

# Lesson #4

**buus** (Four)

## Choral Repetition

- 1     **g<sup>w</sup>at əwə tiit stubs ?al tudi?**     Who is that man over there?  
(gwaht u-wu teeṭ stoo-bsh ?ahl too-dee?)

**dbad tiit stubš.**     That man is my father.  
(?dbahd teeṭ stoobsh)

- 2     **g<sup>w</sup>at əwə tsiit sṭadəy ?al tudi?**     Who is that woman over there?  
(gwaht u-wu teeṭ sṭah-di ?ahl too-dee?)

**dsk<sup>w</sup>uy tsiit sṭadəy?**     That woman is my mother.  
(dsk'woy tseeṭ sṭah-di?)

- 3     **g<sup>w</sup>at əwə tiit čačaš ?al tudi?**     Who is that (male) child over there?  
(gwaht u-wu teeṭ c'hah-c'hahsh ?ahl too-dee?)

**dbədə? tiit čačaš.**     That child is my son.  
(dbu-du? teeṭ c'hahsh)

- 4     **g<sup>w</sup>at əwə tsiit čačaš ?al tudi?**     Who is that (female) child over there?  
(gwaht u-wu teeṭ c'hahsh ?ahl too-dee?)

**dbədə? tsiit čačaš.**     That child is my daughter.  
(dbu-du? tseeṭ c'hahsh)

**tiit**     See Grammar Note 4.4

## Sound/Symbol

4.1	č̥	Glottialized c-wedge is something like saying ‘ <i>ch</i> ’ with a catch in the throat at the same time. It is sort of a combination of ‘č’ and ‘ʔ’. There are no sounds like it in English. Imitate the teacher (or recorder) carefully. See 4.8 and 4.10
4.2	k̥ʷ	Glottialized k-raised-w is something like saying ‘ <i>qu</i> ’ of ‘ <i>queen</i> ’. As with ‘č̥’, ‘k̥ʷ’ is a combination of ‘kʷ’ and ‘ʔ’. There are no sounds like it in English. Imitate the teacher (or recorder) carefully. See 4.9 and 4.11
4.3	əy	This sounds similar to the ‘ <i>long i</i> ’ in English <i>kite</i> .

## Grammar Notes

4.4	When the person (or thing) talked about is not the first word in the sentence, ‘ <b>tiit</b> ’ is used in place of ‘ <b>tiʔit</b> ’ and comes before the person (or thing) just as in English, e.g., ‘ <b>tiit stubš</b> ’, ‘that man’.
4.5	When the person (or animal) talked about is female, an ‘s’ is added right after the ‘t’ of ‘ <b>tiit</b> ’, and ‘ti’ giving us <b>tsiʔit</b> ’ and ‘ <b>tsi</b> ’.
4.6	The word that answers a question with ‘ <b>stab</b> ’ often comes first in Lushootseed. Thus, in ‘Choral Repetition 1’, the literal translation of the answer is, ‘My father (is) that man.’ This word order follows the same principle as in Lesson 2. See 2.14.
4.7	<b>d-</b> at the beginning of a word means <i>my</i> (in English).

## Sound Drills

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Listen carefully as the teacher says the following pairs of words several times. Can you hear the difference between them? Can you imitate this difference accurately?

4.8	č̣ and č	č̣əʔ = ‘almost’	čəʔ = ‘we’
4.9	ḳʷ and kʷ	ḳʷilid = ‘look at it’	kʷilid = ‘pick it’

Repeat these two sentences after the teacher as exactly as you can. (See remarks under Lesson 2 Sound Drill.)

4.10	ʔuʕaʔa ti ʕaʕaʕ yəx <sup>w</sup> tə ʕawəy. The boy played with a shell.
4.11	ʔuk <sup>w</sup> iitəb ʔə tsi dsk <sup>w</sup> uy ti sk <sup>w</sup> aʔad. My mother looked at the mouse.

## Choral Repetition

- |   |  |                                   |
|---|--|-----------------------------------|
| 1 | g <sup>w</sup> at ti stubš ʔal ti čit.<br>(ʔahl tee cheet) | Who is that man right near you?   |
|   | dbad ti stubš.   | This man is my father.            |
| 2 | g <sup>w</sup> at tsi sʔadəyʔ ʔal ti čit.                  | Who is that woman right near you? |
|   | dsk <sup>w</sup> uy tsi sʔadəyʔ.                           | This woman is my mother.          |
| 3 | g <sup>w</sup> at ti čačaš ʔal ti čit.                     | Who is this child right near you? |
|   | dbədəʔ ti čačaš.   | This child is my son.             |
| 4 | g <sup>w</sup> at tsi čačaš ʔal ti čit.                    | Who is that child right near you? |
|   | dbədəʔ tsi čačaš.  | This child is my daughter.        |

## New Vocabulary

d-	my
bad	father
bədə?	one's own child
čacaš	child
čit	near
g <sup>w</sup> at	who
sk <sup>w</sup> uy	mother

s <sup>t</sup> adəy	woman
ti	this
tii <sup>t</sup>	that
tsi	this (female)
tsii <sup>t</sup>	that (female)
stubš	man
tudi?	over there

## Exercises

- Chose any one of the following words and place it in the blank by reading out loud in Lushootseed the whole sentence thus created and then translate the sentence in to English. (Every student should be called on at least twice. This exercise should be practiced until everyone can answer correctly within ten seconds.)

ti stubš	tii <sup>t</sup> stubš	ti čacaš	tii <sup>t</sup> čacaš
tsi s <sup>t</sup> adəy	tsii <sup>t</sup> s <sup>t</sup> adəy	tsi čacaš	tsii <sup>t</sup> čacaš

For example: g<sup>w</sup>at \_\_\_\_\_ ?al tudi?.

Possible answer: g<sup>w</sup>at tii<sup>t</sup> stubš ?al tudi?  
(Who is that man over there?)

A g<sup>w</sup>at əwə \_\_\_\_\_ ?al tudi?.

B g<sup>w</sup>at \_\_\_\_\_ ?al ti čit.

C dbədə? \_\_\_\_\_.

D dsk<sup>w</sup>uy \_\_\_\_\_.

E g<sup>w</sup>at əwə \_\_\_\_\_ di?ucid ?al tə šəg<sup>w</sup>t.

F dbad \_\_\_\_\_.

G g<sup>w</sup>at \_\_\_\_\_ diʔucid ʔal tə stulək<sup>w</sup>.

H g<sup>w</sup>at əwə \_\_\_\_\_ ʔal tə šəg<sup>w</sup>ʔ.

- 2 Out of the following sentences and phrases identify those that are NOT correct and change them in any way so as to make them correct.

A	dbad tsi stubš.
B	dbədəʔ tsiit čačaš
C	g <sup>w</sup> at ti stubš ʔal tudiʔ.
D	g <sup>w</sup> at ti stubš ʔal ti čit.

E	dbədəʔ tsiit bəlups.
F	dsk <sup>w</sup> uy tsiit stubš.
G	dbədəʔ ti čačaš.
H	g <sup>w</sup> at tsiit stubš.

- 3 Read out loud in Lushootseed and translate into English:

A g<sup>w</sup>at tsiit stubš diʔucid ʔal tə šəg<sup>w</sup>ʔ.

B stab əwə tiʔiʔ ʔal tudiʔ.

C g<sup>w</sup>at tsiit sʔadəyʔ diʔucid ʔal tə stulək<sup>w</sup>.

D g<sup>w</sup>at tsiit čačaš ʔal tə šəg<sup>w</sup>ʔ.

E stab ti.

- 4 Translate into Lushootseed:

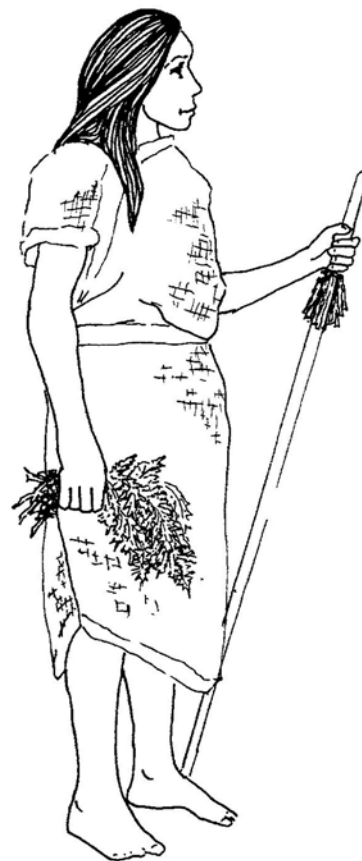
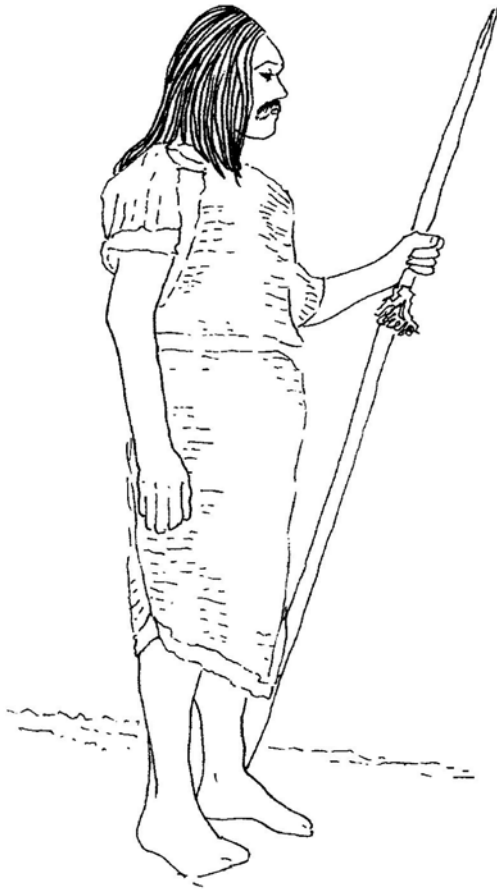
A Who is that girl (tsiit čačaš) on the other side of the river?

B What is that over there?

C Who is that across the street (šəg<sup>w</sup>ʔ)?

D That man is my father.

- 5 Dictation: The teacher will pronounce five words or sentences. You are to write them down.



***("Illustrations courtesy of Peggy Deam")***