

Piikishkweetak añ Michif!

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**With Grace Zoldy, Verna deMontigny, Norman Fleury &
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Introduction

The goal of this text is to support an adult Michif language course for people with English as their main language. It does not presuppose any knowledge of any other language, and is meant to be taught over twelve weeks, with each chapter taking a week to complete. Of course, students (and teachers) may move more quickly or more slowly through the chapters if they prefer. At the end of this course, students will have a grasp of many of the basic concepts of the language and be able to communicate in simple sentences in a finite number of contexts. It is a good introduction to the language for anyone planning on doing a Master-Apprentice program with Michif elders, but should not be considered the final word on the language by any stretch of the imagination. The best place to learn Michif is orally, alongside the Michif Elders; this manual is an attempt to support students who find written word helpful and who do not have daily access to Elders, so that they may have another reference to help them with their studies.

The Métis language called Michif in this text is, like the people, a blend of Cree, Ojibwe and French, with a little English thrown in. As you can imagine, languages can get blended in different ways depending on the people involved. Like languages everywhere, different communities speak somewhat differently. Sometimes these differences are small, and sometimes they are more significant. This means that there are different ways of speaking Michif today. When learning the language in the home and the community, people learn to understand the differences and see them as a feature of a certain community's speech, as Michif Elders always have.

Unfortunately, when any language is written down in a course format like this one, it is impossible to show all the unique parts of the language. One of the roles of the teacher is to make the language dynamic and exciting, instead of something written on a page. Our hope is that this manual will be a starting point for teachers to use as a resource, but that these teachers will augment the pages here with their deeper knowledge and understanding of the language, truly teaching the Michif language.

The text has been organized in the following way: at the beginning of every chapter there is a Michif dialogue, which introduces students to the topic, grammatical structures and vocabulary which will be covered in that chapter. Each dialogue is followed by a vocabulary list to help understand the dialogues. Then there is a grammar section, where students will find the new grammatical points to be learned in that chapter. Each chapter also has a number of exercises under the heading 'Piikishkweetaak añ Michif' to get students speaking in Michif. At the end of each chapter there is a list of vocabulary items relevant to the chapter topic.

This text has been primarily designed by amateurs of Michif as opposed to actual Michif speakers, though speakers were of course consulted along the entire process and were an integral part of the final product. That said, any errors are solely the authors', and we would appreciate feedback on any such errors in order to improve further editions.

The text of the Michif prayer in chapter 10 is thanks to George Fleury, and we would like to acknowledge his work. We would also like to acknowledge The Language Menu for most of pictures you will find in the text. Permission to adapt the maps in chapter 9 has been granted by Earthday Canada, for which we are very grateful.

Nicole: I would like to especially like to acknowledge all the Michif speakers that I have consulted with on this project and in my other work; in alphabetical order they are: Verna deMontigny, Rita Flamand, George Fleury, Norman Fleury, Harvey Pelletier, and Grace Zoldy. You have shared something precious with me and I am appreciative of it every day.

Heather: I would like to thank all the Michif speakers who have shared their love of our unique language with me. This, of course, includes all the Elders Nicole has mentioned above and too many others to list. However, I would like to add a special acknowledgement here to "MaTañt" Grace (Ledoux) Zoldy, my teacher, my "living dictionary", and my friend without whom I would have never been able to stick with Michif and come as far as I have. Kihchi-marsii, ma tañt!

Table of Contents

Introduction	2
Chapter 1 Taanshi!	6
Grammar: Pronunciation guide	7
Dialogues: Li Michif dañ la klas	9
Dialogue: Taanshi!	10
Vocabulary	11
Piikishkweetaak añ Michif	12
Chapter 2 – La famii	13
Dialogue	14
Grammar – You & I pronouns	15
Grammar - Articles	16
Grammar - commands	18
Piikishkweetaak añ Michif	19
Pronunciation : verbal sound changes I	20
Piikishkweetaak añ Michif	21
Supplemental vocabulary	22
Chapter 3 – li tañ	24
Dialogue	25
Grammar – future and past	27
Grammar – weather verbs	29
Piikishkweetaak añ Michif	30
Supplemental vocabulary	31
Chapter 4 – Li moñd	33
Dialogue	34
Grammar: conjugating verbs review	35
Piikishkweetaak añ Michif!	36
Grammar – third person conjugations	38
Grammar: definite articles & demonstratives	39
Vocabulary	41
Piikishkweetaak añ Michif!	45
Pronunciation: verbal sound changes II	47
Chapter 5 – Health and feelings	50
Dialogue	51
Grammar I: to ache	53
Piikishkweetaak añ Michif	54
Grammar II – plural subjects	57
Grammar note - obviative	59
Grammar III - possessives	60
Chapter 6 – Lii zhurnii pii lii zoer	63
Dialogue I	64
Grammar/communication: giving dates	65
Piikishkweetaak añ Michif!	65
Vocabulary	66
Dialogue II:	68
Grammar/communication : telling time	69
Piikishkweetaak añ Michif!	69
Grammar II: Animate & inanimate nouns	71
Demonstrative chart	74
Piikishkweetaak añ Michif!	74
Chapter 7: Daily life	77

Dialogues	78
Grammar review: Verb conjugations	79
Grammar I: Commands (imperatives)	80
Piikishkweetaak añ Michif!	82
Grammar: Commands with transitive verbs	83
Determining animacy of nouns	84
VAIt verbs	85
Piikishkweetaak añ Michif!	86
Grammar: Preverbs	89
Piikishkweetaak añ Michif!	89
Chapter 8: Hobbies & social activities	90
Dialogues	91
Grammar: transitive and intransitive verbs	92
Piikishkweetaak añ Michif!	93
Grammar: VTI verbs	95
Piikishkweetaak añ Michif!	95
Supplemental vocabulary	96
Piikishkweetaak añ Michif: Playing ‘Go Fish’	97
Supplemental vocabulary	98
Grammar: VTA commands	100-108
Piikishkweetaak añ Michif!	108
Chapter 9: Taandee ee wiikiyen?	110
Dialogues	111
Piikishkweetaak añ Michif!	113
Illustration: Map of a town	114
Illustration: Treasure Hunt map	115
Piikishkweetaak añ Michif!	116
Grammar: Asking questions	119
Grammar: weather verbs in conjunct mode	122
Piikishkweetaak añ Michif!	124
Chapter 10: Animals and public speaking	125
Dialogues	126
Grammar: VTA verbs and animate objects	128
Learning to speak in public	132
Michif prayer	132
Chapter 11: Plants, medecines, & traditional Métis activities	134
Dialogues	135
Vocabulary : Traditional foodways	136
Grammar : VII verbs	138
Grammar : descriptions and adjectives	141
Vocabulary : Traditional Metis culture items & activities	143
Piikishkweetaak añ Michif!: course learning demonstration project	147

Chapter 1 - Taanshi!

In this chapter you will learn Michif pronunciation and the basics of Michif writing in the double-vowel system. There are also other writing systems which exist for Michif; for example the Turtle Mountain spelling system, which you’ll find in the Turtle Mountain Dictionary by Ida Rose Allard and Patline Laverdure. This course will follow the double-vowel system which has been developed in Manitoba, largely by Rita Flamand, for consistency’s sake.

Pronunciation:

The best way to learn pronunciation is to listen to Michif speakers and imitate them, either in person or on audio- or video-recordings. In this section we will try to approximate the Michif sounds with comparison to English, for people without access to a Michif speaker.

Vowel pronunciation guide

	Michif example	English closest approximation (where possible)	Comments
i	Yootin, itweew	‘I’ in <i>sit</i>	
ii	Iitii, niiya	‘ee’ in <i>see</i>	
e	En, bet	‘e’ in <i>set</i>	
ee	Eekwa, itweew	‘ay’ in <i>say</i>	
o	Dorii, oshitaan	‘o’ in <i>pot</i> or ‘u’ in <i>put</i>	The pronunciation of ‘o’ can change somewhat depending on what sounds come around it.
oo	Poo, diloo	‘oa’ in <i>boat</i>	
oe	Soer	n/a in English	
eu	Feu	n/a in English	
a	Api, wiipach		
aa	aahkoshiw		
aañ	Taañt, taañ	n/a in English	Vowels with ñ are nasal, which means air passes through your nose and your mouth, not only your mouth. You can hear this difference somewhat in English by comparing ‘that’ with ‘thank’. ‘Thank’ is somewhat nasalized in English, though not as much as the vowels in Michif.
aeñ	praeñtaañ , aeñ	n/a in English	
oñ	Moñ	n/a in English	
iñ	ohiñ, chiiñ	n/a in English	

Consonant pronunciation guide

	Michif example	English closest approximation (where possible)	
p	Peer , mish pon	‘p’ in <i>spin</i> .	
b	Baa , barb	Like English ‘b’.	
hp	Pahpi	n/a	Like it’s written, with a h-sounding puff of air before the p.
t	Taanshi	‘t’ in <i>stun</i>	
d	Dwee	Like an English ‘d’.	
ht	Teehtapi	n/a	Like it’s written, with a h-sounding puff of air before the t.
k	Kataen , shiikahoo	‘k’ in <i>skin</i>	
g	Galet , magazaeñ	Like an English ‘g’.	
hk	Teepiyaahk	n/a	Like it’s written, with a h-sounding puff of air before the k.
f	Frimii , Michif	Like an English ‘f’.	
v	Vyañd , avik	Like an English ‘v’.	
s	Soñ , rasin	Like an English ‘s’.	
z	Zaef , freez	Like an English ‘z’.	
sh	shikahoo , kishiteew	Like the ‘sh’ in <i>she</i>	
zh	zhur , boñ zh or	Like the ‘s’ in <i>pleasure</i> .	
h	Hash , wiichihin	Like an English ‘h’.	
ch	Cheeshkwa	‘ch’ in <i>cherry</i>	
hch	Ohchi	‘sch’ of <i>borscht</i>	Usually pronounced ‘shch’
j	jis , jig	‘j’ in <i>jig</i>	
m	meetawee , lom	Like an English ‘m’.	
n	nipaa , ana	Like an English ‘n’.	
l	lii , balee	Like an English ‘l’.	
r	rob , sasoer	n/a in English.	Usually a rolled ‘r’, unlike in English.
w	Wii , awa	Like an English ‘w’.	
y	Yootin , shyaeñ	‘y’ in <i>you</i>	

Stress

Some Michif words are quite long. The basic rule for pronouncing words is to emphasize the final syllable if it is three syllables or shorter, but to emphasize the third-last syllable if it is four syllables or longer. [See Rosen’s paper in La Lawng: Michif Peekishkwewin for details.]

Li Michif dañ la klas

Aeñ zhañ-d'ikol: Taanshi ee-ishiitweeyeen ‘*I don’t understand*’añ Michif ?

La mitres-d'ikol: No (ni-)nishtohteen¹.

Aeñ zhañ-d'ikol: Madoñ miina kihtwaam itwee sii voo ple?

La mitres-d'ikol: No (ni-)nishtohteen.

Aeñ zhañ d'ikol: Nawaach papeekach piikishkwee sii voo ple ?

La mitres-d'ikol: No (ni-)nishtohteen. Ki-nishtohteen chiiñ?

Aeñ zhañ-d'ikol: Ah, wii! “No (ni-)nishtohteen !” Marsii, (ni-)nishtohteen.



Vocabulary

aeñ zhañ-dikol – a student NAM

la mitres-dikol – a teacher (female) NAF

taanshi ee-ishitweeyeen ... añ Michif? – How do you say...in Michif?

no nishtohteen – I don’t understand.

miina kihtwam itwee – say it again

nawaach papeekach – more slowly

sii voo ple – please

piikishkwee – speak VAI

(ni-)nishtohteen – I understand

wii - yes

marsii – Thank you

¹ Although technically there is a 1st person prefix ni- (see chapter 2 for details), in practice most speakers don’t pronounce it, so this word sounds like *nishtohteen*.

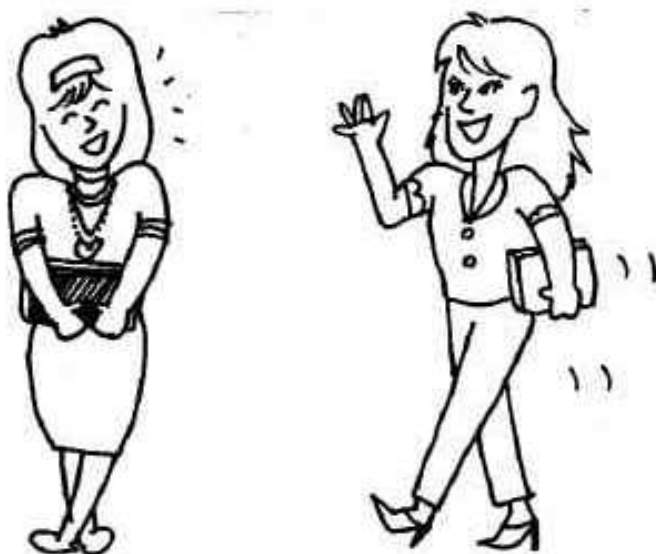
Taanshi!

A: Taanshi, Marie d-ishinihkaashon. Kiiya maaka? Taanshi ee-ishinahkaashoyeen?

B: Rose d-ishinihkaashon. Taanshi kiiya?

A: Ni-miyoayaan. Pi kiiya maaka?

B: Mitoni ni-miyoayaan. Ni-miyeekteen ee-nakishkataan!



Vocabulary

X... d-ishinihkaashon – My name is...X

Taanshi ee-ishinahkaashoyeen? What is your name?

Ishinihkaasho – be called

Kiiya maaka? – and you?

Taanshi kiiya? – How are you?

Ni-miyoayaan – I am fine/good/well.

Miyoayaa – be fine/good/well.

Mitoni – really

Ni-miyeekteen ee-nakishkataan! – Nice to meet you!

Appendix of supplemental related vocabulary for chapter 1

NIM = Noun, inanimate masculine NIF = Noun, animate feminine
English

chiiñ		<i>Makes statement a question</i>
kiiyawaaw		you (when addressing more than one person; plural)
ki-nishtohteen		You understand.
no		<i>Makes a verb negative.</i>
l-ikol	NIM	school
niiya		I; me
Boñ swer!		Good night!
Orwer!		Good-bye!
ki-ka-waapamitin		I will see you. (to one person)
ki-ka-waapamitinaan		I will see you. (two or more)
ki-ka-waapamitin		See you again! (to one person)
miina!		
ki-ka-waapamitinaan		See you again! (to two or more)
miina!		
la fwee kiivyeñ	NIF	next time
dimaen		tomorrow
la simen kiivyeñ	NIF	next week

Talking about understanding and speaking Michif and other languages....

Ki-nishtohteen chiiñ la laaňg di Michif?	Do you understand Michif?
Apishiish (ni-) nishtohteen.	I understand a little.
Ki-piikishkwaan chiiñ añ Michif?	Do you speak Michif?
Apishiish biikishkwaan.	I speak a little.

Some Languages in Michif

Michif		English
li Crie	NIM	Cree
Li Sootoo	NIM	Saulteaux (dialect of Anishinabemowin or Ojibwe)
li Frañse	NIM	French
l-Añgle	NIM	English

Piikishkweetaak añ Michif!

Use the Michif words instead of the English ones below to say when you'll see someone again:

- 1.a) Ka-waapamitin (next time)!
(tomorrow)!
(next week)!

- b) Ka-waapamitinaawaaw (next time)!
(tomorrow)!
(next time)!

Ask your partner what language(s) they understand by replacing the English words for the language with Michif words:

2. a) Ki-nishtohteen chiiñ (Michif)?
 (English)?
 (French)?
 (Cree)?
 (Saulteaux)?

- b) Wii. Apishiish (ni-)nishtohteen.
(Namoya. No (ni-)nishtohteen.)

Chapter 2 - La famii

In this chapter you will learn to talk about your family. You will also learn some simple commands in Michif.

En faam: Boñzhuur, taanshi kiiya?
Aeñ nom: Ni-miyoayaan, marsii. Ni-miyeehteen ee-nakishkataan. Toñ vyeu chiiñ oota ayaaw?
En faam : No ni-wiikeeton. Kiiya maaka? Ki-wiiwin chiiñ?
Aeñ nom : Wii, ni-wiiwin. Trwaa lii zañfañ d-ayaawawak pi peeyak nooshishim
En faam : Si boñ! Moñ frer deu lii zañfañ ayaaweew, pii niiya en nyes pii aeñ niveau d-aayawawak.
Aeñ nom: Taanshi, ee-ishinihkaashochik?
En faam: Maarii eekwa Jaak ishinihkaashowak.

Lii mo – Vocabulary

<i>En faam</i> – a woman	NAF
<i>Aeñ nom</i> – a man	NAM
<i>Toñ vyeu</i> – your husband	
<i>X chiiñ oota ayaaw?</i> – Is X here?	
<i>ni-wiikeeton</i> – I’m married (to a man)	
<i>wiikeeto</i> – be married	VAI
<i>ki-wiiwin</i> – you are married (to a woman)	
<i>ni-wiiwin</i> – I am married (to a woman)	
<i>wiiwi-</i> be married	VAI
<i>lii zañfañ</i> –children	NAM; plural
<i>d-ayaawawak</i> – I have (more than one)	
<i>ayaaweew</i> – He has (more than one)	
<i>ayawaw</i> – have (someone/something animate) VTA	
<i>nooshishim</i> – grandchild	NAM/F
<i>en nyes</i> – a niece	NAF
<i>aeñ niveau</i> – a nephew	NAM

NAF = Noun, animate feminine NAM = Noun, animate masculine
VAI = Verb, animate (subject) intransitive VTA = Verb, transitive animate

Lii nooñb	
1	Peeyak/ Aeñ/Hen
2	Deu
3	Trwaa
4	Kaet
5	Saeñk
6	Sis
7	Set
8	Wit
9	Neuf
10	Jis

Other Useful Phrases....

Taandee ohchi kiiya?
(Place name) ohchi niiya.
Aweeniki tii paraañ?
(Name) pii (name) mii paraañ.

Taandee ohchi tii paraañ?
(Place name) ohchi mii paraañ.

(Place name) ohchi *ni*-paapaa/moñ peer.
(Place name) ohchi *ni*-maamaa/ma mer/meer.
(Place name) ohchi moñ (male relative)

(Place name) ohchi ma (female relative).

Where are you (singular) from?
I am from (place name).
Who are your parents (relatives)?
My parents (relatives) are (name) and (name).
Where are your parents from?
My parents (relatives) are from (place name).
My father is from (place name).
My mother is from (place name).
My (male relative) is from (place name).
My (female reative) is from (place name).

YOU AND I

Take a look at the dialogue from this chapter and chapter 1 once more. Notice the difference when we say ‘I’ or ‘You’ on the verb, as below:

<i>Ki</i> -wiiwin chiiñ?	Are you married?
--------------------------	------------------

Once we know that *chiiñ* makes the sentence a question, we can focus on the verb forms for ‘married’. Notice that the main difference is the prefix *ki-* or *ni-*. You can probably figure out that *ki-* is the prefix for ‘you’ and *ni-* is the prefix for ‘I’. Most verbs which take first or second person will end with an *-n* and the prefix tells you who the subject is. In chapter one you learned the verb *ni-miyoayaan* ‘I am fine’. Can you figure out how to say ‘you are fine?’

If you said *ki-miyoayaan*, you’re right! Just replace the *ni-* with *ki-*. There are a few complications with this general rule, but we will address them a little later, as we introduce more verbs.

If we’re not using a verb, then to express ‘you’ or ‘I’, we can use ‘niiya’ or ‘kiiya’. We saw this in the dialogues already with

Taanshi kiiya ‘How are you’

So, to sum up, following is a small chart.

English Subjective Pronoun	Michif Subject Pronoun	Michif Pronominal Prefix
I	Niiya	Ni-
You (singular)	Kiiya	Ki-

ARTICLES:

Articles are the small words that come before nouns. In English, *the* and *an* are articles. In Michif, the articles are quite important and change depending on a few things. In this section we'll learn how articles work in Michif.

In Michif, nouns can be either singular or plural AND masculine or feminine. Singular and plural is easy; if there's only one of the item, it is singular, and if there's two or more, it's plural. For example:

<i>aeñ</i>	liiv	a book
<i>lii</i>	liv	books

As you can see from the examples above, in English we normally use an -s to indicate plural, while in Michif we don't add anything at the end of the word; we just change the article that precedes it, *aeñ* for singular or *lii* for plural.

'lii' always means plural, but in the singular there are sometimes differences. Compare the following words:

<i>aeñ</i>	nom	a man
<i>en</i>	faam	a woman

Although both words are singular, there is a different article because the word 'man' is masculine and the word 'woman' is feminine. All masculine nouns take *aeñ* and all feminine nouns take *en* as the indefinite article. Sometimes it is obvious what is masculine and what is feminine, but most of the time it is not, and you need to learn the gender of the noun when you learn the word. For example, take the following words:

<i>aeñ</i>	liiv	a
	book	
<i>en</i>	tah	a table

There is no logical reason why a book would be masculine and a table would be feminine. It's just part of the Michif language and has to be learned. When you learn nouns, you should learn the gender along with it to make it easier later.

Following is a chart of definite and indefinite articles for your reference. It will be discussed more in a later chapter.

Michif articles		Singular	Plural
Masculine	Definite	li	lii
	Indefinite	aeñ	
Feminine	Definite	la	
	Indefinite	en	

Note: The article *lii* can be used to express both “the” (plural) and “some”.

Possessive articles

Sometimes we don’t want to simply say ‘a book’; we want to say ‘MY book’. This is indicating possession. In Michif, we can also indicate possession, as in the following:

<i>moñ</i> liiv	my book
<i>toñ</i> liiv	your

Again, this is more complicated in Michif because we need to know the gender of the item being possessed, AND the number of them, because the form of the possessive article changes. The table below shows how the system works:

Michif	English equivalent
<i>moñ</i> liiv (masc sg)	my book
<i>ma</i> tab	my table
<i>mii</i> tab	my tables
<i>toñ</i> liiv (masc sg)	your book
<i>ta</i> tab	your table
<i>tii</i> tab	your tables

As you can see, the English only changes when the person possessing the object changes, but the object itself makes no difference. We always have ‘my’ or ‘your’. But in Michif, it’s quite a bit more complicated; the gender and the plurality of the noun also make a difference. The following is the table of the different possessive articles for ‘you’ and ‘me’ doing the possessing.

	Possessed object is masculine singular	Possessed object is feminine singular	Possessed object is plural
Niiya, 1st person (sing.) possessor	moñ	ma	mii
Kiiya, 2nd person (sing.) possessor	toñ	ta	tii

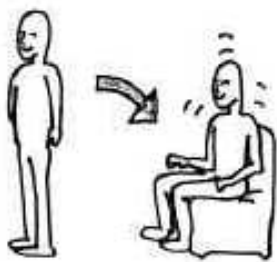
Note: “ni-“ and “ki-“ are often used to show possession when Cree-origin and some French-origin words are used. Examples are “ni-maamaa” and “ki-paapaa”. This will be explained later on in the course.

COMMANDS

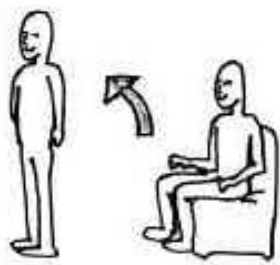
We learned above that when we use 'I' or 'You', there is always an – n at the end of the verb, and either ki- (for *you*) or ni- (for *I*) at the beginning. When we tell someone to do something (commands), however, the verb takes neither. See if you can figure out what the following words mean, and follow your teacher's instructions.



Piikishkwee



Api



Niipawi
!



Pimohtee!



Nakii!

Piikishkweetaak añ Michif!

Interview another student in the class. The interviewer is A. The respondent is B.

Useful Words for the Exercise

Wii		Yes
Namoya (Moya)		No
Chiiñ		(Makes a yes/no question.)
Li noñ	NIM	name

The Interview

A: _____ chiiñ toñ noñ?

B: Wii/Namoya! _____ moñ noñ.

A: Aeñ/en Michif chiiñ kiiya?

B: Wii. Aeñ/en Michif niiya.
(Namoya. No aeñ/en Michif niiya. Aeñ/en _____ niiya.)

A: Ki-nishtohteen chiiñ la laañg di Michif?

B: Wii. Apishiish (ni-)nishtohteen.

A: Ki-wiikeeton chiiñ?

B: Wii. Ni-wiikeeton.
(Namoya. No ni-wiikeeton.)

A: Lii zañfañ chiiñ kit-aayawaawak?

B: Wii. Peeyak nañfan d- ayaawaaw. / Wii. _____ lii zañfañ d-aayawaawak.
(Namoya. No lii zañfañ d-aayawaawak.)

A: Lii freer chiiñ.....

A: Lii soer chiiñ....

A: Lii nyes chiiñ....

B: Li niveu chiiñ...

“Namoya” vs “No”
A brief explanation....

Both *namoya* (*moya*) and *no* (*noo*) are used in Michif to express negation. *Namoya* (*moya*) can be used by itself as a “stand alone” utterance.

Ki-nishtohteen chiiñ?	Namoya!
Do you understand?	No!

However, “no” is usually used in a sentence with a verb (but not always!).

Ki-nishtohteen chiiñ?	Namoya. No (ni-) nishtohteen.
Do you understand?	No. I don't understand.

The Case of the Disappearing *Ni-*

Instead of adding *ni-* in front of verbs (and preverbs) starting with the consonant sounds “*t, ch, k, p* and *sh*”, the following changes in the initial consonant are made:

t → d
ch → j
k → g
p → b
sh → zh

Examples of Verbs and Preverbs that Undergo this Sound Change

Verb Stem/preverb	Niiya/Niiyanaan Form of the Verb	English
-chahkoshi-	j ahkoshinaan	We are short.
-kwaashkweepichikee-	g waashkweepichikaan	I fish; I angle; I hook.
-paahpi-	b aahpin	I laugh.
-shiikaho-	z hiikahonaan	We comb (ourselves).
-teepwee-	d eeppwaan	I call.
-kii- + -paahpi	g ii-paahpin	I laughed.
-ka + -paahpi	g a-paahpinaan	We will laugh.

Note on Preverbs:

Preverbs are prefixes that are added before the verb. They change the meaning of the verb in a variety of ways. A couple of examples in addition to *kii* (past tense marker) and *ka* (future tense marker) are *nohtee* (want) and *pooni* (stop, quit).

Piikishkweetak añ Michif!

Example: **A: Ki-kwaashkeepichikaan chiiñ?**
 B: Wii. Gwaashkweepichikaan.
 (Namoya. No gwaashkweepichikaan.)

1. Ki-chakoshin chiiñ?
2. (Ki-) ka-pimohtaan chiiñ?
3. Gii-paahpin chiiñ?
4. Ki-teepwaan chiiñ?

APPENDIX OF FAMILY MEMBERS.

NAM = masculine noun

NAF = feminine noun

Michif Expression	English	N. Cat.
li paraañ	parent (male or female)	NAM
lii paraañ	parents; folks; kin; kinfolk; relatives	NAM
lii paraañtii	ancestors	NAM
maamaa	mother, mom	NAF
ni-maamaa	my mother	NAF
ki-maamaa	your mother	NAF
o-maamaa-wa	his/her mother	NAF
meer (la meer)	mother	NAF
la bel-meer	mother-in-law	NAF
la maaren	god-mother	NAF
	step-mother	NAF
li paapaa	father, dad	NAM
baapaa (ni-paapaa)	my father	NAM
ki-paapaa	your father	NAM
o-paapaa-wa	his/her father	NAM
li peer	father	NAM
li boñ-peer	father-in-law	NAM
li vyeu	husband	NAM
la faem; la faam	wife	NAM
koohkoom	grandmother	NAF
koohkoom-ipan	(my, our, your) deceased grandmother	NAF
oohkoom-a	(his/her) grandmother	NAF
oohkoom-ipan-a	(his/her) deceased grandmother	NAF
mooshoom	grandfather	NAM
mooshoom-ipan	deceased grandfather	NAM
ni-mooshoom	my grandfather	NAM
ki-mooshoom	your grandfather	NAM
o-mooshoom-a	his/her/its (animate) grandfather	NAM
li freer	brother	NAM
li boñ freer	brother-in-law	NAM
li vyeu freer	big brother; older brother	NAM
li ptchi freer	littler brother; younger brother	NAM
la soer	sister	NAF
la ptchit soer	little sister; younger sister	NAF
la bel-soer	sister-in-law	NAF
la fiyy	daughter	NAF
la breu	daughter-in-law	NAF

la fiyol	god-daughter	NAF
nooshishim	(grandchild)	NAM/N AF
nooshishimak	(grandchildren)	
li garsoñ	son	NAM
li zhañdr	son-in-law	NAM
li fiyoo	god-son	NAM
la tañt	aunt	NAF
koohkoom	great aunt	NAF
koohkoom	(my/your) great aunt (See grandmother)	NAF
koohkoomak	(my/your) great aunts	
l-ooñk	uncle	NAM
lii zooñk	the uncles	NAM
moñ nooñk	my uncle	NAM
mii zooñk	my uncles	NAM
li kozaeñ	cousin (male)	NAM
la kozin	cousin (female)	NAF
li niveu	nephew	NAM
la nyes	niece	NAF
li beebii	baby	NAM
moñ beebii	my baby	NAM
mii beebii	my babies	NAM

Chapter 3 - Li Tañ

In this chapter you will learn to talk about the weather.

A: En zhali zhurnii anohch?

B: Wii, mitoni waasheeshkwan pi apawaw. Dimaen ta-kimiwan maaka.

A: Aa noo. Kishiteew maana an nitii!

B: Wii, maaka wiipaatch ta-takwaakin. Pi, pipon apree miina...

A: Pi ta- mishpon!

B: Taapwee ni-miyeehteen li salee ee-naakoshit pi apawaw anohch.

Weather

A – Is it nice out today?

B – Yes, it's very sunny and warm. But tomorrow it will rain.

A – Oh no. It's usually warm in the summer!

B – Yes, but it will be fall soon. And then winter after that...

A – And it will snow!

B – I am happy (indeed) that the sun is shining and it is warm today.



Waasheeshkwan.



Kimiwan.



Mishpon.

Lii mo – Vocabulary

anotch, anohch		today
chiiñ?		yes/no question marker
mitooni		very, extremely
waasheeshkwan	VII	It is sunny; it is clear.
pi		and
apawaw	VII	It is warm.
dimaeñ		tomorrow
kimiwan	VII	It rains; it's raining
ta-kimiwan	VII	It will rain.
maaka		but
aa		ah
noo		no
kishiteew	VII	It is hot. (weather only)
maana		usually; commonly; generally (in this usage)
añ nitii		in the summer
wiipaatch; wiipaat;		soon
wiipaach		
takwaakin	VII	It is fall.
ta-takwaakin		It will be fall.
piipon		winter
apree		after
miina		again
mishpon	VII	It snows; it is snowing.
ta-mishpon	VII	It will snow.
taapwee		indeed; for sure
salee (li salee)	NAM	sun
ee-naakoshit	VAI	...that xx is shining
naakoshiw	VAI	It is shining

Grammar

Talking in the future or in the past: verb tenses

Recall in Chapter 2 that we learned that we have to add the prefixes *ki-* for ‘you’ or *ni-* for ‘I’ to the verb, in addition to the *-n* suffix. That is for the present tense. The examples below show this again:

Ni-wiiwin.	I’m married.
Ki-wiiwin.	You are
married	
Ni-miyoayaan.	I am fine.
Ki-miyoayaan.	You are fine.

Note that these sentences are all in the present tense, or deal with the ‘right now’. If you want to change the sentence to the past, however, it is quite easy – you just need to add the preverb *kii*² before the verb (with the proper sound change for “*niiya*”; see end of chapter 2), like in the below examples. Nothing else changes.

<i>Gii</i> -wiiwin.	I <i>was</i> married.
(Ki-) <i>kii</i> -wiiwin.	You <i>were</i> married.
<i>Gii</i> -miyoayaan.	I <i>was</i> fine.
(Ki-) <i>kii</i> -miyoayaan.	You <i>were</i> fine.

Can you change the following sentence, which we learned in Chapter 1, into the past tense? As a hint, *ayaaw* is the verb.

Toñ vyeu chiiñ oota ayaaw? – Is your husband here?

Answer:

Toñ vyeu chiiñ oota **kii**-ayaaw iyer? – **Was** your husband here yesterday?

There are different possibilities if you want to talk in the future³, but the one we saw in the dialogue is *ta*:

Dimaen **ta**-kimiwan. Tomorrow it will rain.

² Pronounced much like the English word *key*. Note that the pronunciation for the second person prefix *ki* is like the *ki-* part of the English word *kit*.

³ Other tenses will be covered in later chapters, especially chapter 8.

A note on Ta-
Ta- or wii- is used by many Michif speakers when talking about future weather events. This preverb gives that sense that we have no way of really predicting what will happen because controlling the weather is not something within our immediate power. However, other speakers use “ka-“ instead of “ta-“ with weather verbs. Which preverb gets used all depends on what community the speaker and their family (families) come from.

Here are some additional prefixes for verbs (pre-verbs). It is important to remember that “ni-“ and “ki-“ (if used) are always put in front of other pre -verbs.

Additional Pre-verbs

Michif Preverb	English Equivalent
-maachi-	begin/start
-nohtee-	want
-kakwee- (gakwee-)	try
-wii-	going to (used for the near future)
-miyo-	well/good/nice
-kihchi-	large, great, huge, a lot

Example Sentences Using Preverbs

1. Ni-maachi-nishtohteen li Michif.	I am beginning to understand Michif.
2. Ki-kakwee-piishkishkwaan añ Michif.	You are trying to speak Michif.
3. Gakwee -miyo-piikishkwaan Michif.	I try to speak Michif well.
4. Oota chiiñ ki-nohtee-apin?	Do you want to sit here?
5. Wii-mishpon.	It’s going to snow.
6. Wii-kihchi-yootin chiiñ?	Is it going to be very windy?

THINKING ABOUT WORDBUILDING IN MICHIF....

Are you beginning to see a pattern in how words are “built” in Michif? In many cases, we can express a whole sentence in a one word!

Weather verbs

Talking about the weather

In Michif, weather verbs often take special conjugations, usually ending in either *-wan* or *-shin*. See for example the examples below:

Mishipahkishin	It's hailing.
kimiwashin/ kimoowashin	It's rainy.
kimiwan	It's raining.
kimoowanishin	It's drizzling.
mishpon	It's snowing.
piiwan	It's a blizzard.
yiikwashkwan	It's cloudy.
laglaesiwan	It's icy.
labremiwan	It's foggy.

A more complete list of weather words is available at the end of this chapter.

Next is a short list of words describing time (time adverbs) .

Time Words

<u>Michif</u>	<u>English</u>
Meekwaach	right now
anohch	today
Iyer	yesterday
Dimaen	tomorrow
Wiipach	soon
Taar nawach; Pleu taar;	
Ashkam nawach	later
Kiyaapich	still, yet
No cheeshkwa	not yet
Aashay	already

Yes/No Questions with Weather and Time Words

Kimiwan chiiñ?
Wii, kimiwan.

Kishaashteew chiiñ?
Namoya, no kishaashteew.

Kimiwan chiiñ meekwaach?
Wii, kihchi-kimiwan.

Kii-yootin chiiñ iyer?

Wii, kii-yootin iyer.

Kii- kishinaw chiiñ iyer?
Moya, no kii-kishinaaw iyer.

Ta-kimiwan chiiñ dimaeñ?
Moya, ta-waasheeshkwan.

Wiipach chiiñ ta-maachi -kimiwan?
Wii, wiipach ta-maachi-kimiwan.

Aashay chiiñ kii-pooni-kimiwan?
Wii, aashay kii-pooni-kimiwan.
Moya, no cheeshkwa kii-pooni-kimiwan.

Piikishkweetaak añ Michif!

For these activities, you may use the weather vocabulary in the dialogue or in the appendix.

- A. Imagine you are on the phone with someone and are wondering about how the weather is there. Put together a short conversation describing what it's like outside.
- B. You have just returned from vacation. Talk about what the weather was like.

More weather words

NAM = masculine noun

NAF = feminine noun

Michif Expression	English Equivalent	N. Cat.
Taanshi ee-ishikiishikaak?	How's the weather?	
li fret	The cold	NAM
kishinaw	It's cold (cold weather)	VII
tahkaayaaw	It's cool; it's chilly. (temperature)	VII
la shaleur	heat	NAF
kishiteew	It's hot (temperature)	VII
kishashteew	It's hot (hot weather)	VII
la taañpet	storm	NAF
machikiishikaw	The weather is bad; it's stormy.	VII
li vilañ taañ	bad weather; inclement weather	NAM
li taañ peezaañ	humid weather	NAM
li taañ shoo	warm weather; hot weather (m.)	NAM
li boñ taañ	good weather; nice weather	NAM
shaapoopeekishiteew	It's humid.	VII
li salee	sun (m.)	NAM
nahkooshiw	It (the sun) shines; it is shining.	VAI
waasheenikeew	The sun is shining.	VII
la nwaazh	cloud	NAF
yiikwashkwan	It's cloudy.	VII
la pwii	rain	NAF
kimiwashin	It's rainy.	VII
kimiwan	It's raining.	VII
kimoowanishin	It's drizzling.	VII
la niizh	snow	NAF
mishpon	It's snowing.	VII
mishimishpon	It's snowstorming; it's a snow storm.	VII
la taañpet di niizh	snowstorm	NAF
la pstit niizh	snow flurries	NAF
la pudirii	blizzard	NAF
En pudirii ashteew.	There's a blizzard.	VII
piiwan	It's a blizzard; there's a blizzard; it's drifting.	VII
gipwaakon	I am snowed in.	VAI
la grel	hail	NAF
la taañpet di grel	hail storm	NAF
mishipahkishin	It's hailing; Hail is falling.	VII
aahkwachipayin	It's freezing.	VII
laglaesiwan	It's icy.	VII
La glaes	Ice	NIF
la brem	fog	NAF
labremiwan	It's foggy.	VII
yootin	It's windy.	VII

la taañpet di vaañ	windstorm	NAF
li pchi vaañ	breeze	NAM
takooyaweew	It's gusting	VII
tahkaashtam	There's a breeze.	
li toneur	thunder	NAM
la taañpet di toneur	thunderstorm	NAF
li toneur mishipahtaakooshiw	It thundering; its a thunderstorm.	VAI
l-ikleer	lightning	NAM
la taañpet d-ikleer	lightning storm	NAF
li ku d-ikleer	streak of lightning; bolt of lightning	NIM
li siklooñ	tornado	NAM
lii chiiraañ	northern lights	NAM
aashteeyiweew	It abates.	VTA
atipoonipayin	It begins to quit.	VII
Tihkishoow	It melts; it thaws. (animate thing)	VAI
Tihkiteew	It is melting. (The environment)	VII
waasheeshkoopayin	It is clearing up.	VII
meehkoochipayin;	It is changing.	VII
meeshkoochipayin		

Chapter 4 - Li moñd

In this chapter you will learn to describe people.

A: D-ayaawaw aeñ frer ee-peeyakot. Ki-nohtee-nakishkawaw chiiñ?

B: Taanshi ee-ishinaakoshit?

A: Kinoshiw pii kawahkatishow, pi lii zhveu shakwalaa ayaaw.

B: Aeñ bel lom chiiñ?

A: Ni-nashpitaak – lii frer niyanaan.

B: Aa baeñ, no shimi yonakoshiw kishpin ki-nashpitak!

A: No ni-maayaatishin!

B: OK. Lii zyeu bleu chiiñ ayaaw?

A: Noo, lii zyeu shakwalaa ayaaw.

B: Eekwaana chiiñ ana aneetee?

A: Wii, Eekwaana.

A – I have a single brother. Would you like to meet him?

B – What does he look like?

A – He is tall and thin, and has brown hair.

B – Is he handsome?

A – He looks like me – we’re brothers.

B – Well, I guess he is not good-looking if he looks you!

A – I am not ugly!

B – OK. Does he have blue eyes?

A – No, he has brown eyes.

B – Is that him over there?

A: Yes, that’s him.

Vocabulary:

D-ayaawaw : I have _____(someone, singular)⁴ VTA

aeñ frer: a brother NAM

ee-peeyakot: who is single (unmarried) VAI

nakishkawaw: to meet (someone, singular) VTA

nohtee-: want to/would like to (must be added to a verb)

kinoshiw: s/he is tall VAI

kawahkatishow: s/he is thin VAI

ki-nohtee-nakishkawaw

nakishkaw-

⁴ This is used only when having one human relation/pet/animal. Two or more requires a different form of the verb. See the dialogue in Chapter Two for an example of the plural form.

Grammar review – conjugating verbs

Recall that to form verbs so far, we take the root of the verb and add a prefix (*ni-* for ‘*niiya*’, the English “I”; and *ki-* for ‘*kiiya*’, the English you, singular) and add the suffix -*n*.

(Niiya) ni-nipaa-n	I’m sleeping.
(Kiiya) ki-nipaa-n	You’re sleeping.

Note: the pronouns *niiya* and *kiiya* are usually only used to emphasize the person doing the action – it is perfectly ok to drop them and just use the verb.

Lii mo – verbs to describe people

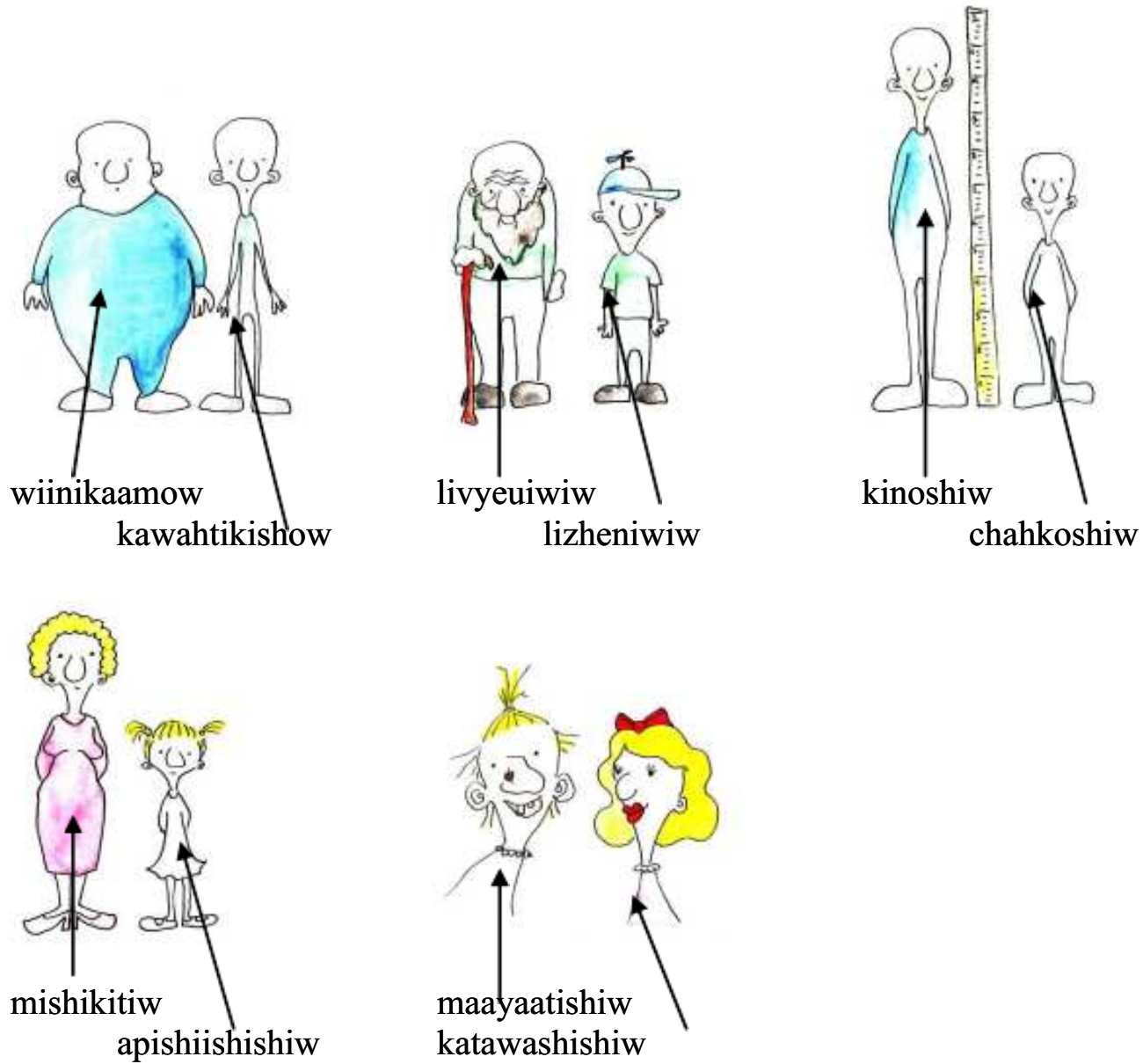
Kinoshi-	VAI	To be tall
Chahkoshi-	VAI	To be short
Kawahtikisho-	VAI	To be thin
Wiinikaamo-	VAI	To be fat.
apishiishishi- ⁵	VAI	To be small.
Mishikiti-	VAI	To be big.
miyonaakoshi-		to be good-looking
Mishimiyonaakoshi-	VAI	To be good-looking
maayaatishi-	VAI	To be ugly.
Katawashishi-	VAI	To be pretty.
En barb ayaa-	VAIt	To have a beard/be bearded?
En mustash ayaa-	VAIt	To have a mustache
Ochipoohkwee-	VAI	To have wrinkles?/be wrinkly
liveuyiwi-	VAI	To be old
lizheniwi-	VAI	To be young
Plaeñ di zhveu ayaa-	VAIt	To have lots of hair
pashkoshtikwaan ayaa-	VAIt	to have a bald head

5

NB: For *kiiya*, when a verb starts with a vowel, insert a *t* between the prefix *ki-* and the verb. i.e. *ki-t-apishiishishi-n*. For *niiya*, *ni-* is replaced with *d-*. This is related to the sound change discussed in chapter 3.

Piikishkweetaak!

1. Taanshi ee-ishinaakoshit?



2. Describe yourself using the correct verb conjugations from above. Use the verbs below. For example:

Ni-wiinikaamon

‘I am fat’

3. Get into pairs and ask your partner yes-no questions to find out how s/he describes her/himself. Remember that to ask a question you add *chiiñ*. You can follow the example below:

A. (Ki-)kinoshin chiiñ?

‘Are you tall?’

B. No ginoshin. Jahkoshin.

‘No I’m not tall. I’m short.’

Some Michif speakers use French-origin words for the verb *to be* with certain adjectives and sometimes with nouns as well. Here is a chart for all persons (not just *I* and *you*) as well as short list of common French-origin adjectives.

French-Origin “to be”

Michif	English	Present	Past
Niiya	“I”	zhi	zhitee
Kiiya	“you, singular.”	ti	Titee
Wiiya	“s/he”	il i	il itee
	“it”	si; sit	sitee
Niiyanaan	“we (and not you)”	oo li; oñ li	oo litee; oñ litee
Kiiyanaan	“we (all of us)”	oo li	oo litee
Kiiyawaaw	“you, plural”	??	??
Wiiyawaaw	“they”	i soñ	i soñtee

Note: The above forms are used only with adjectives and nouns. It is not used to state location. For location, in Michif we use the verb *ayaa-*.

Some French-Origin Adjectives

Michif	English
pchii/pchiit	Small (masc./fem.)
groo/groos	big (masc./fem.)
grañ	tall, long
zhen	Young
vyeu/ vyey	old (masc./fem.)
dimotii	Surprised
eksitii	Excited
parii	Ready
kajeuk	Sad
zhalii	pretty; nice

Wordbuilding in Michif

Note that some of these adjectives have also become part of Michif verbs. (See above list of descriptive verbs.) In other words, words in Michif can at times be built from both Cree-origin and French-origin elements (and elements from other language languages, such as English, as well)!

Some Examples of Usage of French-Origin “Be” and Adjectives

- | | | |
|----|------------------|------------------|
| 1. | Zhi parii! | I’m ready! |
| 2. | Il i zhen. | S/he is young. |
| 3. | I soñ groo. | They are big. |
| 4. | Zhitee zhali.... | I was pretty.... |
| 5. | Si zhali. | It is nice. |

Grammar

Talking about other people (the third person)

Up until now we have only learned how to talk to someone, using *ni-* ‘I’ or *ki-* ‘you’ and a suffix. However, we must also learn how to talk about others. (or else we’d never be able to gossip!) Forming a third person (i.e. someone who’s not involved in the conversation) is somewhat easier than the first and second person, because there are no prefixes to add – just the suffix *-w* to the root. For example:

- | | |
|-------------------------|-------------------|
| 1.) Rosemarie kinoshiw. | Rosemary is tall. |
| 2.) David kawahkatishow | David is thin. |

When verbs are listed in dictionaries or in this course manual, they tend to be listed with just the root or the root and the 3rd person suffix, so often it’s the easiest conjugation to form.

N.B. One important difference between English and Michif is that in Michif there is no difference between *he* and *she*; the same verb. In fact, if you take off the names ‘Rosemarie’ and ‘David’ in the above sentences, the verbs can stand alone as complete sentences.

- | | |
|-------------------|---------------|
| 3.) Kinoshiw. | S/he is tall. |
| 4.) Kawahkatishow | S/he is thin. |

Exercise: Can you find all the third-person verbs in the above dialogue? Hint: they should end in *-w*, have no *ni-* or *ki-* prefix nor start with “*d**, *b*, *g*, *j*, or *zh*” and mean ‘she or he does X’.

Answers: *Kinoshiw*
pi kawahkatishow,
pi lii zhveu shakwalaa ayaaw
no miyonakoshiw
Lii zyeu bleu chiiñ ayaaw?
Noo, li zyeu shakwalaa ayaaw.

3rd person plural

Now you can talk about one person, but what if you want to talk about more than one person? We need to learn the plural form of the third person.

- | | |
|---------------------------------------|------------------------------|
| 1. Rosemarie kinoshiw. | Rosemary is tall. |
| 2. Rosemarie pi David kinoshiwak. | Rosemary and David are tall. |
| 3. David kawahkatishow | David is thin. |
| 4. David pi Rosemarie kawahkatishowak | David and Rosemarie are thin |

As you can see from the above examples, we add *-w* for singular and *-wak* for plural. Again, there is no prefix in the 3rd plural, just like the 3rd singular. Now, if we don’t

want to use a name, again we can either use the pronouns with the verb, or just the verb alone:

Wiya kinoshiw.	She/he is tall
Kinoshiw	She/he is tall.
Wiyawaaw kinoshiwak.	They are tall.
Kinoshiwak.	They are tall.
Wiya kawahkatishow	She/he is thin.
Kawahkatishow	She/he is thin.
Wiyawaaw kawahkatishowak	They are thin.
Kawahkatishowak.	They are thin.

Summary of verb conjugations learnt so far:

(niiya) ni -nipaa- n	I’m sleeping.
(kiiya) ki -nipaa- n	You’re sleeping.
(wiiya) nipaa- w	He or she is sleeping.
(wiiyawaaw) nipaa- wak	They are sleeping

You can see that the root *nipaa-* is in all the forms, but the prefixes and suffixes change depending on who is doing the sleeping.

Remember: the pronouns *niiya*, *kiiya* and *wiiya* are usually only used to emphasize the person doing the action – it is ok (and in fact, usual) to drop them and just use the verb.

Definite articles and demonstratives for animate nouns

In chapter 2 we saw that nouns take articles which give the gender and tell us whether the noun is singular or plural. These articles can also tell us whether we’re talking about noun specifically or more generally. For example, consider the difference between the following:

<i>The</i> boy is talking.	<i>Li</i> garsoñ piikishkweew.
<i>A</i> boy is talking.	<i>Aeñ</i> garsoñ piikishkweew.
<i>The</i> girl is talking.	<i>La</i> fiyy piikishkweew.
<i>A</i> girl is talking.	<i>En</i> fiyy piikishkweew.

In the first case, we know which boy is talking, but in the second, we may just hear a boy’s voice and not know who it is. Like we saw in chapter 2, the gender is important.

We can also want to point out which boy is talking (i.e. *this* boy versus *that* boy), in which case we use demonstratives. These are somewhat more complex in Michif, as there are 3 distinctions we can make in Michif, depending how far away the boy is relative to the speaker.

Also, it is important to note that these demonstratives are used for animate nouns. Inanimate nouns take different demonstratives and will be learned later on.

Now, let's look at plural articles. In Michif, there is only one plural article. This means it is not possible to distinguish whether someone is referring to specific people or not. Consider the following:

<i>The</i> boys are talking.	<i>Lii</i> garsoñ piikishkweewak.	The above examples are
<i>Some</i> boys are talking.	<i>Lii</i> garsoñ piikishkweewak.	
<i>The</i> girls are talking.	<i>Lii</i> fiyy piikishkweewak.	
<i>Some</i> girls are talking.	<i>Lii</i> fiyy piikishkweewak.	

ambiguous. When we want to be specific in Michif, we use demonstratives. Actually, demonstratives are much more commonly used in Michif than in English.

<i>These</i> boys are talking. (close)	<i>Okik lii</i> garsoñ piikishkweewak.
<i>Those</i> boys are talking. (further away)	<i>Anikik lii</i> garsoñ piikishkweewak
<i>Those</i> boys over there are talking. (even further)	<i>Neekik lii</i> garsoñ piikishkweewak.

There are three things to notice here:

- i) In English we only make two distinctions: *this* (these) or *that* (those), while in Michif, we make three distinctions.
- ii) The demonstrative does not change when the noun is feminine or masculine;⁶ the definite article remains to show us the gender, and the demonstrative tells us how far away the man is from the speaker.
- iii) Both the demonstrative AND the definite article change in the plural.

To sum up:

Michif articles		Singular	Plural
Masculine	Definite	li	lii
	Indefinite	aeñ	
Feminine	Definite	la	
	Indefinite	en	

The following chart for possessives may be helpful when practicing describing people:


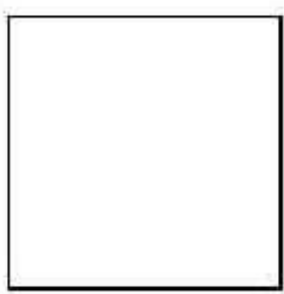
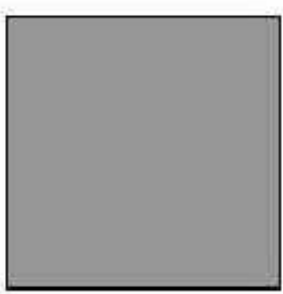
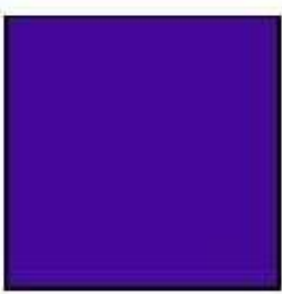
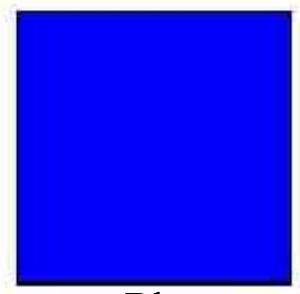
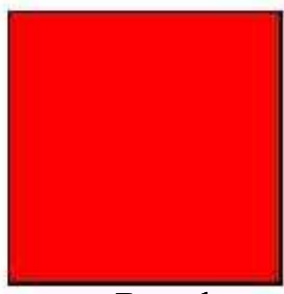
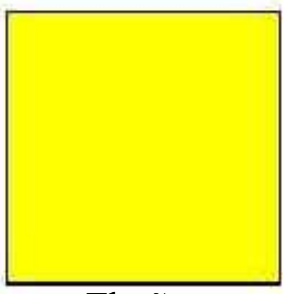
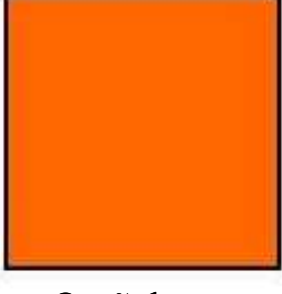
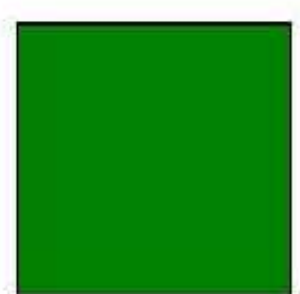
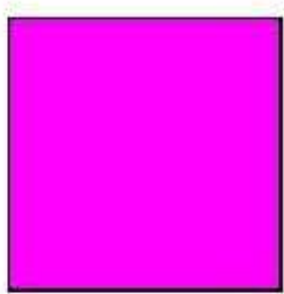
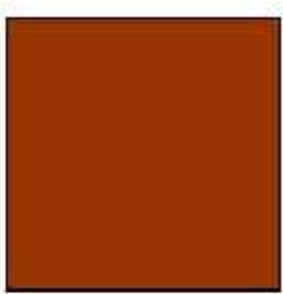
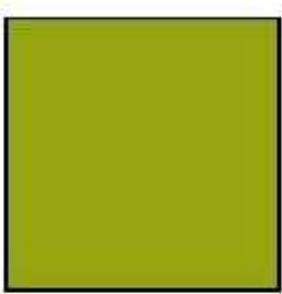


Michif Possessives	Niiya	Kiiya	Wiiya
Masculine	moñ	toñ	soñ
Feminine	ma	ta	sa
Plural	mii	tii	sii

⁶ Although demonstratives do not change with the gender, they do change with the *animacy* of the noun, which we will see in chapter 8.

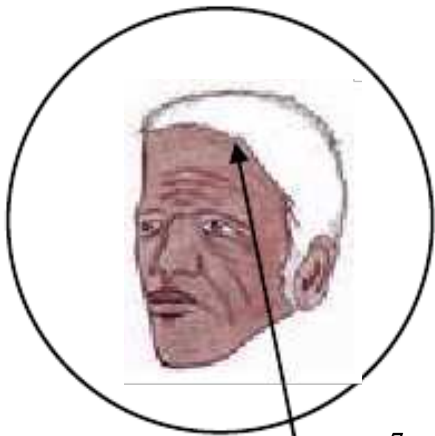
Lii mo

Let’s learn some colours before we try describing people.

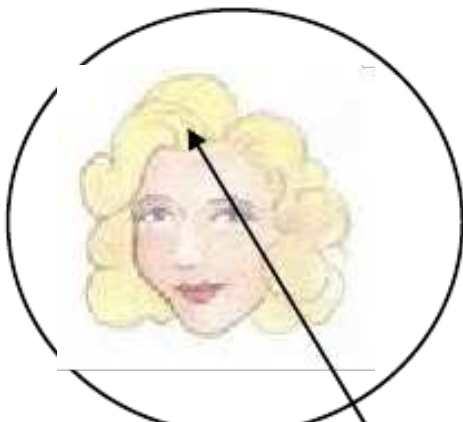
Lii Kuleur

			
Nweer	Blañ	Grii	Nweer-Vyalet
			
Bleu	Ruuzh	Zhoñ	Orañzh
			
Veer	Roosz	Shakwalaa	Veer-Zhoñ
			
Larzhañ	Lor		

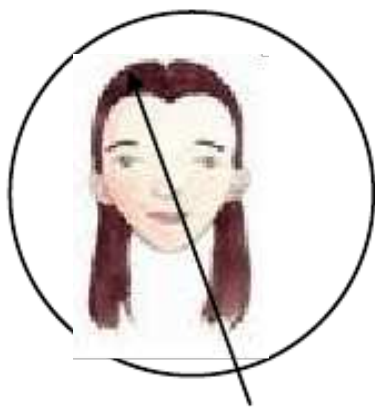
Nawachi lii mo por lii zhveu pi li vizaekh



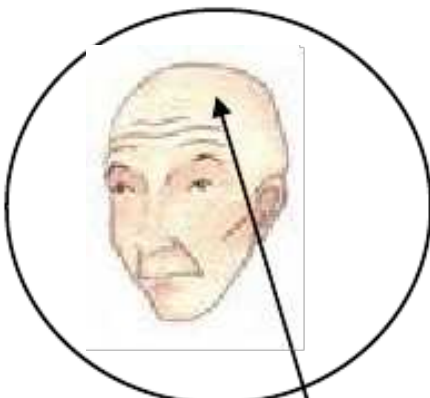
1a. waapishtikwaan⁷



1b. waapishtikwaan



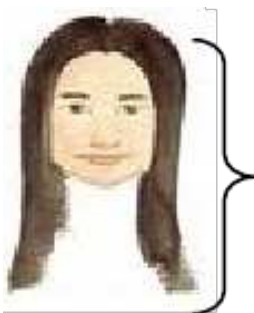
2. en tet nweer



3. pashkoshtikwaan



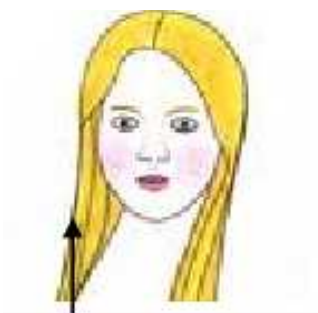
4. lii zhveu kur



5. lii zhveu loñ

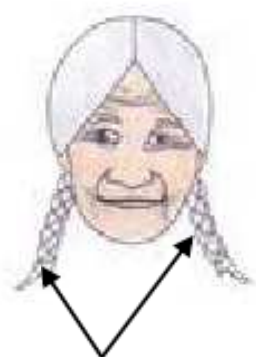


6. Lii zhveu friizii



7. Lii zhveu dret

⁷ “waap-” = white and “-shitihkwaan” = head
Note : *-ishtihkwaan* is a Cree-origin noun stem. It needs to be combined with a Cree-origin possessive or other suitable prefix to be used. We will address some Cree-origin nouns and possessives in Chapter 10.



8. lii kwet



9. lii zhveu kom aeñ pti sa cheu



10. lii cheu d' kwashoñ



11. En tok diseu la tet



9. en mustash



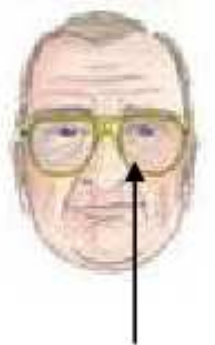
10. en barb



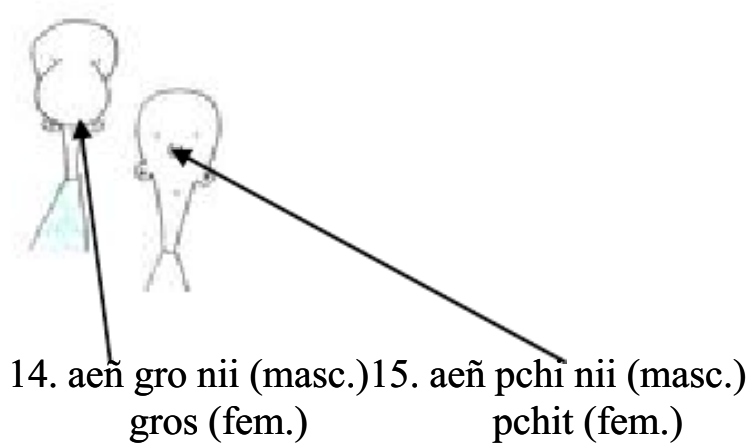
11. lii tru (daeñ lii zhuu)



12. aeñ vizaesh piivlii

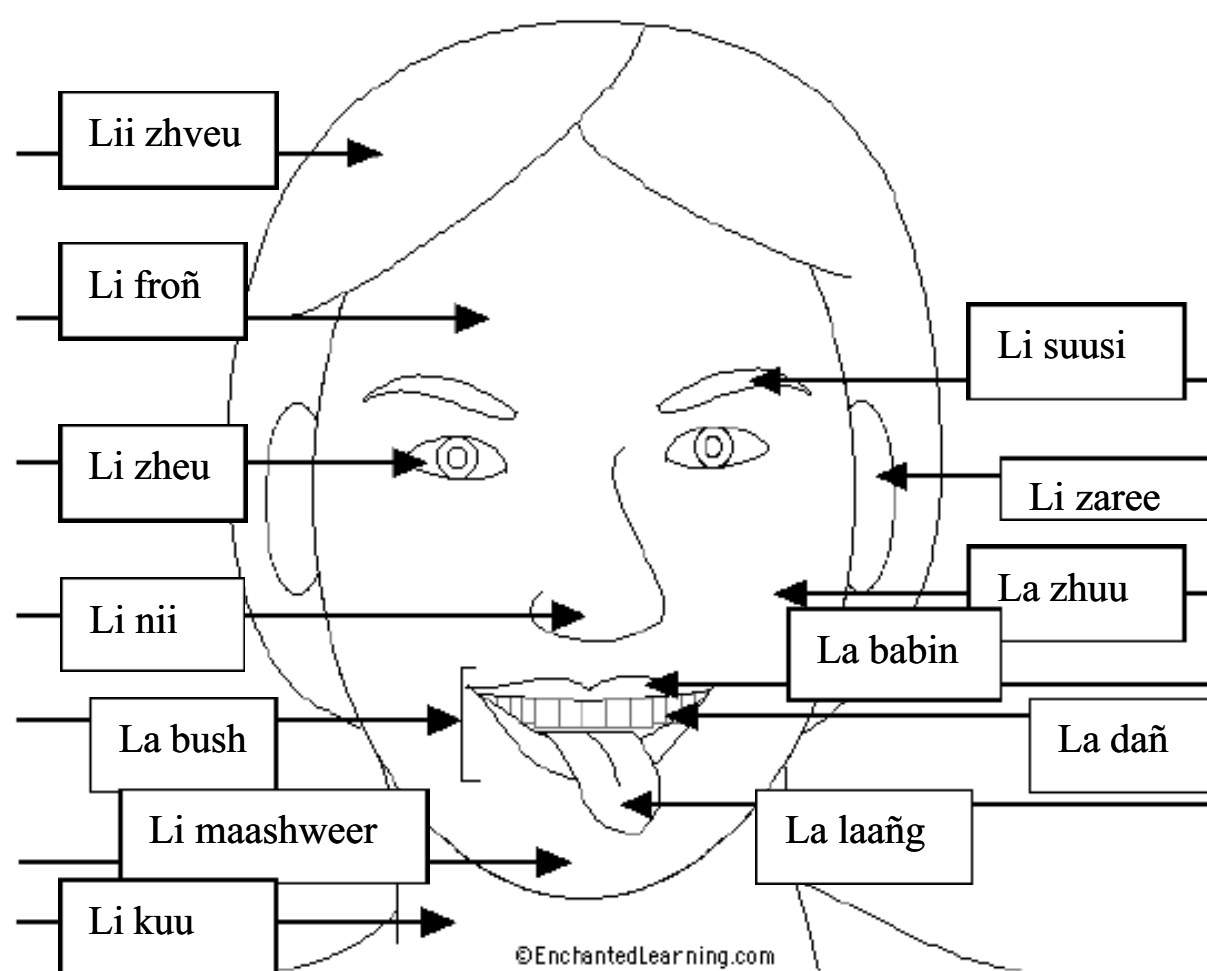


13. lii lunet



The Head, the Face and Some Body Parts

Note: All body parts are considered inanimate in Michif.





lii zhveu¹



li zyeu



li zaree



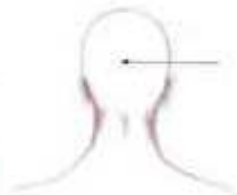
la nee
-chaan²



la bush



la po



la tet



la braa



la zhañb

¹Note : *Lii zhveu* is always plural when referring to someone's head of hair (as opposed to an individual hair which is *li zhveu*).

²Note : *-chaan* is a Cree-origin noun stem. It needs to be combined with a Cree-origin possessive to be used. We will address this in Chapter 10.

Piikishkweetaak!:

- i) Describe the people in the pictures below using the descriptive vocabulary in this chapter. Follow the examples here.



La faam lii zhveu blañ ayaaw.
La faam lii zhveu loñ ayaaw.



Li garsoñ lii zhveu shakwalaa pi li zyeu shakwalaa ayaaw.



Piikishkweetaak añ Michif!

- 1) Get into pairs and describe your partner to the rest of the class. What colour hair does the person have? What colour eyes? Is the hair long or short? Is s/he tall or short? Fat or thin? Have a beard or mustache? Old or young?
- 2) Play 20 questions with descriptions. One person picks someone in the room and the students need to ask yes-no questions. Follow the model questions below:

Ana la parson lii zyeu bleu ayaaw chiiñ?
Does that person have blue eyes?

Ana la parson kinoshiw chiiñ?
Is that person tall?

Pronunciation

Verbal sound changes II

Recall that we saw some verbs with sound changes at the beginning of the niiya conjugations, in chapter 3. Here are a few examples:

Baahpin	I’m laughing.
Ki-paahpin	You’re laughing.
Paahpiw	S/he’s laughing.
Giiwaan.	I’m going home.
Ki-kiiwaan.	You’re going home.
Kiiweew.	S/he’s going home.

We will review this again here. In the first examples, we see the prefixes ni- and ki- for the first and second person conjugations, but in these last 2, the ni- disappears and the consonant changes. This is a regular pattern in Michif, where the sound of the *n* gets mixed in with the initial consonant of the root, and it ends up changing the sound. So in the ni- forms, when the first letter of the root is either p, t, k or sh, there is a sound change.

	Underlying Conjugation	Written Form/ Pronunciation	
k → g	ni-kiiwaan	Giiwaan.	‘I’m going home.’
p → b	ni-poonan	Boonan.	‘I’m making a fire.’
t → d	ni-teepwaan	Deepwaan	‘I’m calling’
sh → zh	ni-shipweehtaan	Zhipweehtaan.	‘I’m leaving.’

The first column shows you the sound change. The second column shows you the prefix and the first root consonant, and the third column is how you pronounce the words. The English translation is shown in the last column.

If this seems strange, consider that in English, we seem to use -s to make a plural. So one *cat*, but two *cats*. Now try the same thing with the word *dog*: one *dog*, two *dogs*. Say the words out loud, paying attention to your pronunciation of the *s* in *cats* and the *s* in *dogs*. They're not the same: you say the sound *s* for the word *cats* and *z* for the word *dogs*. The only difference is that if you grew up speaking English as a child, you never really had to be taught this rule – you just figured it out on your own. Speakers who grew up speaking Michif also learned the Michif sound change rule without thinking about it, but if you're an adult trying to learn the language, you have to explicitly be taught it.

Exercise: Conjugate the following verbs in all three persons, remembering to pronounce the sound change in the *ni-* forms.

shiikaho-:	S/he's combing (his/her hair).
'comb one's hair'	You're combing (your hair).
	I'm going home.

pooyo-	S/he's quitting.
'stop'	You're quitting
	I'm quitting.

kishteepo-	S/he's cooking.
'cook'	You're cooking.
	I'm cooking.

Verbal sound changes III

The above sound changes occur when the verb begins with certain consonants. There is a different, yet related sound change that occurs when vowels start with a vowel. Consider the verbs below:

Ayaaw	S/he has.
Atoshkeew	S/he's working.

The above 2 verbs roots are *ayaa-* and *atoshkaa-*, so both start with the vowel *a*. When we add the prefix *ni-* or *ki-* to these, we need to add a *-t-* between the prefix and the root, which you can see from the *ki-* or 'you' forms.

Kit-ayaan	You have.
Kit-atoshkaan	You're working.

So even though there's no *t* in the original verb, when you add a prefix, you add a *t*. (Note that this explains why there is no *t* in the *s/he* forms: there's no prefix!) Now notice that when you add the *ni-*, you end up with the first type of sound change, where the *t* turns into a *d*.

Nit-ayaan → D-ayaan	I have.
Nit-atoshkaan → D-atoshkaan	I'm working.

So when you have a vowel-initial verb, you get a conjugation that looks a little bit strange in that the first letter of each verb in the conjugation is different.

Conjugation pattern for vowel-initial verbs:

D-ayaan	I have.
Kit-ayaan	You have.
Ayaaw	S/he has.
D-atoshkaan	I'm working.
Kit-atoshkaan	You're working.
Atoshkeew	S/he's working. ⁸

Exercise:

Can you conjugate the following verbs, keeping in mind the pronunciation of the sound changes?

Aachimo	VAI	Tell a story
Ataawee-	VAIt	Buy (the general action)
Ayamihaa-	VAI	Pray
Ayamihchikee-	VAI	Read
Ishinihkaasho-	VAIt	Be named (called)
Itwee-	VAIt	Say it
Oyoo-	VAI	Howl (like a coyote)

⁸ Verbs whose roots end in -ee- usually use the -ee- vowel in the s/he and imperative conjugations, but change to -aa- in the I and you (prefixed) conjugations. Verbs following this pattern include: Atoshkee- (work), kiiwee- (go home), peekiiwee- (come home), minihkwee- (drink), and shipweehte- (leave).

CHAPTER 5

Health & Feelings

Communication:

In this chapter you will learn to discuss your own health and feelings and ask others about theirs.

Week V –

M : Taanshi ee-tamahchihoyen anohch?

F : D-aahkoshin. La fyev d-ayaan pii deewishtikwaanaan.

M : Sidvaloer. Taanishpii kaa-aahkoshiyen?

F : Iyer gii-maachi-aahkoshin . Mitoni d-ayeeshkoshin pi no ni-miyoehteen. Zhi pañs li fluu d-ayaan.

M : Ni-miyomahchihon. Miina ka-waapamitin! Ga-peeyasheekiwaan ki-miyoayaayani.

M – How do you feel today?

F – I am sick. I have a fever and a headache.

M – That’s too bad. When did you get sick?

F – I started feeling sick yesterday. I am very tired and grumpy. I think I have the flu.

M – I feel good/healthy, so goodbye! I’ll return when you feel better.

Lii mo taanishpii

Taanshi ee-tamahchihoyeen		how are you are feeling?
Aahkoshi-	VAI	to be sick
la fyev	NAM	fever
teewishtikwaanaa-;		
teeyishtikwaanaa-	VAI	to have a headache
sidvaloer		that’s too bad
iyer		yesterday
maachi-		start to
ayeeshkoshi-	VAI	to be tired
miyoehtee-	VAI	to feel good
zhi pañs		I think
Miina ka-waapamitin		see you again/goodbye
waapam-	VTa	see
peeyasheekiwee-	VAI	return home
ki-miyoayaayani	VAI	when you feel better

Talking about your health

There are a number of ways to talk about something that is ailing you. In this chapter we will focus on two of the simpler ways to do so: one is similar to saying in English ‘I have a _____’ and the other is ‘My _____ hurts.’

Recall that in chapter 4 we learned the verb *ayaa-*, which meant ‘I have’, as in *D-ayaawaw aeñ frer*, or ‘I have a brother’. Notice that we see the same verb in the above dialogue:

En fyev d-ayaan.	I have a fever.
Li flu d-ayaan.	I have the flu.

Differences in Endings for the Verb *Ayaa-*, “Have”

Note that different verb endings (*D-ayaawaaw*) are used when talking about one’s brother (animate) because here the object of the verb is a fever or the flu, both of which are inanimate. However, these differences do not show up when *wiiya* (*he/she*) or *wiiyawaaw* (*they*) are doing the ‘having’.

Below you will find a number of health concerns which you can use in this construction.

li mal di tet	NIM	headache
li mal di dañ	NIM	toothache
li mal di vañtr	NIM	stomachache
li mal di do	NIM	backache
li mal di gorzh	NIM	sore throat
li mal di zarey	NIM	earache
li reum	NIM	cold
li fluu	NIM	flu
li viirus	NIM	virus
li seuk	NIM	diabetes

You might have noticed that ‘li mal’ translates to ‘ache’ in English. The other word in the Michif expressions translates to the part of the body.

One Way to Express “Being Pregnant”

One way to express pregnancy involves the use of the verb *ayaaw-* with the addition of the prefix *wii-*.

Aeñ pchi wii-ayaaw- “to be going to have a little one; to be pregnant”

Remember, though, that *aeñ pchi* refers to something alive or *animate*, so the verb conjugations are the same as those when talking about having relatives. See above note.

Use of the Verb *Teewa* “ache”

Instead of talking about an ache, we can also say what is aching using the verb *teewa*. This verb takes only inanimate subjects (not people, animals and things considered animate in Michif) and only has two third person (“it”, “they”) forms. The ‘it’ form takes the ending ‘-w’ and the ‘they’ form takes the ending ‘-wa’.

teewa- + *w* It aches.
teewa- + *wa* They ache.

Here are some examples using body parts.

<i>Teewaw ma dañ</i>	VII	My tooth aches.
<i>Teewaw toñ do</i>	VII	Your back aches.
<i>Teewaw sa maeñ</i>	VII	His/her hand aches.
 <i>Teewawa mii zhañb</i>	 VII	 My legs ache.
<i>Teewawa sii pyii.</i>	VII	His/her legs ache.

Now, to express the idea of something being ‘sore’ or ‘hurting’, we use a different a different verb. It is *wiishakeehta-*. It means ‘to be hurt by something; to feel pain from/in something; to be sore from/in something’. Note that for this verb the thing or things “doing the hurting to someone” must be inanimate. This form can be a bit complicated, so we will only focus on learning to say a few conjugations.

Here are some examples of how to use this verb.

<i>Ma gorzh ni-wiishakeehteen</i>	My throat is sore. (I feel pain from my throat.)
<i>Toñ vañtr ki-wiishakeehteen.</i>	Your stomach is hurts.
<i>Sa tet wiishakeehtam</i>	His/her head hurts.

Also, Michif is very rich in verbs that can express a whole sentence in one word. It is possible, for example, to say ‘I have a headache’ (as seen in the conversation above) or ‘I have a stomachache’ using only a verb! Here are some examples:

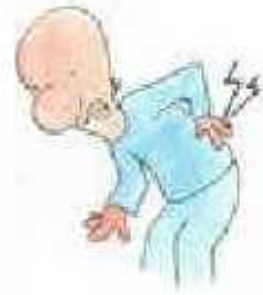
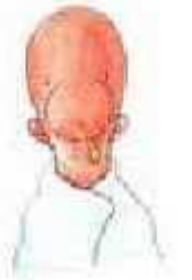
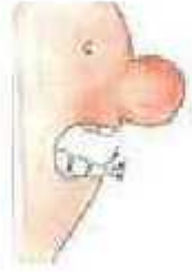
<i>teewishtikwaaanee-</i>	<i>Deewishtikwaanaan</i>	I have a headache.
<i>akwashkatee-</i>	<i>D-akwashkataan</i>	I have a stomachache.

Variety in Michif

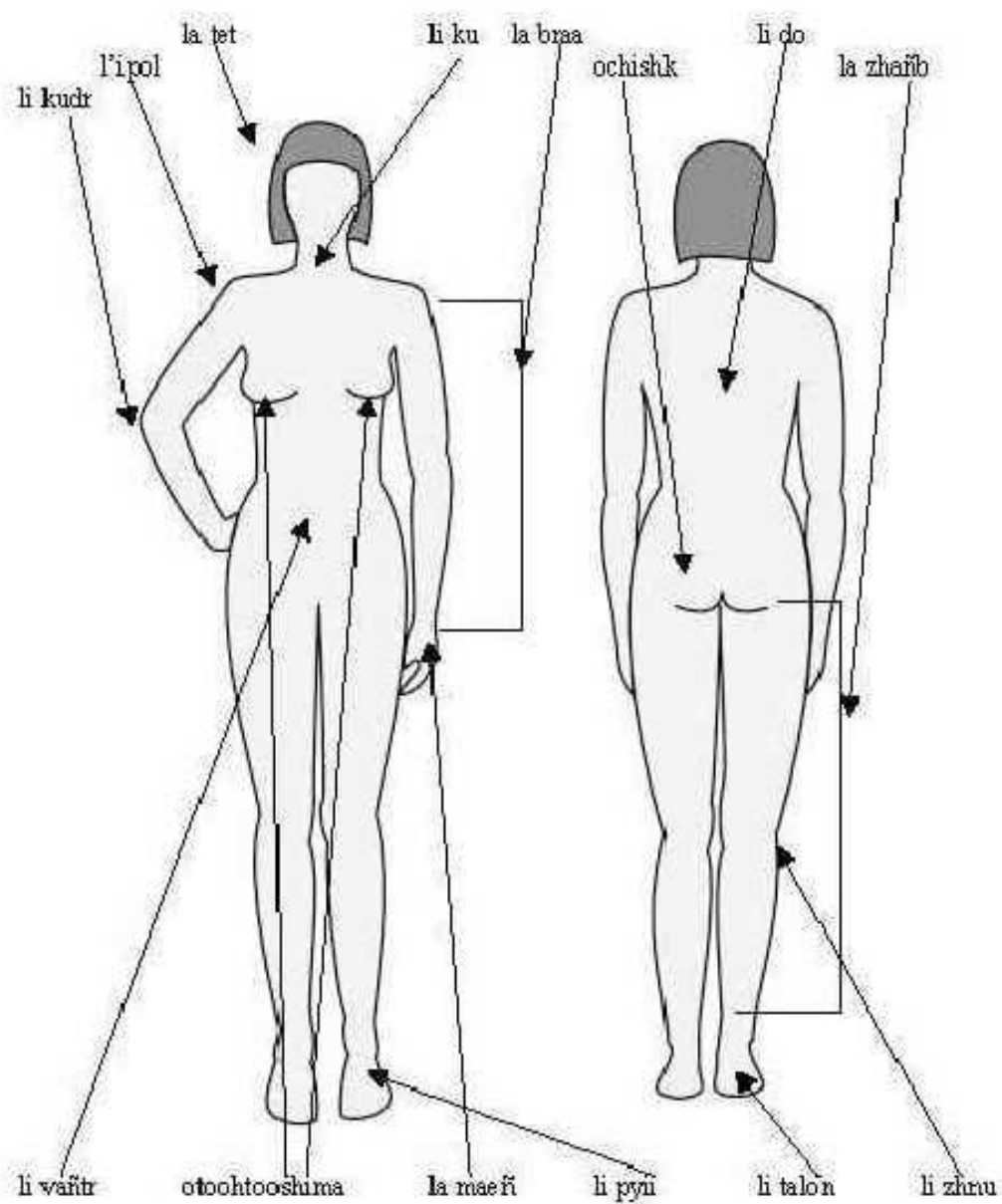
Michif, like English, often has a number of ways to say the same or similar things. Speakers you know may prefer or use one form or another, but they are all used by a Michif speaker somewhere!

Piikishkweetaak:

Taanshi ee-tamahchihoyen?



Li Kor



Kiiyapich Lii Mo!

ayeeshkoshi-	to be tired	VAI
nohtee-nipaa-	to be sleepy (lit: to want to sleep)	VAI
kishisho-	to be hot	VAI
kawachi-	to be cold	VAI
nohteehkatee-	to be hungry	VAI
nohteeyaakaakwee-	to be thirsty	VAI
kiishpo-	to be full	VAI
aahkoshi-	to be sick	VAI
miyoeeht-	to be happy	VTI
no miyoeeht-	to be sad (ie: to be not happy)	VTI
kishiwaashi-	to be angry	VAI
koshtachi-	to be scared	VAI
kihcheeyimu-	to be proud	VAI
neepeewishi-	to be embarrassed/ashamed	VAI

PIIKISHKWEETAAK AÑ MICHIF!

1. Taanshi ee-tamahchihoyen?



Grammar II – plural subjects

So far you have learned to talk with only singular subjects; ie. the pronouns I, you, he/she. What if we want to talk about more than one person as a subject, such *as we, you guys* or *they*? These require different conjugations than their singular counterparts *I, you* or *she/he*, and in fact there is an extra pronoun in Michif which doesn’t exist in English.

Michif Subject Pronouns and Prenominal Prefixes

Michif		English Equivalent	Numerical Notation/ Grammatical Name
Subject Pronoun	Prenominal Prefix		
Niiya	Ni-	I	1s—first person, singular
Kiiya	Ki-	You (singular)	2s—second person, singular
Wiiya		He/She/ “It” (animate)	3s—third person, singular
Niiyanaan	Ni-	We (but not you)	1P—first person, plural (exclusive)
Kiiyanaan	Ki-	We (all of us)	2I—first person, plural (inclusive)
Kiiyawaaw	Ki-	You (plural)	2P—second person, plural
Wiiyawaaw		They (animate)	3P—third person, plural

Note on the Two “We’s” in Michif

In Michif, we have not one but two ways of saying “we”. One is *niiyanaan*, which refers to “just we/us, *excluding* you”. It is usually called *we (exclusive)*. The other is *kiiyanaan*, which refers to “we/us *including* you”, or *we (inclusive)*.

There isn’t this type of distinction in English, so at times we have to clarify who exactly we are talking about. Thus, in Michif it would be possible for a mother to say, “We will stay up a while longer” to her children using the *niiyanaan* form and they would understand it was time for bed! In English, this statement is ambiguous. It could mean the mother and father only, or everyone including the children to whom she was speaking. Without clarification of some kind—either an explanation or a gesture of some kind—it is impossible to know what *we* the mother is meaning. Michif, with its *niiyanaan* and *kiiyanaan*, is more precise than English!

Piikishkweetaak!

1. Form a group of five or six and take turns saying all the different pronouns while gesturing and moving group members around to clarify what pronoun you are saying. This is an active exercise, so have fun with it!

Inclusive Pronouns

In the example used in the note on *wiia2*, the inclusive pronoun *wiishta* was used. The inclusive pronouns can be translated as the pronoun in question plus “also” or “too:”—*wiishta*—she too (she also). Here is a table of the inclusive pronouns.

Michif		English Equivalent	Numerical Notation/ Grammatical Name
Inclusive Pronoun	Subject Pronoun		
Niishta	Niia	I (me), too/also	1s—first person, singular
Kiishta	Kiia	You, too/also	2s—second person, singular
Wiishta	Wiia	He/She/ “It” (animate), too/also	3s—third person, singular
Wiishtawa		The “second he/she/it”, too/also	3’-- Obviative
Niishtanaan	Niyanan	We (but not you), too/also	1P—first person, plural (exclusive)
Kiishtanaan	Kiyanan	We (all of us), too/also	12—first person, plural (inclusive)
Kiishtawaaw	Kiiaawaaw	You (all of you), too/also	2P—second person, plural
Wiishtawaaw	Wiiaawaaw	They (animate), too/also	3P—third person, plural
Wiishtawa		The “second they”, too/also	3’--Obviative

Example:

A: D-ayeeshkoshin! Kiia, maaka? “I am tired. How about you?”
 B: Niishta (miina) d-ayeeshkoshin! “I, too, am tired; I am tired, too.”

The Obviative or a “Second He/She/It (animate) or They (animate)”

Let’s briefly discuss how a “second” he/she/it (animate) or they (animate) is treated when introduced into a conversation or story, etc. Michif has a way of expressing this idea by marking verbs and sometimes nouns. It helps people keep track of just who is the subject of the discussion at hand.

At this point it is only necessary for you to know about the existence of this form. Speakers use constructions the obviative fairly often, so it is good to at least be able to recognize them.

The obviative comes into play when a second or additional third person (he/she/it/they) is referred to in a conversation or a story, etc. The differences show up in the verb endings and sometimes on the nouns.

To allow you to recognize the obviative when listening to fluent speakers talk, take a look at the examples.

“I am sick. John is sick, too. But, John’s mother isn’t sick.

1. D-aahkoshin. Zhaeñ wiishta aahkoshiw. Maaka, Zhaeñ sa mer no aahkoshiyiwa.

“I am sick. John is sick, too. And, John’s mother is sick also.

2. D-aahkoshin. Zhaeñ wiishta aahkoshiw. Eekwa, Zhaeñ o-maamaa-wa wiishtawa miina aahkoshiyiwa.

“Mary is sick. Mary’s grandmother is sick, too.”

3. Marii aahkoshiw. Marii oohkom-a wiishtawa miina aahkoshiyiwa.

In example 1, the grammatical markings for obviative only shows up in the verb. However, in examples 2 and 3 it shows up on the verb and on the second noun, to show that there is another, new person in the story.

This is just a brief glimpse at some ways the obviative (second third-person) is used in Michif. For more information on the use of the obviative in other related languages, you could look at grammars of Plains Cree.

Possessives

Here are tables of the two systems of possessive articles used in Michif.
Note: some speakers may combine both systems.

Possessives I

Animate Subject	Singular		Plural	
	masculine	feminine	masculine	feminine
<i>Niia</i>	moñ	ma	mii	
<i>Kiia</i>	toñ	ta	tii	
<i>Wiia</i>	soñ	sa	sii	
Niiyanaan	moñ-inaan	ma –inaan	mii –inaanik	
	not-inaan	not-inaan	not-inaanik	
Kiiyanaan	toñ-inaan	ta -inaan	tii –inaanik	
Kiiyawaaw	toñ-inaawaaw	ta -inaawaaw	tii -inaawaawik	
Wiiyawaaw	soñ -iwaaw	sa -iwaaw	sii -iwaawa	

Examples: moñ liiv “my book”
 ta meezoñ “your house”
 sii bra “his/her/its (anim.) arms”
 moñ liiv-inaan “our (not including you) book”
 not liiv-inaan “our book”
 ma meizoñ-inaan “our (excl.) house”
 tii liiv-inaanik “our (incl.) books”
 ta meezoñ-inaawaaw “your (pl.) house”
 tii bra-inaawaawik “your (pl.) arms”
 soñ liiv-iwaaw “their book”
 sii liiv-iwaawa “their books”

Posessives II

Animate Subject	Singular		Plural	
	masculine	feminine	masculine	feminine
<i>Niia</i>	moñ	ma	mii	
<i>Kiia</i>	toñ	ta	tii	
<i>Wiia</i>	soñ	sa	si	
Niiyanaan	not	not	noo	
Kiiyanaan	not	not	noo	
Kiiyawaaw	vot	vot	voo	
Wiiyawaaw	leu	leu	leu	

Examples: moñ liiv “my book”
 ta meezoñ “your house”
 sii bra “his/her/its (anim.) arms”

not liiv	“our (excl. & incl.) book”
noo liiv	“our (excl. & incl.) books”
vot meezoñ	“your (pl.) house”
voo meezoñ	“your (pl.) houses”
leu liiv	“their book”
leu liiv	“their books”

The Use of *Di (d')* with Inanimate and Animate Nouns

I. *Di (d')* and Inanimate Nouns

The word *di (d')* works much like the English *of*. To show something belongs to an inanimate noun (not a person, animal or an animate noun), we use the word *di* or its short form *d'*, which is used in front of nouns which begin with a vowel.

Let's look at some examples.

- | | |
|----------------------------|--------------------------|
| 1. la port <i>d'</i> ikol | “the door of the school” |
| 2. lii zhañb <i>di</i> tab | “the table's legs” |

II. *Di (d')* and Animate Nouns

Di and its variation *d'* are sometimes used with animate nouns. However, it is not as commonly used as the lists of possessors given in the tables above.

Let's look at an example.

Li portree di Zhaeñ for some speakers could mean both:

“the picture belonging to John”
and
“the picture of John/with John in it”.

Note that for some speakers, *li portree di Zhaeñ* ONLY means the latter, ‘the picture of John/with John in it’ and not “the picture belonging to John”.

To recap: use the possessors in the tables for *animate* nouns, and use *di (d')* to indicate possession by *inanimate* nouns.

A Brief Discussion of Some Particular Nouns

There is a class of nouns that pattern differently than most nouns⁹. Since they are fairly rare, we will only look at a couple of the most common ones:

1. grandmother

- i) *noohkom* “my grandmother”
- ii) *noohkomak* “my grandmothers”
- iii) *koohkom* “your grandmother”
- iv) *koohkomak* “your grandmothers”

2. grandfather

- i. *nimoshoom* “my grandfather”
- ii. *nimoshoomak* “my grandfathers”
- iii. *kimoshoom* “your grandfather”
- iv. *kimoshoomak* “your grandfathers”

We see above two variations of the word meaning *grandmother* and *grandfather* with their corresponding plurals. Note the Cree-origin plural animate suffix *-ak* used for this word.

In addition to the examples here, *oohkom-a* is commonly used mean “his/her grandmother”. Certain Michif speakers may use other variations of the Cree-origin word for “grandmother”.

Sometimes, when the word *koohkom* is used in English, it is used to refer to “my grandmother”, “your grandmother” or even “our grandmother”. Sometimes *moshoom* is used in English to refer to “my grandfather” and “our grandfather”.

NB. the plural suffix for Cree-origin inanimate nouns is *-a* or its variation *-wa*.

We will not go into further detail here, but these words are important for Michif family life! Check Chapter 2 “La Famii” for more vocabulary details.

⁹ This class of nouns tends to come historically from Cree, while most nouns in Michif tend to come historically from French.

CHAPTER 6 –Lii Zhurnii pii Lii Zoer

Communication:
In this chapter you will learn to tell time and give dates in Michif.

Dialogue 1

A: Iyer sitii li naef di Septaãbr. Gii-tipishkeen.
B: Happy birthday! Gii- waniihkaan. No gii-tocheeataaweeshtamatin aeñ presañ. Taanshi ee-shipiitishiyen.
A: Trañt saeñk. Kiiya maaka. Taanishpii (ee-)tipishkamaan?
B: Li mwaa kiivyeñ ga-tipishkeen li jiswit d’oktobr. Vaeñ naef añ ga-shipiitishin
A: Vaeñ naef añ aashay miina? L’anii paasii vaeñ naef (ki-)kii-tipishkeen.

Dialogue 1

A – Yesterday was September 9th. It was my birthday!
B – Happy birthday! I forgot. I didn’t buy you a present. How old are you?
A – I’m 35. And you? When is your birthday?
B – My birthday is next month, on October 18th. I will be 29.
A – 29 yet again? You were 29 last year!

Lii mo

Iyer sitii	yesterday it was
Tipishkee-	to have a birthday
Waniihkee- VAI	to forget
Taanishpii	when
Li mwaa NIM	month
kiivyeñ	next
xxx añ shipiitishi- VAI	be xxx years old
paasii	last

Lii mwaa
Zhaañvyii
Fevriyii
Maar
Avrii
Mii
Zhaeñ
Zhuyet
Aau, Aahu
Septaãbr,
Septaãnb
Oktobr, Oktob
Nevaãbr
Disaãbr

Lii zhur di la simen
Jimaañsh (li
Jimaañsh)
Laeñjii (li Laeñjii)
Morjii
Mikarjii
Zhwiiijii
Vaañdarjii
Samjii

Nawach lii Noñbr	
11	ooñz
12	dooz
13	treez
14	katorz
15	kaeñz
16	seez
17	jiiz set
18	jiiz wit
19	jiiz naef
20	vaeñ
21	vaeñ-ti-aeñ
31	traeñ-ti-aeñ

How to give a date:

Exercise: There are 2 dates in the dialogue. Find them by looking for *lii noñbr pii lii mwaa* from the above vocabulary lists.

li naef <i>di</i> Septañbr	September 9th
li jiswit <i>d'</i> oktoabr	October 18th

Notice that to give a date, it's said with li + li shiif + di/d' + li mwaa.

When to use di and when to use d'? When the month starts with a vowel, it's d', and when it starts with a consonant, it's a di. See the examples below, and figure what the dates are:

Li kaeñz *d'i* Mii

Li oñz *d'i* Fevriyii

but

Li katorz *d'*Avrii

Piikishkweetaak!:

- Piikishkwee añ Michif: April 5th, June 16th, July 23rd, August 20th, November 30th.
- A: Taanishpii (ee-)tipishkaman?
B: Gii-tipishkeen/Ga-tipishkeen_____.
- A: Taanishpii (ee-)tipishkahk toñ frer?
B: Gii-tipshkan/ga-tipishkan_____.

Note: In questions that use the Michif equivalent to the English question words “who,what where, when, why and how, etc.”, we use what is called the “conjunct form” of the verb. This will be covered later on in the course. For now, just learn to use it in the questions as presented here and elsewhere in the course.

Aeñ Mwaa añ Michif
(Li mwaa di Maar 2009)

Laeñjii	Morjii	Mikarjii	Zhwiiijii	Vaeñdarjii	Samjii	Jimañsh
						1
2	3	4	5	6	7	8 Li zhur lii zorlarzh kaa-shipweepitchik aeñ noer
9	10	11	12	13	14	15
16	17 La Fet Saeñ Patrik	18	19 La Fet Saeñ Jozef	20 (Li Promyeer Zhurnii di praeñtaañ)	21	22
23	24	25	26	27	28	29
30	31					Par Grace Zoldy pi Heather Souter 2008, Camperville, MB

- Piikishkweetaak!**
- 1.) Kel zhur la Fet Saeñ Patrik?
 - 2.) Kel zhur li Promyeer Zhurnii di Praeñtaañ?
 - 3.) Kel zhurnii li 23 di Maar?
 - 4.) Kel zhurnii li 15 di Maar?
 - 5.) Kel zhurnii li 31?

Nawach Lii Mo Li zhur lii zorlarzh kaa-shipweepitchik aeñ noer La Fet Saeñ Patrik La Fet Saeñ Jozef Li Promyeer Zhurnii di Praeñtaañ	The day daylight savings begins. Saint Patrick's Day The Feast of St. Joseph (Patron Saint of the Métis) The First Day of Spring
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Li Taañ Paasii, Anohch, Li Taañ Kiivyeñ,

La Simen Paasii Iyer

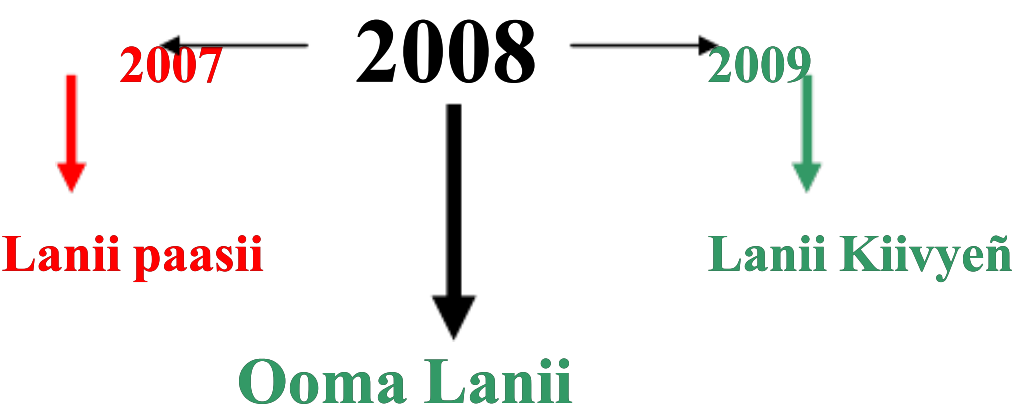
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

Anohch
Ooma la Simen

Dimaen

La Simen Kiivyeñ

Lanii paasii, Ooma Lanii, Lanii Kiivyeñ



Nawach lii Noñbr			
karaañt	40	swesaañt i seez	76
saeñkaañt	50	swesaañ jiiz-set	77
swesaañt	60	swesaañ jiiz wit	78
swesaañt jiis	70	swesaañ jiiz naef	79
swesaañt i oonz	71	kaetrvaeñ	80
swesaañt i dooz	72	kaetrvaeñt jiis	90
swesaañt i treez	73	kaetrvaeñ i oonz	91
swesaañt i katorz	74	sañ	100
swesaañt i kaenz	75	mil	1000

Kel oer ooma?



A: Kel oer ooma?
B: Deu zoer i kaeñz ooma la.
A: Ah noo! por aeñ aañsañblii añ ritaar d-ayaan!
B: Taapitaw añ ritaar kit-ayaan! Taaneeki taapitaw ki-pataikaan?
A: No en moñtr d-ayaawaaw.
B: En moñtr ka-miyitin por li zhur di lañ.

A – What time is it?
B – It’s 2:15.
A – Oh no! I’m late for a meeting.
B – You’re always late! Why are you always late?
A –I don’t have a watch.
B – I’ll get you a watch for New Year’s.

Lii mo:

Taapitaw		always
Taaneehki		why
En moñtr	NAM	a watch
li zhur di lañ	NIM	New Year’s

Nawach Lii mo

maenwii (li maenwii)	NIM	midnight
mijii (li mijii)	NIM	noon
boñ mataeñ		early in the morning
li mataeñ		in the morning
dañ lapremijii		in the afternoon
a swer		in the evening
La simen	NIF	Week
Li zhur	NIM	Day
Li mwaa	NIF	Month
Lanii	NIM	year
kiivyeñ		Next (month, week...)
paasii		Last (month, week...)

Loer / Telling time

Lii Zoer	Time		
oer (l'oer), noer (aeñ noer), zoer (lii zoer), roer	hour(s)	n.	NIM
minwit (la minwit)	minute	n.	NIM
aeñ noer; aeñ noer	one o'clock		
deu zoer	two o'clock		
trwaa zoer	three o'clock		
kaet roer	four o'clock		
saeñk oer	five o'clock		
si zoer	six o'clock		
set oer	seven o'clock		
wit oer	eight o'clock		
naev oer	nine o'clock		
jis zoer	ten o'clock		
onz zoer	eleven o'clock		
dooz zoer	twelve o'clock		
jis zoer kaeñz minwit	ten fifteen		
jis zoer traañt minwit	ten thirty		
jis zoer karaañt-saeñk minwit	ten forty-five		

Piikishkweetaak!

1. Kel oer ooma?



Deu zoer i kaeñz ooma.



2. Do exercise 1 above, this time adding the following ideas to your answers.



3. Draw out a time on a clock and show it to another student. Ask them “Kel oer ooma?” Get them to answer you in Michif. (Make sure you know the answer first!)
4. Here are some questions you might want to be able to form. Ask your instructor how to say some events that are important to you.

Example:	Kel oer li dizhenii?	What time is breakfast?
	Wit oer li dizhenii	Breakfast is at eight o'clock.

Kel oer...	What time is dinner?
Kel oer	What time is supper?
Kel oer	What time is the meeting?
Kel oer	What time is the bus?
Kel oer	What time is your appointment?
Kel oer	What time is the wedding?
Kel oer	What time is the funeral?

Grammar II – Animate and inanimate nouns

In chapter 4 we saw the list of demonstratives as given again below:

Michif demonstratives		Singular	Plural
Animate	Close	awa	okik
	Further	ana	anikik
	Even further	naha	neekik

While we talked about the difference in distance and in the singular/plural, we haven't yet discussed the role of animacy. Note that all the demonstratives given above are listed as animate. This means they are used only with *animate* nouns, which we will get into presently. There is another list of demonstratives used for inanimate nouns, which we will see in this chapter. In chapter 7 we saw some commands, which are all used with inanimate objects. Now we will discuss the difference between animate and inanimate nouns, as well as some of the effects this distinction has in the grammar of Michif.

As the terminology suggests, *animate* nouns include primarily living things such as people and animals and *inanimate* nouns include primarily non-living things such as things. However it is not always that simple, as we can see in the examples below, where non-living objects are animate in the grammar:

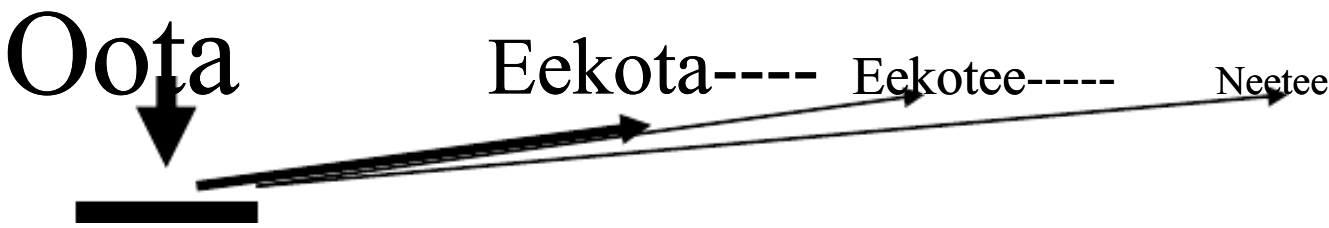
La kilot awa.	This is (a pair of) pants.
Li paeñ ana.	That is bread.
Lii beñg okik.	These are doughnuts (fried bannock).

If you recall from back in chapter 2 we saw that nouns also are categorized as masculine and feminine gender, you'll realize that every Michif noun is either masculine or feminine AND either animate or inanimate, and this must be learned for each noun.

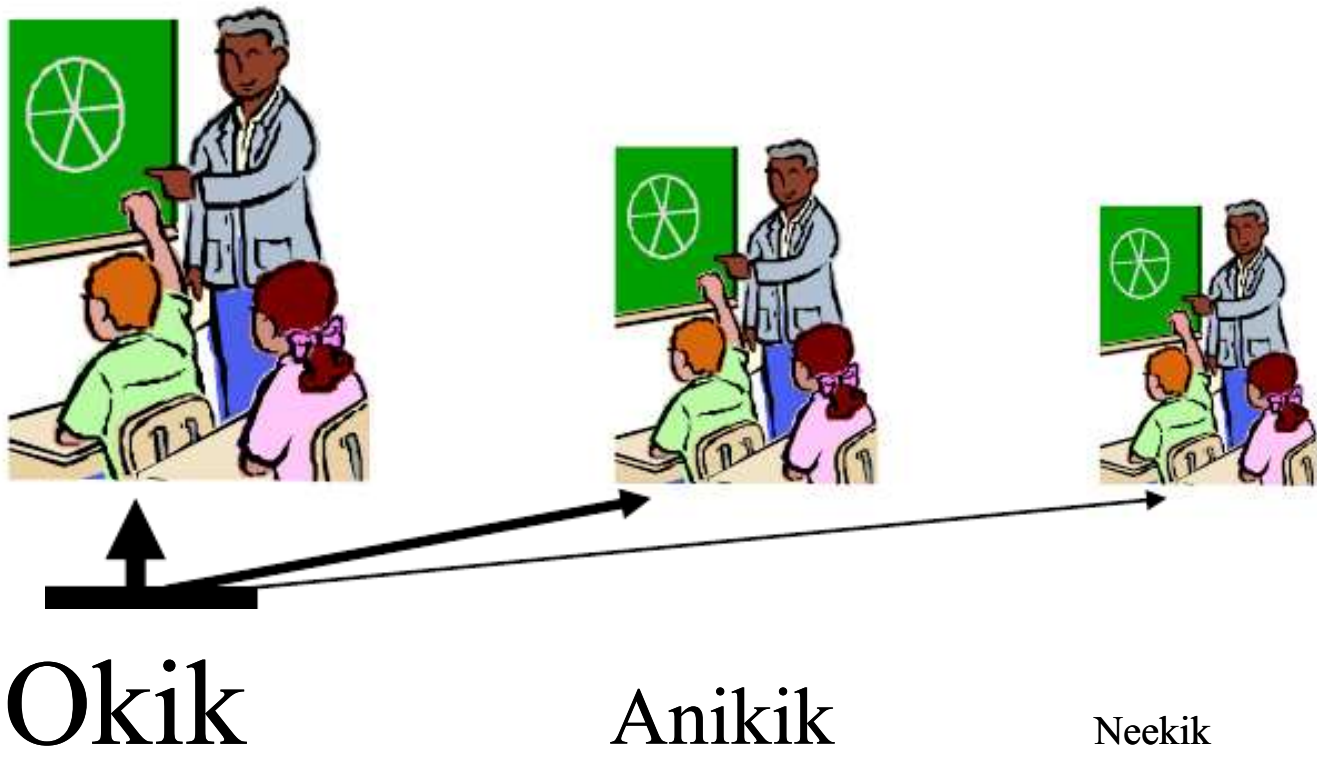
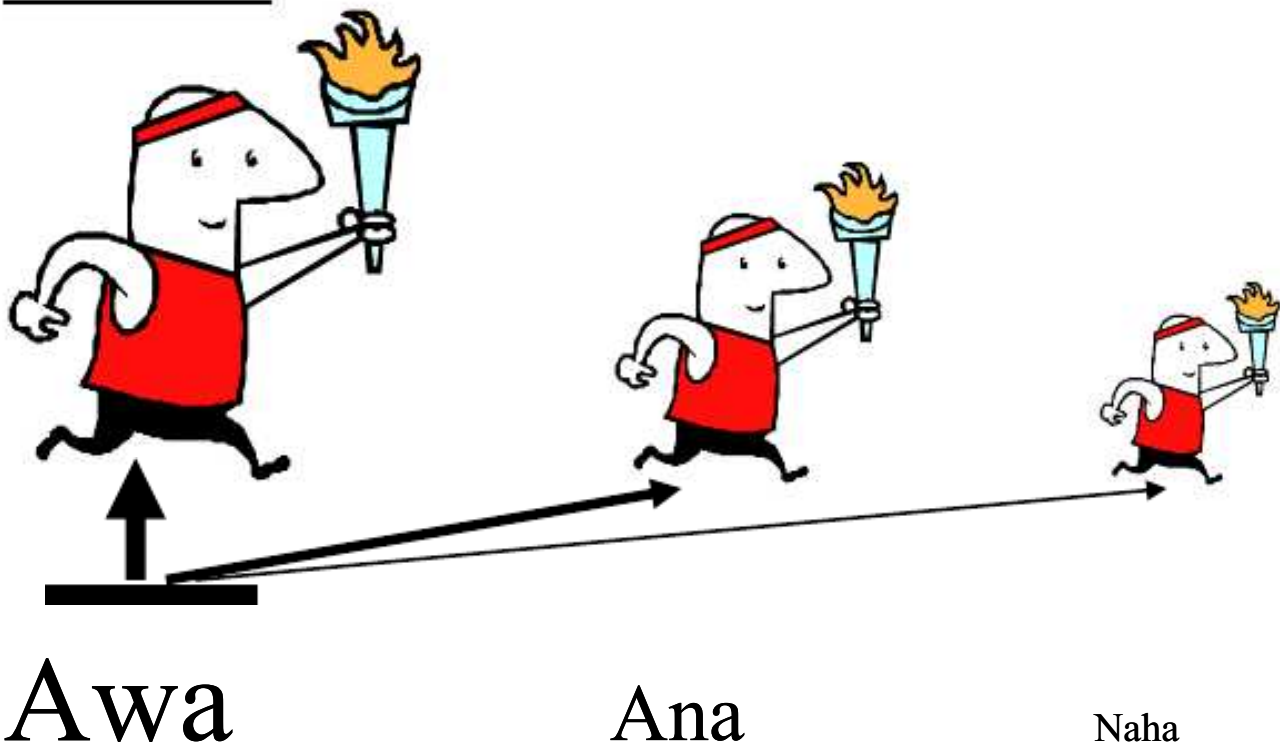
Now we are ready to see the inanimate demonstrative words that are the counterpart to the animate ones above, copied from chapter 2:

Michif demonstratives		Singular	Plural
Inanimate	Close	ooma	oñhiñ
	Further	anima	anihi
	Even further	neema	neehi

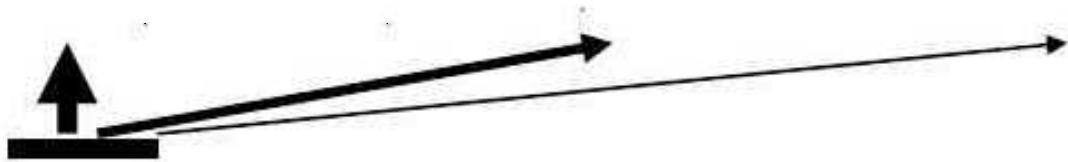
Locations



Animate Nouns



Inanimate Nouns



Ooma

Anima

Neema



Oñhiñ

Anihi

Neehi

Here is a complete chart of Michif demonstratives

Michif demonstratives		Singular	Plural
Animate	Close	awa	okik
	Further	ana	anikik
	Even further	naha	neekik
Inanimate	Close	ooma	oñhiñ
	Further	anima	anihi
	Even further	neema	neehi
Locatives	Close	oota	“here”
	Further	eekota	“there”
	Even Further	eekotee	“over there”
	Even Further Yet	neetee	“way over there”

Piikishkweetaak!

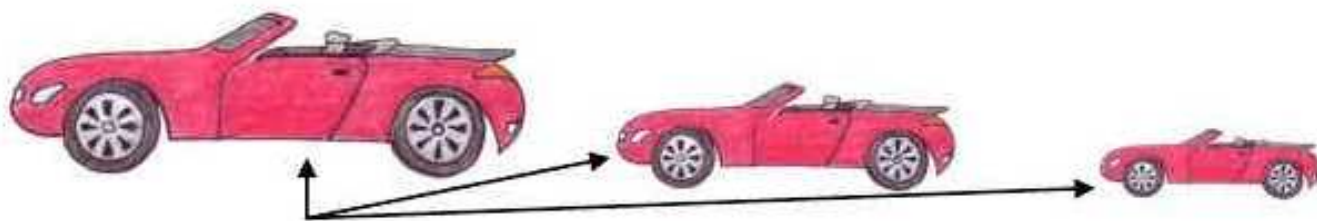
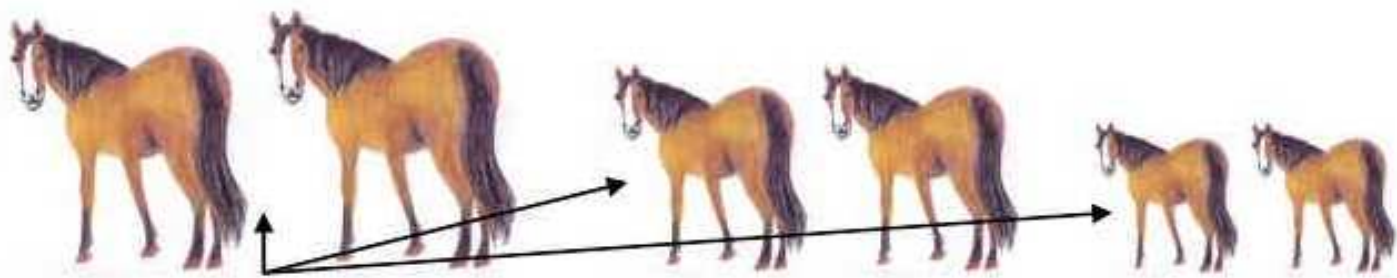
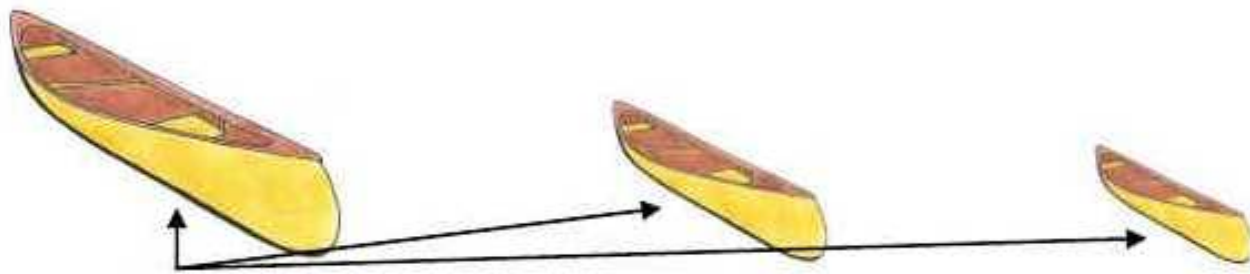
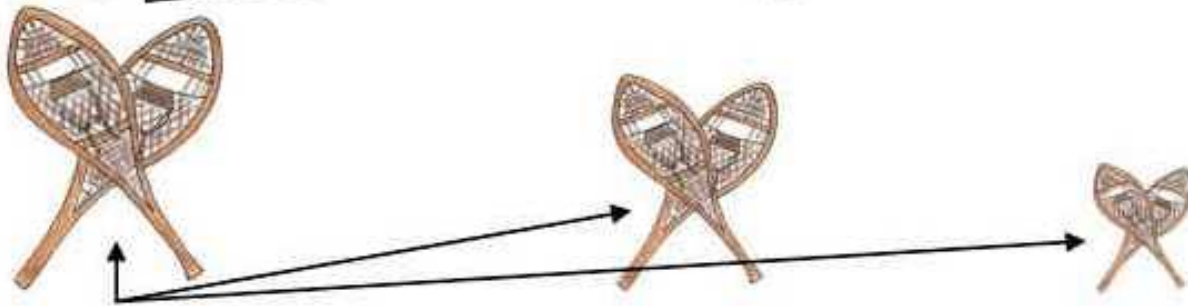
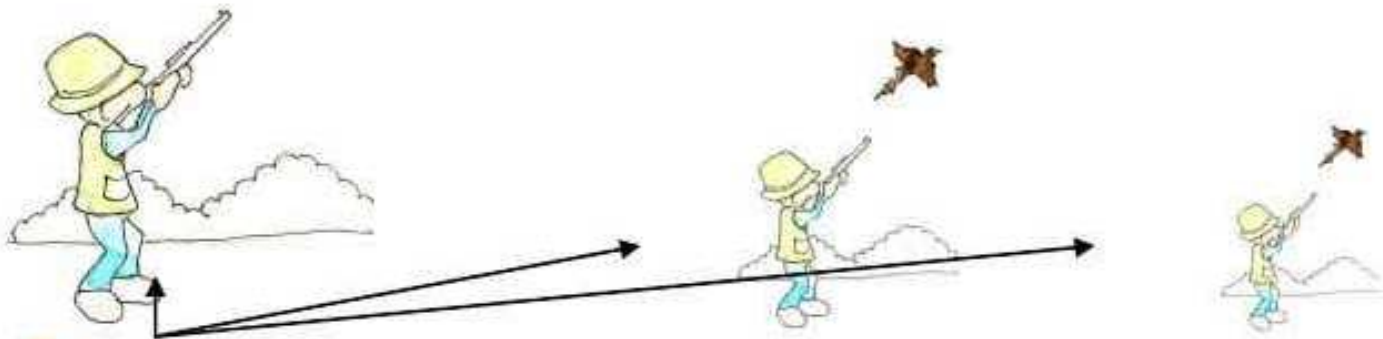
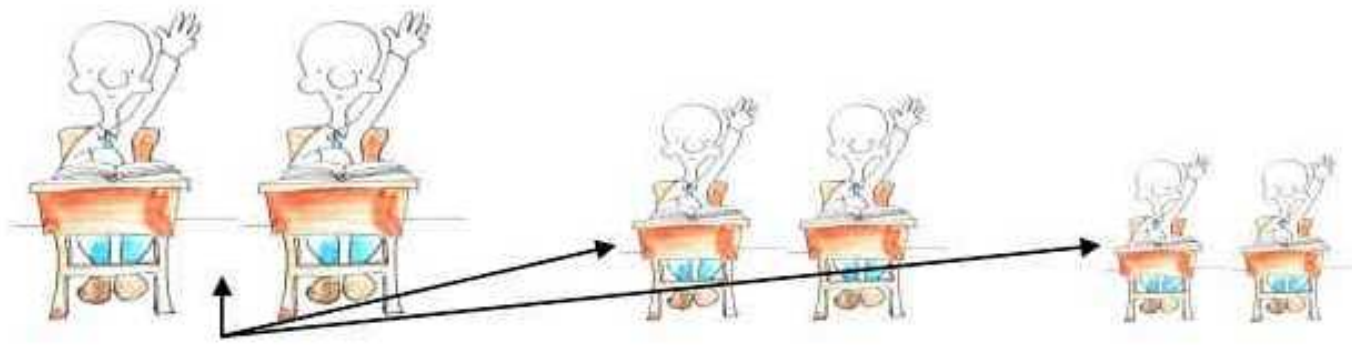
Exercise I:

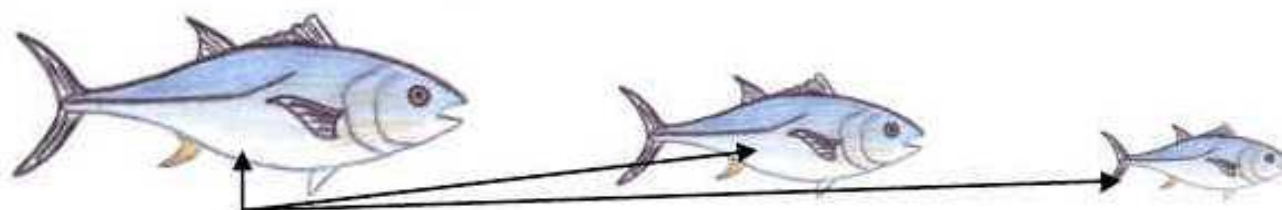
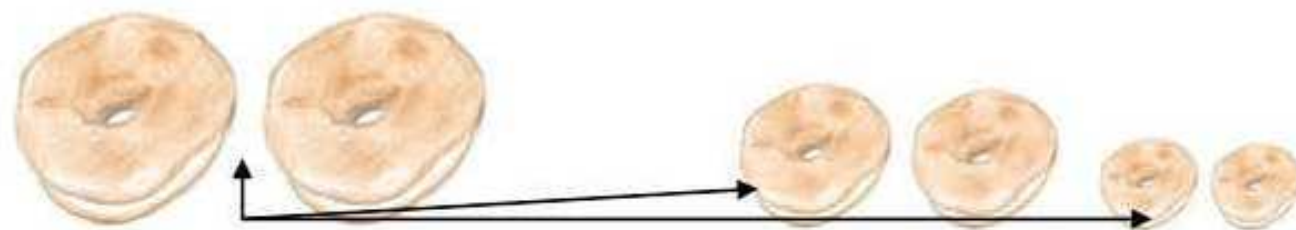
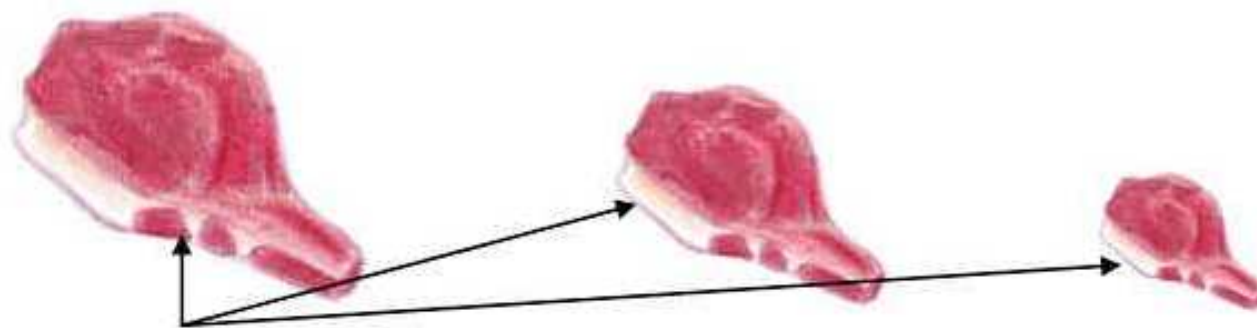
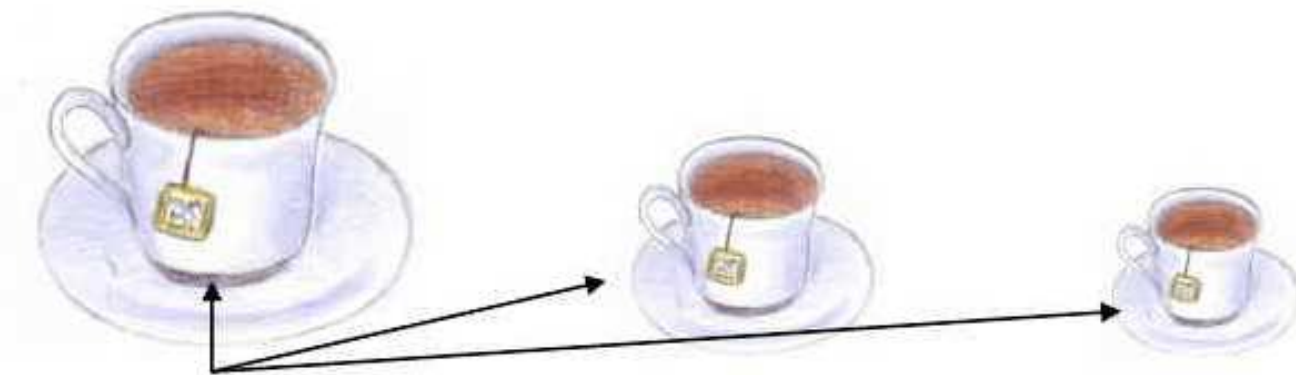
What is this? What are these?

Lii mo

Lii zhañ dikol	li sasoer	li ratchet	li kanoo	lii zhvoo
NAM	NAM	NIM	NIM	NIM
Student	Hunter	snowshoes	canoe	horses

Lotomobil	la bol di tii	la vyañd	lii budaen	lii beñg	li pwesoñ
NAM	NIF	NAM	NIM	NAM	NAM
car	cup of tea	meat	sausages	donuts	fish





Part II: The teacher can also ask the question with the various distal demonstratives, expecting the students to respond with the appropriate one.

Chapter 7: Daily life

Communication:

In this chapter you will learn to talk about daily routines, and how to ask or tell someone to do something (commands).

- A: Wanishkaa! Apree jis oer ooma! Ki-patayikaanaan por li dizhenii avik maamaa pii paapaa.
B: Moñ narlozh no ochiseeweew a mataeñ. Saprañ chi-kishiipeekiiyaan pii chi-kaashkipashooyaan¹⁰.
A: Peehkitaa tii dañ! Kaya waniihkee!

Apree nawach/pleu taar

- B: Keekwaay chi-pootishkamaan?
A: Ta kilot grii potishkaw pii potishka ta shmiizh ver.
B: Ma shmiizh veer wiinan. Ma shmiizh bleu maaka?
A: Si boñ. Papaashii!
B: Zhi parii! Ni-noohteehkataan!
A: Kaya waniihkee ta buurs. No miina ni-wii-tipayikaan (tipahikaa-).

Week VII – Daily routines

- A – Wake up! It’s after 10! We’re late for breakfast with mom and dad!
B – My alarm didn’t go off! I need to shower and shave!
A – And brush your teeth! Don’t forget!

10 mins later...

- B – What should I wear?
A – Put on your grey pants and your green shirt.
B – My green shirt is dirty. How about my blue shirt?
A – That’s fine. Hurry up!
B – I’m ready. Let’s go! I’m hungry!
A – Don’t forget your wallet. I’m not paying again.

Lii mo

Wanishkaa-		get up!
Wanishkaa- (from laying down)	VAI	get up
apree		after
patayikaa-	VAI	to be late
por		for
li dizhanii	NIM	breakfast
avik		with
maamaa	NAF	mom
paapaa	NAM	dad
narlozh	NAM	clock
ochiseeweew	VAI	ring; go off
sa prañ		need, must, have, require
kishiipeekii-	VAI	to shower
kaashkipasho-	VAI	to shave

¹⁰ This type of verb formation will covered in chapter 9, but the verb itself, as laid out in the word list and grammar sections, should be learned now.

peehkitaa-	VAIt	clean
kaaya		Don't
waniihkee-	VAI	forget
keekwaay		what
la kilot	NAF	pants; slacks
grii		grey
potishka-	VTI	to put on (inanimate nouns)
potishkaw-	VTa	to put on (animate nouns)
la shimiizh	NIF	shirt
veer		green
wiinan	VII	(it is) dirty
maaka		how about
si boñ		that's fine; that's good
papaashii-	VAI	to hurry up
zhi parii		I'm ready
la buurs		wallet
wii-		-be going (to do something)
tipayikaa-	VAIt	pay (for something)

Grammar:

Reviewing verbs: So far we have learned how to conjugate with three persons so far: I (niiya), you (kiiya) and s/he (wiiya). Examples are shown below:

Ni-nipaan	I'm sleeping
Ki-nipaan	You're sleeping.
Nipaaw	S/he is sleeping.
Ni-waniihkaan	I forget.
Ki-waniihkaan.	You forget
Waniihkeew.	S/he forgets.

Below you will find entire charts for *nipaa-* and *waniihkee-* with all persons.

Niiya (I, me)	Ni-nipaan	Niiyanaan (we, exclusive)	Ni-nipaanaan
		Kiiyanaan (we, inclusive)	Ki-nipaanaan
Kiiya (you, sing.)	Ki-nipaan	Kiiyawaaw (you, plural)	Ki-nipaanaawaaw
Wiiya (he/she/it (animate))	Nipaaw	Wiiyawaaw (they, animate)	Nipaawak
(Wiiya') (his/her xxxx)	Nipaayiwa	(Wiiyawaaw) (their (anim.) xxxx)	Nipaayiwa

Niiya (I, me)	Ni-waniihka<u>an</u>	Niiyanaan	Ni-waniihka<u>anaan</u>
		kiiyanaan	Ki-waniihka<u>anaan</u>
Kiiya (you, sing.)	Ki-waniihka<u>an</u>	kiiyawaaw	Ki-waniihka<u>awaaw</u>
Wiiya (he/she/it (animate))	Waniihkeew	Wiiyawaaw	Waniihkeewak
(Wiiya') his/her xxxx	Waniihkeeyiwa	(Wiiyawaaw2)	Waniihkeeyiwa

Note that the prefixes and suffixes (all bolded) remain the same for the two verbs, but that in *waniihkee-*, the final vowel changes from *ee* to *aa* in all the you & I forms (not he/she/they, *wiiya* and *wiiyawaaw*). This is a common pattern in Michif, which you should watch for as you learn new verbs.

A note on transitive and intransitive verbs

Now that you have seen a complete verb conjugation, we will talk a bit about verbs more generally. In Michif, verbs are divided up by group based on certain grammatical information. Recall that when we learned about nouns, you were told that you needed to learn the gender (masculine/feminine) and the animacy (animate/inanimate) in order to get the right article or demonstrative. As it turns out, animacy of the nouns in the sentence are also important when choosing a verb for that sentence. The above charts, show verb conjugations for *intransitive animate verbs* only. We will take some time to explain what this means.

In a sentence, there is nearly always a subject, which is what does the action (verb). Take for example:

Ni- nipaan	I'm sleeping
Ki- waniihkaan	You forget.

In the first example, the subject is *I*, or the first person, while in the second sentence the subject is *you*, or the second person. In both sentences the *subjects* are *animate*.

On the other hand, we can also have verbs where there is both a subject and an object. If a subject is what does the action, the object is what receives the action. For example:

I eat a cookie.	Ni- mowaaw aeñ biskwii.
-----------------	--------------------------------

In the above sentence, 'I' is the *subject*, since I am doing the eating, but *aeñ biskwii* or 'a cookie' is the *object*, as it is the one being eaten, or receiving the action of eating.

Now that we've established what is a subject and object, we need to talk about transitive and intransitive verbs in order to properly understand Michif verb categories. Simply put, *intransitive* verbs have a subject but no object, like *nipaa-* 'sleep', or the verb *waniihkee-* above. These are easy verbs to conjugate in Michif, because we need only worry about the subject. The above verbs are called VAI¹¹ because they are **V**erbs which take **A**nimate subjects and are **I**ntransitive. These are the only verbs you have explicitly learned to conjugate up to this point. There are also VII verbs, which are **V**erbs which take **I**nanimate subjects and are **I**ntransitive. There are furthermore transitive verbs, which we will introduce shortly.

The important fact to retain here is that Michif verbs pattern differently depending on whether the nouns in the sentence are animate or inanimate, and whether they are transitive (with both Subject and Object) or intransitive (with just Subject).

¹¹ We are using VTA, VAI, VII, VTI terminology because this is what is most often found in the grammars and linguistic materials on Algonquian languages. Students pursuing their own studies should become familiar with this terminology.

Lii mo:		
Miitsho-	VAI	to eat
Minihkwee-	VAIt	to drink
Ni-minihkwaan.		I drink.
li dizhenii	NIM	breakfast
li jinii	NIM	lunch; dinner
li supii	NIM	supper
lidizhenii-	VAI	To eat breakfast
lijinii-	VAI	To eat lunch
lisupii-	VAI	To eat supper
lidizheniihka-	VAI	To make breakfast
lijiniihka-	VAI	To make lunch
lisupiihka-	VAI	To make supper

Grammar I

Giving commands

These verbs we have seen up until now are primarily describing actions, or *indicative* verbs. However, verbs can also be used to ask someone to do something or tell them to do something. These are called *imperative* verbs, also known as commands. We already saw some of these in chapter (2). We also saw some in this chapter as well. Examples of some verbs from chapter (2) are repeated here:

Piikishkwee añ Michif!	Speak in Michif!
Pashikoo!	Get up!
Api!	Sit down!

We can also tell a group of people to do something by adding -k to the end:

Piikishkweek añ Michif!	Speak in Michif (all of you)!
Pashikook!	Get up (all of you)!
Apik!	Sit down (all of you)!

To include oneself in the command, we add the -tak ending:

Piikishkweetaak añ Michif!	Let’s speak in Michif!
Pashikootaak!	Let’s get up!
Apitaak!	Let’s sit down!

To sum up, there is a different ending on the root, depending on whether the command is given to 1 person, to 2 or more people, or if the speaker is including him or herself:

	Ending	Example	
To 1 person		nipaa	‘Sleep (one person)!’
To a group	-k	nipaak	‘Sleep (all of you)!’
Including speaker	-taak	nipaataak	‘Let’s sleep!’

All the verbs in the above examples are VAI verbs.

Recall: VAI Verbs (Verb--Animate (Subject) Intransitive)

All VAI verbs have animate subjects and are *intransitive*, meaning there is no object (or recipient) of the action.

Piikishkweetaak!

The following commands using VAI verbs are all directed at one person. Change them to tell a group of people to do the following, using the appropriate verb ending.

Miitsho!	Eat!
Peekiiwee!	Come home!
Kiiwee!	Go home!
Kishiteepo!	Cook!
Li supii kishiteepo!	Cook supper!
Poona!	Make a fire!
Kawishimo!	Go to bed!
Nipaa!	
Pee-miitsho!	Come eat!

Then change them again to say ‘let’s do X’, using the appropriate ending.

NEGATIVE IMPERATIVES:

To tell someone *not* to do something (ie make the command negative), you simply add *kaya* before the verb:

Kaya piikishkweek añ nañgle!	Don’t speak in English!
Kaya waniihkee!	Don’t forget!

Piikishkweetaak añ Michif!

1.) Using the following VAI stems, make negative commands using *kaya*.

Paahpi-	‘laugh’
Maato-	‘cry’
Pimbahta-	‘run’
Waniihkee-	‘forget’
Koshtaachi-	‘be afraid’
Machii-itwee-	‘swear’

Lii Mo:

VAI Verbs

koshopayi-	wake up
waanishkaa-	get up
kishiipeekii-	wash
kishiipeekiitoonee-	brush one's teeth
kaashkipasho-	shave
miitsho-	eat
shipweehte-	leave
itohte-	go
do-atoshkee-	go to work
atoshkee-	work
peekiivee-	come home
kiiwee-	go home
kishiteepo-	cook
poona-	make a fire
keechikoo-	undress
kawishimo-	go to bed
nipaa-	sleep

Giving Commands with Transitive Verbs

We have now learned how to form commands with *intransitive* verbs with *animate* subjects. Let us now turn to forming commands with *transitive* verbs.

Reminder: Transitive Verbs

Transitive verbs act directly on an object, as in ‘I love Mary’, where *Mary* is the object of the verb *love*. If there is an object, then the verb is transitive.

Now recall as well that we mentioned earlier that the animacy of the subject and object are important when choosing a verb. We have so far only looked at intransitive verbs with animate subjects. However, the transitive verbs have both subjects and objects, and the animacy of each is important in choosing a verb and a conjugation.

There are three types of transitive verbs:

VTI Verbs

VTI Verbs have animate subjects and inanimate objects.

VTa Verbs

VTa Verbs have animate subjects and animate objects.

VAIt Verbs

VAIt verbs pattern the same as VAI verbs (take the same suffixes, etc.) but they can have inanimate objects.

Animacy of Objects

The animacy of the object is necessary in order to know whether to use a VAIt /VTI or a VTA verb! In other words, we need to know if the object is animate in order to form grammatically correct commands. Of course, the BEST way to learn this is through listening to speakers of Michif and trying to notice which verbs they use with which nouns. However, for some of us, knowing the grammar behind what we are hearing can be helpful!

Determining the Animacy of Nouns and Verb Choice

If you are lucky enough to have a Michif speaker you can consult, ask if s/he uses *ooma* or *awa* when saying ‘this’ for the noun in question. *Ooma* is used for inanimate singular nouns and *awa* for animate singular nouns. If you don’t have anyone you can ask, check in the word lists, as nouns are marked for masculine and feminine and also animate and inanimate.

For example, for ‘this tie’, a Michif speaker would say “*awa li kol*” Since Michif speakers use “*awa*” with “*li kol*”, we know that the word for ‘necktie’ in Michif is considered animate otherwise, they would use “*ooma*”.

Now, if we look in the word lists, we see that *li kol* is marked “NAM”. “NAM” stands for “noun - animate masculine”. The “A” in “NAM” tells us that *li kol* is animate. Animate nouns that are feminine are marked NAF.

Li kol	NAM (noun-animate masculine)	‘the necktie’
La kilot	NAF (noun-animate feminine)	‘the (pair of) pants’

For *animate* nouns (NAM/NAF) we use VTAs (Verb-Transitive Animate).

Inanimate nouns are marked in this text with NIM (noun-inanimate masculine) or NIF (Noun-inanimate feminine).

Li shapoo	NIM (noun-inanimate masculine)	‘the hat’
La rob	NIF (noun-inanimate feminine)	‘the dress’

For inanimate nouns (NIM/NIF), we use VAIts (verb-animate intransitive acting like transitive) or VTIs (verb-transitive inanimate).

Commands with Objects and Verb Choice

Commands with Inanimate Objects (implied or stated)	→	VAIt or VTI
Commands with Animate Objects (implied or stated)	→	VTA

VAIt Verbs:
They look like intransitive verbs (VAIs) But act like transitive Verbs (VTIs)!

VAIt and VAI verbs take all the same suffixes. These verbs ‘look’ the same but there is an important difference. Unlike VAIs, VAIts always have an implied or stated object. Therefore, on the level of meaning and usage, VAIt verbs are like transitive verbs (VTIs).

Let’s look at the VAIt verb *peetaa*- ‘to bring something (here)’:

Commands with Stated Object

- (Kiiya)**
Li papyii peetaa! ‘Bring the paper!’
Lii papyii peetaa! ‘Bring the papers!’”
- (Kiiyawaaw)**
Li papyii peetaak! ‘Bring the paper (you all)!’
Lii papyii peetaak! ‘Bring the papers (you all)!’
- (Kiiyanaan)**
Li papyii peetaataak! ‘Let’s bring the paper!’
Lii papyii peetaataak! ‘Let’s bring the papers!’

Above, we see that the endings used are the same as for VAIs. However, **unlike VAIs, VAIts have either an implied or stated object**. Therefore, VAIt verbs look like intransitive verbs with animate subjects (VAIs) but function like transitive verbs.

VAIt Verbs: Commands with Inanimate Objects

VAIt and VAI verbs share the same endings for commands. Look at the chart below. However, as stated above, VAIt verbs have an object either implied or stated, whereas VAI verbs do not (at least to the Michif way of thinking!).

<u>VAIt Command Chart</u>	
Kiiya, 2nd Person Singular, ‘you’	VAIt Verb Stem + Ø
Kiiyawaaw, 2nd Person Plural, ‘you all’	VAIt Verb Stem + -k
Kiiyanaan, 1st Person Plural Inclusive, ‘we all’	VAIt Verb Stem +taak

Piikishkweetaak añ Michif!

1.) Using the VAIIt verb stems and inanimate nouns (NIM/NIF) below, give commands with both implied and stated objects. Also, remember to use *kaya* in some commands!

Some VAIIt Verb Stems

peetaa-
‘bring something here’

ashtaa-
‘put something t/here’





aapachihtaa-
‘use something’

Some Inanimate Nouns

				
li shapoo	la shimiiz	la rob	lii bot	lii rob

2. Everyone likes to eat! Practice making commands using the VAIIt verb stem *michi-* ‘eat’ and the inanimate (NIM/NIF) foods below.

VAIt Verb Stem *michi-* (‘eat’)

			
li framaezh	la vyañd	la sup	lii miriiz

Three Different Verbs for “EAT”?!

The *miitsho-* is a VAI verb and NEVER takes an object. It simply refers to the action of “eating”.

The verb *michi-* is a VAIIt verb and takes an inanimate object (whether implied or clearly stated).

The verb *mow-* is a VTA verb and takes an animate object (whether implied or clearly stated). We will learn more about VTA verbs later.

Note that in Michif there are often three different verbs for a single English verb!

VTI Verbs: More Commands with Inanimate Objects

Like VAI verbs, transitive inanimate verbs (VTIs), take inanimate objects. However, VTIs have different endings from VAI and VAI verbs. Let’s take a look....

VTI Commands

VTI Commands (with Inanimate 3rd Person Objects)

Command with Implied Inanimate Objects

<i>Stem</i> <i>shaamin-</i>	3rd person inanimate Object (<i>it or them</i>)	Example:	English translation
Kiiya, ‘you’	Verb Stem + a	Shaamina!	(You) Touch it/ them
Kiiyawaaw ‘you all’	Verb Stem + amok	Shaamin amok !	(You all) Touch it/ them
Kiiyanaan ‘all of us’	Verb Stem + eetaak	Shaamine eetaak !	Let’s touch it/ them

Commands with Stated Inanimate Object

Again, let’s look at the verb stem *shaamin-* ‘touch (something/it/them).

(Kiiya)

Li shapoo shaamina! ‘Touch the hat!’
Lii shapoo shaamina! ‘Touch the hats!’

(Kiiyawaaw)

Li shapoo shaamin**amok**! ‘Touch the hat (you all)!’
Lii shapoo shaamin**amok**! ‘Touch the hats (you all)!’

(Kiiyanaan)

Li shapoo shaamine**eetaak**! ‘Let’s (all of us) touch the hat!’
Lii shapoo shaamine**eetaak**! ‘Let’s (all of us) touch the hats!’

Note that for VTI verbs, it doesn’t matter whether the direct object is singular or plural. However, in the next chapter (8), we will see that it does matter for the VTA verbs. (Something to look forward to!)

Piikishweetaak añ Michif!

- 1. Using the VTI verb stems below, give commands with ‘unstated’ inanimate objects.
- 2. Using the same verb stems, give commands using the inanimate nouns below as objects.
- 3. Repeat 2.) adding the word *kaya* to make negative commands.

Some Inanimate Verb Stems

Shaamin-	‘to touch (something)’
Potishk-	‘to put on (something)’
Kishiipeekin-	‘to wash (something)’
Kanawaapaht-	‘to look at (something)’

Some Inanimate Nouns

				
li shapoo	la shimiiz	la rob	lii bot	lii rob

Grammar : Preverbs

Preverbs are a type of prefix that are placed before a verb stem and after *ni-* or *ki-* if used. More than one preverb can be used. Pronominal prefixes (prefixes that represent pronouns) such as *ni-* and *ki-* are always placed before preverbs.

Here is a very brief list of common preverbs:

do-	go
pee-	come
pooni-	stop
maachi-	start
pischi-	by accident
machii-	badly

The chart below will help you see how you can “build” verbs in Michif. Can you see how it is possible to say in one word—a verb—what would take a whole sentence in

Pronominal Pre-fixes	(Optional Additional Preverbs)	Pre-verbs	(Optional Additional Preverbs)	Verb Stems	(Verb Suffix, if required)
Ni- (“I”)		do (“Go”)		nipaa (“Sleep”)	
Ki- (“You”)		pee (“Come”)		miitsho (“Eat”)	
		pooni (“Stop”)		minihkwee (“drink”)	
		maachi (“Start”)		atoshkee (“Work”)	
				piikishkwee (“Speak”)	

Piikishkweetaak añ Michif!

1. Combine the pre-verbs and verb stems in the chart above to make different commands.

Examples: **Do-miitsho!** **Go eat!**
 Pee-miitshok! **Come eat (you folks)!**
2. Make negative commands with the above preverbs and verbs. Remember to use *kaya*.
3. Working with a partner, try asking some yes/no questions using the preverbs and verb stems above.

Example: A: Ki-do-miitshon chiiñ?
 B: Wii. Ni-do-miitshon.

Chapter 8: Hobbies and social activities

Communication:

In this chapter you will learn to talk about your hobbies/social activities, as well as learn how to play card games in Michif.

Dialogue 1

A : Ni-doo-pakaashimon. Ki-nohtee-wicheewin chiiñ?

B: Taanishpii wii- shipweehteeyen.

A: Apree miji ga-shipweetaan, apree li jinii.

B: Gii-wii-doo-mayishkeen, maaka nawach ni-nohtee-pakaashimon.

A: Si boñ! (Ki-)Kanakishkaatin apree li jinii!

A – I’m going swimming. Do you want to come with me?

B – When are you going to leave?

A – I’m going this afternoon, after lunch.

B – I was going to go grocery shopping, but I’d prefer to go swimming.

A – Good! I’ll meet you after lunch!

Dialogue 2

A : Keekwaay (ee-) nohtee-ooshitayen a swer ?

B : Li televizyoñ ka-kanawaapahteenaan.

A : Nawach aeñ muuvii ga-kanawaapahteen.

B : Aeñ boñ *picture show* ashteew dañ li televizyoñ a swer !

A : Eekoshi kwayeesh. Apitaak a swer pi aeñ *picture show* ka-kanawaapahteenaan.

A – What do you want to do tonight?

B – We could watch T.V.

A – I’d prefer to watch a movie.

B – There’s a good movie on TV tonight!

A – Perfect. Let’s stay home and watch a movie.

Dialogue 3

A : Ki-meetawaan chiiñ li hokii ?

B : No mitoni. No gashkitaan chi-shooshkwaatayeeyaan.

A : No ki-kaashkitaan?! Kakwee-kishinamasho!

B : Gishkeehteen.

A : Ka-kishinahamatin. L’iver kiivyeñ ga-shooshkwaatayaanaan.

B : Ni-miyehteen ee-kanawaapahtamaan li hokii, maaka no ni-meetawaan.

A – Do you play hockey?

B – Not very well. I can’t skate.

A – You don’t know (how to skate)?! You must learn!

B – I know.

A – I will teach you. Next winter we will skate together.

B - I like to watch hockey, but I don’t play it.

Grammar: Verbs, continued

Different Verb Types: VAI, VAIIt, VII, VTI and VTA Verbs

In chapter 7 we started to look at the different types of verbs in Michif. We discussed the difference between intransitive (take only a subject) and transitive (take a subject and an object) and saw that the animacy of the subject and the object matter in verb selection and conjugations. Let us investigate these differences a little further.

Intransitive Verbs

In Michif, there are two types of intransitive verbs, VAI (Animate Intransitive) and VII (Inanimate Intransitive).

VAI Verbs

As mentioned in the last chapter from the beginning of the course, we have been using quite a few verbs that require animate subjects and do not take objects. These are VAI verbs. Some examples are: *pashikoo-* (“stand up”), *nipaa-* (“sleep”) and *api-* (“sit” or “stay/be at home”).

VII Verbs

In the chapter on weather, we learned some verbs that take an inanimate subject (“it”) and do not take objects. These are VII (verb-inanimate subject, intransitive) verbs. Some examples are: *yootin* (“It is windy”), *mishpon* (“It is snowing”), *kimiwan* (“It is raining”). We will see some different VII verbs later on in the course.

Transitive Verbs

There are three different types of transitive verbs in Michif. VAIIt, VTI and VTA.

VTA Verbs

VTA verbs have animate subjects and animate objects. Some examples are *mow-* “eat (someone or something animate)”, *kanawaapam-* “watch; care for (someone or something animate)” and *kishkeeyim-* “know (someone or something animate)”.

VTI Verbs

VTI verbs have animate subjects and take inanimate objects. Examples we have seen of this type of verb are *nishtoht-* “understand (it)”, *kanawaapaht-* “watch; care for (it)” and *kishkeeht-* “know(it)”.

VAIt Verbs

VAIt conjugate the same way as VAI verbs BUT VAIIt verbs can take an inanimate object. Some examples are *meetawee-* (“play”), *niimi-* (“dance”), and *ataawee-* (“buy”).

Differences in Verbs Endings....

The transitive VAIIt verbs take the same verb endings as the intransitive VAI verbs.

VII verbs have limited conjugations because the subject is always inanimate, that

means it is always “it” or “they”.

VTI verbs have a set of endings comparable to VAI/VAIt verbs. VTA verbs, however, are more complicated. They have a set of endings comparable to VAI/VTI verbs, but in the first and second persons there is an additional ending that is used to show that the object of the verb is plural.

This sounds complicated, so let look at a simple example. Recall that you saw the three verbs for *to eat* in chapter 7. They are given again below with the conjugations in bold.

Miitsho-, miichi- and mow-

VAI (intransitive verb)

1. I eat. **Ni-miitshon.**

VAIt (conjugates like an VAI verb but can take an inanimate object)

2. I eat meat. **Ni-miichin** la vyañd.

3. I eat (various) meats. **Ni-miichin** lii vyañd.

VTA (transitive verb, object is animate)

4. I eat a cookie. **Ni-mowaaw** aeñ biskwii.

5. I eat cookies. **Ni-mowaawak** lii biskwii.

Notice the additional suffix that occurs at the end of the verb in example 5. This additional ending is used to show that the object is plural. Note that this suffix is only used when the subject is one a first or second person (ie. niiya, kiiya, niyanaan, kiiyanaan and kiiyawaaw). It is never used when a third person (wiiya or wiiyawaaw) is the subject of the verb....

Since VTA verbs can take animate objects, “me”, “you” “him/her”, “us (excl.)”, “us (incl.)”, “you (plural)”, “they” and “his/her/their xxx” can all be used as objects. Since different suffixes are used to indicate which pronoun is the object, learning VTA verbs takes a while and needs to be done in steps.

Later on in the chapter, we will learn how to form some commands with VTA verbs.

Piikishkweetaak añ Michif !

Here are some pattern sentences to use in social situations.

1. Inviting Someone to Do Something

- | | | |
|----|---------------------------|---------------------------------------|
| a. | Do you want to-----? | Ki-nohtee-(verb + suffix) chiiñ |
| | Do you want to stay home? | Ki-nohtee-apin chiiñ? |
| b. | Do you want to-----? | ---- chiiñ ki-nohtee-(verb + suffix)? |

Ex. Do you want to walk in the bush?

Dañ li grañ bwaa chiiñ ki-nohtee_ papaamoohtaan?

2. Asking Questions in Different Tenses

a. Asking What Someone is Doing

What are you doing?
I am dancing the jig.

Keekwaay ee-oshiitayeen?
La jig ni-nimiin.

b. Asking What Someone Did

What did you do yesterday
I stayed home yesterday.

Keekwaay kii-oshiitayeen iyer?
Gii-apin iyer.

c. Asking What Someone Will Do

What will you do tomorrow?
dimaen?

Keekwaay ka-oshiitayeen

I will walk in the bush tomorrow. Dañ li grañ bwaa ga- papaamoohtaan
dimaen.

Piikishkweetaak añ Michif! II

1. Fill in the blanks with the stems of different VAI/VAIt verbs below and then ask someone if they want to come. Your partner will answer positively using the same verb stem. Here is the pattern. The italicized verb stem is the part that you must replace in the exercise:

A. Ni-do- *niimi*-n. Ki-nohtee-wiicheewin chiiñ?

B. Ki-do- *niimi*-n taapwee chiiñ?!

A. Tapwee ooti!

B. Si boñ! Ni-nohtee-do- *niimi*-n. Ka-wiicheetin!

A: Eekoshi kwayeesh!

A: I'm going *dancing*. Do you want to go with me (accompany) me?

B: Are you really going *dancing*?

A: You bet I am!

B: Good! I want to go *dancing*. I'll go with you.

A: Perfect!

Some VAI/VAIt Verb Stems

Meetawee-* o bingo 'play bingo'

Kiiyokee-* 'visit'

Nakamoo- 'sing'

Papamoohtee-* 'walk about; promenade'

*Note: Remember the rule about changing the long vowel -ee to -aa before adding the suffix for the 'I' and 'you' forms (*niiya*, *niiyanaan*, *kiiya*, *kiiaanaan*, and *kiiyawaaw*)

Grammar: VTI Verbs

VTI verbs have a set of suffixes that are different that VAI and VAIt verbs. Look at the chart below.

Verb Chart for VTI Verbs

Niiya	ni _____ een	Niiyanaan	ni _____ eenaan
		Kiiyanaan	ki _____ eenaan
Kiiya	ki _____ een	Kiiyawaaw	ki _____ eenaawaaw
Wiiya	_____ am	Wiiyawaaw	_____ amwak

Examples: Nishtoht-
 Nishtohteen. “I understand it”

 Waapaht-
 Ki-waapahteen. “You see it.”

Piikishkweetaak añ Michif!

Let’s try creating a brief conversation by inserting some VTI verb stems with inanimate nouns as objects. Again, the italicized part is the part you are to replace.

A: *Lii dañs di Michif* ni-do-kanawaapaht-een. Ki-nohtee-wwicheewin chiiñ?
B: Taapwee chiiñ *lii dañs di Michif?* Ki-do-kanawaapaht-een?!
A: Tapwee ooti!
B: Si boñ. Ni-nohtee-do-kanawaapaht-een. Ka-wiicheetin!

Some VTI Verb Stems with Inanim. Objects

(li televiziyoñ) kanawaapaht-	‘watch television’
(lii daañs di Michif) kanawaapaht-	‘watch the square dances’
(la meuzik) natoht-	‘listen to music’
(Michif) kisheeht-	‘learn Michif’

Nawach lii Mo

Note: All verbs in *Nawach lii Mo* vocabulary lists are in their “stem” form.

Michif Expression	English Equivalent		V. Cat.
-kanawaapaht- li televiziyoñ	watch television	v.	VTI
-kanawaapaht- aeñ picture show	watch a movie	v.	VTI
-kanawaapaht- aeñ muuvii	watch a movie	v.	VTI
-kanawaapaht- aeñ video	watch a video	v.	VTI
-kanawaapaht- lii daaños di Michif	watch square dancing (Métis/Michif dances)	v.	VTI
-natoht-li rajio	listen to the radio	v.	VTI
-natoht- la meuzik	listen to music	v.	VTI
-lisurfii- li net	surf the net	v.	VAI
-moohchipaahpiikishkwee- dañ li net	chat online	v.	VAI
-amihchiikee-	read	v.	VAI
-meetawee-	play	v.	VAIt
-meetawee- lii zheu di video	play video games	v.	VAIt
-meetawee- o kart	play cards	v.	VAIt
-meetawee- o bingo	play bingo	v.	VAIt
-meetawee- li hockey	play hockey	v.	VAIt
-meetawee-o plot	play baseball	v.	VAIt
-meetawee- o feer a zhwal	play horseshoes	v.	VAIt
-do-kiiyokee-	go visiting	v.	VAI
-do-ataawee- keekway	go shopping	v.	VAIt
mishiwee - papaamoohtee-	travel around	v.	VAI
ou wayaezh -itohtee-	travel (go on trips)	v.	VAI
lout bor la meer -itohtee-	travel abroad	v.	VAI
li viyaloñ -meetawee-	play the fiddle	v.	VAIt
la gitar -meetawee-	play the guitar	v.	VAIt
la piano -meetawee-	play the piano	v.	VAIt
li viyaloñ -kitoohchiikee-	play (tunes on) the fiddle	v.	VAIt
-niimi-	dance	v.	VAIt
lii dans di Michif -niimi-	square dance	v.	VAIt
la jig – niimi-	dance the jig	v.	VAIt
-nakamoo-	sing	v.	VAIt
lii shañsoñ -nakamoo-	sing songs	v.	VAIt
-pakaashimo-	swim	v.	VAI
-papamoohtee	walk (go for a walk; walk around)	v.	VAI
dañ li grañ bwaa -papamoohtee-	walk in the bush	v.	VAI
-kishkeeht- (keekway)	study; learn (something)	v.	VTI
-api-	stay home; sit	v.	VAI

Piikishkweetak añ Michif!

‘Do-kwaashkweepichikee!’ Go Fish!

Next, let’s try playing ‘Go Fish!’ in Michif. Once you learn how, consider teaching some children! You will be amazed at how fast people learn Michif through play!

Useful Expressions (can you pick out the commands?)

Do you people want to play cards?
Ki-nohtee-meetaawaanaanawaw chiiñ o kart?

Shuffle!
Iteeneekkee!

Deal the cards!
Chiishiweepinachik lii kart!

Seven cards each
Shakaeñ set lii kart

(You) begin!
Kiiya machitaa!

An ace	aeñ nas
A two	aeñ deu
A three	aeñ trwaa
A four	aeñ kaet
A five	aeñ saeñk
A six	aeñ sis
A seven	aeñ set
An eight	aeñ wit
A nine	aeñ naef
A ten	aeñ jis

Do you have a (number) ?
Aeñ _____ kit-ayaan chiiñ?

Yes, I have (one). Here you go.
Wii, d-ayaan. Nah!

Do you have any more?
Kiyapich kit-ayaan chiiñ?

A king	aeñ rwee
A queen	en ren
A jack	aeñ vale

Do you have a (king, queen, jack)?

___kit-ayaawaaw chiiñ?

Yes, I have (one). Here!
Wii. d-ayaawaaw. Nah!

No! Go fish!
Namoya! Do-kwaashkweepichikee!

Pick up (cards)!
Otinik!!

I win!
Bashkiyaakaan!

You win!
Ki-pashkiyaakaan!

Let's play some more!
Kiyapich meetaaweetaak!

Nawach lii mo poor lii kart

Barosh, la	La Barosh
King Piitro, li	Pedro
Baataay, la	War
Saeñ Sañ, li	Five Hundred Rummy
kart, la	Playing card
kart di faes, la	face card
zheu di kart, li	deck of cards
lii kart kaa-meetawet	player
kaa-eeteeneekeet	dealer
lii kart kaa-eeteenaat	dealer
kuloer, li	suit
choer, li	heart
choer, lii	hearts
karoo, li	diamond (card suit)
karoo, lii	diamonds
pik,li	spades (card suit)
pik, lii	spades
Ki-kashkihtan chi-	
meetaweeyeen chiiñ XXX?	Do you know how to play XXX?
-kashikihta-	be able, be capable
Gashkihtan.	I know how.
Ki-nohtee-meetawaan chiiñ o	
kart?	Do you want to play cards?

Ah baeñ! Meetaweetak!	OK. Let's play!
-meetawee-	Play
-ashchikee-	Bet
Ki-nohtee-ashchikaan chiiñ	
larzhañ keema pakaan	Do you want to bet money or
keekway?	something else on the game?
Sartaen!	Sure.
Ah, baeñ wii!	Well, sure!
Taanimayikohk?	How much?
XXX pyaes	XXX dollars.
XXX su	XXX cents
-atooshipeekke-	keep score
Aweena ee-wii-	
atooshipeekkeet?	Who is going to keep score?
Ni-wii-atooshipeekaan.	I will keep score.
-iteeneekke;-ateeneekke-	shuffle (cards)
iteeneekke!	Shuffle!
	Cut!
-chiishiweepina-	Deal
Chiishiweepinachik lii kart!	Deal!
Lii kart chi-iteeneekkeeyen.	It's your deal.
-akim-	Count
Lii kart akimik!	Count your cards!
-machitaa-	Start
Kiiya machitaa!	You begin!
-otin-	take (someone)
Otin en kart.	Pick-up a card!
Otin en kart.	Draw (a card).
-ishiweepin-	throw away (someone)
Ishiweepin en kart!	Throw away a card.
Kiiya, eekwa.	It's your turn.
No kiiya.	It's not your turn.
Aweena eekwa?	Whose turn is it?
Niiya eekwa.	It's my turn.
Wiiya eekwa.	It's his/her turn.
Koñbaen lii kart ee-awaachik?	How many cards do you have?
En kart d-ayaawaaw.	I have one card.
XXX kart d-ayaawaawak.	I have XXX cards.
Meetawee ta kart!	Play your card!
Meetawee lii kart!	Play your cards!
No chi-ki-meetaweeyen.	You can't play.
-akihta-	count (something)
	How many points do you have?
Taanimayikohk ee-akihtaman?	(How many do you count?)
XXX d-akihteen.	I have XXX points. (I count

	XXX.)
-pashkiyaakee-	Win
Bashkiyaakaan.	I win.
Ki-pashkiyaakaan.	You win.
-wanihchikee-	Lose
Ni-wanihchikaan.	I lose.
Ki-wanihchikaan.	You lose.
Kiiyapich ki-nohtee-meetaawaan chiiñ?	Do you want to play another game?

Grammar: Commands with VTA verb

When we want to issue a command for someone to do something to somebody or to an animate being or entity, we need to use a VTA verb. (Remember that animate does not necessarily mean “living” as both a car and a pie are considered animate in Michif.) The suffixes vary somewhat for VTAs, depending on the last letter of the verb stem. First, we will look at verb stems ending in m, n, and h, such as *shamin-* (‘touch’)-, as these verbs all follow the same pattern. Then, we will look at verb stems ending in a vowel followed by a w, such as *potishkaw-* (‘put on; wear’).

Not all VTA verb stems will be dealt with in this chapter. We will not look at verb stems ending in a consonant+w, such as *pakamahw-* ‘hit (someone/something, anim.)’ and *paashikishw-* ‘shoot (someone/something, anim.)’ or those that end in ‘t’, such as *nat-* ‘fetch (someone/something, anim.)’ or *kat-* ‘hide (someone /something, anim.)’.

Now, since we used the inanimate form of verb ‘touch’ in the examples for VTI commands, let’s use the animate form for VTA commands. Looking in the word list, you search for the verb stem marked VTA (verb-transitive animate)—*shaamin-*.

You may have noticed that it’s the same stem as the VTI verb. Sometimes the stems of VTAs look just like the stems of VTIs. The important thing to remember is that the *suffixes* are very different. When there is an implied object, the only way to tell whether the verb has an animate or inanimate object is to listen carefully to the suffix used. (It takes time, but you will get used to it!)

First, we will look at VTA commands with 3rd person animate objects (he, she, it (animate), and they (animate)). Later, we will look at 1st person objects (me and us).

VTA Verb Stems Ending in H, M and N
Commands with 3rd Person Animate Objects

Examples for *Kiiya* ('You') with 3rd Person Objects

	3 rd sing obj, 'wiiya' 'him/her, it (anim.)	3 rd plur obj, 'wiiyawaw' 'them (anim.)
2nd Person Singular, Kiiya, 'you'	Verb Stem + Ø Ex. <i>Shamin!</i> '(You) Touch it!'	Verb Stem + ik Ex. <i>Shaminik!</i> '(You) Touch them!'
Kiiyawaaw 'you all'	Verb Stem + ihk Ex. <i>Shaminihk</i> '(You all) Touch it'	Verb Stem + ihkok Ex. <i>Shaminihkok!</i> '(You all) Touch them!'
Kiiyanaan 'all of us'	Verb Stem + aataak Ex. <i>Shamin aataak!</i> 'Let's touch it!'	Verb Stem + aataanik Ex. <i>Shamin aataanik!</i> 'Let's touch them!'

VTAs are a bit more complicated than VTIs. Not only are there different suffixes for the different subjects (*kiiya*, *kiiyawaaw*, and *kiiyanaan*) but also there are different suffixes depending on whether the 3rd person object is singular or plural.

Examples for *Kiiya* ('You') with 3rd Person Objects

Let's first look at the different commands for *kiiya* and the VTA verb stem *Shamin*- 'touch (someone; something, anim.)'.

Implied 3rd Sing. Object	<i>Shamin.</i>	Touch (it, animate)!
Stated 3rd Sing. Object	<i>Shamin la galet!</i>	'Touch the bannock!'
Implied 3rd Plural Object	<i>Shaminik!</i>	'Touch (them, animate)!'
Stated 3rd Plural Object	<i>Shaminik lii galet!</i>	'Let's touch the bannocks!'

Now, using the above examples as models, do the exercises following.

Piikishweetak añ Michif!

1. Give commands using the following nouns. Remember to use the singular and plural forms correctly! Use the verb *shamin-* ‘touch’

Some Animate Nouns



la kilot di
twel bleu



la krimon



li kol



lii baa



lii zhun

2. Here are some examples of VTA stems ending in h, m, and n. Make commands both with and without a stated object using the words from the set of illustrated nouns above.

Kishiipeekin-	‘to wash (someone/something anim.)’
Kanawaapam-	‘to look at (someone/something anim.)’
Aapachih-	‘to use (someone/something, anim.)’

Examples for *Kiiyawaaw* (‘You’) with 3rd Person Objects

Next, let’s look at the different commands for *kiiyawaaw*.

Implied 3rd Sing. Object	<i>Shaminihk!</i>	‘Touch (it, anim) (you all)!’
Stated 3rd Sing. Object	<i>Shaminihk la galet!</i>	‘Touch the bannock (you all)!’
Implied 3rd Plur. Object	<i>Shaminihkok!!</i>	‘Touch (them, anim) (you all)!’
Stated 3rd Plur. Object	<i>Shaminihkok lii galet!</i>	‘Touch the bannocks (you all)!’

Now, repeat the exercises in **Piikishkweetak añ Michif** above for the *kiiyawaaw* forms.

Examples for *Kiiyanaan* ('All of Us') with 3rd Person Objects

Next, let's look at the different commands for *kiiyanaan*.

Implied 3rd Sing. Obj.	<i>Shaminaataak!</i>	'Let's touch (him, it, anim)!'
Stated 3rd Sing. Obj.	<i>Shaminaataak la galet!</i>	'Let's touch the bannock!'
Implied 3rd Plural Obj.	<i>Shaminaataanik!</i>	'Let's touch (them, anim)!'
Stated 3rd Plural Obj.	<i>Shaminaataanik lii galet!</i>	'Touch the bannocks!'

Now, repeat the exercises in **Piikishkweetak añ Michif** for the section above for the *kiiyanaan* forms.

VTa Verb Stems

Verb stems for VTAs can be found by taking the 3rd person singular suffix 'eew' off the inflected verb. If you ask a speaker to say 'S/he XXXes someone', you should be able to determine the stem of the verb, and then make the command or any other form that is "built" from it.

Shamineew. 'S/he, it (anim.) touches it (anim.)'
Shamin- Verb stem for 'to touch (something, anim.)'

All VTA Verb Stems: Commands with 1st Person Objects (‘me’ and ‘us’)

Here is the table commands with 1st person objects (‘me’ and ‘us’) for ALL VTA verb stems regardless of what their endings are. Since you have already tackled commands with 3rd person objects, this will seem easy!

VTA Commands with 1st Person Objects

	1st Sing Obj, ‘me’	1st Plur. Obj. ‘us’
Kiiya, ‘you’	Verb Stem + in <i>Kanawaapamin!</i> Look at me!	Verb Stem + inaan <i>Kanawaapaminaan!</i> ‘Look at us!’
Kiiyawaaw ‘you all’	Verb Stem + inawaaw <i>Kanawaapaminawaaw!</i> ‘(You all) Look at me!’	Verb Stem + inaanawaaw <i>Kanawaapaminaanawaaw!</i> ‘(You all) Look at us!’

Kiiya (‘you’)

Kanawaapamin! ‘Look at me!’
Kanawaapaminaan! ‘Look at us!’

Kiiyawaaw (‘you all’)

Kanawaapaminawaaw! ‘Look at me (you all)!’
Kanawaapaminaanawaaw! ‘Look at us (you all)!’

Piikishweetak añ Michif!

1. Using the VTA verb stems below, make both positive and negative (+ *kaya*) commands with both ‘me’ and ‘us’ as the objects.

Wiichih- ‘help (someone)’
Peeh- ‘wait for (someone)’
Ocheem ‘kiss (someone)’
Kakweechim- ‘ask (someone)’

Commands with VTA Verb Stems Ending in a Vowel + w

Many VTA verb stems end in a vowel + w (Vw), and most of these verbs end in aw. Although the endings are the same for the *kiiya* and *kiiyanaan* forms of as verb stems ending in h, m, or n, there are some differences in the *kiiyawaaw* forms. The chart below is included for your reference, but it is probably easier to simply skip to the examples below and start from there.

VTA Verb Stems Ending in a Vowel +W
Commands with 3rd Person Animate Objects

	3 rd Sing. Obj <i>wiiya</i> , ‘him/her/it’ (anim.)	3 rd Plur. Obj <i>wiiyawaw</i> , ‘them’ (anim.)
Kiiya , ‘you’	Verb Stem + Ø	Verb Stem + <i>ik</i>
Kiiyawaaw ‘you all’	Verb Stem – w + vowel lengthening +hk	Verb Stem – w + vowel lengthening +hkok
Kiiyanaan ‘all of us’	Verb Stem + <i>aataak</i>	Verb Stem + <i>aataanik</i>

Note: To form commands with 1st person objects (‘me’ and ‘us’), see the chart “VTA Commands with 1st Person Objects” in the previous section.

Examples

Let’s look at the verb stem *potishkaw*- ‘put on; wear (something anim.)’.

Kiiya ‘You’

<i>Potishkaw!</i>	‘Put (him; it, anim.) on; wear (him; it, anim.)!’
<i>Potishkaw li kol!</i>	‘Put the tie on; wear the tie!’

<i>Potishkawik!</i>	‘Put (them, anim.) on; wear (them, anim.)!’
<i>Potishkawik lii kol!</i>	‘Put the ties on; wear the ties!’

Kiiyanaan ‘All of us/Let’s’

<i>Potishkawaataak!</i>	‘Let’s put (him; it, anim.); wear (him; it, anim.)!’
<i>Potishkawaataanik!</i>	‘Let’s put (them, anim.) on; wear (them, anim.)!’

We see that these forms are exactly the same as for verb stems ending in h, m, and n.

Now, let’s look at the *kiiyawaaw* form.

Kiiyawaaw ‘You all’

<i>Potishkaahk!</i>	‘Put (him; it, anim.) on; wear (him; it, anim.)!’
<i>Potishkaahkok!</i>	‘Put (them, anim.) on; wear (them, anim.)!’

The endings of these forms are quite different from the same forms made from VTA verb stems ending in h, m and n. The easiest way is simply to learn these exceptions as you go. However, if you want a rule to follow, here it is:

Rule for Adding Suffixes to VTA Verb Stems Ending in a Vowel + W

The rule (with exceptions!) is when we would ‘normally’ just add a suffix beginning with the letter ‘i’. we often need to:

Check if the verb stem ends in a vowel followed by a ‘w’;

Potishkaw-

If yes, then we remove the ‘w’;

Potishka

Next, we lengthen the vowel (i.e. from ‘a’ to ‘aa’);

Potishkaa

Then we drop the initial ‘I’ of the suffix and add what remains.

Potishkaa +hk (or +hkok) (Exception: NOT +ik →+k!)

Which gives us:

Potishkaahk! ‘You all put him;it (anim) on; wear him;it (anim.)!’

Potishkaahkok! ‘You all put them (anim) on; wear them (anim.)!’

BUT

Potishkawik! ‘You (sing.) put them (anim.) on!’

NB: VTA verb stems do not undergo sound changes or takes different suffixes when the object of the verb is ‘me’ or ‘us’, only when the subject is ‘I’ or ‘we’. Verb stems ending in vowel+w take the same endings as those ending in h, m, or n.

Piikishweetaak añ Michif!

1. Give commands using the following animate nouns introduced earlier.
Remember to use the singular and plural forms correctly (especially *kiiyawaaw*)!

Potishkaw- ‘put (him; it, anim.) on; wear (him; it, anim.)’

la kilot di twel bleu - la krimon - li kol - lii baa - lii zhun

2. Give commands using the following VTA verb stems ending in a vowel + w.
Mishkaw- ‘find (him; it, anim.)’
Achimostaw- ‘tell a story (to someone)’
Kishinahamaw- ‘teach (someone)’

An Important Exception: the VTA Verb Stem *Mow-* ‘Eat’

There are a number of exceptions to the rule regarding VTA verb stems ending in Vowel-*w*. The most common verb is *mow-*, ‘eat (something animate)’. This verb stem does not undergo any sound changes and takes same suffixes as stems ending in *h*, *m* and *n*. (Refer to the VTA Chart for Verbs Ending in *H*, *M*, and *N*.)

Examples for *Kiiya* (‘You’) with 3rd Person Objects

Implied 3 rd Sing. Object	<i>Mow!</i>	‘Eat (it, animate)!’
Stated 3 rd Sing. Object	<i>Mow la galet!</i>	‘Eat the bannock!’
Implied 3 rd Plural Object	<i>Mowik!</i>	‘Eat (them, animate)!’
Stated 3 rd Plural Object	<i>Mowik lii galet!</i>	‘Eat the bannocks!’

Examples for *Kiiyawaaw* (‘You’) with 3rd Person Objects

Next, let’s look at the different commands for *kiiyawaaw*.

Implied 3 rd Sing. Object	<i>Mowihk!</i>	‘Eat (it, animate) (you all)!’
Stated 3 rd Sing. Object	<i>Mowihk la galet!</i>	‘Eat the bannock (you all)!’
Implied 3 rd Plural Object	<i>Mowihkok! !</i>	‘Eat (them, animate) (you all)!’
Stated 3 rd Plural Object	<i>Mowihkok lii galet!</i>	‘ ‘Eat the bannocks (you all) !’

Examples for *Kiiyanaan* (‘All of Us’) with 3rd Person Objects

Finally, let’s look at the different commands for *kiiyanaan*.

Implied 3 rd Sing. Object	<i>Mowaataak!</i>	‘Let’s eat (it, animate)!’
Stated 3 rd Sing. Object	<i>Mowaataak la galet!</i>	‘Let’s eat the bannock!’
Implied 3 rd Plural Object	<i>Mowaataanik!</i>	‘Let’s eat (them, animate)!’
Stated 3 rd Plural Object	<i>Mowaataanik! lii galet!</i>	‘ ‘Eat the bannocks!’

Piikishweetaak añ Michif!

1.) Give commands using the VTA verb stem *mow-* ‘eat (something, anim.)’ and the animate foods below. Since you have already practiced commands using the same suffixes as those for *mow-* when you worked with verb stems ending in h, m and n, this will be a good review!.

Mow- ‘eat (something animate)’

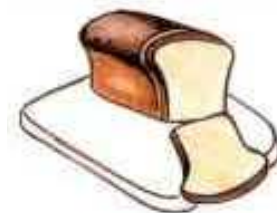
Some Animate Foods



li pwesoñ



la tart



li paeñ



lii krep



lii tomat

Review of VTI, VTA and VAIt Commands

Now that we are familiar with both the VTI and VTA and verbs for ‘put on, wear’ and VAIt and VTA verbs for ‘eat’, let’s practice giving commands when we have to choose the right verb for the right noun!

Piikishkweetaak añ Michif!

1. Give commands using the correct verb for the animate and inanimate nouns below.

Potishkaw - VTA

potishk- VTI



li shapoo



lii baa



la kilot di
twel bleu



la shimiiz



li kol



la rob



li krimon



lii bot



lii rob



lii zhun

2. Let's get back to food! Practice making commands using the VAI_t and VTA verbs for 'eat'. Make sure you use the correct verb for the animate and inanimate nouns below.

michi- VAI_t *mow-* VTA



la tart



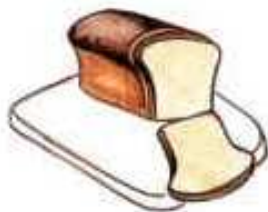
la vyañd



li pwesoñ



la sup



li paeñ



lii krep



lii miriiz



lii tomat

Chapter 9: Taandee (ee-)wiikiyeen?

Communication:

In this chapter you will learn how to talk about where you live, give your address, and talk about the location of things. You'll also learn how to play bingo in Michif.

Taandee (ee-)wiikiyen?

A : Taande (ee-)wiikiyen ?

B : Ellice Street ni-wiikin.

A : Gishkeehteen taandee anima! Kinweesh chiiñ eekoota ki-wiikin ?

B : Noo, nishtam en pchit vil gii-wiikin a St Lazare avik mii parañ.

A : Taapwee chiiñ ? La faarm araa St. Lazare gii-wiikin ka-apishiishiyaan!

B : Waahiyaw chiiñ ohchi St Lazare ta faarm ?

A : Yaeñk deu mil dañ li nor.

Week IX – *Where you live*

A – Where do you live?

B – I live on Ellice street.

A – I know where that is! Have you lived there long?

B – No, I used to live in a small town called St Lazare with my parents.

A – Really? I lived on a farm close to St Lazare when I was a child!

B – Is your farm far from St Lazare ?

A – Just 2 miles north.

Lii Mo

taandee ee-wiikiyeen	Where do you live?
-wiiki-	-live
-kishkeehhta-	Know (something)
gishkeehteen	I know (something)
kinweesh	a long time
eekota	there
nishtam (+past tense of verb)	-used to (verb)
a	in
avik	with
taapwee	really, true, truly
la faarm	farm
araa	close, near (by)
-apishiishi-	be small
ka-apishiishiyaan	-(when) I was a child/small
wahiw	far (away)
ohchi	from
yaeñk	only
li mil	mile
dañ	to, in
nor (li nor)	north

A : En dañs ni-wii-itohtan samjii. Ki-nohtee-peeitohtaan (chiiñ)?
 B : Naashpich ga-miyeehteen chi-peeitohteeyaan. Marsii. Taandee (ee) wiikiyeen ?
 A : Trañt saeñk Jefferson ni-wiikin.
 B : Gishkeehteen taandee anima. Eekoota ga-ayaan.

A – I’m going to a dance this Saturday. Do you want to come?
 B – I would love to come. Thank you. Where do you live?
 A – I live at 35 Jefferson Street.
 B – I know where that is – I’ll be there!

Lii Mo

la dañs	dance
itohtee-	go
- pee-itohtee-	-come (over here/there)
naashpich	very
no naashpich	not very
-miyeeht-	like

Lii Mo:

Oota	here		
Eekota	there,		
Eekotee	over there		
Neetee	way over there		
wiiki-	to live/reside		
la meezoñ	house		
lapartmaeñ?	apartment		
la gros vil	city		
la vil	town		
la koñpañy??	country		
la faarm	farm		
ita la mail kaa-oshchishipweechahomihk??	post officeli stasyoñ d’gaz?	gas	
stationli magazaeñ (d’mañzhii)	grocery store		
li lak	lakela rivyeeer	riverli grañ bwaa	forest
pchi/pchit	small		
gro/gros	large		

Nawach lii mo: Taande?

<i>near</i>	<i>araan</i>	<i>next to</i>	<i>akotee</i>	
<i>in</i>	<i>dañ</i>			
<i>on</i>	<i>dañ</i>			
<i>below</i>	<i>añ baa</i>			
<i>under</i>	<i>disoorup</i>	<i>above,</i>	<i>añ leerin</i>	<i>front of</i>
<i>behind</i>	<i>daryeer;</i>	<i>añ aryeer</i>	<i>north</i>	<i>divañ</i>
	<i>lestwest</i>		<i>li nor</i>	<i>south</i>
<i>to the left</i>	<i>a la gosh</i>	<i>right</i>	<i>li dret?</i>	<i>la gosh</i>
<i>to the right</i>	<i>a dret</i>			<i>li seueast</i>

Piikishkweetaak añ Michif!

1. Working in pairs or groups, ask each other where things are on the maps on the next two pages. Answer using the prepositions in the list *Nawach li Mo: Taandee* above.

Example:

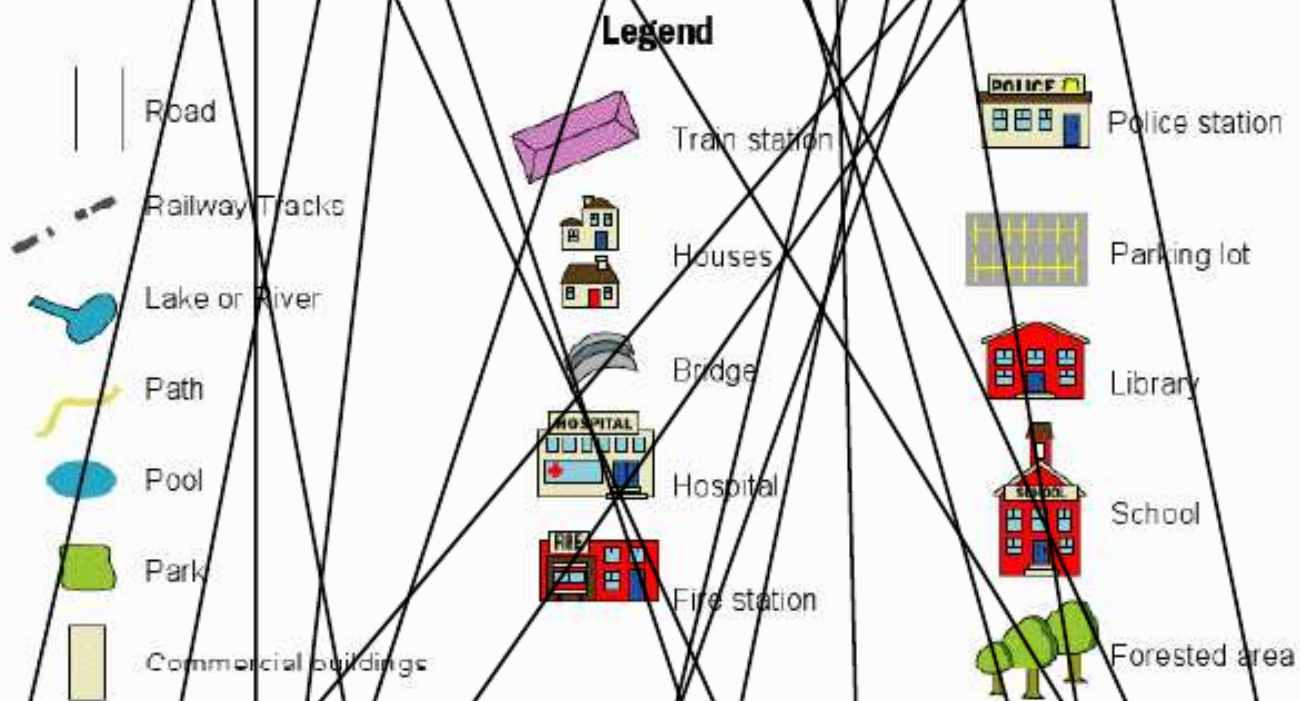
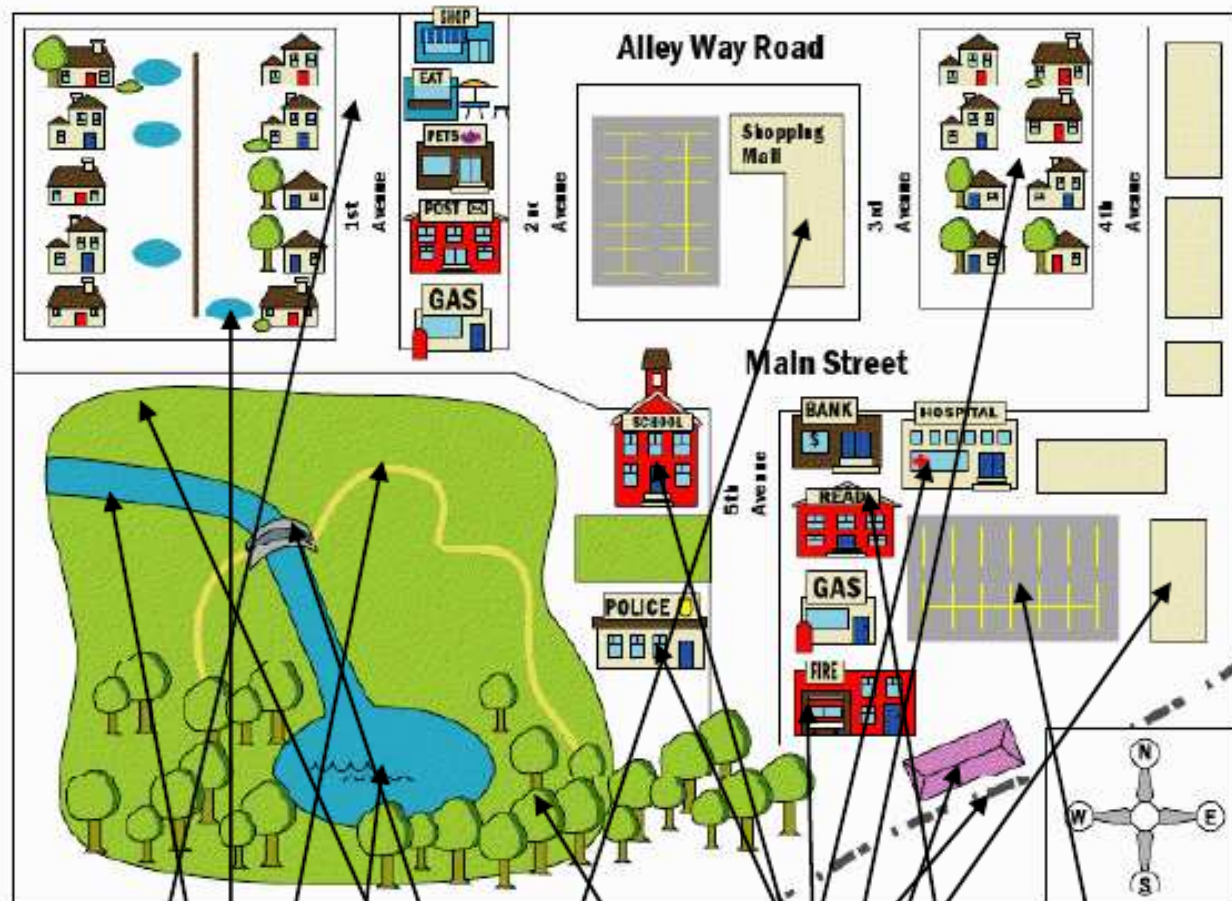
A: Taandee li lak? “Where’s the lake?”
B: Dañ li park li lak. “It’s in the park.”

2. Working in pairs, ask each other where you are. Answer using the vocabulary in the list above and for the two maps.

Example:

A: Taandee kiiya? “Where are you?”
B: Dañ la pital d-ayaan. “I am in the hospital.”

Nowhere Town Map

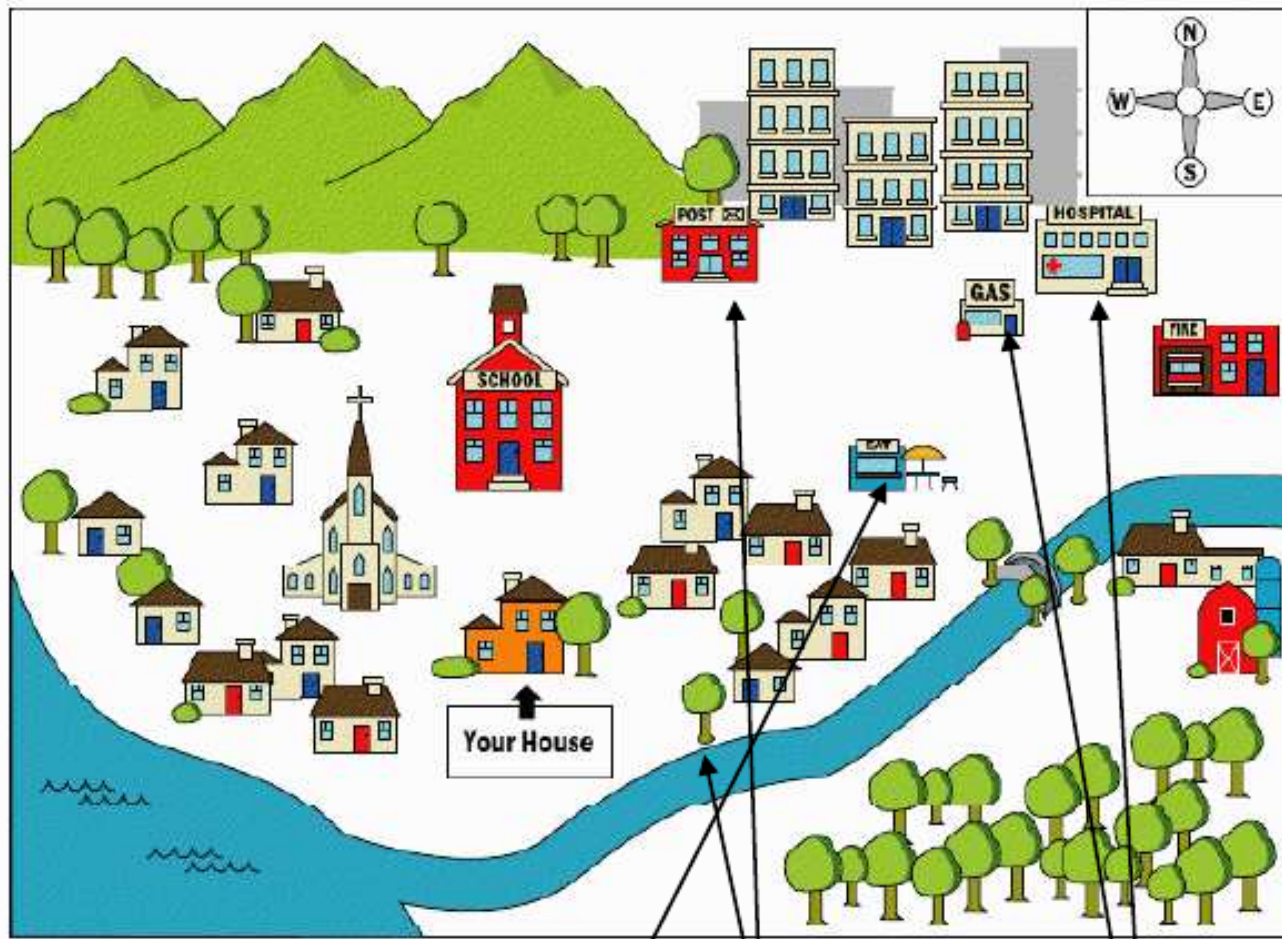


li shemaen
 li shemaen d'fer
 Li lak/la riyyeer
 li shemaen d'piyii
 lii baachiis d'biznis??
 li pool????

li stasyoñ di shemaen d'fer
 lii maezon
 li poñ
 la pital
 Lii baachiis d'feu???
 Li park??

la baachiis di polis
 li parking lot?
 likol
 Li bwaa

Virtual Treasure Hunt Map



Legend

	Your house		Place of worship		School
	Forest		Ocean		Houses
	Bridge		Mountains		Urban area
	Farm				
ta maezoñ	li bwaa	legliiz	la mer	likol	li stasyoñ d'gaz
vil???	li poñ		la moñtañy		lii maizoñ
	la faarm			la rivyeer	li miljeu di
	li ristorañ??		ita la mail kaa-		la pital
	oshchishipweechahomihk???				

Piikishkweetaak añ Michif!

Using the vocabulary below and in Lii Mo: Taandee list above, ask each other where things are. (Remember that 'bug' is animate, so needs a VAI verb...!)



Lii Mo

chair	la sheez
sofa/couch	li sofa/ li kauch
lamp	la lañp
table	la tab/la taeb
rug	li tapii
television	li televizioñ
picture	li portree
boat	li kanoo
window	li saasii/ li shaasii
curtains	lii ridoo
bug	(aëñ) manichoosh
striped	baarii
plaid	par karoo
spotted	avik lii tash
leaves	lii faay
with leaves	avik lii faay

Piikishkweetaak añ Michif!

Let’s play some bingo in Michif! Below you will find the words and expressions you will need to start playing.

Lii mo por li Bingo

bingo por l'arzhañ, li	cash Bingo
bingo por keekway ee-apatahk, li	merchandise Bingo
bingo por lii prii, li	prize Bingo
plañshii por lii nombr di Bingo, li	Bingo board
kart di Bingo, la	Bingo card
kart por anaach aeñ gros prii, la	Special card
kart chi-papaashimeetaweeyen, la	Speedo card
keekwai chi-akanaman lii noñbr dañ	
la kart	chip
morsoo di plastic, li	plastic chip
poonipayin	closed (The game is...)
krwa, li	cross
markoer di bingo, li	dauber; marker
mwachii di letr Eks, la	diagonal line
plot di noñbr, li	ball
tu-nwer, li	blackout
mashin di bingo, la	bingo ball machine
lii noñbr kaa-teepwaatahk	caller
zheu, li	game
papyii avik sis lii kart, li	six view
papyii avik naef lii kart, li	nine view
pakee di sis, la	Six Pack
pakee di naef, la	Block of Nine
zheu por nawaach aeñ gros prii, li	Special
zheu chi-papaashimeetaweeyen, li	Speedo
Waapameew la kart madoñ chi-	Validate the card. (Look at the card to see if it
pashkeeyakeeyit.	is a winner.)
liñy añ leer pii añ baa, la	vertical line
letr "Eks", la	“X”
Baeñ venu a Bingo!	Welcome to Bingo!
kahkiyaw awiyek ayaaweew lii kart?	Has everyone bought their cards?
Awiyeek chi-nohtee-ataweew kiyapich lii kart?	Anyone want to buy more cards?

D-ayaawaananik lii chip, lii bar, pii lii pop
eekwa diloo eetawaakeeyahk?
Kahkiyaw awiyek parii?
Meetaweetaak!

Ooma li zheu ati-anishkootin anima ka-
meetaweeyahk nishtam.

Ooma li zheu ati-anishkootin anima ka-kii-
meetaweeyahk avañ.

Kaya wanaapishik tii kart.
Añ baa li "B", li XXX

Awiyek teepweew Bingo
Niishta, bingo dayaan.
Kiiyapich aeñ ot Bingo.
Waapam la kart
Waapamik lii kart.

Peeyak kwayeeshk Bingo ayaaw.
Deu kwayeesh bingo
Ta-tashikinamok li prii.

Ooma kihtwaam li noñbr.

Awiyek chi-ayaaw li nombr?

Bashkiiyakaan.

Ki-pashkiiyakaan.

Pashkiiyakeew

Kanawaapam la kart madoñ chi-
pashkeeyakeeyit.

Kanawaapamik lii kart madonn chi-
pashkeeyakeeyit.

Gii-pashkiiyakaan.

Gii-pashkiiyakaan deu fwe.

Gii-pashkiiyakaan trwaa fwe.

Kii-pashkiiyakaan.

Kii-pashkiiyakeew

Miyopayin.

No miyopayin.

Keekaach!

Aeñ nombr eeka ee-kii-daweehtamaan.

Aeñ nombr eeko ee-kii-daweehtaman.

Aeñ nombr eeka ee-kii-daweehtak

Ana ka-pikashpiiyakeet li prii.

Lot ka-pikashpiiyakeet li prii por anikee eega li
premyeer zheu ka-kiipashkiiyakeechik

We have chips, bars, and pop for sale.

Is everyone ready?

Let's play!

This game continues on to the game we will play
after this.

This game continues on from the one we played
before.

Remember not to clear your cards.

Under the "B", XX

Bingo has been called.

I have a bingo, too!

There is another bingo.

Please check the bingo.

Please check the bingos.

That is one correct bingo.

two correct bingos

They will split the prize.

Here is the next number.

Does anyone have the number?

I win.

You win.

S/he wins.

Validate the card. (Look at the card to see if
s/he is a winner.)

Validate the cards! (Look at the card to see if
they are winners!)

I won.

I won twice.

I won three times.

You won.

S/he won. (We have a winner.)

It's going well. (lucky)

It's not going well. (unlucky)

Close! (i.e. I was close to winning!)

I only needed one number.

You only needed one number.

S/he only needed one number.

Give that one (the winner) the prize.

Give the other winner the consolation prize.

Ooma toñ prii.	Here is your prize.
Poonipayin (li zheu).	It is closed. (The game is closed.)
Maarsii ka-peewiichiiyahk dañ mon-Bingo-inaan	Thank-you (folks) for supporting our bingo!
Marsii kaa-peetohteeyeek.	Thank-you (folks) for coming!
Kihtwaam ta-ashtweew XXX	Our next bingo will be on XXXX.
Ka-waapamikawinawaaw miina kihtwaam.	See you (folks) again next time!

Grammar I – asking questions

Earlier in the course, we learned how to ask “yes/no” questions using *chiiñ*. And, through out the course so far, we have run into some questions that use what, in English, is sometimes called “the Five Ws +H” or “who, where, why, what, when and how”. In grammatical terms, these are called interrogative pronouns. The Michif equivalents are what we might call the “Taan Words”. They are words that are used to form questions, and most of them start with “taan”. Here is a basic list of “Taan Words”.

Interrogative Pronouns Used for/with Both Animate and Inanimate Nouns

How	Taanshi
When	Taanshipii
Why	Taaneehki
How much	Taanimayikohk (quantity, cost, value)
How many	Koñbaeñ (di/d)
How many times	Koñbaeñ (di) fwee
Where	Taandee
What	Keekwaay
What kind	Taandowahk
	Kel sort

Here are a few examples of how to use them in sentences without using verbs.

Taandee Camperville?	Where is Camperville?
Taandee lii liiv?	Where are the books?
Taandee ta soer?	Where is your sister?
Taandee ohchi kiiyawaaw?	Where are you (pl.) from?

Interrogative Pronouns for Either Animate or Inanimate Nouns

First, let’s look at the singular pronouns.

Singular Pronouns

Animate	Inanimate	English
Taana	taanima	which one
Aweena		who
	Keekwaay	what

Here is an example of use.

Aweena kiiya?	Who are you?
Keekwaay ooma?	What is this?
Taanima li liiv?	Which book?

Plural Prounouns

Animate	Inanimate	
Taaniki	taanihi	which ones
Aweeniki		who
	Kiikwaaya	what

“Taan” Words and Sentences with Verbs

When a “Taan” word appears in a question that includes a verb, we need to use a different form of the verb, often called the ‘conjunct’ form of the verb. Up until now, we have learned the conjugations for ‘indicative’ and ‘imperative’ (commands). We will therefore turn to the conjunct. You are not expected to be able to form many of these yet, but it is useful to get used to hearing them, as they are very common, and so they are explained here.

The conjunct form of the verb is used in questions with *taan* word and also to form subordinate clauses.

This may seem a bit complicated, so let’s look at some examples we have already seen so far in the course.

1.
- A: Taanshi ee-ishinakaashoyen?

B: Zhaeñ d-ishinakaashon.
- “What is your name?”

“My name is John.”

A is asking a *taan* question and uses the conjunct mode. B answers with a statement of fact (his name) and uses the regular indicative mode that you have already learned.

2.
- Taapwee ni-miyeehteen li saley ee-nahkoshit.
- “I am happy (indeed) that the sun is shining”

Here we can see that the main clause holds the verb *ni-miyeehteen*, meaning “I am happy”. This is in the indicative mode. The subordinate clause holds the verb *ee-nahkoshit*, meaning “that (he/she/it) is shining”.

The conjunct is most commonly used in *taan* questions and in the subordinate clause of sentences. However, it is sometimes used elsewhere that we will not look at here.

Here are some basic charts for the verbs we have dealt with with so far.

VAI/VAIt Verbs

Niiya	ee_____yaan	Niiyanaan	Ee_____yaahk
Kiiya	Ee_____yen	Kiiyanaan	Ee_____yahk
		Kiiyawaaw	Ee_____yeek
Wiiya	Ee_____t	Wiiyawaaw	Ee_____chik

VTI Verbs

Niiya	Ee_____amaan	Niiyanaan	Ee_____amaahk
Kiiya	Ee_____aman	Kiiyanaan	Ee_____amahk
		Kiiyawaaw	Ee_____ameek
Wiiya	Ee.....ahk	Wiiyawaaw	Ee_____ahkik

Piishkweetaak añ Michif!

1.) Using some of the verbs for social activities in chapter 8, practice a few versions of the following brief conversations.

- A:

Ki-miyeehteen chiiñ (verb 1 in conjunct mode)?
- B:

Namo. No ni-miyeehteen. Makaa, ni-miyeehteen (verb 2 in conjunct mode).
- B:

Kiiya maaka?
- A:

Niishta ni-miyeehteen (verb 2 in conjunct mode).
- A:

“Do you like to (verb 1)?
- B:

“No. I don't. But, I like to (verb 2).
- B:

How about you?
- A:

I like to (verb 2), too.

Here is a chart that lets you compare the suffixes used and see the order of the different elements that can be added to the verb stem. Note that the prefixes are the same for both types of verbs. Also, it is common for speakers to drop the

Conjunct Mode for VAI/VAIt and VTI Verbs	Conj. Prefixes	Tense Prefix	Pre-verbs	Verb Stem	VAI/VAIt Conj. Suffix	VTI <a> Final Conj. Suffix
	ee-					
	ee-	kii-				
	shi-/chi-					
	kaa-					
niiya					-yaan	-amaan
kiiya					-yen	-aman
wiiya					-t	-ahk
niiyanaan					-yaahk	-amaahk
kiiyanaan					-yahk	-amahk
kiiyawaaw					-yeek	-ameek
wiiyawaaw					-chik	-ahkik

conjunct prefix *ee-* in casual speech.

You will notice in the chart above that in addition to the prefix *ee-*, there is *shi-* and *chi-*. *Shi* and *chi* seem to be variations of each other. They are always used to refer to the future. We have seen *chi-* used before in the following sentence.

Keekwaay chi-pootishkamaan? “What should I wear?”

Weather Verbs: VII Verbs in the Conjunct Mode

Weather verbs have a singular inanimate subject “it”. These VII verbs only take the suffix “k” (or the variant “hk”) in the conjunct mode.

- 1) Noo naandaw d-itohtaan a kooz ee-machikiishikaak.
I am not going anywhere because the weather is bad.
- 2) Noo naandaw gii-itohtaan a kooz kii-machikiishikaak.
I did not go anywhere because the weather was bad.

The weather is bad.
(As) the weather is bad...
(As) the weather was bad...

Machikiishikaaw.
ee-machikiishikaak
kii-machikiishikaak

Rule 1: If the verb ends in a long vowel before the last consonant, remove the “w” and add “k”.

(As) it is windy....	ee-yootik
(As) it is raining	ee-kimiwahk

Rule 2: If the verb ends in a short vowel before the last consonant, remove the consonant and add *k* or *hk*. (*hk* is less common.)

More Examples of Weather Verbs (For use with 1, 2, 1P, 12 and 2P)

<i>ee-mishpok</i>	as it is snowing....
<i>ee-yootik</i>	as it is windy.....
<i>ee-waasheekwak</i>	as it is sunny/clear....
<i>ee-kimiwahk</i>	as it is raining....
<i>ee-yiikwashkwahk</i>	as it is cloudy....
<i>ee-aahkwatik</i>	as it is freezing....
<i>ee-miyokiishikaak</i>	as it is a nice day
<i>ee-kishaashteeek</i>	as it is hot (referring to summer weather)
<i>ee-kishinaak</i>	as it is cold (referring to cold weather)
<i>ee-kishiteek</i>	as it is hot (referring to temperature)
<i>ee-tahkaayaak</i>	as it is cold (referring to temperature)

Piikishkweetaak añ Michif!

1. With a partner, practice giving reasons due to the weather for doing or not doing some of the social activities in chapter 8.

Example: A: Taaneehki no ee-do-shooshkwaatayeeyen?

B: A kooz ee-machikiishikaak.

A: Ni-nishtohteen....

A: “Why aren’t you going skating?

B: “Because the weather is bad.”

A: “I see....”

Chapter 10: Animals and Learning to Speak in Public

Communication:

In this chapter you will learn to talk about animals and pets. You will also begin to learn a Métis prayer.

Week X – Lii zaanimoo/Lii Pchiz Zanimoo di Mezoñ

A : Lii zaanimoo zhaakihaawak. Lii pchii zaanimoo di mezoñ chiiñ kit-ayaawaawak?
B : Aëñ shyaëñ shakwalaa pii aëñ minush blañ d-ayaawaawak. Deu lii shyaëñ gii-ayaawaawak maaka peeyak kii-tapashiiw.
A : Wiyakaach! Aëñ shyaëñ abaeñdoñ en shyen ?
B : En shyen. En añ piko kii-shipihtishiw pii kii-miyotishiw.
A : (Ki-) Kii-natonawaaw chiiñ ?
B : Maninaak maaka! Maaka no doochimishkawanaan. Maashkooch awiyeek kii-mishkaweeew pii pishkaapameew.

Week X – Animals/Pets

A – I love animals. Have you got any pets?
B – I have a brown dog and a white cat. I had 2 dogs but one ran away.
A – That's too bad! Was it a male or female?
B – Female. She was only 1 year old and such a good dog.
A – Did you look for her?
B – Of course! But we didn't find her. Perhaps someone found her and is taking care of her.

Lii Mo

Michif Expression	English Equivalent	N. Cat.	V. Cat.
animal (c.f. pchit)	animal	NIM	
Li lanimal	animal	NIM	
Lii zanimoo	animals, livestock		
Pchi	small		
pchit	small (used before feminine words and those starting with a vowel)		
Li pchit animal di mezoñ	pet	NAM	
zhaakihaaw	I love (him/her; it, anim.)		
zhaakihaawak	I love (them, anim.)		VTA
kit-ayaawaaw	You have (him/her; it, anim.)		
kit-ayaawaawak	you have (them, anim.)		VTA
shyaëñ (li shyaëñ)	dog (male)	NAM	
shyen (la shyen)	dog (female)	NAF	
shakwalaa	Brown		
pi	And		
minush (li minush)	cat, pussy, kitty	NAM	
blañ	White		
peeyak	One		
kii-tapashiiw	s/he ran away		VAI
wiyakaach	That's too bad!		

abeñdoñ (keema)	Or	
añ	Year	NIM
piko	only, just (emphatic)	
kii-shipiihtishiw	s/he was (x years) old	VAI
-shipiihtishi-	be (x years) old	VAI
kii-miyotishiw	s/he was good	VAI
-miyotishi-	be good	VAI
-naton-	look for	VTA
maninaak	of course	
maninaak maaka	of course....	
maashkooch	perhaps; maybe	
awiyeeek	someone	
-mishkaw-	find (someone)	VTA
-pishkaapam-	take care of	VTA

Nawach lii Mo:

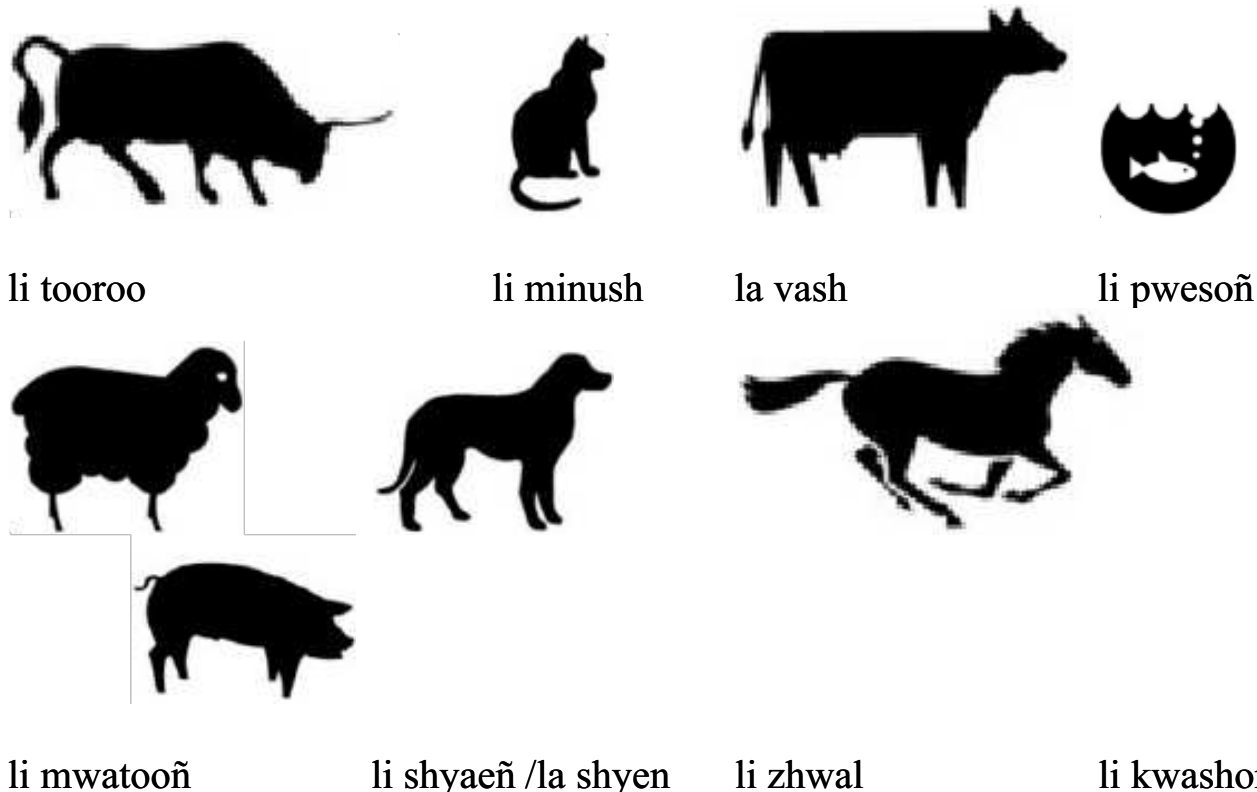
to have (animals)	ayaaw-	VTA
fish	li pwesoñ	
bird	l'weezoo	
birds	lii zweezoo	
horse	li zhwal	
horses	lii zhvoo	
bull	li tooroo	
cow	la vash	
pig	li kwashoñ	
chicken	la pul	
roster	li kok	
purr	<i>pakitaamo-</i>	VAI
bark	<i>miki-</i>	VAI
sing	<i>nakamo-</i>	VAI
crow	<i>kitoo-</i>	VAI
meow	<i>kitoo-</i>	VAI
neigh	<i>kitoo-</i>	VAI
howl	<i>ooyoo-</i>	VAI
snort	<i>pootaachikee- dañ (soñ) ni ohchi</i>	VAI

Piikishweetaak añ Michif!

1. Get into pairs. Take turns pointing at the images below and say what animal it is and what it “says” using the verbs in the vocabulary list above.

2. Since you have learned how to describe living things (animate nouns) in chapter 4, describe an animal or a pet. Mention size, color, etc.

Lii zanimoo pii lii pchii Zanimoo di Mezoñ



VTA Verbs and Animate Objects

We have used a few VTA (Verb-Animate Transitive) verbs in conversations in the course. It is not really possible to speak in Michif without using them. However, we haven't looked at them in any depth because they are somewhat more complicated than other types of verbs. The reason is that VTA verbs require us to use many more suffixes (and at times prefixes) than VAI/VAIt, VTI and VII verbs. These suffixes tell us exactly who the direct object is. In English, we would simply use words such as "me, you, him, her, us and them" in sentences with direct objects that were animate. However, in Michif that is not the case. There is a wide range of suffixes have to be used when we want to express "who is doing what to whom (and how many they are!)"

So, let's take a look at just a few conjugations of VTA verbs. Since are focus in the course is learning how to converse, we will learn how to express the concepts of:

Kiiya ← *Niiya* ("I (do something) to you"; inverse);
Niiya → *Wiiya* ("I (do something) to him/her/it (anim.)") and
Niiya → *Wiiyawaak* (" I (do something) to them (anim.).")

We will learn how to form sentences when *Kiiya* is the subject (*Kiiya* → *Niiya*; *Kiiya* → *Wiiya*; *Kiiya* → *Wiiyawaaw*) and look at a couple of forms for *Wiiya* (*Wiiya* → *wiiya*; *Wiiya* → *Wiiyawaak*) as well.

Since *Wiiya* is simplest, let's look at that first.

Wiiya* → *Wiiya* and *Wiiya* → *Wiiyawaak

We have already seen a number of examples using VTA verb *ayaaw-* ("have") in the

course. Here is one we saw in Chapter 2.

1. *Moñ frer deu lii zañfañ ayaaweeew.* “My brother has two children.”

Moñ frer = wiiya So, we use the suffix “-eew” for VTA verbs when expressing *wiiya* → *wiiya*. And, we use the same suffix as seen in the example above to express *wiiya* → *wiiyawaak*.

So let’s compare the example above with the one below.

2. *Moñ frer aeñ nañfañ ayaaweeew.* “My brother has one child.”

You will notice that there is no change to the verb. Only the object changed from *deu lii zañfañ* to *aeñ nañfañ*.

So VTA verbs probably look pretty simple right now, but they are a bit more complex when the subject of the sentence is *niiya* or *kiiya*. (The same is true for *niiyanaan*, *kiiyanaan* and *kiiyawaaw*, but we won’t be looking at them here!)

Niiya → Wiiya and Niiya → Wiiyawaak

In chapter 3, we also saw this example:

1. *D-ayaawaaw aeñ frer....* “I have a brother....”

D= *niiya* and *aeñ frer* = *wiiya*

We use the suffix “-aw” for VTA verbs when expressing *Niiya* → *Wiiya*. However, when the object is *wiiyawaaw*, we use a slightly longer suffix. For *Niiya* → *wiiyawaak*, we use *-awak*. Look at the example below from Chapter 2.

2. *Trwaa lii zañfañ d-ayaawaawak....* “I have three children....”

Kiiya → Wiiya and Kiiya → Wiiyawaak

Kiiya follows the same pattern as *niiya* here. So we have the following examples:

1. *Kit-ayaawaaw aeñ frer....* “You have a brother....”
2. *Trwaa lii zañfañ kit-ayaawaawak....* “You have three children....”

Piikishkweetaak añ Michif!

1. In partners, using the animals in the illustrations below, ask each other if you keep livestock. (Pretend that you do if you don’t!) Explain how many of what animal you keep.
2. In partners, ask each other if you have pets. (Pretend that you do if you don’t!)

Explain how many of what kind of pet you have.

3. In partners, tell each other how many different family members you have. Check in Chapter 2 for vocabulary.

Lii zanimoo pii lii Pchii Zanimoo di Mezoñ

li tooroo	li minush	la vash	li pwesoñ
li mootoñ	li shyen/la shyen	li zhwal	li kwashoñ

Kiiya←Niiya and Kiiya→Niiya

Kiiya←Niiya

When taking leave of someone in Michif, it is very common to use the phrase “*Miina (ki-)ka-waapamitin*”. (The prefix *ki-* (“you”, sing.) is almost always dropped before verbs starting with “k” in speech.) This does not mean “goodbye” but actually “(I will) see you again.” This is a common example of **Kiiya←Niiya**. Let’s simplify the example and put it in the present tense.

1. *Ki-waapamitin*. ‘I see you.’

The first thing you will notice is that instead of the subject pronoun *ni-* (“I”), we have *ki-*. This not a typo! The suffix **–itin**, and NOT the prefix in this case, tells us that the subject is “I”. The prefix *ki-* in this case tells us that the object is “you”.

The pattern **Kiiya←Niiya** is as follows:

Ki + (VTA verb stem) + *itin*

Kiiya→Niiya

Kiiya→Niiya is straightforward. For ‘you see me,’ we have the following example:

1. *Ki-waapamin*. “You see me.”

The pattern is as follows:

Ki + (VTA verb stem) + *in*

It is the suffix **–in** that alerts us that the prefix *ki-* actually marking the subject of the verb and not the object. In Michif, the suffixes that come at the end of verbs are crucial. From this, you will understand just how important it is to listen to people until they have finished speaking if you want to understand what they are saying!

VTa Verb Chart for Niiya and Kiiya Learned in this Chapter

	Object	Niiya	Kiiya	Wiiya	Wiiyawaaw
Subject					
Niiya			ki-(vb. st.)-itin	ni-(vb. st.)-aaw	ni-(vb.st.)-aawak
Kiiya		ki-(vb. st.) -in		ki-(vb. st.)-aaw	Ki-(vb.st.)-aawak

Learning to Speak in Public

One very important aspect of public speaking in Michif is being able to say a prayer to open gatherings. Next, we will look at and memorize a prayer composed by Michif Elder George Fleury of Minnedosa, MB.

A Note on Memorization

Since the purpose of this course is to help you learn how to converse with others in Michif, memorization of texts —except of basic vocabulary—has not been the focus. The hope is that you will learn how to be creative in the language and say what you want to communicate and not rely on a list of stock phrases. However, memorization can be a particularly useful technique when wanting to offer a prayer or make a short speech in public when you are not yet fluent in Michif.

Michif Prayer

(by George Fleury of Minnedosa, MB)

Li Boñ Jeu, not Kreatoer, li kuraazh miyinaan, paree chi-iteehtamaahk, kwayeesh ka-pimohteek, marsii chi-itweeyaahk ka-kishchii-iteemoyaahk.
Lii Michif wiichihik añsañbl chi-atoshkeechik, surtu lii vyeu chi-aapachihaayaahkok
li zhen chi-kishnamaawaachik por li tañ ki-vyeñ.
Li Boñ Jeu la direksyoñ miyinaan iteehta chi-miyo-iteehtamaahk, li shmaeñ chi-ooshtaayaahk por la Nasyoñ di Michif oota dañ not Piyii.
Sa prañ lii famiiy di Michif chi-shoohkishichik kishpin la Nasyoñ di Michif chi-shoohkaak.
Marsii d-itwaan. Amen.

God, Our Creator, give us courage, let us be of one mind, make us righteous, thankful and proud. Help the Métis to work together especially utilizing our Elders as teachers and preparing our youth for the future. Lord provide us with direction and inspiration as we build a road for the Métis Nation in this country. We must have strong Métis families in order to have a strong Métis Nation. Thank you and Amen.

Use of Chi- with Conjunct Mode

You may have noticed in the prayer many words that start with the prefix “chi-”. In Michif a verb in the conjunct mode with the prefix “chi-“ is used in a similar way to have we used a gerund (a verb ending in “ing”) or an infinitive (a verb with “to” in front of it). *Chi-* is always used to refer to the future or events that have not yet been realized.

<i>surtu lii vyeu chi-aapachihaayaahkok</i>	“especially utilizing our Elders”
<i>añsañbl chi-atoshkeechik</i>	“to work together”

The prefix *chi-* is also used with modals or helping verbs such as *sa prañ* (must).

<i>Sa prañ lii famiyy di Michif chi-shoohkishichik</i>	“Métis families must be strong”
	(We must have strong Métis families)

<i>surtu lii vyeu chi-aapachihaayaahkok</i>	“especially utilizing our Elders”
<i>añsañbl chi-atoshkeechik</i>	“to work together”

Sa prañ lii famiyy di Michif chi-shoohkishichik *“Métis families must be strong”*
(We must have strong Métis families)

Piishkweetaak añ Michif!

Listen to your instructor say/read out loud the prayer. Then, when your instructor says/reads it the second time, read along with him/her out loud. Ask your instructor to repeat words you find hard to catch or pronounce.

Then, when you get home, if possible, use a recording (it is available online) and read along with it as many times as you can. Once you feel comfortable doing that, try memorizing parts of the first sentence. Once you have mastered that, try to say the whole sentence. Repeat until you have mastered each sentence in the same manner. Then, try reciting two sentences in a row. Once you have mastered a group of two sentences, try doing the same with other groups of sentences. Finally, try reciting the whole prayer.

If possible, find a Michif speaker to help you with this. But, if you can't, do the best you can! Your instructor will help you in class if you ask.

Then, when you get home, if possible, use a recording (it is available online) and read along with it as many times as you can. Once you feel comfortable doing that, try memorizing parts of the first sentence. Once you have mastered that, try to say the whole sentence. Repeat until you have mastered each sentence in the same manner. Then, try reciting two sentences in a row. Once you have mastered a group of two sentences, try doing the same with other groups of sentences. Finally, try reciting the whole prayer.

133

Chapter 11:

Plants, medicines & traditional Métis activities and Course Learning Demonstration Project

Communication:

Learning about traditional activities, medicines, identifying plants in Michif.
Composing and making a short speech: self-introduction.



Week XI – Fishing.

- A : Ni-do-kwaashkweepichikaan samjii. Ki-nohtee-wiichiheewin chiiñ ?
B : Keekwaay (chi-)kwaashkweepitaman?
A : Gwaashkweepichikaan por li dorii.
B : Gaa-miyeehteen maaka no li tañ d-ayaan ooma li samjii. Ka-kashkihtaanaan chiiñ
(chi-)itohteyahk la simen kiivyeñ.
A : Ni-do-machiin samjii. Taapitaw mihcheet d-ayaan chi-oshtayaan .
B: Taapwee do-kwashkweepichikee samjii pii peeshiwaakaan li dorii.
Gakiishishwaaw pii ka-wiitooshpaminaan.

Week XI – Traditional Métis activities

- A – I’m going fishing (angling, hooking) this weekend. Do you want to come with me?
B – What are you fishing for?
A – I’m fishing for pickerel.
B – I’d love to, but I’m busy this Saturday. Can we go the following weekend?
A – I’m going hunting the following weekend. I always have lots to do on the weekends.
B – You go fishing on Saturday and bring back some pickerel. I’ll cook it and we’ll eat it together.

Lii Mo

Michif Expression	English Equivalent	N. Cat.	V. Cat.
kwaashkweepichikee- wiichihee-	fish (with rod and reel); angle		VAI
(chi-)kwaashkweepitaman	come with (someone) ~you are fishing for); ~are you fishing for		VT VAI
li dorii	Pickerel	NAM	
-miyeeht-	Like		VTI
ka-kashkihtaanaan	we will be able; we could		VAI
-kashkihtaa-	be capable, can		VAI

(ee-)itohteeyahk	~we go; ~do we go	VAI
-ka-kashkihtaa- + ee-(conj. of verb)	could (do something)	
-machii-	hunt	VAI
taapitaw	always	
mihcheet	lots; a great deal	
-oshitaa-	do; make (something)	VAIt
taapwee	for sure; really; indeed	
peeshiwaakaan	bring back (someone or something animate)	
-kiishish-	cook	VTa
-wiitooshpami-	eat together; sharing from the same dish with someone	VAI

Piikishkweetaak añ Michif!

1. Get into pairs and using the dialogue above as a guide create a new dialogue using vocabulary from the Traditional Foods and Berry Picking word lists following. Practice and present to the class.

Nawach Lii Mo

Traditional Foods and Ways of Eating in Michif

Michif Expression	English Equivalent	N. Cat.	V. Cat.
-miitsho-	eat (something unspecified)		VAI
-mow-	eat (something animate)		VTa
-miichi-	eat (something inanimate)		VAIt
li pwesoñ	fish	NAM	
La tet di pwesoñ	fish head	NIM	
La kroket	croquette	NIF	
la kroket di pwesoñ	fish cake	NIF	
li pwesoñ rochii	baked fish	NAM	
li pwesoñ bukanii	smoked fish	NAM	
la vyañd	meat	NIM	
li baef	beef	NIM	
li laar free	pork	NIM	
la pul	chicken	NAF	
la daeñd	turkey	NAF	
li jeur	liver	NIM	
li debri	stomach lining/tripe	NIM	
li choer	heart	NIM	
li zhiizhii	gizzard	NIM	

la vyañd sesh	dry meat	NIF
li tooroo	pemmican	NIM
li bulet	Michif meatball	NAM
lii bulet	Michif meatball stew	NAM
li rababu	Rababoo, Michif stew	NIM
li ragu	ragout	NIM
la galet	bannock	NAF
la puchin	pudding; bag pudding	NAF
la tart	pie	NAF
li budaen di saañ	blood sausage; black pudding	NAM
la kwen di laar	rind (of bacon or salt pork)	NIM
li laar bukanii	bacon	NIM
la sup	soup	NAF
li krep	pancake; griddle cake	NIF
li siiroo	syrup	NIM
la patak di kanaar	arrowhead potatoes	NAF
li porij	poridge; oatmeal	NAM

Michif Expression	English Equivalent	N. Cat.	V. Cat.
BERRY PICKING			
-do-mawisho-	go berry picking		VAIt
gren (la gren)	berry	NIF	
lii gren -mawisho-	pick berries		VAIt
-peehkimaisho-	pick berries cleanly		VAIt
	pick over (something unspecified); clean (something unspecified)		
-peehkistaa-	berry patch		VAIt
zaliiz (lii zaliiz)	blackhaws	NIM	
butoñ di roz (lii butoñ di roz)	rosehips	NAF	
tahkwaminaana	chokecherries	NI-	
meriiz (lii meriiz)	pincherries	NIF	
belwe (lii belwe)	blueberries	NIM	
freez (lii freez)	strawberries	NIF	
freez (lii freez dañ li bwa ohchi)	strawberries (wild)	NIF	
frambweez (lii frambweez)	raspberries	NAF	
grozel (lii grozel)	gooseberries	NIF	
shaapominak	gooseberries	NAF	
pabiina (lii pabiina)	highbush cranberries	NIM	
pweer (lii pweer)	juneberries	NAF	
pweer (lii pweer)	saskatoon berries	NAF	
snel (lii snel)	thorn apples	NAF	

More VII Verbs (Inanimate subject Intransitive): Verbs that Describe a State

In chapter 3 we looked at weather verbs. Weather verbs are a type of VII verb that can only have a singular subject (‘it’). However, there is another type of VII verb in Michif , and this type can have both singular and and plural subjects (‘it’ and ‘they’). These verbs describe inanimate nouns and also are used to express the “state” of this class of noun. Since inanimate nouns cannot act on their own, we use the term “state” to describe when these nouns are moving or not moving.

There are different types of VII verbs that we use to describe inanimate nouns and their states. One type ends in ‘n’ and another ends in ‘w’. In addition to these verbs, there is a limited set of expressions to describe inanimate nouns that use the French-origin “be” verb plus an adjective. We saw this earlier in chapter 4.

VII Verbs Ending in *n*

For VII verbs that end in *n*, the suffix *-wa* is added to the singular. Take the following examples.

1.

a.

Pahkihtin.

b.

*Pahkihtin**wa*.
- ‘It falls.’

‘They (the things) fall.’

2.

a.

Miiwashin.

b.

*Miiwashin**wa*.

‘It is nice.’

‘They (the things) are nice.’

In the b) examples, we see that the suffix *-wa* has been added for the plural.

List of Some Inanimate Intransitive Verbs Ending in “n”

Michif		English Equivalents
Singular	Plural	
pahkihtin	pahkihtinwa	It falls. They fall.
piikopayin	piikopayinwa	It is broken. They are broken.
miyopayin	miyopayinwa	It works/runs/goes well. They work/run well.
poonipayin	poonipayinwa.	It stops. They stop
miiwaashin	(miyo-aashin) miiwaashinwa	It is nice. They are nice.
miyoshpakwan	miyoshpakwanwa	It tastes good; it is tasty. They taste good; They are tasty.
maayishpakwa		It tastes bad.

	maayishpakwanwa	They taste bad.
wiikashin		It is delicious/savory.
	wiikashinwa	They are delicious/savory.
skom (noun) shpakwan		It tastes like ____.
	skom (noun) shapakwanwa	They taste like ____.
miyomaakwan		It smells good.
	miyomaakwanwa	They smell good.
maayimaakwan.		It smells bad.
	maayimaakwanwa	They smell bad
skom (noun) maakwan		It smells like ____.
	skom (noun) maakwanwa.	They smell like ____.
miyostaakwan		It sounds good.
	miyostaakwanwa	They sound good.
maayistaakwan		It sounds bad
	maayistaakwanwa	They sound bad.
skom (noun) staakwan		It sounds like ____.
	skom (noun) staakwanwa	They sound like ____.
miyonaakwan		It looks nice.
	miyonaakwanwa	They look nice
koshtaminaakwan		It looks scary.
	koshtaminaakwanwa	They look scary.
weetan		It is easy.
	weetanwa	They are easy.
aayiman		It is difficult.
	aayimanwa	They are difficult.
wiinan		It is dirty.
	wiinanwa.	They are dirty.
peehkan		It is clean
	peehkanwa	They are clean.
kishikwan		It is heavy.
	kishikwanwa	They are heavy.

aahkashin		It is light. (weight)
	aahkashinwa	They are light.

VII Verbs Ending in “w”

VII Verbs Ending in “w”, the suffix –a is added to the singular. Look at the examples below.

- | | | | |
|----|----|-----------------------------|-------------------|
| 1. | a. | <i>Kinwaaw</i> . | “It is long.” |
| | b. | <i>Kinwaaw</i> <u>a</u> . | “They are long.” |
| 2. | a. | <i>Kishpakaw</i> . | “It is thick.” |
| | b. | <i>Kishpakaw</i> <u>a</u> . | “They are thick.” |

We see in the b) examples that the suffix –a has been added for the plural.

List of Some Inanimate Intransitive Verbs Ending in “w”

Michif		English Equivalents
Singular	Plural	
kishpakaw		It is thick.
	kishpakawa	They are thick.
yoshkaw		It is soft/
	yoshkawa	They are soft.
kinwaaw		It is long.
	kinwaawa	They are long.
mishaaw.		It is big.
	mishaawa.	They are big.

Piikishkweetaak añ Michif!

- Using the vocabulary in the list, go around the room and point at things describing them as you do. Make sure to check with your instructor to see whether an object might be animate in Michif even if we think of it as inanimate in English!
- Using a children’s picture book or a magazine, point to things (inanimate!) and describe them with the words in the list above.

Descriptors

As we mentioned above, there is a limited set of adjectives in Michif that are used to describe things. We saw some in chapter 4 but they were mostly colors. Here are a few more. Note that some of these adjectives are at times also used to describe animate nouns as well.... Please note, however, that there are many more verbs to describe both inanimate and animate nouns than there are adjectives. (Remember: Michif doesn't function like English!)

List of Some Adjectives for Inanimate Nouns

Singular	Plural	
Il i gro/ gros	I soñ gro/gros	It is big They are big.
Il i pchi; ptsi (masc.) Il i pchit; ptsit (fem.)	I soñ pchi; ptsi I soñ pchit; ptsit	It is small They are small
si zhalii; il i zhalii	I soñ zhalii	It is nice; beautiful; handsome. They are nice; beautiful; handsome
Il i lee	I soñ lee	It is ugly. They are ugly.
si jeur; Il i jeur	I soñ jeur	It is hard They are hard..
il i graaň	I soñ graaň	It is long. (length, duration) They are long.
Il i kur	I soñ kur	It is short They are short

Piikishkweetaak añ Michif!

1. Describe the images below in as many different ways as you can using the vocabulary in the lists above.
2. Get into teams and take turns describing the images. The team that correctly uses the most descriptors for an image gets a point. The team(s) with the most points wins!



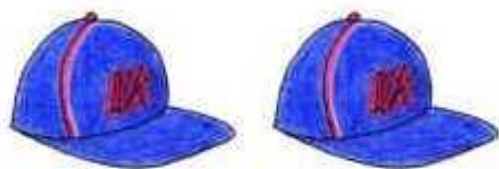
1.



2.



3.



4.



5.



6.



7.



8.



9.



10.

Traditional Métis Culture: Some More Word Lists

Next we have more word lists that have to do with traditional Métis culture. You don't need to learn all the words, but do take a look at the lists and familiarize yourself with them. Hopefully you will find some words you were looking for and may even be able to add more yourself!

Nawach Lii Mo!

La Michin /Lii Plañt



li boom

la michin	medicine
La plañt	plant
li tii	tea
la rasin	root
la faay	leaf
la fleur	flower
la rasin nweer	black root
la bel anzhelik	flagroot, rat root
li boom	wild mint
li pchi boom	wild peppermint, mint tea
l'arb a saeñt	wild sage
li saeñ zhaeñ	Ginger
larb a daeñd	Turkey weed
la rasin	Seneca root, snake root
li kunoy	cattail
li haruzh	Red Willow
kinikinik	red willow tobacco
li ti d' mashkeeg	labrador tea plant
-piinikatah- (something)	
añ pudr	pulverize



FISHING

-kwashkweepichikee- li pwesoñ	angle; hook fish
-pakitaawaa-	fish with a net
-kwaapahw-	scoop fish with a net
dañ la glaez - kwashkeepichikee- kashkahook-	ice fish scrape something off
kashkahook- li pwesoñ -otin-	scale fish take
-otin- ohchi lii trip –otin- (animal/fish) ohchi	take out of gut fish
-paanisw- -aapachih-	fillet (something animate) use (animate)
-aapachihtaa-	use (inanimate)
la kabus	caboose
- shiipaapichikee -	to draw a jigger line under the ice
la rey	net
-pakitin- aeñ ree –ah-	set (s.o, s.th. animate) down set a net
-wiikhwachipit-	pull (someone, something animate) up/out
la kanel di pwesoñ	fishing reel
la kord di pwesoñ	fish line
li kroshee	hook
li napisoñ	fish hook
li veer	worm
li dorii	pickerel, yellow, walleye
li broshee	jackfish, pike
la persh	perch
la karp	sucker, mullet, carp
li ruzhe	red sucker, mullet



HUNTING

-machii-	hunt
li saesoer	hunter
la pist	track
-pishkaapaht-	observe; keep track of (something)
-pishkaapam-	observe; keep track of (someone; animate entity)
-kiimoochipimichish-	stalk
aapostaapaht; awpoostawpast	scan
-itwah-	aim
-itwah-	mim
-paashkishikee-	Fire
-paashkishikee- avik (something)	shoot with (something)
-paashkishw-	shoot (an animal; animate entity)
-paashkisha- li fiizii	shoot (a gun)
-nipah-	kill (someone; animate entity)
li fiiziy	Gun; rifle
fiizii a ploñ	Shotgun
li pistalee	handgun;pistol
fiizii di bal	Musket
Li shayen di fizii	Trigger
li shayen di fiizii -shapweepita-	pull the trigger
-matweewee-	(something) detonates
monisiyoñ (la monisiyoñ)	Ammunition
kartush (la kartush)	shotgun shell
-oyashkinah-	fill (something) up
li fiizii -oyashkinah- avik lii kartush.	load the gun with cartridges
la pudr a fiizii	gun power
l'ariyael (en nariyael)	Moose
li shoovreu	Deer
la padrii	Partridge
li kanaar	duck



Snaring and Trapping



Snaring

li lyaev

rabbit (jackrabbit)

-akotaa-
li kwalee

hang something up
snare

lii kwalee -akotaa-
la brosh
-kaashchitin-
lii suyii di niiz
-kikashaameehtee-

hang snares
wire
catch
snowshoes
walk with snowshoes

Trapping

-tashooh-
li pyiizh
-ashta-

catch (something animate) in a trap
a trap
set; place; put

lii pyiizh -ashta-
la blet
li kastor
li raa do
li rnaar
li lu
li pchi lu
li shaa savazh
li po

set traps
weasel
beaver
muskrat
fox
wolf

raccoon
pelt; skin



Piishhkweetaak añ Michif
Course Learning Demonstration Project

Using what you have learned in the course, create a short speech in which you do the following:

Compulsory:

1. Start with a greeting
2. Give your name
3. Where you are from
4. Who your relatives (parents) are and where they are from
5. Where you live now
6. If you have a spouse, children or pets
7. What you like to do as a hobby
8. What traditional foods you like to eat
9. What traditional activities you like to do
10. End with a closing

Optional:

11. Those who wish to recite the prayer, add “Let us now pray” (in Michif!) and gesture for everyone to stand.
12. Recite the prayer