

LESSON 43 (NISÍPO NIKÓPUTO)

Vocabulary:

STA: **nitáiST'**, **nitáiSTATAw**, **nitáiSTATOhp** = to think, wish, hope, like (by incorporating the particles IK and XIM, this verb can be intensified to become **nizíXST'**, **niXÍST'**, **nitáiXUMST'** etc.)

STAUT: _____, **nitáiSTAUTOaw**, **nitáiSTAUZIhp** = to insert, stick into.

stunatap- = dreadful, awesome

stúnatapi = a danger, wonder

STUNO: _____, **nitSTUNOaw**, **nitSTUNIhp** = to fear, dread,

pistó-w = nighthawk

sípisto-w = owl

maistó-w = crow

PASTA: **nitáiPÁST'** = to build a bridge, to bridge.

(a) **pastán (i)** = bridge, Cut Bank (town)

PINA: **nitáiPINAKI**, _____, **nitáiPINIhp** = to tear up, break up, shred, mince.

PANYOTOT: _____, **nitáiPANYOTOaw**, **nitáiPANYÓZIhp** = to tear up

PIXI: **niziPIX'** & **nitáiPIXI** = I hammer, hit, strike (in baseball)

iháiPIXopi = a hammer

ÓTAKOA: to give something to drink (to)

sai-, **sau-**, **sa-** = no, not

Imperative:

In many languages, probably most, verbs are regarded as having moods—somewhat like pets and people. Except for the few command forms scattered through our lessons so far, we have studied verbs only in the indicative mood. This is the mood used to state, question or negate information. The command forms are in the imperative mood, which is used also to urge, suggest and forbid. The other moods are subordinate and so called subjunctives (or other names too numerous to mention). In this lesson we shall review and expand our acquaintance with imperatives.

To form the imperative with one addressee, we simply add -T to the intransitive stem. If the addressee is plural, we add -K instead of the -T. To negate these commands, we prefix PIN(i)-, MIN(i)- or NIN(i) to the stem. (It is the speaker's option which of these three he/she chooses.) To suggest a course of action with "Let's" in English, we prefix AHKUN- (or some variation), and suffix the 1st person plural inclusive affix -OP. This is negated by the insertion of SAI-. There is a rare imperative meaning "let it be!" formed by prefixing ANI- as in ani-ahkaniszis = Amen. If the command involves an object, we use the transitive stems: If the object is singular (him/her), suffix -IS (-OK if pl. addressee), and -ISAW (-OKAW) for plural object. These are negated by PIN-, MIN-, NIN-. But if the object is inanimate, we go back to the suffix -T attached now to the inanimate stem, with the plural as -K. If the inanimate object is plural these suffixes become -TAW and -KAW. If we are suggesting with "Let's", we prefix AHKUN- to either transitive stem and suffix -AW and -AIW for animate singular and plural and -IHP and -IHPIAW for inanimate singular and plural. These suggesting forms are negated by SAI-. The examples will make this all clear:

Positive		Negative	
PUHSAPOt	= Come here (you sing.)	piniPUHSAPOt	Λ
PUHSAPOk	= Come here (you pl.)	piniPUHSAPOk	Intrans. stem
ahkunOMAHKAop	= Let's run!	ahkunsaiOMAHKAop	∨
AKOMÍMMIs	= love him/her (you sing.)	pinAKOMÍMMIs	Λ
AKOMÍMMOk	= love him/her (you pl.)	pinAKOMÍMMOk	Trans. stem
AKOMÍMMIsaw	= love them!	pinAKOMÍMMIsaw	
AKOMÍMMOkaw	= love them! (you pl.)	pinAKOMÍMMOkaw	∨
AKOMÍZIt	= love it!	pinAKOMIZIt	Λ
AKOMIZIk	= love it! (you pl.)	pinAKOMIZIk	Trans. stem
AKOMIZItaw	= love them (in.)!	pinAKOMIZItaw	
AKOMIZIKaw	= love them!	pinAKOMIZIKaw	∨
AKOMÍMMOkit	= love me!	pinAKOMÍMMOkit	Λ
AKOMÍMMOkik	= love me (you pl.)	pinAKOMÍMMOkik	Trans. an.
AKOMÍMMOkinan	= love us!	pinAKOMÍMMOkinan	∨ centripetals

These last forms of course are centripetal and so must insert the -K(i)-. The T-Stems must change the T to Z: e.g. PÁZis = carry him!; PÁTok = carry him (you pl.)! Note this change occurs only before I. ÁUAZis = eat him!; ÁUATok! The forms for the verb ihKOTA deserve special attention: KÓTAKIt, KÓTAKik; KOZís, KOZisaw (an.); KÓZit, KÓZik (in.); and centripetals KÓkit, KÓkik, KÓkinan. To mollify a command by saying "please", prefix NOHK-: nohkohKOkit, nohkohKOkinan. To request that the act be repeated, prefix MAZI-: maziKOkit. To make your request more urgent, add KIP- in front (quickly!): KipANIt! If you use IT- (then, there) in the imperative and subjunctive, you must change it to -IST-: istANít!

Exercises:

Explain these terms: Pótok = bring it!; puhsapiputot!; kitáka puhsipim'; kotasix ínisaw! Pinipanyózit! Kipótakokit! Iszipít! (IPI = enter). Aniszís!

Translate: Let's talk Indian! Let's talk Blackfeet! Let's talk French! Let's talk English! Let's talk Spanish! Do not walk there alone! Let's eat! Don't be afraid!; (you sing. & pl.). Help me (you, sing. & pl.) Save me (you sing. & pi.)! Save us! Let us save ourselves! Let us build a bridge here!

LESSON 44 (NISÍPO NISÍKOPUTO)

Vocabulary:

ÁISXINO: nitÁISXINEMÁZTAKI, nitÁISXINEMAZAw, _____ = to teach (compound of SXINO, which is a compound of NANO; it includes the causative-permissive sign -AZ-)

itáisxinemáztakiópi & itáisxinemazozpi = school

áiszinemáztaki = teacher

áisxinemázaw (passive) = student

áisxinemazixin = lesson

SAP-ASUYINA: _____, _____, nitáiSAPASUYINIhp = to pour into

AWAUPI = to swing; awáwupi = rocking chair

áwawatúyix = movies

áuAWANI = to fly

AMIAWANI = to fly up

PIAWANI = to fly far

áuAWAPIXI = to swing, rock, wag

SPOHPI: nitSPOHPI = to bounce

spopú = turtle

IPI: _____, nitauzIPIAw, nitáuZIPOHTOhp = to bring

PÚHSAPIPI: _____, nitáiPUHSAPÍPIAw, nitáiPUHSAPIPOHTOhp = to bring here

Causative-Permissive:

These forms are examples of verb stems added together to reinforce the whole complex or to give it some special meaning. They are based on the intransitive stem with transitive animate affixes. The sign of the causative-permissive, which means "to make or cause or to allow, permit", is -AZ:

nitÁUYaziaw	=	I make or allow him/her to eat.
nitáiSIMIazaw	=	I make/allow him/her to drink.
nitSÍXSTAKIazaw	=	I make/let him/her bite.
nitáiYIMazaw	=	I make/allow him/her to laugh. (Uhlenbeck p. 141-2)
nitohPATAKIazaw	=	I make/let him/her carry.
nitSÁPIAzaw	=	I make him see.
nitáuXKASazaw	=	I make him/her run.
nitáiOHZIMIazaw	=	I make/allow him/her to hear.
nitáiOKazaw	=	I make/let him/her sleep.
nitáiPUYazaw	=	I make/allow him/her to speak.
nitÁISXINEMazaw	=	I cause/allow him/her to learn (I teach).

Another causative sign is itself a verb stem, IPI, -PI, meaning "to bring." It often is coupled with AP (APO, OT (OTO), PUHS- etc. E.g. PUHSAPÍPis = bring him/her here; kitákitAPIPIo = I'll make you go there; PUHSAPIPUHTOt = bring it here!

Still another verb that shows a causative with the sign IM: nitáiSPOHPIimaw = I make him/her bounce.

Exercises:

Conjugate ÁISXINEMAZA and any other four causative verbs. Make up a schema opposing centripetals to their corresponding centrifugals:

e.g. kitSÍXTAKIazo = I make you bite.

kitSÍXTAKIazoki = you make me bite

Conjugate the various verbs we have using IPI.

LESSON 45 (NISÍPO NISIZÍKOPUTO)

Vocabulary:

azu- = change, changing, instead of

AZÍPUYI = to interpret (see **áiPUYI**)

AZUÁIPIXI = to change, replace (see **APIXI**)

AZUÁIIHZIHTA = to change the mind (see **MIZIHTA**)

KAKIHZIMA (KAKIZIMA): nitÁKAKIZIM (A), nitáuKAKIZIMATAw, _____ = to decide, judge
command; **aukakizimaki-w** = a judge; **aukakizimani** = law, commandment, judgment

zikazí' = grasshopper

omo- = together, gathering

OMOIPO: _____, _____, **nitOMÓIPOTOhp** = to gather together

nitáuMOIPIozpinan (excl.) & **auMÓIPIozop** (incl.) = we are gathered together (reciprocal)

OMOAPIXI = to gather up

omóxin = a gathering, rodeo, round-up, "omoksee".

ota-w = summer weasel

ápa-w = winter weasel, ermine

ápa-wápspi = huckleberry (-ies), blueberry ("weasel-eyes")

Subjunctives:

There are three subjunctive moods in Blackfeet, or three varieties of the subjunctive. They are used in clauses dependent upon the main clause and tell, not so much of something factual, but of something ideal or possible, something that ought to be, that threatens to be etc. The first type of subjunctive that we shall consider is the one Uhlenbeck calls the "conjunctive". The sign is the suffix **-S-**. Some persons follow the **-S-** with an (i) and, some put a slight guttural (H) just in front of the **-S-**, but only the **-S-** seems essential. We have already encountered a few terms that are in effect subjunctives, a whole clause squeezed into a single word: **apinakosi** = tomorrow (when it is morning); **nípusi** = in the summer (when it is summer); (i) **stuyís (i)** = in the winter (when it is winter); **motúsi** & **autúsi** = in the spring (when it is spring); and **mokúsi** & **aukúsi** = in the fall (when it is autumn). "When" clauses are usually subjunctives in Blackfeet, so are clauses beginning with "if" or "that" or "because" etc.—all of which are dependent or subordinate clauses. (The main clause is in the indicative.) Here is a conjugation of an intransitive verb **OKA**:

1	nitáiOKAs (nitáiOKAhsi)	nitáiOKAsinan (-hsinan) áiOKAos
2	kitáiOKAs (-hsi)	kitáiOKAsuain (-hsuain)
3	(ot) áiOKAs (-hsi)	(ot) áiOKAsaw (-hsaw)
4	(ot) áiOKAsaiye (-hsaiye)	_____

You can see that the prefixes are the series **NIT-**, **KIT-**, **(OT-)**, while the suffixes are the plurals **-INAN**, (none, but an **-O-** is inserted in front of the subjunctive sign **-S-**), **-SUAIN** and **-SAW**. The suffixes follow the sign **-S-**. However there is a special pronominal series for clarity or emphasis: **N-ÁHK-**, **K-ÁHK-**, **M-AHK-**. (The final **-K** of this prefix does not usually assibilate to **X**.) Here is a conjugation illustrating these extended prefixes (Uhlenbeck's "to bite"):

1	náhk(it)SIXTAKIsi	náhk(it)SIXTAKIsinan áhk(it)SIXTAKIosi
2	káhk(it)SIXTAKIsi	káhk(it)SIXTAKIsuui
3	máhk(it)SIXTAKIsi	máhk(it)SIXTAKIsaw
4	máhk(it)SIXTAKIsaiye	_____

Sometimes the pronoun prefix series is cut short to N-, K-, m-, and this is done when we use a future subjunctive: N-ák-, K-ák-, M-ák-:

1	nákOKAs	nákOKAsinan ákOKAos
2	kákOKAs	kákOKAsuui
3	mákOKAs	mákOKAsaw
4	mákOKAsaiye	_____

These model verbs would be translated: when, (in order) that, because I sleep, etc; when, that, because I bite, etc; when, that, because I shall sleep, etc.

Luckily, the same prefixes and suffixes can be applied to the animate and inanimate transitive stems—with a few exceptions. The exceptions involve the problem of centrifugality/centripetality especially (to be treated in the next lesson) and the loss of the -O- in 1st person plural inclusive. But all that in good time.....

Exercises:

Conjugate OTO and APO in the subjunctive: First use the normal pronominal prefixes: nitOTOs (sI etc; then the expanded ones: náhkOTOs(i) etc.; then the future nákOTOs etc.; then the past: nikOTOs etc.

Translate: When it snows, I'm cold. When it's hot, I feel like going swimming. Why do you want to eat now? Because I'm hungry now. When (If) I'm hungry, I always feel like eating. Black Eagle says that you should give him something to drink. You told me that I should speak Blackfeet. I think we should ride our horses. I do not think we should ride our horses. I do not think he'll go hunting. I told you to come to Cut Bank. I told you [some] people were coming here.

LESSON 46 (NISÍPO NÁIKOPUTO)

Vocabulary:

- xiszíman** (in.) a bead; pl. **-manisz**; **isxíszaxin** = beadwork;
natoápixísziman = rosary
nitáiISXISZAKI = I do beadwork.
xína-w & **xináa-w** = coyote, bastard
apísi & **api+si** = coyote, wolf
XISATA: **nitáiXÁSI**, **nitáiXISATAw**, **nitáiXISATOhp** = to hide.
PAHP: **nitáiPAHPUYII**, **nitáiPAHPUAw**, _____ : to strike, beat.
páhpaxxísi-w = woodpecker
PAHPÁKI = to brush
PAHPAPINIAPIXI = to twinkle the eye(s)
PAHT- = false, wrong;
PAHZÍw = it is wrong (in.)
páhzap- = false, mistaken, bad, wrong;
PAHZAPIw = it's a mistake (in.) pardon me.
PAHZANI = to err in speaking
PAHZANISTO = to err in doing
INI: **nitáiINI** = I die; **akáiINIw** = he/she is (already) dead.
INITA: **nizINÍKI**, **nizINITAw** & **nitáiINITAw** = to kill; **iníki** = a killer;
inita-w = a dead person, victim.

Transitive Subjunctives:

In the last lesson we saw the conjugation of "to bite" in the intransitive forms. For comparison here is the paradigm of the same verb in the transitive animate:

1	náhkSIXIPAsi	náhkSIXIPA(h)sinan
		áhkSIXIPAsi
2	káhkSIXIPAsi	káhkSIXIPAsuui
3	máhkSIXIPAsi (& áhkSIXIPAsi = passive)	máhkSIXIPAsaw
4	máhkSIXIPAsaiye (& áhkSIXIPAsi = passive)	_____

You will notice that the same affixes are attached in both paradigms, on the transitive stem as well as the intransitive stem. The difference is the loss of the vowel -O- in 1st person plural inclusive from the transitive stem. This, of course, is the paradigm for singular objects. For plural objects it would run this way, either with the series of prefixes just used or with these shorter ones:

1	nitSIXIPAix	nitSIXIPA(H)sinaniaw
		SIXIPA(H)saix
2	kitSIXIPAix	kitSIXIPAix
3	otSIXIPAix	
4		

For the inanimate stem the affixes are the same with singular objects:

1	náhkSIXZIsi	náhkSIXZIsinan
		áhkSIXZIsi
2	káhkSIXZIsi	káhkSIXZIsuaii
3	máhkSIXZIsi	máhkSIXZIsaw (aiye)
4	máhkSIXZIsi	

And for inanimates with plural objects:

1	nitSIXZIsaw	nitSIXZIsinaniaw
		SIXZIsaw
2	kitSIXZIsaw	kitSIXZIsuaiaw
3	otSIXZIsaw	otSIXZIsawaiaw
4		

The negatives are formed very simply by the insertion of -STAI- just before the stem: e.g. náhkstaiSIXSTAKIsi; náhkstaiSIXIPAsi, náhkstaiSIXIPAix, náhkstaiSIXZIsi and náhkstaiSIXZIsaw (or nitstaiSIXTAKIsi, nitstaiSIXUPAsi etc.) These are also the interrogatives.

Exercises:

Each student should select a verb with all three parts (intransitive, transitive animate, transitive inanimate) and conjugate the verb in all subjunctive forms with singular and plural objects for the transitives, with all negatives, both in the past and future as well as the "present".

Translate: He told you that you must go out. We told you that we would go out. They told me not to do it (that I must not do it) we think that he is alive. It is good for you to come here. Translate: Kakihzimaiaw máhxipaskaniaw. NitáuKA(H)KIZIM' náhksaxihsi. NitaniK Sixi-Pita ona iníw áhxinitahs.

LESSON 47 (NISÍPO IHKIZÍKOPUTO)

Vocabulary:

nitáuAIAZTaw = I herd; **áuaiaztaw imahkihkini** = a shepherd

AKA: nitOK', nitÓKATAw, _____ = to rope, snare, lasso

akázis (in.) = a rope, snare, lasso; **nitokázis** = my rope & c.

Napiw okázis = a rainbow

akókamap- = important, difficult

nitáuPAMO (APAMOW) = to cross, go across.

IXKAPA: nitáiIXKAP', nitáiIXKAPAXaw, nitáiIXKAPATOhp = to pull

AHKIAUPI = to stay home

AHKAPI: _____, nitÁHKÁPIAw, nitAHKAPOHTohp = to bring home

otatuyi = red fox ("yellow tail")

ÁHSÁPSI = to be kind-hearted, compassionate; **ahsap-** = kind-hearted, compassionate

nitÁHSAPSATAw = I am compassionate towards him/her.

Centrifugal and Centripetal Subjunctives:

We are dealing here only with the forms used in the "conjunctive" subjunctive. Here is a paradigm of known forms:

náhkSIXIPÍis (he—me)

náhkSIXIPÍisinan (he—us)

áhkSIXIPOkisi (he—us)

káhkSIXIPÍis (he—you)

káhkSIXIPÍsuaii (he—you pl.)

máhkSIXIPÍis (4th—3rd)

It is understood that these forms have a singular agent, and also that the more simple series of prefixes (NIT-, KIT-, OT-) would also be acceptable. Now for the forms with plural agent:

náhkSIXIPÍisaix (they—me)

náhkSIXIPÍisinaniaw (they—us)

áhkSIXIPOkisaw (they—us)

káhkSIXIPÍis (they—you sing.)

káhkSIXIPÍisaix (they—you pl.)

Centrifugal

káhkSIXIPOhsi (I—you)

káhkSIXIPOhsuuii (I—you pl.)

káhkSIXIPOhsinan (we—you sing. & p.)

Centripetal

káhkSIXIPOkisi (you—me)

káhkSIXIPOkisuuii (you pl.—me)

káhkSIXIPOkísinan (you sing. & pl.—us)

Exercises:

Select a transitive stem other than SIXIP- and turn it into all these forms. Then try another transitive stem. Make them negative/interrogative.

Translate: Sokápi kizinóhs! (a common greeting. Remember NANO?) Mátahsiwa káhkainoahs. Mátahsiwa náhkainoahs. Nitáuanikiaw náhkotakoahsaw.

LESSON 48 (NISÍPO NÁNISIKOPUTO)

Vocabulary:

OZIZK-, **OZISK-**, **IZK-** = past, beyond, more

OZIZKAHSSIw (an.), **OZIZKAHSIw** (in.) = is better

MISTAPOTO = to take away

mokákin = pemmican (in.)

úxín = bed (standing), (in.), pl. **úxísz**; **nitóxin** = my bed

mokam- = straight, true; **mokamot-** & **mokámotap-** = straight, true

MOKÁMOTO; **niziKÁMOTO** = to go straight

MOKÁMOTANI = to speak the truth

motáióhki = sea, ocean

apiszískizi-w (in.) = flower

kinyapisziskizi-w = rose

kiní = rose, roseberry, tomato; pl. **kinísz**

akawzap-, **akowap-** = rich **aiá** = alas!

ISTÁMA: **nitáiISTÁMAZAw** = to show (to)

iumok- = crooked

ITÓZZI-w = it fits, matches; **ómahkOZZI-w** = it's (too) big;

inákOZZI-w = it's (too) small.

_____, **nIZKIZÍMMAw**, **nIZKIZTOhp** ('SKIZTOm) = to surpass, excel, transcend, to outrun (in baseball, etc.)

Comparison of Adjectives:

To derive comparative forms of an adjective or adjective verb, prefix **OZISK-** in the manner shown with **AHSI** in the vocabulary and conjugate as usual: e.g. **oziskakawzap-** = richer; Sixi-Pita **ozíoskahssiw** = Black Eagle is better; Sixi-Pita **ozíkahssiw?** **nistówa nimátAHSSI** = Black Eagle is better than I am.

There are several ways to form the superlative:

- 1) Prefix **KAN-**, **KANAI-** to the adjective (-verb): **Kanáiahssiw** = he's the best of all;
- 2) Prefix **MISTAPO-**: **MISTAPÓXAHSSIw** = he's the far-and-away the best;
- 3) Prefix **IK-**: **IKÁHSSIw** = he/she is very good; **IKÁHSSIw akiw** = she is a very good woman.

Exercises:

Form comparatives and superlatives of the adjectives **ahsap-**, **itamap-**, **ximat-**, **sokap-**, **makap-**, **iumok-** and three more of your own choosing. Use some of these in sentences.

Translate: My shoes are too big. Your shoes are too small. The boys are better when they play basketball, and the girls are better when they play baseball. No, You are wrong. They all make many mistakes. You are luckier than I am. Yes, but you are richer and lazier than I.

LESSON 49 (NISÍPO PIHXÍKOPUTO)

Vocabulary:

NIPUYINA: _____, **nizIPUYINAw**, **nizIPÚYINIhp** = to raise, lift

ókonoki (in.) = serviceberry; pl. **ókonókisz**

mazi-, **-IZI-** = sweet (to the taste)

maziPOKÓw = it is sweet; **ikítziPOKÓw** = it's very sweet.

ikízíIMOW = it smells very sweet

mazuixkapayéni = cookie

mazini (in.) = tongue;

nazini = my tongue; **uzini** = his/her tongue

MAZI = to be brave: **nitÁZI** = I am brave, a brave.

mázi-w a brave; **Mázix** (a branch of the All Comrades)

máziski = wild, reckless

Ikanuhkahzi = the All Comrades Society

Kanázomita = the All Crazy Dogs Society (a branch of the All Comrades)

kanáitapi-w = everybody

kíhzipi- = spotted, painted;

kíhzipimi-w = spotted (of animals), a pinto pony;

Kíhzipimi-tapi = Cheyenne Indians, Cheyenne person

The Conditional Subjunctive:

The second type of subjunctive is the one that involves mostly "if" clauses or "conditions". There are no prefixes and only a minimum of suffixes. Here is Uhlenbeck's intransitive paradigm: "To bite"

1	SÍXSTAKIéniki	SÍXTAKInániki
		SÍXTAKIoki
2	SÍXTAKIéniki	SÍXTAKIenoáiniki
3	SÍXTAKIéniki	SÍXTAKIsaw
4	SIXTAKIsaiye (borrowed from 1st subjunctive)	

The Transitive Animate with Singular Object):

1	SÍXIPÁiniki	SÍXIPAnániki
		SÍXIPAhki
2	SÍXIPÁiniki	SÍXIPAINoáiniki
3	SÍXIPÁiniki	

(and if you want these 3rd & 4th forms, borrow them from the Conjunctive Subjunctive.)

The Transitive Inanimate (with Singular Object):

- | | | |
|---|--------------|-----------------|
| 1 | SÍXZIMíniki | SÍXZIMinániki |
| | | SÍXZiki |
| 2 | SÍXZIMIíniki | SÍXZIMenoáiniki |
| 3 | SÍXZIMíniki | |
- (Other forms optional or borrowed)

To get plural objects, simply add -AU for both the animates and inanimates. Why couldn't the other paradigms have been this simple?

Examples with translations: the translations may use if, when or whenever usually with reference to the future: ókainiki, nitáxipapauk' = if I sleep, I'll dream. (Instead of I, this could be you, he or she.) Otoieniki, ákahkaiop = If I (you, he, she) come, we'll go home. Paskaoki, axinihkiop = When we dance, we'll sing.

Exercises:

Conjugate any three verbs of your choice in all three paradigms. Translate: If he sleeps, his horse will take off. If we play baseball, we'll win. If the girls play basketball, they will win. If we hunt elk, we'll see rabbits. If you bake cookies, I'll eat them.