Deadiwënöhsnye's Gëjohgwa'

1st Year Adult Immersion Program

Introductory Grammar

Program Description

MISSION STATEMENT:

The Deadiwënöhsnye's (They Protect The Language) Immersion Program seeks to revitalize Onöndowa'ga:' (Seneca), and in turn Hodinöhšyo:nih, language and culture through creation of an adult immersion program that will produce effective Onöndowa'ga:' Gawë:nö' (Seneca language) speakers. This program is dedicated to providing adult learners the opportunity to exponentially increase their Onöndowa'ga:' Gawë:nö' verbal proficiency through various teaching methods and practical applications. This program is also committed to increasing the understanding and knowledge of traditional Onöndowa'ga:'/Hodinöhšyo:nih cultural teachings through Onöndowa'ga:' Gawë:nö' instruction.

INTRODUCTION:

The goal of the Deadiwënöhsnye's Immersion Program is to enable students to converse in Onöndowa'ga:' Gawë:nö' with fluent speakers on a limited number of subjects involving common situations (but not events). They will learn to describe their friends and family members: their physical appearance, clan and nation, health, mental state, aches and pains, location, place of residence, age, children, marital situation, personal possessions, and the weather. They will learn to describe people, objects and where and how they are located, their ownership, color and number. They will learn to talk about all these situations in the past, present, and future. As well, they will be able to name common domestic and "wild" animals, birds and insects and geographic features. They will be able to name common local, regional and world place names. They will also gain an understanding but not a mastery, of how to speak about everyday actions and events.

Students will learn to read and become familiar with writing Onöndowa'ga:' Gawë:nö' orthography, and will also be taught dialectical differences between different Onöndowa'ga:' communities.

*This text does not contain the oral explanations, conversations, games, drills, exercises flashcards, tests or other materials used in the program.

A few words from the Editor:

Gagwe:göh sgë:nö'! First and foremost, we would like to thank Owennatekha (Brian Maracle) for his continued work and support as our program grows. Deadiwënöhsnye's Gëjohgwa' curriculum was derived from the Mohawk Program- Onkwawenna Kentyohkwa from Ohsweken, Ontario. They began their first adult immersion program in 1999 based on the Root-Word Method and associated texts devised by Kanatawakhon (David Maracle). Without Onkwawenna's hard work and dedication, this curriculum would not exist.

I developed this preface with our current 2018 class in mind, I wanted a way to help our learners understand our methodology without getting lost in the sometimes confusing linguistic approach and jargon that many scholars use when discussing language. When studying ögwawë:nö', if possible, you should always utilize an elder / first language speaker whenever possible. If you have a question, or need guidance of some sort, seek their help first since it is they as first language speakers who have the answers, not a piece of paper. This curriculum, although derived from Onkwawenna Kentyohkwa, is the product of three years' worth of studying and fact finding by the dedicated staff of Deadiwënöhsnye's Gëjohgwa'. This specific document was developed in collaboration with elders mainly from the Cattaraugus Territory. This work did not come easy, as it is often difficult to convey to our elders what our purpose is in learning. At first, they did not agree with our method, and they did not like it. By using this method, we as teachers have taken a lot of criticism and had to learn to grow thick skin because we know our stated goal and objective, which is creating Onöndowa'ga:' Gawë:nö' speakers, is all too important to abandon.

This curriculum is a continual work in progress. We continue to learn and grow in the language from experience. This document is merely passing along what we've learned at present based on simple patterns and exceptions that we have found while studying our language. They are included for <u>reference only</u> and are meant to be used in connection with our in-class First Year Adult Immersion Program. I'd like to encourage all language learners, to use this document as a tool. There is more than one way to express yourself, and these words may have more than one meaning depending on the context in which you use them. If you happen to find an easier way to study or remember certain words, share it! Hopefully that sharing will help someone else to better understand the material or concept being studied. That is what this preface is intended to do.

Our learning is never ending. Learning Onöndowa'ga:' Gawë:nö' is not easy. We understand that, and we'd like to encourage everyone to learn more about our language every day. Use our elders. Visit them. Ask them questions. Appreciate their dedicated time and patience with us as second language speakers, as we will not have them forever.

Dëkenö:nyö' ögwagëhji'da' etiya'dagehëh ha'dewënishä:ge:h:

> ***Viola Lay***
>
> ***Clayton Logan***
>
> ***Richard John***
>
> ***Bessie Young***
>
> ***Helen Beaver***
>
> ***Edgar Lay***
>
> ***Sandy Dowdy***

Gwaëdzëönyö:g swadeyësta', ëswayë'he't ögwawë:nö'!

-Gayanëö:wi' (Jacky Snyder)

Seneca Language Pronunciation Key

Of the English alphabet, Seneca only utilizes 17 of the 26 letters including the vowels. We also include three nasal vowels making our total 20 letters and 4 symbols.

Vowels

	front	back
high	i	u
mid	e	o
nasal	ë	ö
low	ä	a

a	f*a*ther	g*a*'sgw*a*:' , s*a*'s*a*:', g*a*kw*a*', *a*gw*a*s
e	th*e*y	was*e*:', n*e*:wa', n*e*h
i	pol*i*ce	d*i*'d*i*:', w*i*s, *i*:ge's
o	n*o*te	*o*negagi', *o*iwa', *o*she:da'
u	t*u*ne	ost*u*ö:h, niw*u*'*u*:h
ä	c*a*t	g*ä*:neh, ow*ä*:no', g*ä*'hasde'
ë	m*e*n	s*ë*ni:h*ë*:h, s*ë*h, s*ë*'*ë*h n*ë*g*ë*'
ö	*o*wn	j*ö*hehg*ö*h, sgë:n*ö*', hon*ö*:h*ö*'

Dipthongs

This term is when you have two vowels next to each other, and you hear both individual sound.

Example:	g*ëö*yade'	*sky*	hanöhsgw*aö*h	*thief*
	hey*oe*h	*it's time*	ha'deg*ai*:y*ei*'	*it's necessary*
	osh*ai*sda'	*snake*	aw*ëö*'	*flower*

Consonants

			labial	alveolar	palatal	velar	laryngeal
obstruents	stops	voiceless		t		k	'
		voiced		d		g	
	affricates	voiceless		ts	tš		
		voiced		dz-j	j		
	fricatives			s	šy		h
resonants			w	n	y		

Consonant Blends & Special Characters

Consonant blends are when to consonants come together to create a unique sounds.

tš   is like the *ch* in *chalk*

  Example: **tš**a'deyohsohgo'dëh   they are the same color

  tši:gö:gë'   when I saw you

dz   is like the *dz* in *adze*. This combination can be interchanged with a *j*

  Example: yöë:**dz**ade'   earth/land

  gë**dz**oh   fish

šy   is like the *sh* in *show*

  Example: **šy**adöh   you write

  ni:**šy**a:söh   is your name

h   is an *emphasized puff of air*, whether it's at the beginning, middle or end

  Example: was**h**ë:h   ten

  os**h**e:da'   number

  * *Beginning students must listen very closely in order to start hearing the **h**'s in an Onöndowa'ga:' word, whether they choose to write all of them or not.*

Symbols

In Onöndowa'ga:', several symbols are used that impact the way the word is pronounced.
These symbols have various purposes as shown below.

:	long vowel
'	glottal stop
á	short stress
à	falling tone

Stress is the term we use to describe the way we emphasize one part of a word when we say it aloud. An **accent** is the mark we place over the syllable that is being stressed / emphasized. The accent mark is always written over the vowel in the syllable being stressed. We never write accent marks over consonants. There are three kinds of stress:

SHORT STRESS is indicated by an upstress mark (´) over the vowel being stressed. Vowels with short stress are pronounced slightly louder and with a rising tone of voice such as in gagá'da' (white oak). The vowel is the same length as other vowels in the word. Examples: **gákwa', owii:sda', ë:nishä'**

LONG STRESS is indicated by an upstress mark (´) over the vowel followed by a colon (:). Vowels with long stress are pronounced slightly louder and noticeably longer than other vowels in the same word. Often the two vowels in such a sequence are identical, so that the triple length sequence a:a contrasts with long a:, which in turn contrasts with a short a. There are thus three degrees of vowel length- short, long, and over-long. For example **ni:ga'** (how big I am), **gá'ga:'** (crow), and **gaga:a'** (story).

FALLING TONE is indicated with a downstress mark (`) over the vowel followed by a colon   (:). Vowels with falling tone are pronounced slightly louder, with a falling tone of voice and noticeably longer than other vowels in the same word. Falling pitch occurs only with long vowels suöh as in à:diyë'he't (they should learn). An over-long vowel may also exhibit a falling pitch, as in à:agë' (he might see it), where the pitch falls steadily throughout the triple length sequence.

A common feature of Onöndowa'ga:' is the **GLOTTAL STOP** indicated in writing by an apostrophe ('). A glottal stop occurs when a speaker abruptly "cuts" the end off a vowel by stopping air and sound coming out of their throat. We use glottal stops in speaking English all the time but we are unaware of them and do not write them. Example: When saying "no," people sometimes say "uh-unh." (The glottal stop occurs after the "uh" and before the "unh.") Many people also glottalize the double-t in words like kitten, so that they say "ki'ten." Examples of Onöndowa'ga:' words with glottal stops are**: o'nya', di'di', ga'ga:', na'od .** Sometimes a vowel with a glottal stop is given a short or a long stress.

Pronouns

The English language gets by with just 21 pronouns that stand alone and are separate words:

Subjective Set	Objective Set	Possessive Set
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

Onöndowa'ga:' has two kinds of pronouns- a few that stand alone (*I, you, he, she, it, etc.*) and 62 that must be "bound" or attached to a noun root or a verb root.

There are **15 red** prefixes that describe the relationship of **someone**-to-*something*.

      For example: **k**nöe's   I like it

There are **11 blue** prefixes that describe the relationship of *something*-to-**someone**.

      For example: **ak**nöe's   it likes me

There are **35 purple** prefixes that describe the relationship of **someone**-to-**someone.**

      For example: **gö**nöe's   I like you

There are **11 light blue** prefixes that describe someone's possessions

      For example: **ak**nöhso:d   my house

In addition to the 72 bound pronouns, there are 15 "stand-alone" pronouns in Onöndowa'ga:' we call "free" pronouns. The free pronouns we use most often are:

	gya'di:h	I, me
	šya'di:h	you
	haya'di:h	him
	yeya'di:h	her
	gaya'di:h	it
	de**hni**yashe:h	me and you
	de**yakni**ya:she:h	me and someone (you excluded)
	de**sni**yashe:h	you two
	de:**ni**yashe:h	two men / man and woman
	de**kni**yashe:h	two women
	dwagwe:göh	all of us (you included)
	agwagwe:göh	all of us (you are excluded)
	swagwe:göh	all of you (me excluded)
	hadigwe:göh	all men / all men and women
	wadigwe:göh	all women

*A lot of times, we may refer to me/myself as ***i:'***, and you/yourself as ***i:s***. When the joiner word of "neh" or "näh" gets bumped up to these words, they tend to join and become ***ni:'*** and ***ni:s****. These are just shorter ways of saying "*näh i:'*" and "*näh i:s*". Both have the same meanings.

RED & BLUE prefixes – all stems

	C stem -nöe's (like s.t.)	A stem -ahdë:dih (go/depart)	I stem -i'jo (settle/dwell)	E / Ë stem -ënöhdönyöh (think)	O / Ö stem -öhe' (is alive)
I	ge / k / ig	g	g	g	g
you	se / s	s	s	s	s
he	ha	h	hё	h	h
she	ye	yö	ye	y	yag
it	ga	w	gë	w	y
you & I	hni	hny / dy (j)	hn	hny	hn
s.o. & I	yakni	yaky / yakny	yakn	yaky / yakny	yakn
you two	sni	sny	sn	sny	sn
two Ms	hi / deni	y	h	n / y	hin
two Fs	kni/ dekni/ degi	gy	khn	gy	kn
you all & I	dwa	dw	dwё	dw	dy (j)
they & I	yagwa	yagw	yagwё	yagw	yagy
all of you	swa	sw	swё	sw	swa
they Ms	hadi	hёnö	hën / had	hën	hën
they Fs	wadi	wёnö	wën / wad	wën	wën

Do not try to memorize this chart. Instead, combine a prefix with the accompanying verb root and learn the resultant word and its English equivalency.

	C stem -nökdanih (is sick)	A stem -ahjö'öh (is afraid)	I stem -ida'was (is sleepy)	E / Ë stem -ënihë' (quit/stop doing)	O / Ö stem -ö'e:shas (joyful/grateful)
I	wage / wak	wag	wag	wag	wag
you	sa	s	sё	sa	s
he	ho	ho	ho	ho	ha
she	yago	yago	yago	yago	yaga / yag
it	yo	yo	yo	yo	ya / y
you & I	yökni	yögy	yökn	yökni	yökny / yögy
s.o. & I	yökni	yögy	yökn	yökni	yökny / yögy
you two	sni	sny	sn	sni	sny
two Ms	hodi	honö	hod / hon	hodi	hön
two Fs	yodi	yonö	yod / yon	yodi	yön
you all & I	yögwa / yagwa	yögw / yagw	yögwa / yagwa	yögwa / yagwa	yögy/yagy/yögwa
they & I	yögwa / yagwa	yögw / yagw	yögwa / yagwa	yögwa / yagwa	yögy/yagy/yögwa
all of you	swa	sw	swё	swa	swa
they Ms	hodi	honö	hod / hon	hodi	hön
they Fs	yodi	yonö	yod / yon	yodi	yön

	C stem -nöe's *(like s.t.)*				
I	**ge / k / ik**				
you	**se / s**				

1.) the **e** in **ge** and **e** in **se** are "weak" and disappear when attached to roots beginning with *h*, *y* and most (but not all) *k*'s. Example: **g**yënde:ih, **g**ya:söh and **ag**yë'

2.) The **k** prefix is attached to most (but not all) roots that begin with an *n* or an *h*. Example: **k**nöe's, **k**nege:ha' and **ak**nökda:nih

3.) the **s** prefix when bumped together with a *y* prefix will produce the **š**y sound. Example: **š**yëde:ih, **š**yadö:h and **š**ya:söh

4.) the **se** prefix when bumped together with an *h* or *n* prefix will result in the *e* disappearing. Example: **s**nöe's,

	A stem -ahdë:dih *(go/depart)*	I stem -i'jo *(settle/dwell)*	E / Ë stem -ënöhdönyöh *(think)*	O / Ö stem -öhe' *(is alive)*
he		h**ë**		
she	y**ö**	y**e**		
it		g**ë**		
you all & I		dw**ë**		
they & I		yagw**ë**		
all of you		sw**ë**		
they Ms	h**ënö**	had / hën		
they Fs	w**ënö**	wad / wën		
you		s**ë**	s**a**	
he	h**o**	h**o**	h**o**	ha
she	yag**o**	yag**o**	yag**o**	yaga
it	y**o**	y**o**	y**o**	ya
you & I			yökn**i**	
s.o. & I			yökn**i**	
you two			sn**i**	
two Ms	hon**ö**		hodi	
two Fs	yon**ö**		yodi	
you all & I		yögw**a** / yagwë	yögw**a**	
they & I		yögw**a** / yagw**a**	yögw**a** / yagw**a**	
all of you		sw**ë**	sw**a**	sw**a**
they Ms	hon**ö**		hodi	
they Fs	yon**ö**		yodi	

5.) The underlined and italicized vowels at the end of these prefixes replace the first letter of the verb root. Adding the prefix **yö** to the verb root –*adeyës* does not produce **yö**adeyës, it becomes **yö**deyës. Similarly, adding **ho** to -*i:da'was* does not become **ho**ida'was, it becomes **ho**da'was.

	C stem -nöe's *like s.o.*	A stem -aödö *ask s.o.*	I stem -i:dë:s *kind to/affection*	E / Ë stem -ënöhdönyöh *think of s.o.*	O / Ö stem -öhwadanih *point out to s.o.*
I → you	gö	göy	gö	göy	göy
I → him	he	hey	he	hey	hey
I → her (s.o./them)	ke	key	ke	key	key
I → you two	kni	ky / gy	kn	kn	kn
I → you all	gwa	gw	gwë	gw	gy
you → me	sge / ske	sge	sge	sge	sge
you → him	hehse	hehse	hehs	hehse	hehse
you → her (s.o./them)	she	shey	she	shey	shey
you → someone & I	skni	sky	skn	skn	skn
you → they & I	sgwa	sgw	sgwë	sgw	sgy
he → me	hage / hake	hage	hage	hage	hage
he → you	ya	y	yë	y	yay
he → him	höwö / ho	höwö / ho	höwë / ho	höw / haw	höwa / ha
he → her (s.o./them)	shago	shago	shago	shagwa	shaga
he → you & I / someone & I	shökni	shöky	shökn	shökn	shökn
he → you two	shesni	shes	shesn	shesn	shesn
he → you all & I / they & I	shögwa	shögw	shögwë	shögw	shögy
he → you all	sheswa	shesw	sheswë	shesw	shes
he → them Ms (mixed) / Fs	hagö	hagöy	hagö	hagöy	hagöy
she (s.o./they) → me	yök / yöge	yög	yög	yög	yög
she (s.o./they) → you	yösa / yesa	yösa / yesa	yösë / yesë	yös / yes	yösay / yesa
she (s.o./they) → him	höwö	höw	höwë	höw	höwa
she (s.o./they) → her (s.o./them)	go/yödah/yödade	go / yödad	go / yödad	go / yödad	go / yödad
she → someone & I	yökhi	yökhiy	yökhi	yökhiy	yökhiy
she (s.o./they) → you two / you all	yetshi	yetshiy	yetsh	yetshiy	yetshiy
she (s.o./they) → you all & I/they & I	yökhi	yökhiy	yökhi	yökhiy	yökhiy
she → them Ms (mixed)	göwö / höwën	höwën	höwën	höwën	höwën
she → them Fs	göwö / höwën	höwën	höwën	höwën	höwën

	C stem -nöe's *like s.o.*
you → me	**ske**
you → him	**heshe**
he → me	**hage**
she, they, s.o. →	**yöke**
she, they, s.o. →	**yödade**

The *e* at the end of these prefixes disappear when they are attached to roots that begin with h, y. Example: **hak**nöe's but **hag**yëde:ih and **hag**ö:wi'.

	A stem -aödö' *ask s.o.*	I stem -ì:dës *pity s.o.*
I → you		**gö**
I → her, them, s.o.		**ke**
I → you all / they & I → you		**gwë**
you → them & me / you		**sgwë**
you two/all + I → him		**shedwë**
you all → me		**sgwë**
you all ←→ him		**sheswë**
he → you		**yë**
he → him	**ho** (y)	**ho**
he → her, them, s.o.	**shago**	**shago**
he → us all		**shögwë**
she, they, s.o. → you		**ösë**
she, they, s.o. → him		**höwë**
she, they, s.o. → it, her		**göwë**
they + I → him		**shagwë**

The italicized and underlined vowels at the end of these prefixes replace the first letter of the root they are attached to.

she (s.o./they) → me	**yök / yöge**	**yög**	**yög**	**yög**	**yög**
she (s.o./they) → you	**yösa / yesa**	**yösa / yesa**	**yösë / yesë**	**yös / yes**	**yösay / yesa**
she (s.o./they) → she (s.o./they)	**go/yödah/yödad**	**go / yödad**	**go / yödad**	**go / yödad**	**go / yödad**
she (s.o./they) → you/s.o. & I	**yökhi**	**yökhiy**	**yökhi**	**yökhiy**	**yökhiy**
she (s.o./they) → you two / you all	**yetshi**	**yetshiy**	**yetsh**	**yetshiy**	**yetshiy**
she (s.o./they) → you all/they & I	**yökhi**	**yökhiy**	**yökhi**	**yökhiy**	**yökhiy**

The *y* at the beginning of these prefixes is not written or pronounced unless something is attached to the beginning of the prefix. Example: de**yöge**snye' and ë**yökhi**ya'dihsa:g

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"De" Verbs

Of all of the pronominal prefixes, the duplicative or dual prefix has the greatest variety of uses. It is apparent that a majority of the "de" verbs describe or represent two of something.

deganöhsa:ge:h	2 houses	**degawisda:ge:h**	2 dollars
dewahsöda:ge:h	2 nights	**dewënishä:ge:h**	2 days
deyögwe'da:ge:h	2 people	**deyohsohgwa:ge:h**	2 colors

"De" is also used with other verb roots or bases in counting two's.

dekniksa'a:h	2 girls	**dewashë:h**	20
dewë'nya'e:h	200	**de:nö:gwe:h**	2 men
dewë'nisga:ö'	2 wheels/bicycle	**dewagya'göh**	I've cut it in 2

Some duplicative continue to be used even when the number is larger than two.

de:ya:dä's	they meet	**dejadogëta'**	they oppose each other
de:yadaje:nö:s	they wrestle	**deyagwadënö:de'**	we are siblings

The duplicative can also mean a change from one state to another.

degaya:ya's	it crosses over	**desawënye:h**	stir it
dega:dës	it flies (airplane)	**deyosha'kdö:h**	it's crooked, bent

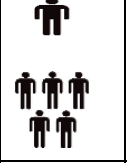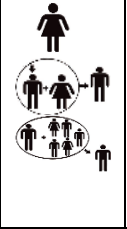*Other bases require the duplicative although the motion is less obvious.*

deyagohsë:twëh	she's crying	**deyodi:yö:n**	it's stretched
deyagotgwëh	she's dancing	**deodëdzo:ni:h**	he needs it

	Write the letter of the matching prefix in the middle column			
1	I -> you two		hehs**e**	A
2	he -> me		shögwa	B
3	they & I -> him		shagwa	C
4	she -> her		**y**akhi	D
5	I -> her, them, someone		shakni	E
6	she -> you		skni	F
7	they (Ms / Ms & Fs) -> her		**y**etši	G
8	you two -> me		she	H
9	you -> him		**y**ödad**e** / **y**ödad / **ya**go	I
10	she -> them (Ms)		göwödi	J
11	you all -> me		sk**e** / sg**e**	K
12	he -> us two		**y**ödad**e** / **y**ödad / **ya**go	L
13	I -> you		sgwa	M
14	he -> you two		höwö	N
15	they -> you & me / them & me		gwa	O
16	s.o. & I -> him		kni	P
17	you -> her / them		**y**ög**e** / **y**ok**e**	Q
18	she -> them (Fs)		shökni	R
19	he -> him		höwödi	S
20	I -> you all		sgwa	T
21	he -> us all		shagodi	U
22	you two / you all -> her		sheswa	V
23	she -> me		gö	W
24	you all & I -> him		he	X
25	she -> him		hak**e** / hag**e**	Y
26	he -> you		göwö	Z
27	you -> me		**y**ethi	AA
28	they (Fs) -> her		shesni	BB
29	you & I -> him		gwa	CC
30	he -> her		shedni	DD
31	you -> they & I		k**e**	EE
32	she -> her		**ya**	FF
33	they / s.o. & I -> her		shedwa	GG
34	I -> him		**y**ökni	HH
35	you all -> him		**y**ösa / **y**esa	II
36	you all & I -> her		shago	JJ
37	they & I -> you		shedwa`	KK
38	you all & I -> him		höwö	LL

	me	you	him	her them	it		you & I	s.o. & I	you two	y'all & I (we)	they & I	you all	they Ms / mixed	they Fs
All Prefixes – C stem														
I		gö	he	ke	ge / k / ig	age / ak			kni			gwa	ke	ke
you	sge/ske		hehse	she	se / s / ts	sa		skni			sgwa		she	she
he	hake/hage	ya	höwö / ho	shago	ha	ho	shökni	shökni	shesni	shögwa	shögwa	sheswa	höwö / högo	höwö / högo
she	yöge/yök	yösa/yesa	höwö	yödah / yödade/ yago	ye	yago	yökhi	yökhi	yetsi	yökhi	yökhi	yetsi	göwö / höwën	göwö / höwën
it	age / ak	sa	ho	yago	ga	yo	yökni	yökni	sni	yögwa	yögwa / yagwa	swa	hodi	yodi
you & I			shedni	yethi	hni	yökni						gwa	yethi	yethi
s.o. & I			shakni	yakhi	yakni	yökni						gwa	yakhi	yakhi
You two	skni		shesni	yetshi	sni	sni		skni			skni		yetshi	yetshi
2 Ms	hök / höge	hösa	höwö	shagodi	hi deni	hodi	yökhi	yökhi	yetshi	yökhi	yökhi	yetshi	höwadi / höwë	göwödi
2 Fs	yöke/yöge	yösa/yesa	höwö	shagodi	kni dekni	yodi	yökhi	yökhi	yetshi	yökhi	yökhi	yetshi	höwödi / höwë	göwödi
y'all & I (we)			shedwa	yethi	dwa	yögwa							yethi	yethi
they & I		gwa	shagwa	yakhi	yagwa	yögwa / yagwa			gwa			gwa	yakhi	yakhi
you all	sgwa		sheswa	yetshi	swa	swa		sgwa			sgwa		yetshi	yetshi
they Ms / mixed	hök / höge	hösa	höwö	shagodi	hadi	hodi	yökhi	yökhi	yetshi	yökhi	yökhi	yetshi	höwödi / höwë	göwödi
they Fs	yöke/yöge	yösa/yesa	höwö	shagodi	wadi	yodi	yökhi	yökhi	yetshi	yökhi	yökhi	yetshi	höwödi / höwë	göwödi

14

Negating

The simplest way to negate a past tense verb, is to put a **de'** before your colored pronoun. **De'** is short for **de'**ne:' which means "*that's not it*". With almost everything in Onöndowa'ga:', there are some rules that must be remembered:

	ha , **h,** **hadi,** **hënö,** **honö,** **hodi**	*h*'s are known as "weak". When you come across the combination of d*e'h* together, *e'h* will disappear, leaving the next vowel to be lengthened.	*(verb)* **ha**nöe's *(de' + verb)* **de'ha**nöe's *(omit e'h and lengthen)* **da:**nöe's	
	ye, **yö,** y**akni,** y**aknya,** y**agwa,** ya**go**, y**ökni,** y**ögwa**	When you come across the combination of d*e'ye* or d*e'yö*, the *y* will disappear, but the remaining vowels tend to *harmonize	*(verb)* **ye**negeha' *(de' + verb)* **de'ye**negeha' *(omit y)* **de'e**nege:ha'	*(verb)* **yö**de:yës *(de' + verb)* **de'yö**de:yës *(omit y)* **de'ö**de:yës *(harmonize)* **dö'ö**de:yës
	hni, **hnya**	When negated, the **d**e'*h* combination will stay, but only for this pronoun.	*(verb)* **hny**adekönih *(de' + verb)* **de'hny**adekö:nih	
	hi , ya	This pronoun is strong. When the **de'** is added to the front of it, the **de** will stay but it will be lengthened. The hi pronoun will change the *h* into an *n*	*(verb)* **hi**kö:nih *(de' + verb)* **de'hi**könih *(lose h, add n & lengthen)* **de:ni**könih	*(verb)* **ya**dënö:ta' *(de' + verb)* **de'y**adënöta' *(lose ', add :)* **de:y**adënöta'
	de	When negating a "*de*" verb, it requires a **da'** to show the negation	*(verb)* de**yagy**adënö:dë' *(da' + verb)* **da'**de**yagy**adënö:dë'	

*Not all of our Elders vowel harmonize. We've noticed that some of our elders on Cattaraugus Territory are more prone too. Both ways are correct and are still used today.

The simplest way to negate a future or conditional tense verb, is to put a **ta:** or a **tae** before your colored pronoun. You'd use these examples if it's a 'possibility' if someone might not, or ought not do something.

ta:	k, g, w, s, h, ha hënö, hadi h, ho hodi,honö	Rule #1: When an *h* is between two like vowels (v_1 H v_1), the *h* will drop leaving the vowels. The second vowel will drop and turn into a length ($v_1 v_1 = v$:)	ta**h**aja'dowaë' taaja'dowaë' ta:ja'dowaë'	ta:gesga:tgwë'
ta:	ye, yö yakni,yaknya yagwa yago, yo yökni, yögwa	The original verb will remain, but a lengthened **ta:** will proceed it.	ta**yö**do:wi' ta:**yö**do:wi'	
tae	hn, sn dw, sw	The original verb will remain, but a **tae** will proceed it.	tae**hny**adekö:nya:nö' tae**dw**ajo'da:d	tae**sn**i:da:' tae**sw**e:se:g

Conjugation

Past:

wa	h, ha hënö, hadi h, ho hodi, honö	**Rule #1**: When an *h* is between two like vowels (v_1 H v_1), the *h* will drop leaving the vowels. The second vowel will drop and turn into a length ($v_1 v_1$ = v:)	wa**ha**de:yës wa**a**de:yës wa**:**de:yës	**Rule #2**: When an *h* is between to unlike vowels (v_1 H v_2), the *h* will drop leaving the two unlike vowels	wa**hodi**nya:g wa**odi**:nya:g
wa	ye, yö yakni, yaknya yagwa yago, yo yökni, yögwa	**Rule #3**: When wa is placed before a *y*, the *y* will disappear but a ' will take its place.	wa**yö**dënö:dë' wa**'ö**dënö:dë'		wa**yago**dekö:ni' wa**'ago**dekö:ni'
wa	ya hi	**Rule #4**: When wa is placed before the 2Ms prefix, it will lengthen (hi- *h* will turn into *n*)	wa**ya**hdë:di' wa**:ya**hdë:di'		wa**hi**kö:ni' wa**:hi**kö:ni' wa**:ni**kö:ni'
o'	g**e**, k, s**e**, w	o'**ga**tši'waë'	o'**k**ni:no'	o'**s**ahdëja't	o'**w**ajo'da:d
e	hn, sn dw, sw	e**hní**yadö:'	e**sní**negéä'	e**dw**adëno:dë'	e**sw**adi'sda:ë'

Conditional:

a:	g, k, s, y, w	a:**g**ahdë:di'	a:**yagw**atga:nye'	a:**yago**da'ö:g	a:**k**nöe:t
a	h	When you put the conditional prefix before an *h*, you must remember the ($v_1 v_1$ = v:) and (v_1 H v_2) rules	a:**ha**de:yës a:**a**de:yës à**:**de:yës		a:**hënö**do:wi' a:**ënö**do:wi'
ae	hn, sn dw, sw	ae**hny**ade:yës	ae**sni**:nö'	ae**dw**adi'sda:ë'	ae**sw**aja'dageha'
a:	hi	When a: is placed before the 2 Ms prefix, it will lengthen		a:**hi**kö:ni' a:**ni**kö:ni'	

Future:

ë	ha	**Rule #5**: When a ë precedes **ha**, the (v_1 H v_2) rule applies again. In this instance, the ëa combination turns to ë**ö**	ë**ha**dënö:dë' ë**a**dënö:dë' ë**ö**dënö:dë'	ë**hadi**yë'he't ë**adi**yë'he't ë**ödi**yë'he't
ë	wa wadi	**Rule #6**: When a ë precedes **wa**, the ëwa turns into ë**wö**	ë**wa**hsa:wë' ë**wö**hsa:wë'	ë**wadi**ye:h ë**wödi**ye:h
ë	ya hi	**Rule #7**: When ë is placed before the 2Ms prefix, it will lengthen (hi- *h* will turn into *n*)	ë**:ya**hdë:di'	ë**hi**kö:ni' ë**:hi**kö:ni' ë**:ni**kö:ni'
ë	he	**Rule #7**: When a ë precedes he, the (v_1 H v_2) rule applies again. In this instance, when left with ëe, the ë drops and the e is lengthened	ë**he**ya'dage:ha' ë**e**ya'dage:ha' **e:**ya'dage:ha'	ë**he**hseyë:de:i' ë**e**hseyë:de:i' **e:**hseyë:de:i' **e:**hšyë:de:i'**

**Refer back to #3 of Exceptions from page 9

Conjugation of DE Verbs

Past:

o't	h, ha hënö, hadi ge, s, h, ho hodi,honö	o'ta**yeönyö:'**	o'ta**di**:k	o't**k**nö:nyö:'	o't**o'**tsös
o'j	ye, yö yakni,yaknya yagwa yago, yo yökni, yögwa	o'j**e**k	o'j**akni**ya'do:wed	o'j**agwa**nö:nyö:'	o'j**a:gy**a:t
o'tš	ya	o'tš**a**dogwad	o'tš**a**:d	o'tš**a**wënye:'	
o't	hi	o't**hi**yeönyö:'	o't**hi**:k	o't**hi**ya'dowehda:nö'	o't**hi**nönyö:'
o'd	w	o'd**w**adogwad	o'd**w**a:d	o'd**w**awënye:'	
o'di	hn, sn dw, sw	o'di**hni**yeönyö:'	o'di**hni**:k	o'di**hni**ya'dowe:d	o'di**hni**nö:nyö:'

Conditional:

da:	g, k, s, y, w	da:**g**awënye:'	da:**ye**:k	da:ya'dowe:d	da:**yagwa**:t
da	h	When you put the conditional prefix before an *h*, you must remember the (v_1 v_1 = v:) and (v_1 H v_2) rules		da:**ha**:k da:**a**:k da:k	da**hënö**:n da**ënö**:n da**ë:nö**:n
dae	hn, sn dw, sw	dae**hny**awënye:'	dae**sni**:k	dae**dw**adogwad	dae**swa**:d
da:	hi ya	da:**y**adogwad		When da: is placed before the 2 Ms prefix, it will lengthen (*h will change to an n*)	da:**ni**yeönyö:'

Future:

dë	ha	Rule #5: When a ë precedes **ha**, the (v_1 H v_2) rule applies again. In this instance, the ë**a** combination turns to ë**ö**	dë**ha**dogwad dë**a**dogwad dë**ö**dogwad	dë**ha**di:k dë**a**di:k dë**ö**di:k
dë	wa wadi	Rule #6: When a dë precedes **wa**, the dë**wa** turns into dë**wö**	dë**wa**ta:g dë**wö**ta:g	dë**wadi**nö:nyö:' dë**wödi**nö:nyö:'
dë	ya hi	Rule #7: When ë is placed before the 2Ms prefix, it will lengthen (hi- *h* will turn into *n*)	dë:**y**a:d	dë**hi**ya'dowe:d dë:**hi**ya'dowe:d dë:**ni**ya'dowe:d