kok) = skunks

New non-living (inanimate) words

luwan (loo-wuhn) = winter
sikon (see-kawn) = spring (the season)

Conversation

Whippoorwill: He! = Hi!  Temike. = Welcome.

Red Hawk: He. Weli kishku. (well-ee keesh-koo) = Hi. It is a good day.

Whippoorwill: Ahikta. = Yes.
Shek alemi kumhokot. (shuhk ah-luh-mee koom-haw-kawt) = But it is starting to get cloudy.

Red Hawk: Ahikta. = Yes.
Kexiti. (keh-xhee-tee) = A little.
Konaet xu sukelan (ko-neht xhoo soo-kuh-lahn) = Perhaps it will rain.

Whippoorwill: Konaet. = Maybe.
Tani hech kta? = Where are you going?

Red Hawk: Tekenink. = To the woods.
Wendaxa! = Come on!
Atam! = Let’s go!

Whippoorwill: Yuho. = Okay.


Whippoorwill: Tani hech? (tah-nee huhch) = Where?

Red Hawk: She nan. (shay nahn) = There she/he is.
Whippoorwill: **Welesu.** = She/he is pretty.

Red Hawk: **Kehela!** (*kuh-hay-lah*) = Surely!; Truly!; Yes indeed!

Whippoorwill: **Teka! Shkakw.** (*teh-kah shkah-kw*) = Look out! Skunk.

Red Hawk: **Puxo!** (*poo-haw*) = It smells bad!  
**Ikalia!** = Let’s get out of here!

Whippoorwill: **Kalista.** = Listen.  
**Pethakhon.** (*pet-hah-kone*) = It is thundering.

Red Hawk: **Ahikta.** = Yes.  
**Ok sasapelehele!** (*ohk sah-suh-puh-lay-huh-lay*) = And there is lightning.

Whippoorwill: **Alemi sukelan.** (*ah-luh-mee soo-kuh-lahn*) = It is starting to rain.

Red Hawk: **Penaw!** (*puh-now*) = Look!  
**Menukon.** (*muh-noo-kone*) = A rainbow.

Whippoorwill: **Tani hech?** = Where?

Red Hawk: **She nan.** = There he/she is.

Whippoorwill: **Welesu!** = He/she is beautiful!

Red Hawk: **Kehela.** = Surely; Truly; Yes indeed.

Whippoorwill: **Nemachi.** (*nuh-mah-chee*) = I am going home.

Red Hawk: **Nepe** (*nuh-pay*) = Me too.

Whippoorwill: **Xu lapi knewel** (*xhoo luuh-pee knay-wuhl*) = I will see you again.

Red Hawk: **Knewelch** (*knay-wuhlch*) = I will see you.

---

**Aptonahanne (Flow of words) Lesson**

The phrase "**weli kishku.**" means "It is a good day".

If you want to say "He/she is pretty/handsome/beautiful, use the word "**welesu**". Use the word "**shiki**" to refer to non-living things as pretty or beautiful.
As with many Lenape words, the weather words we have been using are complete sentences:

- **kumhokot** = it is cloudy.
- **sukelan** = it is raining.
- **pethakhon** = it is thundering.
- **sasapelehele** = there is lightning.

Some other new words:

- **alemi** - start; begin  
- **konaet** - maybe; perhaps  
- **weli** - good  
- **shek** - but  
- **kishku** - day

"**xu**" is a "future" marker. It is used in a phrase to say that the action "will" happen. You can also add a "**ch**" on the end of a word to indicate future tense. You may add the "**ch**" to any of the words in the phrase.

Examples:

- **xu sukelan** = it will rain  
- **xu lapi knewel** = I will see you again. ("**lapi**" = "again"; "**knewel**" = "I see you")  
- **knewelch** = I will see you.  
- **lapich knewel** = I will see you again.

There is no word for "good-bye" in Lenape. Only "I will see you again".

The word "**pena**" means "**look!**" only when you are referring to non-living things.

In previous lessons, we learned how to say "this here" = "**yu she**", "**wa she**" and "that" = "**nen**", "**nan**". We can use those same words to say "Here it(he/she) is" and "There it(he/she) is".

- **she yu** = Here it is.  
- **she wa(n)** = Here she/he is  
- **she nen** = There it is.  
- **she nan** = There he/she is.

You can also use the word "**ika**" to say "there".
**Aptonahanne Review** - Let's use the new words we have learned and try putting them together. Pronounce and write the English for the following phrases.

<table>
<thead>
<tr>
<th>Alemi sukelan</th>
<th>Lapich sikon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alemi sasapelehele</td>
<td>Lapi luwan</td>
</tr>
<tr>
<td>Alemi kumhokot</td>
<td>Xu lapi luwan</td>
</tr>
<tr>
<td>Alemi pethakhon</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Xu sukelan</th>
<th>She yu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xu pethakhon</td>
<td>She wa(n)</td>
</tr>
<tr>
<td>Xu sasapelehele</td>
<td>She nen</td>
</tr>
<tr>
<td>Xu kumhokot</td>
<td>She nan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Konaet xu sukelan</th>
<th>Teka! shkakw!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kexiti kumhokot</td>
<td>Teka! chinkwe!</td>
</tr>
<tr>
<td>Lapi sukelan</td>
<td>Teka! sasapelehele!</td>
</tr>
<tr>
<td>Lapich pethakhon</td>
<td>Penaw! menukon!</td>
</tr>
<tr>
<td>Xu lapi sasapelehele</td>
<td>Shiki!</td>
</tr>
<tr>
<td>Lapi sikon</td>
<td>Welesu.</td>
</tr>
</tbody>
</table>

Say "I will see you again." in each of the following ways. Notice that it doesn't matter which of the words contain the future marker "ch".

<table>
<thead>
<tr>
<th>Xu lapi knewel</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lapi knewelch</td>
<td></td>
</tr>
<tr>
<td>Lapich knewel</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Reading** - "The Birth of the Spring Flowers" – Lenape
Repeat the following phrases in Lenape.

1. Say, "It is a good day."
   Respond, "Yes but it is cloudy."

2. Say, "Where are you going?"
   Respond the following ways:
   "To the river"
   "To the woods"

3. Say, "I am going home."
   Respond, "Me too."

4. Say, "I will see you again."
   Respond, "I will see you."

5. Write and say the Lenape words for each of the following:

   eight, nine, ten
   it is gray
   he/she is gray
   it is spotted
   she/he is spotted
   it is striped
   he/she is striped
   squirrel, squirrels
   bobcat, bobcats
   skunk, skunks
   woods
   river, rivers
   winter
   spring

Write your answers here:
6. Say the following in Lenape:

one bobcat
seven squirrels
eight rivers
nine bobcats
ten skunks
the squirrel is gray
this bobcat here is spotted
that shirt is striped
this skunk is striped
spotted blanket
striped skunk
it is starting to rain
it will thunder
maybe there will be lightening
it's a little cloudy
it is spring again
it will be winter again

here it is
here she/he is
there it is
there he/she is

look out! skunk!
it smells bad!
look! a rainbow!
it is beautiful!
she/he is pretty/handsome
hush
listen
truly; surely; yes indeed

Write your answers here:
Lesson 11 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 11 in the textbook and expand your conversation skills by using them.

chulens – bird
chulensak

xkwehele – female bird
xkweheleyok

wisawtayas – American goldfinch
wisawtayasak

chekenakw – blackbird
chekenako

opalaniye – bald eagle
opalaniyeyok

melek – blue goose
melekap

tiyas – bluejay
tiyasak

mochipwis – buzzard; vulture
mochipwisak

ahas – crow
ahasak

maxkchulens – cardinal
maxkchulensak

kaxkuwe – cuckoo
kaxkuweyok

tipas – chicken
tipasak

tipatet – chick
tipatetak

kwikwinkem – duck
kwikwinkemak

mamethakemu – dove
mamethakemuwak

kwehkwes – woodpecker
kwehkwesak

chihopekelis – eastern bluebird
chihopekelisak

chichikenemwikenhwis – eastern meadowlark
chichikenemwikenhwisak

aiham – golden eagle
aihamak

sesaptiyas – guinea fowl
sesaptiyasak

ohuntam – great horned owl
ohuntamak

opsuwihele – goose
opsuwiheleyok

chelilhwes – kingfisher
chelilhwesak

askaskontpat – mallard duck
askaskonpatak

mitewile’un – loon
mitewile’unak
Lesson 11 Verbs

Memorize and practice the pronunciations of the following verbs. Once you have mastered these verbs, combine them with “other words” and vocabulary from previous lessons to form some more complex sentences.

INTRANSITIVE

**alemi - to begin**
- ntalemi - I begin
- ktalemi - you...
- tolemi - he/she...
- ntalemihena - we...
- ktalemihena - we...
- ktalemihemo - you all...
- tolemi - they...

**ntalemihena - we...**
**ktalemihena - we...**
**ktalemihemo - you all...**
**tolemi - they...**

**kwetki (teki) - to return**
- nkewetki - I return
- kwetki - you...
- kwetki - she/he...
- nwetkihena - we...
- kwetkihena - we...
- kwetkihemo - you all...
- kwetkiyok - they...

**kwetkihena - we...**
**kwetkihena - we...**
**kwetkihemo - you all...**
**kwetkiyok - they...**

*often used as a preverb: alemtunjune = He starts to talk.

**transitive**

**kwetkenem - to return it**
- nkwekenem - I return it
- kwetkenem - you...
- kwetkenem - he...
- nkwekenemen - we...
- kwetkenemen - we...
- kwetkenemeneyo - you all...
- kwetkenemeneyo - they...

**kelenemen - to carry/hold it**
- nkelenemen - I carry it
- kelenemen - you...
- kelenemen - he...
- kelenemen - we...
- kelenemenen - we...
- kelenemeneyo - you all...
- kelenemeneyo - they...
Lesson 11: Other Words

Use your verb conjugations and/or vocabulary to form sentences with the following words. One example for each has been provided.

lomewe - long ago
English: It rained long ago.
Lenape: Lomewe sukelan.

keku nink - what in the world
English: What in the world are you thinking!
Lenape: Keku nink ktite!

yu tali - here in this place
English: It is raining here.
Lenape: Yu tali sukelan.

chinke - not long ago/the other day
English: It rained not long ago.
Lenape: Chinke sukelan.

ala - stop
English: The rain stops.
Lenape: Ala sukelan.

lomisewe - a few days ago; a while back
English: It rained a few days ago.
Lenape: Lomisewe sukelan.

lokewe - yesterday
English: It rained yesterday.
Lenape: Lokewe sukelan.

neli - while
English: It rained while they were drumming.
Lenape: Sukelan neli puhenemaok.

kixki - near/nearby
English: It is raining nearby.
Lenape: Kixki sukelan.

pali - other; different; away; elsewhere
English: Pali pemeske
Lenape: He walks away

Verb Exercises

Translate into English: intransitive
1. Kench ntalemi.
2. Metchi nlukehelahena.
4. Lomisewe kwetkiyok.
5. Lomewe ktalemihemo.

Translate into English: transitive inanimate
1. Kwetkenemenenena yuli talaxhakiyakana.
2. Tani hech kelenemeneyo nel shuhenikana?
3. Shai kwetkenemenen ne tepchehelas.
4. Matanake kwetkenemen ne ahpikon.
Lesson 11 Translation

Translate the following songs into Lenape.

Two Little Blackbirds

Two little blackbirds sitting on a hill,
(close fists, extend index fingers)
One named Jack, one named Jill
(talk to one finger; talk to other finger)
Fly away Jack. Fly away Jill.
(toss index fingers over shoulder separately)
Come back, Jack. Come back, Jill.
(bring back hands separately with index fingers extended)

TRANSLATION:

Rain Rain Go Away

Rain Rain
Go away
Come again
Another day

TRANSLATION:
ORAL EXERCISE - Practice the following conversations with a partner.


   b. ahtu


   b. shakhukwiyan c. muxul

   b. chulens c. ahtu d. mwekane


   b. kwetki c. lukehela
d. kwetkenemen e. kelenemen

   b. kwetkiyok c. lukeheleyok
d. kwetkenemeneyo e. kelenemeneyo

    b. kwetki - nkwetki c. kelukehela - nlukehela
d. kwetkenemen - nkwetkenemen e. kelenemen – nkelenemen

    b. kwetkihemo - nkwetkihena c. kelukehelahemo - nlukehelahena
d. kwetkenemeneyo - nkwetkenemenen e. kelenemeneyo – nkelenemenen

    b. kwetkihena c. kelukehelahena d. kwetkenemenen e. kelenemenen

    b. kwetki c. ktalemi d. kelenemen
LESSON 12 - WINDY DAY

**New Number Words**

Saying the "teens" in Lenape is simply like adding. Telen (10) + (ok/and) kwet (1) = 11 (telen ok kwet).

- telen ok kweti = eleven
- telen ok nisha = twelve
- telen ok naxa = thirteen
- telen ok newa = fourteen
- telen ok palenaxk = fifteen
- telen ok kwetash = sixteen
- telen ok nishash = seventeen
- telen ok xash = eighteen
- telen ok peshkunk = nineteen

**New Action Words**

- mpemeska (buh-muh-skah) = I walk; I am walking
- kpemeska (kuh-puh-muh-skah) = You walk; You are walking
- nkesihela (guh-shee-huh-lah) = I run; I am running
- kesihela (kuh-shee-huh-lah) = You run; You are running

**New living (animate) word**

- nehenaonkes (nay-huh-nawn-guhs) = horse
- nehenaonkesak (nay-huh-nawn-guh-sahk) = horses

**New non-living (inanimate) words**

- nipen (nee-puhn) = Summer
- tahkoken (tah-ko-kuhn) = Autumn

**Conversation**

Whippoorwill: **He! Tani hech kta?** = Hi! Where are you going?

Red Hawk: **Sipunk** = To the river.

Whippoorwill: **Kpemeska hech?** = Are you walking?

Red Hawk: **E-e. Mpemeska.** = Yes. I am walking.

**Weli kishku. Mushhakot** (moosh-hah-kote) = It is a good day. The sky is clear.

**Wendaxa!** = Come on!

**Atam!** = Let's go!
Whippoorwill: **Yuho.** = Okay.  
**Sheante.** *(shuh-lahn-day)* = It is a hot day.

Red Hawk: **Ahikta.** = Yes. **Shek lelewaxen.** *(shuh kuh-luh-wahx uhn)* = But there is a breeze.

Whippoorwill: **Penaw!** *(puh-now)* **Welhe!** *(wuh-leh)* = Look! Over there!  
**Owiyaahsu!** *(o-nee-ah-ah-see)* = a whirlwind!

Red Hawk: **Ku. Kaoxen nan!** *(kay-awx-uhn)* = No. It's a tornado!

Whippoorwill: **Kichi?** *(kee-chee)* = Really?

Red Hawk: **Kehela!** = Yes indeed!  
**Aleme kshaxen.** *(kshah-uhn)* = It is getting windy.  
**Ikali a!** = Get out of here!  
**Keshihela!** *(kuh-nee-huh-leh)* = Run!

Whippoorwill: **Nkeshihela!** *(guh-nee-huh-leh)* = I am running!  
**Nemachi!** *(nuh-mah-chee)* = I am going home!

Red Hawk: **Nepe!** *(nuh-pay)* = Me too!

Whippoorwill: **Xu lapi knewel** *(xhoo lah-pee knay-wuhl)* = I will see you again.

Red Hawk: **Knewelch** *(knay-wuhlch)* = I will see you.

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**Aptonahanne (Flow of words) Lesson**

The Lenape word "**ni**" *(nee)* means "I" or "me" ; "**ki**" means "you" (singular).  
Sometimes you will use these words before an action word, and sometimes they are tacked on the action word much like a contraction (don't, can't, etc.) In the phrase "**nkeshihela**", the "n" in the beginning represents the word "ni" and specifies that the phrase means "I am running". Likewise the "k" in "**k'pemeska**" represents the word "ki" and specifies that this phrase means "you are running". Lenape words that begin with "p" have a special way of indicating "first person" or "I". An "m" is placed before the action word to indicate first person, and the "p" is pronounced with a "b" sound. For "second person" (you), the "p" is pronounced like a "p".

The word "**pena**" (look!) is used with inanimate objects. Use the word "**penaw**" when referring to animate objects.
**Aptonahanne Review**

Pronounce and write the English for the following phrases.

mpemeska.
kpemeska hech?
nkeshihela
keshihela

*Suggested Reading* - "Walking My Horse Home Again" - By Ann Noe Dapice
1. Say, "Are you walking?". Respond, "Yes, I am walking."

2. Say, "Are you running?" Respond, "I am running!"

3. Say, "Where are you going?" Respond the following ways:

"to the river" ; "to the woods"

4. Say, "I am going home." Respond, "Me too."

5. Say, "I will see you again." Respond, "I will see you."

6. Say the following in Lenape:

   eleven, twelve
   thirteen, fourteen
   fifteen, sixteen
   seventeen, eighteen
   nineteen
   it is gray
   he/she is gray
   it is spotted
   she/he is spotted
   it is striped
   he/she is striped
   squirrel, squirrels
   bobcat, bobcats
   skunk, skunks
   horse, horses
   woods
   river, rivers
   winter
   spring
   summer
   autumn
eleven bobcats
seventeen squirrels
eighteen rivers
nineteen horses
ten skunks
the squirrel is gray
this bobcat here is spotted
that shirt is striped
this skunk is striped
spotted blanket
striped skunk
it is starting to rain
it will thunder
maybe there will be lightening
it's a little cloudy
it is spring again
it will be winter again
the sky is clear
there is a breeze
it is a hot day
it is windy
here it is
here she/he is
there it is
there he/she is
look out! skunk!
it smells bad!
look! a tornado!
it is beautiful!
she/he is pretty/handsome
hush
listen
truly; surely; yes indeed
really
look at it
look at him/her
over there
whirlwind
Lesson 12 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 12 in the textbook and expand your conversation skills by using them.

hatusaken - herb
nentpikes - Indian Doctor (one who uses herbs)
kelekenikanakw - sumac
chakinkwem - pokeweed/pokeberry
chakinkwem - pokeweed plant
sakes - burdock/burr
wisaotaek - goldenrod
ahpawiak = cattail
pitukena - milkweed
kshatay - tobacco
lokwenataeek - jimson weed
kukhusewim - American bittersweet berry/berries
hmuwinkwsakw - blackberry bush
hmuwinkwes - blackberry
pakim - cranberry
min - currant; huckleberry; seed
puhwesenakwim - elderberry berry
puhwesenakw - elderberry bush
shewinkeles - gooseberry
okhatim - mulberry
okhatimenshi - mulberry tree
ekokoles - raspberry
ekokolesakw - raspberry bush
halahpis - hemp
sipuwas - wild plum
mwimenshi - wild black cherry
mukotae - mistletoe (the plant)
pekon - red dye; red Indian paint (in grease form); the plant from which this paint is made
chephika - roots
kiskenikan - the root of an Indian medicinal plant used for charms
hokes - bark
hokesa
tepiken - it is ripe (a plant); it has grown to maturity
Lesson 12 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed. Once you have mastered these verbs, combine them with “other words” and vocabulary from previous lessons to form some more complex sentences.

INTRANSITIVE

**pemeska - to walk**
- mpemeska - I walk
- kpemeska - you...
- pemeske - he...
- mpemeskahena - we...
- kpemeskahena - we...
- pemeskahemo - you all...
- pemeskeyok - they...

**keshihela - to run**
- nkeshihela = I run
- kshihela = you...
- kshihele = he...
- nkeshihelahena - we...
- kshihelahena - we...
- kshihelahemo - you all...
- kshiheleyok - they...

TRANSITIVE

**wechilahtu - to grab it**
- newechilahtun - I grab it
- kewechilahtun - you...
- wechilahtun - she/he...
- newechilahtunen - we...
- kewechilahtunen - we...
- kewechilahtuneyo - you all...
- wechilahtuneyo - they...

**melamen - to smell something**
- nemelamen - I smell it
- kemelamen - you...
- melamen - he...
- nemelamenen - we...
- kemelamenen - we...
- kemelameneyo - you all...
- melameneyo - they..

- newechilahtuna - I grab them
- kewechilahtuna - you...
- wechilahtuna - she/he...
- newechilahtunena - we...
- kewechilahtunena - we...
- kewechilahtuneyo - you all...
- wechilahtuneyo - they...

- nemelamena - I smell them
- kemelamena - you...
- melamena - she/he...
- nemelamena - we...
- kemelamena - we...
- kemelameneyo - you all...
- melameneyo - they..
Lesson 12: Other Words

Use your verb conjugations and/or vocabulary to form sentences with the following words. One example for each has been provided.

**li - by way of/by means of**
- English: We travel by way of the river.
- Lenape: Ktahe na li sipunk.

**chich - once again/once more**
- English: He will walk once again.
- Lenape: Chich xu pemesk.

**mata chich - never again**
- English: He never will walk again.
- Lenape: Mata chich xu pemesk.

**chich kweten - one more time**
- English: I am leaving one more time.
- Lenape: Chich kweten ntalemska.

**esi - every/through**
- English: He comes every spring.
- Lenape: Eshi sikonink pe.

**ili - even/nevertheless**
- English: Sukelan ili mpemeska.
- Lenape: It is raining; nevertheless I am walking.

**mata ili - not even**
- English: No one even came.
- Lenape: Mata ili awen pe.

**alashi - it seems/like**
- English: He seems to be sleeping.
- Lenape: Alashi kawi.

Verb Exercises

Translate into English: transitive inanimate and intransitive

1. Chich xu mpemeska.
2. Apchi wechilahtun ne kendis.
3. Nemelamenen ne salapon.
4. Kixki pemeskahemo.
5. Mikwi kshiheleyok.
7. Chich kweten kemelamen ne mpisun.
8. Mata chich xu nkeshihela.

Lesson 12 Translation

Translate the following story into English.

**Na Nentpikes**

Forming Nouns

Nouns are formed by adding the suffix "wakan"("okan"). Below are some examples.

life - lehelexeokan
peace - welankunteoakan
beauty - weliseweokan
truth (lit: straight talk) - shexaxkapteoakan
truth; belief - welamhitamewoakan
truth; honesty - welameweokan
awkwardness - anetawseweokan
blindness - ahkepinkuwakan
cleanliness; chastity - pilseweokan
dirtiness - niskseweokan
disobedience; stubbornness - ahcchinkxewakan
dizziness - kionaskweokan
drunkenness - kwsuwakeokan
obesity - wisewakan
filthiness - niskswuwan
foolishness - kpecheokan
gentleness (originally applied only to animals) - tkawsuwaken
goodness - weleseweokan
handsomeness - welisewakan
happiness - welatenamewoakan
haughtiness - xinkwelensuwan
helpfulness - witchentameweokan
laziness - nulhantewakan
mercyfulness - ketemakeleweokan
oddness - chipseweokan
righteousness - mayawseweokan
illness - palseweokan
skinniness - alukuwakan
stinginess - shakswaquin
thankfulness - kentawewakan
ugliness (in state of affairs) - xahinakswuwan
wakefulness - tukenetwakan
weakness - shawseweokan
wickedness - mahchiteheokan
wildness - awsuwan
written matter; debt; indebtedness - lekhamweokan

ORAL EXERCISE - Practice the following conversations with a partner.

   b. kshihele  c. wechilahtun  d. melamen
   b. kshiheleyok  c. wechilahtunneyo  d. melameneyo
5. a. X: kpemeska hech?  Y: E-e. mpemeska.
   b. kshihela – nkeshihela  c. kewecheilatun – newecheilatun
   d. kemelamen - nemelamen
   b. kshihelahemo - nkeshihelahena  c. kewecheilatuneyo - newecheilatunnen
   d. kemelameneyo – nemelamenen

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LESSON 13 - SNOWY DAY

New Number Words - Form the rest of the numbers up to 99 in Lenape in the same way it was done for the teens. Simply add the numbers 1-9 to the number words for 20, 30, 40, 50 etc., respectively. Example: nishinxke (20) + kweti (1) = nishinxke ok kweti (21).

Each week we will cover the next set of ten numbers until we reach 99.

nishinxke (nee-sheenx-kay) = 20
nishinxke ok kweti = 21
nishinxke ok nisha = 22
nishinxke ok naxa = 23
nishinxke ok newa = 24
nishinxke ok palenaxk = 25
nishinxke ok kwetash = 26
nishinxke ok nishash = 27
nishinxke ok xash = 28
nishinxke ok peshkunk = 29

New Action Words

nehenaonkesahpi. (nay-huh-nawn-guh-sah-pee) = I ride horseback.
nkawi (gah-wee) = I am sleeping
neyo (nay-oh) = I see him/her
mpa (bah) = I come; I am coming

New living (animate) word

mexkalaniyat (mehx-kah-lah-nee-yaht) = red-tailed hawk
mexkalaniyatak (mehx-kah-lah-nee-yah-tahk) = red-tailed hawks

New non-living (inanimate) words

ahchu (ah-choo) = hill; mountain
ahchuho (ah-choo-ho) = hills: mountains

Conversation

Whippoorwill: He! Amwi! (ahm-ween) = Hi! Get up!


Whippoorwill: Amwi, nulhantes! (nool-hahn-duhs) = Get up, lazy one!
Tekenink atam. = Let's go to the woods.

**Newikwihela ok te.** (*tay*) = I am tired and it is cold.

Whippoorwill: **Wendaxa! Halapsi!** = Come on! Hurry!

Red Hawk: **Kpemeska hech?** = Are you walking?


**Xu nishahphihena.** (*nee-shah-pee-huh-nah*) = We will ride together on the same horse.

Red Hawk: **Yuh. Nt akohchi.** = Okay. I am cold.

**Mili shakhukwiyan,ksi.** = Give me my coat please.

Whippoorwill: **She yu.** = Here it is.

**Atam.** = Let's go.

Red Hawk: **Mpa.** (*bah*) = I come; I am coming.

Whippoorwill: **Tupan.** (*too-pahn*) = There is frost.

Red Hawk: **Ahikta. Ok alemi wine.** (*wee-nay*) = Yes. And it is starting to snow.

Whippoorwill: **Shiki.** = It is beautiful.

Red Hawk: **Ala.** (*ah-lah*) = Stop. **Kalista.** = Listen.

**Wechia.** (*weh-chee-ah*) = I wonder.

**Mexkalaniyat (mehx-kah-lah-nee-yaht) hech nan?** = Is that a hawk?

Whippoorwill. **Taktani. Konaet.** = I don't know. Perhaps.


Whippoorwill: **Tani hech?** = Where?

Red Hawk: **Ika.** (*ee-kah*) = There.

**Awossachtenne.** (*Ah-woss-ahk-ten-ay*) = Over the mountain.

Whippoorwill: **Kehela. Neyo.** (*nay-oh*) = Yes indeed. I see him/her.

Red Hawk: **Ahchunk atam.** (*ah-chunk*) = Lets go to the mountain.

Whippoorwill: **Yuho.** = Okay.
Aptonahanne (Flow of words) Lesson

The word "amwi" introduced in the above conversation specifically means to get up from a lying position. Use the word "pahsukwi" if you are asking someone to get up from a sitting position.

Use the word "pena" to say "look" when referring to a non-living thing. Use the word "penaw" to say "look" when referring to a living thing.

Notice that Lenape words add certain endings to the "root" or main part of the word to alter the meaning. We will discuss more about these endings in future lessons.

mushapanink. (moo-shah-pah-ning) = in the sky.
mushhakot (moosh-hah-kawt) = the sky is clear.

(pemapanik is another word commonly used for "sky")

neheanaonkes (nay-huh-nawn-guhs) = horse
neheanaonkesahpi. (nay-huh-nawn-guh-sah-pee) I ride horseback.
nishahpihena. (nee-shah-pee-huh-nah) = We will ride together on the same horse.

Here are some other forms of some of a few of the "root words" from the Conversation in this lesson:

punihi (poo-nee-hee) = leave me alone
punitu (poo-nee-too) = leave it alone
puniw (poo-nee-w) = leave him alone

nulhan (nool-hahn) = I am lazy
nulhantes (nool-hahn-duhs) = lazy one; a lazy person
nulhantewamalsi (nool-hahn-duh-wah-mahl-see) = I feel lazy
nulhansak (nool-hahn-dah-sahk) = lazy people
nulhantet (nool-hahn-det) = little lazy one
nulhantuwak (nool-hahn-doo-wahk) = They are lazy
nulhantuwakan (nool-hahn-doo-wah-kuhn) = laziness

Later we will talk about more specifically about how to use certain endings to change word forms. For now just get used to looking at them and saying them.
**Aptonahanne Review**

Pronounce and write the English for the following phrases.

- mpemeska
- kpemeska
- nkeshihela
- keshihela
- nehenaonkesahpi
- nkawi
- neyo
- mpa
- amwi
- pahsukwi
- pena
- penaw
- mushapanink
- mushhakot
- punihi
- punitu
- puniw
- nulhan
- nulhantes
- nulhantewamalsi
- nulhansak
- nulhantet
- nulhantuwap
- nulhantuwakan

**Game of the month**

Play "animal bingo". This will teach Lenape words for animals. I use the "Animal Lotto" game for this, but it's easy to make up your own. Cut out of magazines or draw simple pictures of the animals and birds we are learning. Make up Bingo cards containing nine squares each of assorted animals. Each card should have the animals placed in different squares.

**Song of the month** - All songs can be found in the "Children's Songs in Lenape Book". Sing the song "The Bear Went Over the Mountain".

**Suggested Reading** - "Eagle and Red-Tailed Hawk"
Test

Write your answers here:

1. Say, "Are you walking?"
   Respond, "No, I am riding horseback."

2. Say, "Where are you going?"
   Respond the following ways: "to the river"; "to the woods"; "to the Mountain"

3. Say, "I am coming." Respond, "me too."

4. Say, "I am sleeping." Respond, "get up, lazy one."

5. Say, "I see him/her." Respond, "where?"

6. Count to 29 in Lenape.

7. Say the following in Lenape:
   
   twenty-one hawks
   twelve bobcats
   eighteen squirrels
   thirteen rivers
   twenty nine horses
   twenty skunks
   the squirrel is gray
   this bobcat here is spotted
   that blanket is striped
   this skunk is striped
   spotted blanket
   striped skunk
   it is starting to snow
   it will thunder
   maybe there will be lightening
   there is a little frost
   it is Summer again
   it will be Autumn again
   the sky is clear
   there is a breeze
   it is a hot day
   it is windy
   there is frost
   it is snowing
   it is cold
Lesson 13 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 13 in the textbook and expand your conversation skills by using them.

mekeke - meadow; prairie; any clearing without trees
mekeko
tapekw - a well; spring
tapeko
sukpehelak - a waterfall
sukpehelaka
hitukw - tree
hitkuk
ahchu - mountain; hill
ahchuho
kumhokw - cloud
kumhoko
menukon - rainbow

Lesson 13 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed. Once you have mastered these verbs, go back to Lesson 13 in the textbook and expand your conversation skills by using them.

INTRANSITIVE

kawi - to sleep
nkawi - I sleep
kawi - you...
kawi - he...
nkawihena - we...
kawihena - we...
kawihemo - you...
kawiyok - they...

manunksi - to be angry
nemanunksi - I am angry
kemanunksi - you...
manunksu - she/he...
nemanunksihena - we...
kemanunksihena - we...
kemanunksihemo - you all...
manunksuwyak - they...

amwi - to get up
ntamwi - I get up
ktamwi - you...
amu - he...
ntamwihena - we...
ktramwihena - we...
ktamwihemo - you all...
amuwak - they...
TRANSMITTED

meshenemen - to receive it
nemeshenemen - I receive it
kemeshenemen - you...
mweshenemen - she/he...
nemeshenemenen - we...
kemeshenemenen - we...
kemeshenemeneyo - you all...
mweshenemeneyo - they...
nemeshenemenen - we...

Transitive Animate Verbs

Previously, we discussed verbs that take inanimate objects. Verbs that refer to animate things are called transitive animate verbs. Some examples of transitive animate sentences are: “I love you.”, “He feeds the chickens.”, “Help me!”.

In the Lenape language, there is a protocol of respect that finds its way into the formation of transitive animate verbs. When a first person (I) or a third person (he/she) addresses a second person (you), the second person pronoun will appear first in the sentence. In other words, the second person always takes precedence over the first and third persons. Likewise, first person takes precedence over third person. When two third persons occur, one will be shown in the prefix and the other in the suffix. Subsequently, there are “direction markers” in the verb to show which way the action is flowing. In this lesson, we will discuss Transitive Animate Direct (TAD) verbs. The action of a verb is “direct” when it flows from left to right between a first, second, or third person subject and a third person object. Since first and second person take precedence over third, the suffixes and prefixes will occur “directly” in order.

DIRECT

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I verb him</td>
<td>n-stem + a</td>
</tr>
<tr>
<td>you verb him</td>
<td>k-stem + a</td>
</tr>
<tr>
<td>he verbs him</td>
<td>s*tem + ao</td>
</tr>
<tr>
<td>we verb him</td>
<td>n-stem + a-w((e)n)</td>
</tr>
<tr>
<td>we verb him</td>
<td>k-stem + a-w(e)na</td>
</tr>
<tr>
<td>you all verb him</td>
<td>k-stem + awa</td>
</tr>
<tr>
<td>they verb him</td>
<td>s*tem + awoo</td>
</tr>
</tbody>
</table>

(awao)

Direction markers occur directly after the stem and before any suffixes. In the above case, the “a” after the stem shows that the direction of the action is from left to right. The “w” stands for third person. (In first and second person singular, there is a “w” understood but not pronounced) The “n(a(n)” indicates that the subject is plural. The “e” in parenthesis is added for pronunciation and some sources eliminate it altogether in the spelling of the verb. The last “ak” (k) suffix indicates that the object is plural.

In Unami dialect the original ending “a-w-a” has been shortened to “ao”. However, the original better shows the third person marker (w), and the “obviative” marker “a” on the end, which signifies that the action is flowing from left to right between the two “third persons”. In this case there is no distinction between singular and plural.
Let’s take a look at the TAD form of the verb “mil” below.

**mil -to give (it to) someone**

**DIRECT**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nemila - I give (it to) him</td>
<td>nemilaok - I give them</td>
</tr>
<tr>
<td>kemila - you give him</td>
<td>kemilaok - you give them</td>
</tr>
<tr>
<td>mwilaao - he gives him</td>
<td>mwilaok - he gives them</td>
</tr>
<tr>
<td>nemilawena - we give him</td>
<td>nemilawenanak - we give them</td>
</tr>
<tr>
<td>kemilawena - we give him</td>
<td>kemilawenanak - we give them</td>
</tr>
<tr>
<td>kemilaw(w)a - you all give him</td>
<td>kemilawwaok - you all give them</td>
</tr>
<tr>
<td>mwilawwao - they give him</td>
<td>mwilawwao - they give them</td>
</tr>
</tbody>
</table>

Remember that there is no distinction between past and present in Lenape. The sentence “Nemila.” Can mean “I give him” or “I gave him”. Also, the object that is given can be animate or inanimate and has no bearing on the verb. You may place it before or after the verb.

nemila mwekane = I gave him a dog.
ool nemila = I give her an egg.

Assignment: Translate the following sentences:

1. kemila hech?
2. nemila ahpon
3. nemilawenanak
4. kemilaok hech nek malaxkwsita
5. kemilawenanak hech?
6. mwilawwao na mwekanea
7. nunakan nemilawena na pushisa
8. mwilaok lokewe
9. keku hech kemilawwa?
10. chinke hech kemilawwaok?
11. nemilaok nek pilayechechaka
12. kemila pili tehim

Make up 12 more sentences using these verbs along with some of the “other words” and vocabulary from previous lessons.

**Note:** When issuing a command such as, “Give him ___”, use “mil”.

**Examples:** “Give him some food.” = mil mehemichink.
“Give John the bread.” = mil na John ne ahpon.
Let’s Take a look at the Direct form of another TAD verb:

ulhal -to have someone

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nulhala - I have him</td>
<td>nulhalaok - I have them</td>
</tr>
<tr>
<td>kulhala - you have him</td>
<td>kulhalaok - you have them</td>
</tr>
<tr>
<td>wulahalao - he has him</td>
<td>wulahalao - he has them</td>
</tr>
<tr>
<td>nulhalawena - we have him</td>
<td>nulhalawenana - we have them</td>
</tr>
<tr>
<td>kulhalawena - we have him</td>
<td>kulhalawenana - we have them</td>
</tr>
<tr>
<td>kulhalaw(w)a - you all have him</td>
<td>kulhalawwaok - you all have them</td>
</tr>
<tr>
<td>wulahalawoo - they have him</td>
<td>wulahalawoo - they have them</td>
</tr>
</tbody>
</table>

Some transitive animate verbs show variation in certain endings:

new - to see someone
weneyook - they see him          weneyook - they see them
expected: weneyoo                 expected: weneyoo
keneyukuwo - he sees you all     kenehkuwook - he sees you all
expected: keneyukuwa              expected: keneyukuwaok
wenekuk - he sees them            wenekuk - they see them
expected: weneyukuwoo             expected: weneyukuwoo
or: wenekuwoo

uwah - to know someone
uwahaok – he knows them          uwahaok – they know them
expected: uwahkuwoo               expected: uwahkuwoo

Chart by Elizabeth Bogal-Allbritten

Observe the conjugation for the verb “to see” below:

new -to see someone

DIRECT

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>neyo - I see him</td>
<td>neyook - I see them</td>
</tr>
<tr>
<td>keneyo - you see him</td>
<td>keneyook - you see them</td>
</tr>
<tr>
<td>weneyoo - he sees him</td>
<td>weneyoo - he sees them</td>
</tr>
<tr>
<td>neyowena - we see him</td>
<td>neyowenana - we see them</td>
</tr>
<tr>
<td>keneyowena - we see him</td>
<td>keneyowenana - we see them</td>
</tr>
<tr>
<td>keneyowwa - you all see him</td>
<td>keneyowwaok - you all see them</td>
</tr>
<tr>
<td>weneyook - they see him</td>
<td>weneyook - they see them</td>
</tr>
</tbody>
</table>
Obviative

When two third persons occur in a sentence, the obviative marker is added to the person in the suffix position in order to prevent confusion and to specifically designate who is receiving the action of the verb. Most often the marker is an “a”. If the preceding sound is a vowel or "k", the marker is an "o". Obviative markers have become less frequently used over the years* but it is important to become familiar with them so that you can recognize them in other works and use them when deemed necessary. Observe the following sentences:

Pushisa wulahalao = She has a cat.
Toxamao na mwekaneyo = He fed the dog.
Lenu weneyo chulensa = A man saw a bird.

*Western Oklahoma Delaware. Various Peoples Publishing Co., p. 71

Assignment: Construct some sentences using nouns that contain obviative markers. Use the third person animate transitive verbs “to see” and “to have”.

Lesson 13: Other Words

Use your verb conjugations and/or vocabulary to form sentences with the following words. One example for each has been provided.

alapae - early in the morning
English: We eat early in the morning.
Lenape: Alapae nemitsihena.

oxe - it is light
English: It is light early in the morning.
Lenape: Oxe alapae.

shepae - this morning
English: I leave this morning.
Lenape: Shepae ntalemska.

opank - it dawns/it is morning
English: Get up, it's morning!
Lenape: Opank amwi!

opanke - tomorrow morning/when morning comes
English: I will go tomorrow morning.
Lenape: Opanke xu nta.

alapa - tomorrow
English: I can come tomorrow.
Lenape: Alapa nkaski mpa.

pemichi - beside/on the side
English: I can come tomorrow.
Lenape: Alapa nkaski mpa.

petapan - it is approaching dawn/it is becoming daylight
English: It is becoming daylight, I must sleep.
Lenape: Petapan, kench nkawi.

piskeke - tonight
English: They come tonight.
Lenape: Piskeke peyok.

piske - it is dark
English: It is dark tonight.
Lenape: Piske piskeke.

lokwike - this evening
English: I will go this evening.
Lenape: Lokwike xu nta.

tpukwe - last night
English: We came last night.
Lenape: Tpukwe mpahena.

netami - first
English: We came first.
Lenape: Netami mpahena.

tahkwii - together
English: They walk together
Lenape: Tahkwii pemeskeyok
Verb Exercises

Translate into English:
transitive inanimate and intransitive

1. Tpukwe nkawi.
3. Yukwe mweshenemenena yuli mitkoka.
4. A kemeshememeneye no mpsi.n.
5. Somi nemanunshihena.
6. Keku wench hech mikwi kawihemo?
8. Xu nemeshenemenena nel hatapia.
10. Xantki kemeshenemenen
wixwenenchepia

Translate into English: transitive animate

1. Kemila na mwekane.
2. Nulhalaoke apelishak.
4. Mwilawwo pehpasteika.
5. Nulhalawena melekak.
7. Mwilao musaka.
8. Kulhalaoke otaesak.
10. Weneyo kaxkuweyoka.
11. Kenilawena names.
12. Weneyook yakwawiaka.

Lesson 13 Translation

Translate the following story into English

Na Skinu ok Na Skixkwe

Kweti kishku, skinu alapae amu ok kota e ahchunk. Wulahalao mwekanea ok tahkwii pemeskeyok temakenink. Ika skinu weneku skixkwea. Ahi welesu.

Luwe, "He. Keku hech kteluwensi?"


Skixkwe luwe, "Yukwe nta shek lapi knewelch." "Xu lapi knewel" luwe na skinu. Xuniti!
ORAL EXERCISE - Practice the following conversations with a partner.

   a. nishash b. peshkunk c. telen d. telen ok kweti e. telen ok nisha
   b. sipunk
   b. teme (L.14, wolf)
   b. amu c. manunksu
   b. amuwak c. manunksuwak
   b. ktamwi - ntamwi c. kemanunksi- nemanunksi
d. kmeshenemenen - nemeshenemenen
   b. ktamwihemo- nntamwihena c. kemanunksihemo- nemanunksihena
d. kmeshenemeneneyo – nemeshenemenen

TAD

    b. kemilawwa – nemilawena c. mwila d. mwilawwao
e. kemilaok – nemilaok f. kemilawaok – nemilawenanak g. mwilaok h. mwilawwao
    b. kulhalawwa – nulhalawena c. wulahalao d. wulahalawoo
e. kulhalao - nulhalaok f. kulhalawaok - nulhalawenanak
g. wulahalao h. wulahalawoo

    b. keneyowwa – neyowena c. weneyoo d. weneyook e. keneyook– neyook \f. keneyowwaok – neyowenanak g. weneyoo h. weneyook
LESSON 14 - FOGGY DAY

New Number Words

xinxke (xinx-kay) = 30
xinxke ok kweti = 31
xinxke ok nisha = 32
xinxke ok naxa = 33
xinxke ok newa = 34
xinxke ok palenaxk = 35
xinxke ok kwetash = 36
xinxke ok nishash = 37
xinxke ok xash = 38
xinxke ok peshkunk = 39

New Action Words

nulhatu (nool-hah-too) = I have it.
kulhatu (kool-hah-too) = you have it.
pe (pay) = he comes.

New living (animate) word

teme (tuh-may) = wolf
temeyok (tuh-may-oke) = wolves

New non-living (inanimate) words

kshikan (kshee-kun) = knife
kshikana (kshee-kahn-ah) = knives

Conversation

Whippoorwill: Aon yu tali ahchunk. (own you tah-lee) = It is foggy here on the mountain. (“ow” pronounced as in “how”)

Xuniti kshilan. (xu-nee-tee kshee-lahn) Soon it will rain hard.


Whippoorwill: Awen hech? = Who is it?

Red Hawk: Taktani. = I don't know.


Red Hawk: Nulhatu kshikan. = I have a knife.
Kulhatu hech kshikan? = Do you have a knife?

Whippoorwill: Ta hashi. (tah hah-shee) No never.

111
**Aptonahanne (Flow of words) Lesson**

As mentioned previously, the word "ni" means "I" and the word "ki" means "you". Because there is no standard way of writing Lenape, there are a few ways that these pronouns have been added to action words, depending upon the source, to make a sentence. Let's take the word "machi" = "to go home".

Some people simply will say, **ni machi**. (*Nee mah-chee*) = "I go home". Sometimes it will be written **n'machi** (*nuh-mah-chee*). Sometimes it will be written **nemachi** (*nuh-mah-chee*), which seems to be the way that is being used more today, and is the way I will use it in our lessons. I am showing you all of the ways so that you are not confused if you see it done some of the other ways in other courses/dictionaries.

It is the same with "You go home".

**ki machi**
**k'machi**
**kemachi**

You will begin to notice that "tam" or "am" is put on the end of a word to mean "Let's" do something: **machitam** = Let's go home. **atam** = Let's go! **mitsitam** = Let's eat!

Since the word **xuniti** makes it clear that something is happening in the future, it is not necessary to use the future marker **xu** in the same sentence.

The word **pe** means "He/she is coming". **awen pe** literally says "Someone, he/she is coming, but it means "Someone is coming". This is how Lenape sentences are phrased.

We have covered how to say "I come" and "He/she comes". The following list includes "You come" as well. Remember that action words that begin with "p" have a special way to denote first person ("I"). An "m" is placed before the word and the "mp" is pronounced like a "b" sound.

**mpa** (*bah*) = I come  
**kpa** (*kpah*) = You come  
**pe** (*pay*) = She/he comes

"**yu tali**" means "here, in this place".
Aptonahanne Review - Pronounce and write the English words for the following phrases:

alemi niskelan
alemi kshilan
alemi aon
alemi pethakhon

xu kshilan
xu aon
xu tupan
xu kumhokot
xu wine

konaet xu wine
kexiti aon
lapi kshilan
lapich sukelan
xu lapi sasapelehele
lapich te

lapi nipen
lapich nipen
lapi tahkoken
xu lapi tahkoken
yu tali
pena! kshikan!
penaw! teme
mpemeska
kpemeska
nkeshihela
keshihela

Suggested Reading - "Which One Do You Feed?"
Test

Write your answers here:

1. Say, "Are you going home?"
   Respond, "Yes, I am going home."

2. Say, "Are you coming?"
   Respond, "Yes, I am coming."

3. Say, "Do you have it?"
   Respond, "Yes, I have it."

4. Say, "Where are you going?"
   Respond the following ways:
   "to the river"   "to the woods"
   "to the mountain"

5. Say, "No. Never"

6. Count to 39 in Lenape.

7. Say the following in Lenape:
   twenty-two wolves, fourteen bobcats
   nineteen squirrels, thirty-seven horses
   twenty skunks
   The wolf is brown
   This bobcat here is spotted
   That blanket is striped
   This skunk is striped
   spotted shirt
   striped rainbow
   It is starting to get foggy
   It will rain hard
   Maybe there will be lightening
   There is a little frost
   It is Summer again
   It will be Autumn again
   The sky is clear
   There is a breeze
   It is a hot day
   It is windy
   There is frost
   It is drizzling
Lesson 14 Vocabulary

The following terms were collected by Jim Rementer from Nora Thompson Dean and Lucy Parks Blalock, and are listed as they appear in Lenape Language Classes of the Delaware Tribe of Indians, Bartelsville, Oklahoma. Prepared by Janifer Brown and Jim Rementer.

Enikwsi Kishux (Ground Squirrel Month) – January

Chkwali Kishux (Frog Month) – February

Xamokhwite Kishux (Shad Month) – March

Kwetayoxe Kishux (Deer Shed Hair Month) – April

Tainipen (Begin Summer Month) – May

Kichinipen (Real Summer Month) – June

Lainipen (Midsummer) – July

Winaminge (Corn is Ripe Month) – August

Kichtetahkok Kishux (Real Autumn Month) – September

Puksit Kishux (Broken Month) – October (Broken from falling leaves)

Wini Kishux (Snow Month) – November

Muxkotae Kishux (Mistletoe Month) – December

Seasons

Sikon – Spring

Nipen – Summer

Tahkoken – Autumn

Luwan – Winter
Lesson 14 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed. Once you have mastered these verbs, go back to Lesson 14 in the textbook and expand your conversation skills by using them.

### INTRANSITIVE

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaihele</td>
<td>to fall down</td>
</tr>
<tr>
<td>nkaihele</td>
<td>I fall down</td>
</tr>
<tr>
<td>kaihele - he</td>
<td></td>
</tr>
<tr>
<td>nkaihelehena</td>
<td>we</td>
</tr>
<tr>
<td>kaihelehena</td>
<td>we</td>
</tr>
<tr>
<td>kaihele - you</td>
<td></td>
</tr>
<tr>
<td>nkaihelehena</td>
<td>you all</td>
</tr>
<tr>
<td>kaihele - he</td>
<td></td>
</tr>
<tr>
<td>nkaihelehena</td>
<td>we</td>
</tr>
<tr>
<td>kaihele - you</td>
<td></td>
</tr>
<tr>
<td>nkaihelehena</td>
<td>we</td>
</tr>
<tr>
<td>kaiheleyok</td>
<td>they</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kanchihela</td>
<td>to hide (quickly)</td>
</tr>
<tr>
<td>nkanchihela</td>
<td>I hide quickly</td>
</tr>
<tr>
<td>kanchihela - you</td>
<td></td>
</tr>
<tr>
<td>kanchihele - he</td>
<td></td>
</tr>
<tr>
<td>nkanchihelahena</td>
<td>we</td>
</tr>
<tr>
<td>kanchihelahena</td>
<td>we</td>
</tr>
<tr>
<td>nkanchihelahena</td>
<td>we</td>
</tr>
<tr>
<td>kanchiheleyok</td>
<td>they</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nkata kanchihela</td>
<td>I want to hide quickly</td>
</tr>
<tr>
<td>(polite saying for 'I want to use toilet')</td>
<td></td>
</tr>
</tbody>
</table>

### TRANSITIVE

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kantenemen</td>
<td>to hide it</td>
</tr>
<tr>
<td>nkantenemen</td>
<td>I hide it</td>
</tr>
<tr>
<td>kantenemen - you</td>
<td></td>
</tr>
<tr>
<td>kontenemen - he</td>
<td></td>
</tr>
<tr>
<td>nkantenemenen - we</td>
<td></td>
</tr>
<tr>
<td>kantenemenen - we</td>
<td></td>
</tr>
<tr>
<td>kantenemeyo - you all</td>
<td></td>
</tr>
<tr>
<td>kontenemeyo - they</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>verb</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkantenemen</td>
<td>I hide them</td>
</tr>
<tr>
<td>kantenemen - you</td>
<td></td>
</tr>
<tr>
<td>kontenemen - he</td>
<td></td>
</tr>
<tr>
<td>nkantenemenen - we</td>
<td></td>
</tr>
<tr>
<td>kantenemenen - we</td>
<td></td>
</tr>
<tr>
<td>kantenemeyo - you all</td>
<td></td>
</tr>
<tr>
<td>kontenemeyo - they</td>
<td></td>
</tr>
</tbody>
</table>
Transitive Animate Inverse Verbs

**Inverse** verbs contain the directional marker “ek” which indicates that the action flows from right to left between a third person (suffixed) and a first or second person (prefixed).

However, the “ek” is often dropped when numerous suffixes are added. The following chart contains the endings for these verbs as they most often appear. There are slight variations with some verbs, which will be noted as those verbs are introduced.

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>he verbs me</td>
<td>n-stem + ek-w</td>
</tr>
<tr>
<td>he verbs you</td>
<td>k-stem + ek-w</td>
</tr>
<tr>
<td>he verbs him</td>
<td>s&quot;tem + ku</td>
</tr>
<tr>
<td>he verbs us</td>
<td>n-stem + kuna</td>
</tr>
<tr>
<td>he verbs us all</td>
<td>k-stem + kuna</td>
</tr>
<tr>
<td>he verbs them</td>
<td>s&quot;tem + kuwoo</td>
</tr>
</tbody>
</table>

In the conjugation below, the “ek” becomes “uk”. Otherwise, the endings are the same as in the chart above.

**mil -to give (it to) someone**

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>nemilukw - he gives me</td>
<td>nemilkuk - they give me</td>
</tr>
<tr>
<td>kemilukw - he gives you</td>
<td>kemilkuk - they give you</td>
</tr>
<tr>
<td>mwilku - he gives him</td>
<td>mwilku - they give him</td>
</tr>
<tr>
<td>nemilkuna - he gives us</td>
<td>emilkunanak - they give us</td>
</tr>
<tr>
<td>kemilkuna - he gives us</td>
<td>kemilkunanak - they give us</td>
</tr>
<tr>
<td>kemilkuwa - he gives you all</td>
<td>kemilkwaok - they give you all</td>
</tr>
<tr>
<td>mwilkowo - he gives them</td>
<td>mwilkowo - they give them</td>
</tr>
</tbody>
</table>

**Assignment:** Translate the following sentences:

1. nemilukw na lenu xash maxksitchik otaesak.
2. xkweyok mwilkowo nek mimensaka kendis.
3. kemilkuk hech wa she mikwen?
4. hinke nemilukw kshatay
5. kemilkuk ahkokwe
6. na skinu kemilkuwa wiyus
7. nemilkunanak nek mimensak silka
8. nemilkuk chipako
9. kemilkuaok nel sunkeshekokana
10. na hakihet mwilku na Jake temahikan
11. hiluses nemilkuna shuhenicana
12. kexa hech kemilkuaok na skixkwe lelehuna?

Make up 12 more sentences using the verbs on pps. 74-76 along with some of the “other words” and vocabulary from previous lessons.
Here are the TAI conjugations for the verbs “to see” and “to have”:

**new -to see someone**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Nominative Form</th>
<th>Genitive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>neykw</td>
<td>nehkuk</td>
</tr>
<tr>
<td>you</td>
<td>keneyukw</td>
<td>kenehkuk</td>
</tr>
<tr>
<td>him</td>
<td>wenyukwena</td>
<td>weneku</td>
</tr>
<tr>
<td>us</td>
<td>keneyukwena</td>
<td>nekuwenanak</td>
</tr>
<tr>
<td>you all</td>
<td>keneyüukuwa</td>
<td>kenehkuwook</td>
</tr>
<tr>
<td>them</td>
<td>weneyuk</td>
<td>wenekuk</td>
</tr>
</tbody>
</table>

**ulhal -to have someone**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Nominative Form</th>
<th>Genitive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>nulhalekw</td>
<td>nulhalkuk</td>
</tr>
<tr>
<td>you</td>
<td>kulhalekw</td>
<td>kulhalkuk</td>
</tr>
<tr>
<td>him</td>
<td>wulhalku</td>
<td>wulhalku</td>
</tr>
<tr>
<td>us</td>
<td>nulhalkuna</td>
<td>nulhalkunanak</td>
</tr>
<tr>
<td>you all</td>
<td>kulehkuwa</td>
<td>kulehkuwaok</td>
</tr>
<tr>
<td>them</td>
<td>wulhalkuwoo</td>
<td>wulhalkuwoo</td>
</tr>
</tbody>
</table>

**Lesson 14: Other Words**

Use your verb conjugations and/or vocabulary to form sentences with the following words. Examples for each have been provided.

**okai - around**

**English:** There are flowers all around.  
**Lenape:** Hate okai otaesak.

**English:** They flew around the flowers.  
**Lenape:** Okai kenthuwàk otaesak.

**ekwii - under**

**English:** I walk under a tree

**Lenape:** Mpemska ekwii hitukw

**eshi - through**

**English:** I walked through a puddle  
**Lenape:** Mpemska eshi mpihtet.

**ohelemi – far away**

**English:** She goes far away.  
**Lenape:** E ohelemi
Verb Exercises

Translate into English: transitive inanimate and intransitive

1. Mikwi kaihele.
2. Chich kontenemen ne menutes.
5. Kantenemen ne shuhenikan.
6. Tamse kaihelehemo.
7. Kixki nkantenemenena yuli alukwepia
8. Tamse kaihele.

Translate into English: transitive animate

1. Keku hech nemilukw na lenu?
2. Skixkweyok wenekuk skinuwaka.
3. Na kikewinu nulhalkuna.
5. Ta hech nulhalkuk?
7. Na pilayechech mwilku na wkwechch otaesa.
10. Keku wenchi hech nulhalkunanak?
11. Lokewe na wkwechchetet keneyyukuwena.
13. Awen hech kulhalekw?
14. Mwilku mwekanea.

Lesson 14 Translation

Translate the following story into English.

Na Chipsit

ORAL EXERCISE - Practice the following conversations with a partner.

   b. kanchixu c. kanchihele d. kontenemen
   b. kanchixuwak c. kanchiheleyok d. kontenemeneyo
   b. kanchixi - nkanchixi c. kanchihela - nkanchihela d. kantenemen - nkantenemen
   b. kanchixihemo – nkanchixihema c. kanchihelahemo – nkanchihelahena d. kantenemeneyo – nkantenemenen

TAI

8. a X: Kemilukw hech? Y: E-e. Nemilukw
   b. kemilkuwa – nemilkuna c. mwilku d. mwilkuwoo e. kemilkuk - nemilkuk
   f. kemilkunanak - nemilkunanak g. mwilku h. mwilkuwoo
   b. keneyukwo – neyukwena c. weneku d. wenekuk e. kenehuck-nehkuk
   f. kenehkuwook - nehkuwenanak g. weneku h. wenekuk
    b. kulhalkuwa-nulhalkuna c. wulhalku d. wulhalkuwoo e. kulhalkuk - nulhalkuk
    f. kulhalkuwook - nulhalkunanak g. wulhalku h. wulhalkuwoo
**Lesson 15 - The Four Directions**

---

**New Number Words**

<table>
<thead>
<tr>
<th>neinxke (nay-enx-kay)</th>
<th>= 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>neinxke ok kweti</td>
<td>= 41</td>
</tr>
<tr>
<td>neinxke ok nisha</td>
<td>= 42</td>
</tr>
<tr>
<td>neinxke ok naxa</td>
<td>= 43</td>
</tr>
<tr>
<td>neinxke ok newa</td>
<td>= 44</td>
</tr>
<tr>
<td>neinxke ok palenaxk</td>
<td>= 45</td>
</tr>
<tr>
<td>neinxke ok kwetash</td>
<td>= 46</td>
</tr>
<tr>
<td>neinxke ok nishash</td>
<td>= 47</td>
</tr>
<tr>
<td>neinxke ok xash</td>
<td>= 48</td>
</tr>
<tr>
<td>neinxke ok peshkunk</td>
<td>= 49</td>
</tr>
</tbody>
</table>

**New Action Words**

<table>
<thead>
<tr>
<th>kemikentam (kuh-meek-kuhn-duhm)</th>
<th>= You are doing something.</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpenaok (buh-nowk)</td>
<td>= I am looking at/watching them.</td>
</tr>
<tr>
<td>kenthu (kend-hoo)</td>
<td>= He/she is flying.</td>
</tr>
</tbody>
</table>

**New Living (animate) Word**

<table>
<thead>
<tr>
<th>opalaniye (oh-puh-lah-nee-ay)</th>
<th>= eagle</th>
</tr>
</thead>
<tbody>
<tr>
<td>opalaniyeyok (oh-puh-lah-nee-ay-yoke)</td>
<td>= eagles</td>
</tr>
</tbody>
</table>

**New Non-Living (Inanimate) Words**

<table>
<thead>
<tr>
<th>menepekw (muh-nuh-peckw)</th>
<th>= lake</th>
</tr>
</thead>
<tbody>
<tr>
<td>menepeko (muh-nuh-pay-ko)</td>
<td>= lakes</td>
</tr>
</tbody>
</table>

---

**Conversation**

Whippoorwill: **He! Keku hech kteluwensi?** Hello! What is your name?

Red Hawk: **Nteluwensi Red Hawk. Keku hech kteluwensi?** My name is Red Hawk. What is your name?

Whippoorwill: **Nteluwensi Whippoorwill.** My name is Whippoorwill. **Keku hech kemikentam?** What are you doing?

Red Hawk: **Mpenaok newa ahasak.** I am looking at/watching four crows. **Penaw!** Look!

**Kweti kenthu lowanewank.** (lo-wah-nay-wahng) One is flying north.

**Kweti kenthu shawanewank.** (shah-wah-nay-wahng) One is flying south.

**Kweti kenthu wunchenewank.** (woon-juh-nay-wahng) One is flying west.

**Kweti kenthu wapannewunk.** (wah-pahn-nay-wuhng) One is flying east.

Red Hawk: **Kehela!** Indeed! **Ok penaw!** And Look! **Ika.** There. **Lelai.** (luh-li-ee) In the middle. **Opalaniye.** A bald eagle.

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Whippoorwill: Eche! *(ay-chay)* (Exclamation of surprise!)
*Kehela, weli kishku.* Truly, it is a good day.

Red Hawk: *Ahikta, shek kexiti tapan* *(tah-pahn)*. Yes, but it's a little cool.
*Xuniti xu tahkoken.* Soon it will be autumn.

Whippoorwill: *Wendaxa, nchutia* *(joo-tee-ah)* Come on, my friend.
*Menepekunk atam* *(muh-nuh-peh-kuhnk).* Let's go to the lake.
*Nulhatu muxul.* I have a canoe/boat.

Red Hawk: *Yuho! Atam!* Okay! Let's go!

**Aptonahanne (Flow of words) Lesson**

In Lenape, often a word has different forms depending upon whether you are speaking "to" someone or "about" someone. Let's look at the words for "friend": *nchutia* and *nitis*. Use the word "*nchutia*" when you are speaking to your friend. Use the word "*nitis*" when you are speaking about your friend. Until recent times, these words were only used for a man speaking to/of a man. Today we use them for a woman speaking to/of a man as well. Likewise, there are words for "friend" that were used only for a woman speaking to/of a woman: *ichu* = speaking to; *nichus* = speaking about. Today we use them to refer to a woman friend, no matter if it is a man or woman speaking. So to summarize:

The following are used no matter who (man or woman) is speaking:

- **nchutia** *(joo-tee-ah)* = to a male friend
- **nchutiestuk** *(joo-ay-stook)* = to male friends
- **nitis** *(nee-teece)* = of a male friend
- **nitisak** *(nee-sahk)* = of male friends
- **ichu** *(ee-choo)* = to a woman friend
- **ichustuk** *(ee-stook)* = to women friends
- **nichus** *(nee-choos)* = of a woman friend
- **nichusak** *(nee-sahk)* = of women friends

It should also be mentioned that in these days of political correctness, in many circles, only the "male" terms are used to refer to both men and women. This also simplifies things considerably. The best course of action, since the conversation, after all, is among friends, is to decide which words you feel comfortable using.

We now know three words that mean "to look at something":

- **penaw** = look at him/her
- **pena** = look at it
- **mpenaok** I am looking at/watching them.
If you look closely, you will see that they all have the same "root" or "main" word. Different prefixes and suffixes are added to tell you who is speaking about whom or what. We will learn more about how to add these prefixes and suffixes later. As mentioned previously, when the main word begins with a "p", an "m" is placed in front instead of "ni" to show "first person", changing the pronunciation from a "p" sound to a "b" sound.

From now on we will talk about action words by distinguishing between first, second and third person:

**Singular forms:**
- 1st person = I
- 2nd person = you
- 3rd person = he/she

**Plural forms:**
- 1st person = we, us
- 2nd person = you
- 3rd person = they, them

Earlier we spoke about adding an "ing", ink or "ng" to the end of a word to mean "at", "to" or "in" that place. Generally add "ng" if the word ends in a vowel, and "ing" or "ink" if the word ends in a consonant. With the word "menepekw", "unk" was added. (The "w" was dropped for pronunciation)

Let's look once again at how we have added endings to some words that we have learned.

- **teken** = woods
- **tekenink** = in the woods
- **sipu** = river
- **sipunk** = to the river
- **ahchu** = mountain
- **ahchunk** = on the mountain
- **menepekw** = lake
- **menepekunk** = to the lake

Once again, because there is no standard way of writing Lenape and because there are many dialects, sometimes you will see, for example, "in the woods" written tekenink and sometimes it will be written tekening. "On the mountain/hill" can be written ahchunk or ahchung. Much of the reason for this is that the "k" and the "g" in Lenape are often pronounced not like one or the other, but as if you are trying to say them both at once. This is also why some dictionaries will spell the words for "I sleep" and "I am hungry" "gawi" and "gatupwi" and others will spell them "kawi" and "katupwi". I am pointing this out so that you will not be confused if you see them spelled different ways in different places. Listen closely to the audio cd's and you will have no problem with the pronunciations.

There are also a number of alternate ways to say the directions. I have listed some of them under the ones that were used in this week's conversation. Once again, I am mentioning them so that you are not confused if you see or hear them one of the other ways. We will continue to use them as we did in our conversation. Observe the following:
North
lowanewank
lowaneuck
luwaneyunk

South
shawanewank
shawaneuck
shaoneyunk

West
wunchenewank
wocheneuck
eheliwsikank

East
wapannewunk
wapaneuck
wehenchiopank

**Aptonahanne Review** Pronounce and write the English words for the following phrases.

<table>
<thead>
<tr>
<th>Lenape</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>alemi tapan</td>
<td>lapi aon</td>
</tr>
<tr>
<td>alemi kshilan</td>
<td>lapich sukelan</td>
</tr>
<tr>
<td>alemi aon</td>
<td>xu lapi sasapelehele</td>
</tr>
<tr>
<td>alemi niskelan</td>
<td>lapi nipen</td>
</tr>
<tr>
<td>xu kshilan</td>
<td>lapich luwan</td>
</tr>
<tr>
<td>xu aon</td>
<td>lapi sikon</td>
</tr>
<tr>
<td>xu tupan</td>
<td>xu lapi tahkoken</td>
</tr>
<tr>
<td>xu tapan</td>
<td>yu tali</td>
</tr>
<tr>
<td>xu wine</td>
<td>pena! menepkw!</td>
</tr>
<tr>
<td>konaet xu kshilan</td>
<td>penaw! opalaniye</td>
</tr>
<tr>
<td>kexiti tapan</td>
<td></td>
</tr>
<tr>
<td>lowanewank</td>
<td>nkeshihela</td>
</tr>
<tr>
<td>shawanewank</td>
<td>keshihela</td>
</tr>
<tr>
<td>wunchenewank</td>
<td>mpa</td>
</tr>
<tr>
<td>wapannewunk</td>
<td>kpa</td>
</tr>
<tr>
<td>kemikentam</td>
<td>pe</td>
</tr>
<tr>
<td>mpenaok</td>
<td>nemachi</td>
</tr>
<tr>
<td>kenthu</td>
<td>kemachi</td>
</tr>
<tr>
<td>mpemeska</td>
<td>machitam</td>
</tr>
<tr>
<td>kpemeska</td>
<td></td>
</tr>
</tbody>
</table>

*Suggested Readings* - "Our Four Directions" - Lenape; "The Fourth Crow" as Told by Robertt Red Hawk Ruth. Translated by Shelley DePaul
Test

Write your answers here:

1. Say, "Hello! What is your name?"
   Respond. "My name is_____."

2. Say, "What are you doing?"
   Respond the following ways:

   I am looking at/watching them.
   I walk; I am walking
   I run; I am running
   I come; I am coming
   I go home; I am going home.

3. Say the Lenape words for each direction.

4. Count to 49 in Lenape.

5. Say the following in Lenape:

   forty-two boats, twelve eagles
   eight lakes, thirty-seven horses
   forty hawks
   the eagle is brown
   that rainbow is striped
   this lake is blue
   it is starting to get cool
   it will rain hard
   maybe there will be lightening
   there is a little frost
   it is Summer again
   it will be Autumn again
   the sky is clear
   there is a breeze
   it is a hot day
   it is windy
   there is frost
   it is drizzling
   it is cool
   it is cold
   here is the lake
   here is the hawk
   there is the boat
   there is the eagle
Lesson 15 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 15 in the textbook and expand your conversation skills by using them.

taskemus – mockingbird
pishkw – nighthawk
kukhus – owl
ehanswiket – pelican
muwihele – prairie chicken
pikakes – peafowl
chiskukus – robin
lelempelis – ruby throated hummingbird
mexkalaniyat – red tailed hawk
papaxes – red headed woodpecker

pephokwe – ruffed grouse
winkeohkwet – raven
chelilis – slate colored junco
wetenteis – scarlet tanager
tanktiyas – tufted titmouse
chickenem – turkey
chekwenilwia

pephokweyok
winkeohkwetak
chelilisak
wetenteisak
tanktiyasak
chickenemuk

papaxesak

chicham – yellow-bellied sapsucker
chichamak
Lesson 15 Verbs

Memorize and practice the pronunciations of the following verbs. Once you have mastered these verbs, go back to Lesson 15 in the textbook and expand your conversation skills by using them.

INTRANSITIVE

**kenthu** - to fly
nkenthwi - I fly
kenthwi - you...
kenthwi - he...
nkenthwihena - we...
kenthwihemo - you all...
kenthu - they...

**nkenthwihena** - we...

**kenthwihena** - we...

**kenthwihemo** - you all...

**kenthuwak** - they...

**shielintam** - to be sad; to be sorry
nshielintam – I am sad
kshielintam – you...
shielintam – he/she...
nshielintamuhena – we...
kshielintamuhena – we...
kshielintamuhemo – you all...
shielintamuk – they...

**elintam** - to be glad; to be satisfied
nulelintam – I am glad
kulelintam – you...
welelintam – she/he...
nulelintamuhena – we...
kulelintamuhena – we...
kulelintamuhemo – you all...
welelintamuk – they...

pusi - to get in (a boat, car, etc.)
mpusi - I get in
kpusi - you...
pusu - she/he...
mpusihena - we...
kpusihena - we...
kpusihemo - you all...
pusuwak - they...

**shielintam** - to be sad; to be sorry
nshielintam – I am sad
kshielintam – you...
shielintam – he/she...
nshielintamuhena – we...
kshielintamuhena – we...
kshielintamuhemo – you all...
shielintamuk – they...

Local Paradigm

Local Paradigm refers to sentences in which first and second person appear together. The direction marker “i” indicates that the action flows from left to right (direct). The direction marker “el” indicates that the action flows from right to left (inverse). In any case the second person will always appear in the prefix. The following chart contains the endings for these verbs as they most often appear. There are slight variations with some verbs, which will be noted as those verbs are introduced.

**LOCAL PARADIGM**

<table>
<thead>
<tr>
<th>you verb me</th>
<th>k-stem + i</th>
<th>I verb you</th>
<th>k-stem + el</th>
</tr>
</thead>
<tbody>
<tr>
<td>you all verb me</td>
<td>k-stem + ihemo</td>
<td>I verb you all</td>
<td>k-stem + el+humo*1</td>
</tr>
<tr>
<td>you (all) verb us</td>
<td>k-stem + ihena</td>
<td>we verb you(all)</td>
<td>k-stem + el + humena*2</td>
</tr>
</tbody>
</table>

---

1 “k-stem + uhemo” is the form that Rementer, et. al. give in *The Delaware Language*, pp. 37-38. However, an examination of the forms most consistently given in the Lenape Talking Dictionary indicates that an alternative suffix (humo) is often used which retains the direction marker, (el). Examples: këmilëlhumo, ktaholëlhumo, kuwahëlhumo.

2 “k-stem+uhena” is the form that Rementer, et. al. give in *The Delaware Language*, pp. 37-38. Once again, an examination of the forms given in the Lenape Talking Dictionary indicates that there is a separate form (humena) for the latter, which also keeps the direction marker. Examples: knevelhumena, ktévelhumena, kwiwethumena. Also, as stated in the Lenape Talking Dictionary in the analysis for the word “kuwaheluhumena” (neg form), First person is specified as plural, but second person in unspecified as to number.
**mil -to give (it to) someone**

kemili - you give me
kemilihemo - you all give me
kemilihena - you (all) give us

kemilel - I give you
kemilelhumo - I give you all
kemilelhumena - we give you (all)

**Note:** When issuing a command such as, “Give me ___”, use “mili”.

**Examples:**

Give me the bread.  
Mili ne ahpon.

Give me the dish.  
Mili ne lokens.

**Assignment:** Translate the following sentences:

1. keku wenchi kemilihena ahkwiyana?
2. kemilel nishapxki etsak
3. kemiluhena puhenikana
4. chinke hech xu kemilihemo?
5. lokewe kemilelhumo alukwepia
6. kexa hech kemili?

Make up 12 more sentences using these verbs along with some of the “other words” and vocabulary from previous lessons.

**new -to see someone**

kiei - you see me
kieihemo - you all see me
kieihena - you (all) see us

kenewel - I see you
kenewelhumo - I see you all
kenewelhumena - we see you(all)

**ulhal -to have someone**

kulhali - you have me
kulhalihemo - you all have me
kulhalihena - you (all) have us

kulhalel - I have you
kulhalelhumo - I have you all
kulhalelhumena - we have you (all)

Translate into English: intransitive

1. Kenthwihemo eshi teken.
3. Ahi nulelintamuhena.
5. Keku wenchi hech shielintamuk?
7. Ta hech kenthuwak?
8. Lapi mpusihena.
10. Shai mpusi.
11. Apchi wshielintamuhena.
12. Chich welelintam.
14. Shai kulelintam.

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Translate into English: transitive animate

1. Kemili pushis.
2. Hashi kuluhalhumena
3. Nkeme kenuwhel

More Practice With Verbs

Translate the following sentences into Lenape

1. I see it.
2. He sees it.
3. We see it.
4. I see those things.
5. They see those things
6. Do you see those?
7. I see him.
8. Do you see him?
9. He sees them.
10. Do you all see him?
11. I see them.
12. We (excl.) see them
13. You all see them.
14. He sees me.
15. Does he see you?
16. He sees us (excl.).
17. He sees us (incl.).
18. They see me.
19. They see us (incl.).
20. They see you all.
21. I saw you.
22. Did you see me?
23. I saw you all.
24. We saw you all.
25. Did you all see me?
26. I have a blanket
27. Do you have a shirt?
28. He has a knife.
29. He has those.
30. They have it.
31. Do you have those.
32. I have him.
33. Do you have him?
34. We (excl.) have him.
35. They have him.
36. He has them.
37. We (excl.) have them.
38. I have a cat.
39. Do you have cats?
40. I have the coat.
41. Do you have this bird?
42. Do you have a hat?
43. I have a horse.
44. I have those beans.
45. Do you have the keys?
46. I have a bucket.
47. Do you have those chickens?
48. Do you have these trees?
49. I have shoes.
50. Do you have a bird?
Lesson 15 Assignment

Now you have learned all of the verb forms you should need to write a simple story. Construct a story using each type of verb you have learned: Inanimate Intransitive (It is black, etc.), Transitive Inanimate, Transitive Animate - Direct, Inverse, and Local Paradigm.

Lesson 15 Translation

Mourning Song

*Translate the following song:*

aholkwesit e ohelemi
aholkwesit e ohelemi
xu lapi neyo ahlankwahanne*
xu lapi neyo ahlankwahanne

*ahlankwahanne = river of stars, Milky Way
opitamaken = white road (another term for Milky Way)
ORAL EXERCISE - Practice the following conversations with a partner.

   b. shawanewank c. wunchenewank d. wapannewunk

   b. nipen c. takohken d. luwan

   b. pusu c. shielintam d. welelintam

   b. pusuwak c. shielintamuk d. welelintamuk

   b. kpusi - mpusi c. kshielintam - nshielintam d. kulelintam - nulelintam

   b. kpusihemo - mpusihena c. kshielintamuhemo - nshielintamuhena d. kulelintamuhemo - nulelintamuhena

LOCAL PARADIGM

   b. kenei - kenwel c. kulhali – kulhalel

   b. keneihemo – keneulwelahena c. kulhalihemo – kulhalelhumo
LESSON 16 - UNIT REVIEW

Review: Numbers/Singular and Plural Forms of words

**Counting Exercise:** You will need 49 beads (or other objects) of various colors. (Use the colors that we have learned) Place them all in one spot on the floor. Say the names of the colors in Lenape. For example, say "Wisae ok aone". You should then remove all of the yellow and blue beads from the group. Then count, in Lenape, the beads you have chosen. Repeat this process. Vary the number and color of beads each time.

**Singular and Plural:** Gather the pictures or drawings you have collected for the following words. Place them on the floor and choose one at a time saying the Lenape word for the picture. Choose a number (other than "1") and say that number along with the plural form of the word in Lenape. Repeat this process with each picture.

Write the English translations for the words below.

- xanikw/xanikok
- chinkwe/chinkweyok
- shkakw/shkakok
- nehenaonkes/nehenaonkesak
- mexkalaniyat/mexkalaniyatak
- teme/temeyok
- opalaniye/opalaniyeyok
- sipu/sipuwa
- ahchu/ahchuho
- menepkw/menepeko
- kshikan/kshikana
- muxul/muxula

Review: Seasons and Directions

Write the English translations for the words below.

Draw a medicine wheel. Point to each direction and say the corresponding direction word in Lenape. Point to each direction once again say the corresponding season in Lenape:

- wapannewunk/sikon
- shawanewank/nipen
- wunchenewank/tahkoken
- lowanewank/luwan
**Review:** Weather Terms

Write the English translations for the words below.

Draw or find in a magazine pictures which depict the following weather terms. Explain each drawing/picture using the Lenape words for the weather terms. I have grouped the terms below according to how they "might" be used together.

<table>
<thead>
<tr>
<th>English</th>
<th>Lenape</th>
</tr>
</thead>
<tbody>
<tr>
<td>well kishku</td>
<td>aon</td>
</tr>
<tr>
<td>mushhakot</td>
<td>lelewaxen</td>
</tr>
<tr>
<td>shelante</td>
<td>kshaxen</td>
</tr>
<tr>
<td>kumhokot</td>
<td>owiyalalhsu</td>
</tr>
<tr>
<td>sukelan</td>
<td>kaxen</td>
</tr>
<tr>
<td>pethakhon</td>
<td>wine</td>
</tr>
<tr>
<td>sasapelehele</td>
<td>te</td>
</tr>
<tr>
<td>menukon</td>
<td>tupan</td>
</tr>
<tr>
<td>niskelan</td>
<td>tapan</td>
</tr>
<tr>
<td>kshilan</td>
<td></td>
</tr>
</tbody>
</table>

Say and write the following in Lenape:

"soon it will snow"
"it is raining again"
"maybe it will thunder"
"it is a little foggy"
"it will rain hard"
"it is starting to get windy"
"but it is a hot day"
Conversation Review: Question and Answer

Say and write the following questions and answers in Lenape.

Q. "Where are you going?"
A. "to the river"; "to the woods"; "to the mountain"; "to the lake"

Q. "Are you walking?"
A. "Yes. I am walking."

Q. "Are you running?"
A. "Yes. I am running."

Q. "Do you have it?"
A. "Yes. I have it."

Q. "Are you asleep?"
A. "I am sleeping."

Q. "Are you coming?"
A. "I am coming."

Q. "Are you going home?"
A. "Yes. I am going home."

Q. "What is your name?"
A. "My name is _______."

Q. "What is that?"
A. "It is a knife"

Q. "What are you doing?"
A. "I am watching them."

Review: Words and phrases

Make word cards for the following words. Write the Lenape word on the front and the English word on the back. Say the following words in Lenape and English until you know the meanings without looking at the answer.

<table>
<thead>
<tr>
<th>Lenape</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>eché!</td>
<td>wechia</td>
</tr>
<tr>
<td>yuho!</td>
<td>taktani</td>
</tr>
<tr>
<td>wendaxa!</td>
<td>ika</td>
</tr>
<tr>
<td>atam!</td>
<td>lelai</td>
</tr>
<tr>
<td>kalista!</td>
<td>meshake</td>
</tr>
<tr>
<td>ikali a!</td>
<td>lematahpi</td>
</tr>
<tr>
<td>chitkwesti!</td>
<td>temike!</td>
</tr>
<tr>
<td>kehela!</td>
<td>nuwi</td>
</tr>
<tr>
<td>pena!</td>
<td>sa!</td>
</tr>
<tr>
<td>penaw!</td>
<td>puxo!</td>
</tr>
<tr>
<td>nepe!</td>
<td>machitam!</td>
</tr>
<tr>
<td>teka</td>
<td>neyo!</td>
</tr>
<tr>
<td>shiki!</td>
<td>amwi!</td>
</tr>
<tr>
<td>welesu!</td>
<td>nulhuntes!</td>
</tr>
<tr>
<td>weleh!</td>
<td>yu tali</td>
</tr>
<tr>
<td>kichi?</td>
<td>ta hashi</td>
</tr>
<tr>
<td>puniihi!</td>
<td>nchutia</td>
</tr>
<tr>
<td>halapsi!</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 17 - Let's Eat!

New Number Words

<table>
<thead>
<tr>
<th>New Number Words</th>
<th>New Action Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>palenaxk txinxke</td>
<td>newixen (nuh-wee-xhun-neen) I cook it</td>
</tr>
<tr>
<td>(pah-leh-nahxk)</td>
<td>kemitsu (kuh-meet-see) you eat.</td>
</tr>
<tr>
<td>tseen-xkay) = 50</td>
<td>nta (dah) I go</td>
</tr>
<tr>
<td>palenaxk txinxke ok kweti = 51</td>
<td>nkishi (gee-shee) I am finished</td>
</tr>
<tr>
<td>palenaxk txinxke ok nisha = 52</td>
<td></td>
</tr>
<tr>
<td>palenaxk txinxke ok naxa = 53</td>
<td></td>
</tr>
<tr>
<td>palenaxk txinxke ok newa = 54</td>
<td></td>
</tr>
<tr>
<td>palenaxk txinxke ok palenaxk = 55</td>
<td></td>
</tr>
<tr>
<td>palenaxk txinxke ok kwetash = 56</td>
<td></td>
</tr>
<tr>
<td>palenaxk txinxke ok nishash = 57</td>
<td></td>
</tr>
<tr>
<td>palenaxk txinxke ok xash = 58</td>
<td></td>
</tr>
<tr>
<td>palenaxk txinxke ok peshkung = 59</td>
<td></td>
</tr>
</tbody>
</table>

New Action Words

<table>
<thead>
<tr>
<th>New Action Words</th>
<th>New living (animate) word</th>
</tr>
</thead>
<tbody>
<tr>
<td>newixenin (nuh-wee-xhun-neen) I cook it</td>
<td>emhones (em-hon-uhhs) spoon</td>
</tr>
<tr>
<td>kemitsu (kuh-meet-see) you eat.</td>
<td>emhonsak (em-hon-sahk) spoons</td>
</tr>
<tr>
<td>nta (dah) I go</td>
<td>nkishi (gee-shee) I am finished</td>
</tr>
<tr>
<td>nkishi (gee-shee) I am finished</td>
<td></td>
</tr>
</tbody>
</table>

New Living (animate) Word

<table>
<thead>
<tr>
<th>New non-living (inanimate) word</th>
</tr>
</thead>
<tbody>
<tr>
<td>kshitay (shee-tye) soup</td>
</tr>
</tbody>
</table>

New Non-living (Inanimate) Word

Conversation

Nora: He! Keku hech kemikentam. Hi! What are you doing?

Lucy: Newixenin kshitay wichi wiyus, hopenisak, tenapsak, ulepenak ok malaxkwsita. (wee-chee wee-yoose, ho-puh-nee-sahk, tuh-nahp-sahk, oo-leh-puh-nahk, mah-lahkw-see-tah) I am cooking soup with meat, potatoes, turnips, onions and beans.

Nora: Kekuni wiyus? (kuh-koo-nee) What kind of meat?


Katupwi hech? Are you hungry?

Nora: E-e. Yes.

Lucy: She yuli tukwenchu ok emhones. (too-kwen-joo, em-hon-uhhs) Here are a bowl and a spoon.

Ans’ha! (Ahns-hah) Dip it up!
Kemitsi! Eat!


Lucy: Katatamera hech sikhay ok pepel? (seek-hye, peh-puhl) Do you want salt and pepper?

Nora: E-e. Yes.

Lucy: Katatamena hech ahpon ok putel? (ah-pone, poo-tuhl) Do you want bread and butter?

Nora: E-e ksi. Yes please.

Somi wankan! (so-mee ween-gahn) It tastes very good!

Lucy: Katatamen hech ti shitta kapi? (tee shee-tah kah-pee) Do you want tea or coffee?


Kulhatuna hech shukel ok putelepexing? (kool-hah-too-nah shoo-kuhl, poo-tell-uh-pay-xing) Do you have sugar and cream?

Lucy: E-e. She yu. Yes. Here it is.

Kwiaawi hech kshitay? (kwee-ahk-wee) Would you like some more soup?


Lucy: Katatamena hech shukelapon shitta pitaopon? (shoo-kuhl-ah-pone, peet-ow-pone) Do you want cake or pie?

Nora: Ku. Wanishi. No. Thanks.

Keku hech kelak. (kuh-lahk) What time is it?

Lucy: Et, kahti telen kelak. (Eht kah-tee) I guess it's almost ten o'clock.

Nora: Eche! Kench nta! (koonj dah) Oh! I must go!

Wanishi. Knewelch. Thank You. I will see you again.

**Aptonahanne (Flow of words) Lesson**

Most words for meats and vegetables are animate. The plural forms for the vegetables were used in the conversation above. The singular forms are also listed below. Practice these words along with your new words each day. I have included some other types of meat as well.

- **wiyus** = meat
- **wiyusak** = meats
- **ahtuhweyok** = venison (derived from the word for "deer" = **ahtu**)
- **wehshemwiseyok** = beef (derived from the word for "cow" = **wehshumwis**)
- **kweshkwesheyok** = pork (derived from the word for "pig" = **kweshkwetet**)

**Plural Forms:**
- **hopenis** = potato
- **hopenisak** = potatoes
- **tenapes** = turnip
- **tenapsak** = turnips
- **ulepen** = onion
- **ulepenak** = onions
- **malaxkwsit** = bean
- **malaxkwsita** = beans

The Lenape did not have words for many of the things we have today, so new words have been formed. Often the new words sound much like their English equivalents:

- **pepel** = pepper
- **shukel** = sugar
- **kapi** = coffee
- **ti** = tea
- **putel** = butter
- **kelak** = clock; o'clock

In some cases they combined old words with new ones:

- **shukelapon** = cake (literally, sugar bread)
- **shukelaponteta** = cookies (literally, little sugar breads)
- **putelepexing** = cream

The following new phrases were introduced in this week's conversation:

- **Et** = must be, probably
- **kench** = much; unless
- **kahti** = almost
- **somi** = very
- **kwiakwi hech?** = would you like some more?
- **kekuni** = what kind

The words for "or" = **shitta** and "with" = **wichi** were also introduced. Some other forms for the word "with" are **hapi** and **naxpi**.

**Aptonahanne Review**

Use the numbers you have learned to say what time it is, and what time it almost is. Examples: **kweti kelak** = one o'clock; **kahti nisha kelak** = it is almost two o'clock.
Write the English translation for the Lenape words below.

Use these words to ask, "Would you like some more?
Example: Kwia kwi malaxkwsita = Would you like some more beans?

wiyus          pepel
ah tuhweyok    shukel
wehshemwiseyok kapi
kweshkweshyok   ti
hopenisak       putel
tenapsak        shukelapon
ulepenak        shukelaponteta
malaxkwsita

Use some of the action words you have learned to say that something "must" be done.

Examples: kench kemitsi = You must eat. kench katupwi = You must be hungry.

Use the animal names you have learned to say that it "must be" or "probably is" that animal. Try using the word "shitta" in your sentence.

Examples: ahtu et nan = I guess it's a deer. (It's probably a deer; It must be a deer) teme shitta ahtu et nan = I guess it's a deer or a wolf.

See how many words you can combine with the word "wichi"

Examples: nulhatu ti wichi shukel = I'll have tea with sugar.
           nulhatu kapi wichi pitaopon = I'll have coffee with pie.

**Game of the month** Play the game "Lucy Luwe" (Lucy says). This is simply the Lenape version of "Simon Says". Use the verb forms introduced in the Lessons and in the song "Wendaxa".

**Song of the month** Sing the song "Wendaxa". Use the Lenape verbs that we have learned as well as the ones introduced in the song.

**Suggested Reading** - "The Man Who Visited the Thunder Beings" by Nora Thompson Dean
1. Say "Hi! What are you doing?". Respond, "I am cooking soup."

2. Say the following:

"here is a bowl and a spoon."
"do you want salt and pepper?"
"do you want bread and butter?"
"do you want tea or coffee?"
"do you have sugar and cream?"
"do you want cake or pie?"
"would you like some more?"
"it tastes very good."
"I am finished."
"what time is it?"
"be well."
"it is almost four o'clock"
"you must have it."
"I guess it's a bird."

3. Say the Lenape words for the following:

   meat
   venison
   beef
   pork
   potatoes
   turnips
   onions
   beans
   cookies

4. Count from 50 to 59 in Lenape.
Lesson 17 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 17 in the textbook and expand your conversation skills by using them.

mahchikpi – banana, paw paw
mahchikpia
suti – baking soda
sutia
weshimwiswyok – beef
maxkchephik – beet
maxkchephika
tukohpon – biscuit
tukohpona
pephoksink – popcorn
pephoksinka
kaxkahpon – cracker
kaxkahpona
ahtuweyok – venison
salasasik – fried
wisahkim – grape
wisakima
ehemaxkenk – gravy
kunapu – ice water
pemi – lard
ehaskantasik – lettuce
ehaskantasik
xkwun – liver
xkwuna
kweshkwesheyok – pork
shukelipenis – sweet potato
shukelipenisak
kohasik wiyus – ground meat, sausage, hamburger
eskitamink– watermelon
eskitaminka

Lesson 17 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed. Once you have mastered these words, go back to Lesson 17 in the textbook and expand your conversation skills by using them.

INTRANSITIVE

kishi - to finish
nkishi - I finish
kishi - you...
kishu - he...
nkishihena - we...
kishihena - we...
kishihemo - you all...
kishuwak - they...

kwechi - to try
nkwechi - I try
kwechi - you...
kwechu - he...
nkwechihena - we...
kwechihena - we...
kwechihemo - you all...
kwechuwak - they...
TRANSITIVE INANIMATE

**petun – to bring it**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpetun - I bring it</td>
<td>mpetuna - I bring them</td>
</tr>
<tr>
<td>kpetun - you...</td>
<td>kpetuna - you...</td>
</tr>
<tr>
<td>pwtun - he...</td>
<td>pwtuna - he...</td>
</tr>
<tr>
<td>mpetunen - we...</td>
<td>mpetunena - we...</td>
</tr>
<tr>
<td>kpetunen - we...</td>
<td>kpetunena - we...</td>
</tr>
<tr>
<td>kpetuneyo - you all...</td>
<td>kpetuneyo - you all...</td>
</tr>
<tr>
<td>pwtuneyo - they...</td>
<td>pwtuneyo - they...</td>
</tr>
</tbody>
</table>

**kwechilahtu - I try it**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkwechilahtun - I try it</td>
<td>nkwechilahtuna - I try them</td>
</tr>
<tr>
<td>kwechilahtun - you...</td>
<td>kwechilahtuna - you...</td>
</tr>
<tr>
<td>kwechilahtun - she/he...</td>
<td>kwechilahtuna - she/he...</td>
</tr>
<tr>
<td>nkwechilahtunen - we...</td>
<td>nkwechilahtunena - we...</td>
</tr>
<tr>
<td>kwechilahtunen - we...</td>
<td>kwechilahtunena - we...</td>
</tr>
<tr>
<td>kwechilahtuneyo - you all...</td>
<td>kwechilahtuneyo - you all...</td>
</tr>
<tr>
<td>kwechilahtuneyo - they...</td>
<td>kwechilahtuneyo - they...</td>
</tr>
</tbody>
</table>

**kwetantamen - I taste it**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkweetantamen - I taste it</td>
<td>nkweetantamena - I taste them</td>
</tr>
<tr>
<td>kwetantamen - you...</td>
<td>kwetantamena - you...</td>
</tr>
<tr>
<td>kwetantamen - he...</td>
<td>kwetantamena - he...</td>
</tr>
<tr>
<td>nkweetantamenen - we...</td>
<td>nkweetantamenena - we...</td>
</tr>
<tr>
<td>kwetantamenen - we...</td>
<td>kwetantamenena - we...</td>
</tr>
<tr>
<td>kwetantameneyo - you all...</td>
<td>kwetantameneyo - you all...</td>
</tr>
<tr>
<td>kwetantameneyo - they...</td>
<td>kwetantameneyo - they...</td>
</tr>
</tbody>
</table>

**ahotamen - to love it**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntahotamen - I love it</td>
<td>ntahotamena - I love them</td>
</tr>
<tr>
<td>ktahotamen - you...</td>
<td>ktahotamena - you...</td>
</tr>
<tr>
<td>tohotamen - he...</td>
<td>tohotamena - he...</td>
</tr>
<tr>
<td>ntahotamenen - we...</td>
<td>ntahotamena - we...</td>
</tr>
<tr>
<td>ktahotamenen - we...</td>
<td>ktahotamena - we...</td>
</tr>
<tr>
<td>ktahotameno - you all...</td>
<td>ktahotameno - you all...</td>
</tr>
<tr>
<td>tohotameno - they...</td>
<td>tohotameno - they...</td>
</tr>
</tbody>
</table>

TRANSITIVE ANIMATE

**DIRECT**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntahola – I love him</td>
<td>ntaholaok - I love them</td>
</tr>
<tr>
<td>ktahola - you love him</td>
<td>ktaholaok - you love them</td>
</tr>
<tr>
<td>toholao - he loves her/them</td>
<td>toholao - he loves them</td>
</tr>
<tr>
<td>ntaholawena - we love him</td>
<td>ntaholawenak - we love them</td>
</tr>
<tr>
<td>ktaholawena - we love him</td>
<td>ktaholawenak - we love them</td>
</tr>
<tr>
<td>ktaholawa - you all love him</td>
<td>ktaholawwaok - you all love them</td>
</tr>
<tr>
<td>toholawoo - they love him</td>
<td>toholawoo - they love him</td>
</tr>
</tbody>
</table>
**Inverse**

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaholekw - he loves me</td>
<td>ntaholkuk - they love me</td>
</tr>
<tr>
<td>ktaholekw - he loves you</td>
<td>ktaholkuk - they love you</td>
</tr>
<tr>
<td>toholku - he loves him</td>
<td>toholku - they love him</td>
</tr>
<tr>
<td>ntaholkuna - he loves us</td>
<td>ntaholkunanak - they love us</td>
</tr>
<tr>
<td>ktaholkuna - he loves us</td>
<td>ktaholkunanak - they love us</td>
</tr>
<tr>
<td>ktaholkuwa - he loves you all</td>
<td>ktaholkuwaok - they love you all</td>
</tr>
<tr>
<td>toholkuwoo - he loves them</td>
<td>toholkuwoo - they love them</td>
</tr>
</tbody>
</table>

**Local Paradigm**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ktaholi - you love me</td>
<td>ktaholel - I love you</td>
</tr>
<tr>
<td>ktaholihemo - you all love me</td>
<td>ktaholelhumo - I love you all</td>
</tr>
<tr>
<td>ktaholihena - you(all) love us</td>
<td>ktaholelhumena - we love you(all)</td>
</tr>
</tbody>
</table>

**English:** The young woman loves him.  
**Lenape:** Na skixkwe tòholao.

**pesh - to bring someone**

**Direct**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpesha – I bring him</td>
<td>mpeshkaok - I bring them</td>
</tr>
<tr>
<td>kpesha - you bring him</td>
<td>kpeshaok - you bring them</td>
</tr>
<tr>
<td>pweshao - he brings her</td>
<td>pweshao - he brings them</td>
</tr>
<tr>
<td>mpeshawena - we bring him</td>
<td>mpeshawenak - we bring them</td>
</tr>
<tr>
<td>kpeshawena - we bring him</td>
<td>kpeshawenak - we bring them</td>
</tr>
<tr>
<td>kpeshawa - you all bring him</td>
<td>kpeshawaok - you all bring them</td>
</tr>
<tr>
<td>pweshawoo - they bring him</td>
<td>pweshawoo - they bring them</td>
</tr>
</tbody>
</table>

**Inverse**

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpeshekw - he brings me</td>
<td>mpeshkuk - they bring me</td>
</tr>
<tr>
<td>kpeshekw - he brings you</td>
<td>kpeshkuk - they bring you</td>
</tr>
<tr>
<td>pweshku - he brings him</td>
<td>pweshku - they bring him</td>
</tr>
<tr>
<td>npeshkuna - he brings us</td>
<td>npeshkunanak - they bring us</td>
</tr>
<tr>
<td>kpeshkuna - he brings us</td>
<td>kpeshkunanak - they bring us</td>
</tr>
<tr>
<td>kpeshkuwa - he brings you all</td>
<td>kpeshkuwaok - they bring you all</td>
</tr>
<tr>
<td>pweshkuwoo - he loves them</td>
<td>pweshkuwoo - they bring them</td>
</tr>
</tbody>
</table>

**Local Paradigm**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kpeshi - you bring me</td>
<td>kpeshel - I bring you</td>
</tr>
<tr>
<td>kpeshihemo - you all bring me</td>
<td>kpeshelhumo - I bring you all</td>
</tr>
<tr>
<td>kpeshihena - you (all) bring us</td>
<td>kpeshelhumena - we bring you(all)</td>
</tr>
</tbody>
</table>
Verb Exercises

Translate into English: intransitive and transitive inanimate

1. Xantki kishi.
2. Kwentantameneyo ne ahpon.
3. Ntahotamen ne tepet' hun.
4. Apchi kwetihena.
5. Mechi nwechilahtuna nel tehima.
7. Lapi kwetuwak.
8. Xantki kishihemo.
9. Tohotamene yo shukelaponteta.
11. A kpetuneyo ilehuna
13. Chich kweten nkwe tihena.
15. Ktahotamena kendisa.

Translate into English: transitive animate

1. Et ntahola na lenu.
2. Alashi na mwe kane ktahol kuwa.
5. Lapi kpeshek w otaesak.
6. Ta hech ktaholel?
7. Xantki kpeshkunanak sisileyok.
8. Yuki lenuwak pweshawoo namesaka.
9. Ktaholi hena hech?
10. Yuki mimentetak tohol kuwoo chulensaka.
Lesson 17 Translation

Translate the following story into Lenape. Consult the Glossary and Full Verb Dictionary if necessary. Kinship terms can be found in Lessons 20 and 23 of the textbook.

A Good Day
by Naomi Glassman

ORAL EXERCISE - Practice the following conversations with a partner.

   X: Kekuni wiyus?
      b. hopenisak  c. tenapsak  d. malaxkwsita
      bb. wehshemwiseyok  cc kweshkwesheyok


   b. ahpon ok putel  c. shukel ok putelepexing

   b. shukelapon shitta pitaopon  c. shukelaponteta shitta pitaopon

   b. sikhay ok pepel  c. ahpon ok putel

   b. kweti  c. palenaxk  d. peshkunk  e. telen ok nisha  f. naxa  g. xash
   h. newa  i. kwetash  j. telen ok kweti  k. nisha  l. nishash

   b. kapi

8. a. X: Kishu hech? Y: Kishu
   b. kwetic. pwetun  d. kwechilahtun  e. kwetantamen  f. tohotamen

   b. kwetuwak  c. pwetuneyo  d. pweshawoo  e. kwechilahtuneyo
   f. kwetantameneoyo  g. tohotameneyo
10. a. X: Kishi hech?  Y: Nkishi
   b. kweti-nkweti  c. kpetun-mpetun  d. kwechilahtun-nekwechilahtun
   e. kwetantamen-nkwetantamen  f. ktahotamen-ntahotamen

   b. kwetihemo-nkwetihena  c. kpetuneyo-mpetunen
   d. kwechilahtuneyo-nkwechilahtunen  e. kwetantameneyo-nkwetantamenen
   f. ktahotameneyo-ntahotamenen

TAD

   b. ktaholawa-ntaholawena  c. toholao  d. toholawoo  e. ktaholaok-ntaholaok
   f. ktaholawenak-ntaholawenak  g. toholao  h. toholawoo

   b. kpeshawa–mpeshawena  c. pweshao  d. pweshawoo  e. kpeshaok–mpeshaok
   f. kpeshawwaok–mpeshawenak  g. pweshao  h. pweshawoo

TAI

   b. ktaholkuwa-taholkuna  c. toholku  d. toholkuwoo  e. ktaholkuk-ntaholkuk
   f. ktaholkuwaok-ntaholkunanak  g. toholku  h. toholkuwoo

15. a. X: Kpeshekw hech?  Y: E-e. Mpeshekw
   b. kpeshkuwa–npeshkuna  c. pweshku  d. pweshkuwoo  e. kpeshekuk–mpeshkuk
   f. kpeshkuwaok–mpeshkunanak  g. pweshku  h. pweshkuwoo

LOCAL PARADIGM

   b. ktaholihemo–ktaholihumena.  c. ktaholihena-ktaholihumena

17. a. X: Kpeshi hech?  Y: E-e. Kpeshel
   b. kpeshihemo–kpeshelhumena  c. kpeshihena–kpeshelhumena
LESSON 18 - DOING CHORES

New Number Words

kwetash txinxke (kwuh-tahsh txeen-xkay) = 60
kwetash txinxke ok kweti = 61
kwetash txinxke ok nisha = 62
kwetash txinxke ok naxa = 63
kwetash txinxke ok newa = 64
kwetash txinxke ok palenaxk = 65
kwetash txinxke ok kwetash = 66
kwetash txinxke ok nishash = 67
kwetash txinxke ok xash = 68
kwetash txinxke ok peshkunk = 69

New Action Words

nemikemosi = I am working
kshixenchuwe = you wash dishes
nshixhempsa = I wash clothes
nchikhike = I sweep
ntaxamaok = I feed them
wichemi = help me

New living (animate) word

tipas (tee-pahs) = chicken
tipasak (tee-pah-sahk) = chickens

New non-living (inanimate) words

lokens (lo-kens) = dish
lokensa (lo-ken-sah) = dishes
paent (pah-wend) = cup
paenta (pah-wen-dah) = cups

Conversation

Lucy: He! Keku hech kemikentam. Hi! What are you doing?

Nora: Nemikemosi. (nuh-mee-kuh-maw-see) I am working.
Tani hech kta? Where are you going?

Lucy: Utenink nta. (oo-ten-ing dah) I am going to town.
Kata hech wichei? (wee-chay-ee) Do you want to go with me?

Kata hech wichemi? (wee-chuh-mee). Do you want to help me?

Lucy: Kehela! Surely!

Nora: Wanishi. Thanks.
Kshixenchuwe. (ksheex_uhn-joo-way) You wash dishes.
Xu Nshixhempsa. (*zheex-hemb-sah*) ok nchikhike (*jeek-hee-kah*). I will wash clothes and sweep.

Lucy: Shiki nel lokensa (*lo-ken-sah*) ok paenta (*pah-wen-dah*). Those dishes and cups are pretty.

Nora: Ahikta weskenu (*wuhs-kuh-noo*). Yes, they are new.  
Shek xuwe (*xoo-way*) ne wekathus (*way-kaht-hoose*). But that pot is old.  
Yukwe, (*yook-way*) xu ntaxamaok (*dah-xhah-mowk*) nek tipasak (*tee-pah-sahk*) Now I will feed the chickens.

Lucy: Halapsi! Hurry!


**Aptonahanne (Flow of words) Lesson**

In Lenape, often words are combined with the verb form.

"kshixtun" is the verb for "to wash it". Two words from the conversation are formed from this "root" verb.

\[\text{kshixenchuwe} = \text{you wash dishes} \]  
\[\text{nshixenhempsa} = \text{I wash clothes} \]

In the latter, the word for "clothes" = *hempsa* was attached to the verb.

Here are some more examples:

\[\text{nshixukwe} = (\text{zhee-xoo-kway}) \text{ I wash my hair} \]  
\[\text{nshilenche} = (\text{zhee-lehn-jay}) \text{ I wash my hands} \]

"xam" means "feed" and is the root word in the verb "ntaxamaok" = "I feed them".

"nt" is a prefix indicating the pronoun "I" and changes the pronunciation from a "t" sound to a "d" sound...much in the same way that the "mp" prefix in words beginning with "p" changed the "p" sound to a "b" sound. "aok" is a suffix indicating the pronoun "them". We will learn more about how to use these prefixes and suffixes in later lessons.
Here are some more commonly used words with this root verb:

\[
\begin{align*}
\text{xam (xahm)} & \text{ = feed him} \\
\text{xami (xhah-mee)} & \text{ = feed me}
\end{align*}
\]

Some sample sentences:  
\[
\begin{align*}
\text{xami tipas.} & \text{ = Feed me chicken.} \\
\text{xam ahpon} & \text{ = Feed him bread.}
\end{align*}
\]

Some new words and phrases were introduced in this week's conversation:

\[
\begin{align*}
\text{kata hech wichei?} & \text{ = Do you want to go with me?} \\
\text{ntala} & \text{ = I cannot.} \\
\text{weskenu} & \text{ = They are new ("wesken" (wuhs-kuhn) is used for "it is new")} \\
\text{xuwe} & \text{ = It is old} \\
\text{utenink} & \text{ = to town (utene (oo-ten-ay) = town)} \\
\text{nepe} & \text{ = me too} \\
\text{kepe} & \text{ = you too}
\end{align*}
\]

Lenape sentences containing "adjectives" or "describing" words are constructed in the same way as was done with the colors:

\[
\begin{align*}
\text{seke na ahas} & \text{ = the crow is black. (literally, "it is black, the crow")} \\
\text{xuwe ne wekathus} & \text{ = that pot is old. (literally, "it is old, that pot")} \\
\text{weskenu nel lokensa} & \text{ = the dishes are new. (literally, "they are new, the dishes")}
\end{align*}
\]

Lenape sentences using "verb" forms or "action words" are constructed in a similar way:

\[
\begin{align*}
\text{ntaxamaok nek tipasak} & \text{ = I am feeding the chickens. (literally, "I am feeding them, the chickens")} \\
\text{newixinin kshitay} & \text{ = I am cooking soup. (literally, "I am cooking it, soup")}
\end{align*}
\]

The verb form must "agree" with the word that goes with it. If you wanted to say "I am feeding the chicken", You would need the verb form for "I am feeding him/her", "ntaxama".

\[
\begin{align*}
\text{ntaxama na tipas} & \text{ = I am feeding the chicken. (literally, "I am feeding him/her, the chicken")}
\end{align*}
\]

As you can see, the verb for "I am feeding them" (ntaxamaok) has a different ending (suffix) than the verb for "I am feeding her/him" (ntaxama). We will learn more about how to put endings on verbs in order to make them "agree" in future lessons.
**Aptonahanne Review**

Write the English word next to each Lenape word below. Substitute each of the food words for the underlined word in the following sentences. Pronounce each sentence in Lenape.

**xam shukelapon** = feed him cake.  
**xami shukelapon** = feed me cake.

<table>
<thead>
<tr>
<th>Lenape</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kshitay</td>
<td>hopenisak</td>
</tr>
<tr>
<td>wiyus</td>
<td>tenapsak</td>
</tr>
<tr>
<td>ahtuhweyok</td>
<td>ulepenak</td>
</tr>
<tr>
<td>wehshemwiseyok</td>
<td>malaxkwsita</td>
</tr>
<tr>
<td>kweshkwesheyok</td>
<td>shukelaponteta</td>
</tr>
<tr>
<td>tipas</td>
<td></td>
</tr>
</tbody>
</table>

Write the English words next to each Lenape word and phrase below. Substitute each of the first person action words below for the underlined word in the following sentences. Pronounce each sentence in Lenape.

**xu newixenin**

**yukwe newixenin**

**et xu newixenin**

<table>
<thead>
<tr>
<th>Lenape</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>nta</td>
<td>nchikhike</td>
</tr>
<tr>
<td>nemikemomi</td>
<td>ntaxamaok</td>
</tr>
<tr>
<td>nshixhempsa</td>
<td>nkishi</td>
</tr>
</tbody>
</table>

Write the English words next to each Lenape word and phrase below. Substitute each of the second person action words below for the underlined word in the following sentences. Pronounce each sentence in Lenape.

**xu wichemi**

**kata hech wichemi?**

**wichemi hech?**

**kench wichemi**

<table>
<thead>
<tr>
<th>Lenape</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kemitsi</td>
<td></td>
</tr>
<tr>
<td>kulhatu</td>
<td></td>
</tr>
<tr>
<td>kshixenchuwe</td>
<td></td>
</tr>
</tbody>
</table>
Write the English words next to each Lenape word and phrase below. Substitute each of the non-living (inanimate) words below for the underlined word in the following sentences. Pronounce each sentence in Lenape.

xuwe ne hempes
wesken ne hempes
shiki ne hempes

lokens lenhaksen
paent chipakw
kshikan ahshikan
muxul tepet' hun
shakhukwiyan alukwepi
ahkwiy an sholem

Suggested Reading - "The Eskimo and His Fox Wife"
1. Say, "What are you doing?"
Respond in Lenape as follows:

I am cooking soup     I am going
I am working         I am washing clothes
I am sweeping        I am feed them
I am finishing

2. Say the following in Lenape:

here is a bowl and a spoon
do you want salt and pepper?
do you want bread and butter?
do you want tea or coffee?
do you have sugar and cream?
do you want cake or pie?
would you like some more?
it tastes very good
I am finished
what time is it?
be well
it is almost four o'clock
you must have it
I guess it's a bird
the/that spoon is old
the/that cup is old

4. Say the following in Lenape:

you will help me       do you want to eat?
you must wash dishes   do you have it?
you must be hungry

5. Say the English words for the following:

emhones      emhonsak
tipas        tipasak
lokens       lokensa
paent        paenta
kshitay

6. Count from 50 to 69 in Lenape.
Lesson 18 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 18 in the textbook and expand your conversation skills by using them.

- melukwehun - pillow
- melukwehuna
- ehentalipwink - table
- ehentalipwinka
- kehkawink - bedroom
- kehkawinka
- lehelematahpink - chair
- lehelematahpinka
- kekshetek - stove
- keksheteka
- hempsikaon - tent
- hempsikaona
- likeniken - dresser; chest of drawers
- likeni
- textakan - cupboard
- textakana
- ehenta wixenink - kitchen
- sahkhehikan - stair; ladder
- sahkhehikànak
- eheshantek - window
- eheshanteka
- oselenikan - lamp; lantern; flashlight
- oselenikana
- puchek - inside corner
- sinkek - outside corner
- puhuntek - room
- puhunteka
- ehenta-kshixenchuwe - sink (literally: where dishes are washed)
- ehenta lematahpultink - living room (literally: where one sits)
- ehenta tixemwink - bathroom
- ehenta mitsink - dining room; cafe; restaurant
- ehenta kawink - bedroom
- shapontek - glass (for drinking); window pane; glass; transparent
- chikhikan - broom
- chikhikana - brooms
- lelxaoluwek - fork
- lelxaoluweka
Lesson 18 Verbs

Memorize and practice the pronunciations of the following verbs. Once you have mastered these words, go back to Lesson 18 in the textbook and expand your conversation skills by using them.

**INTRANSITIVE**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Infinitive</th>
<th>1st Person</th>
<th>2nd Person</th>
<th>3rd Person</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>mikemosi</strong> - to work</td>
<td>nemikemosi - I work</td>
<td>mikemosu - he/she...</td>
<td>kemikemosi - you...</td>
<td>kemikemosihena - we...</td>
<td>kemikemosihemo - you all...</td>
</tr>
<tr>
<td><strong>wesk</strong> – to be young</td>
<td>newesksi - I am young</td>
<td>wesksu - he/she...</td>
<td>kewesksi - you...</td>
<td>kewesksihena - we...</td>
<td>kewesksihemo - you all...</td>
</tr>
<tr>
<td><strong>chikhike</strong> - to sweep</td>
<td>nchikhike - I sweep</td>
<td>kchikhike - you...</td>
<td>chikhike - she/he...</td>
<td>nchikhikehena - we...</td>
<td>nchikhikehemo - you all...</td>
</tr>
<tr>
<td><strong>shilenche</strong> - to wash hands</td>
<td>nkshilenche - I wash my hands</td>
<td>kshilenche - you...</td>
<td>shilenche - she/he...</td>
<td>nshilenchehena - we...</td>
<td>nshilenchehemo - you all...</td>
</tr>
<tr>
<td><strong>tixamwi</strong> - to bathe</td>
<td>ntixemwi - I bathe</td>
<td>ktixemwi - you...</td>
<td>txemu - he/she...</td>
<td>ntixemwihena - we...</td>
<td>ntixemwihemo - you all...</td>
</tr>
<tr>
<td><strong>shixenchuwe</strong> - wash dishes</td>
<td>nkshixenchuwe - I wash dishes</td>
<td>kshixenchuwe - you...</td>
<td>shixenchuwe - he/she...</td>
<td>nkshixenchuwehena - we...</td>
<td>nkshixenchuwehemo - you all...</td>
</tr>
<tr>
<td><strong>shixukwe</strong> - wash one's hair</td>
<td>nshixukwe - I wash my hair</td>
<td>kshixukwe - you...</td>
<td>shixukwe - he/she...</td>
<td>nshixukwehena - we...</td>
<td>nshixukwehemo - you all...</td>
</tr>
<tr>
<td><strong>shixhempsa</strong> - wash clothes</td>
<td>nshixhempsa - I wash clothes</td>
<td>kshixhempsa - you...</td>
<td>shixhempsa - he/she...</td>
<td>nshixhempsahena - we...</td>
<td>nshixhempsahemo - you all...</td>
</tr>
</tbody>
</table>
TRANSITIVE

**kshixtun - to wash it**
kshixtun - I wash it
keshixtun - you...
kweshixtun - he/she...
nkeshixtunen - we...
keshixtunen - we...
keshixtune - you all...
kweshixtune - they...

**nkeshixtun** - I wash it
**keshixtun** - you...
kweshixtun - he/she...
nkeshixtunen - we...
keshixtunen - we...
keshixtune - you all...
kweshixtune - they...

**kweshixtun** - he/she...
**nkeshixtunen** - we...
**keshixtunen** - we...
kweshixtune - they...

**nkeshixtuna** - I wash them
**keshixtuna** - you...
kweshixtuna - he/she...
nkeshixtunen(a) - we...
keshixtunen(a) - we...
keshixtune - you all...
kweshixtune - they...

**lanpatu - to rinse it**
nlanpatun - I rinse it
klanpatun - you...
lanpatun - she/he...
nlanpatunen - we...
klanpatunen - we...
klanpatuneyo - you all...
lanpatuneyo - they...

**nlanpatun** - I rinse it
**k'lanpatun** - you...
lanpatun - she/he...
nlanpatunen - we...
klanpatunen - we...
klanpatuneyo - you all...
lanpatuneyo - they...

**lanpatun** - she/he...
**nlanpatunen** - we...
**k'lanpatunen** - we...
lanpatun - she/he...
nlanpatunen - we...
klanpatunen - we...
klanpatuneyo - you all...
lanpatuneyo - they...

**lanpatuna** - I rinse them
**k'lanpatuna** - you...
lanpatun - she/he...
nlanpatunen(a) - we...
klanpatunen(a) - we...
klanpatuneyo - you all...
lanpatuneyo - they...

**nlanpatuna** - I rinse them
**k'lanpatunen(a)** - we...
**nlanpatunen(a)** - we...
klanpatunen(a) - he/she...
klanpatunen(a) - he/she...
klanpatuneyo - you all...
lanpatuneyo - they...

**TRANSITIVE ANIMATE**

**wichem = to help**

**DIRECT**

**Singular Object**
newichema - I help him
kewichema - you help him
wichemku - he helps him
newichemawena - we help him
kewichemawena - we help him
kewichemawa - you all help him
wichemawao - they help him

**Plural Object**
newichemaok - I help them
kewichemaok - you help them
wichemku - he helps them
newichemawenanak - we help them
kewichemawenanak - we help them
kewichemawa - you all help them
wichemawao - they help them

**INVERSE**

**Singular Subject**
newichemukw - he helps me
kewichemukw - he helps you
wichemku - he helps us
newichemkuna - he helps us
kewichemkuna - he helps us
kewichemkuwa - he helps you all
wichemkuwoo - he helps them

**Plural Subject**
newichemuk - they help me
kewichemuk - they help you
wichemku - they help him
newichemkunanak - they help us
kewichemkunanak - they help us
kewichemkuwaok - they help you all
wichemkuwoo - they help them

**LOCAL PARADIGM**

kewichemi - you help me
kewichemihemo - you all help me
kewichemihena - you (all) help us

kewichemel - I help you
kewichemelhumo - I help you all
kewichemelhumena - we help you (all)
### xam - to feed

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaxama - I feed him</td>
<td>ntaxamaok - I feed them</td>
</tr>
<tr>
<td>ktaxama - you feed him</td>
<td>ktaxamaok - you feed them</td>
</tr>
<tr>
<td>toxamku - he feeds him</td>
<td>toxamku - he feeds them</td>
</tr>
<tr>
<td>ntaxamawena - we feed him</td>
<td>ntaxamawenanak - we feed them</td>
</tr>
<tr>
<td>ktaxamawena - we feed him</td>
<td>ktaxamawenanak - we feed them</td>
</tr>
<tr>
<td>ktaxamawa - you all feed him</td>
<td>ktaxamawaok - you all feed them</td>
</tr>
<tr>
<td>toxamawao - they feed him</td>
<td>toxamawao - they feed them</td>
</tr>
</tbody>
</table>

### INVERSE

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaxamukw - he feeds me</td>
<td>ntaxamuk - they feed me</td>
</tr>
<tr>
<td>ktaxamukw - he feeds you</td>
<td>taxamuk - they feed you</td>
</tr>
<tr>
<td>toxamku - he feeds him</td>
<td>toxamku - they feed him</td>
</tr>
<tr>
<td>ntaxamkuna - he feeds us</td>
<td>ntaxamkunanak - they feed us</td>
</tr>
<tr>
<td>ktaxamkuna - he feeds us</td>
<td>ktaxamkunanak - they feed us</td>
</tr>
<tr>
<td>ktaxamkuwa - he feeds you all</td>
<td>ktaxamkuwaok - they feed you all</td>
</tr>
<tr>
<td>toxamkuwoo - he feeds them</td>
<td>toxamkuwoo - they feed them</td>
</tr>
</tbody>
</table>

### LOCAL PARADIGM

<table>
<thead>
<tr>
<th>ktaxami – you feed me</th>
<th>ktaxamel – I feed you</th>
</tr>
</thead>
<tbody>
<tr>
<td>ktaxamihemo – you all feed me</td>
<td>ktaxamelhumo – I feed you all</td>
</tr>
<tr>
<td>ktaxamihena – you (all) feed us</td>
<td>ktaxamelhumena – we feed you (all)</td>
</tr>
</tbody>
</table>

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### Lesson 18  Other Words

Use your verb conjugations and/or vocabulary to form sentences with the following words. Examples for each have been provided.

**ikali - toward**

- **English:** Toward the east there is a little town called Tobyhanna.
- **Lenape:** Ikali wapannewunk hate utenetet luwensik Tobyhanna.

**ahot - it is difficult**

- **English:** It is very difficult.
- **Lenape:** Sòmi ahot.

- **English:** Everything is difficult.
- **Lenape:** Wemi keku ahot.
Verb Exercises

Translate into English:
intransitive and transitive inanimate

1. Lehapa nchikhike.
2. Tahashi kemikemosihena.
3. N’lanpatun nel lokensa.
4. A tixemu.
5. Kench shilencheyok.
6. Alapa xu nemikemosihena.
8. Shinke hech kchikhikehemo?
10. Somi wesksu.
11. Lanpatuneyo paenta.

Translate into English:
transitive animate

1. Shai newichema na ahtu.
2. Nek xkweyok kewichemkuk.
3. Tamse ktaxamihena apelishak.
5. Chich kewichemi

Lesson 18 Translation

Translate the following story into English. Consult the Glossary and Full Verb Dictionary if necessary. Kinship terms can be found in Lessons 20 and 23 of the textbook.

Xinkahas

By

Ann Marie Flood

na pilaechech wiku utenink wichi kohesa. wesksu na pilaechech. palsu kohesa ok alemu na pilaechech. e nentpikesikaonink ok luwe, “palsu nkahes ok ntalem” xuwsu na nentpikes ok luwe, “kench ktuhena xinkahasa ok kewixena. kench kahes muhoo”. na pilaechech luwe, “shek ahot” ok na nentpikes luwe, “nuwatu”. opanke wechilahtun hatapi ok e shawanewank, shek mata ahpii na xinkahas. e wapannewunk, shek mata ahpii na xinkahas. e wunchenewank, shek mata ahpii na xinkahas. e lowanewank, ok alai. wenemen ahchu ok ahchunk e. somi tapan yu tali ok xu wine. weneyoo na xinkahasa. welesu. hate owiyalahsu ok ankhitun ne halapi shek moxkamen ahsen. weniheclo na xinkahasa ok machi. luwe, “ana, xantki nkwtiki. ntuhena na xinkahas ok newixenin kshitay. kemits!” kohesa winkatamen ne kshitay ok xuniti welamalsu.
ORAL EXERCISE - Practice the following conversations with a partner.

   X: Kehela!
   
   b. nshixhempsa  c. nchikhike  
   d. ntaxama na tipas  
   e. newixenin  
   f. nati taxan  (L20, I fetch firewood)  
   g. nkelixike  (L21, I sew)  
   h. nahponhe(L21, I bake bread)  
   i. nemanaxe(L21, I cut wood)

   
   b. sipunk  
   c. tekenink  
   d. ahchunk  
   e. menepenkunk

   (L19, I buy)  
   (nemahelao - for animate, such as "emhones")
   
   b. kshikan  
   c. alukwepi ok wixkwelenchepi  
   d. sholem ok silk  
   e. akontpepi ok tepet’hun  
   f. pelechis ok chipako  
   g. ahshikana ok kakuna  
   h. lenhaksena

4. a. X: **Wesken ne wekathus**?  Y: **Ku. Xuwe**. Lomewe Nemahelamen. (L19, buy)
   
   b. lokens  
   c. paent  
   d. akontpepi  
   e. tepet’hun  
   f. silk  
   h. akontipepi  
   i. alukwepi

5. a. X: Mikemosu hech?  Y: Mikemosu
   
   b. chikhike  
   c. shilenche  
   d. tixemu  
   e. wesksu  
   f. kweshixtun  
   g. lanpatun

   
   b. chikhikeyok  
   c. shilencheyok  
   d. tixemuwak  
   e. wesksuwak  
   f. kweshixtuneyo  
   g. lanpatuneyo

   
   b. kchikhike-nchikhike  
   c. kshilenche-nshilenche  
   d. ktixemwi-ntixemwi  
   e. kewesksi-newesksi  
   f. keshixtun-nkeshixtun  
   g. k’lanpatun-n’lanpatun

   
   b. kchikhikehena-nchikhikehenac. kshilenchehena-nshilenchehena  
   d. ktixemwihena-ntixemwihena  
   e. keweskshihena-neweskshihena  
   f. keshixtuneyo-nkeshixtuna  
   g. k’lanpatuneyo-n’lanpatunen
TAD


    b. kewichemawa - newichemawena  c. wichemku  d. wichemawao
    e. kewichemaok - newichemaok  f. kewichemawaok - newichemawenanak
    g. twichemku  h. wichemawao


    b. ktaxamawa - ntaxamawena  c. taxamku  d. taxamawao
    e. ktaxamaok - ntaxamaok  f. ktaxamawaok - ntaxamawenanak
    g. taxamku  h. taxamawao

TAI


    b. kewichemkuwa - newichemkuna  c. wichemku  d. wichemkuwoo
    e. kewichemkuk - ewichemkuk  f. kewichemkuwaok - newichemkunanak
    g. wichemku  h. wichemkuwoo


    b. ktaxamkuwa - ntaxamkuna  c. taxamku  d. taxamkuwoo
    e. ktaxamkuk - ntaxamkuk  f. ktaxamkuwaok - ntaxamkunanak
    g. taxamku  h. taxamkuwoo

LOCAL PARADIGM


    b. kewichemihemo – kewichemelhumena  c. kewichemihena – kewichemelhumena


    b. ktaxamihemo – Ktaktaxamelhumena  c. ktaxamihena – ktaxamelhumena
LES S O N 1 9 - A T  T H E  S T O R E

New Number Words

nishash txinxke (nishash txeen-xkay) = 70
nishash txinxke ok kweti = 71
nishash txinxke ok nisha = 72
nishash txinxke ok naxa = 73
nishash txinxke ok newa = 74
nishash txinxke ok palenaxk = 75
nishash txinxke ok kwetash = 76
nishash txinxke ok nishash = 77
nishash txinxke ok xash = 78
nishash txinxke ok peshkunk = 79

New Action Words

newinkatamen = I like it
kwinkatamen = you like it
nemahelam = I buy it

kemahelam = you buy it

New living (animate) word

nichan = (nee-chahn) my child
nichanak (nee-chah-nahk) = my children
mimens (mee-mehns) = child
mimensak (mee-mehns-ahk) = children

New non-living (inanimate) words

ehukwen (ay-hoo-kweng) = necklace
ehukwenka (ay-hoo-kwen-gah) = necklaces
tepinxkepi (tu-ee-nehk-pee) = bracelet
tepinxkepia (tu-ee-nehk-pee-ah) = bracelets

Conversation

Nora: Tani hech kta? Where are you going?

Lucy: Utenink nta. I am going to town.
Mehemalamuntikaonink. (may-huh-mah-lah-moon-tee-gown-ing) To the store.
Kata hech wichei? Do you want to go with me?

Nora: E-e.

Lucy: Nullhatu moni. Atam! I have money. Let's go!


Lucy: Kexa hech lawtu (lahw-too)? How much does it cost?

Nora: Neinxke dalas (dah-lahs). Forty dollars.
Ahowtu (ah-haw-wtoo). It is expensive.
Lucy: **Newinkatamen** (*nuh-wen-ghan-tah-muhn*) *yu she tepinxkepi* (*tuh-peenx-keh-pee*). I like this bracelet here.

**Kwinkatamen** (*kwehn-ghan-tah-men*) *hech*? Do you like it?

Nora: **Ahi** (*ah-heh*) *shiki*. It's very pretty.

Lucy: **Apuwawtu** (*ah-poo-wahw-too*). It is cheap.

Nora: **Xu kemahelam** (*kuhn-muh-huhn-luhm*) *hech*? Will you buy it?

Lucy: **E-e. Nemahelam** (*nuh-muh-huhn-luhm*). Yes. I am buying it.

Nora: **Keku hech kelak**. (*kuhn-uhn*). What time is it?

Lucy: **Kahti naxa kelak**. I guess it's almost three o'clock.

Kench nta! (*khuhn dah*). I must go!

**Xuniti, nichanak** (*neeh-chah-nahk*) *shkulink* (*shkool-ing*) *umok* (*oo-mock*). Soon, my children will come from school.

Nora: **Chinke** (*ching-ay*) *hech*? When?

Lucy: **Newa kelak**. Four o'clock

Nora: **Atam**. Let's go.

**Aptonahanne (Flow of words) Lesson**

The word for store is "**mehemalamuntaikoon**". Literally, "house where you buy things". The root "**hmala**" means, "buy". The suffix "**ikaon**" means "house". (Once again, the suffix, "ink" is added to indicate "to" the store.)

Here are some other words formed the same way:

- **shkulikaon** = school house
- **patamweikoon** = church; (**patama** = to pray)
- **nehenaonkesikoon** = barn; literally, "horse house"
- **sekikaon** = black house (the other colors can be added as prefixes as well to say what color a house is.)
- **tipasikoon** = chicken house
- **kapiikoon** = coffeehouse
- **mwekaneikoon** = dog house
- **ahsenikoon** = stone or brick house (**ahsen** = "stone")
xuwikaon = old house
Xinkwikaon = Big House (xink = prefix for "big")
tankikaon = small house (tank = prefix for "small")
kwenikaon = long house (kweni = long)
mesakwikaon = log house (mesakw = log)
palsewikaon = hospital; literally "sick house" (palsi = sick)
maxkikaon = red house (the other colors may be attached in a similar fashion)

There were no original words in Lenape for "money" (moni), "school" (shkul), and "dollars" (dalas), so these words were formed using the English words. As a result, they sound very much the same as their English counterparts.

Some new words/phrases were introduced in this week's conversation:

kexa hech lawtu = how much does it cost? (lawtu = cost)
ahowtu = it is expensive
apuwawtu = it is cheap
ahi = very
chinke = when
umok = they come from

**Aptonahanne Review**

Write the English words next to each Lenape word and phrase below. Substitute the words given below for the underlined word in each of the following sentences. Pronounce each sentence in Lenape.

1. Newinkatamen yu she kshitay
   Kwinkatamen hech yu she kshitay?

   shukelaponteta
tepet'hun
alukwepi
sholem
2. Nemahelam yu she hempes
Kemahelam hech yu she hempes?

muxul
shakhukwiyan

ahkwiyan
kshikan

3. Newinkatamen nel lenhaksena
Kemahelam nel lenhaksena?

loken sa
paenta

chipako
ahshikana

4. Xuniti, nichanak shkulink umok.

utenink
sipunk
teken in k

ahchunk
menepenk unk

*Suggested Reading* - "Crow and Hawk"
Write your answers here:

1. Say "Do you like this soup here?"
   Respond, "Yes. I like this soup here."

2. Say "Are you buying this shirt here?"
   Respond, "I am buying this shirt here."

3. Say the following in Lenape:
   (Substitute the words below.)

   Soon, the children will come from school.

   from town from the river
   from the woods from the mountain
   from the lake

4. Say the following in Lenape:
   (Substitute the words below.)

   I like these moccasins.
   Are you buying these moccasins?

   dishes cups
   shoes socks

5. Say the English words for the following:

   emhones, emhonsak
   kshitay
   tipas, tipasak
   nitchan, nitchanak
   mimens, mimensak
   lokens, lokensa
   paent, paenta
   ehukwenk, ehukwenka
   tepinxkepi, tepinxkepia

6. Count from 50 to 79 in Lenape.
Lesson 19 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 19 in the textbook and expand your conversation skills by using them.

- anixkaman - brooch
- sahkaxehun - earring
- ansipelaon - headpiece (worn with women's ceremonial attire)
- shapwelenchahun - a ring (for the finger)
- manshapi - bead
- manshapiahikan - loom
- sekapi - black bead
- opapi (opanshapi) - white bead
- laphasuwa - literally, "they are strung" - beads that are strung; adopted people

- anixkamana
- sahkaxehuna
- ansipelaona
- shapwelenchahun
- manshapiak
- manshapiahikan
- sekapiak
- opapiak
- laphasuwa

- ehukwenk – necklace
- tepinxkepi – bracelet
- moni – money
- dalas – dollars
- patamweikaon – church
- nehenaonkesikaon – barn
- tipsikaon – chicken house
- kapikaon – coffee house
- Xinxwikaon – Big House
- mwekaneikaon – dog house
- ahsenikaon – stone house
- kwenikaon – long house
- palewikaon – hospital

- kelak - clock
Lesson 19 Verbs

Memorize and practice the pronunciations of the following verbs. Once you have mastered these words, go back to Lesson 19 in the textbook and expand your conversation skills by using them.

**INTRANSITIVE**

**achimwi - to tell a story**
- ntachimwi - I tell a story
- ktachimwi - you...
- achimu - he/she...
- ntachimwihena - we...
- ktachimwihemo - you all...
- achimuwak - they...

**ika tatu - to put something on**
- ika ntatu - I put on
- ika ktatu - you...
- ika tatu - he...
- ika ntatuhena - we...
- ika ktatuhena - we...
- ika ktatuhemo - you all...
- ika totu - they...

**TRANSITIVE**

**winkatam - to like it**
- newinkatamen - I like it
- kwinkatamen - you...
- winkatamen - he...
- newinkatamenen - we...
- kwinkatamenen - we...
- kwinkatameneyo - you all...
- winkatameneyo - they...

**malhelam - to buy something**
- nemalhelamen - I buy it
- kemalhelamen - you...
- malhelamen - he...
- nemalhelamenen - we...
- kemalhelamenen - we...
- kemalhelameneyo - you all
- malhelameneyo - they...

**English:** I put on a bracelet.  
**Lenape:** Ika ntatu tepinxkepi.

**winki - I like to (preverb)**
- newinki - I like to
- kewinki - you...
- winki - he...
- newinkihena - we...
- kewinkihena - we...
- kewinkihemo - you all...
- winkiyok - they...
TRANSITIVE ANIMATE

(19) tel - to tell

DIRECT

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntela - tell him</td>
<td>ntelaök - I tell them</td>
</tr>
<tr>
<td>ktele - you tell him</td>
<td>kteleok - you tell them</td>
</tr>
<tr>
<td>telao - he tells her/them</td>
<td>telao - he tells them</td>
</tr>
<tr>
<td>ntelawéna - we tell him</td>
<td>ntelawenak - we tell them</td>
</tr>
<tr>
<td>ktelawena - we tell him</td>
<td>ktelawenak - we tell them</td>
</tr>
<tr>
<td>ktelawa - you all tell him</td>
<td>ktelawaok - you all tell them</td>
</tr>
<tr>
<td>telawoo - they tell him</td>
<td>telawoo - they tell him</td>
</tr>
</tbody>
</table>

INVERSE

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
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<tbody>
<tr>
<td>ntelekw - he tells me</td>
<td>ntelkuk - they tell me</td>
</tr>
<tr>
<td>ktelekw - he tells you</td>
<td>kteleku - they tell you</td>
</tr>
<tr>
<td>telku - he tells him</td>
<td>telku - they tell him</td>
</tr>
<tr>
<td>ntelkuna - he tells us</td>
<td>ntelkunanak - they tell us</td>
</tr>
<tr>
<td>ktelkuna - he tells us</td>
<td>ktelkunanak - they tell us</td>
</tr>
<tr>
<td>ktelkuwa - he tells you all</td>
<td>ktelkuwaok - they tell you all</td>
</tr>
<tr>
<td>telkuwoo - he tells them</td>
<td>telkuwoo - they tell them</td>
</tr>
</tbody>
</table>

LOCAL PARADIGM

| ktele - you tell me      | ktelel - I tell you         |
| ktelihemo - you all tell me| ktelhumo - I tell you all   |
| ktelihena - you (all) tell us | ktelhumena - we tell you (all) |

ahel - to put

DIRECT

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntahela - put him</td>
<td>ntahelaök - I put them</td>
</tr>
<tr>
<td>ktahela - you put him</td>
<td>ktahelaok - you put them</td>
</tr>
<tr>
<td>tohelao - he puts her/them</td>
<td>tohelao - he puts them</td>
</tr>
<tr>
<td>ntahelawéna - we put him</td>
<td>ntahelawenak - we put them</td>
</tr>
<tr>
<td>ktahelawena - we put him</td>
<td>ktahelawenak - we put them</td>
</tr>
<tr>
<td>ktahelawa - you all put him</td>
<td>ktahelawaok - you put tell them</td>
</tr>
<tr>
<td>tohelawoo - they put him</td>
<td>tohelawoo - they put him</td>
</tr>
</tbody>
</table>
**Lesson 19 Other Words**

Use your verb conjugations and/or vocabulary to form sentences with the following words. Examples for each have been provided.

**xaheli - there are a great many; great many**

**English:** Tell a story, you know many things.
**Lenape:** Achimwi, xaheli kèku kuwatu.

**xeli - many**

**English:** There are many gardens.
**Lenape:** Hate xeli hakihakana.

**kupene – about; even; even so**

**English:** Achimwi kupene ahtu.
**Lenape:** Tell a story about a deer.

**alente - some of them**

**English:** Some of them are blue.
**Lenape:** Alente aoneyo.

**entxi - as many as**

**English:** As many as twenty people came.
**Lenape:** Entxi nishinxke awenik peyok.

**mesi - different/various**

**English:** I see various people.
**Lenape:** Neyook mesi awenik
Verb Exercises

Translate into English: transitive inanimate and intransitive

1. Ntachimwihena kupene chulens.
2. Malhelamenena xeli tepinxkepia
3. Shai ika totuneyo.
5. Alashi kwinkatameneyo shitay
7. Kemalhelamenena xeli lenhaksena
8. Newinkatamena alente kendisa.
10. Wemi keku winki mitsu.
11. Kemalhelameneyo ehukwenka mehemalamuntikaonink.

Translate into English: transitive animate

1. Nek lenuwak telawoo na pilayechecha.
2. Pali tahelkuwoo mwekaneyoka
3. Ohelemi ktahelawwaok pushisak
4. Mikwi ntelaok kikewi xkweyok
5. Lapi na lenu ntelekw
6. Xantki ktelihena.
7. Na pilayechechtet pali tahelku na chulensa.

Lesson 19 Translation

Translate the following story into English.

Hanna Ok Ushisa
by Yoko Koike

ORAL EXERCISE - Practice the following conversations with a partner.

   b. tepinxkepi c. paent d. akontpepi e. tepet’hun f. silk g. akontipepi h. alukwepi

   b. lokens c. paent d. akontpepi e. tepet’hun f. silk h. akontipepi i. alukwepi

   b. utenink c. mehemalamuntikaonink d. kapikaonink e. sipunk f. patamweikaonink g. tekenink h. ahcpunk i. menepekunk

   b. ika totun c. winki achimwi d. winkatamen e. malhelamen

   b. ika totuneyo c. winke achimweyok d. winkatameneyo e. malhelameneyo

   b. ika ktatu – ika ntau c. kewinki achimwi- newinki achimwi d. kwinkatamen – newinkatamen e. kemalhelamen - nemalhelamen

   b. ika ktatuhemo-ika ntauhena c. kewinki achimwihemo- newinki achimwihena d. kwinkatameneyo-newinkatamenen e. kemalhelameneyo - nemalhelamenen
TAD

   b. ktelawa - ntelawena  c. telao  d. telawoo  e. ktelaok - ntelaok
   f. ktelawwaok - ntelawenak  g. telao  h. telawoo

   b. ktahelawa - ntahelawena  c. tohelao  d. tohelawoo  e. ktahelaok - ntahelaok
   f. ktahelawwaok - ntahelawenak  g. tohelao  h. tohelawoo

TAI

    b. ktelkuwa - ntelkuna  c. telku  d. telkuwoo  e. ktelkuk - ntelkuk
    f. ktelkuwaok - ntelkunanak  g. telku  h. telkuwoo

    b. ktahelkuwa - ntahelkuna  c. tahelku  d. tahelkuwoo  e. ktahelkuk - ntahelkuk
    f. ktahelkuwaok - ntahelkunanak  g. tahelku  h. tahelkuwoo

LOCAL PARADIGM

12. a. X: Ktele hech?  Y: E-e. ktele
    b. ktelihemo – ktelhumena  c. ktelihena – ktelhumena

    b. ktahelihemo – ktahelhumena  c. ktahelihena – ktahelhumena
LESSON 20 - FAMILY TERMS

New Number Words

xash txinxke (xhash tween-xkay) = 80
xash txinxke ok kweti = 81
xash txinxke ok nisha = 82
xash txinxke ok naxa = 83
xash txinxke ok newa = 84
xash txinxke ok palenaxk = 85
xash txinxke ok kwetash = 86
xash txinxke ok nishash = 87
xash txinxke ok xash = 88
xash txinxke ok peshkunk = 89

New living (animate) words

ana (ah-nah) = mother
nux (noox) = my father
nichan (nee-chahn) = my child; my daughter
nkwis (gweece) = my son
nuhuma (noo-hoo-mah) = my grandmother
nemuxumes (nuh-muh-hoo-muhs) = my grandfather

New Action Words

ntapi = I am here
ahpu = he/she is here
mpa = I come
pech = she/he will come
nati = you fetch it

New non-living (inanimate) words

taxan (tahx-ahn) = wood; firewood
lokwenipuwakan (lo-kwuh-nee-poo-wah-kuhn) = supper

Conversation

Nora: Nkwis! (gweece) Son!

Nipali: Ntapi ana (duh-pie ah-nah). I am here, mother.

Nora: Xuniti kuhuma pech (koo-hoo-mah paych). Soon your grandmother will arrive.
Nati (nah-tee) taxan (tahx-ahn) ksi. Fetch firewood, please.

Nipali: Yuh. Okay.

Nora: Hanna! Hanna!

Hanna: Mpa (bah), ana. I am coming, mother.

Wichemi, ksi, nichan. Help me, please, daughter (nee-chan).
Hanna: **Xu kwichemel** (*kweech-uh-muhl*), **ana**. I will help you, mother.

Nipali: **Nemuxumes** (*nuh-muh-hoo-muhs*) **pech hech**? Will (my) grandfather come?

Nora: **Ku. Kishkwik mikemosu** (*keesh-kweek meek-uh-maw-soo*). No. He is working today.
**Alapa** (*ah-lah-pah*) **pech**. He will come tomorrow.

Hanna: **Tani hech nux** (*noox*)? Where is (my) father?

Nora: **Alai** (*ah-lye-ee*) = He is hunting.
**Piskeke** (*pee-skay-kay*) **xu ahpu** (*ah-poo*). He will be here tonight.
**Xu peshi** (*pay-shee*) **kuhuma**. He will bring your grandmother.

Hanna: **Shewaha** (*shuh-wah-hah*)! Exclamation of glee!

**Aptonahanne (Flow of words) Lesson**

The words for relatives follow the same patterns as verbs do. They change depending upon who is "possessing" them, and whether you are speaking "to" (vocative) or "about" them. I have listed the forms for a few 1st and 2nd "possessive" cases below so that you can begin to see the patterns. Notice that 1st person always uses some form of the pronoun "ni" or "I". Likewise, 2nd person uses some form of the pronoun "ki" or "you".

Originally, there were certain words used for older and younger siblings, as well as for situations where men speak to men and women speak to women. It is becoming more and more common, and much less confusing, to drop some of those distinctions, but I have made note of a few of them below. Most of the words for "brother" and "sister" can also apply to cousins as well.

<table>
<thead>
<tr>
<th>Vocative (direct address)</th>
<th>1st Person Possessive Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>ana = mother</td>
<td><strong>nkahes</strong> = my mother</td>
</tr>
<tr>
<td>nuxa = father</td>
<td><strong>nux</strong> = my father</td>
</tr>
<tr>
<td>nkwis = son</td>
<td><strong>nkwis</strong> = my son</td>
</tr>
<tr>
<td>nichan = daughter</td>
<td><strong>nichan</strong> = my daughter</td>
</tr>
<tr>
<td>uma = grandmother</td>
<td><strong>nuhuma</strong> = my grandmother</td>
</tr>
<tr>
<td>muxumsa = grandfather</td>
<td><strong>nemuxumes</strong> = my grandfather</td>
</tr>
<tr>
<td>xatash = sister</td>
<td><strong>nemis</strong> = my sister</td>
</tr>
<tr>
<td>xansa = brother</td>
<td><strong>naxans</strong> = my brother</td>
</tr>
<tr>
<td>naxisemes = brother, sister, cousin</td>
<td><strong>nexisemes</strong> = my brother, sister, cousin</td>
</tr>
</tbody>
</table>
2nd Person Possessive

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>kahes = your mother</td>
<td>nkahesana = our mother</td>
</tr>
<tr>
<td>kux = your father</td>
<td>nuxana = our father</td>
</tr>
<tr>
<td>kwis = your son</td>
<td>nkwisana = our son</td>
</tr>
<tr>
<td>knichan = your daughter</td>
<td>nichanana = our daughter</td>
</tr>
<tr>
<td>kuhuma = your grandmother</td>
<td>nuhumana = our grandmother</td>
</tr>
<tr>
<td>kemuxumes = your grandfather</td>
<td>muxumsana = our grandfather</td>
</tr>
<tr>
<td>kemis = your sister</td>
<td>nemisana = our sister</td>
</tr>
<tr>
<td>kxans = your brother</td>
<td>naxansana = our brother</td>
</tr>
<tr>
<td>kexisemes = your brother, sister, cousin</td>
<td>nexisemesana = our brother, sister, cousin</td>
</tr>
</tbody>
</table>

"naxisimes" originally was used when speaking to a younger sibling. "xansa" and "nemis" referred to older siblings.

"nimat" is another word commonly used for "brother" originally used only when a man was speaking to another man.

The word "alapa" means "tomorrow".

The word "piskeke" means "tonight".

**Aptonahanne Review**

Write the Lenape translations for the following sentences.

1. tomorrow I will come.
2. tonight he will come.
3. soon he will be here.
4. now I will fetch it.
5. he is not hunting.
6. my father is hunting.
7. she will come.
8. tomorrow my grandmother will come.
9. tonight my grandfather will be here.
10. I am here, mother.
11. is he coming?
12. he will not arrive.

**Suggested Reading** - "The Grandmother Cedar Tree"
1. Repeat each sentence in Lenape substituting the words below.

Soon, my grandmother will be here. Where is my grandmother?

my mother
my father
my son
my daughter
my grandfather
my sister
my brother

Tonight, your grandfather will come. Your grandfather is hunting.

your mother
your father
your son
your daughter
your grandfather
your sister
your brother

Tomorrow, he will bring our grandmother. Our grandmother is working today.

our mother
our father
our son
our daughter
our grandfather
our sister
our brother

I am here, mother.
I am coming, mother.
Help me, please, mother.
2. Say the English words for the following:                  Write your answers here:

   emhones
   emhonsak
   kshitay
   tipas
   tipasak
   nichan
   nichanak
   mimens
   mimensak
   ana
   nux
   nkwis
   nhuma
   nemuxumes
   lokens
   lokensa
   paent
   paenta
   ehukwenk
   ehukwenka
   tepinxkepi
   tepinxkepia
   taxan
   lokwenipuwakan

3. Count from 50 to 89 in Lenape.
Lesson 20 Vocabulary - Trees

oak - kikishimenshi  
white oak - wipunkokw  
cedar/juniper - pepxokwes  
maple - ansikemes  
sassafras - winakw  
black walnut - tukwimenshi  
locust - pitelais  
willow - nushemakw  
(literally: mother tree)  
among the trees - hitkwike  
apple - apelishakw  
ash - mixakanakw  
bark of tree - hokes  
branch; limbs - tuhon  
cherry - chelisakw  
cottonwood - kukchukwipahkihelas  
crab-apple - tempikanakw  
dogwood - tuwchalakw  
elm - lokanahunshi  
hazel nut - ketamunshi  
hickory - shimenshi  
honey locust - kawenshuwik  
leaf - kempakw  
mulberry - okhatimenshi  
peach - pilkeshakw  
pear - hakakopelishakw  
pecan - kansemenshi  
pine - kuwe  
persimmon - ximinunshi  
red haw - kikenemunshi  
sap of a tree - wanspi  
slippery elm - xkwikpiakw  
sticks; little sticks; little trees; little shrubs; twigs - hitkweteta  
stump - choxkat  
sycamore - xaxakw

Lesson 20 Verbs

Memorize and practice the pronunciations of the following verbs. Once you have mastered these words, go back to Lesson 20 in the textbook and expand your conversation skills by using them.

INTRANSITIVE

alai - to hunt
ntalai - I hunt
ktalai - you...  
alai - he/she...  
ntalaihena - we...  
ktalaihena - we...  
ktalaightho - you...  
alaiyok - they...

kwetk - return
nkwetki - I return
kwetki - you...  
kwetki - he...  
nkwetkiihena - we...  
kwetkiihena - we...  
kwetkiihemo - you all...  
kwetkiyok - they...

wik - dwell
newiki - I dwell
kewiki - you...  
wiku - he/she...  
newikihena - we...  
kewikihena - we...  
kewikihemo - you all...  
wikuwak - they...
**weskahp - to be born**
- neweskahpi - I am born
- keweskahpi - you...
- wiskahpu - she/he...
- neweskahpihena - we...
- keweskahpihena - we...
- neweskahpihemo - you all...
- wiskahpuwak - they...

**ahchinkx - to be stubborn/disobedient**
- ntahchinxki - I am stubborn
- ktahchinxki - you...
- ahchinxke - she/he...
- ntahchinxkihena - we...
- ktahchinxkihena - we...
- ktahchinxkihemo - you all...
- ahchinxkeyok - they...

**TRANSITIVE**
**meshatamen - to remember it**
- nemeshatamen - I remember it
- kemeshatamen - you...
- mweshatamen - she/he...
- nemeshatamenen - we...
- kemeshatamenen - we...
- kemeshatameneyo - you all...
- mweshatameneyo - they...

**nemeshatamena - I remember them**
- kemeshatamena - you...
- mweshatamena - she/he...
- nemeshatamenena - we...
- kemeshatamenena - we...
- kemeshatameneyo - you all...
- mweshatameneyo - they...

**TRANSITIVE ANIMATE**

(13) **nachih -to bother**

**DIRECT**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nachiha - I bother him</td>
<td>nachihaok - I bother them</td>
</tr>
<tr>
<td>kenachiha - you bother him</td>
<td>kenachihaok - you bother them</td>
</tr>
<tr>
<td>nachihao - he bothers him</td>
<td>nachihao - he bother them</td>
</tr>
<tr>
<td>nachihawena - we bother him</td>
<td>nachihawenanak - we bother them</td>
</tr>
<tr>
<td>kenachihawena - we bother him</td>
<td>kenachihawenanak - we bother them</td>
</tr>
<tr>
<td>kenachihaw(w)a - you all bother him</td>
<td>kenachihawwaok - you all bother them</td>
</tr>
<tr>
<td>nachihawwao - they bother him</td>
<td>nachihawwao - they bother them</td>
</tr>
</tbody>
</table>

**INVERSE**

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>nachihukw - he bothers me</td>
<td>nachihukw - they bother me</td>
</tr>
<tr>
<td>kenachihukw - he bothers you</td>
<td>kenachihukw - they bother you</td>
</tr>
<tr>
<td>nachihku - he bothers him</td>
<td>nachihku - they bother him</td>
</tr>
<tr>
<td>nachihkuna - he bothers us</td>
<td>nachihkunana - they bother us</td>
</tr>
<tr>
<td>kenachihkuna - he bothers us</td>
<td>kenachihkunana - they bother us</td>
</tr>
<tr>
<td>kenachihkuwa - he bothers you all</td>
<td>kenachihkuwaok - they bother you all</td>
</tr>
<tr>
<td>nachihkuwoo - he bothers them</td>
<td>nachihkuwo - they bother them</td>
</tr>
</tbody>
</table>

**LOCAL PARADIGM**

| kenachihi - you bother me | kenachihel - I bother you |
| kenachihihemo - you all bother me | kenachihelhumo - I bother you all |
| kenachihihena - you (all) bother us | kenachihelhumena - we bother you (all) |
Verb Exercises

Translate into English: transitive inanimate and intransitive

1. Kexiti nemeshatamen ne wikewam
2. Ohelemi alaiyok.
3. Xantki kwetkihemo.
4. Piskeke wiskahpu.
5. Kixki newikihena
6. Ahi ktahchinxkihemo.
7. Kench kemeshatamenena lelehuna
8. Tahashi ahchinke.
10. Shepae ntalaihena.

11. Newiki tekenink.
12. Kemeshatamenena mesi mpisuna
13. Somi lomew neweskahpihemo

Translate into English: transitive animate

1. Na askaskontpat nachihukw.
2. Nek tipatatetak nachihawwao na tipasa.
3. Apchi kenachihii.
4. Lekhikwi kenachihawenanak yuki lenuwak.
5. Tamse kenachihelhumena.

Possession

The same pronoun prefixes that were used on the verbs are also used to show possession.
There are two categories of possession. Words that are inherently possessed are things you cannot give away, such as body parts or family members. These words do not stand alone easily without a possessive pronoun. All other possessions are considered optionally possessed. The following chart shows the affixes for inherently possessed inanimate forms.

Inherently Possessed Inanimate Forms

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>n + noun = my object</td>
<td>n + noun + a = my objects</td>
</tr>
<tr>
<td>k + noun = your object</td>
<td>k + noun + a = your objects</td>
</tr>
<tr>
<td>w + noun = his/her object</td>
<td>w + noun + a = his/her objects</td>
</tr>
<tr>
<td>n + noun + e + nan + a = our objects</td>
<td>n + noun + e + nan + a = our objects</td>
</tr>
<tr>
<td>k + noun + e + nan + a = our objects</td>
<td>k + noun + e + nan + a = our objects</td>
</tr>
<tr>
<td>k + noun + a (u) + wa + o = you all’s objects</td>
<td>k + noun + a (u) + wa + o = you all’s objects</td>
</tr>
<tr>
<td>w + noun + e + wo + o = their objects</td>
<td>w + noun + e + wo + o = their objects</td>
</tr>
</tbody>
</table>

Example:

naxk = my hand
k’naxk = your hand
wenaxk = his/her hand
naxka = my hands
k’naxka = your hands
noxka = his/her hands
naxkenana = our hands
k’naxkenana = our hands
k’naxkewao = you all’s hands (k’naxkuwa)
noxkewoo = their hands

The animate forms are the same except for adding the animate plural suffixes “ak” or “ok” in the final suffix position in place of the singular suffixes “a” and “o”. The exception is third person, which remains the same and there is no distinction between singular and plural. In addition, the third person singular form takes the obviative suffix “a”.

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Virtually, the only inherently possessed objects that can be owned by more than one person are kinship terms. The forms for animate plural pronouns possessing singular objects are:

- n + noun + ena = our object
- k + noun + ena = our object
- w + noun + awa = you all’s object
- w + noun + awo + o = their object

Example:

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nemuxumes = my grandfather</td>
<td>nemuxumsak – my grandfathers</td>
</tr>
<tr>
<td>kemuxumes = your grandfather</td>
<td>kemuxumsak – your grandfathers</td>
</tr>
<tr>
<td>muxumsa = his grandfather</td>
<td>muxumsak – her/his grandfathers</td>
</tr>
<tr>
<td>nemuxumsena = our grandfather</td>
<td>nemuxumsenanak – our grandfathers</td>
</tr>
<tr>
<td>kemuxumsena = our grandfather</td>
<td>kemuxumsenanak – our grandfathers</td>
</tr>
<tr>
<td>kemuxumsawa = you all’s grandfather</td>
<td>muxumsawaok – you all’s grandfathers</td>
</tr>
<tr>
<td>muxumsawoo = their grandfather</td>
<td>muxumsawoo – their grandfathers</td>
</tr>
</tbody>
</table>

**Assignment:** Apply the possessive forms to the body parts in the Lesson 1 vocabulary.

Apply the plural possessive forms to the kinship terms listed on pages 98 and 99 of the textbook.

**Optionally Possessed Inanimate Forms**

The suffix marker for optionally possessed inanimate forms is “em”.

Observe the following chart:

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>n + noun + em = my object</td>
<td>n + noun + em + a = my objects</td>
</tr>
<tr>
<td>k + noun + em = your object</td>
<td>k + noun + em + a = your objects</td>
</tr>
<tr>
<td>w + noun + em + a = his/her object</td>
<td>w + noun + em + a = her/his objects</td>
</tr>
<tr>
<td>n + noun + em + ena = our object</td>
<td>n + noun + em + e + nan + a = our objects</td>
</tr>
<tr>
<td>k + noun + em + ena = our object</td>
<td>k + noun + em + e + nan + a = our objects</td>
</tr>
<tr>
<td>k + noun + em + awa = you all’s object</td>
<td>k + noun + em + a + wao = you all’s objects</td>
</tr>
<tr>
<td>w + noun + em + awo + o = their object</td>
<td>w + noun + em + awo + o = their objects</td>
</tr>
</tbody>
</table>

Example:

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaponem = my bread</td>
<td>ntaponema = my breads</td>
</tr>
<tr>
<td>ktaponem = your bread</td>
<td>ktaponema = my breads</td>
</tr>
<tr>
<td>toponem = her/his bread</td>
<td>toponema = her breads</td>
</tr>
<tr>
<td>ntaponemenena = our bread</td>
<td>ntaponemenana = our breads</td>
</tr>
<tr>
<td>ktaponemenena = our bread</td>
<td>ktaponemenana = our breads</td>
</tr>
<tr>
<td>ktaponemawa = you all’s bread</td>
<td>ktaponemawao = you all’s breads</td>
</tr>
<tr>
<td>toponemawao-o = their bread</td>
<td>toponemawao-o = their breads</td>
</tr>
</tbody>
</table>
Once again, the animate forms are the same except for adding the animate plural suffixes “ak” or “ok” in the final suffix position in place of the singular suffixes “a” and “o”. The exception is third person, which remains the same and there is no distinction between singular and plural.

mpukwesem – my mouse
kepukwesem – your mouse
pukwesema – his/ser mouse
mpukwesema – our mouse
pukwesemawa – you all’s mouse
pukwesemawa-o – their mouse

Assignment: Write all of the possessive forms for the words listed below. The second person singular form has been provided for each.

ktahusem – your bucket
ktahempsem – your dress
kemwekaneyem – your dog
kotaesem – your flower

Lesson 20 Translation

Naxans Palsu

by Miriam Hauser

ORAL EXERCISE - Practice the following conversations with a partner.

   b. alapae  c. shepae  d. opanke  e. alapa  f. piskeke  g. lokwike

   b. nemuxumes-kemuxumsana  c. nemis - kemis  d. naxans - kxans
   e. nexisemes - kexisemes

   b. nuxa  c. nkwis  d. nichan  e. uma  f. muxumsa  g. xatash  h. xansa
   i. naxisemes

   Y: Xu kichemel, uma.
   b. kshixenchuwe  c. kshixempsa  d. kchikhike  e. ktaxamaok tipasak

5. a. X: Ktalai hech?  Y: Ntalai
   b. kwetki - nkwetki  c. ktaheinxki – ntaheinxki
   d. kemeshatamen - nemeshatamen

   b. enta Pennsylvania  c. enta Swarthmore

   b. kwetki  c. ahchinxke  d. mweshatamen

   b. kwetkeyok  c. ahchinxkeyok  d. mweshatameneyo

   b. nipenink  c. takohkenink  d. luwanink  e. Enikwsi Kishux
   f. Chkawali Kishux  g. Xamokhwite Kishux  h. Kwetayoxe Kishux
   i. Tainipen  j. Kichinipen  k. Lainipen  l. Winaminge  m. Kichtahkok Kishux
   n. Puksit Kisux  o. Wini Kishux  p. Muxkotae Kishux

    b. kwetkihemo-nkwetkihena  c. ktaheinxkihemo - ntaheinxkihena
    d. kemeshatameneyo - nemeshatamenen
**TAD**


   b. kenachihawwa - nachihawena  
   c. nachihao  
   d. nachihawwao  
   e. kenachihao - nachihao  
   f. kenachihwwaok - nachihawenanak  
   g. nachihao  
   h. nachihawwao

**TAI**


   b. kenachihkuwa - nachihkuna  
   c. nachihku  
   d. nachihkuwoo  
   e. kenachihkuk - nachihkuk  
   f. kenachihkuwaok - nachihkunanak  
   g. nachihku  
   h. nachihkuwoo

**LOCAL PARADIGM**


   b. Kenachihihemo - kenachihelhumena  
   c. kenachihihena - kenachihelhumena
LESSON 21 - MORE FAMILY TERMS

New Number Words

peshkunk txinxke (paysh-kunk txeen-xkay) = 90
peshkunk txinxke ok kweti = 91
peshkunk txinxke ok nisha = 92
peshkunk txinxke ok naxa = 93
peshkunk txinxke ok newa = 94
peshkunk txinxke ok palenaxk = 95
peshkunk txinxke ok kwetash = 96
peshkunk txinxke ok nishash = 97
peshkunk txinxke ok xash = 98
peshkunk txinxke ok peshkunk = 99

New Action Words

nkelixike = I am sewing
ktite = you think
ntite = I think
ahponhe = she/he is baking bread
manaxe = he/she is cutting wood
ame = he/she is fishing.
wite = he/she went with (someone)
newichema = I help her/him

New living (animate) words
lenu (len-oo) = man
lenuwak (len-oo-wahk) = men

New non-living (inanimate) words
ahpon (ah-pone) = bread
ahpona (ah-pone-nah) = breads

Conversation

Hanna: He Uma. Keku hech kemikentam? Hello grandmother. What are you doing?

Uma: Nkelixike (guh-lee-xhee-kay). I am sewing.
Nkati (gah-tee) kishi. I am almost finished.
Keku hech ktite (ktee-tay)? What do you think?

Hanna: Ntite (dee-tay) shiki. I think it is beautiful.
Tani hech nkahes? Where is my mother?

Uma: Enta wixenink (en-dah wee-huhn-ing). In the kitchen.
Ahponhe (ah-pone-hay). She is baking bread.

Hanna: Tani hech nek lenuwak (len-oo-wahk)? Where are the men?

Uma: Kux manaxe (muh-nah-xkay). Your father is cutting wood.
Kemuxumes ame (ah-may). Your grandfather is fishing.

Hanna: Tani hech naxans? Where is my brother?
Uma: **Taktani.** I don’t know
**Konaet wite (wee-tay) kemuxumes.** Maybe he went with your grandfather.
**Ika! Nkishi. Yukwe xu newichema (nuh-wee-chuh-muh) kahes.** There! I am finished. Now I will help your mother.

Hanna: **Nepe!** Me too!

* **Aptonahanne (Flow of words) Lesson**

As was discussed in earlier lessons, some Lenape verbs stand for both the action, and the word that is the object of the action:

- **Nshixhempsa** = I wash clothes
- **Kshixenchuwe** = You wash dishes

Some more examples of this type of verb from this week's conversation are:

- **ahponhe** = She/he is baking bread ("ahpon" = "bread")
- **manaxe** = He/she is cutting wood

In a similar fashion, some noun words contain a verb form:

- **enta wixenink** = kitchen (literally, "where one cooks")

"nkati" is used before the verb (preverb) to say that someone is "almost" doing something. *Note: It is not necessary to place the pronoun before both words. Once it is placed on the first, it is assumed on the second:*

- **nkati kishi** = I am almost finished
- **nkati kawi** = I almost fell asleep

"kati" would be used for "you" or "he":

- **kati (kah-tee) kishi** = You/He is almost finished
- **kati kawi** = You/He is almost asleep.
**Aptonahanne Review**

Write the Lenape words next to each English word and phrase below. Pronounce the following sentences: (Repeat each sentence in Lenape substituting the words below.)

My grandmother is almost finished.
My grandmother is baking bread.
I think grandmother is here.

- my mother
- my father
- my son
- my daughter

Your grandfather is cutting wood.
Your grandfather is fishing.
He went with your grandfather.

- your mother
- your father
- your son
- your daughter

**Game of the month** Play "Store". Use a variety of the numbers we have learned to price mark items in your store. Use items covered in the lessons. Say, "**Kexa hech lawtu?**". To ask the price of something. Respond in terms of dollars (**dalas**). Use the words for "it is expensive", "it is cheap", "I like it", and "I will buy it."

**Song of the month** Sing the song "The River".

**Suggested Reading** - "A Lesson From the Forest" by Wak’Teme
Test Write your answers here:

1. Say the following in Lenape and repeat the question substituting the Lenape words below.

What are you doing, mother?

father
son
daughter
grandmother
grandfather
sister
brother
brother, sister, cousin

2. Say the following in Lenape:

I am sewing.
my grandmother is almost finished.
your mother is baking bread.
I think our brother is here.
my grandfather is cutting wood.
your sister is fishing.
he went with our daughter.
where is my father?
tonight, your grandfather will come.
your grandfather is hunting.
tomorrow, he will bring your brother.
our grandmother is working today.

3. Say the English words for the following:

emhones, emhonsak
kshitay
tipas, tipasak
nichan, nichanak
mimens, mimensak
ana
nux
nkwis
4. Count from 90 to 99 in Lenape.

nuhuma  
nemuxumes  
lokens  
loken  
paent  
paenta  
ehukwenk  
ehukwenka  
tepinxkepi  
tepinxkepia  
taxan  
lokwenipuwakan  
lenu  
lenuwak  
ahpon  
ahpona
Memorize and practice the pronunciations of the following words. Once you have mastered these words, use them to construct a prayer.

**Kishelemukonk** – Our Creator  
**Kishelemienk** – Creator (vocative)

**onkuntewakan** – a blessing (as would come from Creator)

**welatenamewakan** – happiness

**welemalsewakan** – health  
**welamalsin** – feel well

**lenapeokan** – soul

**wineweokan** – pleading

**getemaktunhe** – I talk humbly

**temakelemi** – take pity on me  
**temakelem** – take pity on him/her  
**temakeleminen** – take pity on us

**weli ahpamskan** – I, he/she walk(s) around well  
**weli ahpamskanen** – we walk around well

**kenahkihi** – watch over me  
**kenahkihaw** – watch over him/her  
**kenahkihinen** – watch over us

**wetenemai** – accept from me  
**wetenemainen** – accept from us

**nkata lapemkwesi** – I want to be useful

**weli nipali** – stand me up well  
**weli nipala** – stand her/him up well  
**weli nipalinen** – stand us up well

**nulelindam telich ahpin** – I am glad to be here  
**ahpu yukwe enta kishkwik** – he is here today

**wichem telich kaski** – help him so that he can  
**wichemi telich nkaski** – help me so that I can  
**wicheminen telich nkaski** – help us so that we can

**Wanishi eli milinen mpi ok mehmichink** = Thank you because you give us food and water.
Lesson 21 Verbs

Memorize and practice the pronunciations of the following verbs. Once you have mastered these words, go back to Lesson 21 in the textbook and expand your conversation skills by using them.

INTRANSITIVE

kelixike - to sew
nkelixike - I sew
kelixike - you...
kelixike - he/she...
nkelixikehena - we...
kelixikehena - we...
kelixikehemo - you all...
kelixikeyok - they...

patam - to pray
mpatama – I pray
kpatama – you...
patama - he/she...
mpatamahena – we...
kpatamahena – we...
kpatamahemo – you all...
patamaok – they...

ahponhe - to bake bread
ntahponhe – I bake bread
ktahponhe – you...
ahponhe – he/she...
nntahponhehena – we...
ktahponhehena – we...
kahponhehemo – you all...
ahponheyok – they...

manaxe - cut/go after wood
nmanaxe - I cut wood
kmanaxe - you...
mmanaxe - he/she...
nmanaxehena - we...
kmanaxehena - we...
kmanaxehemo - you all...
mmanaxeyo - they...

TRANSITIVE

kelixam - to sew it
nkelixhamen - I sew it
kelixhamen - you...
kelixhamen - he/she...
nkelixhamenen - we...
kelixhamenen - we...
kelixhameneyo - you all...
kelixhameneyo - they...

TRANSITIVE ANIMATE

wichem = to help

DIRECT

Singular Object
newichema - I help him
kewichema - you help him
wichemku - he helps him
newichemawena - we help him
kewichemawena - we help him
kewichemawa - you all help him
wichemawao - they help him

Plural Object
newichemaok - I help them
kewichemaok - you help them
wichemku - he helps them
newichemawenanak - we help them
kewichemawenanak - we help them
kewichemawaok - you all help them
wichemawao - they help them

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INVERSE

Singular Subject                          Plural Subject
newichemukw - he helps me               newichemkuk - they help me
kewichemukw - he helps you              kewihemkuk - they help you
wichemku - he helps him                 wichemk - they help him
newichemkuna - he helps us              newichemkunanak - they help us
kewichemkuna - he helps us              kewichemkunanak - they help us
kewichemkuwa - he helps you all         kewichemkuwaok - they help you all
wichemkuwoo - he helps them             wichemkuwoo - they help them

LOCAL PARADIGM

kewichemi - you help me                 kewichemel - I help you
kewichemihemo - you all help me         kewichemelhumo - I help you all
kewichemihena - you (all) help us       kewichemelhumena - we help you (all)

Verb Exercises

Translate into English: transitive inanimate and intransitive

1. Kpatamahena pili patamweikaonink.
2. Ktahponhehemo neli nkelixike.
3. Lekhikwi kalixhamen akontpepi
4. Ntaponhehena neli kixki kelixike
5. Patamaneyo kupene shkul.
7. Nkalixhamena xaheli silka

Translate into English: transitive animate

1. Mata chich xu kewichemelhumena.
2. Wichemkuwoo nek kweshkweshaka.
3. Lokewe skixkweyok newichemkuk.
4. Newichemawenanak yuki lenuwak.
5. Lomewe wichemku.
6. Hinke kewichemihena.
Lesson 21 Translation

Translate the following prayers into English.

Praying for Yourself


Praying For Someone Who is Sick


Praying For Yourself and Others


ORAL EXERCISE - Practice the following conversations with a partner.

   b. ahowtu c. apuwawtu d. wesken e. xuwe

   b. nux c. nkwis d. nichan e. numa f. nemuxumes
   g. nemis h. naxans i. naxisemes

   b. nux c. nkwis d. nichan e. numa f. nemis g. naxisemes

4. a X: Yukwe xu newichema kahes. Y: Nepe!
   b. kux c. kwis d. knichan e. kuhuma f. kemuxumes
   g. kemis h. kxans i. kexisemes

5. a X: Kishi hech, ana? Y: Nkati kishi.
   b. nuxa c. nkwis d. nichan e. uma f. muxumsa
   g. xatash h. xansa i. naxisemes

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   b. ahponhe  c. patama  d. kalixhamen
   b. ahponheyok  c. patamaneyo  d. kalixhameneyo
8. a. X: Kelixamen hech? Y: Nkelixamen
   b. ktahponhe - ntahponhe  c. kpatama – mpatama  d. kelixhamen - nkelixhamen
   b. ktahponhehemo - ntahponhehena  c. kpatamahemo – mpatamahena  d. kalixhameneyo – nkelixhamenen

**TAD**

    b. kewichemawa - newichemawena  c. wichemku  d. twichemawao
    e. kewichemaok – newichemaok  f. kewichemawaok – newichemawenanak
    g. twichemku  h. wichemawao

**TAI**

    b. kewichemkuwa - newichemkuna  c. wichemku  d. wwichemkuwoo  e. twchemkuwoo
    f. kewichemkuk - newichemkuk  g. kewichemkuwaok - newichemkunanak  h. wichemku

**LOCAL PARADIGM**

    b. kewichemihemo – kewichemelhumena  c. kewichemihena - kewichemelhumena
LESSON 22 - GOING FISHING

New Number Words

kwetapxki (kwuh-tahp-xkee) = 100
nishapxki (nee-shahp-xkee) = 200
naxapxki (nah-xahp-xkee) = 300
neopxki (nay-ahp-xkee) = 400
paopxki (powp-xkee) = 500

New Action Words

kteluwe = you say; said
nteluwe = I say; said
kpetun = you bring it
ahpit = he/she was here
penhatu = he left tracks
kneyo = you see him
neyo = I see him
ntalemi = I am afraid
hate = it is there; there is; there exists

New living (animate) words

maxkw (mahkw) = bear
maxkok (mah-koke) = bears
names (nah-mace) = fish
namesak (nah-mace-ahk) = fish (plural)

New non-living (inanimate) words

aman (ah-mun) = fishing pole
amana (ah-mun-ah) = fishing poles
ahsen (ah-suhn) = rock
ahsena (ah-suhn-ah) = rocks

Conversation

Nipali: He Muxumsa. Tani hech kta? Hello grandfather. Where are you going?

Muxumsa: Sipunk. To the river.
Wendaxa. Come on.

Nipali: Keku hech kteluwe (kteh--loo-way)? What did you say?

Muxumsa: Nteluwe (deh-loo-way) atam! I said let's go!

Nipali: Yuho! Okay!

Muxumsa: Kpetun (kpay-toon) aman (ah-mun). Bring the fishing pole.

Nipali: Nulhatu. I have it.

Muxumsa: Welet (wuhl-uht). Good.
Muxumsa: **Pena. Ahpit (ah-peet) maxkw (mahkw)**. Look. A bear was here.  
**Penhatu (pen-hah-too)**. He left tracks.

Nipali: **Eche! Kehela.** Indeed!  
**Tan (tahn) ika (ee-kah)?** Where did he go?

Muxumsa: **Weleh (wuh-leh).** Over there!  
**Kneyo (knay-o) hech?** Do you see him?

Nipali: **Neyo (nay-o).** I see him.  
**Ntalemi (dah-luh-mee).** I am afraid.

**Naoli (now-lee).** Follow me.

Muxumsa: **Nahi (nah-hee) hate (hah-tay) xinkohsen (xing-o-suhn).** Downstream there is a big rock.  
**Xu amehena (ah-may-huh-nah) ika.** We will fish there.

Nipali: **Shewaha!** (Exclamation of glee)  
**Kishkwik, xu ntuhena (doo-huhna) names (nah-mace)!** Today, I will catch a fish!

Muxumsa: **Kehela.** Surely!  
**Ok piskeke, kuhuma xu wixenao (wee-xuhn-ow)** And tonight, your grandmother will cook him.

**Aptonahanne (Flow of words) Lesson**

Words that describe nouns are called "adjectives". In Lenape, an adjective is often connected to the word it describes. For example, the prefix for the adjective "big" is "xink". The word "xinkohsen" has combined this prefix with the word for "rock" which is "ahsen".

Some other examples:

- **xinkwenchu** = big bowl; dish
- **xinkwtipas** = big chicken

Another prefix often used to mean "big" is "amank":

- **amankenchuwa** = big bowls; dishes
- **amanktipasak** = big chickens
Other adjectives work the same way. The prefix "tank" means "small". Often the suffix "tet" is used to indicate that something is small as well.

- tankenchu = small bowl; dish
- tankemhontet = small spoon
- tipatet = little chicken
- utenetet = little town
- siputet = little stream
- nkwistet = my little son

The word "kweni" means "long". "kwen" is used as a prefix:

- kwenenchu = long dish; trough
- kwenikaon = long house

Another way to say the number "500" is "palenaxk txapxki".

**Aptonahanne Review**

Translate the following into English.

<table>
<thead>
<tr>
<th>siputet</th>
<th>nkwistet</th>
</tr>
</thead>
<tbody>
<tr>
<td>tankenchu</td>
<td>nulhantet</td>
</tr>
<tr>
<td>ahpontet</td>
<td></td>
</tr>
<tr>
<td>menepekwtet</td>
<td>xinktipas</td>
</tr>
<tr>
<td>tankikaon</td>
<td>xinkochu</td>
</tr>
<tr>
<td>utenetet</td>
<td>xinkohsen</td>
</tr>
<tr>
<td>tipatet</td>
<td>xinkwikaon</td>
</tr>
<tr>
<td>hemptet</td>
<td>xinkwteme</td>
</tr>
<tr>
<td>chulentet</td>
<td></td>
</tr>
<tr>
<td>kumhoktet</td>
<td>kwenenchu</td>
</tr>
<tr>
<td>lokentet</td>
<td>kwenikaon</td>
</tr>
</tbody>
</table>

Add these prefixes and suffixes to other words we have learned in our lessons to make your own words for "big" and "little" things.

**Suggested Reading** - "The Hunting of the Great Bear"
1. Repeat the following question substituting the Lenape words below.

What did you say, mother?

father
son
daughter
grandmother
grandfather
sister
brother
brother, sister, cousin

2. Say the following in Lenape:

I said, "Let's go!"
I said, "Bring the fishing Pole."
I said, "I have it."
I said, "Good!.
Did you say, "A bear was here?"
Did you say, "He left tracks?"
You said, "I think a bear was here."
You said, "Walk slowly."
I said, "I am afraid."
Did I say, "I am afraid?"
I said, "Where did he go?"
I said, "Follow me!."
I said, "Do you see him?"
I said, "I see him."
I said, "I think I see him."
Did you say, "Downstream, there is a big rock?"
You said, "We will fish there."
I said, "Today, I will catch a fish."
You said, "Mother will cook him."
3. Say the English words for the following: Write your answers here:

emhones
emhonsak
kshitay
tipas
tipasak
nichan
nichanak
mimens
mimensak
ana
nux
nkwis
nuhuma
nemuxumes
maxkw
maxkok
names
namesak
loksens
loksensak
paent
paenta
ehukwenk
ehukwenka
tepinxkepi
tepinxkepia
taxan
lokwenipuwakan
lenu
lenuwak
ahpon
ahpona
aman
amana
ahsen
ahsenak

4. Count from 100 to 500 in Lenape.
### Lesson 22 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 22 in the textbook and expand your conversation skills by using them.

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pukwes – mouse; rat</td>
<td>nahenem – raccoon</td>
</tr>
<tr>
<td>pukwesak</td>
<td></td>
</tr>
<tr>
<td>tamak’was – muskrat</td>
<td>xanik – squirrel</td>
</tr>
<tr>
<td>tamak’wasak</td>
<td>xanikok</td>
</tr>
<tr>
<td>wininkwes – mink</td>
<td>shkak – skunk</td>
</tr>
<tr>
<td>wininkwesak</td>
<td>shkakok</td>
</tr>
<tr>
<td>xaphukwe – mole</td>
<td>mekis – sheep</td>
</tr>
<tr>
<td>xaphukweyok</td>
<td>mekisak</td>
</tr>
<tr>
<td>kwekonxas – mule</td>
<td>xkuk – snake</td>
</tr>
<tr>
<td>kwekonxasak</td>
<td>xkukak</td>
</tr>
<tr>
<td>sisawin – oyster</td>
<td>tahkox – turtle</td>
</tr>
<tr>
<td>sisawinak</td>
<td>tahkoxak</td>
</tr>
<tr>
<td>opinkw – opossum</td>
<td>teme – wolf</td>
</tr>
<tr>
<td>opinkok</td>
<td>temeyok</td>
</tr>
<tr>
<td>kwenemuxkw – otter</td>
<td>munhake – woodchuck</td>
</tr>
<tr>
<td>kwenemuxkuk</td>
<td>munhakeyok</td>
</tr>
<tr>
<td>kawiyayok</td>
<td>sankwe - weasel</td>
</tr>
<tr>
<td>kawiyayok</td>
<td>sankweyok</td>
</tr>
<tr>
<td>chemames – rabbit</td>
<td>hupexkm – worm</td>
</tr>
<tr>
<td>chemamsak</td>
<td>hupexkok</td>
</tr>
</tbody>
</table>

### Lesson 22 Verbs

Memorize and practice the pronunciations of the following verbs. Once you have mastered these words, go back to Lesson 22 in the textbook and expand your conversation skills by using them.

**INTRANSITIVE**

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ame - to fish</td>
<td></td>
</tr>
<tr>
<td>ame - I am fishing</td>
<td></td>
</tr>
<tr>
<td>ame - you...</td>
<td></td>
</tr>
<tr>
<td>ame - he...</td>
<td></td>
</tr>
<tr>
<td>amehena - we...</td>
<td></td>
</tr>
<tr>
<td>amehena - we...</td>
<td></td>
</tr>
<tr>
<td>amehemo - you all...</td>
<td></td>
</tr>
<tr>
<td>ameyok - they...</td>
<td></td>
</tr>
<tr>
<td>penhatu - left tracks</td>
<td></td>
</tr>
<tr>
<td>mpenhatu - I left tracks</td>
<td></td>
</tr>
<tr>
<td>kpenhatu - you...</td>
<td></td>
</tr>
<tr>
<td>penhatu - he...</td>
<td></td>
</tr>
<tr>
<td>mpenhatuhena - we...</td>
<td></td>
</tr>
<tr>
<td>kpenhatuhena - we...</td>
<td></td>
</tr>
<tr>
<td>kpenhatuhemo - you all...</td>
<td></td>
</tr>
<tr>
<td>penhatuwak - they...</td>
<td></td>
</tr>
<tr>
<td>tkauxwe - walk slowly</td>
<td></td>
</tr>
<tr>
<td>ntkauxwe - I walk slowly</td>
<td></td>
</tr>
<tr>
<td>tkauxwe - you...</td>
<td></td>
</tr>
<tr>
<td>tkauxwe - he...</td>
<td></td>
</tr>
<tr>
<td>ntkauxwehena - we...</td>
<td></td>
</tr>
<tr>
<td>ktkauxwehena - we...</td>
<td></td>
</tr>
<tr>
<td>ktkauxwehemo - you all...</td>
<td></td>
</tr>
<tr>
<td>tkauxweyok - they...</td>
<td></td>
</tr>
</tbody>
</table>
TRANSITIVE ANIMATE

wixen = to cook

DIRECT

Singular Object | Plural Object
---|---
newixena - I cook him | newixenaok - I cook them
kewixena - you cook him | kewixenaok - you cook them
wixenku - he cooks him | wixenku - he cooks them
newixenawena - we cook him | newixenawenak - we cook them
kewixenawena - we cook him | kewixenawenak - we cook them
kewixenawa - you all cook him | kewixenawaok - you all cook them
wixenawao - they cook him | wixenawao - they cook them

INVERSE

Singular Subject | Plural Subject
---|---
newixenkukw - he cooks me | newixenkuk - they cook me
kewixenkukw - he cooks you | kewixenkuk - they cook you
wixenku - he cooks him | wixenku - they cook him
newixenkuna - he cooks us | newixenkunanak - they cook us
kewixenkuna - he cooks us | kewixenkunanak - they cook us
kewixenkuwa - he cooks you all | kewixenkuwaok - they cook you all
wixenkuwoo - he cooks them | wixenkuwoo - they cook them

LOCAL PARADIGM

kewixeni – you cook me | kewixenel – I cook you
kewixenihemo – you all cook me | kewixenelhumo – I cook you all
kewixenihena – you (all) cook us | kewixenelhumena – we cook you (all)

(22) naol = to follow

DIRECT

Singular Object | Plural Object
---|---
naola - I follow him | naolaok - I follow them
knaola - you follow him | knaolaok - you follow them
naolku - he follows him | naolku - he follow them
naolawena - we follow him | naolawenak - we follow them
knaolawena - we follow him | knaolawenak - we follow them
knaolawa - you all follow him | knaolawaok - you all follow them
naolawao - they follow him | naolawao - they follow them
INVERSE

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>naolukw - he follows me</td>
<td>naolukuk - they follow me</td>
</tr>
<tr>
<td>knaolukw - he follows you</td>
<td>knaolukuk - they follow you</td>
</tr>
<tr>
<td>naoluku - he follows him</td>
<td>naoluku - they follow him</td>
</tr>
<tr>
<td>naolukuna - he follows us</td>
<td>naolukunanak - they follow us</td>
</tr>
<tr>
<td>knaolukuna - he follows us</td>
<td>knaolukunanak - they follow us</td>
</tr>
<tr>
<td>knaolukuwa - he follows you all</td>
<td>knaolukuwaok - they follow you all</td>
</tr>
<tr>
<td>naolukuwoo - he follows them</td>
<td>naolukuwoo - they follow them</td>
</tr>
</tbody>
</table>

LOCAL PARADIGM

| knaoli - you follow me                  | knaolel - I follow you                  |
| knaolihemo - you all follow me         | knaolelhumo - I follow you all         |
| knaolihena - you (all) follow us       | knaolelhumena - we follow you (all)    |

Verb Exercises

Translate into English: intransitive and transitive animate

1. Yu tali ameyok.
2. Opanke xu amehena.
4. Lehapa naolukunanak.
5. Kixki amehemo.
6. Wixenkuwoo kweshkweshak piskeke.
7. Chich ame.
11. Ohelemi knaoli.

Lesson 22 Translation - Translate the following story into English.

Mpemeske Hapi Nux

by Rachel Killackey

ORAL EXERCISE - Practice the following conversations with a partner.

1. a X: Keku hech kteluwe? Y: Nteluwe atam!
   b. kemitsi  c. oney  d. halapsi  e. nepe  f. kexa hech lawtu
   g. wichemi, ksi  h. taktani  i. wendaxa  j. welet  k. weleh

   b. lokens  c. paent  d. ehukwenk  e. tepinxkepi  f. taxan  g. emhones

   b. teme  c. mpuld. sisilie  d. mus

   Y: Shewaha! Kishkwik, xu ntuhena names. Ok piskeke, kuhuma xu wixenao.

5. a. X: Ame hech? Y: Ame.
   b. ameyok  c. amehemo - amehena

TAD

   b. kewixenawa - newixenawena  c. wixenku  d. wixenawao
   e. kewixenaok - newixenaok  f. kewixenawaok - newixenawenanak
   g. wixenku  h. wixenawao

   b. knaolawa - naolawena  c. naolku  d. naolawao  e. knaolaok - naolaok
   f. knaolawaok - naolawenanak  g. naolku  h. naolawao

TAI

   b. kewixenkukwa - newixenkuna  c. wixenku  d. wixenkuwoo
   e. kewixenkuk - newixenkuk  f. kewixenkukwaok - newixenkunanak
   g. wixenku  h. wixenkuwoo

   b. knaolukawa - naolukuna  c. naolku  d. naolukwoo  e. knaolukuk - naolukuk
   f. knaolukuwaok - naolukunanak  g. naolku  h. naolukwoo

LOCAL PARADIGM

   b. kewixenihemo - kewixenelhumena  c. kewixenihena - kewixenelhumena

   b. knaolihemo - knaolelhumena  c. knaolihena - knaolelhumena
LESSON 23 - GOING TO SCHOOL

**New Number Words**

kwetash txapxki \(txahp\)-kee) = 600
nishash txapxki = 700
xash txapxki = 800
peshkunk txapxki = 900
telen txen \(txen\) txapxki = 1000

**New Action Words**
nemen \(nay\)-muhn = I see it
newenchahki \(wen\)-jah-kee) = I am getting ready
nuwaha \(noo-wah-hah\) = I know her
luwensu \(loo-ween-soo\) = her/his name is
pehi \(pay\)-hee = wait for me
nkwetki \(g\)w\-h\-kee\) = I return
ntahkensi \(dah-kehn-see\) = I read
luwe \(loo\)-way = he/she said

**New living (animate) words**

xalahputis \(xhah-lah-poo-teece\) = spider
xalahputisak \((xhah-lah-poo-tee-sahk)\) = spiders
hitukw \(hee-tukew\) = tree
hitkuk \(heit-kook\) = trees
xkwe \(xkw\)-way\) = woman
xkweyok \(xkw\)-way-yoke\) = women
xkwechak \(xkw\)-way-chee-chahk\) = girls
pilaechech \(bee-lie-uh-chech\) = boy
pilaechechak \(bee-lie-uh-chech-ahk\) = boys

**New non-living (inanimate) words**

xalahputisikaon \(xhah-lah-poo-tee-see-gown\) = spider web
lekhikan \(leh-kee-kahn\) = book; letter
lekhikana \(leh-kee-kahn-ah\) = books; letters

**Conversation**

Nipali: Hanna! Wendaxa! Halapsi! Shkulink atam! Hanna! Come on! Hurry! Let's go to school!

Hanna: Nkishi wenchahki \(wen\)-jah-kee\). Atam. I'm finished getting ready. Let's go.

Nipali: Pena. Hitkunk \(heit-kooong\). Look. In the tree.
Xalahputisikaon \(xhah-lah-poo-tee-see-gown\). A spiderweb.

Hanna: Nemen \(nay\)-muhn. Shiki. I see it. It's beautiful.
Nipali: **Awen hech na xkwechec (xkway-chech)**? Who is that girl? **Welhe.** Over there.

Hanna: **Nuwaha (noo-wah-hah).** I know her. **Luwensu (loo-wuhn-soo) Maize (May-zee).** Her name is Maize. **Ok na pilaechech (bee-lie-uh-chech) luwensu Ahlankw (Ah-lahn-kwa), xansa (xahn-sah).** And that boy, his name is Ahlankw, her brother.

Nipali: **Ok na xkwe (xkway)?** And that woman?

Hanna: **Kohesa (ko-hay-sah).** Her mother. **Pehi(pay-hee) ksi.** Wait for me, please. **Xuniti nkwetki (gwuht-kee).** I will return soon.

Maize: **He Hanna! Wulit knewel.** It is good to see you. **Shkulink hech kta?** Are you going to school?

Hanna: **E-e. She yu ki lekhikan (lehk-hee-kahn).** Yes. Here is your book. **Nkishi *ahkensi (ah-kehn-zee). Wanishi!** I am finished reading. Thank you!

Maize. **Yuho.** You are welcome. **Kwinkatamen hech?** Do you like it?

Hanna: **Mayay (my-yi) ta (tah).** Very much so.

Nipali: **Wendaxa, Hanna!** Come on, Hanna!

Maize: **Keku hech luwe (loo-way)?** What did he say?

Hanna: **Luwe kench nta.** He said I must go. **Lapich knewel.** See you later. **Wanishi, lapi.** Thanks again.

Maize: **Weli kishku.** Have a good day.

*preverb takes the prefix, so it is not repeated on the second verb.*
Aptonahanne (Flow of words) Lesson

In the last few lessons, we discussed some "first" (my) and "second" (your) person possessive cases for relatives. In this week's conversation, a few "third" (his/her) person words were introduced. The following list includes more third person possessive words.

3rd Person Possessive

Singular

- kohesa = his/her mother
- uxa = his/her father
- kwisa = his/her son
- nichana = his/her daughter
- uhuma = his/her grandmother
- muxomsa = his/her grandfather
- mwisa = his/her sister
- xansa = his/her brother
- xisamisa = his/her brother, sister, cousin

The following are some variations of this week's animate words:

- xkwechishtet (xkway-cheesh-tet) = a little girl
- xkwechishteta (xkway-cheesh-tet-ah) = little girls
- xkwechi (xkway-chee) = Girl! Woman! Direct address (vocative)
- xkwewtet (xkway-wtet) = a little woman
- xkwewteta (xkway-wtet-ah) = little women
- pilaecheshtet (bee-lie-uh-chesh-tet) = a little boy
- pilaecheshteta (bee-lie-uh-chesh-tet-ah) = little boys
- pilaechi (bee-lie-uh-chee) = Boy! Direct address (vocative)

The word for "house" in Lenape is "wikewam" (week-uh-wahm). As previously discussed, the suffix "ikaon" (ee-gown) is added to words to indicate that they are a certain type of house.

The word "xalahputisikaon" literally means "spider house".

An alternate word for "1000" is telen txen kwetapxki.
Aptonahanne Review

Write the English words next to each Lenape word and phrase below. Repeat the following sentences, substituting the words below in each.

**Kohesa** hech nan?  **Keku hech kohesa** luwensu?

- kohesa
- uxa
- kwisa
- nichana
- uhuma
- muxomsa
- mwisa
- xansa
- xisamisa

Pronounce the following words. Write the English words next to each Lenape word.

- nehenaonkesikaon
- kapiikaon
- mwekaneikaon
- ahsenikaon
- xinkwikaon
- tankikaon
- kwenikaon
- shkulikaon
- maxkikaon
- patamweikaon
- xkwechishtet
- xkwechishteta
- xkwechi
- xkwewtet
- xkwewteta
- pilaecheshtet
- pilaecheshteta
- pilaechi

*Suggested Reading*  - "Anasasi and the People"
Test

1. Say the following in Lenape:

"Let's go to school."
"I'm ready."
"I see a spiderweb in the tree."
"I know that girl."
"Her name is Maize."
"Wait for me, please."
"Are you going to school?"
"Here is your book."
"I am finished reading."
"Very much so."
"What did he say?"
"He said, 'Have a good day'."

2. Say the English words for the following:

maxkw, maxkok
names, namesak
xalahputis, xalahputisak
hitukw, hitkuk
lenu, lenuwak
xkwe, xkweyok
xkwechech, xkwechichak
pilaechech, pilaechechak
ahpon, ahpona
aman, amana
ahsen, ahsena
lekhikan, lekhikana
xalahputisikaon

Write your answers here:
### Lesson 23 Vocabulary

Memorize and practice the pronunciations of the following words. Once you have mastered these words, go back to Lesson 23 in the textbook and expand your conversation skills by using them. *For additional practice with the vocabulary words from all lessons, complete the vocabulary word games in the appendix of this text.*

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mukwes</td>
<td>mukwesak</td>
<td>insect</td>
</tr>
<tr>
<td>elikwes</td>
<td>elikwesak</td>
<td>ant</td>
</tr>
<tr>
<td>amewe</td>
<td>amewayok</td>
<td>bee</td>
</tr>
<tr>
<td>samhuwe</td>
<td>samhuweyok</td>
<td>caterpillar</td>
</tr>
<tr>
<td>mexelkatas</td>
<td>mexelkatasa</td>
<td>centipede</td>
</tr>
<tr>
<td>cheluchelus</td>
<td>cheluchelusak</td>
<td>cricket</td>
</tr>
<tr>
<td>wehupoktis</td>
<td>wehupoktisak</td>
<td>dragonfly</td>
</tr>
<tr>
<td>mukwesak</td>
<td>shukwilkes</td>
<td>grasshopper</td>
</tr>
<tr>
<td>elikwesak</td>
<td>sisaw</td>
<td>horsefly</td>
</tr>
<tr>
<td>amewayok</td>
<td>sisahuk</td>
<td></td>
</tr>
<tr>
<td>amewayok</td>
<td>uke - maggot</td>
<td></td>
</tr>
<tr>
<td>samhuweyok</td>
<td>punkwes</td>
<td>mosquito</td>
</tr>
<tr>
<td>mexelkatasa</td>
<td>xalahputis</td>
<td>spider</td>
</tr>
<tr>
<td>mexelkatasak</td>
<td>xalahputisak</td>
<td></td>
</tr>
<tr>
<td>cheluchelusak</td>
<td>sipenes - gnat</td>
<td></td>
</tr>
<tr>
<td>wehupoktisak</td>
<td>sipenesak</td>
<td></td>
</tr>
<tr>
<td>cheluchelusak</td>
<td>sipenes</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson 23 Verbs

Memorize and practice the pronunciations of the following verbs. Listen carefully to the audio file to learn how the words are pronounced and stressed. Once you have mastered these words, go back to Lesson 23 in the textbook and expand your conversation skills by using them.

**INTRANSITIVE**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ahkenta</td>
<td>ntahkensi - I read</td>
<td>to read/to count</td>
</tr>
<tr>
<td>ahkenta</td>
<td>ktahkensi - you...</td>
<td></td>
</tr>
<tr>
<td>ahkenta</td>
<td>ahhkensu - he/she...</td>
<td></td>
</tr>
<tr>
<td>ahkensa</td>
<td>ntakensihena - we...</td>
<td></td>
</tr>
<tr>
<td>ahkensa</td>
<td>ktakensihena - we...</td>
<td></td>
</tr>
<tr>
<td>ahkensa</td>
<td>ktakensihemo - you all...</td>
<td></td>
</tr>
<tr>
<td>ahkensa</td>
<td>ahkensu - they...</td>
<td></td>
</tr>
</tbody>
</table>

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TRANSITIVE ANIMATE

(23) uwaḥ -to know

DIRECT

Singular Object                  | Plural Object
----------------------------------------|------------------------
nuwaha - I know him            | nuwahaok - I know them
kuwaha - you know him          | kuwahaok - you know them
uwahao - he knows him          | uwahao - he knows them
nuwahawena - we know him       | nuwahawenak - we know them
kuwahawena - we know him       | kuwahawenak - we know them
kuwahaw(w) - a - you all know him | kuwahawwao - you all know them
uwahawoo - they know him       | uwahawoo - they know them

INVERSE

Singular Subject                 | Plural Subject
----------------------------------------|------------------------
nuwahukw - he knows me          | nuwahukk - they know me
kuwahukw - he knows you         | kuwahukk - they know you
uwahku - he knows him           | uwahku - they know him
nuwahku - he knows us           | nuwahkunanak - they know us
kuwahkuna - he knows us         | kuwahkunanak - they know us
kuwahkuwa - he knows you all    | kuwahkuwa - they know you all
uwahauok - he knows them        | uwahauok - they know them

LOCAL PARADIGM

kuwahi - you know me            | kuwahel - I know you
kuwahihem - you all know me    | kuwahelhumo - I know you all
kuwahihena - you (all) know us | kuwahelhumena - we know you (all)

Verb Exercises

Translate into English: intransitive and transitive animate

1. Na xkwechek alapae ahkensu
2. Na mwekane nuwahukw
3. Ta hech kuwahel?
4. A mikwi ahkensuwarak.
5. Kexiti nuwahena na pokhilus.
6. Et kuwahkuwa.
7. Wemi keku ktahkensi.
8. Kench ktakensihe.
9. Xuniti xu kuwahihemo.
10. Alashi na lenu uwahaok.
Lesson 23 Translation

Translate the following story into English.

Nkatenami

by Elizabeth Bogal-Allbritten

Alapae ntukihela.
Yu she sesape tepet’ hun, nemalhelamen utenetetink.
Shek ehenta wixenink mata awen ahpu!
Ahpon ok putel hateyo. Nître, "Tani hech ne shukelahpon?
Tani hech nkahes ok nux?”
Yukwe enta kishkwik nkatenami. Mweshatameneyo hech?
Luwe “Kulamalsi hech?”
Nteluwe, “Osomí. Tani hech nkahes?”
Luwe, “hakihakanink hakihe. Xuniti xu kaxksemena nel hempsa. Mai kewichema a!”
Nteluwe, “Tani hech nux?”
Nuhuma nteleku, “Pemeske mehemalamuntikaonink. Kench mikemosu. Mai kewichemaok a!”
Nkati melimu. Et takuu uwatuweneyo, yukwe enta kishkwik nkatenami.
Ntalemska. Mpemsha eshi mekeke.
Yu tali neyook naxa ahtuwak ok kweti xinkchulens. Maxksu na chulens.
Matanake nemachi.
Ehenta wixenink neyook nux, nkahes, ok nuhuma.
Keku nink mikentamuwak?
Nehkuk! Asuwak! Nkahes kelenemen ne shukelahpon.
Luweyok, “Enta kishkwik katenami!”
Nkwetantamen ne shukelahpon. Somi winkan!
Et nkahes wixenin neli ntashewil sipung.
Na nemitsihena.
Nulelintamuhena.
ORAL EXERCISE - Practice the following conversations with a partner.

   b. utenink  c. mehemalamuntikaonink  d. patamweikaonink  e. sipunk
   f. ahchunk  g. tekenink  h. menepekunk

   b. chulens  c. tiyas  d. maxkchulens

   b. pilachech  c. xkwed. lenu  d. skixkwe  e. f. skinu  g. xawshises
   h. hiluses  i. mimens  j. mementet  k. kikewi xkwe  l. kikewinu
   m. pokxawesh  n. pokhilus  o. xkwechechtet  p. pilaychechtet
   q. awenhake  r. welathaket  s. Lenape


   X: Mayay ta.


   b. ahkensuwak  c. ktahkensi – ntahkensi  d. ktakensihemo - ntakensihena

   TAD

   b. kuwahawwa - nuwahawena  c. uwahao  d. uwahawoo
   e. kuwahekaok - nuwahahekaok  f. kuwahawwaok - nuwahawenanak
   g. uwahao  h. tuwahawoo

   TAI

   b. Kuwahkuwa - nuwhuhruana  c. uwahku  d. uwahauook
   e. kuwhahkuk - nuwhahkuk  f. kuwhahkuwa – nuwhahkunanak
   g. uwahku  h. uwahauook

   LOCAL PARADIGM

   b. kuwahihemo – kuwahelhumena  c. kuwahihena - kuwahelhumena
LESSON 24 - UNIT REVIEW

Conversation Review

Translate the following conversation:

Nora: Tani hech kta?
Lucy: Utenink nta.
Mehemalamuntikaonink.
Kata hech wichei?
Nora: E-e. Keku hech xu kemahelam?
Lucy: Nulhatu lekhikan (list). She yu.
Nora: Xu ntahkensi:
sikhay, pepel, ahpon, putel, ti, kapi, shukel, putelepexing, wiyus, malaxkwsita,
hopenisak, ulepenak, tenapsak, shukelapon, pitaopon, newa lokensa, nisha paenta,
ok kweti wekathus.
Lucy: Keku hech kelak?
Nora: Kahti naxa kelak.
Lucy: Halapsi. Xuniti, nichanak shkulink umok.
Nora: Chinke hech?
Lucy: Newa kelak.
Nora: Yuho. Atam.

Review: Action Words

Translate the following sentences:

Xuniti nkwetki
Alapa xu ntahkensi
Piskeke xu newixinin
Ntite hatu
Lapi knewelch
Ntala a
Nkishi mikemosi
Alapa xu nshixhempsa
Nchikhike
Kench ntaxamaok
Xu kwichemel, ana
Newichema
nexumuxes
Kehela newinkatamen
Et xu nemahelam
Ntapi, nuxa

Piskeke xu mpa
Nkelixike
Keku hech nteluwe?
Yukwe ntalemi
Kishkwik xu ntuhena
Nkishi wenchahki
Kench kemitsi
Keku hech kulhatu?
Piskeke xu katupwi
Chinke hech xu kta
Nteluwe kshixenchuwe
Ntite kwinkatamen
Ktite hech xu
kemahelam?
Alapa xu nati
Kteluwe xu kpetun
Yukwe kneyo

Kench ktkauxwe
Xuniti naoli
Ksi pehi
wichemi kishkwik
Nuhuma ahpu
Xansa ahpit
Kohesa pech
Nux alai
Kishkwik ahponhe
Xuniti manaxe
Kux ame
Wite nemis
Luwe penhatu
Luwensu Maize
Nkwis mikemosu
Piskeke xu wixena0
Alapa xu amehena

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**Review: Animate Words**  
Other Words

Translate the following words and phrases:

- tankemhontet
- telen ok xash emhonsak
- xinkwtipas
- nek tipasak
- welesu nichan
- wa she mimens
- kwetash txinxke ok newa mimensak
- seksit xalahputis
- nishash txinxke ok peshkunk
- xalahputisak
- hitkwetet
- xash txinxke ok palenaxk hitkuk
- lenu nan
- peshkunk txinxke ok kweti lenuwak
- xkwewtet
- kwetapxki xkweyok
- xkwechechtet
- neopxki xkwechichak
- wa pilaechech
- nishapxki pilaechechak
- siskwinakwsu wa maxkw
- naxapxki maxkok

**Review: Inanimate Words**

Translate the following words and phrases:

- ahowtu ne lokens
- weskenu nel lokensa
- shiki ne paent
- weskenu nel paenta
- xuwe ne ehukwenk
- palenaxk txinxke ehukwenka
- apuawtu ne tepinxkepi
- nishinxke ok xash tepinxkepia
- kekuni taxan
- kwiakwi lokwenipuwakan?
- somi winkan ne ahpon
- telen ok nisha ahpona
- aman nen
- xinxke ok peshkunk amana
- xuwe yu she ahsen
- neinxke ok naxa ahsena
- wesken yu she lekhikan
- lekhikana nen
- xinkxalahputisikaon
- ans'ha ne kshitay

Use the words and phrases we have learned in all of the lessons to tell a short story.
Lenape to English:

a [ə] go v.ai.
ahchim [ətʃɪm] tell a story v.ai.
ahchu [ˈɛrʃu] mountain n.i.
ahchuho [ˈɛrʃʊhɔ] mountains n.i.
ahas [ˈɑrhas] crow n.
ahhasak [ˈɑrhasək] crows n.a.
ahchink [ˈɛrʃɪŋk] stubborn/disobedient v.ai.
ahel [ˈɛrəl] put someone v.ta.
ahi [ˈɛrhi] very adv.
ahiktə [ˈɛrhiktə] yes
ahken [ˈɑrkən] read/count v.ai.
ahkokwe [ˈɑrkokwɛ] mushroom n.a.
ahkokweyok [ˈɑrkɔkweyɔk] mushrooms n.a.
ahkwiyonk [ˈɑrkwiˈjɔnŋk] blanket n.i.
ahkwiyana [ˈɑrkwiˈjɔnəŋŋa] blankets n.i.
ahol [ˈɛrhol] love someone v.ta.
aholkweisit [ˈɛrɔlkweisɨt] my beloved n.a.
aholtewakan [ˈɛrɔltəwɔkən] love n.
ahot [ˈɛɾhot] it is difficult adj.
ahotamén [ˈɛɾhotəmən] love it v.ti.
ahowtu [ˈɛɾhotu] expensive v.ii.
ahp [ˈɛrp] be here; exist v.ai.
ahpawia [ˈɛrpəwiə] cattail n.a.
ahpiok [ˈɛɾpiɔk] fleas n.a.
ahpiokon [ˈɛɾpiɔkɔn] flute n.i.
ahpiokona [ˈɛɾpiɔkɔnə] flutes n.i.
ahpiokw [ˈɛɾpiɔkw] flea n.a.
ahpon [ˈɛɾpɔn] bread n.i.
ahpona [ˈɛɾpɔnə] breads n.i.
ahponhe [ˈɛɾpɔnhe] bake bread v.ai.
ahsena [ˈɛɾsənə] rocks n.i.
ahsenikaon [ˈɛɾsənɪkəɔn] rock, stone, or brick house n.i.
ahshikan [ˈɛɾʃɪkɔn] sock n.i.
ahshikana [ˈɛɾʃɪkɔnə] socks n.i.
ahshilunkon [ˈɑɾʃɪlʊŋkɔn] armpit n.i.
ahshilunkona [ˈɑɾʃɪlʊŋkɔnə] armpits n.i.
ahuntu [ˈɛɾtʊnu] deer n.a.
ahthuhek [ˈɛɾtʰuhek] deers n.a.
ahthuhweyok [ˈɛɾtʰuˈweyɔk] deer meat n.a.
ahundam [ˈɔɾhʊndəm] great horned owl n.a.
ahundamak [ˈɔɾhʊndəmək] great horned owls n.a.
aiham [ˈaiˈhɑm] golden eagle n.a.
aihamak [ˈaiˈhɑmək] golden eagles n.a.
ajappawe [əˈjəpəwe] in the morning adv.
akhoke [əkʰɔkɛ] pound corn in a mortar v.ai.
akiy [ˈɛɾkiˈiŋ] nose n.i.
akohch [əkʰɔʃ] cold v.ai.
akontpepi [əkɔntˈpɛpɪ] scarf, neckerchief, handkerchief n.i.
akontpepia [əkɔntˈpɛpɪə] scarfs, neckerchiefs, handkerchiefs n.i.
al [ˈələ] stop v.
alai [ˈələi] hunt v.ai.
alakhel [ˈɛɾləkʰɛl] jump around v.ai.
alakwi [ˈɛɾləkwɪ] it is a pity v.ii.
alam [ˈələm] afraid (long term) v.ai.
alapa [ˈɛɾləpə] tomorrow adv.
alapae [ˈɛɾləpəi] early in the morning adv.
alashi [ˈɛɾləʃɪ] it seems like adv.
alaxhakiye- [ˈɛɾləxhəkɪjɛ] plow v.ai.
alem [ˈɛɾlɛm] begin v.
alempuk- [ˈɛɾləmpʊk] float v.ai.
alemsk- [ˈɛɾləmsk] leave/go away v.ai.
aleniixs- [ˈɛɾləniiks] speak Lenape v.ai.
alente [ˈɛɾləntɛ] some of them adj.
alawihelek [ˈɛɾləwɪhəlɛk] leftovers n.i.
alewikaon [ˈɛɾləwɪkəɔn] porch n.i.
alewikaon [ˈɛɾləwɪkəɔn] porches n.i.
alukwei [ˈɛɾlʊkwɛi] hat n.i.
alukwepi [ˈɛɾlʊkwɛpi] hats n.i.
alumok [ˈɛɾlʊmɔk] stars n.a.
alunkwy [ˈɛɾlʊmɔkɔ] star n.a.
aluns [ˈɛɾlʊns] arrow n.i.
alunsa [ˈɛɾlʊnsə] arrows n.i.
am- [ˈɛm] get up v.ai.
amals- [ˈɛməls] feel well v.ai.
aman [ˈəmən] fishing pole n.i.
amana [ˈəmənə] fishing poles n.i.
amank [ˈɛɾməŋk] big adj.
amet- [ˈɛmət] fish v.ai.
am [ˈəmə] he is fishing v.i.
amewe [ˈɛɾməwɛ] bee n.a.
ameweyok [ˈɛɾməwɛyɔk] bees n.a.
amok [ˈɛɾmɔk] headpiece n.i.
amokwe [ˈɛɾmɔkwɛ] headpieces n.i.
amokweyok [ˈɛɾmɔkwɛyɔk] headpieces n.a.
ana [ˈənə] mother n.a.
anikwes [ˈɛɾnɪkwɛs] chipmunk n.a.
anikwesak [ˈɛɾnɪkwɛsæk] chipmunks n.a.
anishun [ˈɛɾnɪʃʊn] shoestring n.i.
anishuna [ˈɛɾnɪʃʊnə] shoestrings n.i.
aniskaman [ˈɛɾnɪskɑmən] brooch n.i.
aniskamana [ˈɛɾnɪskɑmənə] brooches n.i.
ans’ha [ˈɛɾnɔʃʰə] dip it up
ansikemes [ˈɛɾnɪskɪməs] maple n.a.
anisipalaon [ˈɛɾnɪsiˈpəlɑnɔn] headpiece n.i.
aon [ˈəon] it is foggy v.ii.
aone [ˈəonə] it is blue v.ii.
aonsit [ˈəonzɪt] blue living thing adj.
aonsu [ˈəonzʊ] he/she is blue a.ai.
apchi [ˈɛɾpʰɪʃ] always adv.
elintam- [ɛlɪntɛm] glad; satisfied v.ai.
elistamem- [ɛlistɛmɛn] hear it v.ti.
emhones-[ɛmˈhɑnɛs] spoon n.a.
emhonsak [ɛmˈhɑnɔsk] spoons n.a.
enikwsi kishux [əˈnikʊsi ˈkɪʃʊx] ground squirrel
month (jan) n.a.
eta ['ɛntɛ] when or where
entxi ['ɛntʃi] as many as adv.
eshi ['ɛʃi] every adv.
eshi ['ɛʃi] through prep.
eskitamin [ɛsˈkitɛmɛŋ] watermelon n.i.
et ['ɛt] i guess
getemaktunhe [ɡətemˈkʊntɛŋ] i talk humbly v.ai.
hakhako [hɑˈhɑkə] bottles n.i.
hakhakopesh [hɑˈhɑkəˈpəʃ] pear n.a.
hakhakopeshakw [hɑˈhɑkəˈpəʃɛkʍ] pear tree n.a.
hakhakw [hɑˈhɑkəʍ] bottle n.i.
hak ['hɑk] dirt, ground, earth, land n.i.
hakihan [hɑˈkɪhæn] garden n.i.
hakihakan [hɑˈkɪhɛhɛn] gardens n.i.
hakhe- [hɑkhi] plant v.ai.
hakhechik [hɑˈkɪhɛtʃɪk] farmers n.a.
hakhet [hɑˈhɛket] farmer n.a.
alahpis [hɑˈlɑhpi] hemp n.a.
alupis [hɑˈlʊpi] hurry!
hatapi [hɑˈtæpɪ] bow n.i.
hatapia [hɑˈtæpi] bows n.i.
hate [hɑˈte] there is, there exists v.ii.
hates [hɑˈteɪs] sinew n.a
hatsak [hɑˈtɛsək] sinews n.a.
hatusakan [hɑˈtusəkən] herb n.i.
he [hɪ] hello
hech [hɛtʃ] marks a question
hempes [hɛmˈbɛs] shirt n.i.
hempsa [hɛmˈbɛsə] shirts n.i.
hempesikoan [hɛmˈbɛsiˈkɑn] tent n.i.
hempesikoan [hɛmˈbɛsiˈkɑn] tents n.i.
hiluses [hɪˈlʊsəs] old man n.a.
hinkle [ˈhɪŋkəl] not long ago, the other day adv.
hinutel [hɪˈnuːtɛl] wren n.a.
hinutetak [hɪˈnuːtɛtək] wrens n.a.
hitkuk [hɪtˈkʊk] trees n.a.
hitkweteta [hɪtˈkwətɛta] sticks, twigs, little trees n.i.
hitkwike [hɪtˈkwɪkə] among the trees adv.
hitukw [hɪˈtʊkʊ] tree n.a.
hmuuwinkwes [hmuˈwɪŋkwɛs] blackberry n.a.
hmuuwinkwesak [hmuˈwɪŋkwɛsək] blackberries n.a.
hmuuwinkwsakw [hmuˈwɪŋkwɛskʍ] blackberry bush n.a.
hmuuwinkwsay [hmuˈwɪŋkwɛsəɪ] blackberry pie n.i.
hokes [hˈokɛs] bark of tree n.i.
hopenis [hˈɔpənɪs] potato n.a.
hopenisak [hˈɔpənɪsək] potatoes n.a.
hopexkok [hˈɔpɛkɔk] worms n.a.
hopikon [hˈɔpɪkɔn] shoulder n.i.
hopikon [hˈɔpɪkɔn] shoulder n.i.
hotemil [hˈɔtemɪl] oatmeal n.i.
hukwewyunk [hʊkˈweŋŋ] high adj.
hupexkw [hʊˈpɛkɔkw] worm n.a.
hupokan [hʊˈpəkɔn] pipe n.i.
hupokana [hʊˈpəkɔnə] pipes n.i.
hus [hʊs] bucket n.a.
husak [hʊˈsək] buckets n.a.
hwikat [hˈwɪkət] leg n.i.
hwikwi [hˈwɪkwɪ] chin n.i.
hwikwia [hˈwɪkwɪə] chins n.i.
hwikxon [hˈwɪkʃən] shin n.i.
hwikxonə [hˈwɪkʃənə] shins n.i.
hwitaok [hˈwɪtaoŋ] ear n.i.
ichu [iˈtʃu] friend (to a woman friend) n.a.
ichustuk [iˈʃʊstʊk] friends (to women friends) n.a.
ika [iˈkə] there adv.
iki [ɪˈkɪ] toward prep.
iki [ɪˈkɪ] go away!
ila [ɪˈlə] warrior n.a.
il [iˈlɪ] even, nevertheless adv.
inaok- [ɪnəkɔ] look good; do good work v.ai.
ishama- [iʃɪˈmə] paddle v.ai.
ite- [iˈtɛ] think v.ai.
kachi [ˈkæʃɨ] don’t v.ai.
kahes [ˈkɛhɛs] your mother n.
kakhaskan- [kɛkʰəstɛn] hug someone v.ta.
kahii [ˈkɛhɪ] almost adv.
kaihele- [kайəλə] fall down v.ai.
kakte [ˈkæktɛ] it is dry v.ii.
kakuna [kɛˈkʊnə] leggings n.i.
kalista [kɛˈlɪstə] listen!
kanchihel- [kɑnʤɪhɛl] hide (quickly) v.ai.
kanchixi- [kɑnʤɪˈʃi] hidden/ to hide v.ai.
kahal- [kɛŋθɛl] hide someone v.ta.
kansem [ˈkænsɛm] pecan n.i.
ransemshini [ˈkænsɛmʃɪnɪ] pecan tree n.a.
ransene-ne- [kɑn裆ɛnɛn] hide it v.ti.
ransene-ne- [kɑn裆ɛnɛn] to hide it v.ti.
rakwen [kɛˈoxənɔ] tornado n.
kapi [kəˈpi] coffee n.i.
kapikoan [kəˈpiˈkɑn] coffee house
kaski [kəˈski] you, he can v.ai.
kaski hech? [kəˈski ˈhɛtʃ] can you, can he v.ai.
kata [kætə] you want n.i.
katatamen- [kəˈtætəmɛn] want it v.ti.
katenam- [kæˈtænɛm] age/birthday v.ai.
kati [kəˈti] he/she is almost v.ai.
katup- [kəˈtʊp] hungry v.ai.
kawenshunwi [kəˈwɛnʃuˈwi] honey locust tree
mochipwisak [mɔʃɨpˈwisis] buzzards, vultures n.a.
moni [ˈmoːni] money n.i.
monkis [ˈmuŋgiː] monkey n.a.
monkisak [mɔŋˈɡiːstɛk] monkeys n.a.
mpi [ˈbiː] water n.i.
mpisun [ˈbɪsʊn] medicine n.i.
mpisuna [ˈbɪsʊnə] medicines n.i.
mpul [ˈbʊl] bull n.a.
mpulak [ˈbʊlɛk] bulls n.a.
mukotae [muˈkətɛ] mistletoe n.a.
mukwes [muˈkwes] insect n.a.
mukwesak [muˈkwesɛk] insects n.a.
munhake [ˈmʊnʰɛkɛ] woodchuck n.a.
munhakeyok [ˈmʊnʰɛkɛjɔk] woodchucks n.a.
mus [ˈmʊs] elk n.a.
musak [ˈmʊsɛk] elks n.a.
mushapanink [muʃˈpɑːnɪŋk] in the sky
mushhakot [muʃˈhɑːkɔt] the sky is clear v.ii.
mutay [ˈmuːtɛi] stomach, abdomen, belly n.i.
mutaya [muˈtɛi] stomachs, abdomens, bellies n.i.
muwihle [muˈwɪhɛlɛ] prairie chicken n.a.
muwihleyouk [muwiˈhɛlɛjɔk] prairie chickens n.a.
muxkotae kishux [muˈxkɔtɛiˈkɪʃʊx] mistletoe month (dec) n.i.
muxomsa [muˈxʊmɛsə] his/her grandfather n.a.
muxul [muˈxʊl] bull, canoe n.i.
muxula [muˈxʊlə] boats, canoes n.i.
muxumsa [muˈxʊmsə] grandfather n.a.
muxumsana [muˈxʊmsənə] our grandfather
mwekane [ˈmwekɛnə] dog n.a.
mwekenet [ˈmwekɛnɛt] puppy n.a.
mwekenetak [ˈmwekɛnɛtæk] puppies n.a.
mwekeneyok [ˈmwekɛnɛjɔk] dogs n.a.
mwiṃenshi [mwiˈmɛnʃi] wild black cherry n.i.
mwisa [ˈmwɪsɪ] his/her sister n.a.
na [ˈnə] the/that a.
nachih- [ˈnəχiʔ] bother someone ta.
nahenem [ˈnəχɛnəm] raccoon n.a.
nahenemak [nəχɛnəmək] raccoons n.a.
nahi [ˈnəχi] down stream adv.
naʃal ne wenchi [ˈnəʃal ne ˈwɛnʧi] that is the reason adv.
names [nəˈmɛsə] fish n.a.
namesak [nəˈmɛskɛk] fishes n.a.
nan [ˈnən] that a.
naol- [ˈnəolʔ] follow someone ta.
naoli [ˈnəoli] follow me v.ta.
naolk [ˈnəolk] arm n.i.
nati [ˈnətɪ] you fetch it v.ti.
naxa [ˈnɑːxɑ] three (3)
naxans [ˈnɑːxənə] my brother n.a.
naxansana [ˈnɑːxənənə] our brother n.a.
naxapksi [ˈnɑːxəpksi] three hundred (300)
nisha [ˈnɪʃa] seven (7)
nisha tpaxki [ˈnɪʃa,tˈpaxki] seven hundred (700)
nisha txinxke [ˈnɪʃa,tˈʃɪŋʃkɛ] seventy (70)
nishinxke [ˈnɪʃɛŋʃkɛ] twenty (20)
niskelan [ˈnɪskələn] it is drizzling v.ii.
nitis [ˈnɪtɪs] friend (of a male friend) n.a.
nitisak [ˈnɪtɪsək] friends (of male friends) n.a.
nkakes [ˈnɛkəs] my mother n.a.
nkakesana [ˈnɛkəsənə] our mother n.a.
nkati [ˈŋgatɪ] i almost v.ai.
nkawi [ˈŋgəwi] i am sleeping v.ai.
nkeme [ˈŋɡəmɛ] often v.ai.
nkesi [ˈŋgəsɪ] i am hot v.ai.
nkwis [ˈŋɡwɪs] son, my son n.a.
nkwisana [ˈŋɡwɪsənə] our son n.a.
nuchkwewtunhem [ˈnʊkʃkwɛwːtʊnhe] talk nonsense ai.
nuhuma [ˈnʊhʊmə] my grandmother n.a.
nuhumana [ˈnʊhʊmənə] our grandmother n.a.
nulhant [ˈnʊlˌhɑnt] i am lazy v.ai.
nulhantases [ˈnʊlˌhɑntəsəs] lazy one, a lazy person n.a.
nulhantet [ˈnʊlˌhɑntət] little lazy one n.a.
nulhantsek [ˈnʊlˌhɑntˈsɛk] lazy people n.
nulhantuuk [ˈnʊlˌhɑntuʊk] they are lazy v.ai.
nulhantuukan [ˈnʊlˌhɑntuʊkən] laziness n.
nulhantuwamalsi [ˈnʊlˌhɑntuʊwəməlɪsɪ] i feel lazy v.ai.
nunakan [ˈnʊnəkən] milk, breast n.i.
nunakana [ˈnʊnəkənə] milk, breast (pl) n.i.
nushemakw [ˈnʊʃɛməkəw] willow n.a.
nuwi [ˈnʊwɪ] come here child v.ai.
nux [ˈnʊx] my father n.a.
nuxa [ˈnʊxə] father n.a.
nuxana [ˈnʊxənə] our father n.a.
oates [ˈoətɛs] flower n.a.
oatesak [ˈoətɛsək] flowers n.a.
ohelemi [ˈoʊɛləmɪ] far away adv.
ohshixay [ˈoʊʃɪxəɪ] nest n.i.
ohshixayo [ˈoʊʃɪxəɪo] nests n.i.
ok [ˈɔk] and
okaha [ˈɔkˌhɑ] quapaw n.i.
okai [ˈɔkəi] around prep.
okhatim [ˈɔkˌhɑtɪm] mulberry n.i.
okhatimenshi [ˈɔkˌhɑtɪmənʃɪ] mulberry tree n.a.
okwes [ˈɔkwɛs] fox n.a.
okwesak [ˈɔkwəsək] fox (pl) n.a.
olhe- [ˈoʊlhe] dig a hole ai.
onguntewakan [ˈɒŋɡʊntəwʌkən] a blessing n.
ool [ˈɔʊl] egg n.i.
opalaniye [ˈɔpələnɪˈjɛ] bald eagle n.a.
opalaniyeok [ˈɔpələnɪˈjɛoʊk] bald eagles n.a.
opang [ˈɔpæŋ] it dawns, it is morning v.ii.
opanke [ˈɔpæŋkɛ] tomorrow morning, when
morning comes adv.
opapi [ˈɔpəpi] white bead n.a.
opapiak [ˈɔpəpiək] white beads n.a.
opasko [ˈɔpəskə] corn husks n.i.
opaskw [ˈɔpəskw] corn husk n.i.
op [ˈɔp] it is white v.ii.
openchutet [ˈɒpənˌɛtʊtət] little white dish n.i.
opsit [ˈɒpsɪt] white living thing adj.
opsu [ˈɒpsu] he/she is white v.ai.
opswihele [ˈɒpswɪˈhɛlə] goose n.a.
opswiheleyok [ˈɒpswɪˈhɛləjək] geese n.a.
oselenikan [ˈɒsəlɛnɪˈkən] lamp, lantern, flashlight n.a.
oselenikanas [ˈɒsəlɛnɪˈkənəs] lamps, lanterns, flashlights n.a.
osomi [ˈɒsəmɪ] fine
otaes [ˈʊтаes] flower n.a.
otaesak [ˈʊтаesək] flowers n.a.
owiyalahsu [ˈɔwɨˌlɑhəsə] a whirlwind n.
ox [ˈɔx] it its light, daylight v.ii.
oxu [ˈɔ xu] cough ai.
pa- [ˈpə] come ai.
paent [ˈpəwənd] cup n.i.
paenta [ˈpəwənəd] cups n.i.
pahkakwenet [ˈpɑhˌkɑkwaˈnɛt] moose n.a.
pahkakwenetak [ˈpɑhˌkɑkwaˈnɛtək] mooses n.a.
pahsukwi [ˈpɛhˌsʊkwɪ] get up (from a sitting position) v.ai.
pakam- [ˈpɑkəm] hit someone ta.
pakakenikanas [ˈpɑkəˈkenɪkənəs] dumplings n.i.
pakim [ˈpɑkim] cranberry n.i.
pakina [ˈpɑkiˈnə] cranberries n.i.
palenak [ˈpɑlənək] five (5)
palenak tpxki [ˈpɑlənək tˈpæpxki] five hundred (500)
palenaxk txinxke [ˈpɑlənək tˈʃɪŋʃkɛ] fifty (50)
palis [ˈpɑli] other, different, away, elsewhere
pals- [ˈpɑls] sick ai.
palsewikaon [ˈpɔlsəˌwɪˈkaʊn] hospital n.i.
pankuk [ˈpɑŋɡʊk] pancake n.i.
pankuka [ˈpɑŋɡʊkə] pancakes n.i.
panshpek [ˈpɑnʃpɛk] cantelope n.i.
pappha [ˈpɑpˈfə] play ai.
papaaxes [ˈpɑpəˈxɛsəs] red headed woodpecker n.a.
papaxasesak [ˈpɑpəˈxɛsək] red headed woodpeckers n.a.
papitun- [ˈpɑpitʊn] play with it ti.
pasahpon [ˈpɑsəˌpɔn] yeast bread n.i.
patamweikaon [ˈpɑtəmˌwɛˈkaʊn] church n.i.
pehi [ˈpɛhi] wait for me
pehpasteok [ˈpɛpəˈstɛk] rice n.i.
pekon [ˈpɛkən] red dye, pain, plant the dye comes from n.i.
pelechis [paˈleʃis] pants n.i.
pelechis [paˈleʃis] pants n.i.
pelenikok [paˈleɲiko] flying squirrels n.a.
pelenikw [paˈleɲikw] flying squirrel n.a.
pemapanik [paˈmanik] sky n.i.
pemesk- [paˈməsk] walk ai.
pemetunhe- [paˈmetunhe] talk ai.
pemi [paˈmi] lard n.i.
pena [paˈne] look at it (inanimate)
penamen- [paˈmenən] look at it ti.
penaw [paˈnew] look at (animate)
penchilah- [paˈndʒiləh] dress ai.
penhatu [paˈŋhatu] he/she left tracks v.ai.
penta- [paˈnə] hear someone ta.
pentamen- [paˈntenən] hear/understand it ti.
pepel [paˈpel] pepper n.i.
pepel [paˈpel] pepper n.i.
pephoksing [paˈfoksin] popcorn n.i.
pephokwe [paˈfokwe] ruffled grouse n.a.
pepokweyok [paˈpokwejok] ruffled grouse n.a.
pepuhenikesak [paˈpupoheʃiʃeʃak] drummer n.a.
pepuhenikesak [paˈpupoheʃiʃeʃak] drummers n.a.
pepxokbes [paˈpokbes] cedar, juniper n.a.
peshi [paʃi] he brings him/her v.ta.
peshung [paʃiŋ] nine (9)
peshung tsapksi [paʃiŋ tʃapksi] ninety (90)
peshung tsixtxe [paʃiŋ tʃiʃtʃe] ninety (90)
petapan [paˈtəpən] it is approaching dawn, becoming dawn v.ii.
pethakhon [paˈtəhakhon] it is thundering v.ii.
pikakes [piˈkakes] peafowl n.a.
pikakesak [piˈkakesak] peafowls n.a.
pilac dzi [piˈlaciʃ] boy (vocative-direct address) n.a.
pilayechech [piˈlaʃeʃeʃ] boy n.a.
pilayechectet [piˈlaʃeʃeʃeʃ] little boy n.a.
pili [piˈli] different, another adj
pilkeh [piˈleʃ] peach n.i.
pimewakhan [piˈməʃakan] sweat lodge n.i.
pimewakana [piˈməʃakanə] sweat lodges n.i.
pipisilunkon [piˈpiʃiʃlunŋon] bat n.a.
pipisilunkonak [piˈpiʃiʃlunŋonak] bats n.a.
pishkw [piʃkw] nighthawk n.a.
pishkok [piʃkwok] nighthawks n.a.
pisim [piˈsim] sweet corn n.i.
piske [piˈskiʃ] it is dark v.ii.
piskeke [piˈskiʃeʃ] tonight adv.
pita pon [piˈtaŋon] pie n.i.
pitelais [piˈtelais] locust tree n.a.
pitukana [piˈtuŋkənə] milkweed n.a.
pokhilius [poˈxiluʃ] extremely old and disabled man n.a.
pokinkwele- [poˈxinkwele] wink ai.
pokxawesh [poˈkəxawəʃ] extremely old and disabled woman n.a.
pom [poˈməm] thigh, buttock, ham n.i.
poma [poˈməm] thighs, buttocks n.i.
puchek [puʃeʃek] inside corner n.i.
puhem [puˈhem] white-flour corn n.i.
puhenet [puˈheʃeʃak] rooms n.i.
puhentek [puˈheʃeʃak] room n.i.
puhwakwak [puˈheʃəŋweʃak] elderberry bush n.a.
puhwakwakim [puˈheʃəŋweʃakim] elderberry n.a.
pukis kishux [puˈkiskiʃuʃ] broken month (oct) n.
pukwes [puˈkwes] mouse, rat n.a.
punihi [puˈnihi] leave me alone v.ta.
punitut [puˈnitut] leave it alone v.ti.
puniw [puˈniw] leave him/her alone v.ta.
punkw [puˈŋkw] dust, ashes n.i.
punkwes [puˈŋkwes] mosquito n.a.
punkwesak [puˈŋkwesak] mosquitoes n.a.
pus- [puʃ] get in (a boat, car, etc.) ai.
pusis [poʃis] cat n.a.
pusisak [poʃisak] cats n.a.
pusistet [poʃisʃet] kitten n.a.
pustachikan [puˈstəʃiʃeʃak] whistle n.i.
pustachikan [puˈstəʃiʃeʃak] whistles n.i.
putel [poˈtel] butter n.i.
putelexing [poˈteləʃeʃing] cream n.i.
puxo [poˈxuo] it smells bad
pxashkan [pxeʃakən] dried meat n.i.
pxisktehypon [pxiʃkəʃeʃhypon] bean bread n.i.
sa [ˈsa] hush
sahkaxehun [səkəʃeʃən] earring n.i.
sahkaxehuna [səkəʃeʃənə] earrings n.i.
sahkehikan [səkəʃeʃikən] stair, ladder n.a.
sahkehikanak [səkəʃeʃikənək] stairs, ladders n.a.
sakayo xo kishux [səkəxɔˈxɔˈkiʃuʃ] deer get darker hair month (aug) n.
sakes [ˈsaksəs] burdock, burl n.
saktukok [ˈsaktukɔk] ticks n.a.
saktukw [ˈsaktukɔw] tick n.a.
salapon [saˈlapɔn] frybread n.i.
salasak [saˈlasak] fried n.i.
salasemen- [ˈsəlaʃəmən] to fry it ti.
salasikan [saˈsəlikən] fried meat n.i.
samhew [səməˈweʃ] caterpillar n.a.
samhuweyok [ʃəmhuˈweʃək] caterpillars n.a.
sangwe [ˈsangwe] weasel n.a.
sangweyok [ˈsangweʃək] weasels n.a.
sasaplelele [saˈsapəʃəleʃəʃ] lightening, there is lightening v.ii.
sasapis [saˈsapisi] firefly n.a.
sukpehelaka [sukpēhēˈtekə] waterfalls n.i.
sutī [ˈsutī] baking soda n.i.

ta hech [ˈtə ˈheʃ] how do? v.i.
ta hashī [ˈtəoˈheʃ] never adv.
tahixamuhel- [təˈhixəmuˈheʃ] to bathe someone ta.
tahkoken [təˈhakoˈken] autumn

tahkox [təˈhako] turtle n.a.
tahhxaksak [təˈhakoˈxəkə] turtles n.a.
tainipen [təˈnəpiˈnən] begin summer month (may) n.
takiti [təˈkəti] little while adv.
taktani [təˈkətəni] i don’t know
taktani [təˈkətəni] i don’t know
talaxhakiyakan [təˈlæxəhəkiˈyəken] plow n.i.
talaxhakiyakanaka [təˈlæxəhəkiˈyəkenəkə] plows n.i.
tamahikan [təˈmaˈhikən] axe, hatchet n.i.
tamahikanaka [təˈmaˈhikənəkə] axes, hatchets n.i.
tamakwa [təˈmakəwa] beaver n.a.
tamakwas [təˈmakəwəs] muskrat n.a.
tamakwasak [təˈmakəwəsəkə] muskrats n.a.
tamakwayok [təˈmakəwəyəkə] beavers n.a.
tamse [təˈməsə] sometimes adv.
tanapes [təˈnəpəsə] turnip n.a.
tanapsak [təˈnəpəsəkə] turnips n.a.
tani [təˈnəni] where
tank [təŋk] prefix for “small”
tankam- [təŋkəmən] spear someone ta.
tankat [təŋkət] anklet n.i.
tankata [təŋkətən] ankles n.i.
tankhakan [təŋkəˈheken] basket n.i.
tankhakana [təŋkəˈhekenəkə] baskets n.i.
tankhitun- [təŋkəhiˈtunən] lose it ti.
tanktiyasak [təŋktiˈja:səkə] tufted titmice n.a.
tantamen- [təntəˈmənən] bite it ti.
tapan [təˈtanən] cool, it is cool v.ii.
tapeko [təˈpəko] wells, springs n.i.
tapekw [təˈpekə] well, spring n.i.
taskemus [təˈskəməsə] mockingbird n.a.
taskemusak [təˈskəməsəkə] mockingbirds n.a.
taspen- [təˈspənən] lift someone v.ta.
taspenemen- [təˈspənəmənən] lift it up v.ii.
tatu- [təˈtuːn] put something on v.ai.
tatun- [təˈtuːn] put/place it v.ii.
taxan [təˈtaxən] wood, firewood n.i.
taxen [təˈtaxən] it is cold v.ii.
teh [təˈhe] heart n.i.
teha [təˈheːa] hearts n.i.
tehim [təˈheːim] strawberry n.i.
tehima [təˈheːima] strawberries n.i.
tehxakene [təˈhəxəkənə] wisp n.a.
tehxakenenos [təˈhəxəkənənəs] wisp n.a.
tehxakenenosak [təˈhəxəkənənəsəkə] wisp n.a.
tek [təˈtekə] look out
tekan [təˈtekən] woods n.i.
tekanepen [təˈtekənəpənən] indian potato n.i.
tekohtink [təˈkoʊtiŋk] beef fat n.i.
tel- [ˈtəl] tell (it to) someone v.ta.
telen [ˈtəlen] ten (10)
telen txen kwetapxki [ˈtəlen tʃən kweˈtapəkəi] one thousand (1000)
telen txen txapxki [ˈtəlen tʃən tʃəpəkəi] one thousand (1000)
telich [ˈtəlɪʃ] so that
temaken [ˈtəməkənən] road n.i.
temakena [təˈməkənənə] roads n.i.
temep [ˈtəmepən] wolf n.a.
temete [ˈtəməte] coyote, baby wolf n.a.
temetetak [ˈtəmətətək] coyotes, baby wolves n.a.
temeto [ˈtəmətəkə] tomato n.a.
temotosak [ˈtəmətəsəkə] tomatoes n.a.
temoyok [ˈtəməyəkə] wolves n.a.
temike- [ˈtəmiˈke] enter v.ai.
temike [ˈtəmiˈke] come in, welcome
tempikanakw [təˈmipəkənəkə] crab apple n.a.
tenapes [təˈnəpəsən] turnip n.a.
tenapsak [təˈnəpəsəkən] turnips n.a.
tentay [ˈtəntay] fire n.i.
tentayo [ˈtəntəjəu] fires n.i.
tentehe [ˈtəntəhe] make a fire v.ai.
tepchehel- [ˈtəpʃəhelən] roll v.ai.
tepchelas [ˈtəpʃəlaˈləs] wagon, car n.i.
tepchelasak [ˈtəpʃəlaˈləsəkə] wagons, cars n.a.
tepchenem- [ˈtəpʃənəmənən] roll it around v.ii.
tep [ˈtəp] enough adv.
tepethun [ˈtəpəθənən] wrap-around skirt n.i.
tepihelas [ˈtəpiˈheləsə] wheel n.i.
tepiken [ˈtəpiˈkenən] it is ripe v.ii.
tepinkipi [ˈtəpiˈnəkəpi] bracelet n.i.
tepinkipia [ˈtəpiˈnəkəpiə] bracelets n.i.
teshkvelalaka [ˈteʃkəvələkənən] snail n.a.
tet [ˈtət] suffix for “small”
teta [ˈtəte] wherever adv.
texakan [ˈteʃəkənən] cupboard n.i.
ti [ˈtii] tea n.i.
tihtes [ˈtihtəsən] downy woodpecker n.a.
tihtesak [ˈtihtəsəkən] downy woodpeckers n.a.
tipas [ˈtəpisən] chicken n.a.
tipasak [ˈtəpisəkən] chickens n.a.
tipasipakwenikanak [ˈtəpisəpiˈpəkenəniˈkenənəkə] chicken dumplings n.i.
tipasikan [ˈtəpisəsiˈkənən] chicken house n.i.
tipatet [ˈtəpiˈatət] chick n.a.
tixam- [tɪˈxəmən] bathe v.ai.
tiyas [ˈtiʃəs] blue jay n.a.
tiyasak [ˈtiʃəsəkən] blue jays n.a.
toke- [ˈtəke] soft v.ii.
tos- [ˈtəks] soft v.ai.

tupske [ˈtəpsəkə] last night adv.
xuniti [xu’nit] soon adv.
xuwe [ˈxuwɛ] it is old v.ii.
xuwikaon [xuwɪˈkaʊn] old house n.i.

yakatatamwe kishux [jɑkatəˈmweˈkɪʃʊx] raise earth month (july) n.
yakwaweyok [jəkwaˈwɛjək] mastodons n.a.
yakwawi [jəkwaˈwi] mastodon n.a.
yu ['ju] this (inanimate)
yu she ['ju ʃɛ] this here – for emphasis (inanimate)
yu tali ['ju ˈtali] here in this place adv.
yuh ['ju] okay – response to wanishi (“your welcome” is not part of native language)
yuho [jʊˈhɔ] okay (emphatic)
yukwe [ˈjukwɛ] now adv.
zit [zɪt] foot n.i.
afraid (long term) alam- v.ai.
after a while matanake adv.
again lapì adv.
age/birthday katemam- v.ai.
all wemi adj.
alligator shekehte n.a
almost kahi adv.
almost, I nkati v.ai.
already, have mechi adv.
always apchi adv.
almost, he/she is kati v.ai.
American bittersweet berry kukhusewim n.a.
American goldfinch wisawtoyas n.a.
American goldfinches wisawtoyasak n.a.
among the trees hitkwike adv.
and ok
angry manunks- v.ai.
ankle tankat n.i.
ankles tankata n.i.
answer me, please naxkumi ksi v.ta.
ant elikwes n.a.
antlers shemu n.a.
antlers shemuwak n.a.
ants elikwesak n.a.
apple tree apelishakw n.a.
apple apelish n.a.
apples apelishak n.a.
arm naolk n.i.
armpit ahshilunkon n.i.
armpits ahshilunkona n.i.
around okai prep.
arrow aluns n.i.
arrows alunsna n.i.
ash tree mixakanakw n.a.
at this time lekhikwi adv.
avenue tahkoken
axes, hatchets tamahikanata n.i.
baby mimendet n.a.
bake bread aphonhe v.ai.
bake bread aphonhe v.ai.
baking soda sutì n.i.
bald eagle opalaniye n.a.
bald eagles opalaniyeyok n.a.
banana, paw-paw mahchikpi n.i.
bark of tree hokes n.i.
barn (literal meaning “horse house”) nehenaokesikaon n.i.
basket tankhakan n.i.
baskets tankhakana n.i.
bat pipisilunkon n.a.
bathe someone tahixamuhel- v.ta.
bathe tixam- v.ai.
bathroom ehenta tixemwink n.i.
bats pipisilunkonak n.a.
bead manshapia n.a.
beads that are strung, adopted people laphasuwak n.a.
beads manshapia n.a.
bean bread pxiskteahpon n.i.
bean maxkwsit n.i.
beans malaxkwsita n.i.
bear maxkaw n.a.
bears maxkeyok n.a.
beat someone (in competition) sihu- v.ta.
beautiful, it is shiki v.ii.
beaver tamakwa n.a.
beavers tamakweyok n.a.
because eli adv.
bathroom ehenta kawink n.i.
bathroom kehkwink n.i.
bee amewe n.a.
beef fat tekohtink n.i.
beef wehshemwiseyok n.a.
bees ameweyok n.a.
beet maxkchephek n.i.
beg winewe- v.ai.
begin summer month (may) tainipen n.
begin alemi v.
behind, over awossi adv.
believe it lamhitumën- v.ti.
belt kelamapisun n.i.
belts kelamapisuna n.i.
big amank adj.
big, (prefix) xink
big house xinkwikaon n.i.
big rock, stone xinkohsen n.i.
bird chulens n.a.
birds chulensaka n.a.
biscuit takohpon n.i.
bite it tantamen- v.ti.
black bead sekapi n.a.
black beads sekapiak n.a.
black house sekikaon n.i.
black, he/she is seksu v.ii.
black, it is seke v.ii.
black living thing seksit adj.
black person sekahkoles n.a.
blackberries hmuwinkwesak n.a.
blackberry bush hmuwinkwaksak n.a.
blackberry pie hmuwinkwsi pay n.i.
blackberry hmuwinkwes n.a.
blackbird chekenakw n.a.
blackbirds chekenakok n.a.
blanket ahkwiyan n.i.
blankets ahkwiyanak n.i.
blessing, a onguntewakan n.
blue, he/she is aonsu a.ai.
blue, it is aone v.ii.
blue geese melekak n.a.
blue goose melek n.a.
blue jay tiyas n.a.
blue jays tiyasak n.a.
blue living thing aonsit adj.
blue-flour corn sehsapsink n.i.
boat, canoe muxul n.i.
boats, canoees muxula n.i.
bobcat chinkwe n.a.
obcats chinkweyok n.a.
bone, lekhibon n.a.
bonek, lekhibon k n.a.
bones xka n.i.
book, letter lekhikan n.i.
books, letters lekhikana n.i.
born weskahp - v.ai.
bother someone nachih - v.ta.
bottle hakhakw n.i.
bottles hakhako n.i.
bow hatapi n.i.
bowls tukwenchwa n.i.
bows hatapia n.i.
boy (vocative-direct address) pilaechi n.a.
boy pilayechet n.a.
bra kelapi n.i.
bracelet tepinxkepi n.i.
bracelets tepinxkepia n.i.
braid it ukathamena - v.ii.
branch, limb tuhon n.a.
bras kelapia n.i.
bread ahpon n.i.
breads ahpona n.i.
breathe lexe - v.ai.
breeze, there is a lelewaxen v.ii.
he brings him/her peshi v.ta.
broken month (oct) puksit kishux n.
brooch anixkaman n.i.
brooches anixkamana n.i.
broom chikhikan n.i.
brooms chikhikan n.i.
brother nimat n.a.
brother, his/her brother xansa n.a.
brother, my naxans n.a.
brother, our naxansana n.a.
brother, your kxans n.a.
brother; sister, cousin naxisemes n.a.
brother; sister; cousin, his/her xisamisa n.a.
brother; sister, cousin, my nexitomes n.a.
brother; sister, cousin, our nexitomesana n.a.
brother; sister, cousin, your nexitomes n.a.
brown, he/she is siskwinakwus v.ai.
brown, it is siskwinakwe v.ii.
brown living thing siskwinakwsit adj.
buck deer xinkwelepay n.a.
buck deers xinkwelepaymak n.a.
bucket hus n.a.
buckets husak n.a.
buffalo sisile n.a.
buffalos sisileyok n.a.
bull mpu n.a.
burdock, burr sakes n.
burn it lusemen - v.ii.
burn someone lusa - v.ta.
but shek
butter putel n.i.
butterfly memekas n.a.
buy it mahelamena - v.ii.
buzzard, vulture mochipis n.a.
by way of, by means of li adv.
cabbage kepech n.i.
cake shukelapon n.i.
can, you/he kaski v.ai.
cannot, you/he ku kaski (matta kaski) v.ai.
candies kendisa n.i.
candy kendis n.i.
cantelope panshekpen n.i.
cardinal maxkchulens n.a.
cardinals maxkchulensak n.a.
carry/hold it kelenemen - v.ii.
cat pushis n.a.
catch someone tuhen - v.ta.
caterpillar samehuwe n.a.
caterpillars samehuwok n.a.
cats pushisak n.a.
cattail ahpawiak n.a.
cedar, juniper pepxokwa n.a.
centipede mexelkatas n.a.
centipedes mexelkatasak n.a.
chair lehelematapia n.i.
chairs lehelematapina n.i.
cheap apuwawa - v.ii.
cheek wanana n.i.
cheeks wananuwa n.i.
cherries chelisak n.a.
cherry tree chelisakwa n.a.
cherry chelisa n.a.
chick tipatet n.a.
chickens tipasi pakawenikan n.i.
chicken house tipisakaon n.i.
chicken tipas n.a.
chickens tipasak n.a.
child mimens n.a.
children mimensak n.a.
children, my nicanak
chin hwikwi n.i.
chins hwikwia n.i.
chipmunk anikwes n.a.
chipmunks anikwesak n.a.
church patamweikan n.i.
clam, clam shell ehes n.a.
clams, clam shells ehesak n.a.
drinking glass, window pane, glass shapontek n.i.

it is drizzling niskelan v.ii.

drum puhenem- v.ai.
drum puhenkikan n.i.
drummer pepuhenikes n.a.
drummers pepuhenikesak n.a.
drums puhenkakan n.i.
dry, it is kakte v.ii.
dry it kaxksemen- v.ti.
duck kwikwingem n.a.
ducks kwikwingemak n.a.
dumplings pakawenikana n.i.
dust, ashes punkw n.i.
dwell, live wik- v.ai.

ear hwitaok n.i.
ear whittuwak n.i.
ext in the morning alapae adv.

earring sahkaxehun n.i. earrings sahkaxehuna n.i.
east wapananwenk n.
eastern bluebird chihopekelis n.a.
eastern bluebirds chihopekelis n.a.
eastern meadowlark chichikenemwikenhwi n.a.
eat mits- v.ai.

let us eat mitsitam
egg ool n.i.
eight (8) xash
eight hundred (800) xash txapxki
eighty (80) xash txintxke
elbow wiskon n.i.
elbows wiskona n.i.
elderberry bush puhwesenakw n.a.
elderberry puhwesenakwim n.a.
elephant elepan n.a.
elephants elepanak n.a.
elk mus n.a.
elks musak n.a.
elm tree lokanahunshi n.a.

enough tepe adv.
enter temike- v.ai.
even, nevertheless ili adv.
evening, this lokwike adv.
every eshi adv.
everyone wemi awen pron.
everything wemi keku
exclamation of glee shewaha
exclamation of surprise eche
exist; be here ahp v.ai.

expensive ahowtu v.ii.

extremely old and disabled man pokhilus n.a.

extremely old and disabled woman pokxawesh n.a.
eye, face wushkin k n.i.
eyebrow mamaon n.i.
eyebrows mamaona n.i.
fell down kaihele- v.ai.
fan lelhum n.i.
fans lelehum n.i.

far away ohelemi adv.
farmer hakihet n.a.
farmers hakihetchik n.a.
father nuxa n.a.
father, his/her uxa n.a.
father, my nux n.a.
father, our nuxana n.a.
father, your kux n.a.
feather mikwen n.a.

feathers mikwemak n.a.
feed someone xam- v.ta.

feel well amals- v.ai.
female bird xkwehele n.a.
female birds xkweheleyok n.a.
fetch it nati v.ti.
fifty (50) palenaxk txintxke finally xantiki adv.

fine osomi
finger welench n.i.

fingernails, toenails, hooves, claws whikash n.i.

fingernails, toenails, hooves, claws whikash n.i.

finglers welencha n.i.
fine make a tentehwe- v.ai.

fire tentay n.i.
fireflies sasapisak n.a
firefly sasapis n.a.
fires tentayo n.i.

first netami adv.

fish ame- v.ai.

fish names n.a.

fishes namesak n.a.

fishing pole aman n.i.

fishing poles amana n.i.

fishing, he is ame v.i.

fist tukwelench n.i.
fists tukwelencha n.i.

five (5) palenaxk

five hundred (500) palenaxk txapxki

flea ahpi kw n.a.

fleas ahpi koko n.a.
flies uche yok n.a.
float alemipuk- v.ai.

flour lukat n.i.
flower oates n.a.
flower otaes n.a.

flowers oatesak n.a.

flutes ahpi kona n.i.
flute ahpi kon n.i.

fly ke nth- v.ai.

fly uche n.a.

flying squirrel pelenikw n.a.

flying squirrels pelenikok n.a.

foggy, it is aon v.ii.

follow me naoli v.ta.

follow someone naol- v.ta.

food mehemichik n.i.

foot zit n.i.
okay (emphatic) yuho
old, it is xuwe v.ii.
old house xuwikaon n.i.
old man hiluses n.a.

once again, once more chich adv.
one (1) kweti
one hundred (100) kwetapxki
one more time chich kweten adv.
one thousand (1000) telen txen kwetapxki
one thousand (1000) telen txen txapxki
onion ulepen n.a.
onions ulepenak n.a.
opossum opinkw n.a.
opossums opinkok n.a.
or shitta
osage orange, hedge tree wisokw n.a.
other, different, away, elsewhere pali
otter kwenemuxkw n.a.
otters kwenemuxkuk n.a.
outside corner sinkek n.i.
over there welch adv.
owl kukhus n.a.
owls kukhusak n.a.
yoake sisawinak n.a.
paint it liksemen - v.ti.
paint someoneelahken- v.ta.

peach pilkesh n.i.
peafowl pikakes n.a.
peafowls pikakesak n.a.
pear tree hakhakopelishakw n.a.
pink pepel n.i.
quiet, be (can also mean “shut up”) chitkwesi
rabbit chemames n.a.
rabbits chemamsak n.a.
raccoon nahenem n.a.
raccoons nahemak n.a.
rainbow menukon n.i.
rainbows menukona n.i.
raining, it is sukelan v.ii.
raining hard, it is kshilan v.ii.
raise earth month (july) yakatamwe kishux n.
rasberries ekokolesak n.a.
raspberry bush ekokolesakw n.a.
raspberry ekokoles n.a.
rattle shuhenenikan n.i.
rattles shuhenikan n.i.
raven wingeohkwet n.a.
read/count ahken v.ai.

pipe hopkan n.i.
pipes hopkana n.i.
pity, it is a alakwi v.ii.
plant hakihe- v.ai.
play with it papitun- v.ti.
play pap- v.ai.
please ksi
plow alaxhakiye- v.ai.
plow talaxhakiyakan n.i
plows talaxhakiyakana n.i.
plum tree sipuwasimenshi n.a.
plum sipuwas n.a.
plums sipuwasak n.a.
pokeweed chakinkwem n.a.
pole mitkem n.i.
poles mitkema n.i.
popcorn pephapsing n.i.
porch alewikaon n.i.
porches alewikaona n.i.
porcupine kawiyak n.a.
pork kweshkweshyok n.a.
pot wekathus n.i.
potato hopenis n.a.
potatos hopenisak n.a.
pound corn in a mortar akhoke v.ai.
prairie chicken muwihele n.a.
prairie chickens muwiheleyok n.a.
pretty, he/she is welesu v.ai.
pumpkin keskunhakw n.i.
puppies mwekanetak n.a.
puppy mwekanetet n.a.
purse, wallet menutes n.i.
purses, wallets menutesa n.i.
push it kenchchenemen- v.ti.
push someone kenhik- v.ta.
push someone ahel v.ta.
push something on tatutu- v.ai.
push/place it tatutu- v.ti.
quapaw okahpa n.i.
rabbit chemames n.a.
ready, I am; I am getting ready wenchahki v.ai.
real autumn (Sept) kichitahkow kishux n.i.
real summer (June) kichinipe n.i.
real winter (Dec) kichiluwen n.i.
really kichi
reason wenchi n.
reason, that is the nal ne wenchi adv.
receive it meshenemen- v.ti.
red, he/she is maxksu v.ai.
red, it is maxke v.ii.
red dye, pain, plant the dye comes from pekon n.i.
red haw tree xkikenemunshi n.a.
red headed woodpecker papaxes n.a.
red headed woodpeckers papaxesak n.a.
red house maxkikaon n.i.
red living thing maxksit adj.
red squirrel wisawxanikw n.a.
red squirrels wisawxanisk a n.a.
red tail hawk mexkalaniyat n.a.
red tail hawks mexkalaniyatak n.a.
redbud tree neneskakw n.a.
remember it meshatam- v.ti.
return it kwetkenem- v.ti.
return kwetki- (teki) v.ai.
rib xkelixen n.i.
ribbon silk n.i.
ribbons silka n.i.
rice pehpastek n.i.
we ride together on the same horse nishahpihena
ring shapwelenchun n.i.
rings shapwelenchuna n.i.
rinse it lanpatun- v.ti.
ripe, it is tepiken v.II.
river sipu n.i.
rivers sipuwa n.i.
road temaken n.i.
roads temakena n.i.
robin chiskukus n.a.
robins chiskukusak n.a.
rock, stone, or brick house ahsenikaon n.i.
rock ahsen n.i.
rocks ahsena n.i.
roll it around tepchenemen- v.ti.
roll tepchehel- v.ai.
room puhuntek n.i.
rooms puhenteka n.i.
root of a medicinal plant used for char kiskenikan n.i.
root, radish chephik n.i.
roots, radishes chephika n.i.
ruby throated hummingbird lelembelis n.a.
ruby throated hummingbirds lelembelisak n.a.
ruffed grouse pephokwe n.a.
ruffed grouses pephokweyok n.a.
runch kshihel- v.ai.
sad; sorry shielintam- v.ai.
salt sikhay n.i.
sassafras winakw n.a.
sassafras winkw n.a.
say/said luwe- v.ai
scarf, neckerchief, handkerchief akontpepi n.i.
scarfs, neckerchiefs, handkerchiefs akontpepia n.i.
scarlet tagner wetendeis n.a.
scarlet tagners wetendeisak n.a.
school house shkulikaon n.i.
school shkul n.i.
scissor tagged flycatcher laxawelaniyas n.a.
scissor tagged flycatchers laxawelaniyasak n.a.
screech owl chuluhuwe n.a.
screech owls chuluhuweyok n.a.
see it nemen- v.ti.
see someone new- v.ta.
seed minkw n.i.
seeds minko n.i.
seems like alashi adv.
seven (7) nishash
seven hundred (700) nishash txapxki
seventy (70) nishash txinxke
severe cold (dec) xakhokwe kishux n.
sew it kelixamen- v.ti.
sew it kelixamen- v.ti.
sew kelixike v.ai.
shad month (march) xamakhwite kishux n.
sharp kine v.i.
shawl sholem n.i.
shaws sholema n.i.
sheep (pl) mekisak n.a.
sheep mekis n.i.
shin hwikxkon n.i.
shins hwikxkona n.i.
shirt hempes n.i.
shirts hempsa n.i.
shoe chipakw n.i.
shoes chipako n.i.
shoestring anishun n.i.
shoestrings anishuna n.i.
shore shope n.i.
shoulder hopikon n.i.
shoulder xduki n.i.
sick pals- v.ai.
sinew hates n.a
sinews hatesak n.a.
sing asu- v.ai.
sink ehenta kshixenchwe n.i.
sister nemis n.a.
sisters nemisana n.a.
sister xatash n.a.
sister, his/her mwisa n.a.
sister, your kemis n.a.
sit down (on the ground, floor) meshake v.ai.
sit down on a chair lematahp- v.ai.
**six (6) kwetash**

**six hundred (600) kwetash txapxki**

**sixty (60) kwetash txinxke**

**skunk shkakw n.a.**

**skunks shkakok n.a.**

**sky pemapanik n.i.**

**sky, the_is clear mushshakot v.ii.**

**sky, in the mushapanink**

**slate colored junco chelilis n.a.**

**slate colored juncos chelilisak n.a.**

**sleep kawi - v.ai.**

**I am sleeping nkawi v.ai.**

**slip shoxihel - v.ai.**

**slippery elm tree xkwikpiakw n.a.**

**small (prefix) tank**

**small (suffix) tet**

**small hail-sized dumplings shewinkeles n.i.**

**smell it melamen - v.ti.**

**smells, it ____ bad puxo**

**snail teshkelalankaon n.a.**

**snake xkuk n.a.**

**snakes xkuka n.a.**

**sneeze kweskwine - v.ai.**

**snow (on the ground) kun n.a.**

**snowing, it is; falling snow wine v.ii.**

**snow month (Nov) wini kishux n.**

**snow soon xuniti adv.**

**soul lenapeokan n.**

**soup shitay n.i.**

**spider xalahputis n.a.**

**spiders xalahputisak n.a.**

**spider-web xalahputisikaon n.i.**

**spoon emhones n.a.**

**spoons emhonsak n.a.**

**spotted, he/she is sesapsu v.ii.**

**spotted, it is sesap v.ii.**

**spotted living thing sesapsit adj.**

**spring (the season) sikon**

**squirrel soup xanikwi kshitay n.i.**

**squirrels xanikok n.a.**

**stair, ladder sahkehikan n.a.**

**stairs, ladders sahkehikanak n.a.**

**star alunkw n.a.**

**stars alunkok n.a.**

**sticks, twigs, little trees hitkweteta n.i.**

**stir it, mix it up wiamxhamen- v.ti.**

**stomach, abdomen, belly mutay n.i.**

**stomachs, abdomens, bellies mutaya n.i.**

**stop ala v.**

**store, to yhe mehemalamuntikaonik**

**storekeeper memhalamunt n.a.**

**story, tell a achim v.ai.**

**stoves keksheteka n.i.**

**strawberries tehima n.i.**

**striped he/she is mamalsu v.ai.**

**striped, it is mamale v.ii.**

**striped living thing mamalsit adj.**

**summer nipen n.i.**

**sun kishux n.a.**

**surely, truly, yes, indeed kehela**

**sweat lodge pimewakan n.i.**

**sweat lodges pimewakana n.i.**

**sweep chikhike - v.ai.**

**sweet corn pisim n.i.**

**sweet potato shukelipenis n.a.**

**swim ashewil- v.ai.**

**sycamore tree xaxakw n.a.**

**table ehentalipwink n.i.**

**tables ehentalipwinka n.i.**

**tell a winter story athiluhe - v.ai.**

**tea ti n.i.**

**teacher wintemakwi n.a.**

**tell (it to) someone tel- v.ta.**

**that nan a.**

**that nen i.**

**there ika adv.**

**there he/she is she nan**
there is, there exists  hate v.ii.
there it is  she nen
these/those  nek, neki a.
these/those  nel i.
they  nekamo pron.
thick; fat  kupahkes- v.ai.
thick; fat  kuplahkat- v.ii.
thigh, buttoc, ham pom n.i.
thighs, buttocks  pom n.i.
think  ite- v.ai.

thirty (30)  xinxke
this  (animate)  wa
this (inanimate)  yu

three (3)  naxa
three hundred (300)  naxisemes
through  eshi prep.
throw water on someone  uskenep- v.ta.
throw water on someone  uskenep- v.ta.
thundering, it is  pethakhon v.ii.
tick  saktukw n.a.
ticks  saktukok n.a.
time, clock  kelak n.i.
tired  wikwihel v.ai.
tobacco  kshatay n.i.
tobacco  shatay n.a.
today  kishkwik adv.
toe  kwitsit n.i.
tomato  temetos n.a.
tomatos  temetosak n.a.
tomorrow morning, when morning comes  opanke adv.
tomorrow  alapa adv.
tongue  wilanu n.i.
tonight  piskeke adv.
tooth  wipit n.i.
tornado  kaox n.a.
touch someone  kiken- v.ta.
touch/feel it  kwetenemen- v.ti.
toward  ikali prep.
town  uten n.i.
in, at, to town  utenink n.i.
little town  utenetet n.i.
he/she left tracks  penhatu v.ai.
tree sap  wansapi n.i.
tree stump  choxkat n.i.
tree hitukw n.a.
trees  hitukuk n.a.

tribe, nationality  lakeit n.a
tribes, nationalities  lakeihek n.a.

tribe, his  lakeyu n.a.
tribe, my  elhakeya n.

tribe, his  lakeyu n.a.

tribe, my  elhakeya n.

tripi winaxahkay n.i.
try it  kwechilahtun- v.ti.
tufted titmice  tanktiyasak n.a.
tufted titmouse  tanktiyas n.a.
turkey  chickenem n.a.
turkeys  chickenemuk n.a.
turnip  tanapes n.a.
turnips  tanapsuk n.a.
turtle  tahkox n.a.
turtles  tahkox n.a.
twenty (20)  nishinxke
two (2)  nish.
two hundred (200)  nishapxki
underpants  lamunkpelechis n.i.
underpants  lamunkpelechisa n.i.

very good  wulit
very  ahi adv.
very  somi adv.
wagon, car  tepchelas n.i.
wagons, cars  tepchelas n.i.
wait for me  pehi
wake up  tukihel- v.ai.
walk  pemes- v.ai.
walk slowly, you  kthauxwe v.ai.

walnut tree  tukwimenshi n.a.
walnuts  tukwima n.i.
wampum bread  kekw n.a.
wampum breads  kekowak n.a.
want it  katatem- v.ti.
want, you  kata n.i.
warrior  ila n.a.
wash hands  shilenche- v.ai.
wash it  keshixtun- v.ti.

wasp  tehtankemuwes n.a.
wasp  tehtankemuwesak n.a.
waterfall  sukpehelak n.i.
waterfalls  sukpehelaka n.i.

watermelon  eskitamink n.i.

we (inclusive)  niluna pron.
we (inclusive)  kiluna pron.

weasel  sangwe n.a.
weasels  sangweyok n.a.
well, good  welsit
well, spring  tapekw n.i.

wells, springs  tapeko n.i.
went, he/she with (someone)  wite v.ai.
west  wunchenewank n.

what in the world  keku nink?
what is, thing  keku
what kind  keku hech? pron.

wheel  tepiheis n.i.
when or where enta
when chinke  adv.
where tani
wherever teta adv.
while neli
while, a little takiti adv.
whip-poor-will wekulis n.a.
whip-poor-wills wekulisak n.a.
whirlwind owiyalahsu n.
whistle putachikan n.i.
whistles putachikana n.i.
white, he/she is opsu v.ai.
white, it is ope v.ii.
white bead opapi n.a.
white bead opapiak n.a.
white living thing opsit adj.
white oak wipunkokw n.a.
white person (derogatory) shewanakw n.i.
white person wapsini n.a.
white-flour corn puhem n.i.
whose aweni pron.
whose awenikii pron.
why, what for keku wenchi? adv.
wild black cherry mwimenshi n.i.
will, you kich
willow nushemakw n.a.
window eheshtek n.i.
windows eheshteka n.i.
windy, it is kshaxen v.ii.
wing lunkon n.i.
wings lunkonka n.i.
wink pokinkwehele- v.ai.
winter luwan n.
wipe it, erase it chiskhamen- v.ti.
with wich
wolf teme n.a.
wolves temeyok n.a.
woman xkwe n.a.
women xkweyok n.a.
a little woman xkwewtet n.a.
little women xkwewteta n.a.
I wonder wechia
wood, firewood taxan n.i.
woodchuck munhake n.a.
woodchucks munhakeyok n.a.
woods teken n.i.
work mikemos- v.ai.
worm hupexkw n.a.
worms hopexkok n.a.
wrap-around skirt tepethun n.i.
wren hinutet n.a.
wrens hinutetak n.a.
yawn shxapae- v.ai.
yeast bread pasahpon n.i.
yellow, he/she is wisawsu  v. ai.
yellow, it is wisae v.ii.
DICTIONARY

OF

VERB CONJUGATIONS

Lenape Nation of PA
Language Project
# Basic Patterns for Person Marking

For all verb forms, you will use the same prefixes to express person. First-person is *I/we*, second-person is *you*/*you all*, and third person is *she/he/they*. For now, we will just look at singular forms, *I*, *you*, and *she/he*.

Note: for ‘third person’ forms, the verb may just be translated as ‘he verbs.’ Remember that male and female gender is not distinguished on verbs: any of these verbs could also mean ‘she verbs.’

First person: *n-*
Second person: *k-*
Third person: Ø

In some cases, a vowel comes between the prefix and the verb stem.

<table>
<thead>
<tr>
<th>Manunksi</th>
<th>‘to be angry’</th>
<th>Nemanunksi, Kemanunksi, Manunksu</th>
</tr>
</thead>
</table>

For other verbs, no vowel comes between the prefix and the verb stem.

<table>
<thead>
<tr>
<th>Palsi</th>
<th>‘to be sick’</th>
<th>Mpalsi, Kpalsi, Palsu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shielintam</td>
<td>‘to be sad, to be sorry’</td>
<td>Nshielintam, Kshielintam, Shielintam</td>
</tr>
<tr>
<td>Shilenche</td>
<td>‘to wash hands’</td>
<td>Nshilenche, Kshilenche, Shilenche</td>
</tr>
</tbody>
</table>

Some resources put an apostrophe (‘) between the prefix and the verb stem.

<table>
<thead>
<tr>
<th>Lanpatu</th>
<th>‘to rinse it’</th>
<th>N’lanpatun, K’lanpatun, Lanpatun</th>
</tr>
</thead>
</table>

## Changes in the Verb Stem

1. If a verb starts with a vowel (*a*), then it will start with a *t-* when it takes first- and second-person prefixes

<table>
<thead>
<tr>
<th>Ahpin</th>
<th>‘to be here, to exist (animate)’</th>
<th>Ntapi, Ktapi, Ahpu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alai</td>
<td>‘to hunt’</td>
<td>Ntalai, Ktalai, Alai</td>
</tr>
<tr>
<td>Amwi</td>
<td>‘to get up’</td>
<td>Ntamwi, Ktamwi, Amu</td>
</tr>
<tr>
<td>Akohchi</td>
<td>‘to be cold’</td>
<td>Ntakohchi, Ktakohchi, Akohchu</td>
</tr>
<tr>
<td>Ahponhe</td>
<td>‘to bake bread’</td>
<td>Ntahponhe, Ktahponhe, Ahponhe</td>
</tr>
</tbody>
</table>

   There are exceptions, but they are more rare.

   | Ame | ‘to fish’  | Ame, Ame, Ame |

2. If a stem starts with *k-* , then don’t add another *k-* in the second-person form

<table>
<thead>
<tr>
<th>Keshihela</th>
<th>‘to run’</th>
<th>Nkeshihela, Kshihela, Keshihele</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwetki</td>
<td>‘to return’</td>
<td>Nkwetki, Kwetki, Kwetki</td>
</tr>
<tr>
<td>Kesi</td>
<td>‘to be hot’</td>
<td>Nkesi, Kesi, Kesi</td>
</tr>
</tbody>
</table>

## Changes in Stem Vowels for Third Person

As a general rule, the first vowel in the stem is guaranteed to stay the same in every form except third person. For some verbs, the vowels might stay the same in third person, but here are a few common changes:

1. $a \rightarrow o$

<table>
<thead>
<tr>
<th>Katatam</th>
<th>‘to want it’</th>
<th>Nkatatamen, Katatamen, Kotatamen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tatun</td>
<td>‘to put/place it’</td>
<td>Ntatun, Ktatun, Totun</td>
</tr>
</tbody>
</table>

2. $a \rightarrow e$

<table>
<thead>
<tr>
<th>Alakihela</th>
<th>‘to jump around’</th>
<th>Ntalakihela, Ktalakihela, Elakihele</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>‘to go’</td>
<td>Nta, Kta, E</td>
</tr>
</tbody>
</table>
### Conjugating Intransitive (Action and Descriptive) Verbs

<table>
<thead>
<tr>
<th>I verb</th>
<th>n-stem + V</th>
<th>we verb</th>
<th>n-stem + Vhena</th>
</tr>
</thead>
<tbody>
<tr>
<td>you verb</td>
<td>k-stem + V</td>
<td>we verb</td>
<td>k-stem + Vhena</td>
</tr>
<tr>
<td>he verbs</td>
<td>s(^*)tem + V</td>
<td>you all verb</td>
<td>k-stem + Vhemo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>they verb</td>
<td>s(^*)tem + aok</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>uwak</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>eyok</td>
</tr>
</tbody>
</table>

The “V” in each suffix stands for “vowel.” The vowel used as the suffix for first and second person will vary (-a, -e, -i). You must learn these when you learn each verb. Once you know the vowel found on the end of the first- and second-person forms, you can predict the third-person suffix using the chart below:

**Singular:**
- If first- and second-person forms end in -a, the third-person suffix is most often -e
- If first- and second-person forms end in -i, the third-person suffix is most often -u
*There are exceptions, however. ex) machi, machiyok (he/they go(es) home.)*

**Plural:**
- If third-person singular form ends in -a, plural ending is -aok
  - e.g., puhenem ‘he drums’ → puhenemaok ‘they drum’
- If third person singular form ends in -u, plural ending is -uwak
  - e.g., melimu ‘he cries’ → melimuwak ‘they cry’
- If third person singular form ends in -e, plural ending is -eyok
  - e.g., ahponhe ‘he bakes bread’ → ahponheyok ‘they bake bread’

**Special conditions for stems that end in vowels:**
- If the verb stem ends in a vowel, a -w is often added between the vowel that comes at the end of the stem and the suffix vowel. For example:
  - asu ‘to sing’
    - ntsasuwi ‘I sing’
    - ntsasuwihena ‘we (excl.) sing’
  - If the stem ends in a -u and the suffix is also -u (remember: only third-person suffixes will be -u), keep both u’s:
Intransitive action verbs with one (or more) irregular endings:

- wëlelintâm - to be glad
  - third-person plural irregular: wëlelintâmuk – they are glad
- shielintam – to be sad, sorry
  - third-person plural irregular: shielintâmuk – they are sad

Using Intransitive Descriptive Verbs (AKA “Adjectives”)

In this section, I will refer to ‘intransitive descriptive verbs’ as ‘adjectives’ and ‘color words’ for convenience. Remember, however, that all ‘adjectives’ and ‘color words’ in Lenape are actually verbs. Colors (e.g., red, green, white) and other adjectives (e.g., old, new, expensive) work slightly differently from each other, so we will look at them separately.

COLOR TERMS

Inanimate Nouns

(A) NOUN is COLOR - Use the same verb endings that you would use for intransitive descriptive and action verbs (-e, -eyok). The noun is preceded by an article (ne, nel, yu, yuli)

For example:
- The shirt is white: Ope ne hempes
- The blankets are green: Askaskweyok yuli ahkwiyana

(B) COLOR NOUN - Again, use the same verb endings that you would use for intransitive descriptive and action verbs (-e, -eyok), but put the color word in front of the noun.

For example:
- White shirt: Ope hempes
- Green blanket: Askaskweyok ahkwiyana

Animate Nouns:

(A) NOUN is COLOR - The color word ends in –su (if singular) and –suwak (if plural)

For example:
- The bobcat is spotted: Sesapsu na chingwe
- Those skunks are black: Seksuwak nek shkakok

(B) COLOR NOUN - The color word ends in –it (if singular) and –itchik (if plural).

For example:
- Spotted bobcat: Sesapitch chingwe
- Black skunks: Seksitchik shkakok

OTHER ADJECTIVES

Inanimate nouns

(A) NOUN is ADJECTIVE - Use the same verb endings that you would use for intransitive descriptive and action verbs (-e, -eyok). The noun is preceded by an article (ne, nel, yu, yuli).

For example:
- The pot is new: Wesken ne wekhatu
- These bracelets are expensive: Ahowteyok yuli tepinskepia
(B) ADJECTIVE NOUN - The adjective ends in –i for both singular and plural nouns.

For example:

- New pot: Weskeni wekhatus
- Expensive bracelets: Ahowti tepinxkepia

Animate nouns

(A) NOUN is ADJECTIVE - Use the same verb endings that you would use for intransitive descriptive and action verbs (-e, -eyok). The noun is preceded by an article (ne, nel, ya, yuli).

For example:

- The crow is tired: Wikiwihele na ahas
- Those crows are tired: Wikiwiheleyok nek ahasak

(B) ADJECTIVE NOUN - The adjective ends in –i for both singular and plural nouns.

For example:

- Tired crow: Wikiwihel i ahas
- Tired crows: Wikiwihel i ahasak

Conjugating Transitive Inanimate Verbs

<table>
<thead>
<tr>
<th>SINGULAR SUBJECT</th>
<th>PLURAL OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Object</strong></td>
<td><strong>Plural Object</strong></td>
</tr>
<tr>
<td>I verb it</td>
<td>n-stem + en</td>
</tr>
<tr>
<td>you verb it</td>
<td>k-stem + en</td>
</tr>
<tr>
<td>he verbs it</td>
<td>s*tem + en</td>
</tr>
<tr>
<td><strong>PLURAL SUBJECT</strong></td>
<td></td>
</tr>
<tr>
<td>we verb it</td>
<td>n-stem + enen</td>
</tr>
<tr>
<td>we verb it</td>
<td>k-stem + enen</td>
</tr>
<tr>
<td>you all verb it</td>
<td>k-stem + eneyo</td>
</tr>
<tr>
<td>they verb it</td>
<td>s*tem + eneyo</td>
</tr>
</tbody>
</table>

Conjugating Transitive Animate Verbs

<table>
<thead>
<tr>
<th>DIRECT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Object</strong></td>
<td><strong>Plural Object</strong></td>
</tr>
<tr>
<td>I verb him</td>
<td>n-stem + a</td>
</tr>
<tr>
<td>you verb him</td>
<td>k-stem + a</td>
</tr>
<tr>
<td>he verbs him</td>
<td>s*tem + ao</td>
</tr>
<tr>
<td>we verb him</td>
<td>n-stem + awena</td>
</tr>
<tr>
<td>we verb him</td>
<td>k-stem + awena</td>
</tr>
<tr>
<td>you all verb him</td>
<td>k-stem + awa</td>
</tr>
<tr>
<td>they verb him</td>
<td>s*tem + awoo</td>
</tr>
<tr>
<td></td>
<td>(awao)</td>
</tr>
</tbody>
</table>
**INVERSE**

<table>
<thead>
<tr>
<th><strong>Singular Subject</strong></th>
<th><strong>Plural Subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>he verbs me</td>
<td>n-stem + akw</td>
</tr>
<tr>
<td>he verbs you</td>
<td>k-stem + akw</td>
</tr>
<tr>
<td>he verbs him</td>
<td>s’tem + ku</td>
</tr>
<tr>
<td>he verbs us</td>
<td>n-stem + kuna</td>
</tr>
<tr>
<td>he verbs you all</td>
<td>k-stem + kuwa</td>
</tr>
<tr>
<td>he verbs them</td>
<td>s’tem + kuwoo</td>
</tr>
<tr>
<td>they verb me</td>
<td>n-stem + kuk</td>
</tr>
<tr>
<td>they verb you</td>
<td>k-stem + kuk</td>
</tr>
<tr>
<td>they verb him</td>
<td>s’tem + ku</td>
</tr>
<tr>
<td>they verb us</td>
<td>n-stem + kunanak</td>
</tr>
<tr>
<td>they verb you all</td>
<td>k-stem + kuwaok</td>
</tr>
<tr>
<td>they verb them</td>
<td>s’tem + kuwoo</td>
</tr>
</tbody>
</table>

**LOCAL PARADIGM**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>you verb me</td>
<td>k-stem + i</td>
<td>I verb you</td>
</tr>
<tr>
<td>you all verb me</td>
<td>k-stem + ihemo</td>
<td>I verb you all</td>
</tr>
<tr>
<td>you (all) verb us</td>
<td>k-stem + ihena</td>
<td>we verb you(all)</td>
</tr>
</tbody>
</table>

**Some transitive animate verbs show variation in certain endings:**

new - to see someone

- weneyook - they see him
  expected: weneyoo
  keneyukuwo - he sees you all
  expected: keneyukuwa
  wenekuk - he sees them
  expected: weneyukuwoo
  or: wenekuwoo
  
  uwah - to know someone
  uwahaok – he knows them
  expected: uwahkuwoo

- weneyook - they see them
  expected: weneyoo
  kenehkuwook - they see you all
  expected: kenehkuwaoak
  wenekuk - they see them
  expected: weneyukuwoo
  or: wenekuwoo

List of verb form abbreviations

- **ii** - intransitive inanimate
- **ai** - animate intransitive
- **ti** - transitive inanimate
- **ta** - transitive animate

**Note:** The verbs in this dictionary are listed alphabetically in Lenape. The index at the end contains alphabetical word lists in both English and Lenape.

---

3 "k-stem + uhemo" is the form that Rementer, et. al. give in *The Delaware Language* pp. 37-38. However, an examination of the forms most consistently given in the Lenape Talking Dictionary indicates that an alternative suffix (humo) is often used which retains the direction marker, (el). examples: këmilëlhumo, ktaholëlhumo, kuwahëlhumo.

4 "k-stem+uhena" is the form that Rementer, et. al.give in *The Delaware Language* pp. 37-38. Once again, an examination of the forms given in the Lenape Talking Dictionary indicates that there is a separate form (humena) for the latter, which also keeps the direction marker. examples: knëwlëhëmhena, knëthëlëmhena, kwixëltuhlëhëmhena. Also, as stated in the Lenape Talking Dictionary in the analysis for the word "kuwahëlhëmhena" (neg form), First person is specified as plural, but second person in unspecified as to number.

5 The inverse forms of "new" given in *The Delaware Language* p. 41, differ, once again, from the forms given in the Lenape Talking dictionary. The latter are represented in this dictionary.
<table>
<thead>
<tr>
<th>Amu</th>
<th>Hunt ai.</th>
<th>Alai - hunt ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaIai - I hunt</td>
<td>ntaIaihena - we...</td>
<td>ntaIaiheno - you all...</td>
</tr>
<tr>
<td>ktaIai - you...</td>
<td>ktaIaihena - we...</td>
<td>ktaIaiheno - you all...</td>
</tr>
<tr>
<td>alai - he/she...</td>
<td>alaiyok - they...</td>
<td>ktaIaiheno - you all...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alakihel</th>
<th>Jump around ai.</th>
<th>Alalenixsuwak - jump around ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaIakihela - I jump around</td>
<td>ntaIakihelahena - we...</td>
<td>ntaIakihelaheno - you all...</td>
</tr>
<tr>
<td>ktaIakihela - you...</td>
<td>ktaIakihelahena - we...</td>
<td>elakihelyok - they...</td>
</tr>
<tr>
<td>elakihel - she/he...</td>
<td>elakihelhemo - they...</td>
<td>ktaIakihelahena - you all...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alamu</th>
<th>Afraid (long term) ai.</th>
<th>Alemikeyok - afraid (long term) ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaIamu - I am afraid</td>
<td>ntaIamihena - we...</td>
<td>ntaIamihen - he/she...</td>
</tr>
<tr>
<td>ktamuI - you...</td>
<td>ktaIamihena - we...</td>
<td>I am afraid</td>
</tr>
<tr>
<td>alamu - he/she...</td>
<td>ktaIamiheno - you all...</td>
<td>I am afraid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alemske</th>
<th>Leave/go away ai.</th>
<th>Alemskeyok - leave/go away ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaIalemiska - I leave</td>
<td>ntaIalemshakahena - we...</td>
<td>ntaIalemshakahena - we...</td>
</tr>
<tr>
<td>ktalemiska - you...</td>
<td>ktaIalemshakahena - we...</td>
<td>alemskeyok - they...</td>
</tr>
<tr>
<td>alemske - she/he...</td>
<td>ktaIalemshakheno - you all...</td>
<td>alemskeyok - they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alenixsu</th>
<th>Speak Lenape ai.</th>
<th>Alenixsishen - speak Lenape ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaIenixsisi - I speak Lenape</td>
<td>ntaIenixsishen - we...</td>
<td>ntaIenixsishen - we...</td>
</tr>
<tr>
<td>ktaIenixsisi - you...</td>
<td>ktaIenixsishen - we...</td>
<td>ntaIenixsishen - we...</td>
</tr>
<tr>
<td>alenixsu - she/he...</td>
<td>ktaIenixsishen - we...</td>
<td>ntaIenixsishen - we...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amu</th>
<th>Get up ai.</th>
<th>Alenixsuwak - get up ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaIamwi - I get up</td>
<td>ntaIamwihena - we...</td>
<td>ntaIamwihena - we...</td>
</tr>
<tr>
<td>ktaIamwi - you...</td>
<td>ktaIamwihena - we...</td>
<td>ntaIamwihena - we...</td>
</tr>
<tr>
<td>amu - he/she...</td>
<td>ktaIamwiheno - you all...</td>
<td>ktaIamwiheno - you all...</td>
</tr>
<tr>
<td>ntaIamwuk - they...</td>
<td>amu - he/she...</td>
<td>ktaIamwiheno - you all...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amals</th>
<th>Feel well ai.</th>
<th>Alenixsishen - feel well ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaIamalsi - I am well</td>
<td>ntaIamalsihena - we...</td>
<td>ntaIamalsihena - we...</td>
</tr>
<tr>
<td>ktaIamalsi - you...</td>
<td>ktaIamalsihena - we...</td>
<td>ktaIamalsihena - we...</td>
</tr>
<tr>
<td>welamalsu - he/she...</td>
<td>welamalsihu - she/he...</td>
<td>ktaIamalsihena - you all...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ame</th>
<th>Fish ai.</th>
<th>Alenixsishen - fish ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ame - I am fishing</td>
<td>ame - he/she...</td>
<td>ame - she/he...</td>
</tr>
<tr>
<td>ame - you...</td>
<td>ame - she/he...</td>
<td>ame - she/he...</td>
</tr>
<tr>
<td>ame - he/she...</td>
<td>ame - she/he...</td>
<td>ame - she/he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apuwa</th>
<th>Cheap ii.</th>
<th>Alenixsishen - cheap ii.</th>
</tr>
</thead>
<tbody>
<tr>
<td>apuwa - it is cheap</td>
<td>apuwa - it is cheap</td>
<td>apuwa - it is cheap</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ashewil</th>
<th>Swim ai.</th>
<th>Alenixsishen - swim ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaashewil - I swim</td>
<td>ntaashewilhen - we...</td>
<td>ntaashewilhen - he/she...</td>
</tr>
<tr>
<td>ktaashewil - you...</td>
<td>ktaashewilhen - he/she...</td>
<td>ktaashewilhen - she/he...</td>
</tr>
<tr>
<td>ntaashewiliheno - you all...</td>
<td>ktaashewiliheno - she/he...</td>
<td>ntaashewiliheno - she/he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asus</th>
<th>Sing ai.</th>
<th>Alenixsishen - sing ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaasu - I sing</td>
<td>ntaasuhen - we...</td>
<td>ntaasuhen - he/she...</td>
</tr>
<tr>
<td>ktaasu - you...</td>
<td>ktaasuhen - he/she...</td>
<td>ktaasuhen - she/he...</td>
</tr>
<tr>
<td>ntaasu - he/she...</td>
<td>ktaasuhen - he/she...</td>
<td>ktaasuhen - she/he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Athilu</th>
<th>Tell a winter story ai.</th>
<th>Alenixsishen - tell a winter story ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaathilu - I tell a winter story</td>
<td>ntaathiluehen - we...</td>
<td>ntaathiluehen - she/he...</td>
</tr>
<tr>
<td>ktaathilu - you...</td>
<td>ktaathiluehen - she/he...</td>
<td>ktaathiluehen - she/he...</td>
</tr>
<tr>
<td>ntaathiluheno - you all...</td>
<td>ktaathiluheno - she/he...</td>
<td>ktaathiluheno - she/he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chikhihe</th>
<th>Sweep ai.</th>
<th>Alenixsishen - sweep ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>nchikhihe - I sweep</td>
<td>nchikhihekhen - we...</td>
<td>nchikhihekhen - we...</td>
</tr>
<tr>
<td>kchikhihe - you...</td>
<td>kchikhihekhen - we...</td>
<td>kchikhihekhen - we...</td>
</tr>
<tr>
<td>chikhihe - she/he...</td>
<td>kchikhihekhen - you all...</td>
<td>kchikhihekhen - you all...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chikshkhamen</th>
<th>Wipe it, erase it ti.</th>
<th>Alenixsishen - wipe it, erase it ti.</th>
</tr>
</thead>
<tbody>
<tr>
<td>nchikshkhamen - I wipe it</td>
<td>nchikshkhamen - I wipe it</td>
<td>nchikshkhamen - I wipe them</td>
</tr>
<tr>
<td>kchikshkhamen - you...</td>
<td>kchikshkhamen - you...</td>
<td>kchikshkhamen - you...</td>
</tr>
<tr>
<td>chikshkhamen - he/she...</td>
<td>chikshkhamen - he/she...</td>
<td>chikshkhamen - he/she...</td>
</tr>
<tr>
<td>nchikshkhamen - we...</td>
<td>nchikshkhamen - we...</td>
<td>nchikshkhamen - we...</td>
</tr>
<tr>
<td>kchikshkhamen - we...</td>
<td>kchikshkhamen - we...</td>
<td>kchikshkhamen - we...</td>
</tr>
<tr>
<td>Singular Subject</td>
<td>Plural Object</td>
<td>Singular Object</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>elahken</strong> - paint someone</td>
<td>-ta.</td>
<td>DIRECT</td>
</tr>
<tr>
<td>Sing. Obj.</td>
<td>Ntlahakena - I paint him</td>
<td>Ntelahkenaok - I paint them</td>
</tr>
<tr>
<td>Ktelahkena - you...</td>
<td>Ktelahkenaok - you...</td>
<td></td>
</tr>
<tr>
<td>Elahkenao - he/she...</td>
<td>Elahkenaok - he...</td>
<td></td>
</tr>
<tr>
<td>Ntelahkenawena - we...</td>
<td>Ntelahkenawenanak - we...</td>
<td></td>
</tr>
<tr>
<td>Ktelahkenawena - we...</td>
<td>Ktelahkenawenanak - we...</td>
<td></td>
</tr>
<tr>
<td>Ktelahkenawawa - you all...</td>
<td>Ktelahkenawaoak - you all...</td>
<td></td>
</tr>
<tr>
<td>Elahkenawoo - they...</td>
<td>Elahkenawoo - they...</td>
<td></td>
</tr>
<tr>
<td><strong>inakw</strong> - look good; do good work</td>
<td>-ai.</td>
<td>DIRECT</td>
</tr>
<tr>
<td>Nkalikwsi - I do good work</td>
<td>Nkalikwsihena - we...</td>
<td></td>
</tr>
<tr>
<td>Kulinakwsi - you...</td>
<td>Kulinakwsihena - we...</td>
<td></td>
</tr>
<tr>
<td>Welinakwsu - he/she...</td>
<td>Welinakwsihemo - you all...</td>
<td></td>
</tr>
<tr>
<td><strong>ktehe</strong> - I think</td>
<td>-ai.</td>
<td>DIRECT</td>
</tr>
<tr>
<td>Nktehehehena - we...</td>
<td>Nktehehehena - we...</td>
<td></td>
</tr>
<tr>
<td>Kktehehehemo - you all...</td>
<td>Kktehehehemo - you all...</td>
<td></td>
</tr>
<tr>
<td><strong>ishha</strong> - paddle</td>
<td>-ai.</td>
<td>DIRECT</td>
</tr>
<tr>
<td>Nishhamahēna - we...</td>
<td>Kishhamahēna - we...</td>
<td></td>
</tr>
<tr>
<td>Kishhamahemo - you all...</td>
<td>Kishhamahemo - you all...</td>
<td></td>
</tr>
<tr>
<td><strong>kahkasta</strong> - hug someone</td>
<td>-ta.</td>
<td>DIRECT</td>
</tr>
<tr>
<td>Nkahkastena - I hug him</td>
<td>Nkahkastenaok - I hug them</td>
<td></td>
</tr>
<tr>
<td>Kkahkasta - you...</td>
<td>Kkahkastenaok - you...</td>
<td></td>
</tr>
<tr>
<td>Koskahntenao - he/she...</td>
<td>Koskahntenao - he/she...</td>
<td></td>
</tr>
<tr>
<td>Nkahkastenawa - we...</td>
<td>Nkahkastenawenanak - we...</td>
<td></td>
</tr>
<tr>
<td>Kkahkastenawa - we...</td>
<td>Kkahkastenawenanak - we...</td>
<td></td>
</tr>
<tr>
<td>Kkahkastenawa - you all...</td>
<td>Kkahkastenawaoak - you all...</td>
<td></td>
</tr>
<tr>
<td>Koskahntenawao - they...</td>
<td>Koskahntenawao - they...</td>
<td></td>
</tr>
<tr>
<td><strong>elintam</strong> - glad; satisfied</td>
<td>-ai.</td>
<td>DIRECT</td>
</tr>
<tr>
<td>Nnulelintam - I am glad</td>
<td>Nnulelintamuhena - we...</td>
<td></td>
</tr>
<tr>
<td>Kulelintam - you...</td>
<td>Kulelintamuhena - we...</td>
<td></td>
</tr>
<tr>
<td>Welelintam - he/she...</td>
<td>Welelintamuhemo - you all...</td>
<td></td>
</tr>
<tr>
<td>Welelintamuk - they...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>elistasam</strong> - hear it</td>
<td>-ti.</td>
<td>DIRECT</td>
</tr>
<tr>
<td>Nntelistasamen - I hear it</td>
<td>Nntelistasamen - I hear them</td>
<td></td>
</tr>
<tr>
<td>Ktelistasamen - you...</td>
<td>Ktelistasamen - you...</td>
<td></td>
</tr>
<tr>
<td>Welistasam - he/she...</td>
<td>Welistasena - he...</td>
<td></td>
</tr>
<tr>
<td>Nntelistasamen - we...</td>
<td>Nntelistasamenena - we...</td>
<td></td>
</tr>
<tr>
<td>Ktelistasamen - we...</td>
<td>Ktelistasamenena - we...</td>
<td></td>
</tr>
</tbody>
</table>
nkahkastenkuna – he...us
kahkastenkuna – he... us
kahkastenkwa – he...you all
ekoskahtenkuwoo – he... them

LOCAL PARADIGM
kahkasteni – you...me
kahkasteni hemo – you all...me
kahkasteni hena – you (all)...us

kaihele- fall down ai.
nkaihele - I fall down
ekaihele - you...
kaihele - he/she...

kanchihel- hide (quickly) ai.
nkanchihela - I hide quickly
kanchihela - you...
kanchihela - he/she...

kanchixi- hidden/ to hide ai.
nkanchixi - I hide
kanchixi - you...
kanchixi - he/she...

kanhal- hide someone ta.

Singular Subject
nkahal – I hide him
kahala – you...
kohalaok – he/she...
nkahalawen – we...
kahalawa – you all...
kahalawao – they...

Plural Subject
nkahalak – they hide him
kahalak – they hide you
kahalak – they hide you all
kahalawoo – they...
<table>
<thead>
<tr>
<th>kenth- fly ai.</th>
<th>nkenthwi - I fly</th>
<th>nkenthwi - ai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>kenthwi - you...</td>
<td>nkenthwi - you...</td>
<td>nkenthwi - you</td>
</tr>
<tr>
<td>kenthu - he/she...</td>
<td>nkenthwihemo - you...</td>
<td>nkenthwihemo</td>
</tr>
<tr>
<td></td>
<td>kenthu - you...</td>
<td>kenthu - you</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kentk- dance ai.</th>
<th>nkentka - I dance</th>
<th>nkentka - dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkentka - you...</td>
<td>nkentkahena - you...</td>
<td>nkentkahena</td>
</tr>
<tr>
<td>kentke - he/she...</td>
<td>nkentkahemo - you...</td>
<td>nkentkahemo</td>
</tr>
<tr>
<td></td>
<td>kentkeyok - you...</td>
<td>kentkeyok</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kes- hot ai.</th>
<th>nkesi - I am hot</th>
<th>nkesi - hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>kesi - you...</td>
<td>kesiha - we...</td>
<td>kesiha - we...</td>
</tr>
<tr>
<td>kesa - he/she...</td>
<td>kesiha - you...</td>
<td>kesiha - you</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>keshixtun- wash it ti</th>
<th>nkeshixtun - I wash it</th>
<th>nkeshixtun</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkeshixtun - you...</td>
<td>nkeshixtuna - you...</td>
<td>nkeshixtuna</td>
</tr>
<tr>
<td>kweshixtun - he/she...</td>
<td>kweshixtun - he/she...</td>
<td>kweshixtun</td>
</tr>
<tr>
<td>themkeshixtun - we...</td>
<td>nkesihetun(a) - we...</td>
<td>nkesihetun(a)</td>
</tr>
<tr>
<td>keshixtun - we...</td>
<td>keshixtun - we...</td>
<td>keshixtun</td>
</tr>
<tr>
<td>keshixtuneyo - you all</td>
<td>keshixtuneyo - you all...</td>
<td>keshixtuneyo</td>
</tr>
<tr>
<td>kweshixtuneyo - they...</td>
<td>kweshixtuneyo - they...</td>
<td>kweshixtuneyo</td>
</tr>
</tbody>
</table>

| kiken- touch someone | nkiken - I touch him                        | nkiken - touch someone|
| DIRECT              | nkiken - you...                              | nkiken - you    |
| nkiken - he/she...  | nkikena - he/she...                          | nkikena - he/she|
| nkikena - you...    | nkikenawena - you...                         | nkikenawena    |
|                        | nkikenawena - we...                         | nkikenawena   |
| nkikenawa - you all...| nkikenawa - you all...                      | nkikenawa     |
| kikenawoo - they...  | nkikenawoo - they...                        | nkikenawoo    |

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkiken - you...</td>
<td>nkiken - you</td>
</tr>
<tr>
<td>nkikena - he/she</td>
<td>nkikena - he/she</td>
</tr>
<tr>
<td>nkikenawena - we</td>
<td>nkikenawena - we</td>
</tr>
<tr>
<td>nkikenawa - you</td>
<td>nkikenawa - you</td>
</tr>
<tr>
<td>kikenawoo - they</td>
<td>kikenawoo - they</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCAL PARADIGM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kikenel - I...</td>
<td>kikenel - I...</td>
</tr>
<tr>
<td>kikeneh - you...</td>
<td>kikeneh - you...</td>
</tr>
<tr>
<td>kikenih - you (all)</td>
<td>kikenih - you (all)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kine- sharp ii.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kine - it is sharp</td>
<td>kine - it is sharp</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>kishi - to finish</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kishi - I finish</td>
<td>kishi - I finish</td>
</tr>
<tr>
<td>kishi - you...</td>
<td>kishi - you...</td>
</tr>
<tr>
<td>kishi - he...</td>
<td>kishi - he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kushi - run ai.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nkshihela - I run</td>
<td>nkshihela - I run</td>
</tr>
<tr>
<td>nkshihela - you...</td>
<td>nkshihela - you...</td>
</tr>
<tr>
<td>nkshihela - he/she</td>
<td>nkshihela - he/she</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kupahkat- thick; fat ii</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kupahkat - it is thick</td>
<td>kupahkat - it is thick</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kupahkes - thick; fat ai</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kupahkesi - I am thick; fat</td>
<td>kupahkesi - I am thick; fat</td>
</tr>
<tr>
<td>kupahkeshi - you...</td>
<td>kupahkeshi - you...</td>
</tr>
<tr>
<td>kupahkesu - he/she...</td>
<td>kupahkesu - he/she...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kwechi - to try</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nkwechi - I try</td>
<td>nkwechi - I try</td>
</tr>
<tr>
<td>kwechi - you...</td>
<td>kwechi - you...</td>
</tr>
<tr>
<td>kwechu - he...</td>
<td>kwechu - he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkiken - he...</td>
<td>nkiken - he...</td>
</tr>
<tr>
<td>nkiken - me...</td>
<td>nkiken - me...</td>
</tr>
<tr>
<td>nkiken - you...</td>
<td>nkiken - you</td>
</tr>
<tr>
<td>kiken - they...</td>
<td>kiken - they...</td>
</tr>
</tbody>
</table>
kwechilahtun - try it ti.
kwechilahtun - you... - I try it
kwechilahtun - he/she...
kwechilahtun - we...
kwechilahtuneno - we...
kwechilahtuneyo - you all...
kwechilahtuneyo - they...

kwegewuna - sneeze ai.
kwegewuna - I sneeze
kwegewuna - you...
kwegewuna - he/she...

kwetantamen - taste ti.
kwetan - I taste it
kwetan - you...
kwetan - he/she...
kwetan - we...
kwetaneno - we...
kwetaneyo - you all...
kwetaneyo - they...

kwenenemen - touch/feel it; take it out; pull it out ti.
kwenenemen - I touch it
kwenenemen - you...
kwenenemen - he/she...
kwenenemen - we...
kwenenemeneno - we...
kwenenemeneyo - you all...
kwenenemeneyo - they...

kwetkenenem - return it ti.
kwetkenenem - I return it
kwetkenenem - you...
kwetkenenem - he/she...
kwetkenenemen - we...
kwetkenenemeneno - we...
kwetkenenemeneyo - you all...
kwetkenenemeneyo - they...

kwetki - (teki) return ai.
kwetki - I return
kwetki - you...
kwetki - he/she...

laamhitamen - believe it ti.
lamhitamen - you...
lamhitamen - he/she...
lamhitamen - we...
lamhitameneno - we...
lamhitameneyo - you all...
lamhitameneyo - they...

lanpatuna - rinse it ti.
lanpatuna - I rinse it
lanpatuna - you...
lanpatun - he/she...
lanpatun - we...
lanpatuneno - we...
lanpatuneyo - you all...
lanpatuneyo - they...

lashim - dream ai.
lashim - I dream
lashim - you...
lashim - he/she...

lematahpi - sit down on a chair ai.
lematahpi - I sit...chair
lematahpi - you...
lematahpi - he/she...

lexe - breathe ai.
lexe - I breathe
lexe - you...
lexe - he/she...
<table>
<thead>
<tr>
<th><strong>liksemen- paint it ti.</strong></th>
<th><strong>Inverse</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nliksemen – I paint it</td>
<td>nliksemena – I paint them</td>
</tr>
<tr>
<td>kliksemen – you...</td>
<td>kliksemen - you...</td>
</tr>
<tr>
<td>liksemen – he/she...</td>
<td>liksemena – he...</td>
</tr>
<tr>
<td>nlisksemenen – we...</td>
<td>nlisksemenena – we...</td>
</tr>
<tr>
<td>klisksemenen – we...</td>
<td>klisksemenena – we...</td>
</tr>
<tr>
<td>kliksemeneyo – you all...</td>
<td>kliksemeneyo – you all...</td>
</tr>
<tr>
<td>liksemeneyo – they...</td>
<td>liksemeneyo – they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>lileth- kind; good-hearted ai.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nuliteha - I am kind</td>
</tr>
<tr>
<td>küliteh - you are kind</td>
</tr>
<tr>
<td>welitehe - he/she is kind</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>lukahela - to give up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nlukahela - I give up</td>
</tr>
<tr>
<td>kelukahela - you...</td>
</tr>
<tr>
<td>lukehele - he/she...</td>
</tr>
<tr>
<td>lukehaleyok - they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>lusemen- burn it ti.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nluusemen – I burned it</td>
</tr>
<tr>
<td>kelusemen – you...</td>
</tr>
<tr>
<td>welusemen – he/she...</td>
</tr>
<tr>
<td>nlususmenen – we...</td>
</tr>
<tr>
<td>kelusemenen – we...</td>
</tr>
<tr>
<td>kelusemeneyo – you all...</td>
</tr>
<tr>
<td>welusemeneyo – they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>lus- burn someone ta.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Object</strong></td>
</tr>
<tr>
<td>nlu - I burned him</td>
</tr>
<tr>
<td>kelus - you...</td>
</tr>
<tr>
<td>lusao - he/she...</td>
</tr>
<tr>
<td>nlusawena - we...</td>
</tr>
<tr>
<td>kelusawena - we...</td>
</tr>
<tr>
<td>(lusawena – we...</td>
</tr>
<tr>
<td>kelusawa – you all...</td>
</tr>
<tr>
<td>lusawao – they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plural Object</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nlusao – I burned them</td>
</tr>
<tr>
<td>kelusao – you...</td>
</tr>
<tr>
<td>lusao – he/she...</td>
</tr>
<tr>
<td>nlusawenanak – we...</td>
</tr>
<tr>
<td>kiusawenanak – we...</td>
</tr>
<tr>
<td>kelusawaok – you all...</td>
</tr>
<tr>
<td>lusawao – they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LOCAL PARADIGM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>kelus - you...</td>
</tr>
<tr>
<td>kelusihemo - you all...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>luwe- say/said ai.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nteluwe - I say/said</td>
</tr>
<tr>
<td>kteluwe - you...</td>
</tr>
<tr>
<td>lwe - she/he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>luwens- name is/am called ai.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nteluwensi - I am called</td>
</tr>
<tr>
<td>kteluwensi - you...</td>
</tr>
<tr>
<td>lwens - he/she ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>mach- go home ai.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nemachi - I go home</td>
</tr>
<tr>
<td>kemachi - you...</td>
</tr>
<tr>
<td>machi - she/he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>malhelamen- buy it ti.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nemalhelamen - I buy it</td>
</tr>
<tr>
<td>kemalhelamen - you...</td>
</tr>
<tr>
<td>melhelamen - he/she...</td>
</tr>
<tr>
<td>nemalhelamen - he/she...</td>
</tr>
<tr>
<td>kemalhelamena - he/she...</td>
</tr>
<tr>
<td>kemalhelamena - she/he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plural Subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nlusukw – he...me</td>
</tr>
<tr>
<td>kelusukw – he...you</td>
</tr>
<tr>
<td>lsku – he...him</td>
</tr>
<tr>
<td>nlusuna – he...us</td>
</tr>
<tr>
<td>kelusuna – he...us</td>
</tr>
<tr>
<td>keluskuwa – he...you all</td>
</tr>
<tr>
<td>lskuwoo – he...them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Singular Subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nlusukw – he...me</td>
</tr>
<tr>
<td>kelusukw – he...you</td>
</tr>
<tr>
<td>lsku – he...him</td>
</tr>
<tr>
<td>nlusuna – he...us</td>
</tr>
<tr>
<td>kelusuna – he...us</td>
</tr>
<tr>
<td>keluskuwa – he...you all</td>
</tr>
<tr>
<td>lskuwoo – he...them</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>nlusukw – they...me</td>
</tr>
<tr>
<td>kelusukw – they...you</td>
</tr>
<tr>
<td>lsku – they...him</td>
</tr>
<tr>
<td>nlusuna – they...us</td>
</tr>
<tr>
<td>kelusuna – they...us</td>
</tr>
<tr>
<td>keluskuwa – they...you all</td>
</tr>
<tr>
<td>lskuwoo – they...them</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>nlusukw – they...me</td>
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<tr>
<td>lsku – they...him</td>
</tr>
<tr>
<td>nlusuna – they...us</td>
</tr>
<tr>
<td>kelusuna – they...us</td>
</tr>
<tr>
<td>keluskuwa – they...you all</td>
</tr>
<tr>
<td>lskuwoo – they...them</td>
</tr>
</tbody>
</table>
manaxe - cut/go after wood
nemanaxe - I cut wood
kemanaxe - you...
manaxe - he/she...

manunks - angry ai.
nemanunksi - I am angry
kemanunksi - you...
manunksu - she/he...

matape - mean ai.
nematapei - I am mean
kematapei - you...
mahtapeyu - she/he...

maxkamen - to find it
nemaxkamen - I found it
kemaxkamen - you...
maxkamen - he...
 nemaxkamenen - we...
kemaxkamenen - you all...
makemaneyo - they...

melamen - smell it ti.
nemelamen - I smell it
kemelamen - you...
melamen - he/she...
 nemelamenen - we...
kemelamenen - we...
kemelameneyo - you all...
melamene - they...

melimi - cry ai.
nemelimi - I cry
kemelimi - you...
melimi - he/she...

mene - to drink
nemene - I drink
nemenehena - we...

kemene - you...
mene - he...

mentemen - moan; groan
nementami - I moan
kementami - you...
mwentamu - he/she...

meshenemen - remember it ti.
nemeshatamen - I remember it
kemeshatamen - you...
mweshatamen - she/he...
 nemeshatamenen - we...
kemeshatamenen - we...
kemeshatameneyo - you all...
mweshatameneyo - they...

meshenemen - receive it ti.
nemeshenemen - I receive it
kemeshenemen - you...
mweshenemen - she/he...
 nemeshenemenen - we...
kemeshenemenen - we...
kemeshenemeneyo - you all...
mweshenemeneyo - they...

metakomen - cover it ti.
nemetakomen - I cover it
kemetakomen - you...
metakomen - he/she...
 nemetakomenen - we...
kemetakomenen - we...
kemetakomeneyo - you all...
metakomeneyo - they...

mikemosi - work ai.
nemikemosi - I work
kemikemosi - you...
mikemosu - he/she...

mikemo - you...
mikenehena - we...
mikene - he...
mikenehena - you all...
moneyk - they...

nemikemosi - work ai.
nemikemosi - I work
kemikemosi - you...
mikemosu - he/she...

mikemosi - you...
mikemenehena - we...
mikeme - he...
mikemenehena - you all...
money - they...

mikemosi - work ai.
nemikemosi - I work
kemikemosi - you...
mikemosu - he/she...

mikemosi - you...
mikemenehena - we...
mikeme - he...
mikemenehena - you all...
money - they...
mikentam - do something ai.
nemikentam - I do something
kemikentam - you...
mikentam - he/she....

mil - give (it to) someone ta.
DIRECT
Singular Object
nemila - I give him
kemila - you...
mwilao - he...
nemilawena - we...
kemilawena - we...
kemilawa - you all...
mwilawwao - they...

Plural Object
mikentamuwak - you
kemikentamuhemo - you all
kemilkukwak - you all
mikentam - he/she....
nemikentamuhena - you all
kemikentamuhena - you all
mikentawak - they...

mikentamuwak - they...
nemikentamuhena - we...
kemikentam - you...
kemikentamuhena - you all
mikentawak - they...

INVERSE
Singular Subject
nemiluk - he...me
kemiluk - he...you
mwilku - he...him
nemilkuka - he...us
kemilkuma - he...us
kemilkwau - he...you all
mwilkwuoo - he...

Plural Subject
nemilkuk - they...me
kemilkuk - they...you
mwilku - they...him
nemilkukanak - they...us
kemilkukanak - they...us
kemilkwau - they...you all
mwilkwuoo - they...

LOCAL PARADIGM
kemili - you give me
ekemilihemo - you all give me
kemilihena - you (all) give us

nemitsi - eat ai.
nemitsi - I eat
kemitsi - you...
mits - eat ai.
mits - she/he...

naol - follow someone ta.
DIRECT
Singular Object
naola - I follow him
knaola - you...
naolao - he...
naolawena - we...
knaolawa - you all...
naolawao - they...

Plural Object
naolaok - I follow them
knaolaok - you...
naolaok - he...they
naolawenakanak - we...they
knaolawaok - you all...
naolawao - they...

naol - follow someone.

nachih - bother someone ta.

DIRECT
Singular Object
nachih - I bother him
kenachih - you...
nachihao - he...
nachihawena - we...
kenachihawena - we...
kenachihawa - you all...
nachihawao - they...

Plural Object
nachihkuk - they...me
kenachihkuk - they...you
nachihkuk - he...you
nachihkuk - he...him
nachihkukna - he...us
kenachihkukna - he...us
kenachihkuwa - he...you all
nachihkuwoo - he...them

nachihkuwoo - they...
nachihkuk - they...you
nachihku - you (all)
kenachih - you...
kenachih - him
nachih - you
nachih - us
kenachih - us
kenachihkuwao - they... you all
nachihkuwoo - they...

INVERSE
Singular Subject
nachihuk - he...me
kenachihuk - he...you
nachihku - he...you
nachihkuk - he...him
nachihkukna - he...us
kenachihkukna - he...us
kenachihkuwa - he...you all
nachihkuwoo - he...them

Plural Subject
nachihkuk - they...me
kenachihkuk - they...you
nachihkuk - he...him
nachihkukanak - they...us
kenachihkukanak - they...us
kenachihkuwaok - they... you all
nachihkuwoo - they...

nachihku - you (all)
kenachih - you...
kenachih - him
nachih - you
nachih - us
kenachih - us
kenachihkuwao - they... you all
nachihkuwoo - they...

LOCAL PARADIGM
kenachih - you...
kenachih - you all...
kenachih - you (all)...

Plural Object
nachihkuk - they...me
kenachihkuk - they...you
nachihkuk - he...you
nachihkuk - he...him
nachihkukna - he...us
kenachihkukna - he...us
kenachihkuwa - he...you all
nachihkuwoo - he...them

nachihkuwoo - they...
nachihkuk - they...you
nachihku - you (all)
kenachih - you...
kenachih - him
nachih - you
nachih - us
kenachih - us
kenachihkuwao - they... you all
nachihkuwoo - they...

naol - follow someone.

naol - follow someone.

naol - follow someone.
<table>
<thead>
<tr>
<th><strong>Inverse</strong></th>
<th><strong>Plural Subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Subject</strong></td>
<td><strong>Plural Subject</strong></td>
</tr>
<tr>
<td>naolukw - he... me</td>
<td>naoluk - they... me</td>
</tr>
<tr>
<td>knaolukw - he...you</td>
<td>knaoluk - they...you</td>
</tr>
<tr>
<td>naoluku - he... him</td>
<td>naoluku - they... him</td>
</tr>
<tr>
<td>naolukuna - he...us</td>
<td>naolukunanak - they...us</td>
</tr>
<tr>
<td>knaolukuwa - he...you all</td>
<td>knaolukwaok - they...you all</td>
</tr>
<tr>
<td>naolukuwoo - he... them</td>
<td>naolukuwoo - they... them</td>
</tr>
<tr>
<td><strong>Local Paradigm</strong></td>
<td><strong>Plural Paradigm</strong></td>
</tr>
<tr>
<td>knaoli - you... me</td>
<td>knaolel - I... you</td>
</tr>
<tr>
<td>knaolihemo - you all...me</td>
<td>konaolelhumena - I...you all</td>
</tr>
<tr>
<td>knaolehena - you (all)... us</td>
<td>knaolelhumena - we...you (all)</td>
</tr>
</tbody>
</table>

**Nemen - see it ti.**
- nemen - I see it
- kenemen - you...
- wenemen - he/she...
  - *also "nem"
- nemenen - we...
- kenemenen - we...
- kenemeneyo - you all...
- wenemeneyo - they...

**New - see someone ta.**
- new - I see him
- kenyoo - you...
- weneyoo - he...
- neyowena - we...
- kenyowena - we...
- kenyoywaa - you all...
- weneyook - they...

**Inverse**
- neyukw - he... me
- kenyukw - he... you
- nehkuk - they...me
- kenehkuk - they...you
- nehkewoo - he... him
- kenehkwa - he... us
- kenehkuwa - he... you all
- nehkuwoo - he... them
- nehkewoo - they... him
- nehkuwenanak - they... us
- kenehkuwenanak - they... us
- kenehkuwook - they... you all
- nehkuwoo - they... them

**Nuchkwewtunhe - talk nonsense ai.**
- nuchkwewtunhe - I talk nonsense
- knuchkwewtunhe - you...
- nuchkwewtunhe - she/he...
- nuchkwewtunhe - they...

**Ohe - dig a hole ai.**
- nohle - I dig a hole
- kolhe - you...
- olhe - he/she...
- ohleyok - they...

**Oxxu - cough ai.**
- noxukw - I cough
- koxukw - you...
- oxukw, xukw - he/she...
- oxuk - they...

**Pa - come ai.**
- mpa - I come
- kpa - you...
- pe - he/she...
- peyok - they...

**Pahsenemen - to break something in half**
- mpaahsenem - I break it in half
- kpaahsenem - you...
- paahsenem - he/she...
- pahsenem - he/she...
- mpaahsenemenen - we...
- kpaahsenemenen - we...
- paahsenemenen - we...
- kpaahsenemenen - we...
- pahsenemeneyo - you all...
- kpaahsenemeneyo - you all...
- pahsenemeneyo - they...
- pahsenemeneyo - they...
### papam- hit someone ta.

#### DIRECT

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpakama – I hit him</td>
<td>mpakamaok – I hit them</td>
</tr>
<tr>
<td>kpakama – you...</td>
<td>kpakamaok – you...</td>
</tr>
<tr>
<td>pakamao – he...</td>
<td>pakamao – he...</td>
</tr>
<tr>
<td>mpakamawena – we...</td>
<td>mpakamawenanak – we...</td>
</tr>
<tr>
<td>kpakamawena – we...</td>
<td>kpakamawenanak – we...</td>
</tr>
<tr>
<td>kpakamawa – you all...</td>
<td>kpakamawaok – you all...</td>
</tr>
<tr>
<td>pakamawao – they...</td>
<td>pakamawao – they hit...</td>
</tr>
</tbody>
</table>

#### INVERSE

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpakamukw – he...me</td>
<td>mpakamuk – they...me</td>
</tr>
<tr>
<td>kpakamukw – he...you</td>
<td>kpakamuk – they...you</td>
</tr>
<tr>
<td>pakamiku – he...him</td>
<td>pakamiku – they...him</td>
</tr>
<tr>
<td>mpakamkuna – he...us</td>
<td>mpakamkunenak – they...us</td>
</tr>
<tr>
<td>kpakamkuna – he...us</td>
<td>kpakamkunenak – they...us</td>
</tr>
<tr>
<td>kpakamkuwa – he...you all</td>
<td>kpakamkuwaok – they...you all</td>
</tr>
<tr>
<td>pakamikuwo – he...them</td>
<td>pakamikuwook – they...them</td>
</tr>
</tbody>
</table>

#### LOCAL PARADIGM

<table>
<thead>
<tr>
<th>paps- sick ai</th>
<th>paps- sick ai</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpalsi - I am sick</td>
<td>mpalsi - I am sick</td>
</tr>
<tr>
<td>kpalsi - you...</td>
<td>kpalsi - you...</td>
</tr>
<tr>
<td>palsu - he/she...</td>
<td>palsu - he/she...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pap- play ai</th>
<th>pap- play ai</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpapi - I play</td>
<td>mpapi - I play</td>
</tr>
<tr>
<td>kapi - you...</td>
<td>kapi - you...</td>
</tr>
<tr>
<td>papu - he/she...</td>
<td>papu - he/she...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>papitun- play with it ti</th>
<th>papitun- play with it ti</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpapitun - I play with it</td>
<td>mpapitun - I play with it</td>
</tr>
<tr>
<td>kpapitun - you...</td>
<td>kpapitun - you...</td>
</tr>
<tr>
<td>papitun- she/he...</td>
<td>papitun- she/he...</td>
</tr>
<tr>
<td>mpapitunen - we...</td>
<td>mpapitunen - we...</td>
</tr>
<tr>
<td>kpapitunen - we...</td>
<td>kpapitunen - we...</td>
</tr>
<tr>
<td>kpapituneyo - you all...</td>
<td>kpapituneyo - you all...</td>
</tr>
<tr>
<td>papituneyo - they...</td>
<td>papituneyo - they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>patam- to pray</th>
<th>patam- to pray</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpatama – I pray</td>
<td>mpatama – I pray</td>
</tr>
<tr>
<td>kpatama – you...</td>
<td>kpatama – you...</td>
</tr>
<tr>
<td>patama – he/she...</td>
<td>patama – he/she...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pecheshosi - to act crazy</th>
<th>pecheshosi - to act crazy</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpecheshosi - I act crazy</td>
<td>mpecheshosi - I act crazy</td>
</tr>
<tr>
<td>k'pecheshosi - you...</td>
<td>k'pecheshosi - you...</td>
</tr>
<tr>
<td>pecheshosu - he...</td>
<td>pecheshosu - he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pechetunhe- to talk crazy</th>
<th>pechetunhe- to talk crazy</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpechetunhe - I talk crazy</td>
<td>mpechetunhe - I talk crazy</td>
</tr>
<tr>
<td>k'pechetunhe - you...</td>
<td>k'pechetunhe - you...</td>
</tr>
<tr>
<td>pechetunhe - he...</td>
<td>pechetunhe - he...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pemesk- walk ai</th>
<th>pemesk- walk ai</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpemeska - I walk</td>
<td>mpemeska - I walk</td>
</tr>
<tr>
<td>kpmeska - you walk</td>
<td>kpmeska - you walk</td>
</tr>
<tr>
<td>pemeske - he/she walks</td>
<td>pemeske - he/she walks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pemetunhe- talk ai</th>
<th>pemetunhe- talk ai</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpemetunhe - I talk</td>
<td>mpemetunhe - I talk</td>
</tr>
<tr>
<td>kpmetunhe - you...</td>
<td>kpmetunhe - you...</td>
</tr>
<tr>
<td>pemetunhe - he/she...</td>
<td>pemetunhe - he/she...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>penamen- look at it ti</th>
<th>penamen- look at it ti</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpenamen - I look at it</td>
<td>mpenamen - I look at it</td>
</tr>
<tr>
<td>kepenamen - you...</td>
<td>kepenamen - you...</td>
</tr>
<tr>
<td>pwenamen - he/she...</td>
<td>pwenamen - he/she...</td>
</tr>
<tr>
<td>mpenamenen - we...</td>
<td>mpenamenen - we...</td>
</tr>
<tr>
<td>kepenamenen - we...</td>
<td>kepenamenen - we...</td>
</tr>
<tr>
<td>kepenameneyo - you all...</td>
<td>kepenameneyo - you all...</td>
</tr>
<tr>
<td>pwenameneyo - they...</td>
<td>pwenameneyo - they...</td>
</tr>
<tr>
<td><strong>penchilah - dress ai.</strong></td>
<td><strong>pwentamen - she/he...</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>mpenchilahsi – I dress</td>
<td>mpenchilahsihena – we...</td>
</tr>
<tr>
<td>kpenchilahsi – you...</td>
<td>kpenchilahsihena – we...</td>
</tr>
<tr>
<td>penchilahsu – she/he...</td>
<td>penchilahsihemo – you all...</td>
</tr>
<tr>
<td></td>
<td>penchilahsuwak – they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>penhatu - left tracks</strong></th>
<th><strong>pwentameneyo - you all...</strong></th>
<th><strong>pwentameneyo - they...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>mpenhatu - I left tracks</td>
<td>mpenhatuhena - we...</td>
<td>mpenhatuhena - we...</td>
</tr>
<tr>
<td>kpenhatu - you...</td>
<td>kpenhatuhena - we...</td>
<td>kpenhatuhena - we...</td>
</tr>
<tr>
<td>penhatu - he...</td>
<td>kpenhatuhemo - you all...</td>
<td>kpenhatuhemo - you all...</td>
</tr>
<tr>
<td></td>
<td>penhatuwak - they...</td>
<td>penhatuwak - they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>penta- hear/understand someone ta.</strong></th>
<th><strong>pwentameneyo - you all...</strong></th>
<th><strong>pwentameneyo - they...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Object</strong></td>
<td><strong>Plural Object</strong></td>
<td></td>
</tr>
<tr>
<td>mpentao – I hear him</td>
<td>mpentaok – I hear them</td>
<td></td>
</tr>
<tr>
<td>kpentaok – you...</td>
<td>kptentaok – you...</td>
<td></td>
</tr>
<tr>
<td>pwentaok – he...</td>
<td>pwentaok – he...</td>
<td></td>
</tr>
<tr>
<td>mpentawêna – we...</td>
<td>mpentawenanak – we...</td>
<td></td>
</tr>
<tr>
<td>kpentawena – we...</td>
<td>kpentawenanak – we...</td>
<td></td>
</tr>
<tr>
<td>kpentawa – you all...</td>
<td>kpentawaok – you all...</td>
<td></td>
</tr>
<tr>
<td>pwentawoo – they...</td>
<td>pwentawoo – they...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INVERSE</strong></th>
<th><strong>LOCAL PARADIGM</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Subject</strong></td>
<td><strong>Plural Subject</strong></td>
<td></td>
</tr>
<tr>
<td>mpentakw – he...me</td>
<td>mpentakuk – they...me</td>
<td></td>
</tr>
<tr>
<td>kpentakw – he...you</td>
<td>kpentakuk – they...you</td>
<td></td>
</tr>
<tr>
<td>pwentaku – he...him</td>
<td>pwentaku – they...him</td>
<td></td>
</tr>
<tr>
<td>mpentakuna – he...us</td>
<td>mpentakunanak – they...us</td>
<td></td>
</tr>
<tr>
<td>kpentakuna – he...us</td>
<td>kpentakunanak – they...us</td>
<td></td>
</tr>
<tr>
<td>kpentakuwa – he...you all</td>
<td>kpentakuwak – they...you all</td>
<td></td>
</tr>
<tr>
<td>pwentakuwoo – he...they...</td>
<td>pwentakuwoo – they...they...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>petun – to bring it</strong></th>
<th><strong>mpetun – I bring it</strong></th>
<th><strong>mpetuna - I bring them</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>mpetun - I bring it</td>
<td>mpetuna - I bring them</td>
<td></td>
</tr>
<tr>
<td>kpetun - you...</td>
<td>kpetuna - you...</td>
<td></td>
</tr>
<tr>
<td>pwetun - he...</td>
<td>pwetuna - he...</td>
<td></td>
</tr>
<tr>
<td>mpetunen - we...</td>
<td>mpetunena - we...</td>
<td></td>
</tr>
<tr>
<td>kpetunen - we...</td>
<td>kpetunena - we...</td>
<td></td>
</tr>
<tr>
<td>kpetuneyo - you all...</td>
<td>kpetuneyo - you all...</td>
<td></td>
</tr>
<tr>
<td>pwetuneyo - they...</td>
<td>pwetuneyo - they...</td>
<td></td>
</tr>
</tbody>
</table>
**LOCAL PARADIGM**

**pokinkwehele- wink ai.**
- shokhwikawoo – I winked
- kshakhwikawo – you...
- pokinkwehele – he/she...

**puhenem- drum ai.**
- mpukwehenena – I drum
- kpepuhenena – you...
- puhena – he/she...

**pus- get in (a boat, car, etc.) ai.**
- mpusi - I get in
- kpusi - you...
- pus - she/he...

**salasemen- fry it ti.**
- nsalasemen – I fry it
- ksalasemen – you...
- salasemen – he/she...

**shakhwik- kick someone ta.**
**DIRECT**

- **Singular Object**
  - nshakhwikakao – I kick him
  - kshakhwikako – you...
  - shokhkikako – he...
  - nshakhwikakawa – we...
  - kshakhwikakawa – we...
  - shokhkikawo – you all...
  - shokhkikawoo – they...

- **Plural Object**
  - shokhkikakuk – they...me
  - kshakhwikakuk – they...you

**INVERSE**

- **Singular Subject**
  - nshakhwikakw – he...me
  - kshakhwikakw – he...you

- **Plural Subject**
  - nshakhwikakuk – they...me
  - kshakhwikakuk – they...you

**shakhwikatamen- kick it ti.**

- nshakhwikatamen – I kick it
- kshakhwikatamen – you...
- shokhkikatamen – he/she...
- nshakhwikatamenen – we...
- kshakhwikatamenen – we...
- shokhkikatameneyo – you all...

**shieliintam- sad; sorry ai.**
- nshchieliintam – I am sad, sorry
- kshchieliintam – you...
- shieliintam – he/she...

**shilenche- wash hands ai.**
- nshilenche - I wash my hands
- kshilenche - you...
- shilenche - she/he...

**shinkal- hate someone ta.**
**DIRECT**

- **Singular Object**
  - nshinkala – I hate him
  - kshinkala – you...
  - wshinkalao – he...
  - nshinkalawena – we...
  - kshinkalawena – we...
  - kshinkalawa – you all...
  - wshinkalawoo – they...

- **Plural Object**
  - nshinkalao – I hate them
  - kshinkalao – you...
  - wshinkalao – he...
  - nshinkalawenana – we...
  - kshinkalawenana – we...
  - kshinkalawo – you all...
  - wshinkalowo – they...
### Singular Subject

<table>
<thead>
<tr>
<th>INVERSE</th>
<th>DIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Subject</strong></td>
<td><strong>Plural Subject</strong></td>
</tr>
<tr>
<td>nshinkalkw – he...me</td>
<td>nshinkalkuk – they...me</td>
</tr>
<tr>
<td>kshinkalkw – he...you</td>
<td>kshinkalkuk – they...you</td>
</tr>
<tr>
<td>wshinkalku – he...him</td>
<td>wshinkalku – they...him</td>
</tr>
<tr>
<td>nshinkalkuna – he...us</td>
<td>nshinkalkunanak – they...us</td>
</tr>
<tr>
<td>kshinkalkuna – he...us</td>
<td>kshinkalkunanak – they...us</td>
</tr>
<tr>
<td>kshinkalkuwa – he...you all</td>
<td>wshinkalkwaok – they...you all</td>
</tr>
<tr>
<td>wshinkalkuwo – he...them</td>
<td>wshinkalkuwo – they...them</td>
</tr>
</tbody>
</table>

### Plural Subject

<table>
<thead>
<tr>
<th>INVERSE</th>
<th>DIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Subject</strong></td>
<td><strong>Plural Subject</strong></td>
</tr>
<tr>
<td>nshinkatamen - I dislike it  / not want it</td>
<td>nshinkatamen - I dislike them</td>
</tr>
<tr>
<td>kshinkatamen - you...</td>
<td>kshinkatamen - you...</td>
</tr>
<tr>
<td>wshinkatamen - he/she...</td>
<td>wshinkatamen - he/she...</td>
</tr>
<tr>
<td>nshinkatamenen - we...</td>
<td>nshinkatamenen - we...</td>
</tr>
<tr>
<td>kshinkatamenen - we...</td>
<td>kshinkatamenen - we...</td>
</tr>
<tr>
<td>kshinkatameneyo - you all...</td>
<td>kshinkatameneyo - you all...</td>
</tr>
<tr>
<td>wshinkatameneyo - they...</td>
<td>wshinkatameneyo - they...</td>
</tr>
</tbody>
</table>

| shixenchuwe - wash dishes       | nkshixenchuwe - I wash dishes   |
| kshixenchuwe - you...           | kshixenchuwe - you...           |
| shixenchuwe - he/she...         | kshixenchuwe - he/she...        |
| nkshixenchuwe - I wash dishes   | nkshixenchuwe - I wash dishes   |
| kshixenchuwe - you...           | kshixenchuwe - you...           |
| shixenchuwe - he/she...         | kshixenchuwe - he/she...        |

| shixhemps - wash clothes        | nkshixhemps - I wash clothes    |
| kshixhemps - you...             | kshixhemps - you...             |
| shixhemps - he/she...           | kshixhemps - he/she...          |
| nkshixhemps - I wash clothes    | nkshixhemps - I wash clothes    |
| kshixhemps - you...             | kshixhemps - you...             |
| shixhemps - he/she...           | kshixhemps - he/she...          |

| shixukwe - wash one's hair      | nkshixukwe - I wash my hair     |
| kshixukwe - you...              | kshixukwe - you...              |
| shixukwe - he/she...            | kshixukwe - he/she...           |
| nkshixukwe - I wash my hair     | nkshixukwe - I wash my hair     |
| kshixukwe - you...              | kshixukwe - you...              |
| shixukwe - he/she...            | kshixukwe - he/she...           |

| shixape - yawn ai               | nkshixape - I yawn              |
| kshixape - you...               | kshixape - you...               |
| shixape - he/she...             | kshixape - he/she...            |
| nkshixape - I yawn              | nkshixape - I yawn              |
| kshixape - you...               | kshixape - you...               |
| shixape - he/she...             | kshixape - he/she...            |

<table>
<thead>
<tr>
<th>sihu - beat someone (in competition)</th>
<th>nkshihuk - I beat them</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular Subject</strong></td>
<td><strong>Plural Subject</strong></td>
</tr>
<tr>
<td>nsiho – I beat him</td>
<td>nsiho – you...</td>
</tr>
<tr>
<td>ksiho – you...</td>
<td>wsiho – he...</td>
</tr>
<tr>
<td>nsihuwana – we...</td>
<td>nsihuwena – we...</td>
</tr>
<tr>
<td>ksihuwana – we...</td>
<td>ksihuwena – we...</td>
</tr>
<tr>
<td>nsihuwana – we...</td>
<td>nsihuwena – we...</td>
</tr>
<tr>
<td>ksihuwana – we...</td>
<td>ksihuwena – we...</td>
</tr>
<tr>
<td>nsihuwana – we...</td>
<td>nsihuwena – we...</td>
</tr>
<tr>
<td>ksihuwana – we...</td>
<td>ksihuwena – we...</td>
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<tr>
<td>nsihuwana – we...</td>
<td>nsihuwena – we...</td>
</tr>
<tr>
<td>ksihuwana – we...</td>
<td>ksihuwena – we...</td>
</tr>
<tr>
<td>nsihuwana – we...</td>
<td>nsihuwena – we...</td>
</tr>
</tbody>
</table>

### Local Paradigm

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>kshinkai – you... me</td>
<td>kshinkel – I... you</td>
</tr>
<tr>
<td>kshinkaihemo – you all... me</td>
<td>kshinkelhumo – I... you all</td>
</tr>
<tr>
<td>kshinkaihena – you (all)... us</td>
<td>kshinkelhumena – we... you (all)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nsiho – I beat him</td>
<td>nsiho – you...</td>
</tr>
<tr>
<td>ksiho – you...</td>
<td>wsiho – he...</td>
</tr>
<tr>
<td>nsihuwana – we...</td>
<td>nsihuwena – we...</td>
</tr>
<tr>
<td>ksihuwana – we...</td>
<td>ksihuwena – we...</td>
</tr>
<tr>
<td>nsihuwana – we...</td>
<td>nsihuwena – we...</td>
</tr>
<tr>
<td>ksihuwana – we...</td>
<td>ksihuwena – we...</td>
</tr>
<tr>
<td>nsihuwana – we...</td>
<td>nsihuwena – we...</td>
</tr>
<tr>
<td>ksihuwana – we...</td>
<td>ksihuwena – we...</td>
</tr>
<tr>
<td>nsihuwana – we...</td>
<td>nsihuwena – we...</td>
</tr>
<tr>
<td>ksihuwana – we...</td>
<td>ksihuwena – we...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural Subject</th>
<th>Singular Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>nshihuk – he... me</td>
<td>nshihuk – you...</td>
</tr>
<tr>
<td>kshihuk – he... you</td>
<td>wshihuk – he...</td>
</tr>
<tr>
<td>nshihuk – he... him</td>
<td>nshihuk – you...</td>
</tr>
<tr>
<td>kshihuk – he... us</td>
<td>kshihuk – you...</td>
</tr>
<tr>
<td>nshihuk – he... we</td>
<td>nshihuk – you...</td>
</tr>
<tr>
<td>kshihuk – he... them</td>
<td>kshihuk – you...</td>
</tr>
<tr>
<td>nshihuk – he... you all</td>
<td>wshihuk – he...</td>
</tr>
<tr>
<td>kshihuk – he... they</td>
<td>wshihuk – he...</td>
</tr>
<tr>
<td>nshihuk – he... they</td>
<td>wshihuk – he...</td>
</tr>
</tbody>
</table>

**Note:** The table provided includes verb paradigms in the Yoruba language, detailing conjugations for singular and plural subjects in both the inverse and direct forms. The verbs cover actions such as 'washing', 'beating', 'slipping', and 'washing one's hair'. The table also shows how the subject and object pronouns change according to the action performed.
LOCAL PARADIGM

**Singular Object**
- ntahixamuhela - I bathe him
- ktahixamuhela - you...
- tohixemuhelalu - he...
- ntahixamuhelawena - we...
- ktahixamuhelawena - we...
- ktahixamuhelawa - you all...
- tohixemuhelawao - they...

**Plural Object**
- ntahixamuhelakw - he...me
- ktahixamuhelakw - he...you
- tohixemuhelaku - he...him
- ntahixamuhelakwana - he...us
- ktahixamuhelakwana - he...us
- ktahixamuhelawoa - you all...
- tohixemuhelawao - they...

**Inverse**

**Singular Subject**
- ntahixamuhelu - I cannot
- ktahixamuhelu - you...
- tohixemuhelu - he...
- ntahixamuheluna - we...
- ktahixamuheluna - we...
- ktahixamuhelua - you all...
- tohixemuheluwo - they...

**Plural Subject**
- ntahixamuheluk - they...me
- ktahixamuheluk - they...you
- tohixemuheluk - they...him
- ntahixamuhelukan - they...us
- ktahixamuhelukan - they...us
- ktahixamuheluwo - they...you all
- tohixemuhelawo - they...they

**Local Paradigm**

**Direct**
- ntahixamuhela - I bathe him
- ktahixamuhela - you...
- tohixemuhelalu - he...
- ntahixamuhelawena - we...
- ktahixamuhelawena - we...
- ktahixamuhelawa - you all...
- tohixemuhelawao - they...

**Inverse**

**Singular Subject**
- ntahixamuhelu - I cannot
- ktahixamuhelu - you...
- tohixemuhelu - he...
- ntahixamuheluna - we...
- ktahixamuheluna - we...
- ktahixamuhelua - you all...
- tohixemuheluwo - they...

**Plural Subject**
- ntahixamuheluk - they...me
- ktahixamuheluk - they...you
- tohixemuheluk - they...him
- ntahixamuhelukan - they...us
- ktahixamuhelukan - they...us
- ktahixamuheluwo - they...you all
- tohixemuhelawo - they...they

**Local Paradigm**

**Direct**
- ntahixamuhela - I bathe him
- ktahixamuhela - you...
- tohixemuhelalu - he...
- ntahixamuhelawena - we...
- ktahixamuhelawena - we...
- ktahixamuhelawa - you all...
- tohixemuhelawao - they...

**Inverse**

**Singular Subject**
- ntahixamuhelu - I cannot
- ktahixamuhelu - you...
- tohixemuhelu - he...
- ntahixamuheluna - we...
- ktahixamuheluna - we...
- ktahixamuhelua - you all...
- tohixemuheluwo - they...

**Plural Subject**
- ntahixamuheluk - they...me
- ktahixamuheluk - they...you
- tohixemuheluk - they...him
- ntahixamuhelukan - they...us
- ktahixamuhelukan - they...us
- ktahixamuheluwo - they...you all
- tohixemuhelawo - they...they

**Local Paradigm**

**Direct**
- ntahixamuhela - I bathe him
- ktahixamuhela - you...
- tohixemuhelalu - he...
- ntahixamuhelawena - we...
- ktahixamuhelawena - we...
- ktahixamuhelawa - you all...
- tohixemuhelawao - they...

**Inverse**

**Singular Subject**
- ntahixamuhelu - I cannot
- ktahixamuhelu - you...
- tohixemuhelu - he...
- ntahixamuheluna - we...
- ktahixamuheluna - we...
- ktahixamuhelua - you all...
- tohixemuheluwo - they...

**Plural Subject**
- ntahixamuheluk - they...me
- ktahixamuheluk - they...you
- tohixemuheluk - they...him
- ntahixamuhelukan - they...us
- ktahixamuhelukan - they...us
- ktahixamuheluwo - they...you all
- tohixemuhelawo - they...they

**Local Paradigm**

**Direct**
- ntahixamuhela - I bathe him
- ktahixamuhela - you...
- tohixemuhelalu - he...
- ntahixamuhelawena - we...
- ktahixamuhelawena - we...
- ktahixamuhelawa - you all...
- tohixemuhelawao - they...

**Inverse**

**Singular Subject**
- ntahixamuhelu - I cannot
- ktahixamuhelu - you...
- tohixemuhelu - he...
- ntahixamuheluna - we...
- ktahixamuheluna - we...
- ktahixamuhelua - you all...
- tohixemuheluwo - they...

**Plural Subject**
- ntahixamuheluk - they...me
- ktahixamuheluk - they...you
- tohixemuheluk - they...him
- ntahixamuhelukan - they...us
- ktahixamuhelukan - they...us
- ktahixamuheluwo - they...you all
- tohixemuhelawo - they...they

**Local Paradigm**

**Direct**
- ntahixamuhela - I bathe him
- ktahixamuhela - you...
- tohixemuhelalu - he...
- ntahixamuhelawena - we...
- ktahixamuhelawena - we...
- ktahixamuhelawa - you all...
- tohixemuhelawao - they...

**Inverse**

**Singular Subject**
- ntahixamuhelu - I cannot
- ktahixamuhelu - you...
- tohixemuhelu - he...
- ntahixamuheluna - we...
- ktahixamuheluna - we...
- ktahixamuhelua - you all...
- tohixemuheluwo - they...

**Plural Subject**
- ntahixamuheluk - they...me
- ktahixamuheluk - they...you
- tohixemuheluk - they...him
- ntahixamuhelukan - they...us
- ktahixamuhelukan - they...us
- ktahixamuheluwo - they...you all
- tohixemuhelawo - they...they

**Local Paradigm**

**Direct**
- ntahixamuhela - I bathe him
- ktahixamuhela - you...
- tohixemuhelalu - he...
- ntahixamuhelawena - we...
- ktahixamuhelawena - we...
- ktahixamuhelawa - you all...
- tohixemuhelawao - they...

**Inverse**

**Singular Subject**
- ntahixamuhelu - I cannot
- ktahixamuhelu - you...
- tohixemuhelu - he...
- ntahixamuheluna - we...
- ktahixamuheluna - we...
- ktahixamuhelua - you all...
- tohixemuheluwo - they...

**Plural Subject**
- ntahixamuheluk - they...me
- ktahixamuheluk - they...you
- tohixemuheluk - they...him
- ntahixamuhelukan - they...us
- ktahixamuhelukan - they...us
- ktahixamuheluwo - they...you all
- tohixemuhelawo - they...they
<table>
<thead>
<tr>
<th>verb</th>
<th>singular object</th>
<th>plural object</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ntankama</em> – I...him</td>
<td><em>ntankamaok</em> – I...them</td>
<td><em>ntaspenaok</em> – I lift them</td>
</tr>
<tr>
<td><em>ktankama</em> – you...</td>
<td><em>ktankamaok</em> – you...</td>
<td><em>ktaspenaok</em> – you...</td>
</tr>
<tr>
<td><em>tonkamao</em> – he...</td>
<td><em>tonkamaok</em> – he...</td>
<td><em>tospenaok</em> – he...</td>
</tr>
<tr>
<td><em>ntankamawena</em> – we...</td>
<td><em>ntankamawenakanak</em> – we...</td>
<td><em>ntaspenawenakanak</em> – we...</td>
</tr>
<tr>
<td><em>ktankamawena</em> – we...</td>
<td><em>ktankamawenakanak</em> – we...</td>
<td><em>ktaspenawenakanak</em> – we...</td>
</tr>
<tr>
<td><em>ktankamawaya</em> – you all spear him</td>
<td><em>ktankamao</em> – you all spear them</td>
<td><em>ktaspenawaok</em> – you all...</td>
</tr>
<tr>
<td><em>tonkamawao</em> – they spear him</td>
<td><em>tonkamawao</em> – they spear them</td>
<td><em>tospenawoo</em> – they...</td>
</tr>
</tbody>
</table>

**Inverse**

<table>
<thead>
<tr>
<th>verb</th>
<th>singular subject</th>
<th>plural subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ntankamukwu</em> – he...me</td>
<td><em>ntankamukuk</em> – they...me</td>
<td><em>ntaspenukwu</em> – he...me</td>
</tr>
<tr>
<td><em>ktankamukwu</em> – he...you</td>
<td><em>ktankamukuk</em> – they...you</td>
<td><em>ktaspenekwu</em> – he...you</td>
</tr>
<tr>
<td><em>tonkamuku</em> – he...him</td>
<td><em>tonkamuk</em> – they...him</td>
<td><em>tospenaku</em> – he...him</td>
</tr>
<tr>
<td><em>ntankamukuna</em> – he...us</td>
<td><em>ntankamukanak</em> – they...us</td>
<td><em>ntaspenkuna</em> – he...us</td>
</tr>
<tr>
<td><em>ktankamukuna</em> – he...us</td>
<td><em>ktankamukanak</em> – they...us</td>
<td><em>ktaspenku</em> – he...us</td>
</tr>
<tr>
<td><em>ktankamukuwa</em> – he...you all</td>
<td><em>ktankamukuwa</em> – they...you all</td>
<td><em>ktaspenkuwa</em> – he...you all</td>
</tr>
<tr>
<td><em>tonkamkuwoo</em> – he...them</td>
<td><em>tonkamkuwoo</em> – they...them</td>
<td><em>tospenkuwoo</em> – he...them</td>
</tr>
</tbody>
</table>

**Local Paradigm**

<table>
<thead>
<tr>
<th>verb</th>
<th>singular subject</th>
<th>plural subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ktankami</em> – you...me</td>
<td><em>ktankamel</em> – I...you</td>
<td><em>ktaspenel</em> – I...you</td>
</tr>
<tr>
<td><em>ktankamihemo</em> – you all...me</td>
<td><em>ktankamelhumo</em> – I...you all</td>
<td><em>ktaspenelhemo</em> – you all...me</td>
</tr>
<tr>
<td><em>ktankamihena</em> – you (all)...us</td>
<td><em>ktankamelhume</em> – we...you (all)</td>
<td><em>ktaspenelhume</em> – we...you (all)</td>
</tr>
</tbody>
</table>

**tankhitun – lose it ti.**

<table>
<thead>
<tr>
<th>verb</th>
<th>singular subject</th>
<th>plural subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ntankhitun</em> – I lost it</td>
<td><em>ntankhituna</em> - I lost them</td>
<td><em>ntaspenemen</em> – I lift it up</td>
</tr>
<tr>
<td><em>tonkhitu</em> - he/she...</td>
<td><em>tonkhituna</em> - you...</td>
<td><em>ktaspenemen</em> – you...</td>
</tr>
<tr>
<td><em>ntankhitunan</em> - we...</td>
<td><em>ntankhitunena</em> - we...</td>
<td><em>tospenemen</em> – he/she...</td>
</tr>
<tr>
<td><em>ktankhitunan</em> - we...</td>
<td><em>ktankhitunena</em> - we...</td>
<td><em>ntaspenemenen</em> – we...</td>
</tr>
<tr>
<td><em>ktankhituneyo</em> - you all...</td>
<td><em>ktankhituneyo</em> - you all...</td>
<td><em>ktaspenemenen</em> – we...</td>
</tr>
<tr>
<td><em>tonkhituneyo</em> - they...</td>
<td><em>tonkhituneyo</em> - they...</td>
<td><em>ktaspenemeneyo</em> – you all...</td>
</tr>
</tbody>
</table>

**taspennenemen- – lift it up ti.**

<table>
<thead>
<tr>
<th>verb</th>
<th>singular subject</th>
<th>plural subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ntaspenemen</em> – I lift it up</td>
<td><em>ntaspenemen</em> – I lift it up</td>
<td><em>ntaspenemen</em> – I lift it up</td>
</tr>
<tr>
<td><em>ktaspenemen</em> – you...</td>
<td><em>ktaspenemen</em> – you...</td>
<td><em>ktaspenemen</em> – you...</td>
</tr>
<tr>
<td><em>tospenemen</em> – he/she...</td>
<td><em>tospenemen</em> – she/he...</td>
<td><em>tospenemen</em> – she/he...</td>
</tr>
<tr>
<td><em>ntaspenemenen</em> – we...</td>
<td><em>ntaspenemenen</em> – we...</td>
<td><em>ntaspenemenen</em> – we...</td>
</tr>
<tr>
<td><em>ktaspenemenen</em> – we...</td>
<td><em>ktaspenemenen</em> – we...</td>
<td><em>ktaspenemenen</em> – we...</td>
</tr>
<tr>
<td><em>ktaspenemeneyo</em> – you all...</td>
<td><em>ktaspenemeneyo</em> – you all...</td>
<td><em>ktaspenemeneyo</em> – you all...</td>
</tr>
<tr>
<td><em>tospenemeneyo</em> – they...</td>
<td><em>tospenemeneyo</em> – they...</td>
<td><em>tospenemeneyo</em> – they...</td>
</tr>
<tr>
<td><strong>tatu-</strong> put something on</td>
<td><strong>temike-</strong> enter</td>
<td><strong>tentehe-</strong> make a fire</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>ntau - I put on</td>
<td>ntemike - I enter</td>
<td>ntantehwe - I made a fire</td>
</tr>
<tr>
<td>kttau - you...</td>
<td>ktemike - you...</td>
<td>krontehwe - you...</td>
</tr>
<tr>
<td>ttau - she/he...</td>
<td>temike - she/he</td>
<td>tentehe - she/he...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>tatun-</strong> put/place it</td>
<td><strong>tepechenemen-</strong> roll it around</td>
<td><strong>tetantahkukwhehela-</strong> shaking one's head; nodding</td>
</tr>
<tr>
<td>ti</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ntau - I put it</td>
<td>ntepechenemen - I roll it around</td>
<td>ntau - I ... my head</td>
</tr>
<tr>
<td>kttau - you...</td>
<td>ktepechenemen - you...</td>
<td>ktau - you...</td>
</tr>
<tr>
<td>totau - he/she...</td>
<td>tepechenemen - he/she...</td>
<td>ktau - he...</td>
</tr>
<tr>
<td>ntau - we...</td>
<td>ntepechenemenen - we...</td>
<td></td>
</tr>
<tr>
<td>kttau - you...</td>
<td>ktepechenemenen - we...</td>
<td></td>
</tr>
<tr>
<td>kttau - you all...</td>
<td>ktepechenemeneyo - you all...</td>
<td></td>
</tr>
<tr>
<td>tolau - they...</td>
<td>tepechenemeneyo - they...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>tel-</strong> tell (it to)</td>
<td><strong>tepechehel-</strong> roll</td>
<td><strong>tetxxwe-</strong> walk slowly</td>
</tr>
<tr>
<td><strong>someone ta.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DIRECT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Singular Object</strong></td>
<td><strong>Plural Object</strong></td>
<td></td>
</tr>
<tr>
<td>ntel - I tell him</td>
<td>ntelak - I tell them</td>
<td></td>
</tr>
<tr>
<td>ktel - you...</td>
<td>ktelak - you...</td>
<td></td>
</tr>
<tr>
<td>tel - he...</td>
<td>telak - he...</td>
<td></td>
</tr>
<tr>
<td>ntelawana - we...</td>
<td>ntelawanaak - we...</td>
<td></td>
</tr>
<tr>
<td>ktelawana - we...</td>
<td>ktelawanaak - we...</td>
<td></td>
</tr>
<tr>
<td>ktelawa - you all...</td>
<td>ktelauwaak - you all...</td>
<td></td>
</tr>
<tr>
<td>tolau - they...</td>
<td>tolauw - they...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INVERSE</strong></td>
<td><strong>Plural Subject</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Singular Subject</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ntel - he... me</td>
<td>ntelak - they...me</td>
<td></td>
</tr>
<tr>
<td>ktel - he...you</td>
<td>ktelak - they...you</td>
<td></td>
</tr>
<tr>
<td>tel - he...him</td>
<td>telak - they...him</td>
<td></td>
</tr>
<tr>
<td>ntelkana - he...us</td>
<td>ntelkunanak - they...us</td>
<td></td>
</tr>
<tr>
<td>ktelkana - he...us</td>
<td>ktelkunanak - they...us</td>
<td></td>
</tr>
<tr>
<td>ktelkuwa - he...you all</td>
<td>ktelkuwaak - they...you all</td>
<td></td>
</tr>
<tr>
<td>telkuu - he...them</td>
<td>telkuu - they...them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LOCAL PARADIGM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ktel - you...me</td>
<td>ktelel - I...you</td>
<td></td>
</tr>
<tr>
<td>ktelihemo - you all...me</td>
<td>ktelhumo - I... you all</td>
<td></td>
</tr>
<tr>
<td>ktelihena - you (all)...us</td>
<td>ktelumena - we...you (all)</td>
<td></td>
</tr>
<tr>
<td><strong>toke-</strong> soft <strong>ii</strong></td>
<td><strong>ukathamen-</strong> braid it <strong>ti</strong></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>toke – it is soft</td>
<td>nukathamen – I braid it</td>
<td></td>
</tr>
<tr>
<td>tokeyok – they are soft</td>
<td>nukathamena – I braid them</td>
<td></td>
</tr>
<tr>
<td><strong>toks-</strong> soft <strong>ai</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ntoksi – I am soft</td>
<td>kukathamen – you...</td>
<td></td>
</tr>
<tr>
<td>ntoksihena - we...</td>
<td>ukathamen – he/she...</td>
<td></td>
</tr>
<tr>
<td>ktoksi - you...</td>
<td>nukathamenen –we...</td>
<td></td>
</tr>
<tr>
<td>ktoksihena - we...</td>
<td>kukathamenen –we...</td>
<td></td>
</tr>
<tr>
<td>toksu – she/he...</td>
<td>kukathameneyo – you all...</td>
<td></td>
</tr>
<tr>
<td>toksuwak – they...</td>
<td>ukathâmene - you...</td>
<td></td>
</tr>
</tbody>
</table>

**tuhen-** catch someone **ta**

**DIRECT**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntuhena – I catch him</td>
<td>ntuhenaok – I catch them</td>
</tr>
<tr>
<td>ktuhena – you...</td>
<td>ktnaok – you...</td>
</tr>
<tr>
<td>twenao (tunao) – he...</td>
<td>twenako – he...</td>
</tr>
<tr>
<td>ntuhenawena – we...</td>
<td>ntuhenawenak – we...</td>
</tr>
<tr>
<td>ktuhenaawena – we...</td>
<td>ktuhenaawenak – we...</td>
</tr>
<tr>
<td>ktuhenawa – you all...</td>
<td>ktnawak – you all...</td>
</tr>
<tr>
<td>twenawowo – they...</td>
<td>twenawo – they...</td>
</tr>
</tbody>
</table>

** Plural Subject **

<table>
<thead>
<tr>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntunukuk – they...me</td>
</tr>
<tr>
<td>ktunukuk – they...you</td>
</tr>
<tr>
<td>twenaku – he...him</td>
</tr>
<tr>
<td>ntunukunanak – they...us</td>
</tr>
<tr>
<td>ktunukunanak – they...us</td>
</tr>
<tr>
<td>ktunukuwaok – they...you all</td>
</tr>
<tr>
<td>twenakuwo – they...them</td>
</tr>
</tbody>
</table>

**LOCAL PARADIGM**

<table>
<thead>
<tr>
<th>ktuni – you...me</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntukihela – I wake up</td>
</tr>
<tr>
<td>ktnihemo – you all...me</td>
</tr>
<tr>
<td>ktunihema – you (all)...us</td>
</tr>
<tr>
<td>kukena – he/she...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>tuhihel-</strong> wake up <strong>ai</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ntukihela – I wake up</td>
</tr>
<tr>
<td>ntukihela – you...</td>
</tr>
<tr>
<td>tuhihele – he/she...</td>
</tr>
<tr>
<td>ntukihelahena – we...</td>
</tr>
<tr>
<td>ktnihelahena – we...</td>
</tr>
<tr>
<td>ktnihelahena – you all...</td>
</tr>
<tr>
<td>tuhiheleyok – they...</td>
</tr>
</tbody>
</table>

**ulhal-** have someone **ta**

**DIRECT**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>nulhala - I have him</td>
<td>nulhalao - I have them</td>
</tr>
<tr>
<td>kulhala - you...</td>
<td>kulhalawo - you...</td>
</tr>
<tr>
<td>wulahalao - he...</td>
<td>wulalawo - he...</td>
</tr>
<tr>
<td>nulhalawena - we...</td>
<td>nulalawenak - we...</td>
</tr>
<tr>
<td>kulhalawena - we...</td>
<td>kulhalawa - you all...</td>
</tr>
<tr>
<td>wulhalawo - they...</td>
<td>wulalawo - they...</td>
</tr>
</tbody>
</table>

** Plural Subject **

<table>
<thead>
<tr>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>nulhalakuk – they...me</td>
</tr>
<tr>
<td>kulhalakuk – they...you</td>
</tr>
<tr>
<td>wulhalakuk – they...him</td>
</tr>
<tr>
<td>nulhalukanak – they...us</td>
</tr>
<tr>
<td>kulhalukanak – they...us</td>
</tr>
<tr>
<td>kulhaluwaok – they...you all</td>
</tr>
<tr>
<td>wulhaluwo – they...them</td>
</tr>
</tbody>
</table>

**LOCAL PARADIGM**

<table>
<thead>
<tr>
<th>kulhali - you...me</th>
</tr>
</thead>
<tbody>
<tr>
<td>kulhalihemo - you all...me</td>
</tr>
<tr>
<td>kulhalihena - you (all)...us</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ulhatun-</strong> have it <strong>ti</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>nulhatun – I have it</td>
</tr>
<tr>
<td>kulhatun – you have it</td>
</tr>
<tr>
<td>wulhatun – he/she has it*</td>
</tr>
<tr>
<td>also &quot;wulhatu&quot; &quot;ulhatu&quot; &quot;welatu&quot;</td>
</tr>
<tr>
<td>nulhatuna – I have them</td>
</tr>
<tr>
<td>kulhatuna – you have them</td>
</tr>
<tr>
<td>wulhatuna - he has at them</td>
</tr>
</tbody>
</table>
nullhatuhena - we have it
kulhatuhena - we have it
kulhatuhemo - you all have it
wulhatuwak - they have it

uuskenepal - come from ai.
um - I come from
kum - you...
um - she/he...

uskenep - throw water on someone ta.

DIRECT
Singulat Object
nuskenepal - I throw...on him
kuskenepala - you...
wuskenepalao - he...
nuskenepalawena - we...
kuskenepalawena - we...
kuskenepalawa - you all...
wuskenepalawao - they...

Plural Object
nuskenepalao - I throw water on them
kuskenepala - you all
wuskenepalao - he...
nuskenepalawenak - we...
kuskenepalawenak - we...
kuskenepalawenak - you all...
wuskenepalawenak - they...

INVERSE
Singulat Object
nuskenepalkw - he...me
kuskenepalkw - he...on you
wuskenepalkw - he...him
kuskenepalkuna - he...us
kuskenepalkuwa - he...you all
wuskenepalkuwo - he...them

Plural Object
nuskenepalkuk - they...me
kuskenepalkuk - they...you
wuskenepalkuk - they...him
kuskenepalkunanak - they...us
kuskenepalkuwaok - they...you all
wuskenepalkuwo - they...them

LOCAL PARADIGM
kenuskenepali - you...me
kenuskenepalihemo - you all...me
kenuskenepalihena - you(all)...us
kenuskenepalel - I...you
kenuskenepalelhumo - I...you all
kenuskenepalelhumena - we...you (all)

uwah - know someone ta.

DIRECT
Singulat Object
nuwaha - I know him
kuwaha - you...
uwahao - he...
nuwahawena - we...
kuswahawena - we...
kuswahawa - you all...
uwahawo - they...

Plural Object
nuwahak - I know them
kuwahak - you all
uwahako - he...
nuwahawanak - we...
kuswahawanak - we...
kuswahawaok - you all...
uwahawo - they...

INVERSE
Singulat Object
nuwahalkw - he...me
kuwahalkw - he...you
uwahalku - he...him
nuwahalkuna - he...us
kuwahalkuna - he...us
kuwahalkuwa - he...you all
uwahalkuwo - he...them

Plural Object
nuwahalkuk - they...me
kuwahalkuk - they...you
uwahalku - they...him
nuwahalkunanak - they...us
kuwahalkunanak - they...us
kuwahalkuwa - they...you all
uwahalkuwo - they...them

LOCAL PARADIGM
kuwahi - you...me
kuwahihemo - you all...me
kuwahihena - you(all)...us
kuwahel - I...you
kuwahelhumo - I...you all
kuwahelhumena - we...you(all)

uwatun- know ai.
uwatun - I know
kuwatun - you...
watu - she/he...

Plural Object
nuwatuhena - we...
kuwatuhena - we...
watuwak - they...

LOCAL PARADIGM
kenuskenepali - you...me
kenuskenepalihemo - you all...me
kenuskenepalihena - you(all)...us
kenuskenepalel - I...you
kenuskenepalelhumo - I...you all
kenuskenepalelhumena - we...you (all)
<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>newichemawao - I help him</td>
<td>newichemawao - I help them</td>
</tr>
<tr>
<td>kewichemawena - he/she</td>
<td>kewichemawena - he/she</td>
</tr>
<tr>
<td>newichemawena - he/she</td>
<td>newichemawena - he/she</td>
</tr>
<tr>
<td>kewichemawena - we...</td>
<td>kewichemawena - we...</td>
</tr>
<tr>
<td>kewichemawena - you all...</td>
<td>kewichemawena - you all...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCAL PARADIGM</th>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>kewichemihemo - you all...me</td>
<td>newichemkuk - they...me</td>
<td></td>
</tr>
<tr>
<td>kewichemihema - you (all)...us</td>
<td>kewichemelhume - I ...you all</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural Subject</th>
<th>Singular Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>kewichemihema - you all...me</td>
<td>newichemkuk - they...me</td>
</tr>
<tr>
<td>kewichemihema - you (all)...us</td>
<td>kewichemelhume - I ...you all</td>
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<thead>
<tr>
<th>Singular Object</th>
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<tbody>
<tr>
<td>newichemawao - I help them</td>
<td>newichemawao - I help them</td>
</tr>
<tr>
<td>kewichemawena - he/she</td>
<td>kewichemawena - he/she</td>
</tr>
<tr>
<td>newichemawena - he/she</td>
<td>newichemawena - he/she</td>
</tr>
<tr>
<td>kewichemawena - we...</td>
<td>kewichemawena - we...</td>
</tr>
<tr>
<td>kewichemawena - you all...</td>
<td>kewichemawena - you all...</td>
</tr>
<tr>
<td>wichemawao - they...</td>
<td>wichemawao - they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural Subject</th>
<th>Singular Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>newichemawao - I help them</td>
<td>newichemawao - I help them</td>
</tr>
<tr>
<td>kewichemawena - he/she</td>
<td>kewichemawena - he/she</td>
</tr>
<tr>
<td>newichemawena - he/she</td>
<td>newichemawena - he/she</td>
</tr>
<tr>
<td>kewichemawena - we...</td>
<td>kewichemawena - we...</td>
</tr>
<tr>
<td>kewichemawena - you all...</td>
<td>kewichemawena - you all...</td>
</tr>
<tr>
<td>wichemawao - they...</td>
<td>wichemawao - they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural Subject</th>
<th>Singular Subject</th>
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<tbody>
<tr>
<td>newichemawao - I help them</td>
<td>newichemawao - I help them</td>
</tr>
<tr>
<td>kewichemawena - he/she</td>
<td>kewichemawena - he/she</td>
</tr>
<tr>
<td>newichemawena - he/she</td>
<td>newichemawena - he/she</td>
</tr>
<tr>
<td>kewichemawena - we...</td>
<td>kewichemawena - we...</td>
</tr>
<tr>
<td>kewichemawena - you all...</td>
<td>kewichemawena - you all...</td>
</tr>
<tr>
<td>wichemawao - they...</td>
<td>wichemawao - they...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural Subject</th>
<th>Singular Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>newichemawao - I help them</td>
<td>newichemawao - I help them</td>
</tr>
<tr>
<td>kewichemawena - he/she</td>
<td>kewichemawena - he/she</td>
</tr>
<tr>
<td>newichemawena - he/she</td>
<td>newichemawena - he/she</td>
</tr>
<tr>
<td>kewichemawena - we...</td>
<td>kewichemawena - we...</td>
</tr>
<tr>
<td>kewichemawena - you all...</td>
<td>kewichemawena - you all...</td>
</tr>
<tr>
<td>wichemawao - they...</td>
<td>wichemawao - they...</td>
</tr>
</tbody>
</table>
### kewixenin - frightened/startled (short term) **ai.**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>newishasi - I am frightened</td>
<td>newishashena - we...</td>
</tr>
<tr>
<td>kewishasi - you...</td>
<td>kewishashena - we...</td>
</tr>
<tr>
<td>wishasu - she/he...</td>
<td>kewishashemo - you all...</td>
</tr>
<tr>
<td></td>
<td>wishasuwak - they...</td>
</tr>
</tbody>
</table>

### witkem - dance with someone **ta.**

**DIRECT**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>newitkema – I dance with him</td>
<td>newitkemao – I dance with them</td>
</tr>
<tr>
<td>kewitkema – you...</td>
<td>kewitkemao – you...</td>
</tr>
<tr>
<td>witkemao – he...</td>
<td>witkemao – he...</td>
</tr>
<tr>
<td>newitkemawena – we...</td>
<td>newitkemawenak – we...</td>
</tr>
<tr>
<td>kewitkemawena – we...</td>
<td>kewitkemawenak – we...</td>
</tr>
<tr>
<td>kewitkemawa – you all...</td>
<td>kewitkemawaok – you all...</td>
</tr>
<tr>
<td>witkemawoo – they...</td>
<td>witkemawoo – they...</td>
</tr>
</tbody>
</table>

**INVERSE**

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>witkemúkw – he... me</td>
<td>newitkemuk – they...me</td>
</tr>
<tr>
<td>kewitkémakw – he...you</td>
<td>kewitkemuk – they...you</td>
</tr>
<tr>
<td>witkemku – he dances with him</td>
<td>witkemku – they...him</td>
</tr>
<tr>
<td>newitkemkuna – he...us</td>
<td>newitkemkunanak – they...us</td>
</tr>
<tr>
<td>kewitkemkuna – he...us</td>
<td>kewitkemkunanak - they...us</td>
</tr>
<tr>
<td>kewitkemkuwa – he...you all</td>
<td>kewitkemkuwao – they...you all</td>
</tr>
<tr>
<td>witkemkuwoo – he...them</td>
<td>witkemkuwoo – they...them</td>
</tr>
</tbody>
</table>

### LOCAL PARADIGM

- kwitkemi – you...me
- kwitkemihemo – you all...me
- kwitkemihemo – you (all)...us

### xam- feed someone **ta.**

**DIRECT**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>newitkemawana – we...</td>
<td>newitkemawenak – we...</td>
</tr>
<tr>
<td>kewitkemawena – we...</td>
<td>kewitkemawenak – we...</td>
</tr>
<tr>
<td>kewitkemawa – you all...</td>
<td>kewitkemawaok – you all...</td>
</tr>
<tr>
<td>witkemawao – they...</td>
<td>witkemawo – they...</td>
</tr>
</tbody>
</table>

**INVERSE**

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
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<tbody>
<tr>
<td>newitkemukw – he...me</td>
<td>newitkemuk – they...me</td>
</tr>
<tr>
<td>kewitkemuk – he...you</td>
<td>kewitkemuk – they...you</td>
</tr>
<tr>
<td>witkemuk – he dances with him</td>
<td>witkemuk – they...him</td>
</tr>
<tr>
<td>newitkemkuna – he...us</td>
<td>newitkemkunanak – they...us</td>
</tr>
<tr>
<td>kewitkemkuna – he...us</td>
<td>kewitkemkunanak - they...us</td>
</tr>
<tr>
<td>kewitkemkuwa – he...you all</td>
<td>kewitkemkuwao – they...you all</td>
</tr>
<tr>
<td>witkemkuwoo – he...them</td>
<td>witkemkuwoo – they...them</td>
</tr>
</tbody>
</table>

### LOCAL PARADIGM

- kwitkemi – you...me
- kewitkemihemo – you all...me
- kwitkemihemo – you (all)...us

### xam- feed someone **ti.**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>newitkemawana – we...</td>
<td>newitkemawenak – we...</td>
</tr>
<tr>
<td>kewitkemawena – we...</td>
<td>kewitkemawenak – we...</td>
</tr>
<tr>
<td>kewitkemawa – you all...</td>
<td>kewitkemawaok – you all...</td>
</tr>
<tr>
<td></td>
<td>witkemawo – they...</td>
</tr>
</tbody>
</table>

**DIRECT**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>kewixenineyo - you all...</td>
<td>kewixenineyo - you all...</td>
</tr>
<tr>
<td>wixenineyo - they...</td>
<td>wixenineyo - they...</td>
</tr>
</tbody>
</table>

**INVERSE**

<table>
<thead>
<tr>
<th>Singular Subject</th>
<th>Plural Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>newitkemawana – we...</td>
<td>newitkemawenak – we...</td>
</tr>
<tr>
<td>kewitkemawena – we...</td>
<td>kewitkemawenak – we...</td>
</tr>
<tr>
<td>kewitkemawa – you all...</td>
<td>kewitkemawaok – you all...</td>
</tr>
<tr>
<td></td>
<td>wixenawao – they...</td>
</tr>
</tbody>
</table>

**LOCAL PARADIGM**

- kewixeni – you...me
- kewixenihemo – you all...me
- kewixenihemo – you (all)...us

### xam- feed someone **ta.**

**DIRECT**

<table>
<thead>
<tr>
<th>Singular Object</th>
<th>Plural Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaxama - I feed him</td>
<td>ntaxamaok - I feed them</td>
</tr>
<tr>
<td>toxama - he...</td>
<td>toxamaok - he...</td>
</tr>
<tr>
<td>ntaxamawena - we...</td>
<td>ntaxamawenak - we...</td>
</tr>
<tr>
<td>ktaxamawena - we...</td>
<td>ktaxamawenak - we...</td>
</tr>
<tr>
<td>ktaxamawa - you all...</td>
<td>ktaxamawaok - you all...</td>
</tr>
<tr>
<td>toxamawao - they...</td>
<td>toxamawo - they...</td>
</tr>
</tbody>
</table>
### INVERSE

<table>
<thead>
<tr>
<th><strong>Singular Subject</strong></th>
<th><strong>Plural Subject</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ntaxamukw - he...me</td>
<td>ntaxamkuk - they...me</td>
</tr>
<tr>
<td>ktaxamukw - he...you</td>
<td>ktaxamkuk - they...you</td>
</tr>
<tr>
<td>toxamku - he...him</td>
<td>toxamku - they...him</td>
</tr>
<tr>
<td>ntaxamkuna - he...us</td>
<td>ntaxamkunanak - they...us</td>
</tr>
<tr>
<td>ktaxamkuna - he...us</td>
<td>ktaxamkunanak - they...us</td>
</tr>
<tr>
<td>ktaxamkuwa - he...all</td>
<td>ktaxamkuwaok - they...all</td>
</tr>
<tr>
<td>toxamkuwoo - he feeds them</td>
<td>toxamkuwoo - they...them</td>
</tr>
</tbody>
</table>

### LOCAL PARADIGM

<table>
<thead>
<tr>
<th><strong>ktaxami</strong> – you...me</th>
<th><strong>ktaxamel</strong> – I...you</th>
</tr>
</thead>
<tbody>
<tr>
<td>ktaxamihe na</td>
<td>ktaxamelhumena – we...you (all)</td>
</tr>
<tr>
<td>ktaxamihemo – you all...me</td>
<td>ktaxamelhumo – I...you all</td>
</tr>
<tr>
<td>ktaxamihena – you (all)... us</td>
<td></td>
</tr>
</tbody>
</table>

**takwixen** - flood *ii.*

*takwixen* - a flood; it is a flood
### INDEX OF VERB FORMS

<table>
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<th>Lenape</th>
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</thead>
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<td>ii - inanimate intransitive</td>
<td>ti - transitive animate</td>
</tr>
<tr>
<td>ai - animate intransitive</td>
<td></td>
</tr>
</tbody>
</table>

#### ENGLISH TO LENAPE

- **afraid (long term):** alam- ai.
- **age/birthday:** katenam- ai.
- **angry:** manunks- ai.
- **bake bread:** ahponhe ai.
- **bathe someone:** tahixamuhel- ta.
- **bathe:** tixam- ai.
- **beat someone (in competition):** sihu- ta.
- **beg:** winewe- ai.
- **begin:** alemi ai.
- **believe it:** lamhɨtamên- ti.
- **bite it:** tantamen- ti.
- **born:** weskahp- ai.
- **bother someone:** nachih- ta.
- **braid it:** ukathamen- ti.
- **break it in half:** pahsenemen ti.
- **breathe:** lexe- ai.
- **bring it:** petun- ti.
- **bring someone:** pesh ta.
- **burn it:** lusemen- ti.
- **burn someone:** lusa- ta.
- **buy it:** malhelamen- ti.
- **cannot:** tala (preverb) ai.
- **carry/hold it:** kelenemen- ti.
- **catch someone:** tuhen- ta.
- **cheap:** apuwawtu- ii.
- **cold:** akohch ai.
- **come from:** um- ai.
- **come:** pa- ai.
- **cook it:** wixanin- ti.
- **cook something animate:** wixen- ta.
- **cough:** oxu- ai.
- **cover it:** metakhomen- ti.
- **crazy, act:** pechehosi- ai.
- **crazy, talk:** pechetunhe- ai.
- **cry:** melimu- ai.
- **dance with someone:** witkem- ta.
- **dance:** kent- ai.
- **dig a hole:** olhe- ai.
- **do something:** mikentam- ai.
- **dream:** lashim- ai.
- **dress:** penchilah- ai.
- **drink:** mene- ai.
- **drum:** puhenem- ai.
- **dry it:** kaxksemen- ti.
- **dwell, live:** wik- ai.
- **eat:** mits- ai.
- **enter:** temike - ai.
- **exist; be here:** ahp ai.
- **expensive:** ahowtu ii.
- **fall down:** kahele- ai.
- **feed someone:** xam- ta.
- **feel well:** amals- ai.
- **find it:** maxkamen- ti.
- **finish:** kishi- ai.
- **fire, make a:** tentehwe- ai.
- **fish:** ame- ai.
- **float:** alempuk- ai.
- **fly:** kent- ai.
- **follow someone:** naol- ta.
- **frightened/startled (short term):** wishas- ai.
- **fry it:** salasemen- ti.
- **get in (a boat, car, etc.):** pus- ai.
- **get up:** am- ai.
- **give (it to) someone:** mil- ta.
- **give up:** lukahel- ai.
- **glad; satisfied:** elintam- ai.
- **go:** a ai.
- **grab it:** wechilahtun- ti.
- **hate someone:** shinkal- ta.
- **hate/dislike it / not want it:** shinkatamen- ti.
- **have it:** ulhatun- ti. (IRREGULAR)
- **have someone:** ulhal- ta.
- **head, shaking/nodding:** tetantahkukwehela ti.
- **hear/understand it:** pentamen- ti.
- **hear:** elistamem- ti.
- **hear someone:** penta- ta.
- **help someone:** wichem- ta.
- **hide (quickly):** kanchihel- ai.
- **hide it:** kantenemen- ti.
- **hide someone:** kanhal- ta.
- **hide/hidden:** kanchixi ai.
- **hit someone:** pakam- ta.
- **home, go:** machi- ai.
- **hot:** kes- ai.
- **hug someone:** kahkasten- ta.
- **hungry:** katup- ai.
- **hunt:** alai- ai.
- **jump around:** alahilel- ai.
- **kick at it:** shakhwkatamen- ti.
- **kick someone:** shakhwik- ta.
- **kind; good-hearted:** liteh- ai.
- **know it; know about it:** watun- ti.
- **know someone:** uwah- ta.
- **know:** watu- ai.
- **laugh:** keleks- ai.
- **leave/go away:** alemsk- ai.
- **lift it up:** taspenemen- ti.
- **lift someone:** taspen ta.
like it: winkatamen- ti.
look at it: penamen- ti.
look good; do good work: inakw- ai.
lose it: tankhitun- ti.
love it: ahotamen ti.
love someone: ahol ta.
mean: matape- ai.
moan/groan: mentemen ai.
name is: lwuens- ai.
nude, to be: sups- ai.
paddle: isshama- ai.
paint it: liksemen- ti.
paint someone: elahken- ta.
plant: hakihe- ai.
play: papitun- ti.
play with it: tepchamen.
play: pap- ai.
plow: talaxhakiye- ai.
pound corn in a mortar: akhoke ai.
pray: patam ai.
push it: kenchchenemen- ti.
push someone: kenhik- ta.
paint something on: ika tatu- ai.
paint place it: tatun- ti.
read/count: ahken ai.
receive it: meshatenemen- ti.
remember it: meshatamen- ti.
return it: kwetkenemen- ti.
return: kwetki- (teki) ai.
rinse it: lanpatun- ti.
roll: tepchehel- ai.
run: kshihe- ai.
sad; sorry: shielintam- ai.
say/said: luwe- ai.
see it: nemen- ti.
see someone: new- ta.
see: kelixamen- ti.
see: kelixike ai.
sharp: kine ii.
sick: pals- ai.
sing: asu- ai.
sit down on a chair: lematahp- ai.
sleep: kawi- ai.
slip: shoxihel- ai.
smell it: melamen- ti.
sneeze: kweskwine- ai.
soft: toke- ii.
soft: toks- ai.
speak Lenape: alenisx- ai.
speak someone: tankam- ta.
stir it, mix it up: wiamxkhamen- ti.
story, tell a: achim ai.
stretch: shipenemen- ti.
stretch: shipchei- ai.
stubborn/disobedient: ahchink ai.
sweep: chikhike- ai.
swim: ashewil- ai.
talk nonsense: nuchkwewtunhe- ai.
talk: pemetunhe- ai.
taste it: kwetantamen- ti.
tell (it to) someone: tel- ta.
tell a winter story: athiluhe- ai.
thick; fat: kupahkes- ai.
thick; fat: kupahkat- ii.
think: ite- ai.
throw water on someone: uskenep- ta.
tired: wikwihel ai.
touch someone: kiken- ta.
touch/feel it: kwetenemen- ti.
tracks, left: penhatun- ai.
try: kwechi- ai.
try it: kwechilahtun- ti.
walk: tukihe- ai.
wake up: tukihel- ai.
walk slowly: kiaux- ai.
want it: katatamen- ti.
wash clothes: shixhempes- ai.
wash dishes: shixenchuwe ai.
wash one's hair: shixukwe ai.
wash hands: shilen- ti.
wash it: keshixtun- ti.
wash clothes: shixhempes- ai.
wash dishes: shixenchuwe ai.
tracks, left: penhatun- ai.
walk slowly: kiaux- ai.
want it: katatamen- ti.
<table>
<thead>
<tr>
<th>English Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>apuwawtu</td>
<td>cheap ii.</td>
</tr>
<tr>
<td>ashewil</td>
<td>swim ai.</td>
</tr>
<tr>
<td>asu</td>
<td>sing ai.</td>
</tr>
<tr>
<td>athiluhe</td>
<td>tell a winter story ai.</td>
</tr>
<tr>
<td>chikhike</td>
<td>sweep ai.</td>
</tr>
<tr>
<td>chiskhamen</td>
<td>wipe it, erase it ti.</td>
</tr>
<tr>
<td>elahken</td>
<td>paint someone ta.</td>
</tr>
<tr>
<td>elintam</td>
<td>glad; satisfied ai.</td>
</tr>
<tr>
<td>elistamem</td>
<td>hear it ti.</td>
</tr>
<tr>
<td>hakihe</td>
<td>plant ai.</td>
</tr>
<tr>
<td>inakw</td>
<td>look good; do good work ai.</td>
</tr>
<tr>
<td>ite</td>
<td>think ai.</td>
</tr>
<tr>
<td>ishha</td>
<td>paddle ai.</td>
</tr>
<tr>
<td>kahkasten</td>
<td>hug someone ta.</td>
</tr>
<tr>
<td>kaihele</td>
<td>fall down ai.</td>
</tr>
<tr>
<td>kanchihel</td>
<td>hide (quickly) ai.</td>
</tr>
<tr>
<td>kanchixi</td>
<td>hidden/to hide ai.</td>
</tr>
<tr>
<td>kanchik</td>
<td>hide someone ta.</td>
</tr>
<tr>
<td>kantemen</td>
<td>hide it ti.</td>
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<tr>
<td>katatamen</td>
<td>want it ti.</td>
</tr>
<tr>
<td>katenam</td>
<td>age/birthday ai.</td>
</tr>
<tr>
<td>katup</td>
<td>hungry ai.</td>
</tr>
<tr>
<td>kawi</td>
<td>sleep ai.</td>
</tr>
<tr>
<td>kaxksemen</td>
<td>dry it ti.</td>
</tr>
<tr>
<td>keleks</td>
<td>laugh ai.</td>
</tr>
<tr>
<td>kelenemen</td>
<td>carry/hold it ti.</td>
</tr>
<tr>
<td>kelixamen</td>
<td>sew it ti.</td>
</tr>
<tr>
<td>kelixike</td>
<td>sew ai.</td>
</tr>
<tr>
<td>kenchchenemen</td>
<td>push it ti.</td>
</tr>
<tr>
<td>kenwik</td>
<td>push someone ta.</td>
</tr>
<tr>
<td>kenth</td>
<td>fly ai.</td>
</tr>
<tr>
<td>kentk</td>
<td>dance ai.</td>
</tr>
<tr>
<td>kes</td>
<td>hot ai.</td>
</tr>
<tr>
<td>keshixtun</td>
<td>wash it ti.</td>
</tr>
<tr>
<td>kik</td>
<td>touch someone ta.</td>
</tr>
<tr>
<td>kine</td>
<td>sharp ii.</td>
</tr>
<tr>
<td>kishi</td>
<td>finish ai.</td>
</tr>
<tr>
<td>kshihel</td>
<td>run ai.</td>
</tr>
<tr>
<td>kupahkah</td>
<td>thick; fat ii.</td>
</tr>
<tr>
<td>kupahkes</td>
<td>thick; fat ai.</td>
</tr>
<tr>
<td>kwech</td>
<td>try ai.</td>
</tr>
<tr>
<td>kwechilahtun</td>
<td>try it ti.</td>
</tr>
<tr>
<td>kweeskwin</td>
<td>sneeze ai.</td>
</tr>
<tr>
<td>kwetantamen</td>
<td>taste it ti.</td>
</tr>
<tr>
<td>kwetenemen</td>
<td>touch/feel it ti.</td>
</tr>
<tr>
<td>kwetkenen</td>
<td>return it ti.</td>
</tr>
<tr>
<td>kwetki- (teki)</td>
<td>return ai.</td>
</tr>
<tr>
<td>lambitamen</td>
<td>believe it ti.</td>
</tr>
<tr>
<td>lanpatun</td>
<td>rinse it ti.</td>
</tr>
<tr>
<td>lashim</td>
<td>dream ai.</td>
</tr>
<tr>
<td>lematahp</td>
<td>sit down on a chair ai.</td>
</tr>
<tr>
<td>lexew</td>
<td>breathe ai.</td>
</tr>
<tr>
<td>liksemen</td>
<td>paint it ti.</td>
</tr>
<tr>
<td>litech</td>
<td>kind; good-hearted ai.</td>
</tr>
<tr>
<td>lusemen</td>
<td>burn it ti.</td>
</tr>
<tr>
<td>lusa</td>
<td>burn someone ta.</td>
</tr>
<tr>
<td>lukahel</td>
<td>give up ai.</td>
</tr>
<tr>
<td>luwe</td>
<td>say/said ai.</td>
</tr>
<tr>
<td>lwens</td>
<td>name is ai.</td>
</tr>
<tr>
<td>machi</td>
<td>go home ai.</td>
</tr>
<tr>
<td>malhelamen</td>
<td>buy it ti.</td>
</tr>
<tr>
<td>manaxe</td>
<td>cut/go after wood ai.</td>
</tr>
<tr>
<td>manunks</td>
<td>angry ai.</td>
</tr>
<tr>
<td>matape</td>
<td>mean ai.</td>
</tr>
<tr>
<td>maxkamen</td>
<td>find it ti.</td>
</tr>
<tr>
<td>melamen</td>
<td>smell it ti.</td>
</tr>
<tr>
<td>melimu</td>
<td>cry ai.</td>
</tr>
<tr>
<td>mene</td>
<td>drink ai.</td>
</tr>
<tr>
<td>mentemen</td>
<td>moan/groan ai.</td>
</tr>
<tr>
<td>meshatamen</td>
<td>remember it ti.</td>
</tr>
<tr>
<td>meshenemen</td>
<td>receive it ti.</td>
</tr>
<tr>
<td>metakhomen</td>
<td>cover it ti.</td>
</tr>
<tr>
<td>mits</td>
<td>eat ai.</td>
</tr>
<tr>
<td>mikemos</td>
<td>work ai.</td>
</tr>
<tr>
<td>mikentan</td>
<td>do something ai.</td>
</tr>
<tr>
<td>mil</td>
<td>give (it to) someone ta.</td>
</tr>
<tr>
<td>nachih</td>
<td>bother someone ta.</td>
</tr>
<tr>
<td>naol</td>
<td>follow someone ta.</td>
</tr>
<tr>
<td>nemen</td>
<td>see it ti.</td>
</tr>
<tr>
<td>new</td>
<td>see someone</td>
</tr>
<tr>
<td>muchkewtunhe</td>
<td>talk nonsense ai.</td>
</tr>
<tr>
<td>olhe</td>
<td>dig a hole ai.</td>
</tr>
<tr>
<td>oxu</td>
<td>cough ai.</td>
</tr>
<tr>
<td>pa</td>
<td>come ai.</td>
</tr>
<tr>
<td>pahsenemen</td>
<td>break it in half ti.</td>
</tr>
<tr>
<td>pakam</td>
<td>hit someone ta.</td>
</tr>
<tr>
<td>pals</td>
<td>sick ai.</td>
</tr>
<tr>
<td>pap</td>
<td>play ai.</td>
</tr>
<tr>
<td>papitun</td>
<td>play with it ti.</td>
</tr>
<tr>
<td>patam</td>
<td>pray ai.</td>
</tr>
<tr>
<td>pechehosi</td>
<td>act crazy ai.</td>
</tr>
<tr>
<td>pechetunhe</td>
<td>talk crazy ai.</td>
</tr>
<tr>
<td>pemesk</td>
<td>walk ai.</td>
</tr>
<tr>
<td>pemetunhe</td>
<td>talk ai.</td>
</tr>
<tr>
<td>penemen</td>
<td>look at it ti.</td>
</tr>
<tr>
<td>penhatu</td>
<td>left tracks ai.</td>
</tr>
<tr>
<td>penchilah</td>
<td>dress ai.</td>
</tr>
<tr>
<td>penta</td>
<td>hear someone ta.</td>
</tr>
<tr>
<td>pentamen</td>
<td>hear/understand it ti.</td>
</tr>
<tr>
<td>pesh</td>
<td>bring someone ta.</td>
</tr>
<tr>
<td>petun</td>
<td>bring it ti.</td>
</tr>
<tr>
<td>pokinkwehele</td>
<td>wink ai.</td>
</tr>
<tr>
<td>puhenem</td>
<td>drum ai.</td>
</tr>
<tr>
<td>pus</td>
<td>get in (a boat, car, etc.) ai.</td>
</tr>
<tr>
<td>salasemen</td>
<td>to fry it ti.</td>
</tr>
<tr>
<td>shakhkik</td>
<td>kick someone ta.</td>
</tr>
<tr>
<td>shakhkikaten</td>
<td>kick at it ti.</td>
</tr>
<tr>
<td>shielintam</td>
<td>sad; sorry ai.</td>
</tr>
<tr>
<td>shilenche</td>
<td>wash hands ai.</td>
</tr>
<tr>
<td>shinkal</td>
<td>hate someone ta.</td>
</tr>
<tr>
<td>shinkaken</td>
<td>dislike it / not want it ti.</td>
</tr>
<tr>
<td>shipchei</td>
<td>stretch ai.</td>
</tr>
</tbody>
</table>
shipenemen- stretch it ti.
shixenchuwe- wash dishes ai.
shixhempse - wash clothes ai.
shixukwe - wash one's hair ai.
shoxihel- slip ai.
shxpae- yawn ai.
sihu- beat someone (in competition) ta.
sups - to be nude ai.
tahel - put someone ta.
tahixamuhel- to bathe someone ta.
tala - cannot (preverb) ai.
talaxhakiye- plow ai.
tankam- spear someone ta.
tankhitun- lose it ti.
tantamen- bite it ti.
taspen- lift someone ta.
taspenemen- lift it up ti.
tatu- put on clothing ai.
tatun- put/place it ti.
tel- tell (it to) someone ta.
temike- enter ai.
tentehwe- make a fire ai.
tepchehel- roll ai.
tepchenemen- roll it around ti.
tetantahkukwehela - shaking one's head; nodding ai.
tixam- bathe ai.
tkauxwe - walk slowly ai.
toke- soft ii.
toks- soft ai.
tuhen- catch someone ta.
tuikihel- wake up ai.
tukihel- wake up ai.
tukihel- wake up ai.
tukihelen- braid it ti.
ulhal- have someone ta.
ulhatun- have it ti. (IRREGULAR)
um- come from ai.
uskenep- throw water on someone ta.
uwah- know someone ta.
watu- know ai.
watu- know it; know about it ti.
wechilahtun- grab it ti.
westk- to be young ai.
westk- to be young ai.
wiemnkhamen- stir it, mix it up ti.
wichem- help someone ta.
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