

Lesson 9. Sentences

9.1. Learning goals

- to learn some common words for people, animals, vehicles, and actions
- to be able to make simple sentences that include a predicate and participants
- to be able to use pointer words like *yaał*, *yeeł*, and the article *-?ii*
- to correctly pronounce weak consonants, weak long vowels, and rounding

9.2. Conversations

| | | |
|----|--------------------------------------|-------------------------------|
| 1A | ʔaaqinʔapha čix ^w atinʔi. | What is the eagle doing? |
| 1B | mataama čix ^w atin. | The eagle is flying. |
| 1B | hayimħimaħ q ^w aaʔapii. | I don't know what it's doing. |
| 2A | ʔaaqinʔapha. | What is he, she, it doing? |
| 2B | kamitqukma ħaak ^w aałʔi. | The young woman is running. |
| 2B | susaama meʔiłqacʔi. | The boy is swimming. |
| 2B | čapyiiqma čakupʔi. | The man is going by canoe. |
| 2B | łiiħakma ħuucsmaʔi. | The woman is paddling. |
| 2B | weʔičma naʔaqakʔi. | The baby is sleeping. |
| 3A | ʔaaqinħa. | How is he, she, it? |
| 3B | ṗusaakma ħaawıłaałʔi. | The young man is tired. |
| 3B | puʔałʔatuma ħucsacʔi. | The girl is sleepy. |

9.3. Words

| | | | |
|--|---------------|----------------------------|-------------------|
| ħaawıłaał | young man | siqiił..... | cook (verb) |
| ħaak ^w aał..... | young woman | čapyiiq..... | go by canoe |
| meʔiłqac..... | boy | naʔaa | hear |
| ħucsac | girl | ʔuuk ^w iił..... | make |
| ʔiičim | elder | waa | say |
| naʔaqak..... | baby | ħaacsaa..... | see |
| čims..... | black bear | tiʔas | sit on ground |
| k ^w ak ^w ał..... | sea otter | ciiqciqa..... | speak |
| suuħaa..... | spring salmon | łiiħaa | vehicle go |
| čix ^w atin..... | eagle | yaaʔał | watch (verb) |
| čapac | canoe | mamuuk..... | work (verb) |
| maʔakłiqs | speedboat | qiicqiica..... | write |
| huupuk ^w as..... | car, truck | yaa..... | that, there |
| matuk | airplane | yee | that, there (far) |

9.4. Notes on words for young people

There are several words for ‘girl’ and ‘boy’. The words *haawilaλ*, *haak^waaλ* are used both for young men and women, and for ‘son’, ‘daughter’. (Regarding *-?is*, see L7.)

- | | | | | | |
|-----|-------------|-------------|-----|--------------------------|-----------------------|
| (1) | hucsa | girl | (2) | haak ^w aaλ | young woman, daughter |
| | me?iλqac | boy | | haawilaλ | young man, son |
| (3) | hucsa?is | little girl | (4) | haak ^w aaλ?is | girl |
| | me?iλqac?is | little boy | | haawilaλ?is | boy |

9.5. Notes on sentence structure

A complete Nuuchahnulth sentence requires a predicate and a mood ending. The *predicate* is the event or description that the sentence is about. Mood expresses the purpose of the sentence (statement, question, command), and completes it. A sentence sometimes includes *participants*, which are the people and things that are involved in the event. This is the fundamental structure of a Nuuchahnulth sentence.

| | | | |
|-----|-----------|------|----------------|
| (5) | sentence | | |
| | predicate | mood | (participants) |

In English, the first thing in a sentence is typically the *subject*, which is the most important participant. But in Nuuchahnulth, the first word is usually the predicate.

| | predicate | mood | participants | English sentence |
|------|--------------|------|----------------|-------------------------------|
| (6) | ?aaqin?ap | -ha. | | What is he, she, it doing? |
| (7) | naacsa | -ma | čakup čims?ii. | The man sees a bear. |
| (8) | na?aa | -maḥ | suwa. | I hear you. |
| (9) | λuł | -maa | yaa řiniiλ?i. | That’s a good dog. |
| (10) | čims | -maa | yee. | That’s a black bear. |
| (11) | hitinqis?aλ. | -ma | nani. | Grandpa is at the beach now.* |
| (12) | na?aataḥ | -?i | nani. | Listen to Grandma.* |

Nuuchahnulth predicates are flexible. They can be action words (*do, see, hear, listen*), descriptions (*good*), locations (*at the beach*), or things (*bear*). In English, on the other hand, a predicate has to include at least one verb, even if that verb is just *is*.

9.6. Notes on pointers

Pointer words point to something being talked about. Pointers express four different distances. The same pointers can refer to things (*this, that*) and to places (*here, there*).

| | full form | short form | |
|------|-----------|------------|------------------------|
| (13) | ʔaḥkuu | ʔaḥ | this, here |
| (14) | ʔaḥñii | | that, there (by you) |
| (15) | yaał | yaa | that, there |
| (16) | yeel | yee | that, there (far away) |

∞ **Exercise 1.** What are the predicates and participants in these sentences?

| | |
|--|------------------------------------|
| ʔiḥaama čapacʔi. | The canoe is going. |
| kamitqukma. | She's running. |
| waamaa ḥucsačʔisʔi. | The little girl said it. |
| yaaʔałma meʔiḥqac k ^w ak ^w ałʔi. | The boy is watching the sea otter. |
| liwahaakma ḥaas. | It's a cloudy day. |
| yeelmaa čims. | That's a black bear over there. |

9.7. Notes on endings with weak long vowels

The ending *-maʔ* is pronounced *-maa*, *-ma*, or *-a*, depending on the shape of its stem. The other real mood endings *-(m)aḥ*, *-(m)eʔic* follow the same pattern.

| | | | |
|------|-----------------------|------------------------------------|----------------------------|
| (17) | wik | wik-maa wałyuu. | He isn't at home. |
| (18) | q ^w aa | q ^w aa-maa. | That's how it is. |
| (19) | ʔučqak | ʔučqak-ma. | It's foggy. |
| (20) | čapyiiq | čapyiiq-ma čakupʔi. | The man is going by canoe. |
| (21) | ʔiḥaa | ʔiḥaa-ma huupuk ^w asʔi. | The car is going. |
| (22) | suuḥaa | suuḥaa-ma yaa. | That's a spring salmon. |
| (23) | čix ^w atin | čix ^w atin-ma. | It's an eagle. |
| (24) | qiicsačim | qiicsačim-ma ʔaḥñii. | That's a desk. |

∞ **Exercise 2.** For each of the following potential predicates, say the word alone, then with *-maʔ*, then with *-(m)in*. Translate each form into English.

| | | | | | |
|-----------|----------|----------------------|----------------|----------------------|---------|
| suu | holding | ʔuł | good | naʔaa | hear |
| ciiqciqa | speaking | yaaʔał | watching | ḥaacsaa | see |
| mamuuk | working | ʔuuk ^w ił | making | tiq ^w aas | sitting |
| waa | say | q ^w aa | like that | tiič | alive |
| siqiił | cooking | ḥusaak | tired* | puḥałʔatu | sleepy |
| qiiqciica | writing | čapyiiq | going by canoe | ʔaḥkuu | here |

Example. suu 'holding', suumaa. 'She is holding.', suumin. 'We are holding.'

The article *-ʔi* means ‘the’. It is pronounced *-ʔii* or *-ʔi*, depending on its stem.

| | | | | | |
|------|-----------------------|-------------------------|------|-----------------------|-------------------------|
| (25) | čims | čimsʔii | (29) | ħuucsma | ħuucsmeʔi |
| (26) | ħaas | ħaasʔii | (30) | maħt̥ii | maħt̥iiʔi |
| (27) | čakup | čakupʔi | (31) | haʔum | haʔumʔi |
| (28) | ħaak ^w aał | ħaak ^w aałʔi | (32) | čix ^w atin | čix ^w atinʔi |

∞ **Exercise 3.** For each of the following people, animals, and vehicles, say the word alone, then with *-ʔi*, then with *-maʔ*. Translate each form into English.

| | | | | |
|-----------------------|-----------------------|-----------|-----------------------------------|------------------------|
| ʔiičim | čix ^w atin | ħuucsma | ħucsac | huupuk ^w as |
| ħaaw̥iłał | naʔaqak | č̣apac | meʔiłqac | matuk |
| ħaak ^w aał | ħačaałʔak | maʔakłiqs | k ^w ak ^w ał | suuħaa |
| qicʔak | čims | čakup | łahiqs | qiicsačim |

Example. ʔiičim ‘elder’, ʔiičimʔi ‘the elder’, ʔiičimma. ‘It’s an elder.’

∞ **Exercise 4.** With a partner, make short conversations about what people, animals, and things are doing. Use the following words, plus *-h*, *-ħin*, *-ʔiš*, *-niš*.

| | | | | | |
|-----------------------|------------------------|----------|-----------|-----------|---------|
| ħaaw̥iłał | čims | matuk | naʔaa | łiħaa | yaaʔał |
| ħaak ^w aał | čix ^w atin | meʔiłqac | qiicqiica | tiŋas | mamuuk |
| ħucsac | huupuk ^w as | č̣apyiiq | siqiił | ciiqciiqa | ħaacsaa |

Example. A. ʔaaqinʔaħa huupuk^wasʔi. B. łiħaama huupuk^wasʔi.

Example. A. ʔaaqinʔaħin. B. ciiqciiqamin.

9.8. Test yourself

After finishing this lesson, you should be able to say these things in Nuuchahnulth.

- | | |
|-----------------------------------|---------------------------------------|
| 1. What are we doing? | 9. I don’t know what he’s doing. |
| 2. We’re speaking. | 10. The young man hears a bear. |
| 3. I’m working. | 11. The bear sees a sea otter. |
| 4. The airplane is flying. | 12. We’re cooking. |
| 5. The speedboat is going. | 13. The young woman is writing. |
| 6. The elder says. | 14. The girl is going by canoe. |
| 7. The baby sees a spring salmon. | 15. The boy is sitting on the ground. |
| 8. What is he doing? | 16. We’re watching the eagle. |