



Language and Culture Archives

Introduction to conversational Beaver

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Introduction
to
Conversational
Beaver



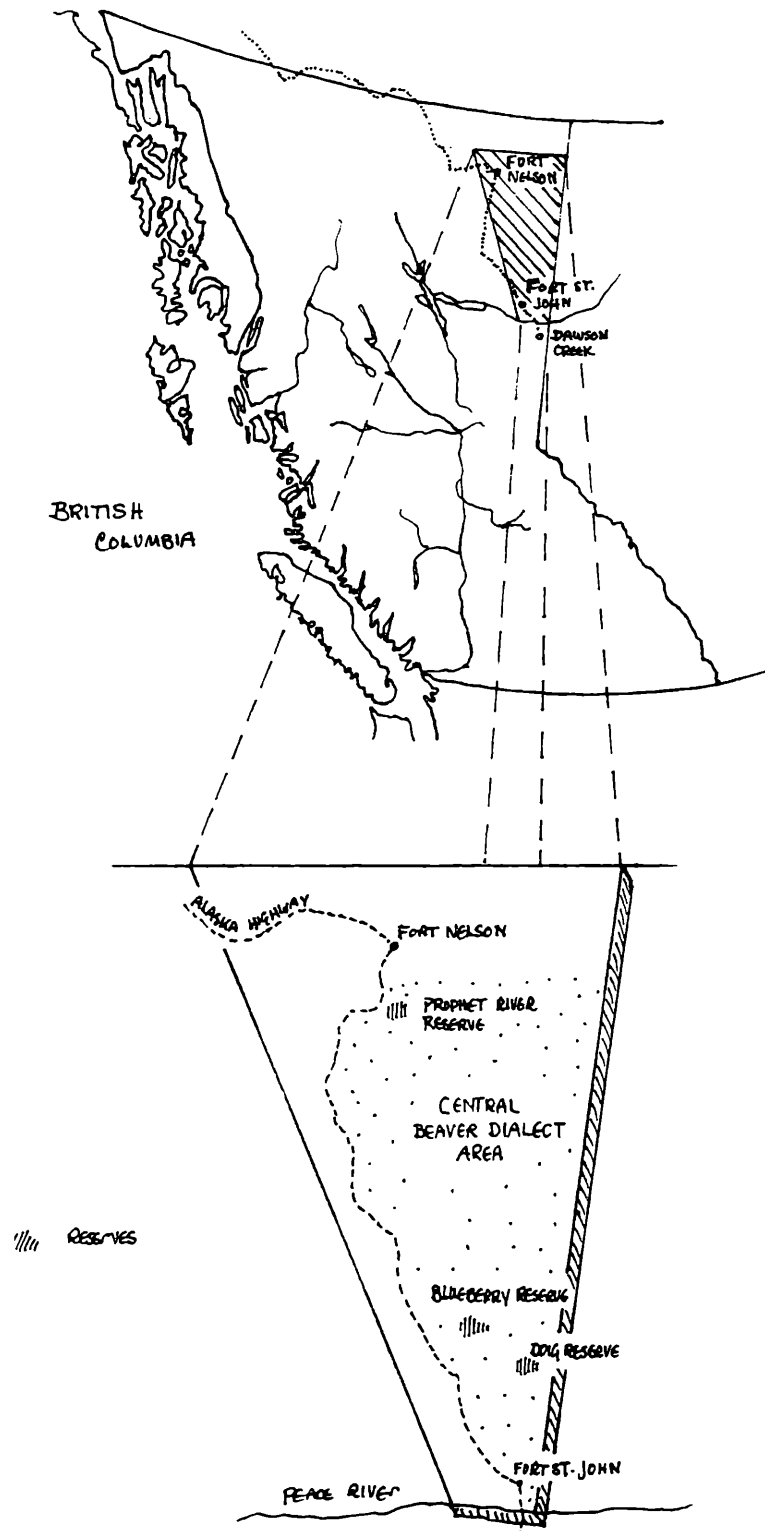
*Introduction
to
Conversational
Beaver*

INTRODUCTION TO CONVERSATIONAL BEAVER

*A Beginners Course
of
Conversational Beaver
as spoken by
The Central Beaver Dialect
in the Fort St. John area
and on the Reserves
situated on the
Doig River
Blueberry River
and Prophet River*

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Box 39 Charlie Lake, B.C., VOC 1H0
Beaver Athapaskan
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Central Beaver Dialect Area



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*Marshall and Jean Holdstock
Summer Institute of Linguistics*

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PREFACE

This "Introduction to Conversational Beaver" unit was produced to be used in the linguistic component of the Intermediate Native Studies Program to be held at the Upper Pine Elementary School. It was designed, in consultation with the Beaver Literacy Committee of the Doig reserve, to be used in the pilot project introducing spoken Beaver in the classroom.

It has been prepared with the expectation that Native Elders will participate and teach in person, and by means of video presentations. Along with introducing spoken Beaver, they will explain aspects of culture, such as kinship terms. This, it is believed, will all contribute to the children having a heightened appreciation of their cultural heritage and especially of the richness of their language.

It is hoped that as the children hear and practice speaking the Beaver language in the classroom they will be encouraged to use what they have learned, among themselves and in their homes.

It is hoped too that the program will demonstrate to the Beaver People the value placed on their linguistic heritage. Also that parents, realizing that the language will be lost unless a concerted effort is made, will be encouraged to use the language with the children in order to preserve it.

TEACHER'S INTRODUCTION

COURSE OVERVIEW

The "*Intermediate Native Studies / Conversational Beaver*" curriculum project has been developed in three parts. Each part will be in itself a separate entity though all portions are of the same curriculum, designed for the benefit of Native students through the furthering of Native Studies programs.

The "*Intermediate Native Studies*" portion of the program is designed to develop a deeper, more relevant cultural awareness based on local terms, relationships, history and geography. The intent of this part of the curriculum is to establish a positive sense of identity among the Native students as they learn of their Beaver heritage and culture, and as a result develop positive attitudes in relationships with people of other cultures.

The "*Introduction to Conversational Beaver*" portion of the curriculum is designed to help the students to appreciate, start to speak and to encourage them to use the Beaver language. A video presentation of the Beaver Conversation Book is also available with this section of the curriculum.

The "*Beaver Alphabet Book*" was designed to appeal to the intrinsic characteristic of the Native student through visual art, portraying illustrations of cultural relevance which can then be coloured. A presentation of a Native speaker teaching the sounds of the Beaver alphabet, using the words illustrated in this book will also be available in video format.

The Intermediate Native Studies / Conversational Beaver curriculum can be obtained as a unit or each section separately from either:

School District #60 Resource Center, 9803 - 102nd Street, Fort St. John, B.C. (604) 787-7885

Native Education Department, Upper Pine Elementary School, 9803 - 102nd Street,
Fort St. John, B.C. (604) 827-3691

Holdstock-Smith & Holdstock, P.O. Box 39, Charlie Lake, B.C. V0C 1H0
(604) 827-3258 (604) 785-1391

TEACHER'S INTRODUCTION

UNIT OVERVIEW

The purpose of this unit is to encourage Beaver children to use the Beaver language by introducing them to spoken Beaver in the classroom. An important component of the unit is the fact that Native Elders will participate and teach in person, and by means of video presentations. As well as teaching basic conversational Beaver they will explain aspects of their culture in order to give the children a greater appreciation of their cultural and linguistic heritage.

This unit has been prepared as a resource for instructors teaching basic Beaver conversation. The material has been arranged under topics with appropriate questions designed to generate a conversation on the topic. It is not intended that the text on any one topic be used as a whole, but rather that it provide a framework of questions and appropriate responses upon which to build conversations.

Topics include classroom commands and useful expressions and it is suggested that these be taught early in the course so that they can be used, where appropriate, each class time.

Similarly a basic greeting and response, farewell and simple conversation about the weather could, if taught early in the course, be incorporated into daily use and become a part of routine class conversation.

Other topics and accompanying questions start simply, increasing in complexity of answers necessary as more vocabulary is learned. However it is not intended that the ordering of the topics or questions being taught necessarily follow the order presented in the course. It is more important that material that will be of interest to the students be used, therefore it might be appropriate to use a lesson on animal tracks, (page 21) immediately following page 7 after names of animals have been learned.

Vocabulary lists (of words of different parts of speech) have been itemized by topic and are to be found in the appendix. These topical word lists have been designed to build vocabulary by use in substitution drills. The page numbers where substitution drills using the topical word list can appropriately be used are given beside each vocabulary list. Illustrations of words in the vocabulary lists marked by an asterisk * can be found in the accompanying "Beaver Alphabet Book".

Charts of Beaver Kinship Terms, a Guide to Pronunciation and suggestions for activities and games which could be incorporated into the lessons to reinforce the elements being taught are also given in the appendix.

CONVERSATION TOPICS.

Greetings

How are you? (singular)

I am fine.

And you? (How are you?)

Me too, I am fine.

I am well.

I am feeling better.

I am good.

I'm the same.

Je aa haanach'e.

Wuujq haasch'e.

E nq.

Sq juuh, wuujq haasch'e.

Wuujq ghasdaah.

Wqtsadle wuujq ghasdaah.

Uushq.

Lhisch'e.

How is _____?

your son

your daughter

your small daughter

your grandchild

_____ je aa hqhch'e.

nachq?

nachwe?

nachweah

nachae?

He/she is well.

He/she is not well.

He/she is feeling better.

Wuujq ghadaah.

Ajq wuujq ghadaah.

Wqtsadle wuujq ghadaah.

How are things?/What is happening?

Things are good.

Nothing is happening.

Je aa haawqhch'e.

Wuujq.

Ajuulii haawqhch'e.

Introductions and Farewells

I haven't seen you for a long time.
Let me shake your hand.

Tq̄hch'e d̄qts'ęh aj̄o nas'ę.
Nęlaa' uushúúde.

What is his name?
His name is Nelson.

Je aa uuye.
Nelson laa uuye.

What is your name?
My name is Jim-Bob.

Je aa uunaye.
Jim-Bob laa uuzhe.

Where does he come from?
He comes from Blueberry.

Je d̄qts'ęh aach'ę.
Blueberry d̄qts'ęh aach'ę.

Where do you come from?
I come from Doig.

Je d̄qts'ęh aanach'ę.
Doig d̄qts'ęh asch'ę.

Farewells

Let us go back (2 people).
Let us go back (lots).

Naadawát'áásę.
Naadawájéle.

I will see you (singular) again.
I will see you (lots) again.

Naanawísch'esę.
Naanahawísch'esę.

We will see you (singular) again.
We will see you (lots) again.

Naanats'úúch'esę.
Naanahats'úúch'esę.

I will see you (one) soon.
I will see you (one) tomorrow.

Gwech'e naanawísch'esę.
Hatl'edzę naanawísch'esę.

Take care. (singular)
Take care. (plural)

Chege aanach'ę.
Chege aahch'ę.

Conversations about the Weather

How is it (the weather) outside?

It is hot.

It is sunny.

It is cloudy.

It is windy.

It is raining.

It is snowing.

It is cold.

Ts'eh dze? je aa haawq̄hch'e.

Taawq̄kun.

Haasaade?q̄.

K'us̄ wóq̄.

Naats'iih.

Naahche.

Naadziis̄.

Wadéhk'aats̄.

Fine weather

It's a lovely day.

Isn't it! It's a very lovely day.

It is very sunny.

Yes it is warm.

The sky is blue.

Yes, there are no clouds.

Dzenii uuq̄.

Azaq̄, he dzenii uuq̄.

He haasaade?q̄.

Ahaq̄ taawq̄kun.

Yaa danebets̄.

Ahaq̄, ajuulii k'us̄ wóq̄.

Wet weather

It's a bad day.

Yes, it's a very bad day.

It's been raining all day.

Yes, it's really raining lots.

Now the road is slippery.

Yes, there is lots of mud.

Dzenii ets'éliih.

Ahaq̄ he dzenii ets'éliih.

Dzenii k'ih naahche.

Ahaq̄ he wq̄hche naahche.

Juu atane k'ewitl'at.

Ahaq̄ watl'age natlq̄.

Snowy weather

It's a bad day.

Yes, its a very bad day.

It's been snowing all day.

Yes it's really snowing lots.

There is lots of snow.

Yes, and the road is slippery.

Dzenii ets'éliih.

Ahaq̄ he dzenii ets'éliih.

Dzenii k'ih naadziis̄.

Ahaq̄ he wq̄hche naatsiis̄.

He yes̄ natlq̄.

Ahaq̄, iitl'q̄ atane k'ewitl'at.

Conversations about the Seasons

Seasons

Spring
Summer
Fall
Winter

Dq'eh
At'qlę
At'qtl'wąą
Yesk'ih

Early Spring "Chatter"

Now the days are longer.
Soon it will be spring.

Juu dzenii haaguulaa nadzes.
Gwech'e dq'eh wúulé'isę.

It looks like rain.
It has started to rain.

Naahchę kewqhc'h'e.
Déhchq.

Soon the snow will all be gone.
Soon there will be lots of mosquitoes.

Gwech'e ajuulii yes wúulé'isę.
Gwech'e he ts'i ih watlqsę.

I hate mosquitoes.

He ts'i ih ts'esdane.

Early Winter "Chatter"

Now the days are short.
Yes and the nights are long.
Soon it will be dark.

Juu dzenii nak'aase.
Ahąą iitl'q hatl'edii nadzes.
Gwech'e wazan wúulé'isę.

Soon it will be winter.
Yes, it is cold at night now.

Gwech'e yesk'ih wúulé'.
Ahąą juu hatl'e daah wadéhk'aats.

It looks like it's going to snow.

Naadziis kewqhc'h'e.

Classroom Commands

Sit! (to one student)	Séd ^u aa.
Sit here.	Jq sé ^u daa.
Sit over there.	Gq sé ^u daa.
Sit still.	Hach'e' sé ^u daa.
Sit down again.	Nedááh.
Sit! (to lots)	Daah ^{ts} 'ii.
Stand up. (to one student)	Náánaz ^{at} .
Stand here.	Jq náánaz ^{at} .
Stand over there.	Gq náánaz ^{at} .
Stand still.	Lhaah dę náánaz ^{at} .
Stand! (to lots)	Nááh ^{sat} .
Go over there. (to one student)	Gq dęyaa.
Come here. (to one student)	Gwaadzę' dęyaa.
Come here. (to 2 students)	Gwaadzę' daah'áás.
Come here. (to lots)	Gwaadzę' daahjélh.
Go and get a book.	Adishtl'ish kaanayaa.
Hurry! (to one student)	Haanajiih.
Hurry! (to lots)	Haahjiih.
Now!	Juu
Quickly!	Juudii
Be quiet. (to lots)	Chege aahch'ę.
Don't do that. (to one student)	Ajq haanach'e.
Don't do that. (to lots)	Ajq haahch'e.
Stop it!	Ywe laa.
That is enough!	Haaguulaa.

Useful Expressions

Yes.
Isn't it! (agreement)

Ahq̃q̃.
Azaq̃q̃.

No.
Negative. (not)
No more.
Not yet.
Nothing.
Nobody.

Ėjweh.
Ajq̃.
Ajq̃ wq̃deh.
Ajq̃k'aa.
Ajuulii.
Ajuulę ne.

I don't know it.(the fact)

Ajq̃ adááwasjíl̃h.

Let me see.
Wait!
Give it to me.
Here! (Take it.)

Was'ę?
Che?
Je?
Nq̃?

Carefully / slowly!
Be careful. (to one person)
Be careful. (to lots)

Chege.
Chege aanach'ę.
Chege aahch'ę.

I will help you. (to one student)
I will help you. (to all)

Nats'ę'naasję.
Nahats'ę'naasję.

Good!
That is good.
Thank you.

Uujq̃.
Ii laa uujq̃.
Wuujq̃ aasanaláá'.

Identifying Objects - What? Who? Where is ...?

What is this?

This is a __ shoe __.

hat
mitten
sock
jacket

Jii ye q.

Jii __ ke __ lq.
ts'at
baat
ketalh
k'wisje

What is that?

That is a __ black-bear __.

moose
rabbit
prairie chicken
beaver
grizzly

li ye q.

li __ sas __ lq.
hadaa
gaah
jiih
tsaa?
dleye

Where is the shoe?

It is over there.

Ke ii.

Gq laa.

Where is the hat?

It is over there.

Ts'at ii.

Gq laa.

Who is this?

This is a __ person __.

boy
girl
man
woman
baby

Dę me q.

Dę __ dane __ lq.
askaa
at'aa
dedze
ts'ege
ts'idaah

Who is that?

That is __ his father __.

his mother
his grandfather
his grandmother
his younger brother
his younger sister

Ę me q.

Ę laa __ mataa? __ lq.
mamaa
matsea?
matsq?
machidle?
majedze?

Where is his grandfather?

Over there.

Matsea? ę.

Gq laa.

"Yes" and "No" Questions and Answers

What (kind of) animal is this?

Dqch'ii ghadii q.

Is this a ____ moose ____?

black bear

rabbit

prairie chicken

beaver

duck

grizzly

Q jii ____ hadaa ____ q.

sas

gaah

jiih

tsaa?

tsits

dleye

Yes, it is a moose.

Ahqa, hadaa lq.

What (kind of) animal is this?

Dqch'ii ghadii q.

Is this a black-bear?

Q jii sas q.

No, it is not a black-bear,
it is a grizzly.

Ejweh, ajq sas,
dleye lq.

Identifying Actions - What is doing?

What is he/she/it doing?

Ye aa aaleh.

What is the ___ person/man ___ doing?

boy

girl

man

woman

baby

_____ dane _____ ye aa aaleh.

askaa

at'aa

dedze

ts'ege

ts'idaah

He is sleeping.

He is running.

She is singing.

She is playing.

He is going hunting.

She is sitting.

He is crying.

Sachę.

Lhédéhtl'aa.

Ajin.

Naachaaajaa.

Déhdzat.

Sadaa.

Atsak.

What is the woman doing?

The woman is making ___ a hide ___.
moccasins

Ts'ege ye aa aaleh.

Ts'ege _ azis _ aaleh.
kezaa

What is the boy doing?

The boy is looking for something.

Askaa ye aa aaleh.

Askaa wǫlii kaanataah.

What is the boy looking for?

The boy is looking for a ___ belt ___.

hat

mitten

shoe

sock

jacket

Askaa ye aa kaanataah.

Askaa ___ se ___ kaanataah.

ts'at

baat

ke

ketalh

k'wisje

What is the person/man doing?

The man is looking for something.

The man is looking for the horse.

Dane ye aa aaleh.

Dane wǫlii kaanataah.

Dane tlęchuk kaanataah.

Where is the horse?

There is the horse.

Tlęchuk ii.

Gwaadzii laa tlęchuk.

Action words - He is

What is he/she/it doing?

He/she is sleeping.

He/she is crying.

He/she is hungry.

He/she is thirsty

He/she is drinking..

He/she is eating.

Ye aa aaleh.

Sachę.

Atsak.

Dabát.

Chuu ek'qhch'e.

Adq.

Atsits.

What is he eating?

He is eating ____ bannock ____.

meat

fish

chicken

duck

carrot

Ye aa atsits.

____ watl'is ____ atsits.

atsan

lhuuge

jiih

tsits

tsas

What is the baby doing?

The baby is crying.

Ts'idaah ye aa aaleh.

Ts'idaah atsak.

Why is the baby crying?

Is the baby hungry?

No, he is thirsty.

Ts'idaah ye kaa atsak.

Q ts'idaah dabát.

Ęjweh, chuu ek'qhch'e.

The baby is drinking milk.

Now the baby is sleeping.

Ts'idaah at'uje adq.

Juu ts'idaah sachę.

What is the man drinking?

He is drinking ____ water ____.

milk

tea

coffee

Dane ye aa adq.

____ chuu ____ adq.

at'uje

lajii

danelhadii

What is the moose doing?

The moose is eating.

Hadaa ye aa aaleh.

Hadaa atsits.

What do moose drink?

Moose drink water.

Hadaa ye aa adq.

Hadaa chuu adq.

Kinship Terms - Family Members

Who is the boy looking for?

Askaa me aa kaanataah.

The boy is looking for _____.

Askaa _____ kaanataah.

John's father

John taaʔ

John's mother

John maa

John's grandfather

John tseaʔ

John's grandmother

John tsqʔ

John's younger brother

John chidleʔ

John's younger sister

John jedzeʔ

John's older brother

John wq̄dageʔ

John's older sister

John maadeʔ

Who is the woman looking for?

Ts'ege me aa kaanataah.

The woman is looking for _____.

Ts'ege _____ kaanataah.

Mary's children

Mary iskegeʔ

Mary's son

Mary chqʔ

Mary's daughter

Mary chweʔ

Mary's small child

Mary chwęą

Mary's grandchild

Mary chaeʔ

The man is looking for his wife.

Dane dats'egeʔ kaanataah.

The woman is looking for her husband.

Ts'ege dadedzeʔ kaanataah.

Where is her father?

Mataaʔ ę.

I don't know.

Ajq̄ adasjiih.

Identifying Actions - What are you doing?

What are you doing?

I am looking for something.

Ye aa aanaleh.

Wolii kaanastaah.

What are you looking for?

Ye aa kaanętaah.

Are you looking for (a) _____?

belt

hat

mitten

sock

shoe

moccasins

overshoes

rubber boots

jacket

pants

sweater

Q _____ kaanętaah.

se

ts'at

baat

ketalh

ke

kezaa

wakekea

chuukea

k'wisje

aslhe

dazqlhii

Are you looking for a belt?

Yes, I am looking for a belt.

Q se kaanętaah.

Ahąą, se kaanastaah.

Are you looking for a shoe?

No, I am not looking for a shoe.

I am looking for a sock.

Q ke kaanętaah.

Ejweh, ajq ke kaanastaah.

Ketalh kaanastaah.

What are you doing?

I am making _____.

tea

coffee

Ye aa aanaleh.

_____ aslheh.

lajii

danelhadii

Possessive Pronouns - Whose is this?

Who are you looking for?

I am looking for __ someone __.
no one

Me aa kaanetaah.

__ wqlę ne __ kaanastaah.
ajuulę ne

Are you looking for __ my __ father?

your
his/her

Q ____ sataa? ____ kaanetaah.

na-
ma-

our
your (plural)
their

ha-
naha-
guu-

Are you looking for your father?

No, I am not looking for my father.
I am looking for their father.

Q nataa? kaanetaah.

Ejweh, ajq sataa? kaanastaah.
Guutaa? kaanastaah.

What are you looking for?

I am looking for __ something __.
nothing

Ye aa kaanetaah.

__ wqlii __ kaanastaah.
ajuulii

What are you looking for?

Are you looking for your moccasins?

Yes, I am looking for my moccasins.

Ye aa kaanetaah.

Q nakezaa? kaanetaah.

Ahaq, sakezaa? kaanastaah.

Are you looking for your jacket?

No, I am not looking for my jacket.
I am looking for my rubber boots.

Q nak'wisje? kaanetaah.

Ejweh, sak'wisje? ajq kaanastaah.
Sachuukea? kaanastaah.

Whose is this moccasin?

This is my moccasin.
This is his/her moccasin.

Jii me kezaa q.

Jii sakezaa? lq.
Jii makezaa? lq.

Men's Work - Hunting and Trapping

What is the man doing?

The man is working.

He is making _____.

wood
a snare
snowshoes
a hide stretcher
fenceposts

Dane ye aa aaleh.

Dane wadach'ęch.

_____ aaleh.

kun
męlh
aah
misdan
madesage dachine?

What is the man doing?

He is going hunting.

Dane ye aa aaleh.

Déhdzat.

What is he going hunting for?

He is going hunting for _____.

bear
grizzly
moose
deer
buffalo

Ye kaa déhdzat.

_____ kaa déhdzat.

sas
dleye
hadaa
yaatune
hak'aichuk

What did the man kill?

The man killed a bull moose.

Dane ye aa zéh.ęę.

Dane jeyq zeh.ęę.

What is the man doing?

The man is trapping.

Dane ye aa aaleh.

Dane ekaach'ę.

What is he trapping?

The man is trapping _____.

beaver
lynx
squirrel
rabbits

Ye aa kaach'ę.

Dane _____ kaach'ę.

tsaa?
nqdaa
dasdle
gaah

Modifiers

Colors

She has a _____ red _____ jacket.
blue
green
black
white
yellow

K'wisje _____ dadale _____ aah'ę.
danebedze
danetl'adze
dehgaazhe
dak'ale
danetl'iisde.

Adjectives

new
good
big
little
long
short
lots

k'qdii
uujuu
nachii
natsadle
nadzeze
nak'aase
natluu

Numbers

He has _____ one _____ horse(s).
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen

_____ lhige? _____ tlečhuk aah'ę.
qkech'ii
taach'ii
jęch'ii
lhahtsech'ii
ęhts'e'taach'ii
taawedze
ęhts'e'jęch'ii
k'alaak'ech'ii
k'enech'ii
k'enech'ii ehlhaahch'ii mataah
k'enech'ii qkech'ii mataah
k'enech'ii taach'ii mataah

How many horses has he?
He has two good horses.

Daanech'ii tlečhuk aah'ę.
Qkech'ii tlečhuk uujuu aah'ę.

How much money have you?
I have two dollars.

Daanetluu adishtl'ish aaneh'ę.
Qkech'ii adishtl'ish as'ę.

Places/Locations - Where is ... going?

Where is the man going?

The _____ is going for _____.

man	horses
woman	water
boy	the dog
girl	berries

Dane jedzëą dëzhaa.

_____ kaa dëzhaa.

dane	tlëchuk
ts'ëge	chuu
askaa	tlëzaa
at'aa	jije

Where is your father?

My father has gone to _____.

the river
the lake
the bush
the hill

Nataa? ę.

Sataa? _____ dze? dëzhaa.

saahgii
mëge
dachintaah
edze?

Where are you going?

I am going for _____.

my father
my mother
my grandpa
my grandma

Jedzëą dëyaa.

_____ kaa dëyaa.

sataa?
samaa
satsea?
satsq?

I am going to _____.

my house
the hospital
the store
school
church

_____ dze? dëyaa.

sakwą
yuukwą
adaats'ę dę
dane jëhjëh dę
dane che?adliih dę

Go to _____.

the truck
the school bus

_____ dze? dëyaa.

wasdluuze
ts'idaahgae wasdluuze

Go and get _____.

water
snow

_____ kaa dëyaa.

chuu
yes

***Time Words - When did ... go?
When is ... going?***

When did he go to town?

He went to town _____.

this morning
yesterday
last night
the day before yesterday

Dese aa dq kwą wqtlwąą dzę? dézhaa.

_____ kwą wqtlwąą dzę? dézhaa.

juu hatl'ędq
hehgaadq
hehgaadq hatl'e
hehgaadq wazehe?

When is he going to town?

Maybe he will go to town _____.

today
at noon
this afternoon
this evening

tonight
at midnight
tomorrow
the day after tomorrow

Dese aa kwą wqtlwąą dzę? dúúyáásę.

_____ kwą wqtlwąą dzę? dúúyáásę gule.

juu dzenę
juu dzenii taajiidze
juu dzenii taajiidze watl'q
juu hehgaadzę?

juu hatl'e.
juu hatl'e taajiidze
hatl'edzę
hatl'edzę wak'ediieh

When are you going to town?

Maybe I will go tomorrow.

I am going to town soon.

Dese aa kwą wqtlwąą dzę? dýyáásę.

Hatl'edzę kwą wqtlwąą dzę? dúúsháásę gule.

Gwech'e kwą wqtlwąą dzę? dúúsháásę.

Plurals and Diminutives

Plurals - for humans only

He saw a _____.

man
woman
boy

_____ gha'ę.

dedze
ts'ege
askaa

He saw some _____.

men
women
boys

_____ ne gha'ę.

dedzuu
ts'eguu
askeguu

Diminutives

She saw a _____.

river
fish
lake

_____ gha'ę.

saahgii
lhuuge
męge

She saw a _____.

creek
small fish
small lake

_____ gha'ę.

saahgae
lhuugae
męgae

Young of Animals

bear
bear cub

moose
moose calf

cow
calf

sheep
lamb

pig
piglet

dog
puppy

horse
colt

He saw a ___ bear cub ____.
moose calf

I have a ___ dog ____.
puppy
colt

The man has lots of ___ sheep ____.
pigs
cows
horses

I saw lots of ___ lambs ____.
piglets
calves

I saw a bear and two cubs.

sas
sas yaadze

hadaa
hadaa yaadze

hak'ai
hak'ai yaadze

dabeah
dabeah yaadze

gogosh
gogosh yaadze

tlęzaa
tlęzaa yaadze

tlęchuk / tlę
tlę yaadze

_____ sas yaadze _____ gha'ę.
hadaa yaadze

_____ tlęzaa _____ as'ę.
tlęzaa yaadze
tlę yaadze

Dane ___ dabeah ___ natluu aah'ę.
gogosh
hak'ai
tlęchuk

___ dabeah yaadze ___ natluu ghas'ę.
gogosh yaadze
hak'ai yaadze

Lhige' sas uu qkech'ii sas yaadze ghas'ę.

Review

What did _____ see?
the man
your father

_____ ye aa gha'ę.
dane
nataa'

He saw a _____.
grizzly
wolverine

_____ gha'ę.
dleye
nqwe

_____ saw a _____.
My mother goose
My grandmother deer

_____ gha'ę.
samaa ghaje
satsq' yaatune

What did you see?

Ye aa ghę'ę.

I saw a _____.
beaver
muskrat

_____ ghas'ę.
tsaa'
chek'aa

When did you see a _____?
beaver
muskrat

Dese aa _____ ghę'ę.
tsaa'
chek'aa

I saw a _____ this morning
beaver yesterday
muskrat

_____ ghas'ę.
juu hatl'ędq tsaa'
hehgaadq chek'aa

Where did you see the _____?
beaver
muskrat

Jedzę _____ ghę'ę.
tsaa'
chek'aa

I saw the _____ beside the _____.
beaver river
muskrat lake

_____ wagaah ghas'ę.
tsaa' saahgii
chek'aa mege

Yesterday I saw a bull moose on the road.

Hehgaadq jeyq atane k'ih ghas'ę.

Animal Tracks and Review Continued

big
little
good
bad

black
white
three
four

nachii
natsadle
uujuu
mets'éliihe

dehgaazhe
dak'ale
taach'ii
jetch'ii

What did you see?
I saw a big white horse.

What was the horse doing?
The horse was eating hay.
The horse was drinking water.

I saw a prairie chicken,
and I saw lots of geese.
I saw two ducks.

What are those?
Those are animal tracks.

What tracks are those?
Those are __ rabbit __ tracks.
lynx
wolf
deer

Did you see some tracks?
Yes, I saw lots of tracks.

What kind of tracks did you see?
I saw __ black bear __ tracks.
grizzly
moose
coyote

Ye aa ghe'ę.
Tlęchuk dak'ale nachii ghas'ę.

Tlęchuk ye aa aaleh.
Tlęchuk tl'uge atsits.
Tlęchuk chuu adq.

Jiih ghas'ę,
iitl'q ghaje natluu ghas'ę.
Qkech'ii tsits ghas'ę.

Guu ye q.
Guu ghadii k'eh lq.

Guu ye k'eh q.
Guu __ gaah __ k'eh lq.
nqdaa
ch'qne?
yaatune

Q wqlii k'eh wawq'ę.
Ahqā, wqlii natluu k'eh wawas'ę.

Dqch'ii k'eh wawq'ę.
__ sas __ k'eh wawas'ę.
dleye
hadaa
ch'qne

Shopping

bacon
bread/flour
meat
lard/oil
milk
salt
tea

gogosh k'aa
watl'is
atsan
aghe?
at'uje
suudaagan
lajii

Do you have any eggs?
Yes, I have eggs.
How many eggs do you want?

Q ajuulii agheze? aaneh'ę.
Ahąą, agheze? as'ę.
Daanetluu agheze? kaasuudejii.

I want one dozen eggs.
How much are they?
One dollar.
That is cheap!

K'enech'ii ọkech'ii mataah agheze? kaasuudasjii.
Daanech'ii aa alę.
Lhige? adishtl'ish.
Madaahe? najweh.

Do you want any bacon?
No I have bacon.
I want some pork.
How many pounds of pork do you want?
5 pounds.
Do you want some more pork?
That is enough.
It is expensive.

Q ajuulii gogosh k'aa kaasuudejii.
Ejweh, gogosh k'aa as'ę.
Gogosh tsan kaasuudasjii.
Daanetluu aakele gogosh tsan kaasuudejii.
Lhahtsech'ii aakele.
Q haak'aa gogosh tsan kaasuudejii.
Haaguulaa.
Madaahe? natlọ.

What did that woman buy?
She bought a ___ knife ___.
book
beads
blanket

E ts'ege ye aa dóláá?
___ bes ___ dóláá?
adishtl'ish
gusadle
ts'ade?

What did you buy?
I bought a ___ trap ___.
axe
gun
.22 shells
snare

Ye aa dáánaláá?
___ aahdzuu ___ dááslháá?
tselh
tses'uu
eht'waah
melh

Mealtime Conversation

Why are you crying?
Don't cry!

Ye kaa natsak.
Ajq natsak.

Have you eaten?
No, I have not eaten yet.

Q aghetsét.
Ejweh, ajqk'aa asits.

Are you hungry?
Yes, I am very hungry.

Q dqbát.
Ahqá, he dasbát.

Sit down.
Eat.

Sédaa.
Etsits.

Do you want some __ soup __?
potatoes
meat
carrots

Q __ chuuzale __ kaasuudejii.
yaach'iishe
atsan
tsas

Yes, I want some soup.

Ahqá, chuuzale kaasuudasjii.

Do you want some bread?
Yes, I want some bread.

Q watl'is kaasuudejii.
Ahqá, watl'is kaasuudasjii.

Pass (give) me the salt.

Suudaagan sq'ááh.

Are you thirsty?
Yes, I am very thirsty.

Q chuu ek'aanach'e.
Ahqá, he chuu ek'aasch'e.

Do you want tea or coffee?

Q lajii gule, danelhadii gule, ye aa kaasuudejii.

No, give me just water.

Ejweh, chuu zq sqkááh.

Thank you.

Wuujq aasanaláá?.

I have eaten well.

Wuujq aghasét.

Health

How are you?

How is ___ your father ___?
your mother
your grandfather
your grandmother

Is the ___ baby ___ sick?
boy
girl
Yes, he is sick.

Are the children sick?
Yes, they are all sick.

Are you all sick?
No, we are not all sick.

Are you sick?
Yes, I am sick.
My arm hurts.
Do you have any tablets?
Yes, I have some tablets.
Take two tablets.

Where are you sick?
Do you have a headache?
Yes, I have a headache.

Do you have a sore throat?
Do you have toothache?
Do you have diarrhea?

Do you have stomach ache?
Do you have ear ache?
Do you have a fever?

Do you have a cough/cold?
Yes I have a cough.

Je aa haanach'e.
___ nataa? ___ je aa hq̄hch'e.
namaa
natsea?
natsq?

Q ___ ts'idaah ___ dajiih.
askaa
at'aa
Ahq̄q, dajiih.

Q ts'idaahgae ghadajiih.
Ahq̄q, q̄hte ghadajiih.

Q q̄hte daahjiih.
Ejweh, ajq q̄hte ts'adajiih.

Q dejjiih.
Ahq̄q, dasjjiih.
Sagq̄ne? dajiih.
Q ajuulii yuudaghelii aaneh'ę.
Ahq̄q, yuudaghelii as'ę.
Q̄kech'ii yuudaghelii ę̄ts̄its̄.

Jedzęq̄ dejjiih.
Q nats̄ii? dajiih.
Ahq̄q, sats̄ii? dajiih.

Q nak'ase? dajiih.
Q nawuu? dajiih.
Q nabat dajiih.

Q nabat t'aa? wadajiih.
Q nadzii? wadajiih.
Q nats̄an t̄ęhkun.

Q adakuę aaneh'ę.
Ahq̄q, adakuę as'ę.

Health Continued - Body Parts

Have you been vomiting?

I have been vomiting.

He has been vomiting.

They have been vomiting.

How many times?

How long has he been sick?

It is swollen.

Is there any blood?

Is there any pus?

Let me see.

Where does it hurt?

My back hurts.

My __ eye __ hurts.

foot

knee

thigh

His throat hurts very much.

His head hurts more.

His _____ is broken.

arm

finger

hip

leg

neck

rib

Q naanakwish.

Naskwish.

Naakwish.

Naaghakwish.

Daawanech'ii.

Daawadazeh aa dajiih.

Eyuutl.

Q ajuulii dalh wólę.

Q ajuulii has wólę.

Was'ę?

Jedzęg wakedajiih.

Sat'aadzę wakedajiih.

__ sade? __ kedajiih.

sake?

sagut

saghus

Mak'ase? he wqhcche dajiih.

Matsii? wadeh dajiih.

_____ lhétún.

magone?

męlaa?

mak'ae?

mats'ane?

mak'us

machqge?

Medical Terms and Instructions

Medicine

Headache medicine

Toothache medicine

Eye ointment

Stomach medicine

Cough medicine

Yuu?

Atsii? dajiih yuue?

Awuu? dajiih yuue?

Ade? dajiih yuue?

Abat dajiih yuue?

Adakuş yuue?

Medicine

Tablets

Poison

Yuu?

Yuudaghelii

Yuu? mets'éliih

Do not drink it.

Ajō nadō.

Bottle

Shake the bottle.

Yuuzis

Yuuzis nehtlúch.

Take one teaspoonful.

Take one tablespoonful.

Take two tablets.

Lhige? egae natsadle nadō.

Lhige? egae nachii nadō.

Qkech'ii yuudaghelii ętsits.

Drink lots of water.

Drink only a little water.

Chuu natluu nadō.

Wętsadle zō chuu nadō.

Doctor

Nurse

Hospital

Yuudane?

Yuuts'ege?

Yuukwā

You should go to hospital.

Yuukwā dzę? dōyáá dę wólę.

You should see a doctor.

You should see an eye doctor.

You should see a dentist.

Yuudane? wó'ę? dę wólę.

Ade? ghaa yuudane? wó'ę? dę wólę.

Awuu? ghaa yuudane? wó'ę? dę wólę.

APPENDIX

A - Vocabulary Lists

B - Kinship Term Charts

C - Guide to Pronunciation

D - Suggestions for Activities

VOCABULARY LISTS.

REMINDERS

* Indicates that illustration of the vocabulary item can be found in the "Beaver Alphabet Book".

The numbers beside the vocabulary lists cross reference to the page where the topical word list can be used appropriately in substitution drills.

Animals and Birds

Hunted p.7, 8, 14, 15, 19, 20, 21

*black bear	sas
*moose	hadaa
*prairie chicken	jiih
*duck	<u>tsits</u>
*grizzly	dleye
*bull moose	jeyq
*deer	yaatune
*buffalo	hak'aichuk
*caribou	madziih
*elk	zezuulh
*wolf	ch'qne?
*coyote	ch'qne
*geese	ghaje

Trapped p.7, 8, 14, 15, 19, 21, 21

*beaver	tsaa?
*lynx	nqdaa
*squirrel	dasdle
*rabbit	gaah
*fox	yuuse
*wolverine	nqwe
*mink	taadle
*muskrat	chehk'aa
*weasel	ebaa
*ground hog	k'weq

Domestic p.7, 8, 9, 12, 13, 15, 19, 20, 21

*horse	tlechuk
*dog	tlezaa
*sheep	dabeah
*pig	gogosh
cow	hak'ai
*turkey	jiih nachii

Birds - wild p.7, 8, 9, 11, 20,

*robin	ziihgae
*owl(hawk)	mehze
*Canada jay	uushk'ae
*gull	meshk'ae
*swan	dagai
*blue heron	jelh

Body parts - possessed p.25, 7, 8

head	-tsiiʔ
hair	-tsiiighaaʔ
eye	-deʔ
tooth	-wuuʔ
lip	-dqʔ
mouth	-zaaʔ
nose	-ɛwqʔ
ear	-dziiʔ
leg	-tsʼaneʔ
foot	-keʔ
knee	-gut
hip	-kʼaeʔ
thigh	-ghuṣ
arm	-gqneʔ
hand/finger	-ɛlaaʔ
thumb	-ɛlaashuk
shoulder	-ghadzeʔ
neck	-kʼuṣ
throat	-kʼaseʔ
rib	-choqeʔ
back	-tʼaadzɛ
stomach	-bat

Clothing p.7, 8, 9, 12, 13, 15, 22

*belt
*hat
*mitten
sock

*jacket
pants
sweater

shoe
*moccasins
*overshoes
rubber boots

se
ts'at
baat
ketalh

k'wisje
aslhe
dazqhlhii

ke
kezaa
wakekea
chuukea

Colors p.15, 7, 8,

red
blue
green
yellow

black
white

dadale
danebedze
danetl'adze
danetl'iisde

dehgaazhe
dak'ale

Drinks p.10, 12, 22, 23

water
milk
*tea
coffee

chuu
at'uje
lajii
danelhadii

Food p. 10, 7, 8, 22, 23

fish
chicken
duck
meat

lhuuge
jiih
tsits
atsan

pork
bacon
eggs

gogosh tsan
gogosh k'aa
agheze?

carrot
potatoes
beets
turnips
cabbage

tsas
yaach'iishe
yaach'iishe dadale
yaach'iishechuk
at'qchuk

flour/bannock
lard/oil
salt

watl'is
aghe?
suudaagan

berries
saskatoons

jije
jijezaa

Household p.7, 8, 9, 12, 13, 15, 22

*knife
*spoon
dish
teacup
*pail
frying pan

bes
egae
ts'aa?
lajii ts'e'
uusaa
uusaaachele?

*dollar/paper/letter/book

adishtl'ish

blanket
bottle
*baby hammock

ts'ade?
yuuzis
bile

*beads
needle
*moose hide
*scraper
*flesher

gusadle
abwetsidze?
azis
ewalh
anqgude

Human Beings p. 7, 8, 9, 16, 18, 20

boy
girl
man
woman

baby
children
person
*old man
*old woman

men
women
boys
people

askaa
at'aa
dedze
ts'ege

ts'idaah
ts'idaahgae
dane
kulęą
ts'iizhwęą

dedzuu
ts'eguu
askeguu
dane ne

Kinship Terms p. 7, 8, 11, 13, 16, 20, 24

his father
his mother
his grandfather
his grandmother

his younger brother
his younger sister
his older brother
his older sister

her children
her son
her daughter
her small daughter
her small child
her grandchild

her husband
his wife

mataa?
mamaa
matsea?
matsq?

machidle?
majedze?
mqdage?
mamaade?

miskege?
machq?
machwe?
machweah
machwęą
machae?

madedze?
mats'ege?

Modifiers p.15, 8, 21

new
old (inanimate)

good
bad

big
little

long
short

lots
only

k'qdii
ts'aadze'

uujuu
mets'éliihe

nachii
natsadle

nadzeze
nak'aase

natluu
zq

Numbers p. 15, 19, 21, 26

one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen

lhige' / ehlhaahch'ii
qkech'ii
taach'ii
jetch'ii
lhahtsech'ii
ęhts'e'taach'ii
taawedze
ęhts'e'jetch'ii
k'alaak'ech'ii
k'enech'ii
k'enech'ii ehlhaahch'ii mataah
k'enech'ii qkech'ii mataah
k'enech'ii taach'ii mataah

Pronouns

(Possessive) p.13, 11, 20, 24, 25

my	sa-
your	na-
his/her	ma-
his/her own	da-
our	ha-
your (plural)	naha-
their	guu-

(Demonstrative)

- Non human p.7, 8, 13, 21

this	jii
that	ii
these	júú
those	guu

Human p.7

this	dę
that	ę
these	júú ne
those	guu ne

(Impersonal) p.21

none	ajuulii
some	daahgeʔ

(Impersonal nouns) p.9, 13, 18, 21, 22

nothing	ajuulii
something	wǫlii
no one	ajuulę ne
someone	wǫlę ne
some people	daahgeʔ ne

Places/Locations p.7, 8, 16, 17, 18, 20

*the river	saahgii
*the lake	męge
the creek	saahgae
the lake (small)	męgae
the bush	dachintaah
*the hillside	edze?
*the ridge	sis
the house	kwą
the barn	tlęchuk kwą
*the pigpen	gogosh kwą
the hospital	yuu? kwą
the post office	adishtl'ish kwą
the store	adaats'ę dę
the school	dane jęhjęh dę
the church	dane che?adliih dę

Question words

What is?	ye ę
What is(verb)..?	ye aa (verb)
Why is?	ye kaa
Who is?	me ę
Who is(verb)..?	me aa (verb)
Whose is?	me
When is ...?	dęę aa
When did ...?	dęę aa dę
Where is ..(person)..?	ę
Where is ..(object)..?	ii
Where is he ..(verb)..?	jedzęą
What kind?	dęch'ii
How many?	daanech'ii
How much?	daanetluu
Is?	ę
Did.....?	ę

N.B See Table of Contents for main pages teaching Question words.

Seasons p. 4,

Spring
Summer
Fall
Winter

Dq'eh
At'qlę
At'qtl'wqğ
Yesk'ih

Time p.17, 20

soon
now

gwech'e
juu

this morning
yesterday
last night
the day before yesterday

juu hatl'ędq
hehgaadq
hehgaadq hatl'e
hehgaadq wazehe'

today
at noon
this afternoon
this evening

juu dzenę
juu dzenii taajiidze
juu dzenii taajiidze watl'q
juu hehgaadzę'

tonight
at midnight
tomorrow
day after tomorrow

juu hatl'e
juu hatl'e taajiidze
hatl'edzę
hatl'edzę wak'ediieh

Tools p.7, 8, 9, 12, 13, 14, 22

*snare
*snowshoes
*a hide stretcher
*rope

męlh
aah
misdan
tl'uulh

*axe
*trap
*gun
gun .22
*shells (303)
shells .22

tsęlh
aahdzuu
tses'uu
tses'waah
eht'uuh
eht'waah

*firewood
tree - stick

kun
dachin

Verbs

ate (to have eaten) p.23

I
you
he/she

aghasét
aghetsét
aatsét

bought p.22

I
you
he/she

dááslháá?
dáánaláá?
dóláá?

cry (to be crying) p.9, 10, 23

I
you
he/she

asak
natsak
atsak

do - see to make

drink (to be drinking) p.10,

I
you
he/she

asdq
nadq
adq

eat (to be eating) p.10, 23

I
you
he/she

asits
etsits
atsits

go (to start) p.16, 17, 5

I
you
he/she

déyaa
déyaa
dézhaa

you (two)
you (lots)

daah'áás
daahjélh

go (will be going) p.17

I
you
he/she

dúúsháásę
dóyáásę
dúúyáásę

have p.15, 22

I
you
he/she

as'ę
aaneh'ę
aah'ę

hungry (to be hungry) p.10, 23

I	dasbát
you	dəbát
he/she	dabát

hunt (to be going) p.9, 14

I	dézat
you	dédzat
he/she	déhdzat

killed (single object) p.14

I	zas.hẹ
you	zeh.hẹ
he/she	zeh.hẹ

look for (to be looking for) p.9, 11, 12, 13

I	kaanastaah
you	kaanętaah
he/she	kaanataah

make (to be making/ doing) p.9, 12, 14

I	aslkeh
you	aanaleh
he/she	aaleh

name (to be named) p.2

I	uuzhe
you	uunaye
he/she	uuye

run p. 9

I	lhédéstl'aa
you	lhédétl'aa
he/she	lhédéhtl'aa

see (saw) p.18, 19, 20, 21

I	ghas'ẹ
you	ghẹ'ẹ
he/she	gha'ẹ

see (saw tracks) p.21

I	wawas'ẹ
you	wawq'ẹ
he/she	wawq'ẹ

sick (to be sick) p.24

I
you
he/she
we
you (lots)
they

dasjiih
dejiih
dajiih
ts'adajiih
daahjiih
ghadajiih

sing p.9

I
you
he/she

azhin
najin
ajin

stay at /live p.2

I
you
he/she
we
you (lots)
they

asch'ę
aanach'ę
aach'ę
aats'ach'ę
aahch'ę
aaghach'ę

thirst (to be thirsty) p.10, 23

I
you
he/she

ek'aasch'e
ek'aanach'e
ek'qhch'e

vomit p.25

I
you
he/she
we
you
they

naskwish
naanakwish
naakwish
naats'akwish
naahkwish
naaghakwish

want p.22, 23

I
you
he/she

kaasuudasjii
kaasuudejii
kaasuudajii

Weather p.3, 4

It is hot.
It is sunny.
It is cloudy.

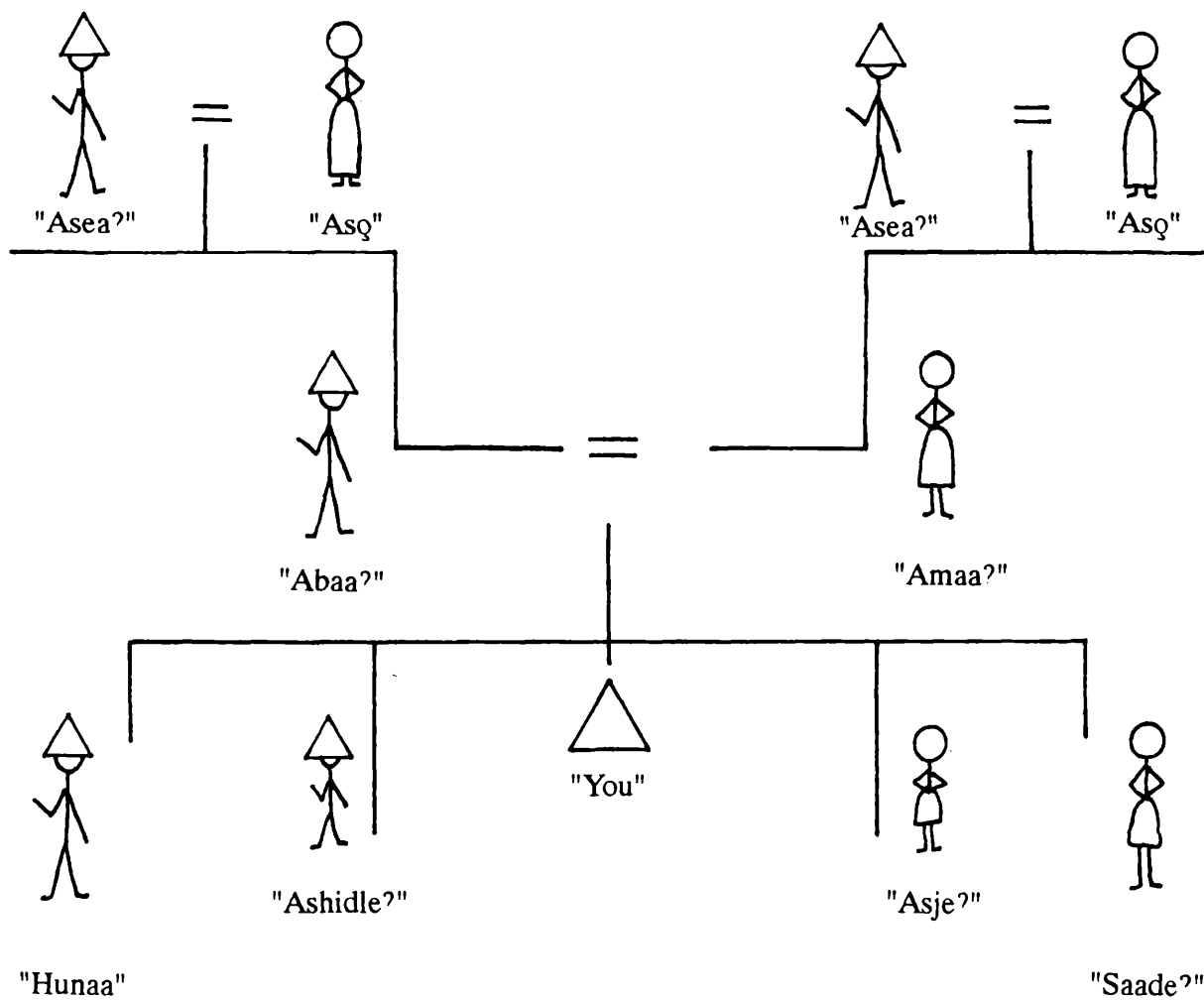
Taawqkun.
Haa saa de'q.
K'uş wólę.

It is windy.
It is raining.
It is snowing.
It is cold.

Naats'iih.
Naahchę.
Naatsiis.
Wadéhk'aats.

KINSHIP TERM CHARTS.

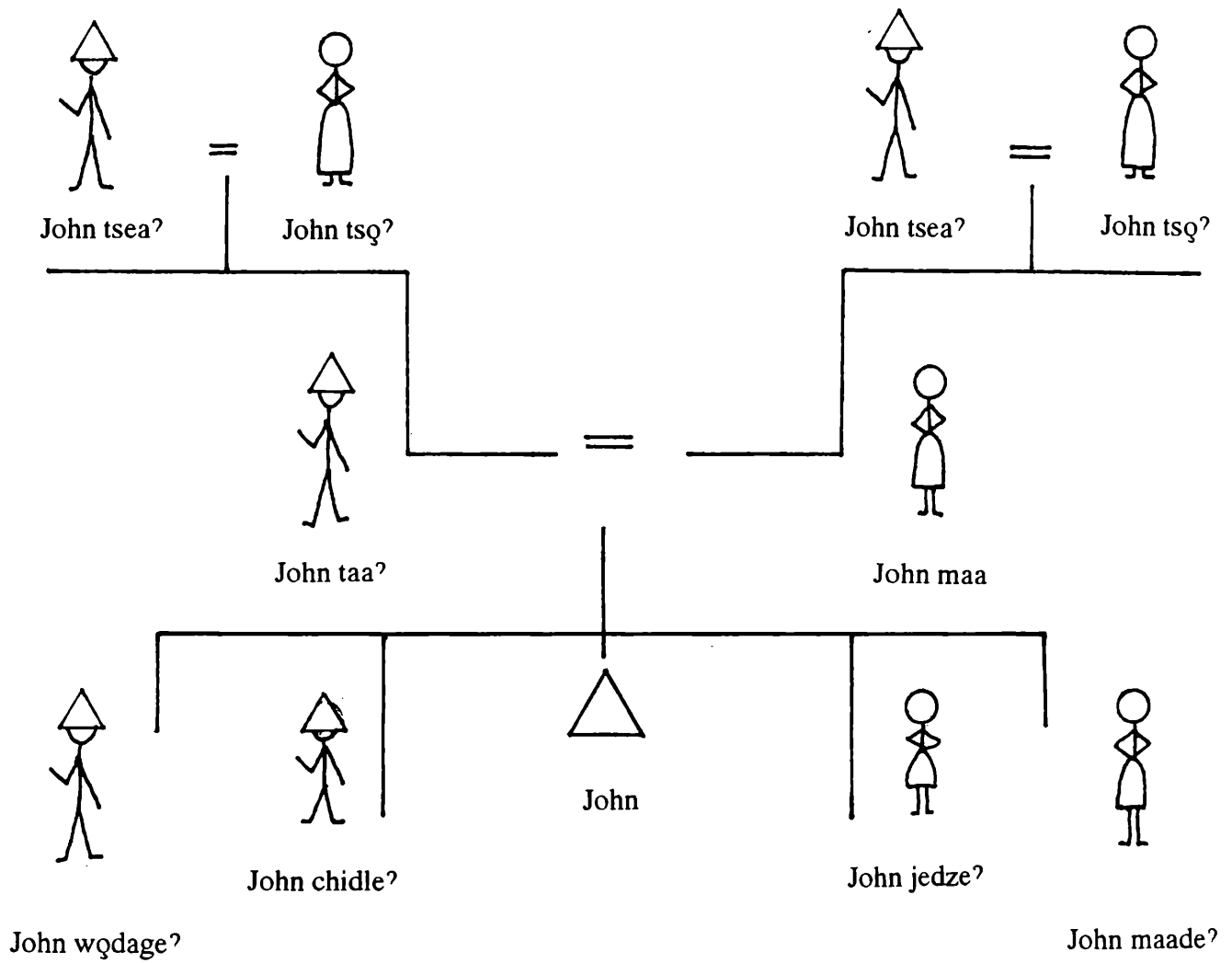
Terms of Address



Your Family

The names you use when speaking to these people.

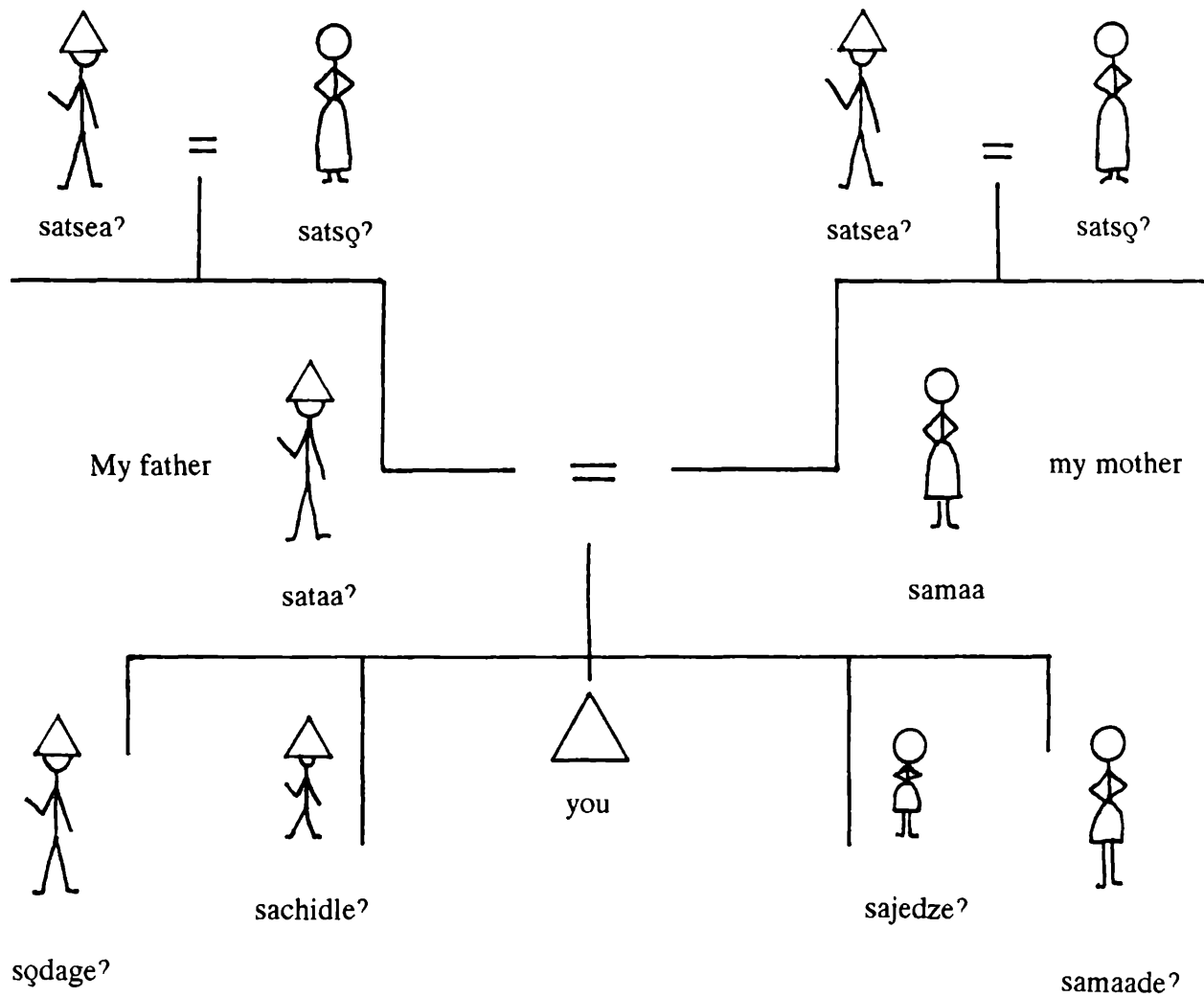
Terms of Reference



John's family

The names people use when speaking about them

Terms of Reference



Your family

my sa-

your na-

his/her ma-

The names you use when speaking about them

GUIDE TO PRONUNCIATION.

A GUIDE TO PRONUNCIATION

This guide is included for the benefit of those who have not had a linguistic background or previous acquaintance with the phonology of the Beaver Language. It is not intended to be exhaustive, and it is recommended that one consult a Native Speaker of the language for the refinements of pronunciation.

Beaver letter	Beaver word	English meaning	English equivalent or near equivalent of sound
a	sas	bear	like u in 'bus' or 'nut'.
aa	saa	sun	like a in 'father'.
ąą	ahąą	yes	as a above but said through the nose.
ae	egae	spoon	This is the two Beaver vowels a and e pronounced as one syllable with the a very brief and the e longer.
ąę	saa náę'q	sunset	as in ae above but said through the nose.
ai	hak'ai	cow	this is the two Beaver vowels a and i and pronounced as one syllable.
b	bes	knife	like b in 'ball'.
ch	ache'	tail	like ch in 'chick'.
ch'	ch'qne	coyote	like ch but said with a catch in the breath.
d	dane	person	like d in 'dog'.
dl	dleye	grizzly	like dl in 'meddling'.
dz	adze'	heart	like ds in 'beds'.
<u>dz</u>	<u>dzenii</u>	calendar	like ds in 'beds' said with the tongue just behind the teeth.
e	se	belt	like a in 'fate' but without the English vowel glide.
ę	ębaa	weasel	as Beaver e above but said through the nose.
ea	dabeah	sheep	like a in 'hat'.
ęą	kuleą	old man	like ea above said through the nose.

g	gaah	rabbit	like g in 'goat'.
gh	ghaje	goose	similar to g but a "soft" continued sound not stopped.
h	halh	club	similar to the h in 'hen', sometimes breathy.
i	<u>ts</u>its	duck	like i in 'stick'.
ii	jiih	prairie chicken	like i in 'police'.
j	jeyq	bull moose	like j in 'job'.
k	ke	shoes	like k in 'keg'.
k'	k'at	willow	like k but said with a catch in the breath.
l	alaa'	boat	like l in 'leaf'.
lh	lhuuge	fish	like l in 'clock', but more breathy; it is voiceless.
m	mełh	snare	like m in 'moon'.
n	nqdaa	lynx	like n in 'noon'.
o	gogosh	pig	like o in 'comb', but without the English vowel glide.
q	at'q'	leaf	like o but said through the nose.
s	sas	bear	like s in 'saw'.
<u>s</u>	<u>s</u>an	star	like s but said with the tongue just behind the teeth.
sh	shin	song	like sh in 'shoe'.
t	ti<u>s</u>	crutch	like t in 'tea'.
t'	at'q'	leaf	like t but said with a catch in the breath.
tl	tlɛzaa	dog	like tl in 'throttling'.
tl'	tl'uulh	rope	like tl but said with a catch in the breath.
ts	tsaa'	beaver	like ts in 'cats'.
<u>ts</u>	<u>ts</u>e	pipe	like ts but said with the tongue just behind the teeth.

ts'	ts'ade'	blanket	like ts but said with a catch in the breath.
<u>ts'</u>	<u>ts'</u> i ih	mosquito	like ts but said with a catch in the breath.
u	kun	fire	u before k is like u in 'duck'. Following k, k', g, gh, and h, like o in 'one'. In any other environment, more like wa in 'swat'.
uu	chuu	water	like oo in 'food'.
w	walale	butterfly	like w in 'worm'.

w following a consonant and before a vowel is pronounced like the **w** in the English word 'twin'. The difference between English and Beaver is that in English the **w** can be thought of as going with the consonant it follows, but in Beaver the **w** should be thought of as going with the vowel or vowels that follow it. Therefore **waa, we, wea,** etc. are vowel units in Beaver in much the same way that **aa, e,** and **ea** are vowel units.

wą	kwą	house	like wu of 'swung', but said through the nose.
waa	et'waah	'22' shell	like like ua in 'suave'.
wąą	hwąą	near	like waa but said through the nose.
we	madzedzwe'	his lungs	like way in 'sway'.
wea	machweah	my little daughter	like ua in 'quack'.
węą	dlwęą	mouse	like wea but said through the nose.
wi	k'wisje	jacket	like wl in 'twin'.
wii	gwiiyiskeguu	their children	like wee in sweet.
y	yuu'	medicine	like y in 'young'.
z	mazii'	his body	like z in 'zoo'.
<u>z</u>	<u>azi</u> s	hide	like z but said with the tongue just behind the teeth.
zh	dézhaa	he has started to go	like s in 'measure'.
ʔ	ma'aahe'	his snowshoes	made by closing the throat.

High tone **á é í ó ú** marks a vowel which has a higher pitch.

SUGGESTIONS FOR ACTIVITIES.

Suggestions for Student Activities

- 1) Alphabet Bingo - to teach the sounds, letters and key words of the Beaver alphabet. The "Caller" calls the sound of the letters and key words from the Beaver Alphabet Book e.g. "a" for "anogude".

- 2) Role Play - (Greetings, Farewells, Introductions - page 1, 2)
Have students pair off, taking turns using Introductions, Greetings and Farewells with appropriate responses to each other. They can then move on to greet as many others as possible in an allotted time.

- 3) Wheel of Weather - (Weather Chatter - page 3, 4)
Based on the T.V. Game Show "Wheel of Fortune". Have the students take turns in spinning the Weather Wheel and then making an appropriate comment about the weather picture which is showing when the wheel stops.

- 4) Hunt the Thimble - (Weather, Commands - page 3, 5)
The seeker hunts for the "thimble", (any small object) whilst the class give directions:

"Gq déyaa" (Go over there)
"Gwaadze? déyaa" (Come here - this direction)

"Taawqkun" (It is hot)
"He taawqkun" (It is very hot)
"Wadeh taawqkun" (It is warmer)

"Wadéhk'aats" (It is cold)
"He wadéhk'aats" (It is very cold)
"Wadeh wadéhk'aats" (It is colder)

- 5) Simon Says - (Classroom Commands - page 5, 6)
Children take turns being "Simon" and giving commands to the class using Beaver instructions: "Simon Ehjii" (Simon Says) or "Ehjii" - (He Says.)
The commands are to be followed only if the name is used.

6) Playing Teacher - (Identifying Objects or Actions - page 7, 8, 9, 10, 11, 14)

Children take turns holding up picture flash cards and asking appropriate questions about the picture: (see the "Beaver Alphabet Book")

Identifying object words

What is this?

Who is this?

Is this a ____?

Identifying action words

What is ____ doing?

Is he ____?

7) Animal Bingo - (Recognizing Animal names - page 7)

The "Bingo" cards have pictures of animals which the student covers when recognizing the animal name being read out by the "Caller".

8) Family Tree - (Kinship Terms, Pronouns - page 11, 13)

Have each child make his/ her own Family Tree, using the format of the Kinship Term Charts on pages B1, B2, B3.

On the Family Tree chart which gives the Terms of Address, the terms of address can be written under a photograph of the family member.

On the Family Tree chart using Terms of Reference, the Beaver reference term using "my" e.g. "sataa?" (my father) could be written underneath the given name of the family member.

9) Charades - (Identifying Actions - page 10, 12, 14)

"Ye aa aslkeh." - (What am I doing?)

- (Identifying Places/Locations - page 16)

"Jedzëą déyaa." - (Where am I going?)

The student gives clues by actions. Rules are according to ordinary charades.

N.B. see Vocabulary List for other persons of verbs taught.

- 10) "I Spy" (Object Words, Possessive and Demonstrative Pronouns, - page 12, 13)
This is based on "I spy". The student first tells the teacher the Beaver word for the object he/she "has spied" then pretends to hunt around the room. The Class asks,

"Ye aa aanaleh" - (What are you doing?)
"Wɔlii kaanastaah" - (I am looking for something.)
"Ye aa kaanetaah" - (What are you looking for?)

Then in turn each child can ask in Beaver,

"Q kaanetaah." - (Are you looking for)

The student who guesses the correct object and gives the correct Beaver word becomes the "spy" for the next object.

- 11) Show and Tell - (Objects, Modifiers, Location, Time - page 15, 16, 17, 20, 21)

"----- as?ɛ." - (I have a _____.)
"----- ghas?ɛ." - (I saw a _____.)

- 12) Number Bingo - (Numerals page 15)

- 13) Number Song - (Numerals page 15)

This is included in the video presentation for teaching numerals.

- 14) Shopping - (page 22)

Students take turns being the shopkeeper and buying items, using Beaver for transactions.

- 15) Mealtime - (page 23)

Role play - Students play "Mother" and "Guests" having a meal.

- 16) Hospital - (page 24, 25, 26)

Role play - Students play "Doctor" "Nurse" and "Patients" who can be "Parents" with "Children".