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 *–ʔii*
- to correctly pronounce weak consonants, weak long vowels, and rounding

9.2. Conversations

1A	ʔaaqinʔapḥa ċixʷatinʔi.	What is the eagle doing?
1B	mataama ċixʷatin.	The eagle is flying.
1B	hayimḥimaḥ qʷaaʔapii.	I don't know what it's doing.
2A	ʔaaqinʔapḥa.	What is he, she, it doing?
2B	kamitqukma ḥaakʷaaƛʔi.	The young woman is running.
2B	susaama meʔiƛqacʔi.	The boy is swimming.
2B	čapyiiqma čakupʔi.	The man is going by canoe.
2B	ƛiiḥakma łuucsmaʔi.	The woman is paddling.
2B	weʔičma naẏaqakʔi.	The baby is sleeping.
3A	ʔaaqinḥa.	How is he, she, it?
3B	ṗusaakma ḥaawiłaƛʔi.	The young man is tired.
3B	puʕałʔatuma łucsacʔi.	The girl is sleepy.

9.3. Words

ḥaawiłaƛ .... young man
ḥaakʷaaƛ .... young woman
meʔiƛqac .... boy
łucsac .... girl
ʔiičim .... elder
naẏaqak .... baby
čims .... black bear
k̉ʷak̉ʷaƛ .... sea otter
suuḥaa .... spring salmon
ċixʷatin .... eagle
čapac .... canoe
ṁaʔakƛiqs .... speedboat
huupuk̉ʷas .... car, truck
matuk .... airplane

siqiił .... cook (verb)
čapyiiq .... go by canoe
naʔaa .... hear
ʔuukʷiił .... make
waa .... say
ṅaacsa .... see
t̉iʕas .... sit on ground
ciiqciiqa .... speak
ƛiḥaa .... vehicle go
yaaʔał .... watch (verb)
mamuuk .... work (verb)
qiicqiica .... write
yaa .... that, there
yee .... that, there (far)

9.4. Notes on words for young people

There are several words for 'girl' and 'boy'. The words *ḥaaẇiłaƛ, ḥaakʷaaƛ* are used both for young men and women, and for 'son', 'daughter'. (Regarding *–ʔis*, see L7.)

(1) łucsac   girl   (2) ḥaakʷaaƛ   young woman, daughter
     meʔiƛqac   boy   ḥaaẇiłaƛ   young man, son

(3) łucsacʔis   little girl   (4) ḥaakʷaaƛʔis   girl
     meʔiƛqacʔis little boy   ḥaaẇiłaƛʔis   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)	ʔaaqinʔap	–ḥa.		What is he, she, it doing?
(7)	ṅaacsa	–ma	čakup čimsʔii.	The man sees a bear.
(8)	naʔaa	–maḥ	suẇa.	I hear you.
(9)	ƛuł	–maa	yaa ʕiniiƛʔi.	That's a good dog.
(10)	čims	–maa	yee.	That's a black bear.
(11)	hitinqisʔaƛ	–ma	nani.	Grandpa is at the beach now.*
(12)	naʔaataḥ	–ʔi	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)	ʔaḥṅii		that, there (by you)
(15)	yaał	yaa	that, there
(16)	yeeł	yee	that, there (far away)

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

ƛiḥaama čapacʔi.	The canoe is going.
kamitqukma.	She's running.
waamaa łucsacʔisʔi.	The little girl said it.
yaaʔałma meʔiƛqac k̓ʷak̓ʷaƛʔi.	The boy is watching the sea otter.
łiwaḥakma ṅaas.	It's a cloudy day.
yeełmaa čims.	That's a black bear over there.

9.7. Notes on endings with weak long vowels

The ending *–maˑ* is pronounced *–maa*, *–ma*, or *–a*, depending on the shape of its stem. The other real mood endings *–(m)aˑḥ*, *–(m)eˑʔic* follow the same pattern.

(17)	wik	wik–maa wałyuu.	He isn't at home.
(18)	qʷaa	qʷaa–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)	ƛiḥaa	ƛiḥaa–ma huupukʷasʔi.	The car is going.
(22)	suuḥaa	suuḥaa–ma yaa.	That's a spring salmon.
(23)	ċixʷatin	ċixʷatin–ma.	It's an eagle.
(24)	qiicsaċim	qiicsaċim–ma ʔaḥṅii.	That's a desk.

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

suu	holding	ƛuł	good	naʔaa	hear
ciiqciiqa	speaking	yaaʔał	watching	ṅaacsa	see
mamuuk	working	ʔuukʷiił	making	ƛiqʷaas	sitting
waa	say	qʷaa	like that	tiič	alive
siqiił	cooking	p̓usaak	tired*	puʕałʔatu	sleepy
qiicqiica	writing	čapyiiq	going by canoe	ʔaḥkuu	here

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

The article –*ʔiˑ* means 'the'. It is pronounced –*ʔii* or –*ʔi*, depending on its stem.

(25)	čims	čims?ii	(29)	łuucsma	łuucsme?i
(26)	ṅaas	ṅaas?ii	(30)	maḥtii	maḥtii?i
(27)	čakup	čakup?i	(31)	ha?um	ha?um?i
(28)	ḥaakʷaaƛ	ḥaakʷaaƛ?i	(32)	ċixʷatin	ċixʷatin?i

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

ʔiičim	ċixʷatin	łuucsma	łucsac	huupukʷas
ḥaaẇiłaƛ	naẏaqak	čapac	me?iƛqac	matuk
ḥaakʷaaƛ	ṅačaałẏak	ṁa?akƛiqs	k̓ʷak̓ʷaƛ	suuḥaa
qicẏak	čims	čakup	ƛ̓aḥiqs	qiicsaċim

Example. ʔiičim 'elder', ʔiičim?i '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 –*ḥ*, –*ḥin*, –*ʔiˑš*, –*niˑš*.

ḥaaẇiłaƛ	čims	matuk	na?aa	ƛiḥaa	yaa?ał
ḥaakʷaaƛ	ċixʷatin	me?iƛqac	qiicqiica	ṫiʕas	mamuuk
łucsac	huupuk̓ʷas	čapyiiq	siqiił	ciiqciiqa	ṅaacsa

Example. A. ʔaaqin?apḥa huupuk̓ʷas?i. B. ƛiḥaama huupuk̓ʷas?i.
Example. A. ʔaaqin?apḥin. 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?
2. We're speaking.
3. I'm working.
4. The airplane is flying.
5. The speedboat is going.
6. The elder says.
7. The baby sees a spring salmon.
8. What is he doing?
9. I don't know what he's doing.
10. The young man hears a bear.
11. The bear sees a sea otter.
12. We're cooking.
13. The young woman is writing.
14. The girl is going by canoe.
15. The boy is sitting on the ground.
16. We're watching the eagle.