

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 Hodinöhsyo: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:'/Hodinöhsyo: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. Deadiwëhöhsnye'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 Deadiwëhöhsnye'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 reference only 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	<u>f</u> ather	<u>g</u> a's <u>g</u> wa:' , <u>s</u> a's <u>a</u> :' , <u>g</u> ak <u>w</u> a' , <u>a</u> g <u>w</u> as
e	the <u>y</u>	wase:' , ne:wa' , neh
i	pol <u>i</u> ce	d <u>i</u> 'd <u>i</u> :' , w <u>i</u> s , i:ge's
o	n <u>o</u> te	<u>o</u> negagi' , <u>o</u> iwa' , <u>o</u> she:da'
u	t <u>u</u> ne	ost <u>u</u> ö:h , niw <u>u</u> ' <u>u</u> :h
ä	c <u>a</u> t	g <u>ä</u> :neh , ow <u>ä</u> :no' , g <u>ä</u> 'hasde'
ë	m <u>e</u> n	s <u>e</u> ni:h <u>e</u> :h , s <u>e</u> h , s <u>e</u> ' <u>e</u> h n <u>e</u> g <u>e</u> '
ö	<u>o</u> wn	j <u>ö</u> hehg <u>ö</u> h , sg <u>e</u> :n <u>ö</u> ' , hon <u>ö</u> :h <u>ö</u> '

Diphthongs

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

Example:	g <u>e</u> öyade'	sky	hanöhsgwa <u>ö</u> h	thief
	hey <u>o</u> eh	it's time	ha'deg <u>ai</u> : <u>ye</u> i'	it's necessary
	osh <u>ai</u> sda'	snake	aw <u>e</u> ö'	flower

Consonants

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

Consonant Blends & Special Characters

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

tš is like the *ch* in *chalk*

Example: tša'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:dzade' earth/land

gëdzoh fish

šy is like the *sh* in *show*

Example: šyadöh you write

ni:šya:söh is your name

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

Example: washë:h ten

oshe: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 such 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: **knöe's** **I like it**

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

For example: **aknöe's** **it likes me**


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

For example: **gönöe's** **I like you**

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

For example: **aknöhsö: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
	ye'ya'di:h	her
	gaya'di:h	it
	dehnyashe:h	me and you
	deyakniya:she:h	me and someone (you excluded)
→ 	desnyashe:h	you two
	de:niashe:h	two men / man and woman
	deknyashe: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 / Ě stem -ënöhdönyöh (think)	O / Ö stem -öhe' (is alive)
I	ge / k / ik	g	g	g	g
you	se / s	s	s	s	s
he	ha	h	hě	h	h
she	ye	yö	ye	y	yag
it	ga	w	gě	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	gy	khn	gy	kn
you all & I	dwa	dw	dwě	dw	dy (j)
they & I	yagwa	yagw	yagwě	yagw	yagy
all of you	swa	sw	swě	sw	swa
they Ms	hadi	hěnö	had / hěn	hěn	hěn
they Fs	wadi	wěnö	wad / wěn	wěn	wěn

	C stem -nökdanih (is sick)	A stem -ahjö'öh (is afraid)	I stem -ida'was (is sleepy)	E / Ě stem -ënihě' (quit/stop doing)	O / Ö stem -ö'e:shas (joyful/grateful)
I	wage / wak	wag	wag	wag	wag
you	sa	s	sě	sa	s
he	ho	hō	hō	hō	ha
she	yago	yagō	yagō	yagō	yaga
it	yo	yō	yō	yō	ya
you & I	yökni	yögy	yökn	yökni	yökny
s.o. & I	yökni	yögy	yökn	yökni	yökny
you two	sni	sny	sn	sni	sny
two Ms	hodi	honō	hod	hodi	hön
two Fs	yodi	yonō	yod	yodi	yön
you all & I	yögwa	yögw	yögwa / yagwě	yögwa	yogy
they & I	yögwa / yagwa	yögw / yagw	yögwa / yagwa	yögwa / yagwa	yogy / yagy
all of you	swa	sw	swě	swa	swa
they Ms	hodi	honō	hod	hodi	hön
they Fs	yodi	yonō	yod	yodi	yön

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.

Exceptions

	C stem -nōe'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: **gy**ēnde:ih, **gya**:sōh and **agy**ē'
- 2.) The **k** prefix is attached to most (but not all) roots that begin with an *n* or an *h*. Example: **kn**ōe's, **knege**:ha' and **akn**ōkda:nih
- 3.) the **s** prefix when bumped together with a *y* prefix will produce the **šy** sound. Example: **šy**ēde:ih, **šyad**ō:h and **šya**:sōh
- 4.) the **se** prefix when bumped together with an *h* or *n* prefix will result in the *e* disappearing. Example: **sn**ōe's,

	A stem -ahdē:dih (go/depart)	I stem -i'jo (settle/dwell)	E / Ę stem -ēnōhdōnyōh (think)	O / Ō stem -ōhe' (is alive)
he		hē		
she	yō	ye		
it		gē		
you all & I		dwē		
they & I		yagwē		
all of you		swē		
they Ms	hēnō	had / hēn		
they Fs	wēnō	wad / wēn		
you		sē	sa	
he	hō	hō	hō	ha
she	yagō	yagō	yagō	yaga
it	yō	yō	yō	ya
you & I			yōknj	
s.o. & I			yōknj	
you two			snj	
two Ms	honō		hodj	
two Fs	yonō		yodj	
you all & I		yōgwa / yagwē	yōgwa	
they & I		yōgwa / yagwa	yōgwa / yagwa	
all of you		swē	swa	swa
they Ms	honō		hodj	
they Fs	yonō		yodj	

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

PURPLE prefixes – all stems

	C stem -nöe's <i>like s.o.</i>	A stem -aödö <i>ask s.o.</i>	I stem -i:dë:s <i>kind to / affection for / nity s.o.</i>	E / Ę stem -ënöhdönyöh <i>think of s.o.</i>	O / Ö stem -öhwadanih <i>point out to s.o.</i>
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 / hō	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) → she (s.o./they) them	go/yödah/yödade	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
she (s.o./they) → them Ms (mixed)	höwadi / shagodi	höwën	höwën	höwën	höwën
she (s.o./they) → them Fs	höwadi / shagodi	höwën	höwën	höwën	höwën

EXCEPTIONS

	C stem -nöe's <i>like s.o.</i>
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: **haknöe's** but **hagyède:ih** and **hagö:wi'**.

	A stem -aödö' <i>ask s.o.</i>	I stem -i:dës <i>pity s.o.</i>
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/yödada	go / yödada	go / yödada	go / yödada	go / yödada
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: **deyögesnye'** and **ëyökhiya'dihsa:g**

“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.

<u>de</u>ganöhsa:ge:h	2 houses	<u>de</u>gawisda:ge:h	2 dollars
<u>de</u>wahsöda:ge:h	2 nights	<u>de</u>wänishä:ge:h	2 days
<u>de</u>yögwe'da:ge:h	2 people	<u>de</u>yohsohgwa:ge:h	2 colors

“De” is also used with other verb roots or bases in counting two’s.

<u>de</u>kniksa'a:h	2 girls	<u>de</u>washë:h	20
<u>de</u>wë'nya'e:h	200	<u>de</u>:nö:gwe:h	2 men
<u>de</u>wë'nisga:ö'	2 wheels/bicycle	<u>de</u>wagya'göh	I've cut it in 2

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

<u>de</u>:ya:dä's	they meet	<u>de</u>jadogëta'	they oppose each other
<u>de</u>:yadaje:nö:s	they wrestle	<u>de</u>yagwadënö:de'	we are siblings

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

<u>de</u>gaya:ya's	it crosses over	<u>de</u>sawënye:h	stir it
<u>de</u>ga:dës	it flies (airplane)	<u>de</u>yosha'kdö:h	it's crooked, bent

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

<u>de</u>yagohsë:twëh	she's crying	<u>de</u>yodi:yö:n	it's stretched
<u>de</u>yagotgwëh	she's dancing	<u>de</u>odödzo:ni:h	he needs it

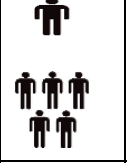
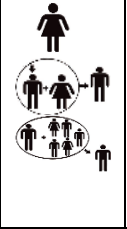


Write the letter of the matching prefix in the middle column			
1	I -> you two		hehse A
2	he -> me		shögwa B
3	they & I -> him		shagwa C
4	she -> her		yakhi D
5	I -> her, them, someone		shakni E
6	she -> you		skni F
7	they (Ms / Ms & Fs) -> her		yetši G
8	you two -> me		she H
9	you -> him		yödade / yödäd / yago I
10	she -> them (Ms)		göwödi J
11	you all -> me		ske / sge K
12	he -> us two		yödade / yödäd / yago 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		yöge / yoke 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		hake / hage Y
26	he -> you		göwö Z
27	you -> me		yethi AA
28	they (Fs) -> her		shesni BB
29	you & I -> him		gwa CC
30	he -> her		shedni DD
31	you -> they & I		ke EE
32	she -> her		ya FF
33	they / s.o. & I -> her		shedwa GG
34	I -> him		yökni HH
35	you all -> him		yösa / yesa II
36	you all & I -> her		shago JJ
37	they & I -> you		shedwa` KK
38	you all & I -> him		höwö LL

All Prefixes – C stem

	me	you	him	her them	it	you & I	s.o. & I	you two	yall & I	they & I	you all	Ms Ms&Fs	Fs
I		gö	he	ke	ge/k			kni			gwa	ke	ke
you	sgе/ske		hehse	she	se/s		sgwa			sgwa		she	she
he	hake/hage	ya	höwö	shago	ha	shökni	shökni	shesni	shögwa	shögwa	sheswa	hagö	hagö
she	yöge/yöke	yösa/yesa	höwö	yödade / yago	ye	yökhi	yökhi	yetsi	yökhi	yökhi	yetsi	höwödi	göwödi
it	wage/wake	sa	ho	yago	yo ga	yökni	yökni	sni	yögwa	yögwa	swa	hodi	yodi
you & I			shedni	yethi	hni						gwa	yethi	yethi
s.o. & I			shakni	yakhi	yakni						gwa	yakhi	yakhi
You two	skni		shesni	yetsi	sni		skni			sgwa		yetsi	yetsi
2 Ms	hög	hösa	höwö	shagodi	hi deni	yökhi	yökhi	yetsi	yökhi	yetsi	yetsi	höwödi	höwödi
2 Fs	yöke/yöge	yösa/yesa	höwö	shagodi	kni dekni	yökhi	yökhi	yetsi	yökhi	yetsi	yetsi	höwödi	göwödi
yall & I			shedwa	yethi	dwa							yethi	yethi
they & I		gwa	shagwa	yakhi	yagwa			gwa			gwa	yakhi	yakhi
you all	sgwa		sheswa	yetši	swa	sgwa	sgwa			sgwa		yetši	yetši
they Ms	höge	hösa	höwö	shagodi	hadi	yöki	yöki	yetši	yöki	yöki	yetši	höwödi	höwödi
they Fs	höge	hösa	höwö	göwö	wadi	yöki	yöki	yetši	yöki	yöki	yetši	höwödi	göwödi

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	<i>h's</i> are known as "weak". When you come across the combination of de'h together, <i>e'h</i> will disappear, leaving the next vowel to be lengthened.	(verb) hanöe's (de' + verb) de'hanöe's (omit e'h and lengthen) da:nöe's	
	ye, yö, yakni, yaknya, yagwa, yago, yökni, yögwa	When you come across the combination of de'ye or de'yö , the <i>y</i> will disappear, but the remaining vowels tend to *harmonize	(verb) yenegeha' (de' + verb) de'yenegeha' (omit y) de'enege:ha'	(verb) yöde:yës (de' + verb) de'yöde:yës (omit y) de'öde:yës *(harmonize) dö'öde:yës
	hni, hnya	When negated, the de'h combination will stay, but <u>only</u> for this pronoun.	(verb) hnyadekönih (de' + verb) de'hnyadekö: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 <i>h</i> into an <i>n</i>	(verb) hikö:nih (de' + verb) de'hikönih (lose h, add n & lengthen) de:nikönih	(verb) yadënö:ta' (de' + verb) de'yadënöta' (lose ', add :) de:yadënöta'
	de	When negating a "de" verb, it requires a da' to show the negation	(verb) deyagyadënö:dë' (da' + verb) da'deyagyadënö: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	<u>Rule #1:</u> When an <i>h</i> is between two like vowels (v ₁ H v ₁), the <i>h</i> will drop leaving the vowels. The second vowel will drop and turn into a length (v ₁ v ₁ = v:)	ta haja'dowaë' ta aaja'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 yödo:wi' ta :yödo:wi'	
tae	hn, sn dw, sw	The original verb will remain, but a tae will proceed it.	tae hnyadekö:nya:nö' tae dwajo'da:d	tae sn:da:' tae sw:se:g

Conjugation

Past:

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

Conditional:

a:	g, k, s, y, w	a:gahdë:di'	a: yag watga:nye'	a: yago da'ö:g	a:knöe:t
a	h	When you put the conditional prefix before an <i>h</i> , you must remember the ($v_1 v_1 = v:$) and ($v_1 H v_2$) rules		a: h ade:yës a: a de:yës à:de:yës	a: h ënödo:wi' a: h ënödo:wi'
ae	hn, sn dw, sw	ae h nyade:yës	ae s ni:nö'	ae d wadi'sda:ë'	ae s waja'dageha'
a:	hi	When <i>a:</i> is placed before the 2 Ms prefix, it will lengthen			a: hi kö:ni' a: ni kö:ni'

Future:

ë	ha	<u>Rule #5:</u> When a <i>ë</i> precedes <i>ha</i> , the ($v_1 H v_2$) rule applies again. In this instance, the <i>ëa</i> combination turns to <i>ëö</i>	ë h adënö:dë' ë a dënö:dë' ë ö dënö:dë'	ë h adiyë'he't ë a diyë'he't ë ö diyë'he't
ë	wa wadi	<u>Rule #6:</u> When a <i>ë</i> precedes <i>wa</i> , the <i>ëwa</i> turns into <i>ëwö</i>	ë w ahsa:wë' ë w öhsa:wë'	ë w adiye:h ë w ödiye:h
ë	ya hi	<u>Rule #7:</u> When <i>ë</i> is placed before the 2Ms prefix, it will lengthen (<i>hi-</i> <i>h</i> will turn into <i>n</i>)	ë: y ahdë:di'	ë hi kö:ni' ë: hi kö:ni' ë: ni kö:ni'
ë	he	<u>Rule #7:</u> When a <i>ë</i> precedes <i>he</i> , the ($v_1 H v_2$) rule applies again. In this instance, when left with <i>ëe</i> , the <i>ë</i> drops and the <i>e</i> is lengthened	ë h eya'dage:ha' ë e ya'dage:ha' e: y a'dage:ha'	ë h ehseyë:de:i' ë e hseyë:de:i' e: h seyë:de:i' e: h šyë: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'tayeönyö:'	o'tadi:k	o'tknö:nyö:'	o'to'tsös
o'j	ye, yö yakni, yaknya yagwa yago, yo yökni, yögwa	o'jek	o'jakniya'do:wed	o'jagwanö:nyö:'	o'ja:gya:t
o'tš	ya	o'tšadogwad	o'tša:d	o'tšawënye:'	
o't	hi	o'thiyeönyö:'	o'thi:k	o'thiya'dowehda:nö'	o'thinönyö:'
o'd	w	o'dwadogwad	o'dwa:d	o'dwawënye:'	
o'di	hn, sn dw, sw	o'dihniyeönyö:'	o'dihni:k	o'dihniya'dowe:d	o'dihninö:nyö:'

Conditional:

da:	g, k, s, y, w	da:gawënye:'	da:ye:k	da:ya'dowe:d	da:yagwa:t
da	h	When you put the conditional prefix before an <i>h</i> , you must remember the ($v_1 = v_2$) and ($v_1 H v_2$) rules		da:ha:k da:a:k da:k	dahënö:n daënö:n daë:nö:n
dae	hn, sn dw, sw	dae <hnyawënye:'< td=""> <td>daesni:k</td> <td>daedwadogwad</td> <td>daeswa:d</td> </hnyawënye:'<>	daesni:k	daedwadogwad	daeswa:d
da:	hi ya	da:yadogwad	When <i>da:</i> is placed before the 2 Ms prefix, it will lengthen (<i>h</i> will change to an <i>n</i>)		da:niyeönyö:'

Future:

dë	ha	Rule #5: When a <i>ë</i> precedes <i>ha</i> , the ($v_1 H v_2$) rule applies again. In this instance, the <i>ëa</i> combination turns to <i>ëö</i>	dëhadogwad dëadogwad dëödogwad	dëhadi:k dëadi:k dëödi:k
dë	wa wadi	Rule #6: When a <i>dë</i> precedes <i>wa</i> , the <i>dëwa</i> turns into <i>dëwö</i>	dëwata:g dëwöta:g	dëwadinö:nyö:' dëwödinö:nyö:'
dë	ya hi	Rule #7: When <i>ë</i> is placed before the 2Ms prefix, it will lengthen (<i>hi-</i> <i>h</i> will turn into <i>n</i>)	dë:ya:d	dëhiya'dowe:d dë:hiya'dowe:d dë:niya'dowe:d