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	huksaawiⱡasin. hukšči?aλ̓i!	We're going to count. Start counting!
1B	ċawaak, ?aλa, qacċa, muu, suča.	One, two, three, four, five.
2A	?unaḥa ⱡaatńe?is.	How many children are there?
2B	sučama ⱡaatńe?is.	There are five children.
2B	?ayama ⱡaatńe?is.	There are many children.
2B	wiⱪiitma ⱡaatńe?is.	There aren't any children.
3A	?aqaʕaλha ńaas kaλḥak?i ?aḥ.	What day is it today?
3B	ńupčiiⱡ?aλma kaλḥak?i ?aḥ.	It's Monday today.
4A	?unačiⱡḥak hiⱡ ?aḥkuu.	How many days are you here?
4B	qacċačiⱡaḥ hiⱡ ?aḥkuu.	I'm here for three days.

7.3. Words

?una	how many		?aya	many
?aqaq	what		wiⱪiit	none
huksaa	count		ⱡańa	child
hukščiλ*	start counting		ⱡaatńa	children
ċawaak	one		čakup	man
?aλa	two		čaakupiiḥ	men
qacċa	three		ⱡuucsma	woman
muu	four		ⱡuucsaamiiḥ	women
suča	five		kaλḥak?i ?aḥ	today
ńupu	six		ńupčiiⱡ	Monday
?aλpu	seven		?aλčiiⱡ	Tuesday
?aλakʷaⱡ	eight		qacċačiⱡ	Wednesday
ċawaakʷaⱡ	nine		muučiiⱡ	Thursday
ḥayu	ten		sučačiⱡ	Friday
caqiic	twenty		ńupučiⱡ	Saturday
?iš, ?uḥ?iš	and		saantii	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 ʔiš ċawaak   eleven
     suča   five   ḥayu ʔiš ʔaƛa   twelve
     ṅupu   six   ḥayu ʔiš 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 *huksčiʔaƛi!* 'Start counting!' and will correct you if necessary.

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

(2) ʔuna–ḥa ƛaḥiqs.   How many boxes are there?
     ʔaƛakʷał–ma ƛaḥiqs.   There are eight boxes.
     ʔaya–ma ƛaḥiqs.   There are many boxes.
     wikiit–ma ƛaḥiqs.   There are no boxes.

∞ **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'.

qicẏak   pen, pencil   piipaa   paper   ƛaḥiqs   box
naqẏak   cup, bottle   kʷaasaċus   chair   haẇacsaċim   eating table

Example. A. ʔunaḥa qicẏak. 'How many pens are there?' B. ċawaakma. 'There's one.' B. ʔayama. 'There are many.' B. wikiitma. '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)   ʔanaḥ, ʔunaḥ   small   t̓aṅa   adult child
        ʔanaḥ–ʔis, ʔunaḥ–ʔis small   t̓aṅe–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   t̓aṅa   child
        čaakupiiḥ   men   t̓aatṅa   children

         łuucsma   woman   t̓aṅeʔis   small child
        łuucsaamiiḥ   women   t̓aatṅeʔis   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, łuucsma, łuucsaamiiḥ, t̓aṅa, t̓aatṅa, t̓aṅeʔis, t̓aatṅeʔis

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)   c̓awaak t̓aṅaʔis   one child   c̓awaak qiicsac̓im   one desk
        ʔaƛa t̓aatṅaʔis   two children   ʔaƛa qiicsac̓im   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   ṅačaały̓ak   qicy̓ak   kʷaasac̓us
> łuucsma   qiicsac̓im   t̓aṅeʔis   naqy̓ak   haaw̓acsac̓im

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 c̓awaak by itself, but takes the form ṅup– with counting endings. 'Two' is ʔaƛ– instead of ʔaƛa.

(6)   ʔuna–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

For 'Sunday', the name *saantii* is used, rather than *ʔaƛpučił*.

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

(7)   ʔuna–čił–ḥak hił ċuumuʕas.   How many days are you in Port Alberni?
       ʔaƛ–čiił–aḥ 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–ḥa ṅaas.   What day is it?
       ʔaqaʕ–aƛ–ḥa ṅaas.   What day is it now?
       muu–čiił–ʔaƛ–ma.   It's Thursday now.

∞ **Exercise 5**. Build weekday sentences. For the numbers one through seven, say the number alone, then add *–čiił*, then *–ʔaƛ*, then *–ma*. 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. ʔaqaʕaƛḥa ṅaas. 'What day is it?' B. ṅupčiiłʔaƛma. '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!