Nimipuutímt Pledge, Nimipuutímt Pledge Song, Niímíipuu Leadership & Wellness slogan-
English, Niímíipuu Leadership & Wellness slogan-nimipuutímt, Nimipuutímt ABC's,
Clothing Commands, Housing Terms, Horse Commands, Nimipuutímt Terms of Endearment,
Christmas List, 4 name places in Clearwater National Forest, Sentences from 11-09-04,
Story introduction & Story closing.

Nimipuutímt Volume 5

65 minutes 6 seconds

Track:
1. Nimipuutímt Pledge Bessie Scott & Angel Sobotta :38
2. Nimipuutímt Pledge Song Michael J. Penney 3.03
3. Niimíppu Leadership & Wellness slogan English - Angel Sobotta :19
4. Niimíppu Leadership & Wellness slogan nimipuutímt Bessie Scott :32
5. Nimipuutímt ABC's Vera Sonneck, Bessie Scott 9.38
6. Clothing commands Bessie Scott, Florene Davis & Angel Sobotta 2.35
7. Housing Terms Vera Sonneck, Bessie Scott & Angel Sobotta 27.52
8. Horse Commands Vera Sonneck, Beatrice Miles & Ann McCormack 8.28
9. Nimipuutímt terms of endearment Vera Sonneck, Bessie Scott & Angel Sobotta 3.02
10. Christmas list Vera Sonneck, Bessie Scott & Angel Sobotta 2.54
11. 4 name places in CNF Vera Sonneck, Bessie Scott & Angel Sobotta :50
12. Sentences from 11-09-04 Vera Sonneck, Beatrice Miles, Angel Sobotta 3.32
13. Story intro Vera Sonneck & Angel Sobotta 1.02
14. Story closing Vera Sonneck & Angel Sobotta :35
Nimipuutímt, The People’s Language (Nez Perce)

(In the parenthesis below is the sign-language that goes with the pledge.)

cukwenéewit, Know it
(With your right index finger point to the side of your head, by your right temple.)

hitéemeneewit, Learn it
(With both hands, reach out with palms facing up and pull in towards body, closing palms.)

téecukwe, Teach it
(With both hands, throw palms out in front of you like you are giving away something.)

c’ixnéewit, Speak it
(With right hand, up to the mouth and hand rounded, throw hand out, palm open.)

titooqanáawit, Live it
(With right hand, tap heart twice.)

wiyéeleehheyn, Everyday!
(With both arms and hands, extend them out to each side, palms up, so that you bring them out for sunrise and in for sunset.)

*Pledge spelling & sign-language revised by Angel Sobotta 6-23-05. wiyéeleehheyn got cut off in recording.
Nez Perce Language Pledge Song
By Michael J. Penney

wáaqo’ kiiye qa’ánxcix
Now we are respecting

núunim nimipuutímt
our people’s language.

wáaqo’ wa’nptaáycix
Now we are singing.

cukwenéewit
Know it.

hitéemeneewit
Learn it.

téecukwe
Teach it.

c’iînéewit
Speak it.

titooqanáawit
Live it.

wiyéeleeheyn
Everyday.

yóx kaló’
That’s all.
Nez Perce Leadership & Wellness Slogan

nimîipuu mimiyoôxat háham kaa ha’áyat hic’iiqtee’nix
Nez Perce leaders men and women they speak

tim’néepkinix
from the heart

hiwšîix qa’ánis’ kaa wiwéepcux.
They are respectable and have good character

qepsqéps ’ewsîix timmîyu,
Intelligent and healthy in mind,

cilakánm hewlexnêewit.
body and spirit.

kúnk’u ’imamáhinaq’in’ hiwšîix
Always (they are ) ready

wapáyat’as niimîipuu titóoqapx.
to serve (their)Nez Perce people.

(niimîipuu titóoqapx – was cut off during recording.)

*2006 revision. Nez Perce Arts Council 2006

Track 3 english
Track 4 nimipuutimt
Nimipuutimt Spelling System:

á = short a sounds like the a’s in Dakota. Ex: háhám - men.

áa = long a sounds like the a in call or paw. Ex: táamsas – Wild Rose

é = short e sounds like the e in echo. Ex: síwe – forehead.

ée = long e sounds like the a in wack. Ex: wééptes – golden eagle.

i = short i sounds like the i in it. Ex: tí – tooth.

íi = long i sounds like the e’s in bee. Ex: píjps - bones

o = short o sounds like the o in potato & Arapaho. Ex: tóhon – pants.

óó = long o sounds like the o in oh, tone. Long o doesn’t glide into a w.

u = short u sounds like the u in put and look. Ex: sílu – eye.

úu = long u sounds like the bold in pooh or through. Ex: húusus – head

aw = sounds close, but not exactly the same as the ow in towel. Ex: láwitiwaa – friend.

ay = sounds like the bold in mine or pie. Ex: tamtáayn-news or laymiwt-youngest one.

eey = sounds like the word “Aye”. Ex: Méeeywi – morning.

ew = sounds close, but not exactly the same as the ow in towel. Ex: tewliikt – tree.

c = sounds like the ts in “hits”. Ex: čičyele – purple.

l = Special l sound. Put the tip of the tongue on the roof of mouth & when trying to say the “l” sound, air comes out of the sides of the mouth. Ex: keplép – Butterfly.

q = The “back k” sounds close, but not exactly the same as the k in ketchup. Ex: qéhep-bobcat.

There is no English sound equivalent to a q.

x = soft “x” hunch up your tongue close to the top of your mouth. Start to say the k sound & then move your tongue down just a little. Ex: tátx – fawn.

̃x = The uvular or “back” x. It is formed much like the soft x, but farther back in the mouth. Ex: tûũx-

̃x = The same as the above. The x is an updated font which will be used in the future. tobacco.

’ = the glottal stop, for popping & stopping sounds. Say the word That like Tha’, you cut it off, it’s a half consonant, like “Uh oh!” Ex: wáaqq’- now.

Consonants that Pop and Creak: p’- - ilp’ílp red, t’-mit’íp elderberry, k’-sík’em horse, c’-c’éeew’cew ghost, q’-ciq’áamqal dog, m’-tim’íne heart, n’-tin’úun male mountain sheep, w’-w’áaw’a fish hook, y’ tiy’et laughter, l’ hamó’éic cute.

Letters not included in the nimipuutimt spelling system: B, D, E, G, I, R, V, Z

REVISED 8-21-07
Clothing Commands

’imáasam’ki Put on clothes. (Singular)

’imamáasam’qitx Put on clothes. (Plural)

taqmaałi Put on hat. (Singular)
taqmaałítx Put on hat. (Plural)

’iléepqeti Put on shoes. (Singular)

’iléepqetítx Put on shoes. (Plural)

’iléeptekeyi Put on socks. (Singular)

’iléeptekeyítx Put on socks. (Plural)

kapóohi Put coat on. (Singular)

kapóohítx Put coat on. (Plural)

nikáaxôółx Remove________. (Singular)

nikáaxôółkitx Remove________. (Plural)

nikáaxôółx taqmáał Remove on your hat.

’iléeptekey Socks

’iléepqet Shoe

kapóó Coat

taqmáał Hat

Track 6
**Housing Label project**

**Bath**

\(\text{wiix}'lúut\)

I’m taking a bath. \(\text{'iin wáaqo’ teq’elúuse}\).

I’m taking a bath. \(\text{wiix}'lúuse\).

Go take a bath. \(\text{qo’ teq’elúute}\).

**Toiletroom (Bathroom)**

\(\text{'áatinwaas}\) (a place to go to toilet)

I am going to the bathroom. \(\text{'áatinwaasx kúuse}\).

---

**Words for children - c’ïqin mamay’ácayn :**

(kid asking permission)

Can I go to the toilet (bathroom)? \(\text{wéeteex kiyó’qa ’áatinwaasx}\).

I am urinating. \(\text{’iiwce}\)

He urinated. \(\text{hi’iwne}\)

I want to go pee (urinate). \(\text{'iwn’ipéécwise (Boy’s Language)}\)

I want to go pee (urinate). \(\text{taqat’ipáacwisa (Girl’s Language)}\)

I am defecating. \(\text{c’áyca}\)

He is defecating. \(\text{hic’áyca}\)

I want to go defecate. \(\text{c’ayn’ipáacwisa}\)

Fart. \(\text{ñít}\)

I am farting. \(\text{ñíise}\)

I farted. \(\text{ñíye}\)

He farted. \(\text{ñíííye}\)

I smell/omit odor. \(\text{ñíwece}\)

It/hesmells. \(\text{ñíííwece}\)

I am constipated. \(\text{wicx’k’alálca (NPD pg. 263). (k’alá -to block)}\)

He/she is constipated. \(\text{hiwicx’k’alálca}\)

---

**As parents teach them these words in Nez Perce as a “secret code” used in private conversations in home rather than the English terms that could sound offensive if heard in public. Here are the Nez Perce alternative terms.**

I smell bad. \(\text{qepsi’ñíwece}\).

I smell good. \(\text{tá’c ñíwece}\).

It smells good. \(\text{máq’ic hñííwece}\).

Perfumer: “a thing to emit good odor” - \(\text{tá’c ñíwen’es}\)

Mild/not strong - \(\text{máq’ic}\)

I’m smelling (like through the nose). \(\text{núukxise}\).

---

**Bed**

\(\text{pinmíikees or another word for bed is: simées}\)

Make the bed. - \(\text{hání siméées or Make the bed. - hání pinmíikees}\).

Fix your bed. \(\text{qo’ táawinanani. (qo’ is used in a command, do action “now!”)}\) or

Fix your bed. \(\text{qo’ táawanani.}\)

I’m fixing the bed. - \(\text{táawinanisa or I’m fixing the bed. - táawananisa.}\)

---

**Bedroom**

\(\text{pinmíikinwees}\)

Get ready before you go to bed! \(\text{'imáhinaq’ii pinmikt’ésx!}\)

We are going to bed now. \(\text{wáaqo’ kíiye pinmíiksix}\)

Go to bed. \(\text{qo’ pinmíikte}\)
<table>
<thead>
<tr>
<th>Object</th>
<th>Shimmy’s Translation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bike</td>
<td>&quot;tuleewlekey’ke’i&quot; (Cecil Carter 10-21-02)</td>
<td>Track 7</td>
</tr>
<tr>
<td></td>
<td>I’m riding my bike. &quot;tuleewlekey’kse&quot;</td>
<td></td>
</tr>
<tr>
<td>Blanket</td>
<td>&quot;ciiikan&quot;</td>
<td>Don’t pull the blankets. &quot;wéet’u ciiikan 'enketikeq’eyx&quot; (Mrs. Miles 3-23-05)</td>
</tr>
<tr>
<td></td>
<td>Wash the blankets. - &quot;wap’åyx ciiikan&quot; or Wash the blankets. - &quot;ciiikan wap’åyx&quot;</td>
<td></td>
</tr>
<tr>
<td>Book/paper</td>
<td>&quot;tiim’es&quot;</td>
<td>Where’s the paper? &quot;míne hiiwes tiim’es?&quot;</td>
</tr>
<tr>
<td></td>
<td>I’m going to read the paper. &quot;waqo’ ‘eteem’ece tiim’esne&quot;</td>
<td></td>
</tr>
<tr>
<td>Bookcase</td>
<td>&quot;tiim’esnim ‘iniikinwees&quot;</td>
<td>Put the book in the bookcase. &quot;ew’mix tiim’esne ‘iniikinweespe&quot;</td>
</tr>
<tr>
<td>Broom</td>
<td>&quot;caapçiliyka’s&quot;</td>
<td>Sweep! (a command) &quot;caapçiliyx&quot;</td>
</tr>
<tr>
<td></td>
<td>I am sweeping. &quot;caapçiliayksa&quot;</td>
<td></td>
</tr>
<tr>
<td>Car keys</td>
<td>&quot;’ipnewlekee’yke’imn waxólka’s&quot; (wахółka’s in NPD)</td>
<td>Where are my car keys? &quot;míne kex wées ipnewlekee’yke’imn waxólka’s?&quot;</td>
</tr>
<tr>
<td></td>
<td>Put the car keys here. &quot;ewniix kine ipnewlekee’yke’imn waxólka’s.&quot;</td>
<td></td>
</tr>
<tr>
<td>Cassette player/CD/record</td>
<td>&quot;sapoo’niptáyn’as&quot;</td>
<td>I want to listen to the CD. &quot;’amcit’ipáacwisa sapoo’niptáyn’asna&quot;</td>
</tr>
<tr>
<td></td>
<td>I want a CD player. &quot;wéewluqse sapoo’niptáyn’as&quot;</td>
<td></td>
</tr>
<tr>
<td>Candle/Flashlight</td>
<td>&quot;capalaka’wit’as&quot;</td>
<td>(Cecil Carter 1-13-03) Light the candle. &quot;’acapalaka’wi&quot;</td>
</tr>
<tr>
<td></td>
<td>Turn on the flashlight. &quot;’acapalaka’wí&quot;</td>
<td></td>
</tr>
<tr>
<td>Ceiling</td>
<td>&quot;túustí ’ipáayapt&quot; – (Cecil Carter 4-14-05)</td>
<td>Touch the ceiling. &quot;’uupéecer túustí ’ipáayaptna.&quot;</td>
</tr>
<tr>
<td></td>
<td>Get the webs off of the ceiling. &quot;’iniix teqè’sne túustí ’ipáayaptkix’ix&quot;</td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td>&quot;wiix’sílikécet’es&quot;</td>
<td></td>
</tr>
<tr>
<td>Couch (soft chair)</td>
<td>&quot;wiix’sílikécet’es yew’éexyew’ex&quot;</td>
<td></td>
</tr>
<tr>
<td>Counter (same as table)</td>
<td>&quot;hipinwées&quot;</td>
<td></td>
</tr>
<tr>
<td>Cupboard (for plates, cups, dishes)</td>
<td>&quot;hik’áay’ayn&quot;</td>
<td></td>
</tr>
<tr>
<td>Cupboard (place to put things)</td>
<td>&quot;’iniikinwees&quot;</td>
<td></td>
</tr>
<tr>
<td>Curtain</td>
<td>&quot;nikáayap’as&quot;</td>
<td></td>
</tr>
<tr>
<td>Desk</td>
<td>&quot;tiim’enwees&quot;</td>
<td></td>
</tr>
<tr>
<td>Drawer/Dresser</td>
<td>&quot;’ipnáasam’qit’ayn&quot;</td>
<td></td>
</tr>
<tr>
<td>Door</td>
<td>&quot;pískis&quot;</td>
<td>Open the door. &quot;’atamáaxalpx pískísne&quot;</td>
</tr>
<tr>
<td></td>
<td>Shut the door. &quot;’ecúuyek’ilx pískísne&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shut the door. &quot;cúuyek’ilx&quot;</td>
<td></td>
</tr>
</tbody>
</table>
Electricity

Taqasa’yóoxó’ot ’ilaká’wit (Horace Axtell 4-1-05)

Fireplace

’áláá’a’yn

Firewood - héecu ’álalika’s (Cecil Carter 1-15-03)

Make a fire (add wood) - ’álalix. or Make a fire (add wood) - ’álal haanî.

Floor/cover for floor

Héewsil’iks (It is a cover – in a teepee you cover the floor with a héewsil’iks)

Freezer

Sepéesc’et’es

Take the meat and place/put in the freezer.

’ewnípx nukúune kaa ’ewníx sepéesc’et’espe

House

’iniit

Go inside the house. (singular-telling one person) kúy ’iniitkex.
Go inside the house. (plural-telling more than one person) kúutx ’iniitkex.
Go in the house. (singular) ’aácx ’iniitkex.
Go in the house. (plural) ’aacitx ’iniitkex.
This is our house. - kii wiisíx núúnim ’iniit.
Clean up! (singular) - cáapkil’ax
You clean up! (plural) - cáapkíl’akítx!

Iron, metal, money

Kicuy

Iron board - cóoyapt’oka’s
I am Ironing (e.g., clothing) - cóoyapt’okt

Kettle

Sapáamát’n’as (Cecil Carter 1-15-03)

Kitchen

Hipt hanúinwaas

Lamp/Light

Capa’laká’wit (or cooyalaká’wit – Beatrice Miles 3-30-05)
Turn on the light capáa’laka’wi ’ilaká’wina
Turn on the light. cooyalaká’wi
Turn off the light. ’ilakáawit sapootáasx
Turn off the light. cooyatáasx

Turn off. sapootáasx (Say this while pointing to the light – a command. Cecil C.)

Sitting Room (place to sit)

Wiixsil’iikinwees

Sit down there. (directional) Wiixsil’iixte

Microwave (fast oven)

Hamti’sníx cúux’e’p’es (háamtic-fast+níx-fast+e’s-an object for…-ing)
(A modern word created by class.)

Mirror /Window

’iipnéexn’es

4 different words for Oven:

Oven ’álalika’s (’aali-“fire” + ka’s-instrument for) or
Oven ’ipéexaayn – oven used for baking bread (’ipéex-bread + ayn-for) or
Oven cúux’e’p’es (cuiu-with hand+ex’e-put in+e’s-an object for…-ing) or
Oven temx’e’p’e’i - something cooked in hot ashes (tem-roast+ex’e-put in+pe’i-a thing that does
Pencil/Pen | tìím’en’es
---|---
Phone | cewcewìn’es
Cell phone | náqs cewcewìn’es (A modern word created by class on 3-14-05)
Picture | cepée’letp’et
Pillow | wéewcet’es
Refrigerator | yaw’iic’ay
   | Put (it) away the milk. ’ew’niix qahás
Rubberband | wiqéétwiqet (something that stretches – Cecil Carter 10-21-02)
Rug | tuleetekey
Shower | sepé’wilcet’es — (Causing it to rain on you.)
Sink – bathroom sink | ’ipsiméet’es hiik’ay
Sink, a wash basin | wapa’áyqinwaas
Staircase/Ladder | hiicanwaas
Stove - cooking stove | ’aláa’ayn
Stove | ’alóoya’skit
Table | hipinwées
Television | tak’áay’nas
   | We are watching TV. - tak’aay’cix tak’áay’nasna
TV Room | tak’áayniwaas
Toys | ’inèxëélëéwit’es (Cecil Carter 12-03-02)
Vacuum | sepéëtemelike’s ("Causes it to inhale" – Word comes from the Adult Class on 5-25-05)
   | (sepéëhislepte’s “inhaler”, 4-1-05 Horace Axtell suggested to use this word for ‘Vacuum’
   | which comes from the “Heart of the Monster Story.”)
   | (hisepeyélëèke’s (NPD 353) – The wind is blowing into something e’s is an object for
   | ……ing. Ex: vacuuming.)
Wall (hard wall) | tìiyáw’ic ’ipáayapt
   | (*’ipáayapt VS to make a partition NPD pg. 1055)
   | (comes from “yap” VS to cover, obstruct (view), partition. NPD pg 937)
Washing Machine-washer, laundry | wap’áykinwaas
Wash Basin – for washing hands | wapa’áyqa’s
Wash Basin – place to wash face | ’ipsiméet’enwees
Horse Words and Commands

1. Appaloosa Horse
   - máamin
2. Horse
   - sík’em
3. Spotted, with dark
   - téemisilpin’ - Spotted in general is téemisilpin’
4. Claw of bear
   - hiyúumk’ipcuc
5. Spotted Appaloosa (with bear paw claw)
   - téemisilpin’ hiyúumk’ipcucuic’
6. Good
   - tá’c/titá’c
7. Bad
   - qepsi’s/qeqéepsi’s
8. Incorrect
   - weét’u c’a’a
9. Stop! (wéec’ú - singular) or use
   - taláx/watálkitx or use wéec’ú kúuy/wéec’ú kúutx
10. Slow!
   - ’iyéewki or use ’iyéewki kúuy/iyéewki kúutx
11. Go! (to move)
   - kúúm/kúumtx or kúúmweye
12. Come! (to me)
   - héelekípx/héelekípx kúutx (ciklíice = I am returning.)
13. Back! (to go back)
   - weét’u
14. No!
   - ’eéhé’
15. Yes!
   - nikée’nikse (I rein the horse.) or
16. Turn (reining horse)
   - ’iim nikée’níx/niikée’níkix
17. You turn the horse!
   - ’imúucípx/imemúucípx or
18. Turn around!
   - q’ilawn/q’ilawkitx
19. Turn around!
   - hiq’ilawcix
20. They are turning around!
   - cáky’axp
21. Left (opposite of right)
   - wepsúuxp
22. Right (opposite of left)
   - wec’éeyn/wec’éeykitx
23. Jump!
   - ’uusqéetey/’uusqéeteykitx
24. To step over!
   - q’uyínn/q’uyímmkitx
25. Go uphill!
   - téemix/téemíkitx (down hill is implied)
26. Go down/descend!
   - ’ekiwýex sik’émme/’enéeskiwyex sik’émme
27. Feed! (the horses)
   - hipx/hipítx
28. Eat!
   - méetyipt
29. Breakfast
   - méeywi
30. Morning
   - kuléewit
31. Evening
   - kulewiitípt
32. Evening meal
   - wéecéet’uyit
33. Breaking a horse
   - ’ewécecy sik’émme – You ride the horse!
34. Ride! (a horse)
   - ’oykaloo ’ewéccetx sik’émme
35. All of you ride the horses!
   - Hiweecet’uyisix
36. They are breaking horses.

Note: The singular form for good is tá’c and the plural form is titá’c. A / will be placed between the words below to indicate singular/plural. The ! is used to show that the word or phrase is a command. Track 8

On Network Neighborhood in the files: Cultural srvr/Drive 1/Nez Perce Language/Adult NPT/Recorded Material/Volume 5.
SAVED AS: Nimipuutimt Volume 5 workbook 4-24-07, By Angel Sobotta

11 of 15
Nimpuu’timt “Terms of Endearment”

’ee héeetewise – I love you! (singular)

’éetx héeetewise ’oykalóona – I love you! (plural)

piimúnim – “Call me!”

’iinim héte’ew – “My special one.”

heté’ew ’ee wées – “You are special”

’iinim wicéey – “Be mine.”

wicéey ’iinim tim’ine – “Be my heart!”

’ee wées ’iinim tim’ine - “You are my heart”

’ee wées ’iinim tim’néepé - “You are in my heart.”

tá’c hekipé – “Good looking!”

tim’ine cicyuk’iisin’ – “Sweet Heart”

’iinim cicyúk’is – “My sugar!”

’ee wées tóosx – “You are tops!”

hamóol’ic – “Cute!”

hamóol’ic ’ee wées – “You are cute!”

tim’ine – “Heart!”

’éeysin’ heté’ew lééheyn - “Happy love day!”

’inciwáatx wées – I am single (alone).

Wéet wicéeyo’qa ’iinim iwéepne? - Will you be my wife?

Wéet kiyúuyu’ kumqa? - Will you marry me? (Will you come towards me?) (old language use)

’anáaswaqalpin – “Hug someone.”

piiwaqalpim - “Hug me.”

himkac’ák – “Kiss.”

himkac’ákim – “Kiss me.”

miyapkáawit - “baby” (Call cupid this.)

Correction #3 on 2-9-05. Correction #4 on 4-24-07

Track 9
Christmas List

Pray (worship) talapóosa

Sing (start) we’úyit
wetuuléhtse
(when at the drum)

Silent Night sá’wis cik’éetin

Baby miyapkáawit
yáaka’ qaqañ (baby bear)

Gift píi’nit

Snow méeqe
Winter ’ením’

Peace ’éeyewit
Peace be with you. ’éeyewitnim ’ee hiyetwenu’

Joy, feel “kiwel”
Happy, to be ’éeysnin’/’éey’sin
lilóoyca (to be thankful) ’iín wées lilóoyca-I am thankful.

Holiday halxpáawitwaako’s

Laughter tiy’et
to be jolly xíléytimse
to be joking xílileytimse
joker xílileytim’nipec – (V. Sonneck 7-21-05)

star xí’cíyu
red ’ílp’ílp
green xeñus
white xayáayá
reindeer (female) tatá’p’ay

All I want at Christmas. Kálo wéewluqse Kismésp.

Happy New Year! ’éey’snin’ kímti ’ínmiwiit

12-05-01 corrections-Adult Class
4 name places in Clearwater National Forest 4-24-2005 corrected
Grizzly bear (Nez Perce man’s name) ’imnaamatnóon
Grizzly bear saddle ’imnaamatnóon likóolam
Cutthroat trout waw’áalamnime
Rainbow Saddle wacámyoos likóolam

Sentences from 11-9-04 class
kúutx ’imamáhinaq’itx – You go get ready (plural)

kawó ’imamáhinaq’itx – Now go get ready (plural)

’imáhinaq’ii! Get ready! (singular)

wéet ’imáhinaq’is? Are you ready (singular)

wéet ’éetx ’imamáhinaq’is? Are you ready (plural)

’iice! ’iice! wapáayatam! Mom! Mom! Help me!

háamti’c wapáayatam! Hurry help me!

kúum háamti’c wapáayatam! Come hurry help me!

píi’nitoqim – Give it back to me!

’itúu hipt’ipeecwise – What do you want to eat?

mawá cikliitokokoom – When will you return?

mawá páaytoqo’? – When are you coming back?

wéet ’imaasáykiptasaqa’? Did you take your medicine?

’itúu kuleewitipt’ipeecwise? – What do you want for supper?

kúuse ’itam’yáanwaasx/?itam’yáanwaasx kúuse. I’m going to the store/town.

manáa kúuse kíi léeheyn? What are you doing today?

kawó ’iim kúy – Now you go.

’ewíin Annine kawó ’eséepni – Tell Annie to ask a question.
Story introduction:

micyóóxomtx.
Listen to me.

’eetx tiwatiisá.
I will tell you a story.

kii ’eetx pecúukwenu’.
This you will learn (something new.)

kaa ’eetx ’enéestecukwenu’.
And you will teach it.

kaa ’óykaloo hipecúukwenu’.
And everyone will know it.

núun wisíix titá’c titóoqan.
We are good people.

núun wisíix nimíipuu.
We are the people.

kii hiiwes héenék’e titwáatit
This is another story

ke yóx hiiwes
which is

cicqí’c kaa ’ikúuyn. (Recording was cut off)
fascinating and true.

Story Closing:

wáaqo ’éetx cúukwecix.
Now you learned something new.

kaa ’éetx ’enéestecukwenu’.
And you will teach it.

kaa ’óykaloo hipecúukwenu’.
And everyone will know it.

núun wisíix titá’c titóoqan.
We are good people.

núun wisíix nimíipuu.
We are the people.

Words put together by Angel Sobotta & Vera Sonneck. 12-15-3 & 6-24-05

Track 13

Track 14