

ACTIVE CORES

Active cores, as is apparent from their name, describe actions. These can either be things which occur, or things which one can do. Some English examples of active cores are below:

It's snowing. I'm running. He saw them. We gave it to her.

Just like is the case for stative cores, English uses a verb which describes the type of action together with a other words to describe who did what to whom, whereas Dakota builds all of these into a single word by incorporating the persons directly into the active core. The above English examples are rendered in Dakota as follows:

wahínhe	waímnąke	waŋwíčhayake	wíčhúnk'upi
It's snowing.	I am running.	He saw them.	We gave her it.

Whereas stative cores usually only have a single participant (the person or thing which is in the state being described), active cores can and often do have multiple participants. As all of these participants are incorporated into a single word in Dakota, it turns out that unlike stative cores, active cores can often take multiple markers. For example, the sentence *I am walking* describes an action, *walk*, with only a single participant (*me, the walker*) and so the corresponding Dakota core *máni*, meaning *he walks*, receives one person marker

wa+máni mawáni I walk.

However, the sentence we saw you involves two different participants; we, the ones doing the seeing, and you, the one being seen. This is reflected in Dakota by the fact that the core *wanyáŋkA*, which expresses seeing something gets two person markers, one for *we* and one for *you*:

uŋ-pi + ni + wanyáŋkA wanyáŋniyaŋkapi We saw you.

As mentioned above, some cores can even have three or more participants involved, with some examples being *I gave it to her*, *He received it from you*, *I bought it for you*, etc. However, Dakota only marks up to two distinct participants within a core itself so in these examples one of the participants involved will always remain unmarked.

This is not as strange as it may sound at first, as most commonly when there are three or more participants in a single action, only two of them are animate and the rest are often inanimate things being exchanged between the animate participants. The default pattern in Dakota is then to leave the inanimate participant(s) unmarked on the core, and if it needs to be further specified (ie what was given, received or bought for someone), it is done so by another word. For example

mayák'u wówapi kiŋ mayák'u
You gave it to me. You gave the book to me.

Thus, for the purposes of conjugation it is enough to divide cores into three categories: those that are pure actions, with no participants marked, those that mark one participant, and those which mark two participants.

IMPERSONAL CORES

We will start with the smallest (and also the easiest to learn) class of active cores: those which have no participants. These usually refer to natural phenomena, such as rain, snow, humidity, wind, etc. As these cores have no participants that need to be conjugated for, they can be used directly in their 'plain form'. Some examples are below.

maǵážu odídita wahíŋhe okháte osní
It is raining. It is humid. It is snowing. It is hot. It is cold.

The standard linguistics terminology for these three categories are impersonal verbs, intransitive verbs, and transitive verbs respectively.

CLASSIFYING CORES

While the fundamental divisions between all other Dakota cores are whether they are stative or active and the number of participants involved, these are perhaps not the most useful divisions to keep in mind when learning to conjugate them correctly. Active cores in Dakota fall into three different classes depending on how they are conjugated; with each class having a distinct way of marking the subject (the doer of the action).

We will refer to these three classes of cores as *wa*-cores, *bd*-cores, and *m*-cores; as the personal affix expressing *l* in each case is *wa*, *bd*, and *m*, respectively. As English verbs undergo very little conjugation in comparison with Dakota cores, there is no real analog of these classes in English.

As an example we will look at the three cores *máni*, *yatkÁŋ* and *yaŋka* which fall into the *wa*, *bd*, and *m* classes respectively. Comparing the plain form to that marked for *l* in each case:

<i>máni</i>	<i>yatké</i>	<i>yaŋké</i>
He walked.	He drank it.	He was sitting.
<i>mawáni</i>	<i>bdatké</i>	<i>maŋké</i>
I walked.	I drank it.	I was sitting.

Part of learning a Dakota core is learning which class it falls into, *wa*, *bd* or *m*: once you know that, the conjugation paradigms that are discussed in the following chapters can be used to correctly form it into a full Dakota sentence!

If you know any Spanish, you can think of this division of active cores in Dakota as very much like the division of Spanish verbs into *-ar*, *-er*, and *-ir* verbs.