Deyohahá:ge: Indigenous Knowledge Centre and Six Nations Polytechnic acknowledge the support of the Government of Canada in this project.
Introduction

Shé:kon! Welcome to Mohawk Language in the Workplace. The following lessons are designed to provide short language lessons that can be learned and practiced on a weekly basis to gradually build up your language vocabulary and skills. They provide language you can use at work as well as at home or in the community.

The lessons are designed for those with little to no Mohawk language experience and are provided in print and audio. The words and phrases are pronounced with pauses in between for you to pronounce the words yourself. Basic phrases are introduced upon which you will build in subsequent lessons.

Keys to success in learning and remembering the terms and phrases are to review them often and to speak as much as you can with others to use what you have learned. Consider doing the lessons with a friend or co-worker so you can speak with each other.

As you listen to the lessons, pronounce the words and phrases out loud. Listening and speaking daily, even a few minutes every day, consistently progressing through the lessons, and referring back to lessons when you need to, will help you to retain what you have learned and build on your vocabulary and phrases.

The main objective of the lessons is to get you speaking and using words and phrases as much as possible. The audio follows the written material so while you listen you can read along and become familiar with the written language.
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Lesson 1 – Pronunciation of the Mohawk Vowels

The Vowels

The Mohawk vowels consist of a, e, i, o, en and on.

In written Mohawk, diacritical marks indicate how vowel sounds are affected. This is important for the proper pronunciation of Mohawk words.

Vowels can be ‘long’ or ‘short’ sounding. As you listen to the audio and follow along with the written material, you will notice the difference in the sound of the long and short vowels and how they are marked.

- To indicate a ‘long’ vowel sound, the vowel will be followed by a colon [:]. In this case, the colon will "drag out" the vowel to lengthen the sound.
- Vowels that are followed by a consonant, or that are on their own, are ‘short’ vowels and their sound is not lengthened.
- When a vowel is followed by a glottal stop ['], the sound of that vowel will end abruptly.

For certain vowel sounds, your voice will take a rising tone. This will be indicated in writing by an up stress [/] over the vowel. For other vowel sounds, your voice may take a falling tone. This will be indicated in writing by an up ‘down’ stress [\] over the vowel. As you listen to the audio and follow along with the written material, you will notice the difference in the sound of the up and down stresses on certain vowels and how they are marked.

To demonstrate the pronunciation of each of the Mohawk vowels, an English word having a similarly pronounced sound is given as a recognizable example. Then a list of Mohawk words containing that specific vowel and sound is given along with its equivalent English translation.

A sounds like the "a" in father and ball

Short vowel A

<table>
<thead>
<tr>
<th>Mohawk</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>áhskwa</td>
<td>bridge</td>
</tr>
<tr>
<td>athén:no</td>
<td>ball</td>
</tr>
<tr>
<td>atókwa</td>
<td>spoon</td>
</tr>
</tbody>
</table>

Long vowel A

<table>
<thead>
<tr>
<th>Mohawk</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>á:are</td>
<td>net</td>
</tr>
<tr>
<td>á:share</td>
<td>knife</td>
</tr>
<tr>
<td>kaná:ta</td>
<td>village</td>
</tr>
</tbody>
</table>
E sounds like the "e" in they

Short vowel E
áhsire: blanket
kà:sere: car
kà:yare: bag

Long vowel E
é:so: much
kayé:ri: four
é:rhar: dog

I sounds like the "ee" in bee or see

Short vowel I
ókwire: whip
rake’níha: my father
oná:wi: teeth

Long vowel I
ohsí:ta: foot
thí:ken: that
aní:ta’s: skunk

O sounds like the "o" in note or toe

Short vowel O
yoyánere: good
kahnhóha: door
onékwa: peas

Long vowel O
ató:ken: axe
e’thó:ne: then
ó:wise: ice/glass
EN has no English equivalent but this nasalised sound is similar to the "on" in song

*Short vowel EN*

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahsenháton</td>
<td>Wednesday</td>
</tr>
<tr>
<td>wenhní:tare</td>
<td>moon</td>
</tr>
<tr>
<td>énhska</td>
<td>one</td>
</tr>
</tbody>
</table>

*Long vowel EN*

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>sewén:ta</td>
<td>one week</td>
</tr>
<tr>
<td>okaryén:ta</td>
<td>rag</td>
</tr>
<tr>
<td>owén:na</td>
<td>word/voice</td>
</tr>
</tbody>
</table>

ON has no English equivalent but this nasalized sound is similar to the "oo" in too

*Short vowel ON*

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>oséhton</td>
<td>woodtick</td>
</tr>
<tr>
<td>kahyatónhsera</td>
<td>paper/book</td>
</tr>
<tr>
<td>niyohontéhsa</td>
<td>strawberries</td>
</tr>
</tbody>
</table>

*Long vowel ON*

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>orón:ya</td>
<td>blue</td>
</tr>
<tr>
<td>kahòn:tsi</td>
<td>black</td>
</tr>
<tr>
<td>otsí:nón:wa</td>
<td>bug</td>
</tr>
</tbody>
</table>
Lesson 2 – Pronunciation of the Mohawk Consonants

The Consonants

In Mohawk, the consonants are: h, k, n, r, s, t, w and y.

Note: some Mohawk speakers use the letter "i" as both a consonant and a vowel, and the letter “y” would be replaced by the letter “ii” in written material. For the purposes of these lessons, the letter “y” will be used. This does not change the pronunciation of the words and the use of either is generally accepted.

There are three consonants that have different sounds depending on where they occur in relation to other consonants or vowels. These differences will be explained through example.

H sounds like the "h" in he when occurring before a vowel

<table>
<thead>
<tr>
<th>Mohawk</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>oháha</td>
<td>road</td>
</tr>
<tr>
<td>tékenihaton</td>
<td>second</td>
</tr>
<tr>
<td>yo'taríhen</td>
<td>hot</td>
</tr>
</tbody>
</table>

H is an aspirated sound when appearing in the "tsh" consonant combination

<table>
<thead>
<tr>
<th>Mohawk</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>katshé:nen</td>
<td>domestic animal</td>
</tr>
<tr>
<td>atshó:kten</td>
<td>hoe</td>
</tr>
<tr>
<td>satsherón:ni</td>
<td>you get dressed</td>
</tr>
</tbody>
</table>

H can also be silent and shortens the sound of the vowel that precedes it, similar to, but not to the same degree as the glottal stop

<table>
<thead>
<tr>
<th>Mohawk</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kanónhsa</td>
<td>house</td>
</tr>
<tr>
<td>káhnyon</td>
<td>come here</td>
</tr>
<tr>
<td>yáh</td>
<td>no</td>
</tr>
</tbody>
</table>

K sounds like a "g" in good when occurring before a vowel

<table>
<thead>
<tr>
<th>Mohawk</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>yoká:ronte</td>
<td>hole</td>
</tr>
<tr>
<td>kowá:nen</td>
<td>big</td>
</tr>
<tr>
<td>shé:kon</td>
<td>hello</td>
</tr>
</tbody>
</table>
K sounds like the "k" in king when occurring before another consonant

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>onónhkwis</td>
<td>hair</td>
</tr>
<tr>
<td>kheyén:’a</td>
<td>my daughter</td>
</tr>
<tr>
<td>otsikhé:ta</td>
<td>candy</td>
</tr>
</tbody>
</table>

N is pronounced as the "n" in no

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>karén:na</td>
<td>song</td>
</tr>
<tr>
<td>tékeni</td>
<td>two</td>
</tr>
<tr>
<td>onén:ya</td>
<td>stone</td>
</tr>
</tbody>
</table>

R in the local dialects is an "l" sound as in laugh, or a very subtle "rl" combination

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>oríte</td>
<td>pigeon</td>
</tr>
<tr>
<td>atí:ron</td>
<td>racoon</td>
</tr>
<tr>
<td>ro’níha</td>
<td>his father</td>
</tr>
</tbody>
</table>

S is pronounced as the "s" in sad when occurring before a vowel

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>aksótha</td>
<td>my grandmother</td>
</tr>
<tr>
<td>yókste</td>
<td>heavy</td>
</tr>
<tr>
<td>raksá:’a</td>
<td>boy</td>
</tr>
</tbody>
</table>

S is pronounced as a soft "z" as in zipper after a long stress and, depending on the dialect, at the beginning of some words

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ká:sere</td>
<td>car</td>
</tr>
<tr>
<td>atkón:sera</td>
<td>pillow</td>
</tr>
<tr>
<td>só:ra</td>
<td>duck</td>
</tr>
</tbody>
</table>

T sounds like the "d" in doll when occurring before a vowel

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tóhsa</td>
<td>don’t</td>
</tr>
<tr>
<td>onekwén:ta</td>
<td>stomach</td>
</tr>
<tr>
<td>kaya’tákeras</td>
<td>goat</td>
</tr>
</tbody>
</table>
T sounds like the "t" in talk when occurring before a consonant

yostáthen  dry
yóhskats  beautiful
thentén:re  yesterday

W is pronounced as the "w" in way

akwá:wen  mine
ohwista  money
wákeraš  stink

Y is pronounced as the “y” in yes

yá:ya’k  six
óhstyen  bone
yawékon  tastes good
Lesson 3 – Consonant Combinations and Vowel Combinations

Consonant Combinations

As in English, there are clusters of letters that will take on a distinct sound.

KHW has a similar sound to "qu" in quiet

kákhwa food
atekhwá:ra table
yekhwayentáhkwa cupboard

TS has the sound of a "j" as in junk

otsí:tsya flower
kahòn:tsi black
tsi’ks fly

TSH does not have an English equivalent but can be learned by listening to the recording and to speakers of the language

kátshe bottle
onéntsha arm
títsho fox

WH has a sound similar to the "f" in soft

óhwhare fur
sentá:wha go to bed
Vowel Combinations

These combinations of letters do not occur often. The sound of each blend can be acquired by listening to the recording and talking to speakers.

Al most commonly occurs as a prefix

aitewayéntho we should plant

AO is the least commonly occurring

yaó:te it is windy

AON

ráonha him
tyaoňhá:’a the best one
Lesson 4 - Greetings

Shé:kon, yoyanérātye ken?  Hello, are things going well?
Enhen yoyanérātye, nok ní:se?  Yes, things are going well. And you?

Oh nahō:ten yesá:ya’ts?  What is your name? (What are you called by?)
________ yónkya’ts.  _______ is my name.
Julie yónkya’ts.  Julie is my name.

Oh niyohtohnhātye?  How are things going?/How is it going?
Yoyanérātye.  Things are going well.
Yáh teyoyánere.  It is not going along good.
Nok ní:se?  And you?
Yoyanérātye ní:’i.  Things are going along just fine.
I:i ó:ni.  Me too.

Oh nihsonhwentsyò:ten?  What nation are you from?
Wakenyen’kehá:ka.  I am of the people of the flint (Mohawk).
Kayenkwe’há:ka niwakonhwentsyò:ten.  I am of the people of the pipe (Cayuga).

Oh nihsen’tarò:ten?  What clan are you?
Wakathahyón:ni.  I am of the Wolf clan.
Wakenyáhten.  I am of the Turtle clan.
Wakskaré:wake.  I am of the Bear clan.
Lesson 5 – Where Are You From?

Ka’ nón:we nitisé:nonh?
Tsi _______ nitiwaké:non.
Tsi Thatitsyenhayestáhkhwá nitiwaké:nonh.

Where are you from?
I am from _______.
I am from Six Nations.

Ka’ nón:we nithawé:nonh?
Tsi _______ nithawé:nonh.
Tsi Tkanatáhere nithawé:nonh.

Where is he from?
He is from _______.
He is from Brantford.

Ka’ nón:we nityakawé:nonh?
Tsi _______ nityakawé:nonh.
Tsi Ohrón:wakon nityakawé:nonh.

Where is she from?
She is from _______.
She is from Hamilton (below the mountain).

Ohswé:ken / Ohswekénha / Tsyentsyentáhkhwá
Thatitsyenhayestáhkhwá
Tsyayentáhkhwá
Kahyonha’kowáhyne
Ené:ken Nonká:ti
Tkanatáhere
Tkanennyo’kóhahre
Ohrón:wakon
Tyonón:tote
Tekahyonháke
Wahstonronnón:ke

Ohsweken (the village)
Six Nations (the place where they council)
Six Nations - Ohsweken
Down Below (Six Nations)
Upper End (Six Nations)
Brantford (Ontario)
Hamilton - below mountain (Ontario)
Hamilton - on the mountain (Ontario)
London (Ontario)
United States
Lesson 6 – Going Places

Ka’ní:se’s?  Where are you?
Ken’en í:ke’s.  I am here (right here specifically).
Kén:tho í:ke’s.  I am here (at this place/locale).
Tsi Tkanatáhere í:ke’s.  I am in Brantford.

Ken ihse’s?  Are you here?
Hen, í:ke’s.  Yes, I am here.

Ka’wähse?  Where are you going?
_______ wá:ke.  I am going to _______.
Tsi tki:teron wá:ke.  I am going to where I live.

Ka’nyenhénhse?  Where will you go?
_______ yén:ke.  I will go to _______.
Kaná:takon yén:ke.  I will go to town.

Ka’nyenhénhse enyórhen’ne?  Where will you go tomorrow?
_______ yén:ke enyórhen’ne.  I will go to _______ tomorrow.
Tsi yontaweya’tákhwa yén:ke enyórhen’ne.  I will go to school tomorrow.

Ka’ nyenhénhse tsi Yenaktóhares?  Where will you go on Saturday?
_______ yén:ke tsi Yenaktóhares.  I will go to _______ on Saturday.
Tsi Tekahyonkáke yén:ke tsi Yenaktóhares.  I will go to London on Saturday.

tsi tki:teron  to where I reside/live
tsi tewakenónhso-toe  to/at my house/home
kaná:takon  in/to town
tsi yontaweya’tákhwa  to the school
Yáh káneka.  Nowhere.

Ó:nen enhskahtén:ti.  I am going home now.
## Lesson 7 – Days, Months, Dates

<table>
<thead>
<tr>
<th>Oh niwenhniserá:te?</th>
<th>What day is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yawentatokénhti</td>
<td>Sunday (the sacred day/occasion)</td>
</tr>
<tr>
<td>Yawententá:onh</td>
<td>Monday (end of the week/day/occasion)</td>
</tr>
<tr>
<td>Tékenihaton</td>
<td>Tuesday (the second day)</td>
</tr>
<tr>
<td>Áhsenhaton</td>
<td>Wednesday (the third day)</td>
</tr>
<tr>
<td>Kayé:rihaton</td>
<td>Thursday (the fourth day)</td>
</tr>
<tr>
<td>Wískhaton</td>
<td>Friday (the fifth day)</td>
</tr>
<tr>
<td>Yenaktóhares</td>
<td>Saturday (day to clean you space/bed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oh niwenhní:take?</th>
<th>What month is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tsyothorkó:wa</td>
<td>January (time of great cold)</td>
</tr>
<tr>
<td>Enniska</td>
<td>February (to see through the forest)</td>
</tr>
<tr>
<td>Enniskó:wa</td>
<td>March (to see through the forest a long way)</td>
</tr>
<tr>
<td>Onerahtókha</td>
<td>April (time of buds/growth)</td>
</tr>
<tr>
<td>Onerahtohkó:wa</td>
<td>May (time of buds/growth going to bloom)</td>
</tr>
<tr>
<td>Ohyariha</td>
<td>June (time of ripe fruit)</td>
</tr>
<tr>
<td>Ohyarihkó:wa</td>
<td>July (time of much ripe fruit)</td>
</tr>
<tr>
<td>Seskéha</td>
<td>August (time of harvest)</td>
</tr>
<tr>
<td>Seskehkó:wa</td>
<td>September (time of great harvest)</td>
</tr>
<tr>
<td>Kenténha</td>
<td>October (time of some poverty in nature)</td>
</tr>
<tr>
<td>Kentenhkó:wa</td>
<td>November (time of great poverty in nature)</td>
</tr>
<tr>
<td>Tsyothórha</td>
<td>December (time of cold)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To: sískare?</th>
<th>What is the date?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Áhsenhaton Enniskó:wa tsyá:ta’k yawén:re</td>
<td>Wednesday, March 17</td>
</tr>
<tr>
<td>Tékenihaton Tsyothórha tékeni</td>
<td>Tuesday, December 2</td>
</tr>
</tbody>
</table>
Lesson 8 – Numbers

To: ní:kon?
_______ ní:kon.
Kayé:ri ní:kon.

How many (are there)?
There are _______ of them.
There are four of them.

To: nitisá:yon?
_______ na’tewakaohseriyá:kon.
Tewáhsen na’tewakaohseriyá:kon.

How old are you? (How many years are you?)
I am _______ years.
I am 20 years.

dénhska
tékeni
áhsen
kayé:ri
wisk
yá:ya’k
tsyá:ta’k
sha’té:kon
tyóhton
oyé:ri
dénhska yawén:re
tékeni yawén:re
áhsen yawén:re
kayé:ri yawén:re
wisk yawén:re
yá:ya’k yawén:re
tsyá:ta’k yawén:re
sha’té:kon yawén:re
tyóhton yawén:re
tewáhsen
tewáhsen énhska
tewáhsen tékeni
tewáhsen áhsen
tewáhsen kayé:ri
tewáhsen wisk
tewáhsen yá:ya’k
tewáhsen tsyá:ta’k
tewáhsen sha’té:kon
tewáhsen tyóhton
áhsen niwáhsen
kayé:ri niwáhsen

one
two
three
four
five
six
seven
eight
nine
ten
eleven	
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty (two groups of ten)
twenty-one
twenty-two
twenty-three
twenty-four
twenty-five
twenty-six
twenty-seven
twenty-eight
twenty-nine
thirty (three groups of ten)
fifty
Lesson 9 – Time

To: niyohwistá:e?

What time is it?

áhsen niyohwistá:e’ 3:00
oyé:ri niyohwistá:e’ 10:00
wísk nikahíktare yotohétston áhsen niyohwistá:e’ 3:05 (5 minutes past 3 o’clock)

wísk yawén:re yotohétston áhsen niyohwistá:e’ 3:15 (15 after 3 o’clock)
sha’tewahnén:n áhsen niyohwistá:e’ 3:30 (half past 3 o’clock)
wísk yawén:re ká:ron kayé:ri niyohwistá:e’ 3:45 (15 before 4 o’clock)
wísk nikahíkhare ká:ron kayé:ri niyohwistá:e’ 3:55 (5 minutes before 4 o’clock)

éntye ní:khare
ahsónthen
noon
midnight

thetén:re
shiyó:kara’s
shisewén:te
yesterday
last night
last week

ón:wa’k
shyorhón’ke
enyó:karahwe
kénh wén:te
today
this morning
tonight
this week

enyórhen’ne
ensewén:te
tomorrow
next week

orhonké:ne
yotohétstonh néntye
okarahsnéha
morning
afternoon
evening

ahsonthén:ne’
tsí niwenhníseres
night time
day time
Lesson 10 – Cost and Money

To: nikanó:ron?  How much/how expensive is it?
To: nikanó:ron thí:ken?  How much is that?
To: nikanó:ron kí:ken?  How much is this?
To: nikanó:ron thí:ken _______?  How much is that _______ (item)?
To: nikanó:ron kí:ken _______?  How much is this _______ (item)?

To: nikanó:ron kí:ken ká:yare?  How much is this bag?
Oyé:ri nikahwístake nikanó:ron ne ká:yare.  The bag cost $10. (Ten dollars costs the bag.)

kwenní/énhska sent  $0.01 (one cent)
tékení sent  $0.02 (two cents)
áhsen sent  $0.03 (three cents)
wisk niwáhsen sent  $0.50 (fifty cents)
tyóhtón niwáhsen tyóhtón sent  $0.99 (ninety-nine cents)
skahuíhshta’  $1.00 (one dollar, Loonie)
tehwíshstake  $2.00 (two dollars, Two-nie)
áhsen nikahwístake  $3.00 (three dollars)
wisk niwáhsen nikahwístake  $50.00 (fifty dollars)
tyóhtón niwáhsen tyóhtón nikahwístake  $99.00 (ninety-nine dollars)

Tekahwíhstake nikanó:ron.  It costs $2.00.
Skahuíhshta’ tánhnon wisk niwáhsen nikanó:ron.  It costs $1.50.
Lesson 11 – Weather and Seasons

Oh niwenhni:sten átste?

Wenhniserí:yo.
Wenhniseráksen.
Yo’taríhen.
Yo’kerén:en’.
Yothó:re.

What is it like outside?

It is a nice day.
It is a poor day to be outside.
It is hot.
It is snowing.
It is cold.

It is sunny.
It is cloudy.
It is windy.
It is foggy.
It is raining.
It is lightning.
It is thundering.
It is lightning and thundering.

kenkwi’té:ne
akenha’ké:ne
kannena’ké:ne
akohsera’kén:ne

spring
summer
fall
winter
Lesson 12 – How are you doing?

<table>
<thead>
<tr>
<th>Mohawk</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oh nihsonhô:ten?</td>
<td>How are you (feeling)?</td>
</tr>
<tr>
<td>Wakatshennón:ni.</td>
<td>I am happy.</td>
</tr>
<tr>
<td>Wake’nikonhráksens.</td>
<td>I am sad.</td>
</tr>
<tr>
<td>Wakerí:wayen.</td>
<td>I am concerned (have business).</td>
</tr>
<tr>
<td>Wakena’khwén:’onh.</td>
<td>I am angry.</td>
</tr>
<tr>
<td>Wakenehrâkwâs.</td>
<td>I surprised/amazed.</td>
</tr>
<tr>
<td>Wakeryen’ti:yo.</td>
<td>I am pleased.</td>
</tr>
<tr>
<td>Wakeryen’táksen.</td>
<td>I am in a bad mood.</td>
</tr>
<tr>
<td>Wake’nikonhrí:yo.</td>
<td>I am in a good mood.</td>
</tr>
<tr>
<td>Yokwenyonhátye.</td>
<td>I am managing okay.</td>
</tr>
<tr>
<td>Wakata’kari:te.</td>
<td>I am healthy/well.</td>
</tr>
<tr>
<td>Wakenya’táthen’s.</td>
<td>I am thirsty.</td>
</tr>
<tr>
<td>Wakenonhwáktani.</td>
<td>I am sick.</td>
</tr>
<tr>
<td>Tewakhwishenhé:yon.</td>
<td>I am tired.</td>
</tr>
<tr>
<td>Katonhkârya’ks.</td>
<td>I am hungry.</td>
</tr>
<tr>
<td>Wakahtá:onh.</td>
<td>I am full.</td>
</tr>
<tr>
<td>Oh niyohtohátye?</td>
<td>How is it going?</td>
</tr>
<tr>
<td>Yoyanerátye.</td>
<td>It is going along good.</td>
</tr>
<tr>
<td>Katátyes.</td>
<td>I’m up and about. \ what we say when just</td>
</tr>
<tr>
<td>Ok thikatátye.</td>
<td>Only up and about./ managing along</td>
</tr>
</tbody>
</table>
Lesson 13 – What are you doing?

Oh nihsátyérha? What are you doing?
Oh nahsátyere? What did you do?
Oh nenhsátyere? What will you do?

Wakyó’te I am working.
Sayó’te. You are working.
Royo’te. He is working.
Yakoyo’te. She is working.
Rotiyo’te. They are working.
Yotiyo’te. They (females) are working.

Yah tewakyó’te. I am not working.
Yah tehoyo’te. He is not working.
Yah teyakoyo’te. She is not working.
Yah tehotiyo’te. They are not working.
Yah teyotiyo’te. They (females) are not working.

Oh nahò:ten wakyó’te? What am I working at?
Oh nahò:ten sayo’te.? What are you working at?
Oh nahò:ten royo’te? What is he working at?
Oh nahò:ten yakoyo’te? What is she working at?
Oh nahò:ten rotiyo’te? What are they working at?
Oh nahò:ten yotiyo’te? What are they (females) working at?

Oh nahò:ten yakoyo’te ne Sara? What is Sara working at?
Lesson 14 – People and Family

Ónkha kí:ken?  
_______ ne kí:ken.  
Jason ne kí:ken.

Who is this?  
This is _______.  
This is Jason.

Ónkha thí:ken?  
_______ ne thí:ken.  
Wendy ne thí:ken.

Who is that?  
That is _______.  
That is Wendy.

Onkha nen’ ne:’e?  
_______ nen’ ne:’e.  
Kheyén:a’ nen’ ne:’e.

Who is that?  
That is _______.  
That is my daughter.

Oh nahò:ten yontátya’ts?  
_______ yontátya’ts.  
Sheila yontátya’ts.

What is her name? (What is she called by?)  
Her name is _______.  
Her name is Sheila.

Oh nahò:ten ronwá:ya’ts?  
_______ ronwá:ya’ts.  
Paul ronwá:ya’ts.

What is his name? (What is he called by?)  
His name is _______.  
His name is Paul.

akhwá:tsire  
my family

teyonkenrihwayenewá:kon  
my partner

kheyen’okónha  
my children

kheyén:’a  
my daughter

riyén:’a  
my son

ake’nihshténha  
my mother

rake’niha  
my father

onkyatén:ron  
my friend (either male or female)
yonkyatén:ron  
my female friend
Lesson 15– Colours

Oh niwahsohkò:ten? 
_______ niwahsohkò:ten. 
Ohonte niwahsohkò:ten. 

What colour is it? 
_______ is the colour of it. 
Green is the colour of it. (It is green.)

Oh niwahsohkò:ten ne kí:ken? 
Ohéhsa niwahsohkò:ten ne kí:ken. 

What colour is this? 
Brown is the colour of this. (This is brown.)

Oh niwahsohkò:ten ne thí:ken? 
Otsí:nekwar niwahsohkò:ten ne thí:ken. 

What colour is that? 
Yellow is the colour of that. (That is yellow.)

Oh niwahsohkò:ten ne kí:ken _______? 
Oh niwahsohkò:ten ne kí:ken kahyatónhsera?

What colour is this _______? 
What colour is this paper?

_______ niwahsohkò:ten ne kí:ken _______. 
Kenrá:ken niwahsohkò:ten ne kí:ken kahyatónhsera.

_______ is the colour of this _______. 
White is the colour of this paper.

Oh niwahsohkò:ten ne thí:ken _______? 
Oh niwahsohkò:ten ne thí:ken kahyatónhkwa?

What colour is that _______? 
What colour is that pen?

_______ niwahsohkò:ten ne thí:ken _______. 
Orón:ya niwahsohkò:ten ne thí:ken kahyatónhkwa.

That ______ is _______. 
That pen is blue.

onekwénhtara
otsí:nekwar
orón:ya
onekwénhtarà:ken
ata’kén:ra
kenrá:ken
óhonte
atyarén:ta
oharennátha
ohéhsa
kahòn:tsi

red
yellow
blue
pink
grey
white
green
orange
purple
brown
black
Lesson 16 – Things

To: ní:kon?
_______ ní:kon.
Kayé:ri ní:kon.

How many (are there)?
There are ______ of them.
There are four of them.

To: ní:kon ne kahyatónhkwa?
Kayé:ri ní:kon ne kahyatónhkwa.

_______ ken, sá:yen?
Ohwísta ken, sá:yen?
Hen, wákyen ne ohwísta.

How many pencils are there?
There are four pencils.

Do you have ______?
Do you have money?
Yes, I have money.

atkahráhnha
kà:sere
ohwísta
kahyatónhsera
kahyatónhkwa
kahwistá:e’ks
atekhwá:ra
ennitskwá:ra
kanónhsa
aké:ra
á:share
atókwa
karón:ware
áhta
anón:warore
atyá:tawi
atátken
ká:yare
órón:ta
atén:nits
kahná:ta
á:are
a’nyá:nawen
atháhsteren

glasses
car
money
book/paper
pen/pencil
clock
desk/table
chair
house
dish
knife
spoon
fork
shoes
hat
cloth/shirt/dress
mirror
bag
a box
cane
purse
curtain
mittens
pants
Lesson 17 – More Places to Go

Ka’wähse?
Tsi ______ wá:ke.
Tsi tehonttsihkwa’ekstháhkhwá’ wá:ke.

Where are you going?
I am going to ______.
I am going to the arena.

Ka’nyesenónhne?
Tsi ______ yewakenónhne.
Tsi tyakotyehtáhhkhwa’ yewakenónhne.

Where did you go?
I went to ______ (and now I am back).
I went to the dump.

tehonttsihkwa’ekstháhkhwá’
tyehwistayentáhhkhwa’
yehwihstatahkwá:tha
tehonthenno’óktha
yontatkothsyonnyá:tha
ononhsatokenhti:ke
ohsahe’tákeri tsi yehnekihrá:tha’
yontenhninón:tha’
thatitsyenhayenstáhhkhwa’
tyakotyehtáhhkhwa’
yontenonhhkhwa’tsherahninón:tha’
yontekhwahninón:tha’
kanonhséhsne
tyakoyo’tenhstáhhkhwa’
tehontska’hónhhkhwa’
yontaweya’táhkhwá’

arena
bank
bank machine/ATM
baseball diamond
beauty salon
church
coffee shop
corner/convenience store
council building
dump
drugstore/pharmacy
grocery store
longhouse
offices/office building
restaurant
school

tehonttsihkwa’ekstháhkhwá’
thatitsyenhayenstáhhkhwa’
yontaweya’táhkhwá’
Lesson 18 – More Weather

Oh niwenhniṣerò:ten átste? What is it like outside?

Yotón:ris. It is damp(muggy).
Yowísóntyon. It is sleeting.
Yowí:sayen. It is icy.
Teyoḥsa’kén:seron. It is frosty.
Yo’áweyon. There is dew.
Yonhwentsyaná:wen. The ground is wet.
Tekanerahtaténnyons. Leaves are changing.
Tekanerahtá:sens. Leaves are falling.
Yohnyó:te. There is a rainbow.

To: niyo’tarihén átste? How hot is it outside?

_______ niyo’tarihén. It is _______ degrees.
TewáhSEN niyo’tarihén. It is 20 degrees.

To: niyóthó:re átste? How cold is it outside?

_______ niyóthó:re. It is _______ degrees.
Tékeni niyóthó:re átste. It is two degrees outside.
Lesson 19 – More People

John ken, yesá:ya’ts?
Enh hen, John yónkya’ts.
Yah, Bob yónkya’ts.

Is your name John?
Yes, my name is John.
No, my name is Bob.

Paul ken, ronwá:ya’ts?
Enh hen, Paul ronwá:ya’ts.

Is his name Paul?
Yes, his name is Paul.

Sarah ken, yontátya’ts?
Enh hen, Sarah yontátya’ts.

Is her name Sarah?
Yes, her name is Sarah.

Ka’nón:we nithawé:non ne raktsí:ya’?
Tsi ______ nithawé:non.
Tsi Tekahyonháke nithawé:non.

Where is your older brother from?
He is from ______.
He is from London.

khe’kén:’a
my younger sister
ri’kén:’a
my younger brother
akhtsí:’a
my older sister
rakhtsí:’a
my older brother
aksóththa
my grandmother
raksóththa
my grandfather
kheyonwatén:’a
my niece
riyonwatén:’a
my nephew
Lesson 20 – More Cities

Ka’wáhse?
Tsi ______ wá:ke.
Tsi Kana’tsyáhere wá:ke.

Where are you going?
I am going to _______.
I am going to Ancaster.

Ka’nyesenónhvne?
Tsi ______ yewakenónhvne.
Tsi Teyohseró:ron yewakenónhvne.

Where did you go?
I went to _______ (and now I am back).
I went to Buffalo.

Ka’nyesenónhvne thetén:re?
Tsi ______ yewakenónhvne thetén:re.
Tsi Tekahyonhó:kon yewakenónhvne thetén:re.

Where did you go yesterday?
I went to _______ yesterday.
I went to Paris yesterday.

Ka’nyesenonh?
Tsi ______ yewaké:nonh.
Tsi Aterónto yewaké:nonh.

Where have you gone?
I have gone to _______ (and I am still there).
I have gone to Toronto (and I am still there).

Anonhwarore’tsherahayón:ne
Koyo’kwenhaká:ke
Tkahnekanhó:ton
Yothahókwen
Tekahyonhó:kon
Tkahón:tayen
Kanatasé:ke
Tyonhnekahséntha
Ohnyá:kara
Kahehtyá:kon
Aterónto
Teyohseró:ron

Ancaster (Ontario)
Cayuga
Dunnville
Onondaga Village
Paris (Ontario)
Middleport
Mount Pleasant
Niagara Falls (Ontario)
Niagara Region (Ontario)
Simcoe (Ontario)
Toronto (Ontario)
Buffalo (New York)