Lesson 7. Numbers

7.1. Learning goals

- to be able to count from 1 to 20
- to be able to talk about numbers of things, using plural forms where appropriate
- to be able to count days, and talk about weekdays

7.2. Conversations

1A	huksaaẁiⱦasniš. huksči?aⱦi!	We're going to count. Start counting!
1B	ċawaak, ?aⱦa, qacċa, muu, suča.	One, two, three, four, five.
2A	quṁaayii ⱦaatṅa?is.	How many children are there?
2B	suča?iš ⱦaatṅa?is.	There are five children.
2B	?aya?iš ⱦaatṅa?is.	There are many children.
2B	wiⱪiit?iš ⱦaatṅa?is.	There aren't any children.
3A	?aqaʕaⱦ ṅaas ⱦaḥ ṅaas?ii.	What day is it today?
3B	ṅupčiiⱡ?aⱦ?iš ⱦaḥ ṅaas?ii.	It's Monday today.
4A	quṁaačiⱡiik hiⱡ ?aḥkuu.	How many days are you here?
4B	qacċačiⱡs hiⱡ ?aḥkuu.	I'm here for three days.

7.3. Words

quṁaa	....	how many	?aya	........................many
?aqaq	....	what	wiⱪiit	......................none
huksaa	....	count	ⱦaṅa	.........................child
huksči	ⱦ*	start counting	ⱦaatṅa	.....................children
ċawaak	....	one	čakup	......................man
?aⱦa	....	two	čaakupiiḥ	.................men
qacċa	....	three	ⱡuucma	...................woman
muu	....	four	ⱡuucsaamiiḥ	............women
suča	....	five	ⱦaḥ ṅaas?ii*	...........today
ṅupu	....	six	ṅupčiiⱡ	....................Monday
?aⱦpu	....	seven	?aⱦčiiⱡ	....................Tuesday
?aⱦakʷaⱡ	....	eight	qacċačiⱡ	...................Wednesday
ċawaakʷaⱡ	....	nine	muučiiⱡ	...................Thursday
ḥayu	....	ten	sučačiⱡ	....................Friday
caqiic	....	twenty	ṅupučiⱡ	...................Saturday
?uḥ?iiš	....	and	?aⱦpučiⱡ	................Sunday

7.4. Notes on numbers up to twenty

There are unique words for the numbers from one to ten, and for twenty. Numbers from eleven to nineteen are formed by adding ten to the numbers one through nine.

(1)	ċawaak	one	ʔaƛakʷał	eight
	ʔaƛa	two	ċawaakʷał	nine
	qacċa	three	ḥayu	ten
	muu	four	ḥayu ʔuḥʔiiš ċawaak	eleven
	suča	five	ḥayu ʔuḥʔiiš ʔaƛa	twelve
	ṅupu	six	ḥayu ʔuḥʔiiš qacċa	thirteen
	ʔaƛpu	seven	caqiic	twenty

The words for 'seven' and 'eight' contain *ʔaƛ–* 'two', because seven is two away from five, and eight is two from ten. 'Nine' contains 'one', because it is one from ten.

> ∞ **Exercise 1**. Count to twenty from memory. Your partner will tell you *huksči̓ʔaƛ̓i!* 'Start counting!' and will correct you if necessary.

To make a sentence out of words referring to amounts, just add a mood ending.

(2)	qum̓aa–yii ƛah̓iqs.	How many boxes are there?
	ʔaƛakʷał–ʔiš ƛah̓iqs.	There are eight boxes.
	ʔaya–ʔiš ƛah̓iqs.	There are many boxes.
	wik̓iit–ʔiš ƛah̓iqs.	There are no boxes.

The word *qum̓aa* 'how many' takes the weak mood *–(y)ii*, rather than question *–ḥ*.

> ∞ **Exercise 2**. With a partner, talk about how many of these things there are around you. B answers sometimes with a number, and sometimes with 'many' or 'none'.
>
> | ƛiisy̓ak | pen, pencil | piipaa | paper | ƛah̓iqs | box |
> | naqsac | cup, bottle | kʷaacsaċum | chair | haaẇacsaċum | eating table |
>
> Example. A. qum̓aayii ƛiisy̓ak. 'How many pens are there?' B. ċawaakʔiš. 'There's one.' B. ʔayaʔiš. 'There are many.' B. wik̓iitʔiš. 'There are none.'

7.5. Notes on *–ʔis*

The ending *–ʔis* means 'small'. It is added to words that refer to small things, like *small* and *child*. But *–ʔis* is not used when speaking of someone's adult children.

(3)　　ʔačknaḥ　　　small　　　 taṅa　　　adult child
　　　　ʔačknaḥ–ʔis　small　　　taṅa–ʔis　small child

7.6. Notes on plural forms

Words that refer to one thing are *singular*. Words that refer to two or more are *plural*. Plural words in Nuu-chah-nulth are sometimes different from their singular forms.

(4)　　čakup　　　　man　　　　taṅa　　　　child
　　　　čaakupiiḥ　　men　　　　taatṅa　　　children

　　　　łuucma　　　　woman　　　taṅaʔis　　　small child
　　　　łuucsaamiiḥ　women　　　taatṅaʔis　small children

∞　**Exercise 3**. Practise building the plural forms of 'man', 'woman', 'child', and 'small child' from memory. Your partner will correct you if necessary.

Example. čakup, čaakupiiḥ, łuucma, łuucsaamiiḥ, taṅa, taatṅa, taṅaʔis, taatṅaʔis

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In Nuu-chah-nulth, words that refer to people (like *woman, child*) usually have special plural forms, which must be memorized. But most words for non-human things (like *bird, desk*) usually keep the same form, regardless of how many there are.

(5)　　ċawaak taṅaʔis　one child　　　ċawaak ƛiissaċum　one desk
　　　　ʔaƛa taatṅaʔis　two children　ʔaƛa ƛiissaċum　　two desks

∞　**Exercise 4**. With a partner, talk about how many of these things there are around you. B answers sometimes with a number, and sometimes with 'many' or 'none'.

ƛaḥiqs　　　čakup　　　　ṅačaałyak　　ƛiisyak　　kʷaacsaċum
łuucma　　　ƛiissaċum　　taṅaʔis　　　naqsac　　haaẇacsaċum

7.7. Notes on counting days

Add the ending –čił to numbers to count days. These words are also used for the names of weekdays. 'One day' also means 'Monday', and so on. Like –ʔiš, this ending is long after short stems (–čiił), and short everwhere else (–čił).

Some numbers have special forms that combine with counting endings like –čiił. For example, 'one' is *ċawaak* by itself, but takes the form *ṅup–* with counting endings. 'Two' is *ʔaƛ–* instead of *ʔaƛa*.

(6) quṁaa–čił   how many days   muu–čiił   four days, Thursday
     ṅup–čiił   one day, Monday   suča–čił   five days, Friday
     ʔaƛ–čiił   two days, Tuesday   ṅupu–čił   six days, Saturday
     qacċa–čił   three days, Wednesday   ʔaƛpu–čił   seven days, Sunday

Use *quṁaa–čił* to ask how many days something happens.

(7) quṁaa–čił–iik hił ċuumuʕaas.   How many days are you in Port Alberni?
     ʔaƛ–čiił–s hił ʔaḥkuu.   I'm here for two days.

To ask what weekday it is, use *ʔaqaq ṅaas* 'what day', plus a mood ending. When talking about the passage of time, it is normal to use *–ʔaƛ* as well. This conveys that one is talking about a moment in time, and that time is always changing.

When a hardening ending like *–ʔaƛ, –ċaƛ* comes after /q/, the /q/ hardens to /ʕ/.

(8) ʔaqaq–ḥ ṅaas.   What day is it?
     ʔaqaʕ–aƛ–ḥ ṅaas.   What day is it now?
     muu–čiił–ʔaƛ–ʔiš.   It's Thursday now.

∞ **Exercise 5**. Build weekday sentences. For the numbers one through seven, say the number alone, then add *–čił*, then *–ʔaƛ*, then *–ʔiš*. Say what each word means.

∞ **Exercise 6**. With a partner, talk about what day of the week it is. For each of the seven days, A asks 'What day is it?' and B answers appropriately.

Example. A. ʔaqaʕaƛḥ ṅaas. 'What day is it?' B. ṅupčiiłʔaƛʔiš. 'It's Monday.'

7.8.   Test yourself

After finishing this lesson, you should be able to say these things in Nuu-chah-nulth.

1. How many chairs are there?
2. There aren't any chairs.
3. What day is it today?
4. It's Friday.
5. It's Monday today.
6. There are four pens.
7. How many children are there?
8. There are many children.
9. There are seven men.
10. It's Sunday today.
11. How many days are you here?
12. I'm here for two days.
13. There are nine women.
14. There aren't any books.
15. We're going to count.
16. Start counting!