

Lesson #5 celac (Five)

Choral Repetition

1 Vad S(e) adbad. Where is your father?
(chahd sh ahd-bahd)

?uyayus Se dbad ?al tudi?. My father is
working over there. (?oo-yi-yoos)

?uyayus ?al tudi?. He is working over there.

2 Vad s(e) adsUuy. Where is your mother?
(chahd s ahds-k'woy)

?uyayus se dsUuy ?al ti ?al?al. My mother is
working at the house. (?ahl-?ahl)

?uyayus ?al ti ?al?al. She is working at the house.

3 Vad s(e) adbede?. Where is your daughter?
?uZa?a se dbede? ?al ti ?al ?al. My daughter is
playing at the house. (?o-chah?ah)

?uZa?a ?al ti ?al ?al. She is playing at the house.

4 Vad S(e) adbede?. Where is your son?

?uZa?a Se dbede? Zit ?al ti ?al?al. My son is
playing close to the house.

?uZa?a Zit ?al ti ?al?al. He is playing at the house.

5 Vad S(e) adsZistx. Where is your husband?
(ahds-c'hees-twh)

?es?itut Se dsZistx di?adi?. My husband is sleeping
in the other room. (?us -?a-toot shu ds-c'hees-twh
dee-?adee)

?es?itut di?adi?. He is sleeping in the other room.

6 Vad s(e) adVeGeS. Where is your
daughter? (ahd-chu-gwush)

?es?itut se dsVeGeS di?adi?. My wife is sleeping
in the other room. ?es?itut di?adi?. She is sleeping in
the other room.

Grammar Notes

5.1	The meaning of 'Se' is not easy to express in English. It conveys the concept found in many Indian languages in the Northwest but which entirely absent in English. For the time being, simply notice that it is used when the person (or thing) is known to exist but he is not present and his location is unknown. The same remark applied to 'se' when speaking about a woman. (Compare 3.5)
5.2	'ad-' at the beginning of a word means 'your'.

5.3	When talking ‘Se’ and ‘ad-‘ flow together and sound like one word, ‘Sad’ (shahd). The reason they are separated by a space is because another word can be added between. For example, it is possible to say ‘Vad Se si?ab adbad’ (chahd shu see?ahb udbahd) ‘Where is your esteemed father?’
5.4	In Lushootseed, the action word usually comes before the actor – just the opposite of English word order.

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5.5	A letter written within parentheses, (), is not pronounced. Thus ‘e’ is lost before ‘a’ in the first question of #1. However this ‘e’-sound returns when ‘a’ does not follow it. See the second sentence, the answer, in #1. (Compare English spelling which often keeps letters for sounds that sometimes drop, e.g., the ‘n’ in ‘hymn’ and ‘hymnal’ and the English use of the apostrophe in ‘it’s’ from ‘it is’.)
5.6	As in many American Indian Languages, there is no word in Lushootseed quite like ‘he’ or ‘she’. However, if the speaker does not choose to name the person spoken about, there is really no need to use any word. No confusion ever results because words for ‘I’, ‘we’ and ‘you’ do exist. So if the person referred to is not ‘me’, ‘us’ or ‘you’, it has to be ‘he’ or ‘she’. (The situation makes it clear whether a man or woman is referred to. The way of saying ‘they’ is presented in a future lesson.)

5.7	<p>In Lesson 4 the word ‘ti’ was translated as ‘<i>this</i>’. Here it is translated by ‘<i>the</i>’. Actually, ‘ti’ can mean both ‘<i>this</i>’ and also something a little less specific, more like but not exactly ‘<i>the</i>’. The student will remember that in Lesson 2 ‘te’ was also translated as ‘<i>the</i>’. The difference between ‘ti’ and ‘te’ is often subtle and impossible to express exactly in English. In general, ‘ti’ is used when the object (or person) is receiving slightly more attention than when ‘te’ is said. Note that it is possible to say ‘?al te ?al?al’, ‘<i>at the house</i>’, as well as ‘?al ti ?al?al’ ‘<i>at the house</i>’, ‘<i>at this house</i>’. If something is mentioned for the first time, ‘ti’ is often used. After that, when the listener as well as the speaker is ‘in on it’, ‘te’ is generally used. (Compare how English switches from ‘<i>a</i>’ to ‘<i>the</i>’. ‘<i>A boy and girl were walking along the beach</i>’. ‘<i>The</i>’ boy was wearing ‘<i>a</i>’ hat but the girl wasn’t. ‘<i>The</i>’ hat was blue.’)</p> <p>The student will gradually get a ‘feel’ for which to use when; and should NOT be concerned about fully understanding the difference now. Instead you should memorize the sentences as they are given in the lessons (or as the teacher changes them) and notice how often Lushootseed makes more sophisticated distinctions in meaning than English does!</p>
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New Vocabulary

ad- your
Vad where
VeGeS wife
se see 5.1

Se see 5.1

?uyayus working

Exercises

?uZa?a play(ing)

sZistx husband
di?adi? other room, other end of the room
?al?al house

?es?itut sleep(ing)

1. Read the following sentences out loud in Lushootseed, and then translate them rapidly into English.

A ?uyayus Se dsZistx di?ucid ?al te stulel.

B ?es?itut Se sVetxed di?ucid ?al te SeGA.

C ?uyayus Se dbad Zit ?al te ?al?al.

D ?es?itut di?adi?.

E ?uyayus se dVeGeS di?adi?.

F ?es?itut se dbede? di?adi?.

G ?uZa?a S(e) adbede? di?ucid ?al te SeGA.

H ?uyayus s(e) adVeGeS Zit ?al ti ?al?al.

I ?uZa?a di?ucid ?al te SeGA.

J ?uZa?a Se dbede? di?ucid ?al te stulel.

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2. Fill the blanks with one of the following words, read the sentence you have created out loud in Lushootseed and translate it into English: (Practice until every student can do each sentence within five seconds.)

?uyayus ?uZa?a

ʔesʔitut ʔuyayus Se dbad

Example : _____ ʔal tudi?. ʔuyayus ʔal tudi?. He/She
is working over there.

A _____ Zit ʔal ti ʔalʔal.

B _____ diʔucid ʔal te stulel.

C _____ se dbede? diʔadi?.

D _____ s(e) adVeGeS.

E _____ Se adbede? ʔal te SeGA.

F _____ diʔadi?.

3. Repeat exercise #2 using these words to go in the following blanks:

Cit ʔal ti ʔalʔal diʔadi?
ʔal tudi? diʔucid ʔal te stulel

Example : ʔuyayus tsi dbede? _____ . ʔuyayus tsi dbede?
diʔadi? My daughter is working in the
other room.

A ʔuyayus se dsUuy _____ .

B ʔesʔitut S(e) adsZistx _____ .

C ?uZa?a t(i) adbede? _____ . D

?uyayus ti dbad _____ .

E ?uZa?a _____ .

F ?es?itut _____ .

4. Dictation: Write the four sentences the teacher says.