

Unit 25. Locatives: 'at', 'on', 'in'

1. Overview

In this unit, learners will work towards mastering the following skills.

- to use appropriate words for 'at', 'on', 'in'
- to understand locative expressions through prototype analysis
- endings: $-^{\circ}i\ddot{l}$, $-!as$, $-^{\circ}is$, $-!a'ʔa$, $-a's$, $-(ʔ)a\ddot{t}$, $-ću'$, $-!aq\lambda$, $-!a\ddot{h}s$, $L-sit$

2. Some important locative suffixes

We will learn about the following locative suffixes.

| forms | meaning | examples |
|--|--------------------|----------------------------|
| • $-^{\circ}i\ddot{l}$, $-pi\lambda$, $-pitap$ | indoors (iz.) | hitiil, hiił |
| • $-!as$, $-!i'\lambda$, $-!i'tap$ | outdoors (oz.) | hitaas, hiʔiis |
| • $-^{\circ}is$, $-sa\lambda$, $-sa\ddot{a}nap$, $-sinap$ | at the beach (bz.) | hitingis, hiis |
| • $-!a'ʔa$, $-!u'\lambda$, $-!u'p$ | on the rocks (rz.) | hitaaʔa, hiʔaaʔa |
| • $-a's$, $-a'si\lambda$, $-a'sip$ | on (platform) | hinaas, hiłaaas |
| • $-(ʔ)a\ddot{t}$, $-(ʔ)a\ddot{a}ći\lambda$, $-(ʔ)a\ddot{a}ʔap$, $-(ʔ)a\ddot{a}ʔap$ | on (screen) | hinaał, hiłaał |
| • $-ću'$, $-ćinu\lambda$, $-ćinap$ | in (container) | hitaću, hiłćuu |
| • $-!aq\lambda$, $-!aqstu\lambda$, $-!aqstup$ | in (body) | hitaq\lambda, hiʔaq\lambda |
| • $-!a\ddot{h}s$, $-!a\ddot{h}si\lambda$, $-!a\ddot{h}sip$, $-qs$, $-qsi\lambda$, $-qsip$ | in (vessel) | hitaqs, hiʔa\ddot{h}s |
| • $L-sit$, $L-situ\lambda$, $L-situp$ | in (liquid) | hiisit |

3. Exercises

Exercise 1. Identify the suffixes in the following words.

- ʔustʔił, ʔustʔas, ʔustis
- kuuṑił, k^wiinapił, k^wiitxapił
- ʔink^wił, ʔink^was, ʔink^wis, ʔink^wa\ddot{h}s, ʔinkćuu
- tiŋas, tiq^wił, tiqpi\lambda, tiq^wis, tiq^waas
- ʔakiil, ʔaaqyił
- niis, niisip, ćamaas, ćamaq\lambda, ćamaqstup
- qicaał, qica\ddot{a}ʔap, ʔiisał, ʔiisa\ddot{a}ʔap
- ʔupaal, małaal
- ʔupmiil, małmiil
- ʔuma\ddot{h}s, małʔa\ddot{h}s
- kuḥsaap, mušsaap, kuḥiqs, mušiqs
- kuw^was, kuw^wiitap, mušʔas, mušʔiitap, małas, małiitap
- mataas, ʔamaas

- pikčaṣcu(ýak), nuuḳcuu,
- čamaṣcu, čamaýaq̣λ
- ɣačẉaɣs, λaɣaas, λatɣɣaɣs
- ćućuṃyaɣs, ćućuqs
- tasaal, tasałayap, tasałap
- tuupksit, saačksit, miisksit, čaamassit, ʔooyinčassit
- ćaxšiλ, ćawaq̣λ, ćawaq̣stuλ

Exercise 2. Translate these sentences into Nuuchahnulth.

Where's Tom?

He's at the hall. (hišiṃluwił, hišimyiḷýak)

He's at Long Beach. (ćaqaa)

He's at Opitsaht. (hupićatḥ)

Josh is sitting on a chair. (tiq̣^waas)

Dawn is sitting on the floor. (tiq̣^wił, tiɣaq̣λił)

The book is on the shelf. (hiłaaas, luupi, puuksaćum)

The calendar is on the wall. (hiłsaamaq̣λi, kuupił, ḳ^wiinapił, ḳ^wiitɣapił)

The dish is on the table. (hiłaaas, tiipin)

What's on the shawl? (ʔaqaał, hułʔin, niišaana)

It has a hummingbird on it. (ʔuʔał, saasin)

The bird is in the tree. (hiłaaas, mataas)

The bird is on the branch. (hiłaaas, mataas)

What's on the bread? (ʔaqaał)

What's on the shawl? (ʔaqaał)

I read it...

I saw it...

...on television

...in email

...in the newspaper

...on Facebook

The cup is on the saucer.

The salad is in the bowl.

The man is in the canoe.

The man is in the truck.

The books are in the box

Put it in the bowl.

Put it in the box.

Put it in the box.

Put it in your mouth.

Put it in your spirit.