

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 *ḥaay'ahī*, *ḥuu'y'ahī*, and the article *-ʔii*
- to correctly pronounce weak consonants, weak long vowels, and rounding

9.2. Conversations

1A	ʔaaqinʔaph čix ^w atinʔi.	What is the eagle doing?
1B	mataaʔiš čix ^w atin.	The eagle is flying.
1B	hayumḥis q ^w aaʔapii.	I don't know what it's doing.
2A	ʔaaqinʔaph.	What is he, she, it doing?
2B	kamatqukʔiš ḥaak ^w aaλʔi.	The girl is running.
2B	susaaʔiš maʔiλqacʔi.	The boy is swimming.
2B	čapyiiqʔiš čakupʔi.	The man is going by canoe.
2B	λatwaaʔiš ḥucmaʔi.	The woman is paddling.
2B	waʔičʔiš na'y'aaqakʔi.	The baby is sleeping.
3A	ʔaaqinḥ.	How is he, she, it?
3B	ḥusaakʔiš ḥaaw'ilaλʔi.	The young man is tired.
3B	puʔaʔʔatuʔiš ḥucsacʔi.	The girl is sleepy.

9.3. Words

ḥaaw'ilaλ	young man	siqiił.....	cook (verb)
ḥaak ^w aaλ.....	young woman	čapyiiq.....	go by canoe
maʔiλqac.....	boy	naʔaa	hear
ḥucsac	girl	ʔuk ^w iił.....	make
ʔiičum.....	elder	waa	say
na'y'aaqak.....	baby	ḥaacsaa.....	see
čims.....	black bear	tiʔas	sit on ground
k ^w ak ^w aλ.....	sea otter	ciiqciqa.....	speak
suuḥaa.....	spring salmon	λiḥaa	vehicle go
čix ^w atin.....	eagle	yaaʔaʔ	watch (verb)
čapac	canoe	mamuuk.....	work (verb)
muunaaλaqs.....	speedboat	λiisλiisa.....	write
huupuk ^w as.....	car, truck	ḥaay'ahī.....	that, there
matuk	airplane	ḥuu'y'ahī	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)	hucsaç	girl	(2)	haak ^w aaλ	young woman, daughter
	ma?iλqac	boy		haawilaλ	young man, son
(3)	hucsaç?is	little girl	(4)	haak ^w aaλ?is	girl
	ma?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	-ḥ.		What is he, she, it doing?
(7)	ñaacsa	-?iš	čakup čims?ii.	The man sees a bear.
(8)	na?aa	-s	suutił.	I hear you.
(9)	λuł	-?iiš	haayaha?i iniiλ?i.	That’s a good dog.
(10)	čims	-?iiš	huyu?aha.	That’s a black bear.
(11)	hitinqis?aλ	-?iš	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)	ʔaḥḥii		that, there (by you)
(15)	ḥaaʔaḥi	ḥaa	that, there
(16)	ḥuuʔaḥi	ḥuu	that, there (far away)

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

λiḥaaʔiṣ čapacʔi.	The canoe is going.
kamatqukʔiṣ.	She's running.
waaʔiṣ ḥucsacʔisʔi.	The little girl said it.
yaaʔaʔiṣ maʔiλqac k ^w ak ^w aλʔi.	The boy is watching the sea otter.
liwahaḥʔiṣ ḥaaṣ.	It's a cloudy day.
ḥuuʔaḥiʔiṣ čims.	That's a black bear over there.

9.7. Notes on endings with weak long vowels

The ending *-ʔiṣ* is pronounced *-ʔiiṣ* or *-ʔiṣ*, depending on the shape of its stem. The other strong mood endings *-ʔiḥk*, *-niṣ* follow the same pattern.

(17)	wik	wik-ʔiiṣ waʔyuu.	He isn't at home.
(18)	q ^w aa	q ^w aa-ʔiiṣ.	That's how it is.
(19)	ʔučqak	ʔučqak-ʔiṣ.	It's foggy.
(20)	čapyiiq	čapyiiq-ʔiṣ čakupʔi.	The man is going by canoe.
(21)	λiḥaa	λiḥaa-ʔiṣ huupuk ^w asʔi.	The car is going.
(22)	suuḥaa	suuḥaa-ʔiṣ ḥaaʔaḥi.	That's a spring salmon.
(23)	čix ^w atin	čix ^w atin-ʔiṣ.	It's an eagle.
(24)	λiissačum	λiissačum-ʔiṣ ʔaḥḥii.	That's a desk.*

∞ **Exercise 2.** For each of the following potential predicates, say the word alone, then with *-ʔiṣ*, then with *-niṣ*. Translate each form into English.

suu	holding	λuʔ	good	naʔaa	hear
ciiqciqa	speaking	yaaʔaʔ	watching	ḥaačsa	see
mamuuk	working	ʔuk ^w iḥ	making	ʔiq ^w aas	sitting
waa	say	q ^w aa	like that	tiič	alive
siqiiḥ	cooking	ḥusaak	tired	puʔaʔatu	sleepy
λiisλiisa	writing	čapyiiq	going by canoe	ʔaḥkuu	here

Example. suu 'holding', suuʔiṣ. 'She is holding.', suuniiṣ. 'We are holding.'

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

(25)	čims	čimsʔii	(29)	ħuucma	ħuucmaʔi
(26)	ñaas	ñaasʔii	(30)	maħtʔii	maħtʔiiʔi
(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 *-ʔiš*. Translate each form into English.

ʔiičum	čix ^w atin	ħuucma	ħucsac	huupuk ^w as
ħaawıłaał	naʔaqak	čapac	maʔiłqac	matuk
ħaak ^w aał	ñačaałʔak	muunaałaqš	k ^w ak ^w aał	suuħaa
łiisʔak	čims	čakup	łahıqš	łiissacum

Example. ʔiičum ‘elder’, ʔiičumʔi ‘the elder’, ʔiičumʔiš. ‘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 *-ħ*, *-ħin*, *-ʔiš*, *-niš*.

ħaawıłaał	čims	matuk	naʔaa	łiħaa	yaaʔał
ħaak ^w aał	čix ^w atin	maʔiłqac	łiisłiisa	tiŋas	mamuuk
ħucsac	huupuk ^w as	čapyiiq	siqiił	ciiqciiqa	ñaacsa

Example. A. ʔaaqinʔaħ huupuk^wasʔi. B. łiħaaʔiš huupuk^wasʔi.

Example. A. ʔaaqinʔaħin. B. ciiqciiqaniš.

9.8. Test yourself

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

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|-----------------------------------|---------------------------------------|
| 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. |