

AN INTRODUCTION TO THE LUISEÑO LANGUAGE

By Villiana Hyde

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INTRODUCTION

It would be difficult to imagine a topic that has been subject to more misconceptions, false information, and unfounded theorizing than the languages of the American Indians. They are all alike, they are all different; they have very few words, they have many more words than other languages; they have no grammar, their grammar is impossibly complex; they have very few sounds, they are unpronounceable—all these erroneous notions and countless others have been entertained even by intelligent people who are otherwise well informed.

Fortunately things are beginning to change. The general public is gradually becoming aware of the richness and diversity of native American cultural traditions. The Indians themselves are leading the way. Indians everywhere are showing renewed pride in their heritage and a strengthened desire to preserve their language and culture for future generations. The language classes that are being initiated in many areas are but one manifestation of this newly awakened pride and interest.

The difficulties are readily apparent. Reliable information about the languages and culture of the American Indians is not always available. Much of the information collected by professional linguists and anthropologists appears only in articles and monographs intended for other professionals. These publications are not readily accessible to the general public or to the Indians, and they are unlikely to be intelligible to non-specialists. While countless books have been written enabling English speakers to study a small handful of European languages such as French, Spanish, and German, virtually no materials are available for studying any of the hundreds of native American languages.

An Introduction to the Luiseño Language is offered as a modest but hopefully significant contribution to the study of American Indian languages. Luiseño is spoken in southern California, and belongs to the Takic or Southern California Shoshonean language family, which in turn is a branch of the Uto-Aztec language family, that extends over a vast area of the west stretching from Oregon to central Mexico. Among the many languages of the Uto-Aztec family are Cahuilla, Cupeño, and Serrano, which are related quite closely to Luiseño, as well as Hopi, Comanche, Southern Paiute, Pima-Papago, Yaqui, Huichol, and Aztec, which are more distantly related.

This book represents the combined efforts of native language experts and professional linguists. The principal language expert is Mrs. Villiana Hyde of the Rincon reservation in San Diego County, who has been aided by her brothers Alex and Raymond Calac. Mrs. Hyde and her brothers are prominent members of the Luiseño community and have played an active role in preserving their language and cultural traditions. Mrs. Hyde recently led a series of language classes on the Rincon reservation. She is an expert Luiseño speaker and translates between Luiseño and English with great facility and sensitivity. With Mrs. Hyde acting as language consultant, these lessons were prepared by graduate students in linguistics at the University of California, San Diego, who were among members of a *linguistic analysis* course that I conducted in the spring quarter of in-

An Introduction to the Luiseño Language combines the accuracy and insightfulness expected by professional linguistic standards with the simplicity and readability required for use by the general public as an introductory text. It consists of 45 lessons dealing with grammar and pronunciation, supplemented by texts, review lessons, a summary of grammatical elements, and a lexicon. The distinctive grammatical traits of Luiseño are presented clearly and simply, with a minimum of terminology and a maximum of exemplification. Abundant exercises are included, along with answers.

This book has a number of uses. To the general public it offers an opportunity to study an American Indian language without having to become a professional linguist. No special training in linguistics or previous knowledge of Luiseño should be needed. Grammatical terms have been kept to a minimum and for the most part traditional terms such as "noun" and "adjective" are used. Following the practice of the Luiseños themselves, the text often refers to their language simply as "Indian." Although the lessons should prove most effective when used in a class led by a native speaker of Luiseño, particularly for purposes of learning proper pronunciation, the reader nevertheless should be able to learn a considerable amount even without the aid of a native speaker.

For linguists and anthropologists, *An Introduction to the Luiseño Language* offers a reliable account of the grammar of a representative Uto-Aztecán language. Suitable textbooks of this kind are at a premium, and it should prove ideal as an undergraduate textbook for acquainting students with a non-Indo-European language. Most importantly, it is suitable for use by the Indian community as a teaching aid, either for language classes or individual study. As such it is a potentially significant contribution to the preservation and propagation of Luiseño language and culture. We sincerely hope that this book will repay in part the debt that we owe Mrs. Hyde and the Luiseños for our enjoyment in working with their language.

It is my pleasure to acknowledge the many people who have contributed to this volume. First, of course, I must again mention Mrs. Hyde; everything of value in these pages traces directly back to her. Her work as a language consultant has been untiring, good-humored, and outstanding in quality. She and her family have also been kind enough to read many of the lessons and point out errors. Dr. Margaret Langdon, assistant professor of linguistics, University of California, San Diego, deserves special thanks for originally conceiving the idea of preparing this instructional manual and for her constant encouragement. The members of the class must be cited for their exceptional energy and enthusiasm, which saw the project through to a successful end. Finally, let me acknowledge Donald Forman, who contributed the original version of Lesson 11, as well as Arlene Jacobs, Patricia McCorry, and Voy Stone, who worked many long hours providing typing and mimeographing assistance.

Ronald W. Langacker
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LESSON 1--VOWEL SOUNDS

Grammar

The sounds of the Luiseño language are written with these letters: [a aa e ee i ii o oo u uu ' ch f g h k l m n ng p q r s š sh t th v w x y]. In Indian, as in other languages, there are two types of sounds, VOWELS and CONSONANTS. The Indian vowel sounds are discussed in this lesson.

- [a] stands for the vowel sound in the English words ma and lock. Indian examples are [micha] 'where' and [man] 'or'. Sometimes the letter [a] is followed by either [w] or [y]. When [a] and [w] are written together as [aw], they represent the vowel sound in English words like loud and crowd. An Indian word that has this sound is [tawpush] 'year'. When [a] and [y] are written together as [ay], they represent the vowel sound in English words like side, cry, buy. This is the sound of the middle vowel in the Indian word [yawaywish] 'pretty'.
 - [e] stands for a vowel sound like the one in English bet or bait. Some Indian examples are [neshmal] 'old woman' and [heyi] 'dig'.
 - [i] stands for a vowel sound like the one in English hit or heat. Some Indian examples are [kikchu] 'built' and [chipi] 'break'.
 - [o] stands for a vowel sound like the one in English goat or all. Some Indian examples are [chori] 'roll' and [ropi] 'tap'.
 - [u] stands for a vowel sound like the one in English push or boot. Indian examples are [muyuk] 'much' and [hunwut] 'bear'.
- Indian also has LONG VOWELS; in certain words, the vowel sounds listed above may have to be "dragged out" if you want to sound Indian. To show that a vowel should be dragged out, it is written twice.
- [aa] sounds like the first vowel in the English word father. Say father aloud, trying to drag out the first vowel sound. This sound occurs in the Indian word [wunaal] 'that'.
 - [ee] sounds like the first vowel in the English word feather, or the vowel in the word fade. Say both English words aloud, trying to drag out the first vowel sound in each. This sound occurs in the Indian word [teelat] 'language'.

[ii] occurs in the Indian word [wiiру] 'play the flute' and sounds like the vowel in the English word feed. Try to drag out the vowel in feed.

[oo] in the Indian word [toow] 'see' sounds like the vowel in the English word road; the vowel in the Indian word [toota] 'rock' sounds like the vowel in the English word saw. Try to drag out the vowel in each of the English words. (This [oo] in Indian words never sounds like the double oo in English words like foot and moon.)

[uu] sounds like the vowel sound of the English words mood and moon. This sound occurs in the Indian word [huula] 'arrow'.

Exercise A

Write each of the following Indian words on a separate sheet of paper. After each word, write whether the underlined vowel sounds short or long.

(1) huula	arrow	(6) heyi	dig
(2) man	or	(7) wiiру	play the flut
(3) wunaal	that	(8) chorи	roll
(4) kunla	sack	(9) toota	rock
(5) chipi	break	(10) teelingish	ashes

Grammar

In English, a speaker has to say sofa rather than sofa if he wants the word to sound right. The underlining means that this part of the word is said a little louder (or with more force) than the rest of the word. To sound Indian, a speaker also has to learn which part of the word should be said louder. The emphasis put on this part of the word is called STRESS. In writing Indian, the stressed or louder part of the word is underlined.

Exercise B

Say the following English words aloud to find which part of each word should be stressed (underlined).

(1) rabbit	(3) understand	(5) Indian
(2) business	(4) forever	(6) about

Exercise C

Say these Indian words aloud, and try to emphasize or make louder the underlined parts.

tawpush	year	huula	arrow
kicha	house	toota	rock
kikchu	built	ropi	tap
moyla	moon	chori	roll
puyaemangay	always	neshmal	old woman

Exercise D

In the following exercise you will be given sets of one Indian word and three English words. Pick out the English word in each set that has the same vowel sound as the stressed part of the Indian word.

(1) moyla	'moon'	(6) neshmal	'old woman'
	cloud	man	oven
	royal	bet	
(2) huula	'arrow'	(7) wiiру	'play the flute'
	foot	ill	feed
	road	hit	
(3) tawpush	'year'	(8) man	'or'
	talk	fat	feather
	coat	clock	
(4) toota	'rock'	(9) chorи	'roll'
	talk	goat	rough
	book	zoo	
(5) yawaywish	'pretty'	(10) muyuk	'much'
	day	fur	luck
	sky	lose	

Grammar

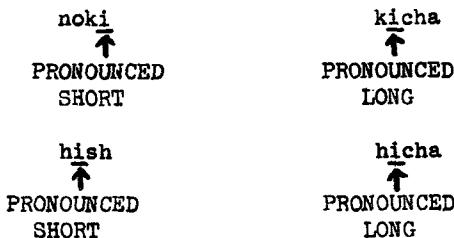
In English, certain vowels that are written are not always pronounced. For example, in the English word lab(o)ratory, the vowel in parentheses is not pronounced except in very careful speech. In the same way, there are words in Luiseño in which all the written vowels are not pronounced except in very slow speech. The vowels that are often not pronounced are unstressed vowels which are not the first or last vowel of a word. For example, in the words [hunwut] 'bear' and [hunwutum] 'bears', all of the vowels are usually pronounced; but in [hunwut(u)mi] 'bears' (object form), the parenthesized vowel is usually not pronounced. We will write vowels such as these because they may be pronounced in very careful speech.

Another interesting feature of Luiseno pronunciation is that a vowel which is normally long or dragged out may be pronounced short when it is followed directly by two consonants. The words meaning 'deer' illustrate this. The singular word [suukat], used to talk about just one deer, contains the long vowel [uu] and the short vowel [a]. In the plural word [suukatum], used to talk about more than one deer, the [a] is not always pronounced. When it is not, [uu] is pronounced short, because the two consonants [kt] follow directly.



In such words, we will write the vowel long despite its pronunciation, because it is long whenever two consonants do not directly follow.

Another feature of Luiseno pronunciation is that a vowel which is normally short may be pronounced long when it is followed by a single consonant and another vowel. For example, the final vowel of [noki] 'my house' is short. However, in the word for 'house', [kicha], this vowel is followed by a single consonant ([ch]) and another vowel ([a]); the vowel of [kicha] is thus pronounced long, even though we will write it [i] to show its relation to the last vowel of [noki]. Similarly, the first vowel of [hicha] 'something' is pronounced long because it is followed by a single consonant and another vowel. The same vowel is pronounced short in the object form [hish], because no other vowel follows.



At the end of a word, short stressed vowels in Luiseno have a "clipped" quality; they sound as if the speaker suddenly stopped talking. For example, the final vowels of [noki] 'my house' and [noyu] 'my hair' have this clipped quality. Although we will not write these vowels in any special way, you should remember to pronounce them as if they were followed by the sound ['], which is described in the next lesson.

A vowel is pronounced without this clipped quality if it is long, unstressed, or not at the end of a word. In the word for 'my arrow', [nohuu], the [uu] does not have a clipped quality because it is long. The [a] of [kicha] 'house' does not have a clipped quality because it is unstressed. In the word for 'hair', [yula], the [u] does not have a clipped quality because it is not the last vowel of the word. In fact, this [u] is pronounced long because it is followed by a single consonant and another vowel.



Exercise E

Pronounce all of the words discussed above and compare your pronunciation with that of a native speaker of Luiseno.

Answers

Exercise A

- | | |
|-----------|-----------|
| (1) long | (6) short |
| (2) short | (7) long |
| (3) long | (8) short |
| (4) short | (9) long |
| (5) short | (10) long |

Exercise B

- | | | |
|---------------------|-----------------------|-------------------|
| (1) <u>rabbit</u> | (3) <u>understand</u> | (5) <u>Indian</u> |
| (2) <u>business</u> | (4) <u>forever</u> | (6) <u>about</u> |

Exercise D

- | | |
|-----------|-----------|
| (1) royal | (6) bet |
| (2) moon | (7) feed |
| (3) crowd | (8) clock |
| (4) talk | (9) goat |
| (5) sky | (10) lose |

LESSON 2--CONSONANT SOUNDS

Grammar

CONSONANTS are all those sounds in a language that are not vowels. Some English consonants are s, t, and m. The Luiseño consonants are much like English. They are: [ch] f g h k l m n ng p q r s sh t th v w x y].

- ['] is not an apostrophe, but stands for a "sound" like the break in the voice in the exclamations 'uh'oh and 'unh'unh. It is very common in Indian words: [was'ish] 'meat', [paa'i] 'to drink', and ['om] 'you'.
- [ch] stands for the first sound in the English word church. The sound is exactly the same in Luiseño [micha] 'where' and [chaam] 'we'. [ch] seldom occurs before a consonant, and it is never the last sound of a word.
- [f] stands for the first sound in the English word food. The sound only appears in Luiseño words that are borrowed from other languages, such as [frizool] 'beans'.
- [g] also occurs only in borrowed words, like [gaayu] 'rooster'. It is always pronounced like the first sound in gate and good.
- [h] stands for the first consonant sound in the English words hit and ahead. The sound is the same in Indian: [hunwut] 'bear' and ['ohoo] 'yes'.
- [k] stands for the first sound in the English words king and cow. The sound is the same for the first and last sounds in the Luiseño word [kiyk] 'toward the house'.
- [l] stands for the first consonant sound in the English words leaf and altar. The sound is the same as the first sound in the Indian word [luku'chish] 'mosquito' and the last sound in ['anmal] 'little ant'.
- [m] stands for the first sound in English words like man and moth and in Luiseño words like [muuta] 'owl', and for the last sound in the Luiseño words [chaam] 'we' and ['om] 'you'.
- [n] stands for the first consonant sound in the English words near and and. The sound is the same in the Indian words [neshmal] 'old woman' and [hunwut] 'bear'.
- [ng] appears in English words like sing and dangle and in Luiseño words like ['engla] 'salt'. Luiseño is different from English in that the [ng] sound is used to begin words, for example, [ngee] 'to leave'. If this is difficult for you to say, try the following practice. Say aloud rapidly: ing - ing - ing - ing. Now try to drop off the first vowel. Say aloud rapidly: ngi - ngi - ngi.
- [p] stands for the consonant sound in the English words pipe and ape, and for the first consonant sound in the Indian word [paala] 'water' and the second consonant sound in [nopush] 'my eye'.
- [q] is not pronounced like the qu of an English word like queen. The sound this letter represents does not occur in English speech; it is like the English k except that the tongue touches the top of the mouth farther back toward the throat. The sound appears in Luiseño words like [nonaq] 'my ear' and [qay] 'not'.
- [r] stands for either of the Spanish r sounds, exemplified in the words perro and pero. It appears in Indian words like [choraat] 'round' and [reeka] 'to stink'.
- [s] stands for the first consonant sound in the English word sing; it occurs in the Luiseño words [supul] 'one' and ['iswut] 'wolf'.
- [sh] stands for a sound that does not occur in English speech; the sound is similar to the English s, except the tip of the tongue is curled back. It appears in the Indian words [#uukat] 'deer' and [sungalum] 'women'.
- [sh] stands for the first sound in the English words ship and shell. The sound occurs in Luiseño words like [neshmal] 'old woman' and [nopush] 'my eye'. This sound almost never occurs before vowels. You will notice later on that if something is added to a word ending in [sh], the [sh] changes to [ch]. Compare [wirulash] 'flute' and [wiirulachum] 'flutes'.
- [t] stands for the first sound in the English word tin and for the first and last sounds in the Indian word [temet] 'day' or 'sun'.
- [th] stands for the first sound in the English words that and them. The sound occurs in Luiseño in the words [hethi] 'to open' and [pithi] 'to break'.
- [v] stands for the first consonant sound in the English words vine and ever. It is the same sound in the Indian words [polcoov] 'good' and [naavut] 'cactus'.

- [w] stands for the first sound in the English word wash and for the first and second consonant sounds in the Luiseño word [wiiwish] 'acorn pudding'.
- [x] does not stand for the sounds written x in the English word axe. The sound this [x] stands for does not appear in English speech at all. It is common in Spanish, though, and is usually spelled with j, as in Juan and frijol. It occurs in the Indian words [xechi] 'to hit' and [noxaara] 'my neck'.
- [y] stands for the first sound in the English word yes. The sound is the same in the Luiseño words [yula] 'hair' and [noyu] 'my hair'.

Exercise A

Say the following words aloud several times and compare your pronunciation with that of a speaker of Luiseño.

<u>chaam</u>	we	<u>micha</u>	where
<u>xechi</u>	to hit	<u>neshmal</u>	old woman
<u>hethi</u>	to open	<u>'ohoo</u>	yes
<u>frixool</u>	beans	<u>gaayu</u>	rooster
<u>hunwut</u>	bear	<u>#ukat</u>	deer
<u>muuta</u>	owl	<u>'engla</u>	salt
<u>ngee</u>	to leave	<u>paala</u>	water
<u>nonaq</u>	my ear	<u>qay</u>	not
<u>choraat</u>	round	<u>reeka</u>	to stink
<u>supul</u>	one	<u>'iswut</u>	wolf
<u>#usngalum</u>	women	<u>temet</u>	day, sun
<u>poloov</u>	good	<u>naavut</u>	cactus
<u>'om</u>	you	<u>pithi</u>	to break
<u>wiiwish</u>	acorn pudding	<u>noxaara</u>	my neck
<u>kiyk</u>	toward the house	<u>'amnal</u>	little ant
<u>yula</u>	hair	<u>noyu</u>	my hair
<u>waa'ish</u>	meat	<u>paa'i</u>	to drink

LESSON 3--NOUNS

Grammar

A NOUN is a word that names a person or thing. For example, the English words dog, arrow, person, and basket are all nouns. The Indian names for people and things are also nouns. ['awaal], for instance, is a noun that means 'dog'. Similarly, [huula] is a noun that means 'arrow'; ['ataax] is a noun meaning 'person'; and [tukmal] is a noun that names a type of basket.

Vocabulary

Below is a list of Indian nouns and their English translations. Learn this list of nouns.

'ataax	person	muuta	owl
'awaal	dog	paa'ila	turtle
'ehengmay	bird	taanat	blanket
huula	arrow	tishmal	hummingbird
hunwut	bear	toota	rock
kicha	house	tukmal	basket
ku'saal	fly		

Exercise A

Cover the Indian words in the vocabulary list with a sheet of paper. Choose an English word and say aloud the Indian equivalent. Remove the sheet of paper and check to see if you are correct. Do this until you can give the Indian equivalent of all the English words without making any mistakes.

Exercise B

Cover the English words in the vocabulary list with a sheet of paper. Choose an Indian word. Say this Indian word aloud and then say its English equivalent. Remove the sheet of paper and check to see if you are correct. Do this until you can give the English equivalent of all the Indian words without making any mistakes.

Grammar

When a noun is used to name just one person or thing, it is called a SINGULAR NOUN. [Tukmal], for example, is a singular noun, and so is

its English equivalent, basket. When a noun is used to name more than one person or thing, it is called a PLURAL NOUN. The Indian word [tukmalum] is a plural noun, and so is its English translation, baskets.

Plural nouns are usually formed from singular nouns by adding some special marking. In English, this special marking is usually the ending s; by adding the ending s to the singular noun basket, we obtain the plural noun baskets:

$$\begin{array}{lll} \text{SINGULAR + ENDING} & = & \text{PLURAL} \\ \text{basket} & + s & = \text{baskets} \end{array}$$

In Indian, too, plural nouns are usually formed from singular nouns by the addition of an ending.

In nouns that end in a consonant, the plural ending is [um]. For example, the word [tukmal] 'basket' ends in the consonant [l]; consequently, the plural noun meaning 'baskets' is [tukmalum]. Similarly, [hunwut] 'bear' ends in the consonant [t], and the word for 'bears' is thus [hunwutum].

$$\begin{array}{lll} \text{SINGULAR + ENDING} & = & \text{PLURAL} \\ \text{tukmal} & + um & = \text{tukmalum} \\ \text{hunwut} & + um & = \text{hunwutum} \end{array}$$

Exercise C

Form the plural of each of the following nouns.

- | | | |
|------------|---------------|-------------|
| (1) 'ataax | (4) 'ehengmay | (7) 'awaal |
| (2) taanat | (5) ku'saal | (8) tishmal |
| (3) hunwut | (6) tukmal | |

Grammar

In nouns that end in a vowel, the plural ending is simply [m]. For example, [muuta] 'owl' ends in the vowel [a]; consequently, the plural form meaning 'owls' is [muutam].

$$\begin{array}{lll} \text{SINGULAR + ENDING} & = & \text{PLURAL} \\ \text{muuta} & + m & = \text{muutam} \end{array}$$

Exercise D

Form the plural of each of the following nouns.

- | | |
|------------------|--------------------|
| (1) <u>kicha</u> | (4) <u>paa'ila</u> |
| (2) <u>muuta</u> | (5) <u>huula</u> |
| (3) <u>toota</u> | |

Exercise E

Translate each of the following nouns into Indian.

- | | | |
|-----------------|-------------|--------------|
| (1) hummingbird | (6) arrow | (11) birds |
| (2) blankets | (7) bears | (12) baskets |
| (3) bird | (8) turtles | (13) rocks |
| (4) dogs | (9) fly | (14) house |
| (5) people | (10) owl | (15) flies |

Answers

Exercise C

- | | | |
|---------------------|------------------------|----------------------|
| (1) <u>'ataaxum</u> | (4) <u>'ehengmayum</u> | (7) <u>'awaalum</u> |
| (2) <u>taanatum</u> | (5) <u>ku'aalum</u> | (8) <u>tishmalum</u> |
| (3) <u>hunwutum</u> | (6) <u>tukmalum</u> | |

Exercise D

- | | |
|-------------------|---------------------|
| (1) <u>kicham</u> | (4) <u>paa'ilam</u> |
| (2) <u>muutam</u> | (5) <u>huulam</u> |
| (3) <u>tootam</u> | |

Exercise E

- | | | |
|----------------------|---------------------|-------------------------|
| (1) <u>tishmal</u> | (6) <u>huula</u> | (11) <u>'ehengmayum</u> |
| (2) <u>taanatum</u> | (7) <u>hunwutum</u> | (12) <u>tukmalum</u> |
| (3) <u>'ehengmay</u> | (8) <u>paa'ilam</u> | (13) <u>tootam</u> |
| (4) <u>'awaalum</u> | (9) <u>ku'aal</u> | (14) <u>kicha</u> |
| (5) <u>'ataaxum</u> | (10) <u>muulta</u> | (15) <u>ku'aalum</u> |

LESSON 4---SIMPLE SENTENCES

Vocabulary

Learn these new Indian nouns the same way you did in exercises A and B of Lesson 3. Notice that some of these nouns have special plurals that do not obey the rules of Lesson 3.

'alaawaka	buzzard	nokaamay	my son
'aswut	eagle	noswaamay	my daughter
hengeemal	boy	ya'ash	man
henge'malum	boys	ya'aychum	men
nawitmal	girl	fungaal	woman
nanatmalum	girls	sungalum	women

Exercise A

Translate these words.

- | | | |
|--------------|-------------|------------------|
| (1) buzzards | (3) boys | (5) my daughters |
| (2) eagles | (4) my sons | (6) women |

Grammar

An Indian noun can be translated simply by an English noun, or we may use the words 'a', 'an', or 'the' with the English noun in our translations. The Indian word ['aswut], for example, can mean either 'an eagle', 'the eagle', or just 'eagle'. We may translate three different English expressions--'blanket', 'a blanket', and 'the blanket'--by the single Indian word [taanat].

Exercise B

Translate these English expressions into Indian.

- | | | |
|---------------|--------------|--------------|
| (1) the house | (3) the boys | (5) a basket |
| (2) a turtle | (4) a woman | (6) the man |

Grammar

In English we can form sentences with two nouns connected by the word is or are. Examples are:

Buzzards are birds.
The girl is my daughter.

In Luiseño we need not use words corresponding to is or are. The Indian sentence

'alaawakam 'ehengmayum.

means 'Buzzards are birds.' The sentence 'The girl is my daughter' may be translated into Indian as:

Nawitmal noswaamay.

Similar sentences may be formed using a person's name in place of one of the two nouns. Thus

Xwaan nokaamay.

means 'Juan is my son.' Notice that we can spell people's names in Indian just the way they sound, using the Indian alphabet. [Xwaan] is how we write 'Juan' in Indian. [Mariya], [Xosee], and [Ramoona] are the Indian forms of the names 'Maria', 'Jose', and 'Ramona'.

Exercise C

Translate these sentences into Indian.

- | | |
|-----------------------|----------------------|
| (1) An owl is a bird. | (3) My sons are men. |
| (2) Maria is a woman. | (4) Jose is a boy. |

Grammar

If you add not to an English sentence, the new sentence means the opposite of the first sentence. For instance,

The girl is not my daughter.

means just the opposite of:

The girl is my daughter.

The Indian word for 'not' is [qay]. Indian sentences with [qay], like English sentences with not, are called NEGATIVE sentences. The word [qay] may be used after the first of two nouns in an Indian sentence to make that sentence negative. Thus

Nawitmal qay noswaamay.

means 'The girl is not my daughter.' This sentence means the opposite of the sentence

Nawitmal noswaamay.

Exercise D

Translate these negative sentences into Indian.

- (1) Dogs are not bears.
 (2) Ramona is not a man.

- (3) A hummingbird is not a fly.
 (4) The boys are not my sons.

Exercise E

Translate these sentences into English.

- (1) 'aswutum 'ehengmayum.
 (2) 'alaawaka qay muuta.
 (3) Xwaan ya'ash.
 (4) Paa'ilam qay 'ataaxum.
- (5) Susngalum noswaamayum.
 (6) Nanatmalum qay henge'malum.
 (7) Mariya noswaamay.
 (8) Toota qay kicha.

Answers

Exercise A

- (1) 'alaawakam
 (2) 'aswutum
- (3) henge'malum
 (4) nokaamayum
- (5) noswaamayum
 (6) Susngalum

Exercise B

You should have only one Indian word for each answer!

- (1) kicha
 (2) paa'ilam
- (3) henge'malum
 (4) sungaal
- (5) tukmal
 (6) ya'ash

Exercise C

- (1) Muuta 'ehengmay.
 (2) Mariya sungaal.
- (3) Nokaamayum ya'a'yachum.
 (4) Xosee hengeemal.

Exercise D

- (1) 'awaalum qay hunwutum.
 (2) Ramoona qay ya'ash.
- (3) Tishmal qay ku'sal.
 (4) Henge'malum qay nokaamayum.

Exercise E

- (1) Eagles are birds.
 (2) A buzzard is not an owl.
 or The buzzard is not an owl.
 (3) Juan is a man.
 (4) Turtles are not people.
- (5) The women are my daughter
 (6) Girls are not boys.
 (7) Maria is my daughter.
 (8) A rock is not a house.
 or The rock is not a house.

TEXT 1--DIALOGUE

This is a conversation between Juan and Carlos. Your teacher will read it to you first. Then divide up into groups of two and act out the parts. When you have finished, change parts with your partner.

Vocabulary

miiyu	hello	su, sum	special words used
looviqan ('iiq)	I'm fine	wunaalum	in asking questions
poloov	nice, good	wunaalum	those, they
temet	day	pi	and
'ohoo	yes	qay	no
yawaywish	beautiful	neqpiwun	are fighting
'axim	who?	yi'yiwun	are playing

Juan talks to Carlos

Xwaan:	Miiyu, Karlos. Mich <u>a</u> su 'iiq?	Hello, Carlos. How are you?
Karlos:	Looviqan. 'om <u>san</u> ?	Fine! And you?
Xwaan:	Looviqan 'iiq. Poloov temet.	I'm fine. Nice day.
Karlos:	'ohoo, yawaywish temet.	Yes, a beautiful day.
Xwaan:	'axim sum wunaalum 'ataaxum?	Who are those people?
Karlos:	Nawitmal no <u>swaamay</u> pi henge'malum nokaamayum.	The girl is my daughter and the boys are my sons.
Xwaan:	Henge'malum sum neqpiwun?	Are the boys fighting?
Karlos:	Qay. Henge'malum qay neqpiwun. Wunaalum yi'yiwun.	No. The boys are not fighting. They are playing.
Xwaan:	Wam' noo 'angee.	Good-bye. (Already I go.)
Karlos:	Hati'ax.	Good-bye. (Go.)

LESSON 5--SINGULAR VERBS

Vocabulary

yi'yi	play	xaari	growl (at)
naqma	listen, hear	toonav	make baskets
'aamo	hunt	paa'i	drink
wukala	walk	waaqi	sweep
'owo'a	work	maamayu	help
heyi	dig		

Grammar

In the following sentences, the underlined words are called VERBS. These words all stand for actions.

The girl is playing.
 The bear is growling.
 The boy is helping the woman.

Notice that each action is done by a single individual--just one girl, one bear, and one boy. So each verb has is in it, not are. Verbs like these are called SINGULAR VERBS. The nouns that go in front of them are called SUBJECTS. When the subject of a verb is singular, the verb must be singular too.

Here is an Indian verb which is singular:

yi'yiq

It means 'is playing'. Now here is a singular noun to be its subject:
nawitmal

[Nawitmal] means 'the girl'. So put them together and you get this sentence:

Nawitmal yi'yiq.

which means 'The girl is playing.'

All the words in the Vocabulary at the beginning of this lesson are verbs. It's easy to make them singular; just add the ending [q].

VERB + SINGULAR ENDING = SINGULAR VERB

yi'yi	+	q	=	yi'yiq
naqma	+	q	=	naqmaq
'aamo	+	q	=	'aamoq

Exercise A

Form the singular of each of the following verbs.

- | | | |
|------------------|-------------------|--------------------|
| (1) <u>xaari</u> | (3) <u>wukala</u> | (5) <u>waqqi</u> |
| (2) <u>paa'i</u> | (4) <u>'owo'a</u> | (6) <u>maamayu</u> |

Exercise B

Translate the following sentences into English.

- | | |
|-----------------------------|--------------------------------|
| (1) Ya'ash <u>'owo'aq</u> . | (5) Hengeemal <u>naqmaq</u> . |
| (2) 'awaal <u>xaariq</u> . | (6) Nawitmal <u>maamayuq</u> . |
| (3) 'ataax <u>paa'iq</u> . | (7) Nokaamay <u>wukalaq</u> . |
| (4) Sungaal <u>waqqiq</u> . | |

Exercise C

Translate each of the following sentences into Indian.

- | | |
|----------------------------------|------------------------------|
| (1) The man is working. | (6) Juan is hunting. |
| (2) The bear is growling. | (7) The boy is walking. |
| (3) The woman is making baskets. | (8) My daughter is sweeping. |
| (4) My son is playing. | (9) The girl is helping. |
| (5) The turtle is digging. | |

Answers

Exercise A

- | | | |
|-------------------|--------------------|---------------------|
| (1) <u>xaariq</u> | (3) <u>wukalaq</u> | (5) <u>waqqiq</u> |
| (2) <u>paa'iq</u> | (4) <u>'owo'aq</u> | (6) <u>maamayuq</u> |

Exercise B

- | | |
|-----------------------------|---------------------------|
| (1) The man is working. | (5) The boy is listening. |
| (2) The dog is growling. | (6) The girl is helping. |
| (3) The person is drinking. | (7) My son is walking. |
| (4) The woman is sweeping. | |

Exercise C

- | | |
|------------------------------|--------------------------------|
| (1) Ya'ash <u>'owo'aq</u> . | (6) Xwaan <u>'aamoq</u> . |
| (2) Hunwut <u>xaariq</u> . | (7) Hengeemal <u>wukalaq</u> . |
| (3) Sungaal <u>toonavq</u> . | (8) Noswaamay <u>waqqiq</u> . |
| (4) Nokaamay <u>yi'yiq</u> . | (9) Nawitmal <u>maamayuq</u> . |
| (5) Paa'ilaa <u>heyiq</u> . | |

LESSON 6--PLURAL VERBS

Vocabulary

puraara	be cold	sowoo'	be afraid
wa'i	bark	pella	dance
neqpi	fight	teetila	talk
tapi	finish	heela	sing
lo'xa	cook		

Grammar

In Indian, when the subject of the verb is singular, the verb must also be singular. Likewise, if the subject of the verb is plural, the verb must also be plural. This is true of English as well. Compare The bear is growling (which has a singular subject and verb) and The bears are growling (with a plural subject and verb).

In Luiseño, there are two ways of making verbs plural. One way by adding the ending [wun] to the verb, as in the sentence:

Hunwutum xaariwun. 'The bears are growling.'

The other is by adding the ending [an] to the verb:

Ya'aychum 'owo'aan. 'The men are working.'
'awaalum puraaraan. 'The dogs are cold.'

VERB	+ PLURAL ENDING	= PLURAL VERB
xaari	+ wun	= xaariwun
'aamo	+ wun	= 'aamowun
toonav	+ wun	= toonavwun
naqma	+ wun	= naqmawun
'owo'a	+ an	= 'owo'aan
puraara	+ an	= puraaraan

Most verbs ending in [a] take the [an] ending, but verbs ending in any other sound occur with [wun] instead. Moreover, a few verbs ending in [a] also require [wun] instead of [an]. Of the verbs ending in [a] that you have learned so far, [naqma], [lo'xa], and [teetila] require [wun]; all the others take [an]. Remember that two identical vowels, such as [aa], are pronounced as one long vowel.

Exercise A

Make the following verbs plural.

- | | | |
|-------------|------------|------------|
| (1) xaari | (3) naqma | (5) 'owo'a |
| (2) puraara | (4) toonav | (6) 'aamo |

Exercise B

Make the following sentences plural. To do this, it is necessary to make both the subject and the verb plural.

- | | |
|-----------------------|-------------------------|
| (1) Ya'ash naqmaq. | (5) No'waamay 'owo'aq. |
| (2) Hengeemal heelaq. | (6) Hunwut neqpiq. |
| (3) Nawitmal sowoo'd. | (7) Hengeemal maamayuq. |
| (4) Sungaal toonavq. | (8) Ya'ash teetilaq. |

Exercise C

Translate each of the following sentences into Luiseño.

- | | |
|--------------------------------------|------------------------------|
| (1) The men are working. | (6) The turtles are digging. |
| (2) The women are cooking. | (7) The birds are afraid. |
| (3) The dogs are barking. | (8) The bears are fighting. |
| (4) My daughters are making baskets. | (9) The women are talking. |
| (5) The boys are dancing. | (10) The girls are hunting. |

Answers

- | | | |
|---------------|---------------|--------------|
| (1) xaariwun | (3) naqmawun | (5) 'owo'aan |
| (2) puraaraan | (4) toonavwun | (6) 'aamowun |

Exercise B

- | | |
|---------------------------|-----------------------------|
| (1) Ya'aychum naqmawun. | (5) No'waamayum 'owo'aan. |
| (2) Henge'malum heelaan. | (6) Hunwutum neqpiwun. |
| (3) Nanatmalum sowoo'wun. | (7) Henge'malum maamayuwun. |
| (4) Sungalum toonavwun. | (8) Ya'aychum teetilawun. |

Exercise C

- | | |
|----------------------------|----------------------------|
| (1) Ya'aychum 'owo'aan. | (6) Paa'ilam heyiwun. |
| (2) Sungalum lo'xawun. | (7) 'ehengnayum sowoo'wun. |
| (3) 'awaalum wa'iwun. | (8) Hunwutum neopiwun. |
| (4) No'waamayum toonavwun. | (9) Sungalum teetilawun. |
| (5) Henge'malum pellaan. | (10) Nanatmalum 'aamowun. |

LESSON 7---QUESTIONS

Grammar

The Indian word for 'this' is ['ivi]. Its plural is formed in the regular way by adding [m]: ['ivim] 'these'. These words can be used to form sentences like those in Lesson 4 with two nouns. For example:

'ivi 'awaal. 'This is a dog.'
'ivim ya'aychum. 'These are men.'

These words can also be used in sentences made up of a noun and a verb. For example:

'ivi 'awaal wa'iq. 'This dog is barking.'
'ivim ya'aychum 'wo'aan. 'These men are working.'

Exercise A

Translate these sentences into Indian.

- | | |
|-----------------------------|----------------------------|
| (1) This is a blanket. | (4) This woman is cooking. |
| (2) These are girls. | (5) These are houses. |
| (3) These boys are working. | |

Grammar

In this lesson and the next, you will look at questions. One kind of question asks whether something is true or not. This kind of question is formed by placing the word [su] after the first word of the sentence. For example, the statement

Xwaan 'aamoq. 'Juan is hunting.'

can be made into a question by inserting [su] after the first word, [Xwaan]:

Xwaan su 'aamoq? 'Is Juan hunting?'

Exercise B

Turn these Indian sentences into questions. What do the questions mean?

- | | |
|-------------------------------|-----------------------------|
| (1) Ya'ash <u>'aamooq.</u> | (5) Sungaal <u>maqayuq.</u> |
| (2) Navitmal <u>toonavq.</u> | (6) 'ivi <u>paa'ila.</u> |
| (3) 'aswut <u>'ehengmay.</u> | (7) Hunwut <u>xaarid.</u> |
| (4) Hengeemal <u>'owo'aq.</u> | (8) Mariya <u>waqqiq.</u> |

Grammar

[su] is the word that is used when the subject of the sentence is singular. When the subject is plural, use [sum]. For example, the question form of

Ya'aychum 'aamowun. 'The men are hunting.'

would be

Ya'aychum sum 'aamowun? 'Are the men hunting?'

Exercise C

Decide whether the subjects of the following sentences are singular or plural. Then turn them into questions, using the appropriate question word. What do the questions mean?

- | | |
|--------------------------------|-----------------------------------|
| (1) Nanatmalum <u>pellaan.</u> | (4) Henge'malum <u>'owoo'wun.</u> |
| (2) Sungaal <u>toonavq.</u> | (5) 'ivi <u>'alaawaka.</u> |
| (3) 'ivim <u>tootam.</u> | |

Grammar

As in English, you can answer questions in Indian just by saying 'yes' or 'no'; ['ohoo] means 'yes', and [qay] means 'no'. In both languages, you can also use a complete sentence as an answer. For example, to answer the question

Henge'malum sum neqpiwun? 'Are the boys fighting?'

you could answer ['ohoo] if they were fighting and [qay] if they weren't. You could also answer by saying one of the following:

'ohoo, henge'malum neqpiwun. 'Yes, the boys are fighting.'
Qay, henge'malum qay neqpiwun. 'No, the boys are not fighting.'

Exercise D

Practice giving full statements as answer to the questions you formed in Exercises B and C. First answer with ['ohoo], then with [qay].

Answers

Exercise A

- | | |
|--|----------------------------------|
| (1) 'ivi <u>taanat</u> . | (4) 'ivi <u>sungaal lo'xaq</u> . |
| (2) 'iv <u>im nanatmalum</u> . | (5) 'iv <u>im kicham</u> . |
| (3) 'iv <u>im henge'malum 'owo'aan</u> . | |

Exercise B

- | | |
|----------------------------------|-----------------------------|
| (1) Ya'ash <u>su 'aamoq?</u> | Is the man hunting? |
| (2) Navitmal <u>su toonavq?</u> | Is the girl making baskets? |
| (3) ' <u>aswut su 'ehengmay?</u> | Is an eagle a bird? |
| (4) Hengeemal <u>su 'owo'aq?</u> | Is the boy working? |
| (5) Sungaal <u>su maamayuq?</u> | Is the woman helping? |
| (6) 'ivi <u>su paa'ila?</u> | Is this a turtle? |
| (7) Hunwut <u>su xaariq?</u> | Is the bear growling? |
| (8) Mariya <u>su waaqiq?</u> | Is Maria sweeping? |

Exercise C

- | | |
|---------------------------------------|------------------------------|
| (1) Nanatmalum <u>sum pellaan?</u> | Are the girls dancing? |
| (2) Sungaal <u>su toonavq?</u> | Is the woman making baskets? |
| (3) 'ivim <u>sum tootam?</u> | Are these rocks? |
| (4) Henge'malum <u>sum sowoo'wun?</u> | Are the boys afraid? |
| (5) 'ivi <u>su 'alaawaka?</u> | Is this a buzzard? |

Exercise D

- | | |
|---|--|
| (1) 'ohoo, ya'ash <u>'aamoq</u> . Qay, ya'ash qay <u>'aamoq</u> . | |
| (2) 'ohoo, navitmal <u>toonavq</u> . Qay, navitmal qay <u>toonavq</u> . | |
| (3) 'ohoo, ' <u>aswut 'ehengmay</u> . Qay, ' <u>aswut qay 'ehengmay</u> . | |
| (4) 'ohoo, hengeemal <u>'owo'aq</u> . Qay, hengeemal qay <u>'owo'aq</u> . | |
| (5) 'ohoo, Sungaal <u>maamayuq</u> . Qay, Sungaal qay <u>maamayuq</u> . | |
| (6) 'ohoo, ' <u>ivi paa'ila</u> . Qay, ' <u>ivi qay paa'ila</u> . | |
| (7) 'ohoo, hunwut <u>xaariq</u> . Qay, hunwut qay <u>xaariq</u> . | |
| (8) 'ohoo, Mariya <u>waaqiq</u> . Qay, Mariya qay <u>waqqiq</u> . | |
| (1) 'ohoo, nanatmalum <u>pellaan</u> . Qay, nanatmalum qay <u>pellaan</u> . | |
| (2) 'ohoo, Sungaal <u>toonavq</u> . Qay, Sungaal qay <u>toonavq</u> . | |
| (3) 'ohoo, ' <u>ivim tootam</u> . Qay, ' <u>ivim qay tootam</u> . | |
| (4) 'ohoo, henge'malum <u>sowoo'wun</u> . Qay, henge'malum qay <u>sowoo'wun</u> . | |
| (5) 'ohoo, ' <u>ivi 'alaawaka</u> . Qay, ' <u>ivi qay 'alaawaka</u> . | |

LESSON 8--MORE QUESTIONS

Grammar

[Hax] is the Indian word for 'someone'. [Hicha] is the word for 'something'. These words can be used like nouns as the subjects of sentences. For example:

Hax 'ovo'aq. 'Someone is working.'
Hicha xaariq. 'Something is growling.'

The plural of [hax] is ['axim]; the plural of [hicha] is [hicham].

Exercise A

Substitute [hax] or ['axim'], [hicha] or [hicham] for the nouns in the following sentences. What do the new sentences mean?

- | | |
|--|---------------------------------------|
| (1) <u>Sungaal</u> <u>lo'xaq</u> . | (5) <u>Hunwutum</u> <u>xaariwun</u> . |
| (2) ' <u>awaal</u> <u>heyiq</u> . | (6) <u>Nawitmal</u> <u>puraaraq</u> . |
| (3) <u>Henge'malum</u> <u>ngapiwun</u> . | (7) <u>Ya'sychum</u> <u>heelaan</u> . |
| (4) ' <u>ivi</u> <u>huula</u> . | (8) ' <u>ivim</u> <u>tukmalum</u> . |

Grammar

In Lesson 7, you learned how to form questions by placing [su] after the first word of a sentence. You can ask 'who?' and 'what?' by using [su] with [hax] and [hicha]. [Hax] means 'who?' in a sentence with [su] in it:

Hax 'ovo'aq. 'Someone is working.'
Hax su 'ovo'aq? 'Who is working?'

Similarly, [hicha] means 'what?' in a sentence with [su] in it:

Hicha xaariq. 'Something is growling.'
Hicha su xaariq? 'What is growling?'
'ivi hicha. 'This is something.'
'ivi su hicha? 'What is this?'

Exercise B

Turn the sentences you formed with [hax] and [hicha] in Exercise A into questions which ask 'who?' or 'what?'. Translate these new sentences into English.

Grammar

You can answer 'who?' or 'what?' questions with a noun. For example if someone were to ask you:

Hax šu 'owo'aq? 'Who is working?'

you could answer by saying [Xwaan] or [ya'ash]. You could also answer with a full sentence, for example:

Xwaan 'owo'aq. 'Juan is working.'
Ya'ash 'owo'aq. 'The man is working.'

In response to the question:

Hicha šu xaariq? 'What is growling?'

you could answer:

'awaal. 'A dog.'
'awaal xaariq. 'A dog is growling.'

Exercise C

Answer the questions you formed in Exercise B. Many different answers are possible for each question.

Exercise D

Translate the following sentences into Indian.

- | | |
|-----------------------------------|----------------------|
| (1) Someone is singing. | (6) Is this a fly? |
| (2) Who is singing? | (7) What is this? |
| (3) Are the girls making baskets? | (8) Is Jose hunting? |
| (4) Something is barking. | (9) Who are hunting? |
| (5) What is barking? | (10) What are these? |

Answers

Exercise A

- (1) Hax lo'xaq. Someone is cooking.
- (2) Hicha heyiq. Something is digging.
- (3) 'axim neqpiun. Some people are fighting.

- (4) 'ivi hicha. This is something.
- (5) Hicham xaariwun. Some animals are growling.
- (6) Hax puraaraq. Someone is cold.
- (7) 'axim heelaan. Some people are singing.
- (8) 'ivim hicham. These are some things.

Exercise B

- (1) Hax su lo'xeq? Who is cooking?
- (2) Hicha su heyiq? What is digging?
- (3) 'axim sum neqpiwun? Who are fighting?
- (4) 'ivi su hiche? What is this?
- (5) Hicham sum xaariwun? What are growling?
- (6) Hax su puraaraq? Who is cold?
- (7) 'axim sum heelaan? Who are singing?
- (8) 'ivim sum hicham? What are these?

Exercise D

- | | |
|---|--|
| (1) <u>Hax</u> <u>heelaq</u> . | (6) 'ivi <u>su</u> <u>ku'aal</u> ? |
| (2) <u>Hax</u> <u>su</u> <u>heelaq</u> ? | (7) 'ivi <u>su</u> <u>hicha</u> ? |
| (3) <u>Nanatmalum</u> <u>sum</u> <u>toonavwun</u> ? | (8) <u>Xosee</u> <u>su</u> <u>'aamoq</u> ? |
| (4) <u>Hicha</u> <u>wa'iq</u> . | (9) ' <u>axim</u> <u>sum</u> <u>'aamowun</u> ? |
| (5) <u>Hicha</u> <u>su</u> <u>wa'iq</u> ? | (10) ' <u>ivim</u> <u>sum</u> <u>hicham</u> ? |

TEXT 2--DIALOGUE

After the teacher's reading, split up into groups and practice the dialogue in the usual way.

Vocabulary

'amu' <u>exngay</u>	this morning	noo	I
<u>miiyuyam</u>	hello (to more than one person)	<u>chamteela</u>	our language
<u>pilachi</u>	learn	'ayali	know
'opeew	your wife	poy	him
noopeew	my wife	'om	you
		wunaal	that

Juan talks to Carlos and his wife Maria

- Karlos pi Miiyu. Hello.
- Xwaan: Miiyuyam. Karlos, wunaal su 'opeew? Hello. Carlos, is that your wife?
- Karlos: 'ohoo, 'ivi noopeew, Mariya. Yes, this is my wife, Maria.
- Xwaan: Micha su 'iiq, Mariya? How are you, Maria?
- Mariya: Looviyan. 'omsan? Fine. And you?
- Xwaan: Looviyan 'iiq. Karlos, 'omkaamayum qay yi'yiwun 'amu' exngay. I'm fine. Carlos, your sons aren't playing this morning.
- Karlos: 'amu' exngay wunaalum pilachiwun Lusenyo. This morning they are learning Luiseño.
- Xwaan: Looviq. That's good.
- Karlos: 'om su Lusenyo pilachiq? Are you learning Luiseño?
- Xwaan: 'ohoo. Pilachiq. Ramoona pi noo pilachiwun chamteelay. Yes. I am. Ramona and I are learning our language.
- Mariya: Karlos pi noo qay 'ayaliwun Ramoonyay. Hax su wunaal? Carlos and I don't know Ramona. Who is she?

- Xwaan: 'om su 'ayaliq Xosee Chaves? Do you know Jose Chavez?
- Mariya: Poy 'ayaliq. I know him.
- Xwaan: Ramoona poswaamay. Wam' noo 'angee. Ramona is his daughter. Good-bye.
- Karlos pi Hati'ax. Good-bye.
- Mariya:

LESSON 9---PRONOUNS

Grammar

You have learned that the Indian word ['ivi] means 'this' and ['ivim] means 'these'. The Indian word for 'that' is [wunaal]. Thus ['ivi 'ataax] means 'this person', and [wunaal 'ataax] means 'that person'. The plural of [wunaal] is formed in the regular way: [wunaalum] 'those'. Thus ['ivim 'ataaxum] means 'these people', and [wunaalum 'ataaxum] means 'those people'.

Exercise A

Translate the following English phrases into Indian.

- | | |
|-----------------|------------------------|
| (1) this person | (5) those hummingbirds |
| (2) that man | (6) these baskets |
| (3) those women | (7) that blanket |
| (4) these dogs | (8) this bear |

Exercise B

Translate the following Indian phrases into English.

- | | |
|-----------------------|-----------------------|
| (1) wunaal ya'ash | (5) wunaalum 'ataaxum |
| (2) 'ivi 'ungaal | (6) 'ivi 'ehengmay |
| (3) 'ivim ku'salum | (7) wunaal huula |
| (4) wunaalum 'awaalum | (8) 'ivim 'alaawakam |

Grammar

In English, if you are talking about your father, you may refer to him by using the word he, instead of repeating my father. If you are talking about your father and your mother, you may refer to them by using the word they, instead of repeating my father and my mother. He and they are called PRONOUNS, words which can be used in place of nouns.

[Wunaal] and [wunaalum] can be used as pronouns in Luiseno. When used as pronouns, [wunaal] means 'he', 'she', or 'it', and [wunaalum] means 'they'.

Exercise C

In the following sentences, replace the nouns with the corresponding pronouns. For example, if you were given the sentence:

'ataax naqmaq. 'The person is listening.'

you would replace the noun ['ataax] with the corresponding pronoun, [wunaal]:

Wunaal naqmaq. 'He is listening.'

- | | |
|----------------------|--------------------------|
| (1) Xwaan puraaraq. | (4) Hengeemal naqmaq. |
| (2) Hunwutum heiyun. | (5) 'awaal xaariq. |
| (3) Mariya heelaaq. | (6) Ya'sychum toonavwun. |

Exercise D

Using complete statements, give both a positive and a negative answer to each of the following questions. Put pronouns in place of the nouns in your answers.

- | | |
|------------------------------|-------------------------------|
| (1) Xwaan su pellaq? | (4) 'ataax su paa'iq? |
| (2) Mariya su puraaraq? | (5) Suungalum sum lo'xawun? |
| (3) Nokaamayum sum 'aamowun? | (6) Henge'malum sum yi'yiwun? |

Grammar

Of course, [wunaal] and [wunaalum] are not the only pronouns in Luiseno, just as he, she, it, and they are not the only pronouns in English. Below is a list of Indian pronouns with their English translations.

Singular Pronouns

noo	I
'om	you
wunaal	he, she, it

Plural Pronouns

chaam	we
'omom	you
wunaalum	they

Exercise E

Translate each of the following sentences into English.

- | | |
|----------------------|------------------------|
| (1) Chaam toonavwun. | (4) 'omom yi'yiwun. |
| (2) 'om waaqiq. | (5) Noo 'aamoq. |
| (3) Wunaal lo'xaq. | (6) Wunaalum naqmawun. |

Exercise F

Translate the following sentences into Indian.

- | | |
|-----------------------|-------------------------------------|
| (1) I am cold. | (4) You (singular) are drinking. |
| (2) They are playing. | (5) We are cooking. |
| (3) He is listening. | (6) You (plural) are making basket. |

Exercise G

Give both a positive and a negative answer to each of the following questions. Make each answer a complete statement.

- | | |
|--|--|
| (1) 'om <u>su</u> <u>puraaraq</u> ? | (5) Wunaalum <u>sum</u> <u>toonavwun</u> ? |
| (2) Wunaal <u>su</u> <u>heyiq</u> ? | (6) Chaam <u>sum</u> <u>paa'iwun</u> ? |
| (3) 'om <u>om</u> <u>sum</u> <u>maamayuwun</u> ? | (7) 'om <u>su</u> <u>lo'xaq</u> ? |
| (4) Noo <u>su</u> <u>naqmaq</u> ? | (8) 'om <u>om</u> <u>sum</u> <u>'aamowun</u> ? |

Answers

Exercise A

- | | |
|--------------------------------------|-------------------------------|
| (1) 'ivi 'ataax | (5) wunaalum <u>tishmalum</u> |
| (2) wunaal ya'ash | (6) 'ivim <u>tukmalum</u> |
| (3) wunaalum <u>su</u> <u>ngalum</u> | (7) wunaal <u>taanat</u> |
| (4) 'ivim 'awaalum | (8) 'ivi <u>hunwut</u> |

Exercise B

- | | |
|-----------------|--------------------|
| (1) that man | (5) those people |
| (2) this woman | (6) this bird |
| (3) these flies | (7) that arrow |
| (4) those dogs | (8) these buzzards |

Exercise C

- | | |
|-------------------------------|---------------------------------|
| (1) Wunaal <u>puraaraq</u> . | (4) Wunaal <u>naqmaq</u> . |
| (2) Wunaalum <u>heyiwun</u> . | (5) Wunaal <u>xaariq</u> . |
| (3) Wunaal <u>heelaq</u> . | (6) Wunaalum <u>toonavwun</u> . |

Exercise D

- (1) 'ohoo, wunaal pellaq.
Qay, wunaal qay pellaq.
- (2) 'ohoo, wunaal puraaraq.
Qay, wunaal qay puraaraq.
- (3) 'ohoo, wunaalum 'aamowun.
Qay, wunaalum qay 'aamowun.
- (4) 'ohoo, wunaal paa'iq.
Qay, wunaal qay paa'iq.
- (5) 'ohoo, wunaalum lo'xawun.
Qay, wunaalum qay lo'xawun.
- (6) 'ohoo, wunaalum yi'yiwun.
Qay, wunaalum qay yi'yiwun.

Exercise E

- (1) We are making baskets.
(2) You (singular) are sweeping.
(3) He (or she) is cooking.
- (4) You (plural) are playing.
(5) I am hunting.
(6) They are listening.

Exercise F

- (1) Noo puraaraq.
(2) Wunaalum yi'yiwun.
(3) Wunaal naqmaq.
- (4) 'om paa'iq.
(5) Chaam lo'xawun.
(6) 'omom toonavwun.

Exercise G

- (1) 'ohoo, noo puraaraq.
Qay, noo qay puraaraq.
- (2) 'ohoo, wunaal heyiq.
Qay, wunaal qay heyiq.
- (3) 'ohoo, chaam maamayuwun.
Qay, chaam qay maamayuwun.
- (4) 'ohoo, 'om naqmaq.
Qay, 'om qay naqmaq.
- (5) 'ohoo, wunaalum toonavwun.
Qay, wunaalum qay toonavwun.
- (6) 'ohoo, 'omom paa'iwun.
Qay, 'omom qay paa'iwun.
- (7) 'ohoo, noo lo'xaq.
Qay, noo qay lo'xaq.
- (8) 'ohoo, chaam 'aamowun.
Qay, chaam qay 'aamowun.

LESSON 10--SUBJECTS AND OBJECTS

Vocabulary

'ari	kick	noonomi	follow
chaqalaqi	tickle	nuuli	push
kwaavichu	take care of	toow	see, watch
moyoconi	feed		

Grammar

Look at these English sentences:

Juan hit Maria.
Maria hit Juan.

Both use exactly the same words. Both contain two NOUNS, Juan and Maria, and the VERB hit. But the two sentences don't mean the same thing. In the first, Juan was doing the hitting and Maria was the one he hit. In the second sentence, Maria was doing the hitting and Juan was the one she hit.

What makes the difference here is the way the words are arranged. The person who does something in a sentence is usually called the SUBJECT. In English, the subject nearly always comes in front of the verb. The person or thing that has something done to him (or it) is called the OBJECT. In English, the object comes after the verb.

Exercise A

Pick out the subjects and objects of the following sentences.

- (1) Some Indians occupied Alcatraz.
- (2) They wanted the island for a cultural center.
- (3) The government had cheated the Indians.
- (4) Once Indians owned the whole country.
- (5) The people on Alcatraz like their new life.

Grammar

The Luiseño language arranges its words differently. The verb meaning 'kick' is ['ari]. To make it singular, put [q] on the end: ['ariq]. To say 'he kicks' you must put the pronoun [wunaal] in front:

Now the verb has a SUBJECT:

Wunaal 'ariq.

But this doesn't tell you the one he did the kicking to. You need an OBJECT too. The word 'you' is ['om']. Look where it goes:

Wunaal 'oy' ariq. 'He is kicking you.'

So in Indian you can put the object between the subject and the verb.

You probably noticed that the word for the object 'you' was ['oy], not ['em']. The pronoun ['oy] is the way to say 'you' when it is the OBJECT. ['em'] is the SUBJECT pronoun. The same kind of thing happens in English. The word 'I' can be the subject pronoun in I am kicking you. But if you want 'I' to be the object, you use the object pronoun 'me': You are kicking me.

The Indian subject and object pronouns are given in the chart below. Learn these forms.

Subject Pronouns		Object Pronouns	
<u>noo</u>	I	<u>ney</u>	me
' <u>om</u>	you (singular)	' <u>oy</u>	you
<u>wunaal</u>	he, she, it	<u>poy</u>	him, her, it
<u>chaam</u>	we	<u>chaami</u>	us
' <u>omoom</u>	you (plural)	' <u>omoomi</u>	you
<u>wunaalum</u>	they	<u>pomoomi</u>	them

Exercise B

What do these sentences mean?

- | | |
|---|---|
| (1) <u>Noo</u> ' <u>oy</u> ' <u>ariq</u> . | (4) ' <u>om</u> <u>pomoomi</u> <u>noonomiq</u> . |
| (2) ' <u>omoom</u> <u>ney</u> <u>maamayuwun</u> . | (5) <u>Chaam</u> <u>poy</u> <u>nuuliwun</u> . |
| (3) <u>Wunaal</u> <u>chaami</u> <u>neapiq</u> . | (6) <u>Mariya</u> ' <u>omoomi</u> <u>moyooniq</u> . |

Exercise C

Translate these sentences into Luiseno.

- | | |
|---|--------------------------|
| (1) He is feeding them. | (6) We are tickling her. |
| (2) They are feeding you (plural), | (7) You are watching us. |
| (3) I am following him. | (8) They are pushing me. |
| (4) You (plural) are taking care of me. | (9) You (plural) are |
| (5) She is fighting us. | kicking him. |

Answers

Exercise A

<u>Subjects</u>	<u>Objects</u>
(1) some Indians	Alcatraz
(2) they	the island
(3) the government	the Indians
(4) Indians	the whole country
(5) the people on Alcatraz	their new life

Exercise B

- | | |
|----------------------------------|-------------------------------|
| (1) I am kicking you. | (4) You are following them. |
| (2) You (plural) are helping me. | (5) We are pushing him. |
| (3) He (she, it) is fighting us. | (6) Maria is feeding you (plu |

Exercise C

- | | |
|----------------------------------|-----------------------------|
| (1) Wunaal pomoomi moyooniq. | (6) Chaam poy chaqalaqiwun. |
| (2) Wunaalum 'omoomi moyooniwun. | (7) 'om chaami toowq. |
| (3) Noo poy noonomiq. | (8) Wunaalum ney nuuliwun. |
| (4) 'omom ney kwaavichuwun. | (9) 'omom poy 'ariwun. |
| (5) Wunaal chaami neqpiq. | (10) Wunaalum 'oy toowwun. |

LESSON 11--OBJECT NOUNS

Vocabulary

<u>naachaxanish</u>	food	<u>'ahiichu</u>	orphan
<u>'aa'alvish</u>	story	<u>'amacha</u>	tick
<u>wiwish</u>	wiwish, acorn mush	<u>kwa'</u>	eat
<u>kasilla</u>	lizard	<u>neexwut</u>	gourd rattle

Grammar

The Indian sentences in the last lesson had pronouns for objects. It is also possible for a noun to be an object:

Noo naachaxanish toowq. 'I see the food.'

In the last lesson we also saw that object pronouns are different from subject pronouns. Object nouns are sometimes the same as subject nouns and sometimes different.

If a noun refers to a person or animal, its object form is usually different from the subject form. For nouns that do not refer to a person or animal, the object form is sometimes left the same as the subject and sometimes it is made different. If they do not refer to a person or animal, Indian nouns ending in [sh], [l], or [t] are the same whether they function as subjects or objects.

<u>Subject Form</u>	<u>Object Form</u>	
<u>naachaxanish</u>	<u>naachaxanish</u>	food
<u>'aa'alvish</u>	<u>'aa'alvish</u>	story
<u>tukmal</u>	<u>tukmal</u>	basket
<u>neexwut</u>	<u>neexwut</u>	gourd rattle

In a later lesson you will learn about the object form of nouns not referring to persons or animals in those cases where the subject and object forms are different.

Exercise A

Translate these sentences into Indian.

- (1) The lizard is eating the food.
- (2) Juan knows the story.
- (3) I eat wiwish.
- (4) I see the basket.
- (5) Maria is kicking the gourd rattle.
- (6) He sees the blanket.

Grammar

Now we will study the object form of nouns that do refer to persons or animals. Remember the singular object pronouns from the last lesson: [ney] 'me', ['oy] 'you', [poy] 'him'. Each ends in [y]. To make the object form of an Indian noun that ends in a vowel, add [y] to the subject form.

SUBJECT + ENDING = OBJECT

muuta + y = muutay 'owl'

Muuta neeqiq. 'The owl (subject) is fighting.'
'alaawaka muutay neeqiq. 'The buzzard is fighting with the owl (object).'

Here are some more example object forms.

<u>Subject Form</u>	<u>Object Form</u>
<u>kaſilla</u>	<u>kaſillay</u>
<u>'alaawaka</u>	<u>'alaawakay</u>
<u>'ahiichu</u>	<u>'ahiichuy</u>

Exercise B

Give the object forms and the English translations for the following nouns.

- | | | |
|---------------------|--------------------|----------------------|
| (1) <u>kaſilla</u> | (3) <u>paa'ila</u> | (5) <u>'alaawaka</u> |
| (2) <u>'ahiichu</u> | (4) <u>muuta</u> | (6) <u>'amacha</u> |

Grammar

Remember the plural object pronouns: [chaami] 'us', ['omoomi] 'you', [pomoomi] 'them'. Each of them ends with [i]. When the subject form of a noun ends with a consonant, you make the object form by adding [i] at the end.

SUBJECT + ENDING = OBJECT

'awaal + i = 'awaali 'dog'
'ehengmay + i = 'ehengmaya 'bird'

Notice that this rule works for plurals as well as singulars:

muutam + i = muutami 'owls'

Exercise C

Give the object form and English translation for each of the following nouns.

- | | | |
|---------------------|----------------------|----------------------|
| (1) <u>'awaal</u> | (5) <u>'ataax</u> | (9) <u>hunwutum</u> |
| (2) <u>tishmal</u> | (6) <u>hunwut</u> | (10) <u>Xwaan</u> |
| (3) <u>nawitmal</u> | (7) <u>'ehengmay</u> | (11) <u>'aswut</u> |
| (4) <u>'amacham</u> | (8) <u>kaſillam</u> | (12) <u>nokaamay</u> |

Exercise D

Give the Indian object form for each of these English nouns.

- | | | | |
|------------|------------|-------------|------------|
| (1) orphan | (4) bird | (7) lizards | (10) fly |
| (2) food | (5) tick | (8) person | (11) story |
| (3) boy | (6) lizard | (9) wiwish | (12) owls |

Exercise E

Translate into Luiseño.

- | | |
|--|--------------------------------------|
| (1) The owl is following the lizard. | (5) The girl is tickling the boy. |
| (2) Who is kicking the basket? | |
| (3) The dog is fighting with the turtle. | (6) We are feeding the owls. |
| (4) The boy is tickling the girl. | (7) The tick is tickling the orphan. |

Answers

Exercise A

- | | |
|--|----------------------------------|
| (1) <u>Kaſilla naachaxanish kwa'q.</u> | (4) <u>Noo tukmal toowq.</u> |
| (2) <u>Xwaan 'ea'alvish 'ayaliq.</u> | (5) <u>Mariya neexwut 'ariq.</u> |
| (3) <u>Noo wiwish kwa'q.</u> | (6) <u>Wunaal taanat toowq.</u> |

Exercise B

- | | | |
|-----------------------------|----------------------------|-------------------------------|
| (1) <u>kaſillay</u> lizard | (3) <u>paa'ilay</u> turtle | (5) <u>'alaawakay</u> buzzard |
| (2) <u>'ahiichuy</u> orphan | (4) <u>muutay</u> owl | (6) <u>'amachay</u> tick |

TEXT 3--DIALOGUE

Exercise C

- | | | |
|--------------------------|-----------------------|------------------|
| (1) 'awaali dog | (5) 'ataaxi person | (9) hunwutumi |
| (2) tishmali hummingbird | (6) hunwuti bear | (10) Xwaani Juan |
| (3) nawitmali girl | (7) 'ehengmayi bird | (11) 'awwuti ea |
| (4) 'amachami ticks | (8) kasillami lizards | (12) nokaasayi |

Exercise D

- | | | | |
|------------------|----------------|---------------|-----------------|
| (1) 'ahiichuy | (4) 'ehengmayi | (7) kasillami | (10) ku'aali |
| (2) naachaxanish | (5) 'amachay | (8) 'ataaxi | (11) 'aa'alvish |
| (3) hengeemali | (6) kasillay | (9) wiiwish | (12) muutami |

Exercise E

- | | |
|-------------------------------------|--------------------------------|
| (1) Muuta kasillay noonomiq. | (5) Navitmal hengeemali chaqal |
| (2) Hax su tukmal 'ariq? | (6) Chaam muutami moyooniwun. |
| (3) 'awaal paa'ilay neeqiq. | (7) 'amacha 'ahiichuy chaqalaq |
| (4) Hengeemal navitmali chaqalaqiq. | |

After the teacher reads the dialogue, split up into groups in the usual way.

Vocabulary

'onani	know	yu'pan	again
wehmali	a little	pitoo	now, today
wimmaat	difficult, hard	muyuk	much
'osquunngay	from your heart, i.e. you think	huu'unikat	teacher
'otung	your name	mikinga	when?
peewlukutum	are going to be married	'exngay	tomorrow

Carlos meets Juan's fiancée, Ramona

Xwaan:	Miyu, Karlos. Micha su 'iig?	Hello, Carlos. How are you?
Karlos:	Looviyan. 'omsan?	Fine. And you?
Xwaan:	Looviyan 'iig. 'ivi Ramoona. 'onani moyuk?	I'm fine. This is Ramona. I want you to meet her. (Know her.)
Karlos:	Miyu, Ramoona. 'om su teetilaq Lusenyo?	Hi, Ramona. Do you speak Luiseno?
Ramoona:	Wehmali 'ayaliq.	I know a little.
Xwaan:	Qay. Pitoo Ramoona moyuki 'ayaliq.	No. Now Ramona knows a lot.
Karlos:	Wimmaat su teelat 'osquunngay, Ramoona?	Do you think it's a hard language, Ramona?
Ramoona:	'ohoo. Wimmaatup. Hiiga su 'otung?	Yes, it's hard. What's your name?
Xwaan:	Ramoona, 'ivi Karlos. 'onani moyuk?	Ramona, this is Carlos. I want you to meet him.

Ramoona: Miyu, Karlos.

Hi, Carlos.

Xwaan: Ramoona huu'unikat.
Chamcha peewlukutum.

Ramona is a teacher. We are
getting married.

Karlos: Looviq. Nosuun looviq.
Mikinga?

Fine. I'm pleased. When?

Xwaan: 'exngay.

Tomorrow.

Ramoona: Wam' noo 'angee. Noo
nosuunup looviq 'oy
'onaninik.

Now I must leave. I'm please-
to have met you.

Karlos: Hati'ax. Yu'pannupo 'oy
tiiwin.

Good-bye. I hope I'll see yo-

LESSON 12--FUTURE

Vocabulary

<u>hethi</u>	open	<u>naawi</u>	write
<u>pithi</u>	break	<u>nooli</u>	read
<u>husi</u>	smell	<u>'ovvi</u>	give
<u>huusi</u>	smoke	<u>tooya</u>	laugh
<u>naachaxan</u>	eat	<u>samsa</u>	buy

Grammar

Many sentences talk about things happening at the present time. This sentence is an example:

Xwaan naachaxanq pitoo. 'Juan is eating now.'

Other sentences talk about things which haven't happened yet, but are going to in the future. Here is an example of a FUTURE sentence:

Xwaan naachaxanlut 'exngay. 'Juan is going to eat tomorrow.'

Verbs that describe future actions have a different form from verbs describing actions in the present. One way of putting a verb into the future is to add the ending [lut]. For example, since [naachaxan] is a verb meaning 'eat', the verb form [naachaxanlut], with the ending [lut], means 'is going to eat'.

Exercise A

Make these verbs into future verbs.

- | | | |
|----------------------|------------------|--------------------|
| (1) <u>naachaxan</u> | (4) <u>nooli</u> | (7) <u>huusi</u> |
| (2) <u>toonav</u> | (5) <u>'ovvi</u> | (6) <u>tapi</u> |
| (3) <u>husi</u> | (6) <u>pithi</u> | (9) <u>moyooni</u> |

Grammar

Some verbs change their basic shape before they add the future ending [lut]. For example, the future of [pella] 'dance' is [pellaxlut]; the consonant [x] is added to [pella] before the ending [lut] is attached. The verbs to which [x] is added before [lut] all end in [a]. (These are the same verbs which require [an] rather than [wun] in the present with a plural subject; verbs which have [wun] rather than [an] do not require [x] before [lut].)

Here are some examples:

VERB + CONSONANT + FUTURE ENDING = FUTURE VERB

<u>toonav</u>	+	(none)	+	lut	= <u>toonavlut</u>	going to make ba-
<u>hethi</u>	+	(none)	+	lut	= <u>hethilut</u>	going to open
<u>pella</u>	+	x	+	lut	= <u>pellaxlut</u>	going to dance
<u>tooya</u>	+	x	+	lut	= <u>tooyaxlut</u>	going to laugh

Exercise B

Put these verbs into the future.

- (1) pella (3) chaqalaqi (5) heela
(2) puraara (4) tooya (6) naqma

Grammar

When a verb in the present has a plural subject, it has a different form from one with a singular subject. For example:

Xwaan tapiq pitoo. 'Juan is finishing now.'
Chaam tapiwun pitoo. 'We are finishing now.'

Future verbs also have different forms in the singular and in the plural. Verbs with singular subjects add [lut] in the future, but verbs with plural subjects add [kutum]. For example:

Xwaan tapilut 'exngay. 'Juan is going to finish tomorrow.'
Chaam tapikutum 'exngay. 'We are going to finish tomorrow.'

As in the singular, some verbs change their basic form when they put into the future. Some verbs ending in [a] add the consonant [x] before adding [kutum]. These are the same verbs that add [x] in the singular.

Exercise C

Form the future plural of these verbs.

- (1) tapi (3) hethi (5) chaqalaqi (7) puraara
(2) pella (4) 'oovi (6) tooya (8) naawi

Exercise D

Translate the following sentences into Indian.

- (1) Juan is going to smoke. (5) Who is going to read?
(2) We are going to laugh. (6) Are you going to feed him?
(3) Ramona is going to tickle me. (7) The boys are not going to fight.
(4) We are not going to finish now. (8) Who is going to write tomorrow?

Answers

- Exercise A
(1) naachaxanlut (4) noolilut (7) huusilut
(2) toonavlut (5) 'oovilut (8) tapilut
(3) husilut (6) pithilut (9) moyooinilut

Exercise B

- (1) pellaxlut (3) chaqalaqilut (5) heelaxlut
(2) puraaraxlut (4) tooyaxlut (6) naqmalut

Exercise C

- (1) tapikutum (3) hethikutum (5) chaqalaqikutum (7) puraaraxkutum
(2) pellakkutum (4) 'oovikutum (6) tooyakkutum (8) naawikutum

Exercise D

- (1) Xwaan huusilut.
(2) Chaam tooyakkutum.
(3) Ramoona ney chaqalaqilut.
(4) Chaam qay tapikutum pitoo.
(5) Hax su noolilut?
(6) 'om su moyoonilut?
(7) Henge'malum qay neqpikutum.
(8) Hax su naasilut 'exngay?

LESSON 13--CONJUNCTIONS

Grammar

The English words and and or are called CONJUNCTIONS. The Indian conjunction meaning 'and' is [pi]. Sometimes [pi] is used to connect two nouns:

Xwaan pi Mariya 'Juan and Maria'

Sometimes it connects verbs:

Xwaan heelaq pi pellaq. 'Juan is singing and dancing.'

[Pi] can also link two sentences together:

Xwaan heelaq pi Mariya pellaq. 'Juan sings and Maria dances.'

Exercise A

Use [pi] to connect the words in each of these sets. Translate each expression you form.

- (1) 'owo'aq, teetilaq
(2) 'alaawaka, hunwut

- (3) Xosee, Ramoona
(4) wa'iq, xaariq

Exercise B

Connect these sentences with [pi] to make longer sentences. Translate the new sentences into English.

- (1) Hunwut xaariq. 'awaal wa'iq. (3) Xwaan 'owo'aq. Xosee teetilaq.
(2) Xwaan pellaq. Mariya heelaq. (4) Hengeemal 'samoq. Nawitmal lo'xa

Grammar

Sometimes when you want to talk about two nouns, you use the word both in English; in Indian, the word [weh] acts the way both does in English. [Weh] is placed after the second noun and is used instead of [pi].

Xwaan Mariya weh pellarkutum. 'Both Juan and Maria are going to dance.'

Exercise C

How do you say these sentences in Indian?

- (1) Both Juan and Maria are cold.
- (2) I see Juan and Jose.
- (3) The bear and the dog are both growling.

Grammar

Another word used in English to connect two similar parts of a sentence is or. The Indian word that means 'or' is [man]. Notice that [man], like [pi], can connect two nouns, two verbs, or two sentences:

Pitoo Xwaan man Karlos tooyaxlут. 'Today Juan or Carlos is going to laugh.'
Hengeemal heelaxlут man pellaxlут. 'The boy is going to sing or dance.'
Hunwut xaariq man 'awaal wa'iq. 'The bear is growling or the dog is barking.'

Exercise D

Translate these sentences into Indian.

- (1) Juan is laughing and drinking.
- (2) Juan or Maria is talking.
- (3) Juan and Maria are not singing.
- (4) Both Juan and Jose see the dog.
- (5) We are fighting and he is afraid.

Exercise E

Translate these sentences into English.

- (1) Xwaan heelaxlут pi pellaxlут.
- (2) Mariya Xwaan weh puraaraan.
- (3) Xwaan man Mariya paa'iq.
- (4) Wunaal 'awaal wa'iq man hunwut xaariq.
- (5) Ramoona man Kosee teetilaq.

Answers

Exercise A

- | | |
|--|--|
| (1) 'owo'aq <u>pi</u> teetilaq
is working and talking | (3) Kosee <u>pi</u> Ramoona
Jose and Ramona |
| (2) 'alaawaka <u>pi</u> hunwut
the buzzard and the bear | (4) wa'iq <u>pi</u> <u>xaariq</u>
is barking and growling |

Exercise B

- (1) Hunwut xaariq pi 'awaal wa'iq.
The bear is growling and the dog is barking.
- (2) Xwaan pellaq pi Mariya heelaq.
Juan is dancing and Maria is singing.
- (3) Xwaan 'owo'aq pi Xosee teetilaq.
Juan is working and Jose is talking.
- (4) Hengeemal 'aamoq pi nawitmal lo'x.
The boy is hunting and the girl is cooking.

Exercise C

- (1) Xwaan Mariya weh puraaraan.
- (2) Noo Xwaani pi Xoseey toowq.
- (3) Hunwut 'awaal weh xaariwun.

Exercise D

- (1) Xwaan tooyaq pi paa'iq.
- (2) Xwaan man Mariya teetilaq.
- (3) Xwaan pi Mariya qay heelaan.
- (4) Xwaan Xosee weh 'awaali toowwun.
- (5) Chaam neqpiwun pi wunaal sowoo'q.

Exercise E

- (1) Juan is going to sing and dance.
- (2) Both Maria and Juan are cold.
- (3) Juan or Maria is drinking.
- (4) That dog is barking or a bear is growling.
- (5) Ramona or Jose is talking.

LESSON 14--SIMPLE POSSESSIVES

Grammar

In the phrase my house, the word my indicates that I possess the house. My is called a POSSESSIVE. Your, his, and their are other examples of possessives. The Indian phrase for 'my house' is [noki]. [no] is a possessive. Below is a list of Indian possessives with their English equivalents.

Possessives

no	my	cham	our
'o	your (singular)	'om	your (plural)
po	his, her, its	pom	their

In Luiseño, there are nouns which are almost always used with a possessive. In English, you can say wife by itself. But a wife must be somebody's wife. To express that idea, the word for 'wife' must always be preceded by a possessive in Indian. You will therefore say [nopeew] 'my wife', [opeew] 'your wife', or [popeew] 'his wife'. The nouns which are almost always used with a possessive in Indian are nouns naming members of the family and nouns naming parts of the body. Below is a list of some of these nouns for you to learn. Notice that in English, a noun and its possessive are two separate words: my husband, his wife, their son. In Luiseño, on the other hand, a noun and its possessive form a single word, as in the examples below.

Vocabulary

nok <u>uu</u> ng	my husband	no <u>su</u> un	my heart
popeew	his wife	'om <u>uu</u> vi	your nose
pomkaamay	their son	nop <u>ush</u>	my face
cham <u>waam</u> ay	our daughter	champ <u>ush</u>	our faces
poy <u>u</u>	his hair		

Exercise A

Translate the following English phrases into Luiseño.

- | | | |
|---------------|---------------------|------------------------|
| (1) our sons | (4) her nose | (7) your heart |
| (2) your wife | (5) his face | (8) her husband |
| (3) my hair | (6) their daughters | (9) your (plural) hair |

Grammar

Not all nouns have to be used with a possessive. In Luiseño, when a noun does not have a possessive, it will normally have one of these endings: [cha], [sh], [la], [l], [ta], [t]. When a possessive is used, the ending is omitted. For instance, the word for 'arrow' is [huula], but the word for 'my arrow' is [nohuu]. The word for 'fire' is [kut], but the word for 'his fire' is [poku]. You cannot have both the ending and the possessive. Thus:



You must remember to drop the ending when you use a noun with a possessive.

Vocabulary

huula	arrow	nohuu	my arrow, my arrows
kicha	house	poki	his house
taanat	blanket	'otaana	your blanket
kut	fire	chamku	our fire
wiirulash	flute	nowiirula	my flute
wiirulachum	flutes	nowiirulam	my flutes
kutapish	bow	'okutapi	your bow
kutapichum	bows	'okutapim	your bows

Exercise B

For each of the following nouns used with a possessive, give the forms without a possessive.

- | | | |
|-----------|--------------|---------------|
| (1) 'omki | (3) pomtaana | (5) 'owiirula |
| (2) poku | (4) nohuu | (6) pokutapi |

Exercise C

* Give the plural form of each of the nouns listed in the previous exercise.

Exercise D

Translate the following into Luiseño.

- | | | |
|----------------------------|--------------------------|----------------|
| (1) houses | (5) arrows | (9) her house |
| (2) your (plural) blankets | (6) my bow | (10) blankets |
| (3) our flutes | (7) your (singular) fire | (11) his heart |
| (4) bows | (8) my arrows | (12) our wives |

Answers

Exercise A

- | | | |
|-------------------------|--------------------------------|--------------------------|
| (1) <u>chamkaamayum</u> | (4) <u>pomuuvi</u> | (7) <u>'o<u>guun</u></u> |
| (2) <u>'opeew</u> | (5) <u>popush</u> | (8) <u>pokuung</u> |
| (3) <u>noyu</u> | (6) <u>poms<u>waamayum</u></u> | (9) <u>'omyu</u> |

Exercise B

- | | | |
|------------------|-------------------|----------------------|
| (1) <u>kicha</u> | (3) <u>taanat</u> | (5) <u>wiirulash</u> |
| (2) <u>kut</u> | (4) <u>huula</u> | (6) <u>kutapish</u> |

Exercise C

- | | | |
|-------------------|----------------------|-----------------------|
| (1) <u>'omkim</u> | (3) <u>pomtaanam</u> | (5) <u>'owiirulam</u> |
| (2) <u>pokum</u> | (4) <u>nohuu</u> | (6) <u>pokutapim</u> |

Exercise D

- | | | |
|-------------------------|---------------------|------------------------|
| (1) <u>kicham</u> | (5) <u>huulam</u> | (9) <u>poki</u> |
| (2) <u>'omtaanam</u> | (6) <u>nokutapi</u> | (10) <u>taanatum</u> |
| (3) <u>chamwiirulam</u> | (7) <u>'oku</u> | (11) <u>posuun</u> |
| (4) <u>kutapichum</u> | (8) <u>nohuu</u> | (12) <u>champeewum</u> |

LESSON 15--MORE ABOUT POSSESSIVES

Vocabulary

The words in this vocabulary list are almost always used with possessives. They are listed with the possessive element [no] 'my', but they can occur with any of the possessives you learned in Lesson 14.

nokaytu	my enemy	nopas'aṣ	my older brother
nona	my father	nopas'aṣum	my older brothers
noyo	my mother	noqee'is	my older sister
nokaxmay	my knee	noqeesum	my older sisters

Exercise A

Translate into Luiseño.

- | | | |
|-------------------------|----------------------------|-----------------------|
| (1) our enemies | (6) my mother | (11) my hair |
| (2) his older brothers | (7) your (singular) enemy | (12) his knee |
| (3) their hair | (8) our father | (13) our older sister |
| (4) your (plural) knees | (9) their older brother | (14) their fathers |
| (5) her older sister | (10) your (plural) mothers | (15) my knee |

Grammar

In the last lesson you learned how to use the possessives [no], ['o], [po], [cham], ['om], and [pom]. To refer to a house that belongs to Juan, we may speak of his house, or in Luiseño, [poki]. But, of course, in English this house may also be called Juan's house. To translate expressions like Juan's house into Luiseño, first say the name of the person who owns or possesses the thing you're talking about, then add [po] to the word for the possessed thing. [Xwaan poki] thus means Juan's house.

Exercise B

Translate into Luiseño.

- | | | |
|---------------------|-------------------|--------------------|
| (1) Ramona's mother | (3) Jose's face | (5) Carlos's knee |
| (2) Juan's bow | (4) Maria's enemy | (6) Juanita's hair |

Grammar

You can form expressions like these in just the same way with other words than people's names. Any noun, even one which already has a possessive, may be used as the first part of such an expression. [Hengeemal

poyu], for instance, means 'the boy's hair'. [Chamyo potaanam] means 'our mother's blankets'.

Notice that the order of the Indian words is important in these expressions. [Pokaytu pona], for example, means 'his enemy's father'---but [pona pokaytu] means 'his father's enemy'.

Just as in English we can say things like 'our mother's father's arrow', in Indian we may say [chamyo pona pohuu]. Similarly, [sungaal pokaamay] by itself means 'the woman's son'; [pokaamay pokaytu] means 'her son's enemy'. To refer simply to a man who is the enemy of this woman's son, say [sungaal pokaamay pokaytu], literally 'the woman her son his enemy'!

Exercise C

Translate into Indian.

- | | |
|---------------------------------|----------------------------------|
| (1) his son's house | (6) her mother's older sisters |
| (2) the man's knee | (7) the woman's mother's blanket |
| (3) your (singular) son's arrow | (8) Maria's daughter's hair |
| (4) our older brother's enemy | (9) Juan's enemy's son |
| (5) our enemy's older brother | (10) Juan's son's enemy |

Grammar

Of course, a possessor may be plural or singular in Luiseño as well as in English. You may speak of [nawitmal pona] 'the girl's father' or of [nanatmalum pomna] 'the girls' father', depending on whether you're talking about the father of one or several girls. Notice that in Indian you use the possessive [pom] before the possessed noun if the preceding noun is plural. The Indian expression for 'their sons' wives' is thus [pomkaamayum pompeewum]. Similarly, 'the man's enemies' arrows' is [ya'ash pokaytu pomhuu].

Exercise D

Translate into Luiseño.

- | | |
|-----------------------------|--------------------------------------|
| (1) our fathers' arrows | (4) Maria's sons' enemies |
| (2) their mothers' blankets | (5) her father's older sisters' sons |
| (3) the women's daughters | (6) the men's older brothers' faces |

Exercise E

Now translate these phrases into English.

- | | |
|-----------------------------------|---|
| (1) Xosee pona potaanam | (4) po <u>s</u> waamay pok <u>a</u> may pok <u>i</u> |
| (2) s <u>u</u> ngalum pomkaamayum | (5) pok <u>a</u> amay po <u>s</u> waamay pok <u>i</u> |
| (3) 'omkaytum pomyom | (6) Mariya pona poqee'is |

Exercise F

Translate these sentences into Indian.

- | |
|--|
| (1) Maria's older brother is tickling Jose's wife. |
| (2) Those men are not my mother's enemies. |
| (3) The boys' father is taking care of Juan. |
| (4) The man is looking at Ramona's knee. |

Answers

Exercise A

- | | | |
|-----------------------|------------------------|------------------------|
| (1) chamkaytum | (6) noyo | (11) noyu |
| (2) popaa <u>p</u> um | (7) 'okaytu | (12) pok <u>a</u> xmay |
| (3) pomyu | (8) chamma | (13) chamqeesum |
| (4) 'omkaxmayum | (9) pompa <u>a</u> 'as | (14) pomnam |
| (5) poqee'is | (10) 'omyom | (15) nokaxmay |

Exercise B

- | | | |
|--------------------|--------------------|---------------------|
| (1) Ramoona poyo | (3) Xosee popush | (5) Karlos pokaxmay |
| (2) Xwaan pokutapi | (4) Mariya pokaytu | (6) Xwanita poyu |

Exercise C

- | | |
|------------------------------------|--|
| (1) pok <u>a</u> amay pok <u>i</u> | (6) poyo poqeesum |
| (2) ya'ash pok <u>a</u> xmay | (7) s <u>u</u> nga <u>a</u> l poyo potaana |
| (3) 'okaamay pohuu | (8) Mariya po <u>s</u> waamay poyu |
| (4) champa <u>a</u> 'as pokaytu | (9) Xwaan pokaytu pok <u>a</u> amay |
| (5) chamkaytu popaa'uas | (10) Xwaan pok <u>a</u> amay pokaytu |

Exercise D

- | | |
|---|--|
| (1) channam pomhuu | (4) Mariya pokaamayum pomkaytum |
| (2) pomyom pomtaanam | (5) pona poqeesum pomkaamayum |
| (3) s <u>u</u> ngalum pom <u>s</u> waamayum | (6) ya'aychum pompa <u>a</u> sum pompush |

Exercise E

- | | |
|------------------------------|-----------------------------------|
| (1) Jose's father's blankets | (4) his daughter's son's house |
| (2) the women's sons | (5) his son's daughter's house |
| (3) your enemies' mothers | (6) Maria's father's older sister |

Exercise F

- (1) Mariya popaa'as chaqalaqiq Xosee popeewi.
(2) Wunaalum ya'aychum qay noyo pokaytum.
(3) Henge'malum pomna kwaavichuq Xwaani.
(4) Ya'ash toowq Ramoona pokaxmayi.

TEXT 4--READING

Vocabulary

<u>kinga</u>	in the house	<u>yaqaa</u>	says
'aw'	be	<u>qay hicha</u>	nothing
<u>kicha poqwalmanga</u>	by the side of the house	<u>nemay</u>	go back
'ankingay	all of a sudden	<u>kiyk</u>	into the house
'awaal powa'iqala	the dog's barking	<u>'alaxwush</u>	bad
<u>kingay</u>	out of the house	<u>reeka</u>	smell
<u>ya pisayk</u>	run out	<u>'elee</u>	exclamation of sorrow, used only by women
<u>choori</u>	chop	<u>na'</u>	be burned
<u>lovi'i</u>	make, do	<u>kulaawut</u>	wood, stick
<u>Hicha su micha</u>	What's the matter?	<u>cham'aash</u>	our dog, pet
'iiq?			

'awaal Powa'iqala

Karlos chooriq kulaawut. Mariya kinga 'aw'q. Wunaal wiiwish lovi'iq. Rikartho pi Xwaan pomkaamayum. Wunaalum yi'yiwun kicha poqwalmanga. 'ankingay, pom'aash 'awaal Pinto wa'iq.

Mariya naqmaq 'awaali powa'iqal. Wunaal yaq pisayk kihgay.

"Hicha su micha 'iiq?" yaqaa Mariya.

"Qay hicha," yaqaa Xwaan.

"Chaaam cham'aash poyk yi'yiwun," yaqaa Rikartho.

Mariya nemayq kiyk. Naachaxanish 'alaxwush reekaaq.

"'elee!" yaqaa Mariya, "nowiiw na'q!"

The Dog's Barking

Carlos is chopping wood. Maria is in the house. She is preparing wiwish. Ricardo and Juan are their sons. They are playing by the side of the house. Suddenly their dog Pinto barks.

Maria hears the dog's barking. She runs out of the house. "What's the matter?" says Maria. "Nothing," says Juan. "We are playing with our dog," says Ricardo.

Maria goes back into the house. The food smells bad. "Oh!" says

LESSON 16--WORD ORDER

Grammar

In a simple statement in Indian, you may arrange the words in almost any order. For example, the Indian translation of Today Juan is buying a basket could be any of these:

Pitoo Xwaan samsaq tukmal.
 Xwaan pitoo tukmal samsaq.
 Xwaan samsaq pitoo tukmal.
Tukmal samsaq pitoo Xwaan.

Other arrangements are possible, too. The only word order that is not correct for a simple statement is one that has the verb first. For example,

Samsaq pitoo Xwaan tukmal.

would be wrong.

Exercise A

Say these Indian sentences with as many different word orders as you can. What do the sentences mean?

- | | |
|-------------------------------|---------------------------------|
| (1) Xwaan chooriq kulaawut. | (4) Karlos 'ayaliq Xwanitay. |
| (2) Xosee 'aamoq hunwuti. | (5) Hengeemal yi'yiq nawitmali. |
| (3) Ramoona maamayuq 'awaali. | |

Grammar

Pronouns, like nouns, can occur in different places in a sentence. For example, We are helping him can be translated in all these ways:

Chaam maamayuwun poy.
 Poy chaam maamayuwun.
 Chaam poy maamayuwun.
 Poy maamayuwun chaam.

But you cannot say:

Maamayuwun poy chaam.
Maamayuwun chaam poy.

because the verb comes at the beginning of these sentences.

Exercise B

Tell which of these sentences are right. For the ones that are not correct, say why they are not correct. Rearrange the words of the incorrect sentences to make them correct. Translate the sentences into English.

- | | |
|------------------------------------|-------------------------------------|
| (1) <u>Noo 'oy maamayud.</u> | (4) <u>Pelleq wunaal hengeemal.</u> |
| (2) <u>Toowq wunaal moy pitoo.</u> | (5) <u>'ayaliq noo 'oy.</u> |
| (3) <u>Wiiwish chaam kwa'wun.</u> | |

Grammar

You know that the question word [su] comes after the first word in a sentence, as in:

Xwaan su samsaq tukmal pitoo? 'Is Juan buying a basket today?

In questions, however, unlike the statements above, the verb may be first in the sentence. For example, you learned that

Samsaq pitoo Xwaan tukmal.

is incorrect because the verb is first. But:

Samsaq su pitoo Xwaan tukmal?

is correct because it is a question.

Exercise C

Which of these sentences are correct and which are incorrect? Why? For the incorrect ones, rearrange the word order to make them correct. What do the sentences mean?

- | | |
|--|-----------------------------------|
| (1) <u>su nanatmalum pellaan?</u> | (4) <u>Hax Xwaani 'ayaliq su?</u> |
| (2) <u>Toonavq <u>sungaal</u> pitoo.</u> | (5) <u>Pitoo paa'iq Xosee.</u> |
| (3) <u>Toowq su kasilla 'oy?</u> | |

Answers

Exercise A

For each of the five sentences, any order is acceptable, unless the verb is placed first. Translations:

- | | |
|------------------------------|---------------------------------------|
| (1) Juan is chopping wood. | (4) Carlos knows Juanita. |
| (2) Jose is hunting a bear. | (5) The boy is playing with the girl. |
| (3) Ramona is helping a dog. | |

Exercise B

Sentences (2), (4), and (5) are incorrect because the verb is placed first.

Translations:

- | | |
|---------------------------|--------------------------|
| (1) I am helping you. | (4) That boy is dancing. |
| (2) He sees him now. | (5) I know you. |
| (3) We are eating wiwish. | |

Exercise C

- (1) Incorrect, because the question word [su] occurs first in the sentence.
- (2) Incorrect, because the verb is placed first.
- (3) Correct; the verb is first, but the sentence is a question.
- (4) Incorrect, because [su] is not after the first word.
- (5) Correct, because the verb is not first.

Translations:

- | | |
|--------------------------------------|---------------------------|
| (1) Are the girls dancing? | (4) Who knows Juan? |
| (2) The woman is making baskets now. | (5) Jose is drinking now. |
| (3) Does the lizard see you? | |

LESSON 17--PARTICLES

Vocabulary

<u>mulli</u>	burn	'aa'i	crow (like a bird)
'alaxwush	ugly	wultu	be angry
'alaxwuchum	ugly (plural)	yawaywichum	beautiful (plural)

Grammar

Luiseño has a set of words, which we will call PARTICLES, that are not translated into English. Particles need not always be present in an Indian sentence; you may choose to use them or not when you are making a statement. When used, they are attached directly after the first element (that is, the first word or phrase) in the sentence. There are a number of different sorts of particles. One sort matches or agrees with the subject. We will study the other kinds of particles in later lessons.

The sentence

Hoo 'owo'aq. 'I am working.'

contains no particle. The sentence

Noon 'owo'aq. 'I am working.'

has the same meaning, but it contains the particle [n], which is the particle used when the subject is [noo]. Notice that this particle is attached directly after the first word of the sentence, which happens to be the subject pronoun [noo] in this instance.

FIRST ELEMENT + PARTICLE REST OF SENTENCE

Noo n 'owo'aq.

The particle [up] is used when the subject of a sentence is a singular noun, such as [hunwut] or [Xwaan]. For example, the sentence

Hunwutup xaariq. 'The bear is growling.'

contains the particle [up], which agrees with the subject noun [hunwut]. Similarly, in the sentence

Xwaanup 'alaxwush. 'Juan is ugly.'

FIRST ELEMENT + PARTICLE REST OF SENTENCE

Hunwut up xaariq.
Xwaan up 'alaxwush.

The particle does not have to be used. The sentences

Hunwut xaariq. 'The bear is growling.'
Xwaan 'alaxwush. 'Juan is ugly.'

are perfectly grammatical.

Exercise A

Add the proper particle to each sentence below.

- | | |
|--------------------|--------------------------------|
| (1) Notung Xwaan. | (4) 'awaal xaariq. |
| (2) Kut mulliq. | (5) Noo neqpiq. |
| (3) Noo yawaywish. | (6) Nawitmal 'ow <u>o</u> 'aq. |

Grammar

It is important to remember that the particle must be attached directly after the first element--word or phrase--in the sentence. The first element of a sentence is often the subject (with which the particle agrees), but not always. The first element may also be the object or some other word, as illustrated in these sentences:

FIRST ELEMENT REST OF SENTENCE

Wunaal (subject)	'ow <u>o</u> 'aq.	'He is working.'
Ney (object)	kwaavichuq sungaal.	'The woman is taking care of me.'
Pitoo (other word)	'ow <u>o</u> 'aq Xosee.	'Jose is working today.'

Exercise B

Draw a line under the first element in each sentence, and state whether it is a subject, object, or some other word.

- | | |
|------------------------------|-------------------------------|
| (1) Nokaytu 'oy 'ariq. | (3) Pitoo toonavwun poqeesum. |
| (2) Chaami wunaalum toowwun. | (4) Noyu yawaywish. |

Grammar

In Lesson 13 you learned about sentence elements that are more than a single word. In

Xwaan Mariya weh wultuwun. 'Juan and Maria are both angry.'

the subject and first element of the sentence is the phrase [Xwaan Mariya weh]. In

Sungaal pi pokaamay neqpiwun. 'The woman and her son are fighting.'

the subject and first element of the sentence is the phrase [Sungaal pi pokaamay]. When a particle is added to sentences such as these, it may follow the entire first element. With plural subjects, the particle is [pum]:

Xwaan Mariya wehpum wultuwun. 'Juan and Maria are both angry.'
Sungaal pi pokaamaypum neqpiwun. 'The woman and her son are fighting.'

Exercise C

Draw a line under the first element in each sentence.

- | | |
|---|---|
| (1) <u>Mariya pi poswaamay 'alaxwuchum.</u> | (3) <u>Sungaal pi nokaytu ney 'ariwun</u> |
| (2) <u>Hunwut 'awaal weh xaariwun.</u> | (4) <u>Wunaal moy kwaavichug.</u> |

Exercise D

Add the proper particle to each sentence below.

- | | |
|--|---|
| (1) <u>Pitoo nawitmal wultulut.</u> | (4) <u>Sungaal pokaamay weh 'alaxwuch</u> |
| (2) <u>Paa'ilay nawitmal moyo kwa'lut.</u> | (5) <u>Ya'ash pi sungaal 'owo'aan.</u> |
| (3) <u>Noo 'omoomi maamayuq.</u> | (6) <u>Paa'ilay hunwut kwa'q.</u> |

Grammar

The particle that matches the subject pronoun [noo] is [n]. The particle that agrees with singular noun subjects is [up], and [pum] agrees with plural noun subjects. Other kinds of subjects have other particles that match them. This chart lists the particles that agree with the different kinds of subjects:

SUBJECT	PARTICLE	SUBJECT	PARTICLE
<u>noo</u>	n	<u>chaam</u>	cha
'om		'omom	um
wunaal singular noun	up	wunaalum plural noun	pum

Exercise E

Add the proper particle to each of the sentences below.

- | | |
|--|--|
| (1) Mariya Ramoona weh <u>nanatmalum</u> . | (6) 'ivim <u>tukmalum</u> . |
| (2) 'ehengmayum ' <u>aa'iwun</u> . | (7) 'om <u>poloov</u> . |
| (3) Wunaal <u>tukmal</u> <u>toonavq</u> . | (8) Chaam ' <u>omoomi</u> <u>chaqalaqikutum</u> . |
| (4) Noo <u>poy</u> ' <u>ariq</u> . | (9) Gungaal ya' <u>ash</u> weh ney
maamayukutum. |
| (5) Wunaalum <u>lo'</u> xavun <u>pi</u> <u>teestilawun</u> . | (10) 'omom <u>tishmali</u> ' <u>aamowun</u> . |

Exercise F

Translate each of the following sentences into Indian, first without the particle and then with it.

- (1) You are talking.
- (2) My older brother and my mother are both fighting.
- (3) This is my house.
- (4) Your hair and your face are both ugly.
- (5) I am watching you (plural).
- (6) Maria is tickling me.

Answers

Exercise A

- | | |
|---------------------|-------------------------|
| (1) Notungup Xwaan. | (4) 'awaalup xaariq. |
| (2) Kutup nulliq. | (5) Noon neqpig. |
| (3) Noon yawaywish. | (6) Nawitmalup 'owo'aq. |

Exercise B

Exercise C

- (1) Mariya pi poswaamay 'alaxwuchum. (3) Sungaal pi nokaytu ney 'ariwun.
 (2) Hunwut 'awaal weh xaariwun. (4) Wunaal poy kwaavichuq.

Exercise D

- (1) Pitooup nawitmal wultulut. (4) Sungaal pokaamay wehpum
 (2) Paa'ilayup nawitmal poyo kwa'lut. 'alaxwuchum.
 (3) Noon 'omoomi maamayuq. (5) Ya'ash pi sungaalpum 'owo'aan.
 (6) Paa'ilayup hunwut kwa'q.

Exercise E

- | | |
|--|--|
| (1) Mariya Ramoona <u>wehpum</u> <u>nanatmalum</u> . | (6) ' <u>ivimpum</u> <u>tukmalum</u> . |
| (2) 'ehengmayumpum 'aa'iwun. | (7) ' <u>omup</u> <u>poloov</u> . |
| (3) Wunaalup <u>tukmal</u> <u>toonavq</u> . | (8) Chaamcha ' <u>omoomi</u> <u>chaqalaqikutum</u> |
| (4) Noon poy 'ariq. | (9) Sungaal ya' <u>ash</u> <u>wehpum</u> ney |
| (5) Wunaalumpum <u>lo'</u> xawun <u>pi</u> <u>teetilawun</u> . | maamayukutum. |
| | (10) ' <u>omomum</u> <u>tishmali</u> 'aamowun. |

Exercise F

- (1) 'om teetilaq.
 'omup teetilaq.

(2) Nopaa'ag noyo weh neqpiwun.
 Nopaa'ag noyo wehpum neqpiwun.

(3) 'ivi noki.
 'iviup noki.

(4) 'oyu 'opush weh 'alaxwuchum.
 'oyu 'opush wehpum 'alaxwuchum.

(5) Noo 'omoomi toowq.
 Noon 'omoomi toowq.

(6) Mariya ney chaqalaqiq.
 Mariyaup ney chaqalaqiq.

LESSON 18---PAST

Vocabulary

<u>yawa'na</u>	catch, snare	<u>muuyi</u>	fill
<u>naki</u>	close	<u>maaxi</u>	pick vegetables
<u>pupuluk</u>	door	<u>'elela</u>	crawl
<u>pupuuki</u>	door (object)	<u>kari</u>	play (an instrument)

Grammar

As we have seen, verbs are words that describe actions. In Lessons 5 and 6, we talked about verbs that describe actions which are happening right now. For example, in the sentence The woman is sweeping, the verb is sweeping describes an action taking place at the present time.

It is also possible to describe actions which have occurred in the past, as in sentences like The men were talking or I was playing the flute. In Indian, a special form of the verb is used to describe past actions. In the sentence

Noo wiirulash kariqus. 'I was playing the flute.'

the ending [qus] is added to the verb [kari] 'play' to indicate past tense. Other examples are given in this table:

VERB	+	ENDING	=	PAST VERB
<u>naki</u>	+	qus	=	<u>nakiqus</u>
<u>'elela</u>	+	qus	=	<u>'elelaqus</u>
<u>toonav</u>	+	qus	=	<u>toonavqus</u>
<u>wultu</u>	+	qus	=	<u>wultuqus</u>

Exercise A

Form the past tense of the following verbs.

- (1) kari (2) yawa'na (3) puraara (4) 'oovi (5) maamayu (6) y'i:

Grammar

Verbs that describe actions occurring in the present have two forms, one for singular subjects and one for plural subjects:

Nawitmal waaqiq. 'The girl is sweeping.'

Nanatmalum waqqiwun. 'The girls are sweeping.'

Verbs ending in [quš] have only one form for both singular and plural subjects:

Nawitmal waaqiquš. 'The girl was sweeping.'
Nanatmalum waaqiquš. 'The girls were sweeping.'

Exercise B

In the following sentences, change the verb to the past tense.

- | | |
|-----------------------------------|---|
| (1) Hunwut <u>xaariq</u> . | (5) Xwaan <u>pupuuki</u> <u>nakiq</u> . |
| (2) Henge'malum <u>neqpiwun</u> . | (6) Hengeemal <u>tishmalumi</u> <u>yawa'naq</u> . |
| (3) <u>Sungaal toonavq</u> . | (7) Ya'aychum <u>'elelaan</u> . |
| (4) Paa'ilala <u>heyiq</u> . | |

Exercise C

Translate the following sentences into Luiseño.

- | | |
|--------------------------------------|--|
| (1) We were catching hummingbirds. | (4) His mother was picking vegetables. |
| (2) The women were opening the door. | (5) Your daughter was cold. |
| (3) Juan was listening to the story. | (6) Juanita was making a basket. |

Exercise D

Translate the following sentences into English.

- | | |
|--|--|
| (1) Nokaamay <u>wultuquš</u> . | (5) 'awaal <u>wa'iqus</u> . |
| (2) Wunealum <u>heelaquš</u> <u>pi</u> <u>pellaquš</u> . | (6) Nošwaamayum ' <u>aa'</u> lvish <u>naqmaquš</u> . |
| (3) <u>Sungalum tukmal muuyiquš</u> . | (7) Ya'ash <u>wirulash</u> <u>kariqus</u> . |
| (4) <u>Noo pupuuki</u> <u>hethiquš</u> . | (8) Xosee <u>hunwuti</u> <u>sowoo'quš</u> . |

Answers

Exercise A

- (1) kariqus (2) yawa'naquš (3) puraaraquš (4) 'ooquš (5) maamayuquš
(6) yi'yiquš

Exercise B

- | | |
|-----------------------------------|---|
| (1) Hunwut <u>xaariquš</u> . | (5) Xwaan <u>pupuuki</u> <u>nakiqus</u> . |
| (2) Henge'malum <u>neqpiquš</u> . | (6) Hengeemal <u>tishmalumi</u> <u>yawa'naquš</u> . |
| (3) <u>Sungaal toonavquš</u> . | (7) Ya'aychum <u>'elelaquš</u> . |
| (4) Paa'ilala <u>heyiquš</u> . | |

Exercise C

- (1) Chaam tishmalumi yawa'naquš.
- (2) Šuŋgalum pupuuki hethiquš.
- (3) Xwaan 'aa'alvish naqmaquš.
- (4) Poyo maaxiquš.
- (5) 'oswaamay puraaraquš.
- (6) Xwanita toonavquš.

Exercise D

- (1) My son was angry.
- (2) They were singing and dancing.
- (3) The women were filling the basket.
- (4) I was opening the door.
- (5) The dog was barking.
- (6) My daughters were listening to the story.
- (7) The man was playing the flute.
- (8) Jose was afraid of the bear.

LESSON 19--PARTICLE COMBINATIONS

Vocabulary

'aa'alvi	tell a story	waniicha	river
ponayi	his father (object)	nowaniiki	my river
waxaam	yesterday	poplovum	good (plural)

Grammar

You have learned the particles that agree with the subjects of Indian sentences. In the sentence:

Noon naqmaq Xwaani. 'I am listening to Juan.'

the particle that agrees with the subject [noo] is [n]. In:

Xwaanup 'otungi 'ayalilut. 'Juan is going to know your name.'

the particle that agrees with the subject [Xwaan] is [up].

Exercise A

Review the particle table in Lesson 17. Then, write the following sentences with the correct particles.

- | | |
|--|-------------------------|
| (1) 'om 'aa'alvilut. | (4) 'omom chamkaytum. |
| (2) Nowaniiki yawaywish. | (5) Poqeesum poplovum. |
| (3) 'exngay Mariya Ramoona weh
ponayi chaqalaqikutum. | (6) Noo tishmali kwa'q. |

Grammar

In the sentence:

Noo 'aamoqus. 'I was hunting.'

the verb ['aamoqus] describes an action that took place in the past. In sentences containing such a verb, it is possible to add a combination of two particles, one of which matches the subject and the other of which indicates that the verb describes a past action. For example:

Noonil 'aamoqus. 'I was hunting.'

This sentence contains two particles, [n] and [il]. The particle [n] agrees with the subject [noo], while [il] agrees with the verb in showing that the action of hunting took place in the past. Notice that the particle combination [nil] is attached directly after the first element of the sentence.

FIRST ELEMENT + PARTICLE COMBINATION REST OF SENTENCE

noo n il 'aamoqus'

It is important to remember that the particle [il] can only be used in combination with a particle that agrees with the subject. You can start a sentence with [noonil], for example, but not with [nooil]. The particle [il] can only be used in a particle combination.

Exercise B

Add the correct particle combinations to the following sentences. Remember that the subject particle is always attached directly after the first element of the sentence and that the past particle [il] is attached immediately after the subject particle.

- | | |
|---|--|
| (1) <u>Noo</u> <u>wiiwish</u> <u>naachaxanqus</u> . | (3) <u>Noo</u> <u>pellaqus</u> . |
| (2) <u>Noo</u> <u>hethiquus</u> <u>pupuuki</u> . | (4) <u>Noo</u> <u>hunwuti</u> 'aamoqus'. |

Grammar

The subject particle that agrees with [noo] is [n], and the combination of this subject particle and the past particle [il] is [nil].

SUBJECT PARTICLE + PAST PARTICLE = PARTICLE COMBINATION

n + il = nil

For all other singular subjects, the subject particle is [up]. When [up] combines with [il], the resulting combination is [upil].

SUBJECT PARTICLE + PAST PARTICLE = PARTICLE COMBINATION

up + il = upil

The particle combination [upil], like [nil], is attached directly after the first element of a sentence. For instance:

Mariyaupil waaqiquus. 'Maria was sweeping.'

[Mariya] is the subject, [up] is the particle agreeing with the subject, and [il] is the particle agreeing with the verb that is describing past action.

FIRST ELEMENT + PARTICLE COMBINATION REST OF SENTENCE

Mariya upil waaqiquš

Exercise C

Add the correct particle combinations to the following sentences.

- | | |
|-----------------------------|-----------------------------------|
| (1) Xwaan pupuuki hethiquš. | (4) Noo 'omoomi moyooniquš. |
| (2) Ney 'ariquš Mariya. | (5) Wunaal 'awaali 'ariquš. |
| (3) 'ona qay 'aa'alviqus. | (6) 'om Mariya ponayi chaqalaquš. |

Grammar

Up to this point in the lesson, we have dealt only with verbs describing past actions whose subjects are singular. When the subject is plural, the situation is slightly more complicated. The particle that agrees with the subject [chaam] 'we' is [cha]. However, when [cha] combines with [il], the result is not [chail], but rather [chamil].

SUBJECT PARTICLE + PAST PARTICLE = PARTICLE COMBINATION

cha il chamil

For example, this combination can be added to the sentence:

Chaam 'aamoquš. 'We were hunting.'

to form the sentence:

Chaamchamil 'aamoquš.'

which means the same thing.

FIRST ELEMENT + PARTICLE COMBINATION REST OF SENTENCE

chaam chamil 'aamoquš'

Exercise D

Add the correct particle or particle combination to the following sentences.

- | | |
|---------------------------------------|-----------------------------|
| (1) Chaam 'awaali pi muutay 'aamoquš. | (3) Chaam waxaam toonavquš. |
| (2) Chaam qay 'ehengmayum. | (4) Chaami poyo moyooniquš. |

Grammar

For all other plural subjects, the particle combination is [mil]. These include ['omom] 'you (plural)', [wunaalum] 'they', and plural nouns. For example, this combination can be added to the sentences:

'omom pellaquš. 'You (plural) were dancing.'
Wunaalum heelaquš waxaam. 'They were singing yesterday.'
'ehengmayum 'aa'iqus. 'The birds were crowing.'

to form the sentences:

'omommil pellaquš.
Wunaalummil heelaquš waxaam.
'ehengmayummil 'aa'iqus.

which mean the same thing.

FIRST ELEMENT + PARTICLE COMBINATION REST OF SENTENCE

'omom	mil	pellaquš
wunaalum	mil	heelaquš waxaam
'ehengmayum	mil	'aa'iqus

Exercise E

Add the correct particle or particle combination to the following sentences.

- | | |
|--|-------------------------------------|
| (1) Wawaam muuta tishmal weh 'aa'iqus. | (4) 'exngay henge'malum tapikutum. |
| (2) Wunaal wukalaq. | (5) Nawitmal heelaquš man pellaquš. |
| (3) 'omom neqpiqus nokaaamay popeewi. | (6) Wunaalum 'owo'aqus. |

Grammar

The table below lists the particle combinations that occur with the various kinds of subjects and verbs describing past actions.

SUBJECT	PARTICLE COMBINATION	SUBJECT	PARTICLE COMBINATION
<u>noo</u>	nil	<u>chaam</u>	chamil
'om wunaal singular noun	upil	'omom wunaalum plural noun	mil

Exercise F

Translate the following sentences into Indian with the correct particle or particle combination.

- (1) Maria is looking at the bear.
- (2) The girls were sweeping my house yesterday.
- (3) You are my enemy.
- (4) I was telling a story.
- (5) He was drinking.
- (6) You (plural) are going to buy my blankets.
- (7) They are dogs.
- (8) The river is ugly today.
- (9) Her husband was eating birds.
- (10) The boy and the girl were both working.

Answers

Exercise A

- (1) 'omup 'aa'alvilit.
- (2) Nowaniikiup yawaywish.
- (3) 'exngaypum Mariya Ramoona
weh ponayi chaqalaqikutum.
- (4) 'omomum chankaytum.
- (5) Poqeessumpum poplovum.
- (6) Noon tishmalikwa'q.

Exercise B

- (1) Noonil wiiwish naachaxanqus.
- (2) Noonil hethiqu\$ pupuuki.
- (3) Noonil pellaqus.
- (4) Noonil hunwuti 'aamoqus.

Exercise C

- (1) Xwaanupil pupuuki hethiqu\$.
- (2) Neyupil 'ariqus Mariya.
- (3) 'onaupil qay 'aa'alviqus.
- (4) Noonil 'omoomi moyooniqu\$.
- (5) Wunaalupil 'awaali 'ariqus.
- (6) 'omupil Mariya ponayi chaqal-

Exercise D

- (1) Chaamchamil 'awaali pi muutay
'aamoqus.
(2) Chaamcha qay 'ehengmayum.
- (3) Chaamchamil waxaam toonavqus.
(4) Chaamiupil poyo moyooniqu\$.

Exercise E

- (1) Wixaammil muuta tishmal weh
'aa'iqus.
(2) Wunaalup wukalaq.
(3) 'omommil neqpiqu\$ nokaamay
popeewi.
- (4) 'exngaypum henge'malum
tapikutum.
(5) Nawitmalupil heelaqus man
pellaqus.
(6) Wunaalummil 'owo'aqus.

Exercise F

- (1) Mariyaup hunwuti toowq.
(2) Wixaammil nokiy waaqiqu\$ nanatmalum.
(3) 'omup nokaytu.
(4) Noonil 'aa'alviqus.
(5) Wunaalupil paa'iqus.
(6) 'omomum samsakutum notaanami.
(7) Wunaalumpum 'awaalum.
(8) Pitcooup wanicha 'alaxwush.
(9) Pokuungupil 'ehengmayumi kwa'qus.
(10) Hengeemal nawitmal wehmil 'owo'aqus.

TEXT 5--A LETTER

Vocabulary

'alkatrasngay	from Alcatraz	chiwi	win
<u>lulilish</u>	prison	champeetum	our younger brother
cho'onum 'ataaxum	all the Indians	champiitum	our younger sisters
momyam	white people	kiikatum	babies
ngeengi	left	paaxwichat	earrings
'iva	here	qenxat	necklaces
qalkutum	are going to live	cheeyat	feathered headdress
molli	remember	chamnootki	our chief
champiiwim	our forefathers	'ayalkawut	wise, smart
chaamchapo chamnechivotamaan		po'eekup	it is finished
we will be able to buy			

A letter from Alcatraz

This is a letter to Carlos Chavez from his son Manuel, who has gone to Alcatraz Island to live with other Indians. In his letter, Manuel describes some of the activities taking place in the former federal prison, now the home of all the Indians.

Nona Karlos Chaves,

Noon naawiq 'alkatrasngay. 'alkatras qay lulilish pitoo pi cho'onum 'ataaxum pomki. Momyam ngeengi pi 'ataaxum 'iva pitoo qalkutum. Chaam molliwun champiiwimi pi pitoo chiwikutum. Waxaam champaasum champeetum pi chamqueesum champiitum 'ovo'aqu pi kwaavichuqus kiikatumi. Sungsngalummil toonavqus pi lo'xaqus taanat, pi ya'aychummil lo'xaqus paaxwichat, qenxat, pi cheeyat, pi momyam samsakutum pa pi chaam chamnechivotamaan naachaxanngay. Chamnootki 'ayalkawut pi chaam qay #owoo'wun. Noguun looviq. Po'eekup, nona.

'okaamay Manwel.

LESSON 20--STILL MORE ABOUT POSSESSIVES

Grammar

In Lesson 14, you saw that the endings [cha sh la l ta t] were dropped from nouns used with a possessive. For example:

kicha	house	noki	my house
taanat	blanket	notaana	my blanket
tungla	name	notung	my name

There are nouns which not only drop their ending, but also add another one: [ki]. For example, the word for 'river' is [waniicha], but the word for 'my river' is [nowaniiki]. These nouns generally name something which you do not ordinarily possess--like a river, the moon, or sand. Below is a list of such words used without a possessive and with a possessive.

Vocabulary

moya	moon	nomoyki	my moon
'exval	sand	no'evaki	my sand
tuviicha	cloud	notuviki	my cloud
kawiicha	hill	nokawiiki	my hill
temet	sun	notemeki	my sun
palvunla	valley	nopalvunki	my valley
moomat	ocean	nomoomki	my ocean
to'xat	(red) clay	noto'xaki	my clay

Exercise A

Translate the following English items into Indian.

- | | | |
|--------------------------|----------------|-----------------|
| (1) your (plural) rivers | (4) her valley | (7) their ocean |
| (2) our moon | (5) my cloud | (8) Juan's sand |
| (3) Ramona's hill | (6) your sun | (9) my clay |

Exercise B

For each of the following nouns used with a possessive, give the form without a possessive.

- | | | |
|-----------------|---------------|--------------|
| (1) chamwaniiki | (4) pomtemeki | (7) notuviki |
| (2) nomovki | (5) notemeki | (8) notuviki |

Grammar

In English you can use the possessives my, your, his, her, its, our, and their with any noun, from a house to a hill to a dog. You already know how to translate expressions like my house and my hill: in Indian these are [noki] and [nokawiki]. But to show that the noun that's possessed is a bird, an animal, or an insect--in translating 'my dog', for example--you use a special word consisting of a possessive plus ['aash] before the Indian name of the animal you're talking about:

[**POSSESSIVE**] + [**'aash**] [**ANIMAL NAME**]

Thus [no'aash 'awaal] means 'my dog'; [po'aash tishmal] means 'his hummingbird'; and [cham'aash ku'aal] means 'our fly'.

Exercise C

Translate into Indian.

- | | |
|-------------------------|-----------------|
| (1) your (plural) eagle | (4) your turtle |
| (2) their owl | (5) our bird |
| (3) her buzzard | (6) his dog |

Grammar

To translate expressions like Juan's dog or their mother's hummingbird, just say first the name of the person who owns the animal, then [po'aash], then the name of the animal. Thus 'Juan's dog' is [Xwaan po'aash 'awaal] and 'their mother's hummingbird' is [pomyo po'aash tishmal].

If there is more than one person who owns the animal you're talking about, use the form [pom'aash] instead of [po'aash]. Thus [nokaytum pom'aash paa'ilala] means 'my enemies' turtle'; [Xwaan pi Mariya pom'aash 'awaal] means 'Juan and Maria's dog'.

Exercise D

Translate.

- | | |
|----------------------------------|--------------------------------|
| (1) your (plural) father's eagle | (3) Maria and Ramona's buzzard |
| (2) Juanita's fly | (4) her sons' owl |

Grammar

In a conversation, it's not always necessary to repeat the name of the animal you're talking about every time you mention it. If the person you're talking with knows you're speaking about Juan's dog, you can call it simply [Xwaan po'aash]. When you say this, the other person knows you're referring to some animal of Juan's, and if you've mentioned already that this animal is a dog, you don't have to repeat this information. Just remember to say the animal's name if you think your listener may misunderstand you or get confused.

Exercise E

Translate the following sentences. Then pretend each one is part of a conversation you are having with a friend, and translate it another way by leaving out the animal name.

- | | |
|--------------------------------------|----------------------------|
| (1) Juan's owl is not an eagle. | (4) Our fly is good. |
| (2) My mother's buzzard is fighting. | (5) Jose's dog is barking. |
| (3) Their enemy's bear is growling. | |

Answers

Exercise A

- | | | |
|-----------------------|----------------|----------------------|
| (1) 'omwaniikim | (4) popalvunki | (7) pommoomki |
| (2) chammoyki | (5) notuviki | (8) Xwaan po'evxvaki |
| (3) Ramoona pokawiiki | (6) 'otemeki | (9) noto'xaki |

Exercise B

- | | | |
|--------------|--------------|--------------|
| (1) waniicha | (4) temet | (7) tuviicha |
| (2) moyla | (5) palvunla | (8) moomat |
| (3) 'exval | (6) to'xat | (9) kawiicha |

Exercise C

- | | |
|-----------------------|-------------------------|
| (1) 'om'aash 'awut | (4) 'o'aash paa'ilila |
| (2) pom'aash muuta | (5) cham'aash 'ehengmay |
| (3) po'aash 'alaawaka | (6) po'aash 'awaal |

Exercise D

- | | |
|----------------------------|---|
| (1) 'omna po'aash 'awut | (3) Mariya pi Ramoona pom'aash
'alaawaka |
| (2) Xwanita po'aash ku'aal | (4) pokaamayum pom'aash muuta |

Exercise E

- (1) Xwaan po'aash muuta qay 'aswut.
Xwaan po'aash qay 'aswut.
- (2) Noyo po'aash 'alaawaka neqpiq.
Noyo po'aash neqpiq.
- (3) Pomkaytu po'aash hunwut xaariq.
Pomkaytu po'aash xaariq.
- (4) Cham'aash ku'aal poloov.
Cham'aash poloov.
- (5) Xosee po'aash 'awaal wa'i
Xosee po'aash wa'iq.

LESSON 21--MORE STILL ABOUT POSSESSIVES

Vocabulary

tavalalakamay	bat	<u>s</u> aasangla	yellowjacket
'ano	coyote	tapashmal	mouse
tukwut	mountain lion	toosaxit	rabbit

Exercise A

Translate into Luiseño.

- | | | |
|-------------------------|----------------|--------------------------|
| (1) my bat | (5) your mouse | (8) those mountain lions |
| (2) our coyote | (6) the bats | (9) yellowjackets |
| (3) their mountain lion | (7) coyotes | (10) mice |
| (4) his yellowjacket | | |

Grammar

You already have learned how to refer to one animal which somebody owns, by saying a possessive, then ['aash], then the name of the animal. If you're speaking of more than one animal, however, you must use the plural form of ['aash], which is ['aachum].

POSSESSIVE + 'aachum PLURAL ANIMAL NAME

Thus, for instance, [chamma po'aachum 'alaawakam] means 'our father's buzzards' and ['om'aachum tapashmalum] means 'your (plural) mice'. Remember to use the plural forms [no'aachum], ['o'aachum], [po'aachum], etc. and a plural animal name when you are talking about more than one animal.

Exercise B

Translate.

- | | |
|--|---------------------------------|
| (1) your dogs | (6) her enemy's coyotes |
| (2) my older brother's flies | (7) your (plural) yellowjackets |
| (3) Juan's turtles | (8) their father's mice |
| (4) Maria's daughter's hummingbirds | (9) his mountain lions |
| (5) his wife's older sisters' buzzards | (10) our bats |

Grammar

The forms you have just learned may be used in sentences like these:

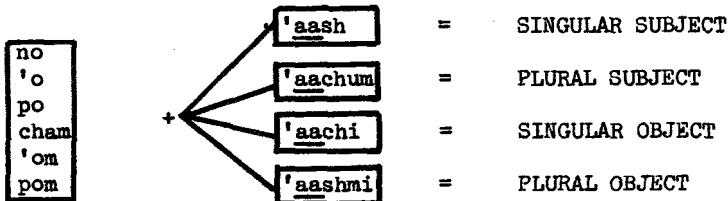
Xwaanup po'aash 'awaal poloov. 'Juan's dog is good.'
Cham'aachum paa'ilam paa'iwun. 'Our turtles are drinking.'

[Xwaan po'aash 'awaal] and [cham'aachum paa'ilam] are, as you know, the subjects of these two sentences. But suppose you want to use the phrases 'Juan's dog' and 'our turtles' as the objects in sentences like these:

'He sees Juan's dog.'
'Maria is tickling our turtles.'

To translate these sentences into Indian, you have to use the object forms of [no'aash] or [no'aachum], etc., and of the animal name as well.

You learned how to say the object forms of the animal names in Lesson 11. The object form of ['aash] is ['aachi] (singular) and the object form of ['aachum] is ['aashmi] (plural). These forms are all used with a possessive, as shown in the following chart.



Now you should be able to translate into Indian the two English sentences given above:

Wunaalup toowq Xwaan po'aachi 'awaali. 'He sees Juan's dog.'
Mariya chaqalaqiq cham'aashmi paa'ilami. 'Maria is tickling our turtles.'

Exercise C

Give the object forms of the following Indian expressions.

- | | |
|----------------------------|------------------------|
| (1) 'om'aash tavalalakamay | (4) no'aachum 'awaalum |
| (2) cham'aachum tishmalum | (5) 'o'aachum muutam |
| (3) pom'aash gaa'sangla | (6) po'aash toosaxit |

Exercise D

Translate these sentences into Indian.

- (1) My enemy is kicking our dogs.
- (2) Ramona was taking care of Maria's mouse.
- (3) The flies are following Juan's hummingbird.
- (4) My mother's eagles are fighting the mountain lion.
- (5) Do you see my older sister's turtle?
- (6) Their father was feeding his birds.

Exercise E

Translate the following sentences. Then translate each one another way by leaving out the animal names, as explained in Lesson 20.

- (1) Juan is taking care of his dog.
- (2) Maria and Ramona's rabbit was drinking.
- (3) My father's eagles are good.
- (4) Jose is looking at his older brother's birds.

Answers

Exercise A

- | | | |
|---------------------------|-----------------------|-----------------------|
| (1) no'aash tavalalakamay | (5) 'o'aash tapashmal | (8) wunaalum tukwutum |
| (2) cham'aash ano | (6) tavalalakamayum | (9) saasanglam |
| (3) pom'aash tukwut | (7) 'anom | (10) tapashmalum |
| (4) po'aash saasangla | | |

Exercise B

- | | |
|---|----------------------------------|
| (1) 'o'aachum 'awaalum | (6) pokaytu po'aachum 'anom |
| (2) nopaas'as po'aachum ku'aalum | (7) 'om'aachum saasanglam |
| (3) Xwaan po'aachum paa'ilam | (8) pomna po'aachum tapashmalum |
| (4) Mariya poswaamey po'aachum
tishmalum | (9) po'aachum tukwutum |
| (5) popeew poqeesum pom'aachum 'alaawakam | (10) cham'aachum tavalalakamayum |

Exercise C

- | | |
|------------------------------|-------------------------|
| (1) 'om'aachi tavalalakamayi | (4) no'aashmi 'awaalumi |
| (2) cham'aashmi tishmalumi | (5) 'o'aashmi muutami |
| (3) pom'aachi saasanglay | (6) po'aachi toosaxiti |

Exercise D

- (1) Cham'aashmi 'awaalumi 'ariq nokaytu.
- (2) Ramoona kwaavichuquš Mariya po'aachi tapashmali.
- (3) Xwaan po'aachi tishmali ku'aalum noonomiwun.
- (4) Noyo po'aachum 'awutum tukwuti neipiwin.
- (5) 'om šu toowq noqee'is po'aachi paa'ilay?
- (6) Ponna moyooniquš po'aashmi 'ehengmayumi.

Note: Any allowable word order (see Lesson 16) is acceptable for these sentences.

Exercise E

- (1) Xwaan kwaavichuq po'aachi 'awaali.
Xwaan kwaavichuq po'aachi.
- (2) Mariya pi Ramoona pom'aash toošaxit paa'iqus.
Mariya pi Ramoona pom'aash paa'iqus.
- (3) Nona po'aachum 'awutum poplovum.
Nona po'aachum poplovum.
- (4) Xosee toowq popas'aš po'aashmi 'ehengmayumi.
Xosee toowq popas'aš po'aashmi.

LESSON 22---ANOTHER FUTURE

Vocabulary

'awoy <u>tawpush</u>	next year	<u>ngee</u>	leave
kichu	build a house	<u>pati</u>	shoot (with gun)
hati'a	go	' <u>cho'van</u>	believe
<u>mikinga</u>	sometime	<u>waxa</u>	become dry

Grammar

In English there are two ways of putting verbs into the future; for example, both Juan is going to eat and Juan will eat refer to a future act of eating. In Indian there are also two ways of putting verbs into the future. You have learned one way:

Xwaan naachaxanlut. 'Juan is going to eat.'

We will call this form of the future the [lut] future. The other way of putting verbs into the future is by adding [an] to the verb:

Xwaanpo naachaxanan. 'Juan will eat.'

We will call this form of the future the [an] future. Notice that the translations of the two future forms differ.

Exercise A

Translate the following Indian sentences into English, using the correct English translations for the future.

- | | |
|---------------------------------------|---|
| (1) Xwaanup <u>naachaxanlut</u> . | (4) Mariya ' <u>oho'vanlut</u> . |
| (2) Xwaanpo <u>naachaxanan</u> . | (5) Xwaanpo ' <u>oho'vanan</u> . |
| (3) Ramoona <u>tukmal toonavlut</u> . | (6) Xoseepeo <u>tukmal toonavan mikinga</u> . |

Grammar

You probably noticed that in all the sentences with the [an] future the particle [po] was added after the first element of the sentence. [po] is the [an] future particle and is used only with the [an] future, never with the [lut] future. Like all the particles that you have learned, [po] is attached to the first element in the sentence.

FIRST ELEMENT + PARTICLE REST OF SENTENCE

Wiwish po Xwaan naachaxanan. 'Juan will eat wiwish.'

In the [an] future, you should use [po], but it is not absolutely required that you do so. Sentences with [po], such as:

Xwaanpo naachaxanan. 'Juan will eat.'

sound more Indian than the corresponding sentences without [po], but the sentences without [po] are not really wrong.

Exercise B

Translate each of the following sentences into Indian twice or more, using different word orders. Use [po] in all the translations.

- | | |
|---------------------------------------|--|
| (1) The bear will eat my turtle. | (3) The woman will dance next year. |
| (2) Juan will believe Maria tomorrow. | (4) His older sister will cook a turtle. |

Grammar

The [an] future is formed by adding the future ending to the verb. For example:

VERB + FUTURE ENDING = FUTURE VERB

wukala + an = wukalaan	will walk
'oho'van + an = 'oho'venan	will believe

But the ending may change depending on the final sound of the verb. If the verb ends in a vowel other than [a], you add only [n] to the verb.

VERB + FUTURE ENDING = FUTURE VERB

'aamo + n = 'aamon	will hunt
pati + n = patin	will shoot

Exercise C

Translate the following English sentences into Indian.

- | | |
|--|------------------------------------|
| (1) Maria will shoot my turtle. | (5) Ramona is going to laugh. |
| (2) Sometime Jose will leave. | (6) The bear will hunt tomorrow. |
| (3) Juan will build a house next year. | (7) The blanket will become dirty. |
| (4) He will go. | |

AnswersExercise A

- | | |
|---------------------------------------|---------------------------------------|
| (1) Juan is going to eat. | (4) Maria is going to believe. |
| (2) Juan will eat. | (5) Juan will believe. |
| (3) Ramona is going to make a basket. | (6) Jose will make a basket sometime. |

Exercise B

- | | |
|---|--|
| (1) Hunwutpo naachaxanan no'aachi paa'ilay.
No'aachi paa'ilaypo hunwut naachaxanan. | (3) Sungaalpo pellaan 'awoy tawpush.
'awoy tawpushpo pellaan sungaal. |
| (2) Xwaanpo Mariyay 'oho'venan 'exngay.
'exngaypo Xwaan Mariyay 'oho'venan.
Mariyaypo Xwaan 'oho'venan 'exngay. | (4) Pogee'ispo lo'xaan paa'ilay.
Paa'ilaypo pogee'is lo'xaan |

Exercise C

- | | |
|---------------------------------------|------------------------------|
| (1) Mariyapo patin no'aachi paa'ilay. | (5) Ramoonaup tooyaxlut. |
| (2) Mikingapo Xosee ngeen. | (6) Hunwutpo 'aamon 'exngay. |
| (3) Xwaanpo 'awoy tawpush kichun. | (7) Taanat waxaan. |
| (4) Wunaalpo hati'aan. | |

LESSON 23--MORE PARTICLE COMBINATIONS

Vocabulary

<u>huni'i</u>	show	<u>palik</u>	really
<u>loovi</u>	be good	<u>tuvyung<i>i</i></u>	ask
<u>paala</u>	water		

Grammar

In Lesson 22 you learned to use the [an] future particle [po], as in
Xwaanpo ney tuvyungin. 'Juan will ask me.'

When you use the [po], you also use the subject particles that you learned in Lesson 17. The two particles together form a combination like the particle combination you learned for verbs in the past.

FIRST ELEMENT + PARTICLE COMBINATION REST OF SENTENCE

SUBJECT + FUTURE PARTICLE PARTICLE

Here are some examples:

Noonupo Xwaani tuvyungin. 'I will ask Juan.'
Chaamchapo Xwaani tuvyungin. 'We will ask Juan.'

Of course, you remember that the first element of the sentence is not necessarily the subject; these variants of the three sentences given above are also possible:

Neypo Xwaan tuvyungin. 'Juan will ask me.'
Xwaaninupo noo tuvyungin. 'I will ask Juan.'
Xwaanichapo chaam tuvyungin. 'We will ask Juan.'

Exercise A

Change the sentences below to the [an] future. Give each sentence with two different word orders. Be sure to place the particle combinations correctly.

- | | |
|--------------------------------------|----------------------------------|
| (1) <u>Chaam Xwaani tuvyungiwun.</u> | (4) <u>Chaam 'oy neqpiwun.</u> |
| (2) <u>Noo Xoseey patiq.</u> | (5) <u>Noo wunaali moyooniq.</u> |
| (3) <u>Mariya chaami kwaavichuq.</u> | (6) <u>'ivi qay looviq.</u> |

Grammar

When the subject particle and the [an] future particle are put together to form a particle combination, the resulting combination is not always exactly what you would expect. The table below sums up the particle combinations for the [an] future.

SUBJECT	PARTICLE COMBINATION	SUBJECT	PARTICLE COMBINATION
<u>noo</u>	<u>nupo</u>	<u>chaam</u>	<u>chapo</u>
'om wunaal singular noun	po	'omom wunaalum plural noun	mo

Here are some further examples:

Wunaalpo Xwaani tuvyungin. 'He will ask Juan.'
Wunaalummo Xwaani tuvyungin. 'They will ask Juan.'

You will notice by comparing the verbs in these last two sentences that the ending for the verb in the [an] future is the same for plural subjects as it is for singular subjects: [tuvyung*i* + n]. Every verb in the [an] future has identical singular and plural forms.

Singular

Noonupo kichun.
'I will build a house.'

'ompo ney 'oho'vanan.
'You will believe me.'

Xwaanpo hunwuti patin.
'Juan will shoot a bear.'

Plural

Chaamchapo kichun.
'We will build a house.'

'omommo ney 'oho'vanan.
'you will believe me.'

Xwaan Xoseey wehmo hunwuti patin.
'Juan and Jose will both shoot a bear.'

Exercise B

Make the subjects plural in the sentences below.

- | | |
|-------------------------------------|---|
| (1) <u>'oypo tuvyungin pokaytu.</u> | (4) <u>'ompo po'aachi 'awaali moyoonin.</u> |
| (2) <u>Noonupo 'aswuti patin.</u> | (5) <u>Mikingapo wunaal kichun.</u> |
| (3) <u>'ompo ngeen 'exngay.</u> | |

Exercise C

Translate the following sentences into Indian.

- | | |
|---|--------------------------------------|
| (1) Both Maria and Juan will build a house. | (5) The water is really good today. |
| (2) The dogs will eat the rabbit. | (6) The teacher will show the boys. |
| (3) We are not going to read. | (7) They will ask the teacher. |
| (4) These girls do not know the orphan. | (8) The girls will help the teacher. |

AnswersExercise A

- | | |
|----------------------------------|---|
| (1) Chaamchapo Xwaani tuvyungin. | (4) Chaamchapo 'oy neqpin.
'oychapoo chaam neqpin. |
| (2) Noonupo Xoseey patin. | (5) Noonupo wunaali moyoonin. |
| Xoseeynupo noo patin. | Wunaalinupo noo moyoonin. |
| (3) Mariyapo chaami kwaavichun. | (6) 'ivipo qay loovin.
Qaypo 'ivi loovin. |

Exercise B

- | | |
|-------------------------------|--|
| (1) 'oymo tuvyungin pokaytum. | (4) 'omommo po'aachi 'awaali moyoonin. |
| (2) Chaamchapo 'aswuti patin. | (5) Mikingamo wunaalum kichun. |
| (3) 'omommo ngeen 'exngay. | |

Exercise C

- | | |
|--|------------------------------------|
| (1) Mariya Xwaan wehmo kichun. | (5) Pitooup paala palik poloov. |
| (2) 'awaalummo too/saxiti naachaxanan. | (6) Huu'unikatpo henge'malumi huni |
| (3) Chaamcha qay noolikutum. | (7) Wunaalummo huu'unikati tuvyung |
| (4) 'ahiichuyump qay 'ayaliwun 'ivim | (8) Huu'unikatimo nanatmalum maama |
| nanatmalum. | |

TEXT 6--READINGVocabulary

'aamokat	hunter	moyooniwichu	want to feed
yawa'na	caught	wehchumi	two (object)
tukva	that night	paawngi	fetch water!
pokiyam	his family	na'	to burn
kochish	roast	nooup no/sallax	I hate
yaa	said	'anaa'a	burnt
hakmawish	hungry		

Toosaxit Kochish

Juanita's father went hunting and caught two rabbits. While her family was eating dinner, Juanita said she didn't want to feed her brother Jorge. Ramona, Juanita's sister, offered to feed him if Juanita would help their mother. Their mother told Juanita to get some water because the wiwish was burning.

Xwanita pona 'aamoqus. Wunaal 'aamokat poloov pi wehchumi too/saxitumi yawa'na. Tukva pokiyam naachaxanqu too/saxiti kochish.

Xwanita pi poqee'is Ramoona naachaxanqu. Pomyo yaa, "Xwanita, opeet Xorxe hakmawish. Mikinga su 'om poy moyoonilut?"

Xwanita yaa, "Noon qay poy moyoonivichuq."

"Noonupo Xorxey moyoonin, Xwanita, pi 'ompo maamayun chamoyoi," yaa Ramoona.

Pomyo yaa, "Paawngi, Xwanita, nowiiw na'q!"

Pomna yaa, "Nooup no/sallax wiiwish 'anaa'a."

LESSON 24--LOCATION ENDINGS

Vocabulary

'engla	salt	muuvil	nose
kup	sleep	<u>se'i</u>	shoot (with bow and arrow)
kwila	oak tree	woti	hit (with long object)
monqus	was going	xechi	hit (with hand or round object)
neexish	gourd	wukalaym	walked away
wita	stand		
wita'a	stop, stand up		
wuko''ya	came		

Grammar

You learned in Lesson 14 that nouns without possessives usually have endings like [cha], [sh], [la], [l], [ta], or [t]. When a possessive is attached, the ending is left off. The word for 'arrow' is [huula]; but if the possessive [no] 'my' is used, the [la] ending does not appear: [nohuu] 'my arrow'.

Exercise A

Translate the following pairs of expressions.

- | | |
|------------------------|--------------------------|
| (1) flute, my flute | (4) blanket, his blanket |
| (2) salt, our salt | (5) nose, your nose |
| (3) story, their story | |

Grammar

Luiseno has a set of LOCATION ENDINGS that go onto nouns or pronouns. They stand for English words like to, at, on, in, by, from, or with. They are called location endings because nearly all of them tell you about location.

The Indian for 'his house' is [poki]. The location ending [yk] means 'to' or 'into'. So to say 'to his house' you use the word [pokiyk]. The Indian for 'The man was going to his house' is thus:

Ya'ash pokiyk monqus.

After a consonant, the [yk] location ending is written as [ik]. So 'to the valley' is [palvunik]:

Ya'ash palvunik monqus. 'The man was going to the valley.'

Note that the location ending [ik] has taken the place of the ending [la] in [palvunla]. Location endings take the place of the endings [cha], [sh], [la], [l], [ta], and [t].

Exercise B

Translate into Indian the underlined parts of the sentences below.

- | | |
|--------------------------------------|---|
| (1) Maria went <u>to her house</u> . | (3) The bear walked <u>to the water</u> . |
| (2) I fell <u>into the valley</u> . | (4) Juan walked <u>to the oak tree</u> . |

Grammar

The ending [nga] can mean 'at', 'in', 'on', or 'by'. You can usually tell from the sense which English word [nga] stands for. Thus

Huu'unikat pokingga.

can mean 'The teacher is in his house' or 'The teacher is at his house' or just 'The teacher is at home.' The sentence

Huu'unikat toonga wiitaaq.

usually means 'The teacher is standing by the rock' or 'The teacher is standing on the rock.' But [toonga] is not likely to mean 'in the rock' since rocks are almost never hollow.

The location ending [ngay] means 'from':

Noo waniingay wuko''ya. 'I came from the river.'

One last location ending, [tal], doesn't really tell about location. Instead it tells what something is done with. So it means roughly 'with' or sometimes 'by means of'. The word for 'arrow' is [huula]. [Huutal] means 'with an arrow'. So the Indian for 'I'm shooting him with an arrow' is this:

Huutal poy noo se'iq.

One special thing you must learn about [tal] is that it often becomes [chal] after an [i]. 'My bow' is [nokutapi] but 'with my bow' is [nokutapichal].

Exercise C

Translate into Indian the underlined parts of the sentences below.

- | | |
|--|---|
| (1) The hummingbird stopped
<u>by the oak tree.</u> | (3) A mountain lion is walking
away <u>from the water.</u> |
| (2) Juan hit me <u>with his bow.</u> | (4) My wife is <u>in your</u> (plural) <u>h</u> |

Grammar

Location endings take the place of plural endings on a noun. So this sentence:

Noo kiyk monqus.

may mean either 'I was going to the house' or 'I was going to the houses.'

Here is a table showing the set of location endings for [toota]:

<u>toota</u>	rock
<u>tooyk</u>	to the rock(s)
<u>toonga</u>	by the rock(s)
<u>toongay</u>	from the rock(s)
<u>tootal</u>	with the rock(s)

Exercise D

Draw a table for the location endings for [kutapish] 'bow' just like the one for [toota] above.

Exercise E

Translate these sentences into English.

- (1) Noon poy kulaawutal wotiq.
- (2) 'om palvunik monqus.
- (3) Chaam neexish paatal muuyiquq.
- (4) Xwaan Kuupanga 'aw'q.
- (5) Ya'aychum heelaxkutum palvunnga.
- (6) Wunaalum kwiiyk monqus.
- (7) Noo paangay wukalaym.
- (8) 'om poy xechiq neexichal.
- (9) Nokaamayum kawlinga 'aamon 'avoy tawpush.
- (10) Wunaalumpum nokinga kupwun.

Exercise F

Translate these sentences into Indian.

- (1) He was going to my house.
- (2) We are going to sing at Pala.
- (3) They were shooting with my arrows.
- (4) Jose walked away from the rock.
- (5) Juan will hunt with your bow.
- (6) The teacher was going to the ocean.
- (7) In the valley a woman is making baskets.
- (8) He is hitting him with a stick.
- (9) I am building a house with rocks.
- (10) Juan will eat wiwish at Maria's house.

Answers

Exercise A

- | | |
|--|------------------------------------|
| (1) <u>wiirulash</u> , <u>nowiirula</u> | (4) <u>taanat</u> , <u>potaana</u> |
| (2) <u>'engla</u> , <u>cham'eng</u> | (5) <u>muuvil</u> , <u>'omuuvi</u> |
| (3) <u>'aa'alvish</u> , <u>pom'aa'alvi</u> | |

Exercise B

- | | |
|---------------------|-------------------|
| (1) <u>pokiyk</u> | (3) <u>paayk</u> |
| (2) <u>palvunik</u> | (4) <u>kwiyyk</u> |

Exercise C

- | | |
|-------------------------|---------------------|
| (1) <u>kwinga</u> | (3) <u>paangay</u> |
| (2) <u>pokutapichal</u> | (4) <u>'omkinga</u> |

Exercise D

<u>kutapish</u>	bow
<u>kutapiyk</u>	to the bow(s)
<u>kutapinga</u>	by the bow(s)
<u>kutapingay</u>	from the bow(s)
<u>kutapichal</u>	with the bow(s)

Exercise E

The nouns with location endings can be translated as either singular or plural nouns.

- (1) I am hitting him with a stick.
- (2) You were going to the valley.
- (3) We were filling the gourd with water.
- (4) Juan is at Cupa.
- (5) The men are going to sing in the valley.
- (6) They were going to the oak trees.
- (7) I walked away from the water.
- (8) You are hitting him with the gourd.
- (9) My sons will hunt in the hills next year.
- (10) They are sleeping at my house.

Exercise F

- (1) Wunaal nokiyk monqus.
- (2) Chaam Paalanga heelaxkutum.
- (3) Wunsaalummil nohuutal se'iqu.
- (4) Xosee toongay wukalaym.
- (5) Xwaanpo 'okutapichal 'aamon.
- (6) Huu'unikat moomayk monqus.
- (7) Palvunnga fungaal toonavq.
- (8) Wunaal poy kulaawutal wotiq.
- (9) Noon tootal kichuq.
- (10) Xwaanpo wiwish naachaxanan Mariya pokinga.

LESSON 25--MORE ABOUT LOCATION ENDINGS

Vocabulary

'oovyax gave wukal'ya walked

Grammar

The three examples below are formed by adding location endings to the noun [kicha] 'house':

kiyk 'to the house' kingay 'from the house' kinga 'in the house'

The ending [yk], remember, means 'to', 'for', or 'into'. The ending [ngay] means 'from', and the ending [nga] means 'in', 'at', or 'by'. All the examples you have been given up to this point have been of location endings on nouns. When location endings are added to pronouns, the endings are somewhat different.

Here are the location endings for location pronouns:

yk	to, for, into
ongay	from
oto	in, at, by

Notice that while the ending [yk] is the same for pronouns and nouns, [ongay] (not [ngay]) and [oto] (not [nga]) are used with pronouns.

When followed by location endings, pronouns have these special forms:

SINGULAR	PLURAL
no me	<u>chaam</u> us
'o you (singular)	'oom you (plural)
pø him, her, it	poom them

Here are examples with [ongay]:

no + ongay = <u>noongay</u>	from me
'o + ongay = ' <u>oongay</u>	from you (singular)
pø + ongay = <u>poongay</u>	from him, her, it
<u>chaam</u> + ongay = <u>chaamongay</u>	from us
'oom + ongay = ' <u>oomongay</u>	from you (plural)
<u>poom</u> + ongay = <u>poomongay</u>	from them

Below are examples with [yk]. Remember that [yk] is written as [ik] after a consonant. Notice that the first form below, [neyk] 'to me' or 'for me', is a little different than you would expect.

no +	yk =	neyk	to me
'o +	yk =	'oyk	to you (singular)
po +	yk =	poyk	to him, her, it
chaam +	yk =	chaamik	to us
'oom +	yk =	'oomik	to you (plural)
poom +	yk =	poomik	to them

Exercise A

Translate the following into Indian.

- | | | |
|--------------|----------------|-----------------------|
| (1) for them | (3) by the bow | (5) from the rock |
| (2) from us | (4) to me | (6) from you (plural) |

Grammar

You saw that the location ending [oto] is used (rather than [nga]) with pronouns. 'By me', for example, is expressed as [nooto]. The ending [oto] can mean not only 'by', 'in', or 'at', but also 'together with'. So, 'together with you (singular)' is ['ooto], and 'together with us' is [chaamoto].

The following table summarizes the combinations discussed above:

	to, into, for	from	in, at, by, together with
me	neyk	noongay	nooto
you (singular)	'oyk	'oongay	'ooto
him, her, it	poyk	poongay	pooto
us	chaamik	chaamongay	chaamoto
you (plural)	'oomik	'oomongay	'oomoto
them	poomik	poomongay	poomoto

Exercise B

Translate these expressions into Luiseño.

- | | | |
|-------------|-----------------------------------|-------------|
| (1) by him | (3) from me | (5) to you |
| (2) from us | (4) together with
you (plural) | (6) by them |

Grammar

In Lesson 11 you saw that speakers of Luiseño treat nouns referring to human beings or animals differently from other nouns. Nouns referring to people or animals have [y] or [i] added when they are OBJECTS. No other simple nouns take the [i] ending consistently.

Nouns referring to people or animals are different in another important way. You can't add location endings onto them. Instead you have to put the location ending on a pronoun that follows the noun. The pronoun is always [po] if the noun is singular. If the noun is plural, the pronoun is always [poom].

Thus you can say:

Noo monqus kiyk. 'I was going to the house(s).'

but for 'I was going up to the bear' you must say:

Noo monqus hunwut poyk.

and for 'I was going up to the bears':

Noo monqus hunwutum poomik.

Here are some further examples:

Noo wukalaym hunwut poongay. 'I walked away from the bear.'

Noo wukalaym hunwutum poomongay. 'I walked away from the bears.'

Xwaan monqus ya'ash pooto. 'Juan was going together with the man.'

Xwaan monqus ya'aychum poomoto. 'Juan was going together with the men.'

Exercise C

Translate these sentences into English.

- (1) Ya'ash chaamongay wukalaym.
- (2) Mariya huu'unikat poyk monqus.
- (3) 'ano tukwut poongay 'elelaq.
- (4) Hex su wukalaq chaamik?
- (5) Karlos ya'aychum poomoto wukalaym.
- (6) Pancho heelaq popeew poyk.
- (7) Noo wukal'ya nokasayum poomik.
- (8) Nawitmal neyk 'elelaq.
- (9) Kosee po'aachum paa'ilam 'elelaan noswaamayum poomongay.
- (10) Sungaal 'oovyxax tukmal Xwanita poyk.

Exercise D

Say the following sentences in Indian.

- (1) He was going by us.
- (2) The boy walked away from the dog.
- (3) We are singing for our mother.
- (4) The bear is crawling away from the men.
- (5) Jose gave the wiwish to the girls.
- (6) Who gave the food to you (plural)?
- (7) Carlos walked by me.
- (8) Juan will walk up to the bears.
- (9) Maria is going to dance for the teacher.
- (10) They walked away from the girls.

Answers

Exercise A

- | | | |
|-----------------------|----------------------|----------------------|
| (1) <u>poomik</u> | (3) <u>kutapinga</u> | (5) <u>toongay</u> |
| (2) <u>chaamongay</u> | (4) <u>neyk</u> | (6) <u>'oomongay</u> |

Exercise B

- | | | |
|-----------------------|--------------------|--------------------|
| (1) <u>pooto</u> | (3) <u>noongay</u> | (5) <u>'oyk</u> |
| (2) <u>chaamongay</u> | (4) <u>'oomoto</u> | (6) <u>poomoto</u> |

Exercise C

- (1) The man walked away from us.
- (2) Maria was going to the teacher.
- (3) The coyote is crawling away from the mountain lion.
- (4) Who is walking up to us?
- (5) Carlos walked by the men.
- (6) Pancho is singing for his wife.
- (7) I walked up to my sons.
- (8) A girl is crawling towards me.
- (9) Jose's turtles are crawling away from my daughters.
- (10) The woman gave the basket to Juanita.

Exercise D

- (1) Wunaal chaamoto monqus.
- (2) Hengeemal 'awaal poongay wukalaym.
- (3) Chaam chamyo poyk heelaan.
- (4) Hunwut ya'aychum poomongay 'elelaq.
- (5) Xosee wiwish nanatmalum poomik 'oovyax.
- (6) Hax su naachaxanish 'oomik 'oovyax?
- (7) Karlos nooto wukalaym.
- (8) Kwaanpo wukalaan hunwutum poomik.
- (9) Mariya huu'unikat poyk pellaxlut.

LESSON 26--STILL MORE QUESTIONS

Vocabulary

<u>tila'a</u>	speak, talk	<u>peyeevmal</u>	basket
<u>kish</u>	house (object)	<u>ma'ma</u>	like, want
<u>nechi</u>	pay	<u>pokwa</u>	run
<u>chungi</u>	kiss	<u>maaxish</u>	acorn flour
<u>noot</u>	chief	<u>monaa</u>	go, come, walk

Grammar

The verb [monaa] is irregular. When used to describe actions occurring at the present time, [monaa] has no ending. (Other verbs take the ending [q], [wun], or [an] in the present tense.) It can be used with either singular or plural subjects with no difference in form. When the subject is singular, [monaa] can mean 'is going', 'is coming', or 'is walking'. When the subject is plural, it can mean 'are going', 'are coming', or 'are walking'.

Exercise A

Translate into Luiseño.

- | | |
|----------------------------|--------------------------|
| (1) The girl is walking. | (3) The chief is coming. |
| (2) The girls are walking. | (4) The boys are going. |

Grammar

In Lessons 10 and 11, you learned that subjects and objects have different forms. For example, when 'boy' is the subject of the verb, its form is [hengeemal]; when it is the object of the verb, its form is [hengeemali]:

Hengeemal 'ariq nawitmali. 'The boy is kicking the girl.'
Nawitmal 'ariq hengeemali. 'The girl is kicking the boy.'

The words [hax] 'who?' and [hicha] 'what?' also have different forms when they are used as the objects of verbs. The object form of [hax] is ['axiyi]; the object form of [hicha] is [hish]. By using these words, you can ask such questions as these:

Nawitmal šu 'axiyi 'ariq? 'Who is the girl kicking?'
'om šu hish samselut? 'What are you going to buy?'

The plural of ['axiyil] is ['aximil] ([axim] plus [i]); the plural of [hish] is [hish]. Use the plural object forms when you know that more than one person or thing is involved.

Exercise B

Turn these sentences into Indian questions using the correct form of [hax] or [hicha] for the underlined word. What do the questions mean?

- (1) The girls like Juan.
- (2) We are going to buy baskets.
- (3) Maria and Miguel were dancing.
- (4) The boys were helping the old men.
- (5) Juanita is going to make wiwish.
- (6) The girl is sweeping the house.
- (7) You know the story.
- (8) I was hitting the man.
- (9) She is speaking.

Grammar

In the last two lessons, you learned how to use location endings. In this chapter, you will learn how to ask questions about locations.

[Michiyk], when it is used with [šu], means 'where to?'. It corresponds to the location ending [yk]. For example, if someone asked you:

Michiyk šu 'om wukalaq? 'Where are you walking to?'

you could answer:

Noo nokiyk wukalaq. 'I am walking home.'

[Micha] means 'where (at)?' and [michay] means 'where from?' when used with [šu]. [Micha] corresponds to the location ending [ngal], and [michay] to the ending [ngay]. For example:

Micha šu peyeevmalum? 'Where are the baskets?'
Michay šu 'om wuko"ya? 'Where did you come from?'

Exercise C

Translate these sentences into Indian.

- (1) Where are you going?
- (2) Where is the man running from?
- (3) Where is the acorn flour?
- (4) Where were you?

Grammar

For the question which corresponds to the location ending [tal], you use [hichal]. Of course, you use [šu] in this kind of question too. For example:

Hichal šu 'om hunwuti ſe'ilut? 'What are you going to shoot the bear with?

Exercise D

Translate these questions into Indian.

- (1) What were you hitting with the stick?
- (2) What were you hitting the lizard with?
- (3) What is she going to make wiwish with?

Grammar

Two other kinds of questions you might like to ask are 'when?' and 'which one?'. You can ask 'when?' by using [mikinga] with [šu]. ([Mikinga] by itself means 'sometime'.) For example:

Mikinga šu 'om naachaxanlut? 'When are you going to eat?'

You can ask 'which one?' by using [michat] with [šu]. For example:

Michat šu 'om ma'maq? 'Which one do you want?'

Exercise E

Translate these questions into Indian.

- (1) Which one is good?
- (2) When was Maria kissing Jose?
- (3) Which one is a bird?
- (4) When is he going to pay?

Grammar

The following charts summarize the question words you have learned.

	Subject		Object	
	Singular	Plural	Singular	Plural
who?	hax	'axim	'axiyi	'aximi
what?	hax	'axim	'axiyi	'aximi

where to?	michiyk
where at?	micha
where from?	michay
what with?	hichal
which one?	michat
when?	mikinga

Answers

Exercise A

- (1) Nawitmal monaa.
 (2) Nanatmalum monaa.
 (3) Noot monaa.
 (4) Henge'malum monaa.

Exercise B

- (1) 'axiyi su nanatmalum ma'maan? Who do the girls like?
 (2) Hish sum chaam samsakutum? What are we going to buy?
 (3) 'axim sum pellaqus? Who were dancing?
 (4) 'aximi sum henge'malum maamayuqus? Who were the boys helping?
 (5) Hish su Xwanita lo'xalut? What is Juanita going to make?
 (6) Hax su kish waaqiq? Who is sweeping the house?
 (7) Hish su 'om 'ayaliq? What do you know?
 (8) 'axiyi su noo xechiquus? Who was I hitting?
 (9) Hax su tila'aq? Who is speaking?

Exercise C

- (1) Michiyk su 'om monaa?
 (2) Michay su ya'ash pokwaq?
 (3) Mich su maaxish?
 (4) Mich su 'om 'aw'qus?

Exercise D

- (1) Hish su 'om wotiquus kulaawutai?
 (2) Hichal su 'om kagilley wotiquus?
 (3) Hichal su wunaal wiwish lo'xalut?

Exercise E

- (1) Michat su poloov?
 (2) Mikinga su Mariya Xoseey chungiquus?
 (3) Michat su 'ehengmay?
 (4) Mikinga su wunaal nechilut?

TEXT 7--READING

Vocabulary

neshkin	near	kwa'vichu	want to eat
supul tuukomet	one night	miiqus	was, were
pisat	outdoors	chulup'ya	entered
qawla	rat	wuniyk	away
'ayuthar	help	puyaamangay	always, often
xali	let in	qay yu'pan	no longer
tuukut	wildcat	wam'	already
hichikat	bad guy	pomtaax	among themselves
teelat	speech		
noxay, poxay, etc.		by myself, by himself, etc.	
kinga kihuutmaynga		in a little house	
kicha posuum		the inside of the house	
kaytu		be enemies, fight with one another	
no'eesh, po'eesh, etc.		(along) with me, with him, etc.	

Tapashmal pi Qawla

This is the story of a mouse and a rat who thought they were enemies, but discovered that it was better for them to be united against a wildcat, who was their real enemy.

Tapashmal poxay 'aw'qus kinga kihuutmaynga palvunnga neshkin waniinga. Supul tuukomet tapashmal hish naqmaqus pisayk. Pi sowoo'qus. Pi naqmaqus qawla poteelay.

"'ayuthar ney, tapashmal!" yaa qawla. "Ney xali 'okiyk posuunik."

"Qay, qawla," yaa tapashmal. "Qaynupo hethin pupuuki. Tapashmalum pi qawlam puyaamangay kaytuwun."

"Tuukut ney noonomiq. Pi ney kwa'vichuq! Tuukut chamkaytu. Wunaalup 'okaytu pi nokaytu."

Tapashmal qay hichikat miiqus. Wunaal hethiqus pupuuki pi qawla chulup'ya. "'om su kwa'vichuq wiwish no'eesh?" tapashmal tuvyungiqus qawlay. Pi wunaalummil naachaxanqus wiwish. Pi tuukut monqus wuniyk, qay kwa'qus tapashmali man qawlay.

Pi tapashmal qawla weh wam' qay yu'pan neqpiwun, qay pomtaax kaytuwun.

LESSON 27--REPEATED ACTIONS

Vocabulary

'asa	bathe	ngooya	wake up
cho'on temeti	every day	sinaval	money
hamu	early	nosinavaki	my money
hikwisa	breathe	noyoyi	my mother (object)
huukapish	pipe	paal	water (object)

Grammar

The ending [ma], which is attached to verbs, indicates that an action occurs repeatedly. For example:

Noo heelaxma cho'on temeti. 'I sing every day.'

The same kind of repeated action is expressed in the sentence

Noo paal paa'ima. 'I drink water.'

which means that I drink water often or all the time. This sentence has a different meaning from

Noo paal paa'iq. 'I am drinking water.'

which says that I am now drinking water, but does not say whether or not I do so often.

The ending [ma] also indicates that an action is continuous over a period of time. For instance, 'Juan has been listening to the story' would be:

Xwaan naqmama 'aa'alvish.

Exercise A

Place an X by those sentences below that indicate repeated or continuous action.

- (1) My rooster crows in the morning. (4) Juan dances for a living.
- (2) Maria has been beating rugs all (5) The owl in our barn hoots morning.
- (3) Juan is singing for his supper. (6) I make baskets.

Grammar

[ma] is attached directly to the verb. The one exception is verbs like [pella] 'dance', which end in [a] and add [x] before the future ending [ut]. For these verbs, first add [x], then [ma].

VERB	+	CONSONANT	+	ENDING	=	REPEATED ACTION VERB
heyi	+	(none)	+	ma	=	heyima
wultu	+	(none)	+	ma	=	wultuma
toonav	+	(none)	+	ma	=	toonavma
pella	+	x	+	ma	=	pellaxma
tila'a	+	x	+	ma	=	tila'axma

The final vowel of ['asa] 'bathe' does not appear when [ma] is added: ['as'ma].

Exercise B

Add [ma] to the following words.

- (1) oovi (3) heela (5) 'asa (7) naachaxan
- (2) paa'i (4) puraara (6) ngooya (8) naqma

Exercise C

Translate the following sentences into Luisefio.

- | | |
|----------------------------|---|
| (1) I always make baskets. | (4) He hunts coyotes. |
| (2) You speak Luisefio. | (5) Ramona has been sweeping the house. |
| (3) We have been working. | |

Grammar

The future ending [an] can be added to a verb with [ma]. The resulting verb designates a continuing future action:

Noonupo toonavmaan. 'I will be making baskets.'
Chaamchapo pellaxmaan. 'We will be dancing.'

As these sentences show, when [ma] plus the [an] future are used, the subject and future particles must also be used. Here are some more examples:

Wunaalummo wultumaan 'exngay. 'They will be angry tomorrow.'
Chaamchapo 'as'maan. 'We will be bathing.'
Noonupo neqimaan. 'I will be fighting.'

Exercise D

Change the following sentences from the past to sentences of continuous or repeated action. Then change the sentences again to continuous future action. For example, you would change the sentence [Noonil naqmaquš 'aa' alvish] to [Noo naqmama 'aa' alvish] and then to [Noonupo naqmamaan 'aa' alvish].

- | | |
|------------------------------|--------------------------------|
| (1) Xwaanupil tooyaquš. | (4) Chaamchamil 'oyk naawiquš. |
| (2) Ramoona waaqiquš kish. | (5) Wunaalummiil puraaraquš. |
| (3) Xosee maamayuquš noygyi. | |

Exercise E

Translate the following sentences from English to Luiseño.

- | | |
|--------------------------------------|-----------------------------------|
| (1) We are always giving you money. | (6) Our father often plays his f. |
| (2) Ramona wakes up early every day. | (7) We will be working tomorrow. |
| (3) Who often goes to Escondido? | (8) Are they breathing? |
| (4) He will be making baskets. | (9) Maria drinks water. |
| (5) Juan has been smoking his pipe. | (10) They have been bathing. |

Answers

Exercise A

- | | |
|-------|-------|
| (1) X | (4) X |
| (2) X | (5) X |
| (3) | (6) X |

Exercise B

- | | | | |
|--------------|----------------|---------------|-----------------|
| (1) 'oo'vima | (3) heelaxma | (5) 'asma | (7) naachaxanma |
| (2) paa'ima | (4) pura'raxma | (6) ngooyaxma | (8) naqmama |

Exercise C

- | | |
|-------------------------------|----------------------------|
| (1) Noo puyaamangay toonavma. | (4) Wunaal 'anomi 'aamoma. |
| (2) 'om Lusenyo tila'axma. | (5) Ramoona kish waaqima. |
| (3) Chaam 'ow'o'axma. | |

Exercise D

- | | |
|-----------------------------|----------------------------|
| (1) Xwaan tooyaxma. | (4) Chaam 'oyk naawima. |
| Xwaanpo tooyaxmaan. | Chaamchapo 'oyk naawimaan. |
| (2) Ramoona waaqima kish. | (5) Wunaalum pura'raxma. |
| Ramoona waaqimaan kish. | Wunaalummo pura'raxmaan. |
| (3) Xosee maamayuma noyoyi. | |

Exercise E

- (1) Chaam 'oy sinalval puyaamangay 'oovima.
- (2) Ramoona hamu ngooyaxma cho'on temeti.
- (3) Hax su puyaamangay hati'axma 'eskonthithik?
- (4) Wunaalpo toonavmaan.
- (5) Xwaan pohuukapiy huusima.
- (6) Chamna puyaamangay powiirulay karima.
- (7) Chaamchapo 'ow'o'axmaan 'exngay.
- (8) Wunaalum #um hikwisaxma?
- (9) Mariya paal paa'ima.
- (10) Wunaalum 'asma.

LESSON 28--WANTING AND BEING ABLE TO

Vocabulary

<u>teeponi</u>	play peon	<u>too'</u>	borrow
<u>pilachi</u>	learn	<u>waaya</u>	swim
<u>miixanish</u>	clothes	<u>cho'on temet</u>	all day long
<u>chapa'na</u>	mend	<u>piivan</u>	throw stones (at)
<u>kwimkawichum</u>	<u>pomteela</u>	the Cupeño language	
<u>saawokish</u>		tortilla	

Grammar

Look at the following Indian sentences:

<u>Mariya pellaq.</u>	'Maria is dancing.'
<u>Mariya pellaxvichuq.</u>	'Maria wants to dance.'
<u>Noon paa'iq.</u>	'I'm drinking.'
<u>Noon paa'ivichuq.</u>	'I want to drink.'
<u>Xwaan Mariya weh pilachiwun.</u>	'Juan and Maria are both learning.'
<u>Xwaan Mariya weh pilechivichuwun.</u>	'Juan and Maria both want to learn.'

In English, when we want to say that someone wants to do something, we have to use the verb want followed by another verb, as in the English sentences above. In Luiseño, however, to express the same idea, all you have to do is add the ending [vichu] to the verb. Of course, you must then add the regular tense endings: in the present, [q] if the subject is singular, and [wun] if the subject is plural. Thus, since [paa'i] means 'to drink',

Wunaal paa'ivichuq.

means 'He wants to drink.'

VERB	+	VICHU	+	ENDING	=	'WANT TO' + VERB
<u>paa'i</u>	+	vichu	+	q	=	<u>paa'ivichuq</u> 'wants to drink'
<u>too'</u>	+	vichu	+	wun	=	<u>too'vichuwun</u> 'want to borrow'
<u>naachaxan</u>	+	vichu	+	q	=	<u>naachaxanvichuq</u> 'wants to eat'

Verbs like [pella], which end in [a] and add [x] before [lut], also add [x] before [vichu]. Thus:

'owo'a + x + vichu + wun = 'owo'axvichuwun 'want to work'

Exercise A

Following are a list of sentences containing verbs that describe actions. Change each sentence to mean that the subject wants to do the action of the verb. For example, [Xwaan heelaaq] 'Juan is singing' would be changed to [Xwaan heelaxvichuq] 'Juan wants to sing'.

- | | |
|----------------------------------|--|
| (1) Xosee Mariya weh waayaan. | (4) Xwaan too'q sinaval. |
| (2) Chaam molliwun 'aa'alvish. | (5) Noon 'oy kwaavichuq. |
| (3) Noon teeponiq cho'on temeti. | (6) Ramoona naachaxang wiwish,
qay saawokish. |

Grammar

Now look at the following Indian and English sentences.

- | | |
|------------------------------------|-------------------------------|
| Noon pokwaq. | 'I'm running.' |
| Noon nopolwaxvotaq. | 'I can run.' |
| Mariyaup pellaq. | 'Maria is dancing.' |
| Mariyaup popellaxvotaq. | 'Maria can dance.' |
| Wunaalum sinaval too'wun. | 'They are borrowing money.' |
| Wunaalum sinaval pomtoo'votawun. | 'They can borrow money.' |
| Sungaal miixanish chapa'naq. | 'A woman is mending clothes.' |
| Sungaal miixanish pochapa'navotaq. | 'A woman can mend clothes.' |

You can express the idea that someone is able to do something by adding the ending [vota] to the verb. [Vota] is followed by the regular tense endings: in the present, [q] if the subject is singular, and [wun] if the subject is plural. Also, whenever you add [vota] to a verb, you must also add to the verb the possessive prefix matching the subject. Thus:

- | | |
|-----------------------------------|-------------------------------------|
| Chaam chamge'ivotawun. | 'We can shoot.' |
| Xwaan Mariya weh pomnaawivotawun. | 'Juan and Maria can both
write.' |

Remember to add [x] to the verbs ending in [a] (like [pella]) that normally require it:

Noo nopolwaxvotaq. 'I can run.'

The following chart will be useful as a reference:

POSSESSIVE PREFIX + VERB(+ x) + VOTA + ENDING = 'CAN' + VERB

no	+ pokwa+x	+ vota	+ q	= nopolwaxvotaq
				'I can run.'

cham	+ piivan	+ vota	+ wun	= champiivanvotawun
------	----------	--------	-------	---------------------

Exercise B

Here are some sentences containing verbs that describe actions. Change the sentences to mean that the subject of each sentence is able to do the action of the verb. For example: [Xwaan naawiq] 'Juan is writing' would be changed to [Xwaanup ponaawivotaq] 'Juan can write'.

- | | |
|--|-----------------------------|
| (1) Noon pokwaq kiyk. | (4) 'om waayaq. |
| (2) Chaamcha piivanwun. | (5) Noon 'aa'alvish molliq. |
| (3) Kwaan Mariya wehpum sinaval too'wun. | |

Exercise C

What do the following sentences mean?

- | | |
|--|------------------------------|
| (1) Noon 'oy nonechivotaq sinaval. | (4) Ramoonaup popellaxvotaq. |
| (2) Chaamcha chamwaayaxvotawun. | (5) Noon qay nohati'axvotaq. |
| (3) Chaamcha qay potungi chammollivotawun. | |

Grammar

If you want to make any verb with [vichu] or [vota] refer to a past action, simply add the past ending [quš] to the verb. If you want to make any verb with [vichu] or [vota] refer to a future action, simply add the regular endings for either the [an] future or the [lut] future. Here are some examples:

- Noon naawivichuq. 'I want to write.'
 Noonil naawivichuqus. 'I wanted to write.'
 Noo naawivichulut. 'I am going to want to write.'
 Noonupo naawivichun. 'I will want to write.'
 Noon 'oy qay no'oho'vanvotaq. 'I can't believe you.'
 Noonil 'oy qay no'oho'vanvotaqus. 'I couldn't believe you.'
 Noo 'oy qay no'oho'venvotalut. 'I'm not going to be able to believe you.'
 Noonupo 'oy qay no'oho'venvotaan. 'I won't be able to believe you.'
 Wunaalumpum sinaval pomtoo'votawun. 'They are able to borrow money.'
 Wunaalummil sinaval pomtoo'votaqus. 'They were able to borrow money.'
 Wunaalum sinaval pomtoo'votakutum. 'They are going to be able to borrow money.'
 Wunaalummo sinaval pomtoo'votaan. 'They will be able to borrow money.'

Exercise D

Make the following sentences describe the past.

- (1) Chaamcha qay nooti cham'arivotawun.
- (2) Noon 'oy qay naqmavichuq.

- (3) Koseeup pote^{en}ponivotaq cho'on temet.
(4) Noon pilechivichuq kwinkawichum pomteelay.

Exercise E

Put the following sentences first into the [lut] future, then into the [an] future.

- (1) Kosee teeponivichuq. (3) Chaamcha chamwaayaxvotawun.
(2) Noon 'oy qay no'oh'vanvotaq. (4) Wunaalumpum sinaval pomtoo'votawun.

Exercise F

Translate the following sentences into Luiseno.

- (1) I'm going to be able to play peon tomorrow.
(2) Juan was able to learn Luiseno.
(3) We can throw stones at the bear.
(4) Ramona can remember the story.
(5) Juan and Jose did not want to drink water.
(6) The boys are not going to want to swim today.

Answers

Exercise A

- (1) Kosee Mariya weh waayavichuwun. (4) Xwaan too'vichuq sinaval.
(2) Chaam mollivichuwun 'aa'alvish. (5) Noon 'oy kwaavichuvichuq.
(3) Noon teeponivichuq cho'on temet*i*. (6) Ramoona naachaxanvichuq
wiiwish, qay saawokish.

Exercise B

- (1) Noon nopokwaxvotaq kiyk. (4) 'omup 'owaayaxvotaq.
(2) Chaamcha champiivanvotawun. (5) Noon 'aa'alvish nomollivotaq.
(3) Xwaan Mariya wehpum sinaval pomtoo'votawun.

Exercise C

- (1) I can pay you the money. (4) Ramona can dance.
(2) We can swim. (5) I can't go.
(3) We can't remember his name.

Exercise D

- (1) Chaamchamil qay nooti chem'enivotaq*uq*

- (2) Noonil 'oy qay naqmavichuqus.
(3) Xoseepil poteepónivotaquš cho'on temet.
(4) Noonil pilachivichuqus kwimkawichum pomteelay.

Exercise E

- (1) Xosee teeponivichulut. (3) Chaam chamwaayaxvotakutum.
Xoseepo teeponivichun. Chaamchapo chamwaayaxvotaan.
(2) Noo 'oy qay no'oh'o'vanvotalut. (4) Wunaalum sinaval pomtoo'votakutum.
Noonupo 'oy qay no'oh'o'vanvotaan. Wunaalummo sinaval pomtoo'votaan.

Exercise F

- (1) Noo noteeponivotalut 'exngay.
(2) Xwaanupil popilachivotaquš Lusenyo.
(3) Chaamcha champaivanvotawun hunwuti.
(4) Ramoona 'aa'alvish pomollivotaq.
(5) Xwaan pi Xosee qay paal paa'ivichuqus.
(6) Henge'malum qay waayaxvichukutum pitoo.

LESSON 29--STILL MORE ABOUT PARTICLES

Vocabulary

'ahuyaxi	very, too much, too many	takwaya	to be sick
'iita	to be cold (weather)	xilla	to rain
'aqi	to be warm (weather)	pitoo tukva	tonight
'sunkat	deer		

Grammar

You have learned how to form Indian sentences with particles. But there are some important things about particles that you have not learned. One is the form of the particle in sentences with [su], the question word.

In Luiseno, a particle that agrees with the subject may be attached directly after the first element of the sentence. So

Noo takwayaq pitoo. 'I am sick today.'

means the same as

Noon takwayaq pitoo.

But all the sentences with particles you have learned have been statements. What happens when you add particles to questions?

A question is formed by adding [su] after the first element of the sentence:

FIRST ELEMENT

REST OF SENTENCE

Noo su takwayaq pitoo? 'Am I sick today?'

When particles are added to questions, they are attached directly after [su]:

FIRST ELEMENT + PARTICLE

REST OF SENTENCE

Noo sun takwayaq pitoo? 'Am I sick today?'

Since the first element need not be the subject, this sentence could be given in other ways:

FIRST ELEMENT + PARTICLE

REST OF SENTENCE

Takwayaq sun

noo pitoo?

Exercise A

Make the following Indian sentences into questions. Be sure to use the particle.

- | | |
|-------------------------------------|-----------------------------------|
| (1) Noon 'oy 'ayalig. | (4) Pomoomin noo <u>še</u> 'ilut. |
| (2) Pitoon noo <u>wiwish</u> kwa'q. | (5) Noon qay pomkaytu. |
| (3) Noon kiyk wuk <u>alaq</u> . | (6) Xwaanin noo <u>wotiq</u> . |

Grammar

When the particle that agrees with the subject is attached to [šu], the result is not always exactly what you would expect. The table below sums up the [šu] plus subject particle combinations.

<u>šu</u>	SUBJECT PARTICLE	<u>šu</u> + SUBJECT PARTICLE COMBINATION	<u>šu</u>	SUBJECT PARTICLE	<u>šu</u> + SUBJECT PARTICLE COMBINATION
<u>šu</u>	n	<u>šun</u>	<u>šu</u>	cha	<u>šush</u>
	up	<u>šu</u>		um	
				pum	<u>šum</u>

Here are some examples:

Wunaal šu takwayaq? 'Is he sick?'
Chaam šush takwayaan? 'Are we sick?'

Exercise B

Make the following statements into questions. Be sure to use the particles.

- | | |
|--|---------------------------------|
| (1) 'omomum 'aswutumi 'aamowun. | (4) Pitoo tukvaup 'om yi'yilut. |
| (2) Wunaalup Xwaan poyk 'aa'alviq. | (5) Pitoocha chaam puraaraan. |
| (3) Xwaan Kosee wehpum pupuuki hethikutum. | (6) Nowaniikiup yawaywish. |

Grammar

Particles that agree with verbs are not used in questions. Only the particle that agrees with the subject is attached to [šu]. So, to make

Noonil takwayaques waxaam. 'I was sick yesterday.'

into a question, add [su] after the first element [noo] and attach to [su] the particle [n] that agrees with [noo]. [Il] is not used.

Noo sun takwayaques waxaam? 'Was I sick yesterday?'

Again, the first element of the sentence need not be the subject, so this sentence could be given in other ways:

Takwayaques sun noo waxaam?
Waxaam sun noo takwayaques?

Here are some more examples:

Noo sun takwayaan 'exngay? 'Will I be sick tomorrow?'
Chaam shush takwayaques? 'Were we sick?'

Exercise C

Make the following sentences into questions. Be sure to use the correct form of the particle.

- | | |
|--|---|
| (1) <u>Noonupo puraaraxmaan.</u> | (5) <u>Pokuupil mulliques.</u> |
| (2) <u>Qaymil wunaalum pellaques.</u> | (6) <u>Nonayimo wunaalum 'ataaxum xechin.</u> |
| (3) <u>Popeewpo ney maamayun.</u> | (7) <u>Suuukatinil noo samsaques.</u> |
| (4) <u>Tavalalakamayumichamil chaam yawa'naques.</u> | (8) <u>'omommil chaamik teetilaques.</u> |

Grammar

Since subject particles help identify the subject of a sentence, it is sometimes possible to omit the subject when a subject particle is present. In particular, a subject pronoun can be omitted when it is not the first element of the sentence. In

Xwaanipum wunaalum nuuliwun. 'They are pushing Juan.'

the first element is the object [Xwaani]; [wunaalum] is the subject pronoun. Since this sentence contains the subject particle [pum], the pronoun subject [wunaalum] may be omitted:

Xwaanipum nuuliwun. 'They are pushing Juan.'

Here are some further sentences with and without the pronoun subject:

FIRST ELEMENT + PARTICLE	SUBJECT	REST OF SENTENCE
<u>Xwaanimil</u>	<u>wunaalum</u>	<u>tuvyungiques.</u> 'They were asking Juan.'

Exercise E

'exngaypo	wunaal	'oy 'oho'vanan.	'He will believe you tomorrow.'
Qay <u>sush</u> Takwayaxlut <u>sun</u>	chaam noo	heelaan? pitoo tukva?	'Won't we sing?' 'Am I going to be sick tonight?'

FIRST ELEMENT + PARTICLE	REST OF SENTENCE
--------------------------	------------------

Xwaanimil	tuvyungiquš.	'They were asking Juan.'
'exngaypo	'oy 'oho'vanan.	'He will believe you tomorrow.'
Qay <u>sush</u>	heelaan?	'Won't we sing?'
Takwayaxlut <u>sun</u>	pitoo tukva?	'Am I going to be sick tonight?'

Notice that in all the sentences formed without pronoun subjects, you can tell what the pronoun subject would be if it were present. In the first sentence, the particle [m] in the particle combination [mil] agrees with [wunaalum] and indicates that the subject of the sentence is understood to be [wunaalum]. In the last sentence, the particle [n] agrees with [noo] and indicates that the subject of the sentence is understood to be [noo].

Exercise D

Examine each of the sentences below to discover whether it may be rewritten without the subject. If so, write it that way. If not, explain why.

- (1) 'alaxwuchup sungaal.
- (2) 'ariwun sum wunaalum 'onayi?
- (3) 'exngaynupo noo 'owo'aan.
- (4) 'owiirulayupil wunaal kariqus.
- (5) 'omup kish kichuuq.
- (6) Noyoyicha chaam moyoonikutum.
- (7) Hax su 'oy maamayulut?
- (8) Pitoopum hunwut 'awaal weh neqqiwun.

Grammar

If the subject is ['om] or ['omom], ['om] or ['omom] must be present in the sentence--even if there is a particle present.

'exngaymo 'omom tooyaan. 'You (plural) will laugh tomorrow.'
Xwaaniupil 'om maamayuquš. 'You were helping Juan.'

If the subject is [wunaal], [wunaal] need not appear in the sentence--even if there is no particle present.

Hunwuti 'aamoquš. 'He was hunting a bear.'
Wiiwish kwa'q. 'She is eating wiwish.'

Examine each of the sentences below to discover whether it may be rewritten without the subject. If so, rewrite it that way. If not, explain why.

- (1) Noo sun heelaan?
- (2) Wunaal wiiwish kwa'vichuuq.
- (3) Qay su wunaal no'aachi kasillay 'ariq?
- (4) Ney 'om maamayuvichuuq.
- (5) Naqmaqušmil 'omom tishmalumi.

Exercise F

Give at least two Indian translations of each sentence below.

- (1) Is it raining today?
- (2) He goes to Escondido every day.
- (3) Who will take care of my dogs?
- (4) My father is going to fill the gourd with water.
- (5) I will be writing tonight.
- (6) They want to eat in my house.
- (7) Will you (plural) cook the food?
- (8) Pancho was reading to me.

AnswersExercise A

- (1) Noo sun 'oy 'ayaliq?
- (2) Pitoo sun noo wiiwish kwa'q?
- (3) Noo sun kiyk wukalaq?
- (4) Poomomi sun noo se'ilut?
- (5) Noo sun qay pomkaytu?
- (6) Xwaani sun noo wotiq?

Exercise B

- (1) 'omom sum 'aswutumi 'aamowun?
- (2) Wunaal su Xwaan poyk 'aa'alviq?
- (3) Xwaan Kosee weh sum pupuuki hethikutum?
- (4) Pitoo tukva su 'om yi'yilut?
- (5) Pitoo sush chaam puraaraan?
- (6) Nowaniiki su yawaywishes?

Exercise C

- (1) Noo sun puraaraaxmaan?
- (2) Qay sum wunaalum pellaqua?
- (3) Popeew su ney maamayun?
- (4) Tavalalakamayumi sush chaam yawa'naquš?
- (5) Poku su mulliqu?
- (6) Nonayi sum wunaalum 'ataaxum xechin?
- (7) Suukati sun noo samsaqua?
- (8) 'omom sum chaamik teetilaqua?

Exercise D

- (1) No, the subject is not a pronoun.
- (2) 'ariwun šum 'onayi?
- (3) 'exngaynupo 'owo'aan.
- (4) 'owiirulayupil kariqus.
- (5) No, the pronoun subject is the first element in the sentence.
- (6) Noyoyicha moyoonikutum.
- (7) No, the subject [hex] may not be left out of the sentence.
- (8) No, the subject is not a pronoun.

Exercise E

- (1) No, the pronoun subject is the first element in the sentence.
- (2) Wiiwish kwa'vichuq.
- (3) Qay šu no'aachi kasillay 'ariq?
- (4) No, ['om] may not be left out of the sentence.
- (5) No, ['omom] may not be left out of the sentence.

Exercise F

- (1) Pitoo šu xillaq?
Xillaq šu pitoo?
- (2) Wunaalup hati'axma 'eskonthithik cho'on temeti.
Cho'on temetiup hati'axma 'eskonthithik.
- (3) Hax šu kwaavichun no'aashmi 'awaalumi?
Hax šu no'aashmi 'awaalumi kwaavichun?
- (4) Nonaup muuyilut neexish paatal.
Paatalup nona muuyilut neexish.
- (5) Noonupo naawimaan pitoo tukva.
Pitoo tukvanupo naawimaan.
- (6) Wunaalumpum nokinga kwa'vichuwun.
Nokingapum kwa'vichuwun.
- (7) 'omom šum lo'xaan naachaxanish?
Naachaxanish šum 'omom lo'xaan?
- (8) Panchoupil neyk nooliqus.
Neykupil nooliqus Pancho.

LESSON 30--RELATED EVENTS

Vocabulary

ya'ani	run away	'engil	salt (object)
ya'anax	ran away	popaasi	his older brother (object)
tiwi	see	poqeesi	his older sister (object)
tiwik	saw		

Grammar

Consider the following sentence:

Hunwuti tiiwinik, noo ya'anax. '(Upon) seeing the bear, I ran away.'

This sentence describes two related events: the seeing of the bear, and the running away prompted by it. Because this sentence describes two events, it contains two verbs, [tiiwinik] 'seeing' and [ya'anax] 'ran away'. In sentences like these, the ending [nik] is attached to the verb which describes the event which prompts the second event; it acts much like the ending ing of English:

<u>tiiwi</u> + nik = <u>tiiwinik</u>
see + ing = seeing

Luiseno sentences such as these can be translated in several different ways. For example,

Hunwuti tiiwinik, noo ya'anax.

can also mean:

When (as soon as) I saw the bear, I ran away.
Because I saw a bear, I ran away.
After I saw a bear, I ran away.

Not all of these translations will be appropriate for all Indian sentences of this form. Use the translation that sounds best to you. Notice, however, that in all of these translations the action of the verb with [nik] prompts or precedes in time the action of the other verb in the sentence.

Exercise A

Translate these sentences into English, using whichever of the possible translations sounds best to you.

- (1) Nokaamayi tiiwinik, noo tooyaq.
- (2) 'awaalumi naqmanik, noo sowoo'q.
- (3) Xwaani tiiwinik, noo ngengi.
- (4) Nopaasi noonominik, noo pokwaq.
- (5) Neyk pokwanik, noowaamay xechiq poqeesi.

Grammar

Compare the following three sentences.

- Hunwuti tiiwinik, noo ya'aniq. 'Seeing a bear, I am running away.'
 Hunwuti tiiwinik, noo ya'anax. 'Seeing a bear, I ran away.'
 Hunwuti tiiwinik, noo ya'anin. 'Seeing a bear, I will run away.'
 'If I see a bear, I will run away.'

These sentences differ in that the verb [ya'ani] has different endings. In the first sentence [ya'ani] has the ending [q] and refers to the present; in the second sentence it refers to the past; in the third it refers to the future. Observe that all three sentences, however, contain a verb with the ending [nik] and that this verb does not change regardless of the ending of the other verb.

Exercise B

Translate these sentences into English.

- (1) Noteelay tapinik, noo ngeengi.
- (2) Xwaani tiiwinik, noo ya'anax.
- (3) 'aamonik, Xwaan heelaq.
- (4) Heelanik, Mariya pellaan.
- (5) Tukwuti naqmanik, Karlos sowoo'qus.

Grammar

[Nik] carries the implication that the action of the verb to which it is attached prompts or precedes the action of the other verb of the sentence. To show that the action of the first verb has already been going on for a while before the action of the second verb in the sentence begins, [qa] may be added to this verb before [nik]. For example,

Tooyaqanik, Xwaan ngeengi.

can be translated in any of these ways:

- 'While he was laughing, Juan left.'
 'Having been laughing, Juan left.'
 'Laughing, Juan left.'
 'Juan left, still laughing.'

Here are some more verbs formed in this way:

tooya	+	qa	+	nik	=	tooyaqanik	'having been laughing'
tapi	+	qa	+	nik	=	tapiqanik	'having been finishing'
heela	+	qa	+	nik	=	heelaqanik	'having been singing'
naqma	+	qa	+	nik	=	naqmaqanik	'having been listening'

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Exercise C

Translate the following sentences into English.

- (1) Heelaqanik, Ramoona chulup'ya.
- (2) 'axiyi tiiwinik, Xwaan patin.
- (3) Tapinik, noonupo ngeen.
- (4) Naqmaqanik, Karlos ya'anax.

Grammar

As in other sentences, words may occur in different orders in sentences that describe related events. For example, these three sentences all mean the same thing:

- Hunwuti tiiwinik, noo ya'anax. 'Seeing the bear, I ran away.'
 Noo hunwuti tiiwinik, ya'anax. 'When I saw the bear, I ran away.'
 Noo ya'anax, hunwuti tiiwinik. 'I ran away when I saw the bear.'

Here is another example of three sentences with different word orders that mean the same thing:

- 'aamonik, Karlos heelaq. 'Because he is hunting, Carlos is singing.'
 Karlos 'aamonik, heelaq. 'Because Carlos is hunting, he is singing.'
 Karlos heelaq, 'aamonik. 'Carlos is singing because he is hunting.'

Exercise D

Give two additional word orders for every sentence in Exercise B.

Exercise E

Translate the following sentences into Indian.

- (1) While hunting, Juan will shoot a rabbit.
- (2) Opening the door, I saw a lizard.
- (3) Having eaten salt, the woman is going to drink.
- (4) While singing, Juan was dancing.
- (5) Having been talking, I was listening.

Answers

Exercise A

- (1) Upon seeing my son, I laugh.
- (2) Upon hearing dogs, I am afraid.

- (3) Because I saw Juan, I left.
- (4) Because I'm following my older brother, I am running.
- (5) When running to me, my daughter hits her older sister.

Exercise B

- (1) Upon finishing my speech, I left.
- (2) Upon seeing Juan, I ran away.
- (3) Because Juan is hunting, he is singing.
- (4) If she sings, Maria will dance.
- (5) As soon as he heard the mountain lion, Carlos was afraid.

Exercise C

- (1) While singing, Ramona entered.
- (2) When he sees someone, Juan will shoot.
- (3) When I finish, I will leave.
- (4) Having been listening, Carlos ran away.

Exercise D

- (1) Noo noteelay tapinik, ngeengi.
Noo ngeengi, noteelay tapinik.
- (2) Noo Xwaani tiwinik, ya'anax.
Noo ya'anax, Xwaani tiwinik.
- (3) Xwaan 'aamonik, heelaq.
Xwaan heelaq, 'aamonik.
- (4) Mariya heelanik, pellaan.
Mariya pellaan, heelanik.
- (5) Karlos tukwuti naqmanik, sowoo'qus.
Karlos sowoo'qus, tukwuti naqmanik.

Exercise E

- (1) Xwaan tooqaxiti se'in, 'aamonanik.
- (2) Pupuuki hethiqanik, noo tiiwik kasillay.
- (3) 'engil kwa'qanik, sungaal paa'ilut.
- (4) Xwaan pellaqus, heelaqanik.
- (5) Noo naqmaqus, teetilaqanik.

TEXT 8--READING

Vocabulary

<u>p</u> atyax	shot	wuko'a	come
<u>k</u> 'wa'louwt	is going to eat	'ayalkawut	smart, clever
'oyooto	steal	yot	big
'oyootokat	thief	gayiina	chicken
neala	be afraid of	rancho	ranch
<u>t</u> iiw'yax	saw	rancheero	rancher
kupu'ya	slept	kwaati	wait for
chaqwi	catch	pa pi	and then
'anoyi	coyote (object)		

Toosaxit pi 'ano Yot

This story tells how a small but clever cottontail rabbit gets rid of his hungry enemy, a big coyote. To do this, the rabbit needs an ally. So he makes friends with a rancher from whom the coyote has been stealing chickens. Once the coyote has been killed, no one mourns him. The rancher is happy because his chickens are safe. The rabbit is happy that he can never be the coyote's dinner.

Toosaxit palvunnga 'aw'qus pi 'ano yot neshkin waniinga 'aw'qus. Cho' on temeti wunaal 'ano too~~s~~axiti chaqwivichuqus. 'ano yot too~~s~~axiti kwa'vichuqus. Pi too~~s~~axit 'anoyi yoti naalaqus. Pi too~~s~~axit 'ayalkawut miiqus pi wunaal ranchoyk wukal'ya.

Rancheero toosaxiti tiiw'yax.

"Miiyu," yaa poyk toosaxit, "Micha su 'iiq?"

"Looviqan, 'omsan?'" yaa rancheero.

"Looviqan 'iiq,' yaa poyk toosaxit. "Poloov temet."

"'ohoo, yawaywish temet," yaa rancheero.

Pi_yaa_toosxait rancheero_poyk, "ano_yot_ranchoyk_wuko_axlut. Wunaal
'o_aashmi_gayiinami 'oyootovichuq."

Pa pi rancheero toosaxit weh 'anoysi kwaatiqu^s. Pi rancheero 'anoysi
tiiw'yax pi moy patyax.

"Looviq," yaa rancheero. "Wunaal 'oyootokat no'aashmi gayinami qay 'oyootolut."

"Looviq," yaa toosaxit. "Wunaal 'ano yot qay ney chaqwilut'. Wunaal qay ney kwa'lowut."

LESSON 31--DERIVED NOUNS

Vocabulary

huu'uni teach tengal give medicine

Grammar

A hunter is a person who hunts. The word hunter is a noun. The word hunt is a verb. The noun hunter is DERIVED--that is formed--by adding the ending er to the verb hunt. In Luiseno, as in English, it is possible to derive nouns from verbs. Thus, in Indian, the verb for 'hunt' is ['aamo] and the noun for 'hunter' is ['aamokat']. The ending [kat] has been added to the verb ['aamo] to derive the noun ['aamokat']. When you add [kat] to a verb in Indian, you get a noun which names a person that does the action indicated by the verb.

VERB + ENDING = DERIVED NOUN

'aamo	+	kat	=	'aamokat	'hunter'
'aa'alvi	+	kat	=	'aa'alvikat	'story-teller'
'oyooto	+	kat	=	'oyootokat	'thief'
<u>huu'uni</u>	+	kat	=	<u>huu'unikat</u>	'teacher'
naawi	+	kat	=	naawikat	'writer'
neoli	+	kat	=	noolikat	'reader'
tengal	+	kat	=	tengalkat	'doctor'
kari	+	kat	=	<u>kari</u> kat	'musician'

If the verb ends in [a], you have to change the [a] into an [i] when forming the corresponding noun. Examples are the nouns derived from [pella] 'dance', [heela] 'sing', and ['owo'a] 'work':

MODIFIED VERB + ENDING = DERIVED NOUN

<u>pelli</u>	+	kat	=	<u>pellikat</u>	'dancer'
<u>heeli</u>	+	kat	=	<u>heelikat</u>	'singer'
' <u>owo'i</u>	+	kat	=	' <u>owo'i</u> kat	'worker'

Exercise A

Translate the following sentences into Indian. Remember to use particles.

- (1) This woman is a teacher.
- (2) Ramona's husband is a hunter.
- (3) Maria's daughter was able to hunt.
- (4) The musician was dancing.
- (5) The dancer can play the flute.

- (6) That man is a doctor.
- (7) Maria wanted to tell stories.
- (8) That reader is going to work tomorrow.
- (9) My son can read; he wants to write.
- (10) Is she a writer?

Grammar

To form the plural of the nouns that we have just derived, you add the ending [vuktum] to the verb instead of [kat]. Thus ['aamovuktum] means 'hunters'. For verbs ending in [a], you still have to change the [a] into an [i]. The word for 'dancers' is thus [pellivuktum].

(MODIFIED) VERB + PLURAL ENDING = PLURAL DERIVED NOUN

' <u>aamo</u>	+	vuktum	=	' <u>aamovuktum</u>	'hunters'
<u>PELLI</u>	+	vuktum	=	<u>pellivuktum</u>	'dancers'

Exercise B

Form the plural of each of the derived nouns given in the previous grammar section. Give their meanings.

Grammar

Bostonians are people of Boston; Cupans are people from Cupa. In Luiseno, to name people of a particular place, you add the ending [yam] to the name of the place. For example, in Indian, [Kuupayam] means 'people of Cupa'.

NAME OF PLACE + ENDING = PEOPLE FROM THAT PLACE

<u>Kuupa</u>	+	yam	=	<u>Kuupayam</u>	'people of Cupa'
<u>Paala</u>	+	yam	=	<u>Paalsayam</u>	'people of Pala'
<u>Laxooya</u>	+	yam	=	<u>Laxoocayam</u>	'people of La Jolla'
<u>noki</u>	+	yam	=	<u>nokiyam</u>	'my family' (people of my house)

Notice that the Indian word [nokiyam] is plural, although the English word family is singular.

Exercise C

Translate the following sentences into Indian. Don't forget the particles.

- (1) The teachers want to help you (plural).
- (2) Does your family want to work?

- (4) The dancers and the singers are going to eat.
- (5) Are Ramona's sons hunters?
- (6) Jose and Maria are musicians.
- (7) The people of La Jolla played the flute.
- (8) These men are doctors--they want to give medicine.
- (9) The teacher is taking care of the people from Pala.
- (10) The story tellers are fighting with the singers.

Answers

Exercise A

- (1) 'ivi sungalup huu'unikat.
- (2) Ramoona pokuungup 'aamokat.
- (3) Mariya poswaamayupil po'aamovotaquš.
- (4) Karikatupil pellaquš.
- (5) Pellikatup pokarivotaq wiirulash.
- (6) Wunaal ya'ash tengalkat.
- (7) Mariyaupil 'aa'alvivichuquš.
- (8) Wunaal noolikatup 'owo'axlut 'exngay.
- (9) Nokaamayup ponoolivotaq; wunaalup naawivichuq.
- (10) Wunaal šu naawikat?

Exercise B

<u>'aamovuktum</u>	hunters	<u>tengalvuktum</u>	doctors
<u>'aa'</u> <u>alvivuktum</u>	story-tellers	<u>karivuktum</u>	musicians
<u>'oyootovuktum</u>	thieves	<u>pellivuktum</u>	dancers
<u>huu'</u> <u>univuktum</u>	teachers	<u>heelivuktum</u>	singers
<u>naawivuktum</u>	writers	<u>'owo'</u> <u>ivuktum</u>	workers
<u>noolivuktum</u>	readers		

Exercise C

- (1) Huu'univuktumpum 'omoomi maamayuvichuwun.
- (2) 'okiyam šum 'owo'axvichuwun?
- (3) 'owo'ivuktum šum pomheyivotaquš?
- (4) Pellivuktum pi heelivuktumpum naachaxankutum.
- (5) Ramoona pokaamayum šum 'aamovuktum?
- (6) Xosee pi Mariyepum karivuktum.
- (7) Laxooyayammil kariquš wiirulash.
- (8) 'ivim ya'aychumpum tengalvuktum--wunaalumpum tengalvichuwun.
- (9) Huu'unikatup kwaavichuq Paalayami.
- (10) 'aa'alvivuktumpum heelivuktumi neqpiwun.

LESSON 32--THE SIMPLE PAST

Vocabulary

'avellaka	butterfly	ngooyi	wake (someone) up
chulupa	enter, go into	qala	cook
hetha	open (by itself)	suplish	once
chipi	shatter, break	tamayaawi	answer

Grammar

In Lesson 18, you learned one way of making verbs refer to past actions, as in:

Noo wirulash kariqus. 'I was playing the flute.'

This is only one of the many ways one can talk about things that happened in the past. In this lesson, you will learn another way of talking about past actions.

First, look at the following pairs of English sentences:

I <u>was playing</u> the flute.	I <u>played</u> the flute.
The boy <u>was dancing</u> .	The boy <u>danced</u> .
The women <u>were making</u> baskets.	The women <u>made</u> baskets.

The verbs in both columns express past actions. You already know how to express past actions like those in the left-hand column. Was dancing, for instance, is translated [pellaquš]. Danced, on the other hand, is translated as [pell'ya], and played as [karyax].

We shall call this type of past verb the SIMPLE PAST. To make the simple past of verbs that end in [a], you drop the [a] and add ['ya]:

VERB - LAST VOWEL + ENDING = SIMPLE PAST VERB

pella -	a	+	'ya	=	pell'ya	'danced'
heela -	a	+	'ya	=	heel'ya	'sang'
qala -	a	+	'ya	=	qal'ya	'cooked'
'ovo'a -	a	+	'ya	=	'ovo''ya	'worked'

To make the simple past of verbs that end in [i], you drop the [i] and add either [yax] or [ax]:

VERB - LAST VOWEL + ENDING = SIMPLE PAST VERB

kari -	i	+	yax or ax	=	karyax or karax	'played'
hethi -	i	+	yax or ax	=	hethyax or hethax	'opened'
'covii -	i	+	yax or ax	=	'covyax or 'covax	'gave'

Exercise A

Form the simple past of the following verbs, using both variants for those verbs ending in [i].

- | | | |
|-------------------|----------------------|-----------------------|
| (1) <u>hati'a</u> | (6) <u>'elela</u> | (11) <u>muuyi</u> |
| (2) <u>heela</u> | (7) <u>chulupa</u> | (12) <u>naki</u> |
| (3) <u>hetha</u> | (8) <u>chaqalaqi</u> | (13) <u>ngooyi</u> |
| (4) <u>'ovo'a</u> | (9) <u>chipi</u> | (14) <u>pilachi</u> |
| (5) <u>tila'a</u> | (10) <u>maaxi</u> | (15) <u>tamayaawi</u> |

Grammar

In Luiseno, no distinction is made between singular and plural in the simple past. Notice that the verbs are the same in these two sentences:

- Xwaan sinaval nechyax. 'Juan paid the money.'
Xwaan Kosee weh sinaval nechyax. 'Juan and Jose both paid the money.'

When you use the simple past, you can use the particle combinations that you learned in Lesson 19. For example:

- Noonil sinaval nechyax. 'I paid the money.'
Xwaanupil sinaval nechyax. 'Juan paid the money.'
Chaamchamil sinaval nechyax. 'We paid the money.'

Exercise B

Change the verbs in the following sentences from the future to the simple past and then translate into English.

- | | |
|---|--|
| (1) <u>Mariya Xwaani suplish chungin.</u> | (6) <u>Ramoona 'awaali moyoonin.</u> |
| (2) <u>Wunaalpo 'oy chaqalaqin.</u> | (7) <u>Chaamchapo qay neexish muuyin.</u> |
| (3) <u>Chaamchapo moy noonomin.</u> | (8) <u>Mikinga su Xwanita 'oyk naawin'</u> |
| (4) <u>Kicha pupu'uk su hethaan?</u> | (9) <u>Xoseepo qay kiyk chulupaan.</u> |
| (5) <u>Wunaalummo 'ovo'aan.</u> | (10) <u>Hax Paalayk hati'aan.</u> |

Exercise C

Translate the following sentences into Luiseno, using the proper particle combinations.

- (1) They didn't dance yesterday.
- (2) My son worked in the house yesterday.
- (3) Juan and Jose broke my flute.
- (4) Juanita's father talked to me.
- (5) Maria tickled the turtle.
- (6) Guillermo gave me a lizard.
- (7) The eagle talked to the owl.
- (8) Ramona's older sister filled the gourd.
- (9) We caught a butterfly.

AnswersExercise A

- | | | |
|---------------------|--------------------------------------|--------------------------------------|
| (1) <u>hati''ya</u> | (6) <u>'elel'ya</u> | (11) <u>muuyyax or muuyax</u> |
| (2) <u>heel'ya</u> | (7) <u>chulup'ya</u> | (12) <u>nakyax or nakax</u> |
| (3) <u>heth'ya</u> | (8) <u>chaqalaqyax or chaqalaqax</u> | (13) <u>ngooyyax or ngogyax</u> |
| (4) <u>'ovo"ya</u> | (9) <u>chipyax or chipax</u> | (14) <u>pilachyax or pilachax</u> |
| (5) <u>tile"ya</u> | (10) <u>maaxyax or maaxax</u> | (15) <u>tamayaawyx or tamayaawax</u> |

Exercise B

- | | |
|---|---|
| (1) <u>Mariyaupil Xwaani suplish chungyax.</u>
Maria kissed Juan once. | (6) <u>Ramoonaupil 'awaali moyoonax.</u>
Ramona fed the dog. |
| (2) <u>Wunaalupil 'oy chaqalaqax.</u>
He tickled you. | (7) <u>Chaamchamil qay neexish muuyyax.</u>
We didn't fill the gourd. |
| (3) <u>Chaamchamil moy noonomax.</u>
We followed him. | (8) <u>Mikinga su Xwanita 'oyk naawyax?</u>
When did Juanita write to you? |
| (4) <u>Kicha pupu'uk su heth'ya?</u>
Did the door of the house open? | (9) <u>Kosee qay kiyk chulup'ya.</u>
Jose didn't go into the house. |
| (5) <u>Wunaalummil 'ovo"ya.</u>
They worked. | (10) <u>Hax Paalayk hati"ya.</u>
Someone went to Pala. |

Exercise C

- | |
|--|
| (1) <u>Wunaalummil qay pell'ya waxaam.</u> |
| (2) <u>Waxaamupil nokaa may 'ovo"ya kinga.</u> |
| (3) <u>Xwaan pi Xoseemil nowiirulay pithyax.</u> |
| (4) <u>Xwanita ponapupil neyk tili"ya.</u> |
| (5) <u>Mariyaupil paa'ilay chaqalaqax.</u> |
| (6) <u>Giyeermoupil käsillay 'oovyax neyk.</u> |
| (7) <u>'awutupil muuta poyk tili"ya.</u> |
| (8) <u>Ramoona poqee'isupil neexish muuyax.</u> |
| (9) <u>Chaamchamil 'avellakay chaqwax.</u> |
| (10) <u>Chamnaupil kulaawut chooryax.</u> |

LESSON 33--MORE ABOUT THE SIMPLE PAST

Vocabulary

<u>'elku</u>	beg (for)	<u>neshmal</u>	old woman
<u>haal</u>	search for, look for	<u>paaw</u>	fetch water
<u>huulu</u>	make arrows	<u>pachxam</u>	wash (clothes)
<u>kulaaw</u>	fetch wood	<u>peewlu</u>	get married
<u>kuunglu</u>	get married (woman)	<u>puti'</u>	to dream
<u>mooya</u>	choke	<u>saawoka</u>	make tortillas
<u>naawin</u>	be jealous	<u>wiiru</u>	play the flute
<u>naxaachu</u>	become old	<u>wiiw</u>	make wiwish
<u>ngaa</u>	to cry	<u>yuuuy</u>	to snow
<u>luku'chish</u>	mosquito	<u>'iswut</u>	wolf

Grammar

In the last lesson, you learned how to form the simple past for verbs ending in [a] (like [pella]) and [i] (like [kari]). There are a number of irregular verbs in Luiseño that do not form the simple past like the regular [a] and [i] verbs. In this lesson, you will learn the simple past form for a number of these verbs. Fortunately, even though these verbs are irregular, they do fall into a number of special groups, and all the verbs belonging to a group behave the same way.

Group 1

A number of verbs, all ending in [u] or [o], form the simple past by adding [x]. For example:

VERB + ENDING = SIMPLE PAST VERB

<u>'elku</u>	+	x	=	<u>'elkux</u>	'begged'
<u>maamayu</u>	+	x	=	<u>maamayux</u>	'helped'
<u>'aamo</u>	+	x	=	<u>'aamox</u>	'hunted'

Group 2

Another group of verbs, all ending in a consonant, form the past by adding [ax]. For example:

VERB + ENDING = SIMPLE PAST VERB

<u>'oho'van</u>	+	ax	=	<u>'oho'vanax</u>	'believed'
<u>toonav</u>	+	ax	=	<u>toonavax</u>	'made baskets'
<u>naawin</u>	+	ax	=	<u>naawinax</u>	'was jealous'

Exercise A

Change the verb in the following sentences from the present to the simple past and then translate into English.

- (1) Henge'malum #uukati 'aamowun. (4) Chaam poy 'oho'vanwun.
 (2) Hax #u sinaval 'elkuq? (5) Poyo pona weh toonavwun.
 (3) Nona pomoomi maamayuq. (6) Mariya naawinq.

Grammar

Group 3

A large number of verbs that end in vowels make their simple past, not by adding an ending to the verb, but by copying the first consonant and vowel of the verb and then dropping the original first vowel of the verb. For example:

VERB	COPY FIRST CONSONANT AND VOWEL	DROP ORIGINAL FIRST VOWEL =	SIMPLE PAST VERB
<u>uti'</u>	> pu-puti'	> pu-p <u>u</u> ti' = <u>puti'</u>	'dreamed'
<u>huulu</u>	> hu-huulu	> hu-h <u>u</u> lu = <u>huhlu</u>	'made arrows'
<u>naxaachu</u>	> na-naxaachu	> na-n <u>a</u> xachu = <u>nanxaachu</u>	'became old'
<u>kwaavichu</u>	> kwa-kwaavichu	> kwa-k <u>w</u> aavichu = <u>kwakwichu</u>	'took care of'
<u>kichu</u>	> ki-kichu	> ki-k <u>i</u> chu = <u>kikchu</u>	'built a house'
<u>naachaxan</u>	> na-naachaxan	> na-n <u>a</u> chaxan = <u>nanchaxan</u>	'ate'
<u>saawoka</u>	> sa-saawoka	> sa-s <u>a</u> woka = <u>saswoka</u>	'made tortillas'
<u>mooya</u>	> mo-mooya	> mo-m <u>o</u> oya = <u>momya</u>	'choked'

Notice that the new first vowel is always short in these simple past forms.

Group 4

This group of verbs forms the simple past much as those of Group 3: the first consonant and vowel are copied, but the original first vowel of the verb is not dropped.

VERB	COPY FIRST CONSONANT AND VOWEL	= SIMPLE PAST VERB
<u>tengal</u>	> te-tengal	= <u>tetengal</u> 'gave medicine'
<u>lo'xa</u>	> lo-lo'xa	= <u>lololo'xa</u> 'cooked'
<u>samsa</u>	> sa-samsa	= <u>sasamsa</u> 'bought'
<u>kuunglu</u>	> ku-kunglu	= <u>kukunglu</u> 'got married'
<u>peewlu</u>	> pe-peewlu	= <u>pepeewlu</u> 'got married'
<u>pachxam</u>	> pa-pachxam	= <u>pacapachxam</u> 'washed'

Notice that the first vowel is short in the simple past form.

Exercise B

Change the verb in the following sentences from the present to the simple past and then translate into English.

- | | |
|--------------------------------------|---|
| (1) Xwaan <u>su</u> huulug? | (8) No'aash 'awaal puti'q. |
| (2) 'ano naxaachuq. | (9) Noyo ney tengalq. |
| (3) Noqee'is ney <u>kwaavichuq</u> . | (10) Ramoona <u>kuungluq</u> . |
| (4) Hax <u>su</u> kichuq. | (11) Xosee pona weh <u>taanat</u> <u>samsewun</u> . |
| (5) Chaam <u>naachaxanwun</u> . | (12) Chaam qay <u>miixanish</u> <u>pachxamwun</u> . |
| (6) Mariya poyo <u>saawokaq</u> . | (13) Xorxe poyo <u>lo'xaq</u> . |
| (7) 'iswut <u>mooyaq</u> . | |

Grammar

Group 5

Another group of verbs, all ending in consonants, make their simple past through insertion of [']. For example:

VERB	SIMPLE PAST VERB	
haal	ha'al	'searched for'
paaw	pa'aw	'fetched water'
kulaaw	kula'aw	'fetched wood'
wiiw	wi'iw	'made wiwish'
yuuuy	yu'uy	'snowed'

Group 6

The following verbs make their simple past in ways that cannot be included in groups 1-5. You must simply learn these.

VERB	SIMPLE PAST VERB	
ngee	ngeengi	'left'
too'	tooto	'borrowed'
ngaa	ngaang	'cried'
naqma	naqma'ax	'listened'
toow	tiiw'yax	'saw'
kup	kupu'ya	'slept'

Exercise C

Change the verb in the following sentences from the present to the simple past and then translate into English.

- | | |
|-----------------------------------|-----------------------------------|
| (1) Xosee pokaytuy <u>haalq</u> . | (6) Xwaan notaanay <u>too'q</u> . |
| (2) Hax kulaawq. | (7) Wunaalum <u>ngaawun</u> . |
| (3) Xorxe noo <u>weh wiwun</u> . | (8) 'om <u>su naqmaq</u> ? |
| (4) Yuuyup. | (9) Luku'chish ney <u>toowq</u> . |
| (5) Mariya <u>su ngeeg</u> ? | (10) Chaam qay <u>kupwun</u> . |

Exercise D

Translate into Indian. Be sure to use particles and particle combinations.

- | | |
|---|---|
| (1) The dogs begged for food. | (8) Ramona didn't fetch the water. |
| (2) Federico looked for the ocean. | (9) We washed clothes in the river. |
| (3) Jorge's father made arrows in
the house. | (10) Who got married? |
| (4) The wolf choked. | (11) I dreamed. |
| (5) They were jealous of Maria. | (12) Juan's mother and Juanita made
tortillas yesterday. |
| (6) My rabbit grew old. | (13) My older brother played the
flute. |
| (7) Did the old woman cry? | (14) It didn't snow yesterday. |

AnswersExercise A

- | | |
|---|--|
| (1) Henge'malum <u>suukati 'asamox</u> .
The boys hunted a deer. | (4) Chaam <u>poy 'oho'vanax</u> .
We believed him. |
| (2) Hax <u>su sinaval 'elkux?</u>
Who begged for money? | (5) Poyo <u>pona weh toonavax</u> .
His mother and father both made
baskets. |
| (3) Nona <u>poomomi maamayux</u> .
My father helped them. | (6) Mariya <u>naawinax</u> .
Maria was jealous. |

Exercise B

- | | |
|---|--|
| (1) Xwaan <u>su huhlu?</u>
Did Juan make arrows? | (8) No'aash <u>'awaal pupti'</u> .
My dog dreamed. |
| (2) 'ano <u>nanxaachu</u> .
The coyote became old. | (9) Noyo <u>ney tetengal</u> .
My mother gave me medicine. |
| (3) Noqee'is <u>ney kwakwvichu</u> .
My older sister took care
of me. | (10) Ramoona <u>kukunglu</u> .
Ramona got married. |
| (4) Hax <u>su kikchu?</u>
Who built a house? | (11) Xosee <u>pona weh taanat sasamsa</u> .
Jose and his father both bought
a blanket. |
| (5) Chaam <u>nanchaxan</u> .
We ate. | (12) Chaam <u>qay miixanish papachxam</u> .
We didn't wash the clothes. |
| (6) Mariya <u>poyo sagwoka</u> .
Maria's mother made tortillas. | (13) Xorxe <u>poyo lolo'xa</u> .
Jorge's mother cooked. |
| (7) 'iswut <u>momya</u> .
The wolf choked. | |

Exercise C

- (1) Xosee pokaytuy ha'al.
Jose looked for his enemy.
- (2) Hax kula'aw.
Someone fetched wood.
- (3) Xorxe noo weh wi'iw.
Jorge and I both made
wiwish.
- (4) Yu'uypil.
It snowed.
- (5) Mariya su ngeengi?
Did Maria leave?
- (6) Xwaan notaanay tooto.
Juan borrowed my blanket.
- (7) Wunaalum ngaang.
They cried.
- (8) 'om su naqma'ax?
Did you listen?
- (9) Luku'chish ney tiiw'yax.
The mosquito saw me.
- (10) Chaam qay kupu'ya.
We didn't sleep.

Exercise D

- (1) 'awaalummil 'elkux
naachaxanish.
- (2) Fetherikoupil moomat ha'al.
- (3) Xorxe ponaupil kingsuhlu.
- (4) 'iswutupil momya.
- (5) Wunaalummil Mariyay naawinax.
- (6) No'aash toosaxitupil nanxaachu.
- (7) Neshmal su ngaang?
- (8) Ramoonaupil qay pa'aw.
- (9) Chaamchamil miixanish papachxawaniinga.
- (10) Hax su pepewlu?
- (11) Noonil pupti'.
- (12) Xwaan poyomil pi Xwanita sawaxaam.
- (13) Nopas'asupil wiirux.
- (14) Qayupil yu'uwy waxaam.

Vocabulary

'oyokval	silent, quiet	yuvataanti	black (object)
kuna	it is said	takkinik	straight
poma'max	likes	porke	because
karkariq	always plays	yawmaqus	was carrying
pohaylonga	by its side	patkilash	gun

Xwaan Potemeki 'oyokval

The following story, which is divided into two parts (Texts 9 and 10), tells of Juan's encounter with a bear. In the first part we learn that every day when Juan goes out walking in the hills and valleys near his house, there is one river he particularly likes. There he walks and plays his flute. Once, he met a large black bear there. When Juan tried to be friendly with the bear, it growled at him and came toward him. Juan, of course, was afraid since he didn't have his gun or bow with him. All he had was a useless flute.

'aw'qus, kuna, ya'ash, potung Xwaan. Cho'on temeti wunaal wukalaqus kawiiyk pi palvunik neshkin pokinka. Palvunnga waniicha 'oyokval miiquus. Wunaal poma'max 'iviy waniish, pi 'iva Xwaan puyaamangay karkariq powiirulay. Xwaan suplish monqus waniicha pohaylonga, pi 'ankingay tiiw'yax yoti yuvataanti hunwuti. Hunwut Xwaani tiiw'yax. Xwaan yaa, "Miyu hunwut. Micha su 'iiq?" Pi hunwut xaariqus, monqus Xwaan poyk takkinik. Xwaan sowoo'qus hunwuti, porke qay yawmaqus popatkilay man pokutapiy. Xwaan yaa, "Qay hax pose'ivotaq hunwuti wiirulatal."

LESSON 34---[sh] AND [ch]

Vocabulary

<u>kuyxingish</u>	spider	<u>qeengish</u>	(ground) squirrel
<u>tengalish</u>	medicine	<u>konoknish</u>	green
<u>geweewish</u>	fox	<u>tiiwivichu</u>	want to see

Exercise A

Study the vocabulary. Then translate into Indian.

- | | |
|----------------------------|-----------------------|
| (1) The medicine is green. | (5) your spider |
| (2) our medicine | (6) your (plural) fox |
| (3) their squirrel | (7) Carlos' medicines |
| (4) Juan's gun | (8) my guns |

Grammar

Luiseño has an important rule affecting the consonant [sh]:

The consonant [sh] changes to [ch] when it occurs directly before a vowel in the same word.

Thus, when the regular plural ending [um] is added to a noun ending in [sh], this [sh] changes to [ch]. For example, you have already learned that the plural form of the word [kutapish] 'bow' is [kutapichum], and that the plural form of the word [wiirulash] 'flute' is [wiirulachum]. This same thing happens in the formation of the plural of all Luiseño words which end in [sh] in the singular. For instance, you already know the word ['aa'alvish] 'story'. Since this noun ends in [sh], the Indian word for 'stories' must be ['aa'alvichum].

Exercise B

Form the plural of these Indian words.

- | | | | |
|-----------------------|-----------------------|----------------------|----------------------|
| (1) <u>huukapish</u> | (3) <u>luku'chish</u> | (5) <u>tengalish</u> | (7) <u>qeengish</u> |
| (2) <u>kuyxingish</u> | (4) <u>patkilash</u> | (6) <u>geweewish</u> | (8) <u>konoknish</u> |

Grammar

In accordance with the rule given above, the [sh] also changes to [ch] before the object ending [i], which you learned in Lesson 11. For instance, [ya'ash] 'man' becomes [ya'achi] in sentences like these:

Mariya ya'achi toowq. 'Maria sees the man.'

Exercise C

Give the object form of the following Indian nouns. Remember that only nouns which name people or animals take the object ending [i]. Other nouns ending in [sh], as you have learned, do not change in the object form.

- | | | | |
|----------------|---------------|----------------|-------------------|
| (1) kuyxingish | (4) wiiwish | (7) qeengish | (10) naachaxanish |
| (2) huukapish | (5) tengalish | (8) 'aa'alvish | (11) patkilash |
| (3) luku'chish | (6) qeweewish | (9) popush | (12) kutapish |

Grammar

Remember that you can use the particle [up] in sentences like

Xwaan 'aamoq hunwuti. 'Juan is hunting the bear.'

to get sentences like

Xwaanup 'aamoq hunwuti. 'Juan is hunting the bear.'

When you use the particle [up] after a noun ending in the sound [sh], you may say either of two different things. If you are speaking very slowly and distinctly, you may say the noun and the particle as though they were two separate words:

Ya'ash up 'aamoq hunwuti. 'The man is hunting the bear.'

But if you're speaking rapidly, you usually say the particle as part of the preceding word:

Ya'achup 'aamoq hunwuti. 'The man is hunting the bear.'

In this case, the rule given above is applicable, and the consonant [sh] of [ya'ash], and of all words ending in [sh], is pronounced as [ch].

Exercise D

Give three translations for each of these sentences. Two should use the particle [up] in different ways, and one should not use it.

- | | |
|-----------------------------|--------------------------------|
| (1) The squirrel is eating. | (3) That mosquito is not good. |
| (2) The fox is growling. | (4) The medicine is green. |

Exercise E

Translate these sentences into Indian.

- | |
|---|
| (1) The foxes were growling at the boy. |
| (2) Maria is feeding her mosquito. |

- (3) The doctor will give medicine to this man.
- (4) Do you want to smoke? These pipes are good.
- (5) Ramona's squirrel is following her older brother's fox.
- (6) We don't want to see the spider.
- (7) That man is looking at Juanita's face.
- (8) The foxes were playing in the valley.
- (9) Who are the men in Juan's house?
- (10) Our mother is taking care of Maria's older sister's squirrel.

Answers

Exercise A

- | | |
|--------------------------|------------------------|
| (1) Tengalish konoknish. | (5) 'o'aash kuyxingish |
| (2) chamtengali | (6) 'om'aash qeweewish |
| (3) pom'aash qeweewish | (7) Karlos potengalim |
| (4) Xwaan popatkila | (8) nopatkilam |

Exercise B

- | | | | |
|------------------|------------------|-----------------|-----------------|
| (1) huukapichum | (3) luku'chichum | (5) tengalichum | (7) qeengichum |
| (2) kuyxingichum | (4) patkilachum | (6) qeweewichum | (8) konoknichum |

Exercise C

- | | | | |
|-----------------|----------------|----------------|-------------------|
| (1) kuyxingichi | (4) wiwish | (7) qeengichi | (10) naachaxanish |
| (2) huukapish | (5) tengalish | (8) 'aa'alvish | (11) patkilash |
| (3) luku'chichi | (6) qeweewichi | (9) popuchi | (12) kutapish |

Exercise D

- | | |
|-----------------------|-----------------------------------|
| (1) Qeengish kwa'q. | (3) Wunaal luku'chish qay poloov. |
| Qeengish up kwa'q. | Wunaal luku'chish up qay poloov. |
| Qeengichup kwa'q. | Wunaal luku'chichup qay poloov. |
| (2) Qeweewish xaariq. | (4) Tenzalish konoknish. |
| Qeweewish up xaariq. | Tenzalish up konoknish. |
| Qeewichup xaariq. | Tenzalichup konoknish. |

Exercise E

- (1) Qeweewishum xaariqus hengeemali.
- (2) Mariyaup moyooniq po'aachi luku'chichi.
- (3) Tengalkat 'oovin tengalish 'ivi ya'ash poyk.
- (4) 'om su huusivichuq? 'ivim huukapichumpum poplovum.
- (5) Ramoona po'aash qeengichup noonomiq popaa'as po'aachi qeweewichi.

- (6) Chaam qay tiiwivichuwun kuyxingichi.
- (7) Wunaal ya'ash toowq Xwanita popuchi.
- (8) Qeweewichum palvunnga yi'yiqu.
- (9) 'axim sum ya'aychum Xwaan pokinga?
- (10) Chamyo kwaavichuq Mariya poqee'is po'aachi qeengichi.

LESSON 35--MORE ABOUT OBJECTS

Vocabulary

<u>tuupash</u>	sky	<u>kunla</u>	sack
<u>notuupaki</u>	my sky	<u>taskishla</u>	shadow
<u>nopaaw</u>	my water	<u>notaskixa</u>	my shadow
<u>peshlish</u>	bowl	<u>cha'kut</u>	(large) basket
<u>peepishlichum</u>	bowls	<u>'exla</u>	ground, dirt

Exercise A

Study the vocabulary. Then translate into Indian.

- | | | |
|------------------------------|-------------------|---------------------|
| (1) I am looking at the sky. | (4) my big basket | (7) I see the bowl. |
| (2) my bowl | (5) shadows | (8) big baskets |
| (3) sacks | (6) my bowls | (9) rats |

Grammar

A noun which names a person or an animal is an ANIMATE noun. All other nouns are INANIMATE. You learned in Lesson 11 that the object form of animate nouns is made by adding the ending [i] or [y] to the subject form. (The ending [i] goes after a consonant, and [y] goes after a vowel.) You also learned that inanimate nouns ending in [sh] remain the same in the object form. The object form of [peshlish] 'bowl', for example, is [peepishlichum].

Nouns ending in [t] or [l] also have the same form for subject and object if they do not name people or animals. Thus the object form of [cha'kut] 'big basket' is [cha'kut], and the object form of [sinaval] 'money' is [sinaval].

Exercise B

Give the object forms of these Indian words. Remember that only animate nouns take the [i] or [y] object ending.

- | | | | |
|---------------------|-----------------------|------------------------|------------------------|
| (1) <u>sungaal</u> | (6) <u>'exval</u> | (11) <u>moomat</u> | (16) <u>patkilash</u> |
| (2) <u>kut</u> | (7) <u>sinaval</u> | (12) <u>'awaal</u> | (17) <u>kuyxingish</u> |
| (3) <u>cha'kut</u> | (8) <u>xwaan</u> | (13) <u>tishmal</u> | (18) <u>tengalish</u> |
| (4) <u>'aamokat</u> | (9) <u>to'xat</u> | (14) <u>peshlish</u> | (19) <u>tuupash</u> |
| (5) <u>noopeew</u> | (10) <u>'alaawaka</u> | (15) <u>no'swaamay</u> | (20) <u>tukmal</u> |

Grammar

When an inanimate noun ends in [ta], [la], or [cha] in the subject

form, its object is made by dropping the final [a]. Thus [toot] is the object form of [toota] 'rock' in the sentence

Hengeemal toot 'ariqus. 'The boy was kicking the rock.'

and [kwiil] is the object form of [kwiila] 'oak tree' in the sentence

Mariya kwiil tiwivichuq. 'Maria wants to see the oak tree.'

Exercise C

Change the words in parentheses so that these sentences are correct. Remember to distinguish between animate and inanimate nouns.

- (1) Chaam toowwun (paala). (3) Ya'ash neyk (huula) 'oovin.
(2) Hunwut (qawla) xaariq. (4) (Muuta) 'awaal wa'iq.

Grammar

If an inanimate noun ends in [cha], you must also change the sound [ch] at the end of the word to [sh] after you drop the final [a] to make the object form. Thus [kicha] 'house' becomes [kish] in the sentence

Hax su kish waaqiq? 'Who is sweeping the house?'

[ch] changes to [sh] in the object form of all inanimate nouns that end in [cha].

In the last lesson you saw how the ending [sh] changes to [ch] before a vowel. Now you see that [ch] changes to [sh] at the end of a word, after a vowel is dropped. These are two aspects of a single, more general rule:

The choice between [ch] and [sh] depends solely on the position of the sound within a word. Before a vowel, [ch] is used; before a consonant or at the end of a word, [sh] is used.

[Ch] is never used before consonants (with a few exceptions, such as [pachxam] 'wash') or at the end of a word. [Sh] is never used before a vowel.

Exercise D

For each of the sentences below, decide whether the word in parentheses is a subject or an object. Then change it, if necessary, as you did in Exercise C.

- (1) Henge'malum (waniicha) toowwun. (5) (Kawiicha) poloov.
(2) Tuupangaap (tuviicha). (6) (Tuviicha) neshkin moynga.
(3) Mariya Ramoona weh (kawicha) (7) Cha'kutum ayv (kicha)

Grammar

The object form of a word like [paala] 'water' is formed simply by dropping the final [a] of the subject form:

Noo paal toowq. 'I see the water.'

Notice that [paala] has a vowel before the [la] ending. In some words, like ['engla] 'salt', there is a consonant immediately before the ending [la]. The object form of these words is made by first dropping the final [a], then inserting the vowel [i] before the [l] at the end of the word. The object form of ['engla] is thus ['engil], as in:

Wunaal 'engil kwa'ma'. 'He eats salt.'

Exercise E

Give the object form of these Indian words.

- | | | |
|------------------|---------------------|----------------------|
| (1) <u>moyla</u> | (3) ' <u>exla</u> | (5) <u>taskishla</u> |
| (2) <u>kunla</u> | (4) <u>palvunla</u> | (6) ' <u>engla</u> |

Grammar

The object form of all nouns with plurals in [um] or [m], whether they are animate or inanimate, is made by adding [i] to the subject plural form. Here is a chart of some Indian nouns with their subject and object plural forms.

<u>Noun</u>	<u>Subject Plural</u>	<u>Object Plural</u>
tukmal	'basket'	tukmalum
'alaawaka	'buzzard'	'alaawakam
chanyo	'our mother'	chamym
kuyxingish	'spider'	kuyingichum
sungaal	'woman'	susngalum
ya'ash	'man'	ya'aychum
nawitnal	'girl'	nanatmalum
peyeevmal	'basket'	peyeevmalum

Exercise F

Give the object plural form for each of these singular nouns.

- | | | | |
|-----------------------|------------------------|------------------------|-------------------------|
| (1) ' <u>ano</u> | (6) ' <u>aa'alvish</u> | (11) <u>peshlish</u> | (16) <u>tengalish</u> |
| (2) <u>kunla</u> | (7) ' <u>awaal</u> | (12) <u>luku'chish</u> | (17) <u>pomma</u> |
| (3) <u>toota</u> | (8) <u>huukapish</u> | (13) <u>nokaytu</u> | (18) <u>tukwut</u> |
| (4) <u>hengeemal</u> | (9) <u>qeengish</u> | (14) <u>cha'kut</u> | (19) <u>qeweewish</u> |
| (5) <u>no'swaamay</u> | (10) <u>nopaa'sa'</u> | (15) ' <u>ehengmay</u> | (20) ' <u>omqee</u> 'is |

Grammar

In Luiseno, inanimate nouns without possessives are not always marked plural when they are used as objects. For example, the sentence

Mariya cha'kut muuyiq.

may mean either 'Maria is filling the basket' or 'Maria is filling the baskets'. [Cha'kut] is the singular object form of 'basket', but it can also be used as the plural object form. Of course, the regular plural object form can also be used:

Mariya cha'kutumi muuyiq. 'Maria is filling the baskets.'

However, this sounds less Indian.

Exercise G

Translate each of these sentences in two different ways, using two different forms of the plural object.

- (1) Juan wants to see the baskets.
- (2) The doctor will give the medicines to the man.
- (3) Ramona was filling the sacks yesterday.

Grammar

The object form of any noun with a possessive (singular or plural, animate or inanimate) is formed by adding the object ending [i] or [y]. Thus, [nokaamay] 'my son' becomes [nokaamayi] in the object form; [noki] 'my house' becomes [nokiy]. The plural object forms of these words are [nokaamayumi] and [nokimi].

Four nouns with possessives add a special ending, [yil], in the object form. They are illustrated with the possessive [no] 'my':

Subject Form

noyo
nona
noyu
nohuu

Object Form

noyoyi 'my mother'
nonayi 'my father'
noyuyi 'my hair'
nohuuyi 'my arrow'

One other word, ['ano] 'coyote', also takes this ending in the singular object form, even though it lacks a possessive:

Noo toowq 'anoyi. 'I see the coyote.'

Exercise H

Give the object forms of these words.

- | | | | |
|-----------------------|------------------------|------------------------|-------------------------|
| (1) no <u>swaamay</u> | (5) chamku <u>tapi</u> | (9) no <u>push</u> | (13) po <u>mna</u> |
| (2) 'o <u>kaxmay</u> | (6) poku <u>ung</u> | (10) 'om <u>ki</u> | (14) 'ot <u>ung</u> |
| (3) cha <u>myu</u> | (7) nohu <u>ukapi</u> | (11) 'ohuu | (15) pomuu <u>vi</u> |
| (4) 'omyo | (8) 'ano | (12) pomka <u>amay</u> | (16) 'omp <u>atkila</u> |

Exercise I

Translate into Luiseno.

- (1) Jose will want to eat salt tomorrow.
- (2) That bear wants to fight with Juan's coyote.
- (3) The squirrels are drinking the medicines.
- (4) Does Maria want to take care of these spiders?
- (5) The man and his wife are in the valley. They are looking at the moon.
- (6) I will build a house tomorrow.
- (7) We are helping our mother.
- (8) Can you see the valley?
- (9) Ramona's dog was growling at her father.
- (10) The spider was afraid of that man's shadow.

AnswersExercise A

- | | | |
|---------------------------------------|------------------------|--|
| (1) Noo <u>toowq</u> <u>tuupash</u> . | (4) nocha' <u>ku</u> | (7) Noo <u>toowq</u> <u>peshlish</u> . |
| (2) nope <u>shli</u> | (5) ta <u>skishlam</u> | (8) cha' <u>kutum</u> |
| (3) kun <u>lam</u> | (6) nope <u>shlim</u> | (9) qaw <u>lam</u> |

Exercise B

- | | | | |
|-----------------------|-------------------------|-------------------------|------------------------|
| (1) s <u>ungaali</u> | (6) 'e <u>xval</u> | (11) m <u>oomat</u> | (16) pa <u>tkilash</u> |
| (2) kut | (7) si <u>naval</u> | (12) 'a <u>waali</u> | (17) kuyxingichi |
| (3) cha' <u>kut</u> | (8) Xwa <u>ani</u> | (13) tish <u>mali</u> | (18) ten <u>galish</u> |
| (4) 'aa <u>mokati</u> | (9) to'u <u>xat</u> | (14) pesh <u>lish</u> | (19) tu <u>upash</u> |
| (5) nope <u>ewi</u> | (10) 'ala <u>awakay</u> | (15) no <u>swaamayi</u> | (20) tuk <u>mal</u> |

Exercise C

- | | |
|--------------------|--------------------|
| (1) pa <u>al</u> | (3) hu <u>ul</u> |
| (2) qaw <u>lay</u> | (4) mu <u>utay</u> |

Exercise D

- | | |
|--------------|--------------|
| (1) waniish | (5) kawiicha |
| (2) tuviicha | (6) tuviicha |
| (3) kawiish | (7) kicha |
| (4) kish | (8) waniish |

Exercise E

- | | | |
|-----------|--------------|----------------|
| (1) moyil | (3) 'exil | (5) tag'kichil |
| (2) kunil | (4) palvunil | (6) 'engil |

Exercise F

- | | | | |
|------------------|-------------------|---------------------|-------------------|
| (1) 'anomi | (6) 'aa'alvichumi | (11) peepishlichumi | (16) tengalichumi |
| (2) kunlami | (7) 'awaalumi | (12) luku'chichumi | (17) pomnami |
| (3) tootami | (8) huukapichumi | (13) nokaytumi | (18) tukwutumi |
| (4) henge'malumi | (9) qeengichumi | (14) cha'kutumi | (19) qeweewichumi |
| (5) nośwaamayumi | (10) nopaesumi | (15) 'ehengmayumi | (20) 'omqeesumi |

Exercise G

- (1) Xwaan tiiwivichuq tukmal. Xwaan tiiwivichuq tukmalumi.
(2) Tengalkat tengalish 'oovin ya'ash poyk. Tengalkat tengalichumi
 'oovin ya'ash poyk.
(3) Ramoona kunil muuyiqus waxaam. Ramoona kunlami muuyiqus waxaam.

Exercise H

- | | | | |
|----------------|-----------------|-----------------|------------------|
| (1) nośwaamayi | (5) chamkutapiy | (9) nopuchi | (13) pomnayi |
| (2) 'okaxmayi | (6) pokuuungi | (10) 'omkiy | (14) 'otungi |
| (3) chamyuyi | (7) nohuukapiy | (11) 'ohuuyi | (15) pomuuviy |
| (4) 'omyoyi | (8) 'anoyi | (12) pomkaamayi | (16) 'ompatkilay |

Exercise I

- (1) Kosee 'engil 'exngay kva'vichumaan.
(2) Wunaal hunwut neqpivichuq Xwaan po'aachi 'anoyi.
(3) Qeengichum tengalish paa'iwun.
(4) Mariya su kwaavichuvichuq 'iviini kuyxingichumi?
(5) Ya'ash pi popeew palvunnga. Wunaalum toowwun moyil.
(6) Noonupo kichun 'exngay kish.
(7) Chaam chamyoyi maamayuwun.
(8) 'om su palvunil 'otiiwivotaq?
(9) Ramoona po'aash 'awaal xaariqus ponayi.
(10) Wunaal ya'ash potaskixay sowoo'qus kuyxingish.

LESSON 36--ADJECTIVES

Vocabulary

<u>powiiw</u>	her wiwish	<u>hevelvish</u>	wide
<u>'axaat</u>	delicious	<u>paapavish</u>	thirsty
<u>yuvataat</u>	black	<u>monkatum</u>	big (plural)
<u>xwaayaat</u>	white	<u>man</u>	but

Grammar

Words like good, beautiful, smart, clever, and quiet are called ADJECTIVES. They are used for describing. In English, adjectives don't change their form whether they describe one thing or many. In Luiseño, adjectives do change.

You have already learned that the Indian word for 'good', [poloov], has a plural form [poplovum]:

No' <u>aash</u> ' <u>awaal</u> <u>poloov</u> .	'My dog is good.'
No' <u>aachum</u> ' <u>awaalum</u> <u>poplovum</u> .	'My dogs are good.'

These sentences show that you use the singular form of an Indian adjective when you're describing a singular noun, and the plural form when describing a plural noun.

[Poloov] is an irregular adjective, because its plural form is made in an unusual way. Luckily, most Indian adjectives take the same plural endings as nouns:

Ya' <u>ash</u> <u>paapavish</u> .	'The man is thirsty.'
Ya' <u>aychum</u> <u>paapavichum</u> .	'The men are thirsty.'
Nawitmal ' <u>oyokval</u> .	'The girl is quiet.'
<u>Nanatmalum</u> ' <u>oyokvalum</u> .	'The girls are quiet.'

Exercise A

Translate these sentences into Indian.

- | | |
|----------------------------|-------------------------------|
| (1) Maria is beautiful. | (4) My sons are always quiet. |
| (2) The river is wide. | (5) Who is smart? |
| (3) Are the bears thirsty? | |

Grammar

When you want to put an Indian sentence like those above into the past tense, you use the word [miquus] 'was'. Thus you can say, for example:

Exercise B

Translate these sentences into English.

- (1) 'ano paapavish miiquis. (4) Nokaamay 'ayalkawut miiquis.
(2) Kwiila konoknish miiquis. (5) Waniicha hevelvish miiquis.
(3) Nawitmal yawaywish miiquis.

Exercise C

Translate these sentences into Luiseno.

- (1) The rivers were wide. (4) The oak trees were green.
(2) My sons were smart. (5) The coyotes were thirsty.
(3) The girls were beautiful.

Grammar

The word [miiquis] has other forms that you will need to learn.
They are exemplified in these sentences:

'awaal 'oyokval miixmaan. 'The dog will be quiet.'
'awaalum 'oyokvalum miixmaan. 'The dogs will be quiet.'
'awaal 'oyokval miixlowut. 'The dog is going to be quiet.'
'awaalum 'oyokvalum miixkutum. 'The dogs are going to be quiet.'

Here is a chart of these forms of the verb 'to be' in Indian. Notice
the similarity to the verb endings you already know.

<u>miiquis</u>	was
<u>miixmaan</u>	will be
<u>miixlowut</u>	is going to be
<u>miixkutum</u>	are going to be

Exercise D

Translate these sentences into Indian.

- (1) My daughter is going to be beautiful. (4) The houses are good.
(2) His sons are going to be smart. (5) The coyote is thirsty.
(3) The oak trees will be green.

Grammar

The adjectives [xwaasyaat] 'white', ['axaat] 'delicious', and [yuvataat] 'black', all end in [aat]. When you add an ending onto a word ending in [aat], you must also add an [n] after the [aa]. So 'The house was white' is:

Kicha xwaasyaat miiquis.

but 'The houses were white' is:

Kicham xwaayaantum miiquis.

Exercise E

What do these sentences mean?

- | | |
|---|--|
| (1) <u>Huukapichum</u> xwaayaantum <u>miiquis</u> . | (4) Pokutapi <u>yot</u> miixmaan. |
| (2) <u>Toosaxitum</u> 'axaantum. | (5) Wunaalum 'ayalkawutum <u>miiquis</u> . |
| (3) <u>Noswaamayum</u> yuvataantum <u>miixkutum</u> . | |

Grammar

One strange fact about the word for 'big', [yot], is that the plural word for 'big' is [momkatum].

'awaal yot miiquis.' 'The dog was big.'
'awaalum momkatum miiquis.' 'The dogs were big.'

Exercise F

How do you say the following in Indian?

- | | |
|--------------------------------------|-----------------------------|
| (1) The owl was white. | (4) My mother was black. |
| (2) The girls are going to be quiet. | (5) The water is delicious. |
| (3) He will be smart. | (6) The hills were big. |

Grammar

Look at these sentences.

Mariyaup yawaywish.

Mariyaupil yawaywish miiquis.

Mariyapo yawaywish miixmaan.

Mariyaup yawaywish miixlowut.

Mariya Xwanita wehpum yawaywichum miixkutum.

Since the first sentence, [Mariya yawaywish], refers to the present, you can use the particle [up] to agree with the subject. The particles and particle combinations in the other sentences are used according to the rules you have learned in earlier lessons.

Exercise G

Translate these sentences into Indian. Be certain to use particles or particle combinations on occasion.

- (1) The man is going to be thirsty tomorrow.
- (2) Our bird was always quiet.
- (3) When will that boy be good?
- (4) Maria is beautiful, but she's not clever.
- (5) You mother's wiwish is delicious.
- (6) In Pala the houses were big.
- (7) This blanket is going to be black.
- (8) Was the food good at Juan's house?

Answers

Exercise A

- | | |
|-------------------------------|--|
| (1) Mariya yawaywish. | (4) Nokaamayum puyaamangay 'oyokvalum. |
| (2) Waniicha hevelvish. | (5) Hax su 'ayalkawut? |
| (3) Hunwutum sum paapavichum? | |

Exercise B

- | | |
|-----------------------------|-------------------------|
| (1) The coyote was thirsty. | (4) My son was smart. |
| (2) The oak tree was green. | (5) The river was wide. |
| (3) The girl was beautiful. | |

Exercise C

- | | |
|-------------------------------------|---------------------------------|
| (1) Waniicham hevelvichum miiqus. | (4) Kwiilam konoknichum miiqus. |
| (2) Nokaamayum 'ayalkawutum miiqus. | (5) 'anom paapavichum miiqus. |
| (3) Nanatmalum yawaywichum miiqus. | |

Exercise D

- | | |
|--|----------------------|
| (1) Noswaamay yawaywish miixlowut. | (4) Kicham poplovum. |
| (2) Pokaamayum 'ayalkawutum miixkutum. | (5) 'ano paapavish. |
| (3) Kwiilam konoknichum miixmaan. | |

Exercise E

- (1) The pipes were white. (4) His bow will be big.
 (2) The rabbits are delicious. (5) They were clever.
 (3) My daughters are going to
 be black.

Exercise F

- (1) Muuta xwaayaat miiquis. (4) Noyo yuvataat miiquis.
 (2) Nanatmalum 'oyokvalum miixkutum. (5) Paala 'axaat.
 (3) Wunaal 'ayalkawut miixmaan. (6) Kawiicham momkatum miiquis.

Exercise G

- (1) Ya'achup 'exngay paapavish mixlowut.
 (2) Cham'aash 'ehengmayupil puyaamangay 'oyokval miiquis.
 (3) Mikinga su wunaal hengeemal poloov miixmaan?
 (4) Mariyaup yawaywish, man wunaalup qay 'ayalkawut.
 (5) 'oyo powiiwup 'axaat.
 (6) Paalangamil kicham momkatum miiquis.
 (7) 'ivi taanat yuvataat mixlowut.
 (8) Naachaxanish su poloov miiquis Xwaan pokinga?

LESSON 37—MORE ABOUT ADJECTIVES

Vocabulary

takaat	straight, honest	tavulvush	tall
kapakpamal	short	taatalvichum	tall (plural)
'av'aat	red	hika'kas	difficult, hard

Exercise A

Translate these sentences into Indian.

- (1) Ramona's father and brothers
are honest.
- (2) The old woman was ugly.
- (3) My older sister is short.
- (4) Our blankets will be red.
- (5) The language is difficult.
- (6) The men aren't tall.

Grammar

As you learned in the last lesson, ['awaal 'oyokval] means 'The dog is quiet'. But it also means 'the quiet dog'. Similarly, ['awaalum 'oyokvalum] means 'The dogs are quiet'. But it also means 'the quiet dogs'. The noun doesn't have to be in front of the adjective. Both ['awaal 'oyokval] and ['oyokval 'awaal] mean 'The dog is quiet' or 'the quiet dog'.

Exercise B

Translate each of these expressions into Indian two different ways.

- (1) good wiwish
- (2) short women
- (3) tall men
- (4) wide rivers

Exercise C

Give two English translations for each of the following.

- (1) 'av'aantum kicham
- (2) hengeemal tavulvush
- (3) navitmal 'alaxwush
- (4) kwila kapakpamal

Grammar

You have seen that when a noun is singular, an adjective describing it must be singular. When a noun is plural, an adjective describing it must also be plural.

Adjectives change their form in other ways. When animate nouns function as objects, they have an ending [i] or [y]. But no matter whether object nouns have object endings or not, adjectives describing them always need object endings.

Ya'ash paapavish ney tiiw'yax.

means 'The thirsty man saw me'. But if 'the thirsty man' is the object of 'saw', both 'thirsty' and 'man' must have an object ending:

Noo ya'achi paapavichi tiiw'yax. 'I saw the thirsty man.'

The same is true of plural objects:

Noo ya'aychumi paapavichumi tiiw'yax. 'I saw the thirsty men.'

Below is a sentence in which the object noun needs no object ending. This is because it is inanimate. But the adjective describing the noun still has an object ending:

Karlos xwaayaanti tukmal tiiw'yax. 'Carlos saw a white basket.'

Exercise D

What do the following sentences mean?

- (1) Nawitmal 'alaxwush 'aa'alvish yawaywichi mollyax.
- (2) Huu'unikatpo qay nanatmalumi 'oyokvalumi mamayun.
- (3) Wunaal kutapish 'av'aanti tiiw'yax.
- (4) Xwaan wiwish 'axaanti naachaxanlut.
- (5) Chaamchamil 'awaali 'ayalkawuti pi muutay xwaayaanti 'aamoqus.

Grammar

Inanimate nouns can have location endings. Thus [pokinga] means 'at his house' or 'in his house'. Look what happens when there is also an adjective:

pokinga yawaywinga 'in his beautiful house'

Both the noun and the adjective have location endings. Just as with nouns, the [sh], [t] and [l] endings drop when location endings are used. So 'I

walked away from the big rock' is

Noo toongay yongay wukalaym.

and

Xwaanpo 'okutapichal hevelvichal 'samon.

means 'Juan will hunt with your wide bow'. The Indian for 'to the valley' is [palvunik]. So 'He was going to the green valley' is:

Wunaal palvunik konokniyk monqus.

Since animate nouns don't have location endings, their adjectives don't have them either. So 'He was going towards the big man' is:

Wunaal ya'ash yot poyk monqus.

Exercise E

Translate these sentences into Luiseño. Use the correct particles or particle combinations.

- (1) The quiet teacher was going to the white house.
- (2) I am building a house with white rocks.
- (3) In the green valley a woman is making baskets.
- (4) Carlos walked away from the delicious food.
- (5) Juan sang to the beautiful girl.
- (6) The dog is digging in the red dirt.
- (7) Your straight bow isn't wide.
- (8) Maria's tall sister was ugly.
- (9) The boy walked up to the big river.
- (10) Did you see the white baskets?

Answers

Exercise A

- (1) Ramoona pona pi popaasumpum (4) Chamtaanam 'av'aantum miixmaan.
takaantum.
- (2) Neshmalupil 'alaxwush miiqus. (5) Teelat hika'kas.
- (3) Noqee'isup kapakpamal.

Exercise B

- (1) wiiwish poloov; poloov wiiwish
- (2) kapakpamalum sungsulum; sungsulum kapakpamalum
- (3) ya'aychum taatalvichum; taatalvichum ya'aychum
- (4) hevelvichum wanicham: wanicham hevelvichum

Exercise C

- | | |
|----------------------------|---------------------|
| (1) The houses are red. | The red houses. |
| (2) The boy is tall. | The tall boy. |
| (3) The girl is ugly. | The ugly girl. |
| (4) The oak tree is short. | The short oak tree. |

Exercise D

- (1) The ugly girl remembered the beautiful story.
- (2) The teacher will not help quiet girls.
- (3) He saw the red bow.
- (4) Juan is going to eat the delicious wiwish.
- (5) We were hunting the clever dog and the white owl.

Exercise E

- (1) Huu'unikat 'oyokvalupil kiyk xwaayaanik monqus.
- (2) Noon tootal xwaayaantal kichuq.
- (3) Palvunnga konokningaup sungaal toonavq.
- (4) Karlos naachaxaningay 'axaanngay wukalaym.
- (5) Xwaanupil nawitmal yawaywish poyk heel'ya.
- (6) 'awaalup heyiq 'exnga 'av'aanga.
- (7) 'okutapi takaatup qay hevelvish.
- (8) Mariya poqee'is tavulvuchupil 'alaxwush miiqus.
- (9) Hengeemalupil wukal'ya waniiyk yoyk.
- (10) 'om su tiiw'yax tukmal xwaayaanti?

LESSON 38--COMPLEX SENTENCES

Grammar

In Lesson 30 you learned to put two sentences together by using either [nik] or [qanik]. You know, for example, that these sentences

- | | |
|--------------------|----------------|
| (1) Xwaan ngeengi. | 'Juan left.' |
| (2) Xwaan tooyaq. | 'Juan laughs.' |

can be made into one long sentence that looks like this:

- (1) + (2) Xwaan ngeengi, tooyaqanik. 'Juan left, laughing.'

Because you must put two sentences together to form this longer sentence, it is called a COMPLEX SENTENCE. These two sentences that were used to form the longer sentence have the same subject, Juan.

Oftentimes, two sentences that have different subjects can be put together to make a complex sentence:

- | | |
|----------------------------|------------------------|
| (1) Mariya naqmaq 'awaali. | 'Maria hears the dog.' |
| (2) 'awaal wa'iq. | 'The dog is barking.' |

- (1) + (2) Mariya naqmaq 'awaali powa'iy. 'Maria hears the dog barking.'

The word ['awaal] has the ending [i] in the last sentence because it is the object; Maria hears the dog. Since the barking is also what she hears, the object ending is added to the verb [wa'i]. (The object ending is [y] on [wa'iy] because [wa'i] ends in a vowel.)

Luiseno complex sentences which are formed in this way may have another English translation. Look at this example:

- | | |
|-----------------------------|----------------------|
| (1) Xwaan huu'unax Mariyay. | 'Juan taught Maria.' |
| (2) Mariya lo'xaq. | 'Maria cooks.' |

- (1) + (2) Xwaan huu'unax Mariyay poloxay. 'Juan taught Maria to cook.'

Here is an example which uses two sentences with the same subject:

- | | |
|-------------------|--------------|
| (1) Noo pilachax. | 'I learned.' |
| (2) Noo 'aamoq. | 'I hunt.' |

- (1) + (2) Noo pilachax no'aamoy. 'I learned to hunt.'

Whenever a verb has the object ending attached to it, it must also have a possessive added to it. A possessive on a verb always agrees

with the verb's subject. For example, in the following sentence, it is the dog that is barking, not me, the speaker. The possessive that goes with ['awaal] is therefore [po] instead of [no]:

Noo naqmaq 'awaali powa'iy. 'I hear the dog barking.'

Here are some more examples:

Mariya naqmaq 'awaalumi pomwa'iy. 'Maria hears the dogs barking.'

Mariya naqmaq 'oy 'oheelaxi. 'Maria hears you singing.'

The general pattern for forming the verbs in the second part of these complex sentences is given in this chart:

POSSESSIVE + VERB (+x) + OBJECT ENDING

no	+ <u>'aamo</u>	+	y	= no ' <u>aamoy</u>
po	+ <u>wa'i</u>	+	y	= <u>powa'iy</u>
'o	+ <u>heela</u> + x	+	i	= <u>poheelaxi</u>
po	+ <u>lo'xa</u>	+	y	= <u>polo'xay</u>

Notice that verbs which add [x] before [lut] and [kutum] also add [x] before the object ending.

Exercise A

Translate these sentences into English.

- (1) Xwaan hun'unax Mariyay po'aamoy. (3) Noonupo wita'aan notooyaxi.
 (2) Xwaan pilachax po'aamoy. (4) 'om tapiq 'otoonavi.

Grammar

Look at these sentences:

Chaam yaa Xwaani pongeepi. 'We told Juan to leave.'

Chaamchapo tuyungin Xwaani pongeepi. 'We will ask Juan to leave.'

Chaam yaxwun Xwaani pongeepi. 'We are saying that Juan will leave.'

In these sentences, 'told' refers to the past, 'will ask' refers to the future, and 'are saying' refers to the present. The act of Juan's leaving hasn't necessarily been completed (or even begun) in any of these three sentences. (Even though we told Juan to leave, he may not have done it yet.) To show that this action is not yet completed, [pi] rather than [i] is added.

the verb:

po + ngee + pi

Notice that the possessive is still added at the front of the verb.

Exercise B

Translate these sentences into English:

- (1) Xwaan 'oho'vanq chaami chammaachaxanpi 'exngay'.
- (2) Noo 'ayaliq Xwaani po'aamopi.
- (3) Ramoona ney yaa nongeepi.
- (4) Xosee poyo poy tuvyungax popellaxpi.
- (5) Mariya qay 'oho'vanq Xwaani pokupu'axpi.

Exercise C

Translate these sentences into Indian.

- (1) I hear Maria singing.
- (2) You want the girl to make baskets.
- (3) My son is learning to read.
- (4) The teacher told Juan to write.

Grammar

Complex sentences can also be formed by using the verb ending [qala]:

- (1) Xwaan toowq Mariyay. 'Juan sees Maria.'
- (2) Mariya lo'xaq. 'Maria cooks.'

(1) + (2) Xwaan toowq Mariyay polo'xaqala. 'Juan sees Maria cooking.'

Here are some more examples:

Xwaanpo tiwin Mariyay polo'xaqala. 'Juan will see Maria while
she is cooking.'

Xwaan tiiw'yax Mariyay polo'xaqala. 'Juan saw Maria when she
was cooking.'

Notice that the word for 'see' changes from present to future to past. But
the verb form with [qala] doesn't change its shape, even though it has
three meanings:

polo'xaqala	'while she is cooking' (present meaning)
polo'xaqala	'while she is cooking' (future meaning)
polo'xaqala	'while she was cooking'

You can only use [qala] when you are combining two sentences with different subjects. When they have the same subject, use [nik] or [qanik].

Exercise D

Translate these sentences into Indian.

- (1) We see you while you are cooking.
- (2) I hear them singing.
- (3) Maria kissed Juan while he was leaving.
- (4) Juan saw me leaving.
- (5) Can you hear the boys fighting?

Grammar

These Indian sentences have verb forms similar to the types we have just been looking at:

Po'aamolo poloov.	'Hunting is good.'
Powiwllo poloov.	'Making wiwish is nice.'
Ponaachaxanlo poloov.	'Eating is nice.'

These are formed by attaching [po] before the verb and [lo] after the verb. A verb formed on this pattern can usually be translated with an "it" sentence:

- 'It is good to hunt.'
- 'It is nice to make wiwish.'
- 'It is nice to eat.'

Exercise E

Translate these sentences into Indian:

- (1) Playing is nice.
- (2) It is bad to be jealous.
- (3) It's hard to hunt.
- (4) Crying is bad.
- (5) It's difficult to make wiwish.

Answers

Exercise A

- (1) Juan taught Maria to hunt.
- (2) Juan learned to hunt.
- (3) I will stop laughing.
- (4) You are finishing making baskets.

Exercise B

- (1) Juan believes we will eat tomorrow.
- (2) I know Juan will hunt.
- (3) Ramona told me to leave.
- (4) Jose's mother asked him to dance.
- (5) Maria doesn't believe Juan will sleep.

Exercise C

- (1) Noon naqmaq Mariyay poheelaxi. (3) Nokaamay pilachiq ponooliy.
- (2) 'om ma'maan nawitmali potoonavpi. (4) Huu'unikat yaa Xwaani ponaawipi.

Exercise D

- (1) Chaam tocwwun 'oy 'olo'xaqala.
- (2) Noo naqmaq wunaalumi pomheelaqala.
- (3) Mariya chungyax Xwaani ponzecqala.
- (4) Xwaan tiiw'yax ney nongeeqala.
- (5) 'om šu 'onaqmvotaq henge'malumi pomneqqipala?

Exercise E

- (1) Poyi'yilo poloov. (4) Pongaalo 'alaxwush.
- (2) Ponaawinlo 'alaxwush. (5) Powiilwo hika'kas.
- (3) Po'aamolo hika'kas.

LESSON 39--OBLIGATION AND UNCERTAINTY

Vocabulary

tee maybe wultu'a get angry

Grammar

When the particle [xu] is used with the future particle [po] in a sentence, the sentence expresses the idea of 'should' or 'ought to'. For example:

Xwaanxupo kulaawut pithi. 'Juan should break the stick.'

With the negative, of course, such sentences express the meaning 'should not' or 'ought not':

Xwaanxupo qay kulaawut pithi. 'Juan shouldn't break the stick.'

Notice that the verb has no ending in sentences like these. However, verbs like [pella], which add [x] before [lut], have [x] in these sentences:

Xwaanxupo pellax. 'Juan should dance.'

Exercise A

Translate the following sentences into Luiseno.

- (1) The man should take care of his dogs.
- (2) The boy shouldn't kick girls.
- (3) He shouldn't be playing in the water.
- (4) Juan should believe him.

Grammar

The subject particles [n], [up], [chal], [um], and [pum] are used with [xu] and [po]. The subject particle goes between the [xu] and the [po]. For example:

Nooxunpo pellax. 'I should dance.'

The combination of [xu], the subject particle, and [po] is not always exactly what you would expect. Here is a chart that shows the various combinations:

		SUBJECT PARTICLE			=	PARTICLE COMBINATION
xu	+	n	+	po	=	xunpo
xu	+	up	+	po	=	xupo
xu	+	cha	+	po	=	xushpo
xu	+	um	+	po	=	xumpo
xu	+	pum	+	po	=	xumpo

Notice that the particle combination is the same for [um] and [pum].

Exercise B

Translate the following sentences into Luiseno.

- | | |
|--------------------------------|--------------------------------------|
| (1) We should help our mother. | (3) Juan and Pedro should both hunt. |
| (2) You shouldn't get angry. | (4) I ought to laugh. |

Grammar

[Xu] can also be used to express the idea of 'should have' or 'ought to have'. For example:

Xwaanxupoku kulaawut pithima. 'Juan should have broken the stick.'

In sentences with this meaning, the extra particle [ku] is added to the end of the particle combinations listed above. Also, the ending [ma] is added to the verb.

Exercise C

Translate the following sentences into Luiseno.

- (1) We shouldn't have laughed.
- (2) The boys should have believed you.
- (3) I shouldn't have broken the bowl.
- (4) You (plural) should have drunk the water.

Grammar

Look at this sentence:

'If you drink this water, (then) you'll get sick.'

This sentence expresses the idea that if something happens, then something else will result. We call this an if-then sentence.

The idea of if-then is expressed in several ways in Luiseno. The English sentence above could be translated in any of these three ways:

Teepo 'om 'iviy paal paa'in, pi 'om takwayaan.
 'om 'iviy paal paa'in, man tee 'om takwayaan.
 'om 'iviy paal paa'ima, pi 'om takwayaxmaan.

The first of these sentences uses [tee]; the second, [man tee]. [Tee] and [man tee] usually mean 'maybe', so the first sentence, translated literally, means 'Maybe you'll drink this water, and you'll get sick'. The second sentence, translated literally, means 'You'll drink this water, maybe you'll get sick'. But both sentences are the equivalent of an English if-then sentence. Notice that the [an] future is used with both verbs, [paa'i] and [takwaya].

The third sentence has the ending [ma] on both verbs. The ending [ma] means 'usually' or 'always'. (Recall Lesson 27.) The third sentence, translated literally, means 'Whenever you drink this water, you'll get sick'. But it is also used as the equivalent of an if-then sentence.

Exercise D

Translate each of the following if-then sentences into Luiseno three ways.

- (1) If Juan sees a bear, he will run away.
- (2) If the food smells bad, Maria will get angry.
- (3) If it is cold, it will rain.
- (4) If Carlos helps his mother, she will be happy.
- (5) If the hunter hunts, his sons will eat.

Answers

Exercise A

- (1) Ya'ashxupo po'aashmi 'awaalumi kwaavichu.
- (2) Hengeemalxupo qay nanatmalumi 'ari.
- (3) Wunaalxupo qay yi'y'i paanga.
- (4) Xwaanxupo moy 'oho'ven.

Exercise B

- (1) Chaamxushpo chamyoyi maamayu.
- (2) 'omxupo qay wultu'ax.
- (3) Xwaan Pethro wehxumpo 'aam.
- (4) Nooxunpo tooyax.

Exercise C

- (1) Chaamxushpoku qay tooyaxma.
- (2) Henge' malumxumpoku 'oy 'oh'o'vanma.
- (3) Nooxunpoku qay peshlish chipima.
- (4) 'omomxumpoku paal paa'ima.

Exercise D

- (1) Teepo Xwaan hunwuti tiiwin, pi wunaal ya'anin.
Xwaan hunwuti tiiwin, man tee wunaal ya'anin.
Xwaan hunwuti tiiwima, pi wunaal ya'animaan.
- (2) Teepo naachaxanish 'alaxwush reekaan, pi Mariya wultu'aan.
Naachaxanish 'alaxwush reekaan, man tee Mariya wultu'aan.
Naachaxanish 'alaxwush reekaxma, pi Mariya wultu'axmaan.
- (3) Teepo 'iitaan, pi xillaan.
'iitaan, man tee xillaan.
'iitaxma, pi xillaxmaan.
- (4) Teepo Karlos poyoyi maamayun, pi posuun loovin.
Karlos poygyi maamayun, man tee posuun loovin.
Karlos poyoyi maamayuma, pi posuun loovimaan.
- (5) Teepo 'aamokat 'aamon, pi pokaamayum naachaxanan.
'aamokat 'aamon, man tee pokaamayum naachaxanan.
'aamokat 'aamoma, pi pokaamayum naachaxanmaan.

TEXT 10--READING

Vocabulary

<u>hilaala</u>	climb	<u>qay palik</u>	nothing at all
<u>purapurish</u>	hard (to the touch)	<u>pominik</u>	hard, forcefully
<u>pokwaym</u>	ran		

Xwaan Potemeki 'oyokval

In Text 9, Juan met a bear which began to chase him. Although Juan had no weapon, he was smart and climbed an oak tree to escape the bear. The bear was smart too and followed him. As the bear got close, Juan really got scared. But he remembered that the bear had a weakness; his nose was not hard, but very soft. So Juan took the only weapon he had, the flute, and hit the bear on the nose with it. Eventually, the bear gave up and ran away. Then Juan ran home. His wife, who was making wiwish at the time, asked him if he had seen anything that day. Juan said, no, he had seen nothing, nothing at all.

Xwaan 'ayalkawut, pi hilaal'ya kwiiyk neshkin Xwaan pooto. Hunwut 'ayalkawut, pi hilaal'ya kwiiyk. Xwaan 'ahuyaxi sowoo'qus. Hunwut neshkin Xwaan pooto 'aw'qus. Pa pi Xwaan yaa, "Noo molliq, hunwut pomuuvi qay purapurish." Xwaan pominik wotax hunwut pomuuviy wirulatal, pi hunwut xaarax. Xwaan yu'pan hunwuti wotax, pi hunwut xaarax pi ya'anax. Xwaan pokwaym pokiyk, pi popeew 'aw'qus kinga posuumga lo'xaqus wiwish. Yungaal poy tuvyungax, "'om su hish tiiw'yax wanlinga?" Xwaan yaa, "Qay hish tiiw'yax, qay palik."

LESSON 40--MORE ABOUT VERBS

Vocabulary

takwaya	got sick, died	supul	one
tawpush nollimokwichi	year(s) ago	muyuki	many (object)
'amaayum	children	yawa'na	caught
'amaayamal	boy	qe'qe	killed

Grammar

In Luiseno a verb usually has a single basic form to which you add endings. To the verb [pella] 'dance', for instance, [q] is added with singular subjects, and [an] with plural subjects, in describing actions taking place in the present:

Xwaan pellaq pitoo. 'Juan is dancing now.'
 Xwaan Mariya weh pellaan pitoo. 'Both Juan and Maria are dancing now.'

A few verbs, however, have two basic forms, one for singular subjects and one for plural subjects:

Xwaan howaq pitoo. 'Juan is lying down now.'
 Xwaan Mariya weh masaan pitoo. 'Both Juan and Maria are lying down now.'

Notice that though the basic form of the verb changes, the endings [q] and [an] are the same as for [pella].

Learn the pairs of singular and plural verbs in the vocabulary list below.

VocabularySingularPlural

howa	masa	lie down
kwota	waraava	get up
villa	waapa	fly, jump
qala	lima	ride
wita	puruuy	stand
wita'a	puruura	stop
takwaya	tapa	get sick, die
pokwa	ngoora	run

Exercise A

Supply the correct form of the verb in parentheses.

- (1) Xwaan (lay down) waxaam. (5) Hax su (rode) waniingay?
 (2) Chaamchamil (were standing) (6) 'ataaxum (flew) moyik tawpush
 chankinga. nollimokwichi.
 (3) Pethro pokaamayum (will run) (7) Mikinga su nanatmalum (will get
 'exngay. up)?
 (4) Noo (am going to get up).

Grammar

For some verbs it is possible to use the singular basic form instead of the plural even for plural subjects. For example, 'They are lying down' can be either

Wunaallumpum masaan.

or

Wunaallumpum howaan.

Here are some of the singular verbs you can use in this way:

wita'	a	stop
qala		ride
pokwa		run
takwaya		get sick, die

But, regardless of the basic form, you should always use the proper ending, [an], for these verbs when they have a plural subject.

Exercise B

Substitute the singular basic verb form for the plural one given in the sentences below.

- (1) Nanatmalum ngooraan ranchoyk. (3) 'ataaxum sum limaan Rinkonngay
 (2) Xwanita po'aachum 'ehengmayum (4) Hunwutum qay puruuraan waniingay
 tap'ya.

Grammar

The verbs discussed above change their basic form when the subject is plural. A few verbs change their basic form when the object is plural. They have one basic form for singular objects and another for plural objects. For example, [moqna] 'kill' is used with a singular object, but [qe'ee] 'kill' is used with a plural object:

Chaam supuli toosxiti moqnavun. 'We are killing one rabbit.'

Chaam wehchumi toosaxitumi qe'eewun. 'We are killing two rabbits'

Listed below are some other verbs with two basic forms, one for singular objects and one for plural. Learn these verbs.

Vocabulary

<u>Singular</u>	<u>Plural</u>	
moqna	qe'ee	kill
woti	wuva'na	hit
chaqwi	yawa'na	catch
pengi	piivan	throw

Exercise C

Supply the correct form of the verb in parentheses.

- (1) Noonil (caught) supuli toosaxiti. (5) 'amaayamal su wehchumi toot (throw)?
- (2) Chaam wehchumi hunwutumi (caught).
- (3) Xwaanupil suukati (was killing). (6) Wunaal poy (hit).
- (4) Hax su no'aashmi 'awaalumi (killed)? (7) Noon 'iviy toot (will throw). (8) 'om su 'awaalumi (going to hit)?

Grammar

The form of the verb which is used with a plural object can also be used when the action of the verb is applied to the same object several times. Here are some examples:

Noon puyaamangay 'awaali wuva'naq. 'I hit the dog all the time.'
Noon xwaayaanti toot piivanq puyaamangay. 'I throw the white stone all the time.'

With singular subjects, the ending [lut] is added to a verb to express the meaning 'is going to'. For instance, ['oovilut] means 'is going to give'. With some verbs you must use [lowut] instead of [lut]. All the verbs listed here which add [lowut] have stress on the last vowel of their basic form:

VERB	+	ENDING	=	FUTURE VERB	
haal	+	lowut	=	haallowut	'is going to search'
paaw	+	lowut	=	paallowut	'is going to get water'
kulaaw	+	lowut	=	kulaallowut	'is going to get wood'
'aq(a)	+	lowut	=	'aqlowut	'is going to bathe'
wiw	+	lowut	=	wiilowut	'is going to make wiwish'

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You should still add [kutum] when the subject is plural.

Exercise D

Translate the following sentences into Luiseno.

- (1) Juan is going to throw the stone at Maria.
- (2) Maria will catch the bird.
- (3) The mountain lion killed many dogs.
- (4) The people were standing near the house.
- (5) Did you get sick a year ago?
- (6) Pedro is going to search for his wife.
- (7) Ramona and Maria both ran to their father.
- (8) Where are the birds flying from?
- (9) Did you catch many rabbits?
- (10) Jose did not get up this morning.

Answers

Exercise A

- | | |
|----------------------|----------------------|
| (1) <u>how'ya</u> | (5) <u>qal'ya</u> |
| (2) <u>puruuyqus</u> | (6) <u>waap'ya</u> |
| (3) <u>ngooraan</u> | (7) <u>waraavaan</u> |
| (4) <u>kwotaxlut</u> | |

Exercise B

- | | |
|--------------------|---------------------|
| (1) <u>pokwaan</u> | (3) <u>qalaan</u> |
| (2) <u>takwaya</u> | (4) <u>wita'aan</u> |

Exercise C

- | | |
|---------------------|-----------------------|
| (1) <u>chaqwax</u> | (5) <u>piivanq</u> |
| (2) <u>yawa'na</u> | (6) <u>wotax</u> |
| (3) <u>moquaqus</u> | (7) <u>pengin</u> |
| (4) <u>qe'qe</u> | (8) <u>wuva'nalut</u> |

Exercise D

- (1) Xwaan toot Mariya poyk pengilut.
- (2) Mariyapo 'ehengmayi chaqwin.
- (3) Tukwut tuyuki 'awaalumi qe'qe.
- (4) 'atasaxum puruuyqus neshkin kinga.

- (5) 'om su takwaya tawpush nollimokwichi?
- (6) Pethro haallowut popeewi.
- (7) Ramoona Mariya weh ngoor'ya pomna poyk.
- (8) Michay sum waapaan 'ehengmayum?
- (9) 'om su muyuki toosaxitumi yawa'na?
- (10) Xosee qay kwotya 'amu'exngay.

LESSON 41--MODIFYING CLAUSES

Vocabulary

<u>naawa</u>	dress	<u>ko'i</u>	to bite
<u>chipomkat</u>	liar	<u>'eskani</u>	to paint
<u>chishpomkatum</u>	liars		

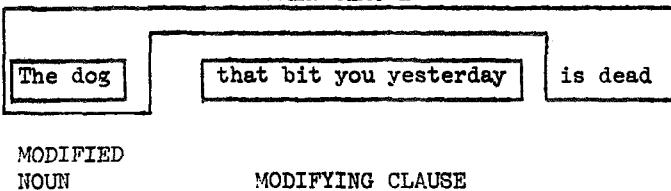
Grammar

Look at the following sentence:

The dog that bit you yesterday is dead.

The part that bit you yesterday modifies the noun dog: it is not just any dog that is dead, it is the one that bit you yesterday. That bit you yesterday is called a MODIFYING CLAUSE; the dog is dead is the MAIN CLAUSE, and the dog is the MODIFIED NOUN.

MAIN CLAUSE



MODIFIED
NOUN

MODIFYING CLAUSE

Exercise A

Underline the modifying clauses in the following English sentences.

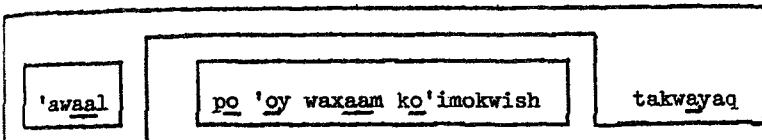
- (1) The dog that you bit yesterday is dead.
- (2) I know the man whom you have decided to rob.
- (3) The effete intellectual snob who spoke was to become vice-president.
- (4) I like the words which you used to describe the chairman.

Grammar

When you form modifying clauses in Luiseño, two elements are marked in a special manner: the modified noun and the verb of the modifying clause.

For example the Luiseño sentence for 'The dog that bit you yesterday'

MAIN CLAUSE



MODIFIED
NOUN

MODIFYING CLAUSE

You see that the modified noun ['awaal] is followed by the word [po] which will be called the MODIFYING CLAUSE MARKER) and that in the modifying clause, the ending [mokwish] is added to the verb for 'bite', (ko'i).

Therefore, in Luiseno, a sentence with a modifying clause in it has the following form:

MODIFYING CLAUSE						
MODIFIED NOUN	+	MODIFYING CLAUSE MARKER	REST OF CLAUSE	VERB + ENDING	+	REST OF SENTENCE
'awaal	+	po	'oy waxaam	ko'i + mokwish	+	takwayaq

In the remainder of this lesson, we will examine the form of the modifying clause marker.

In the preceding sentence, ['awaal] is the subject of [takwayaq]: the modified noun is the subject of the main clause. Also notice that it is singular. The modifying clause marker is [po].

MODIFIED NOUN	MODIFYING CLAUSE MARKER
subject of the main clause singular	<u>po</u>

When the modified noun is plural, [pomom] is used instead of [po].

MODIFIED NOUN	MODIFYING CLAUSE MARKER
subject of the main clause plural	<u>pomom</u>

For example:

Ya'aychum pomom too'saxitumi qe'eemokwichum qay poplovum

Exercise B

Fill in the correct words in the following sentences:

- (1) Huu'unikat _____ neyk 'aa'alvimeokwisch chipomkat.
The teacher who told me a story is a liar.
- (2) 'amaayum _____ 'aa'alvish noolikutum 'exngay poplovum.
The children who will read the story tomorrow are nice.
- (3) 'ataax _____ wiwish lovi'iqsat qay potila'axvotaq.
The person who is making wiwish cannot talk.
- (4) Nanatmalum _____ waxaam 'oy xechimokwichum yawaywichum.
The girls who hit you yesterday are beautiful.

Grammar

The modified noun is not always the subject of the main clause. For instance, in

I know the dog that bit you yesterday.

I know the dog is the main clause, and the modified noun the dog is the object of know. In Luiseno, this sentence is:

Noo 'ayaliq 'awaali poneeyi 'oy waxaam ko'imokwichi.

You see that the word for 'dog' takes the ending [i], as it does in any other sentence where it is the object of a verb. The modifying clause marker following the modified noun is now [poneeyi]. [Poneeyi] is the modifying clause marker used with singular animate nouns. When the noun is inanimate, you should use [poneey].

Noo tiiw'yax peshlish poney po'eskanivoy waxaam.
'I saw the bowl that she painted yesterday.'

MODIFIED NOUN

object of the main clause
animate nouns
singular
inanimate nouns

MODIFYING CLAUSE MARKER

poneeyi
poneey

When the modified noun is plural, you should use [poneemi] instead of [poneeyi]. [Poney] is used both in the singular and in the plural with inanimate nouns:

Noo tiiw'yax hunwutumi poneemi qe'eemokwichumi ya'aychumi.
'I saw the bears that killed the men.'

Noo 'ayaliq 'aa'alvish poney 'exngay po'aa'alvi piy.
 'I know the stories that she will tell tomorrow.'

MODIFIED NOUN

object of the main clause
 animate nouns
 plural

inanimate nouns

MODIFYING CLAUSE MARKER

poneemi
 poney

Exercise C

Fill in the correct words in the following sentences.

- (1) Noo 'ayaliq 'awaalumi ____ Mariya poyi'yiqati.
 I know the dogs that Maria is playing with.
- (2) Noo tiiw'yax peshlish ____ waxaam pom'eskanivoy.
 I saw the bowl that they painted yesterday.
- (3) Chaam 'ayaliwun ya'achi ____ 'exngay heelaxluti.
 We know the man who is going to sing tomorrow.
- (4) Wunaal tiiw'yax naawami ____ Ramoona polo'xavoy Mariya poyk.
 She saw the dresses that Ramona made for Maria.

Grammar

The following table will help you remember how to use the modifying clause markers after modified nouns. N represents a modified noun in this table.

		MODIFIED NOUN	MODIFYING CLAUSE MARKER
Modified noun subject of the main clause	singular plural	N N + um	po pomo
	animate nouns singular plural		poneeyi poneemi
Modified noun object of the main clause			

AnswersExercise A

- (1) The dog that you bit yesterday is dead.
- (2) I know the man whom you have decided to rob.
- (3) The effete intellectual snob who spoke was to become vice-pres
- (4) I like the words which you used to describe the chairman.

Exercise B

- (1) po
- (2) pomom
- (3) po
- (4) pomom

Exercise C

- (1) poneemi
- (2) poney
- (3) poneeyi
- (4) poney

LESSON 42--MORE ABOUT MODIFYING CLAUSES

Vocabulary

'oyooto
tavulvush

rob
long

tapa
wimmaat

be dead
heavy

Grammar

You probably noticed in the preceding lesson that the endings attached to the verbs of modifying clauses are not the same all the time. These endings depend on the time of the action described by the verb of the modifying clause: past, present, or future.

In this lesson, you will look at what happens when the action of the modifying clause is in the past. Here are some examples:

'awaal po 'oy ko'imokwish waxaam takwyaq. 'The dog that bit you yesterday is dead.'

Ya'ash po toošaxitumi qe'eemokwish qay poloov 'aamokat.
'The man who killed the rabbits is a poor hunter.'

Huu'unikat po neyk 'aa'alvimokwish chipomkat. 'The teacher who told me a story is a liar.'

You see that the ending [mokwish] is added to each of the three verbs [ko'i], [qe'ee], and [aa'alvi] to form the modifying clauses. In these three sentences, the modified nouns--['awaal'], [ya'ash], and [huu'unikat]--are in the singular. When the modified noun is in the plural, the ending [mokwish] has to be plural too. The plural of [mokwish] is [mokwichum].

SINGULAR

mokwish

PLURAL

mokwichum

The three sentences are, in the plural:

'awaalum pomom 'oy ko'imokwichum waxaam tapaan. 'The dogs that bit you yesterday are dead.'

Ya'aychum pomom toošaxitumi qe'eemokwichum qay poplovum 'aamovuktum.
'The men who killed the rabbits are poor hunters.'

Huu'univuktum pomom neyk 'aa'alvimokwichum chishpomkatum. 'The teachers who told me a story are liars.'

Exercise A

Translate the following English sentences into Luisemo.

- (1) The rabbit that bit me yesterday is dead.
- (2) The men who hunted here yesterday are our enemies.
- (3) The girl who paid me yesterday is pretty.

- (4) The women who read the story yesterday want to play.
 (5) The person who made wiwish yesterday is nice.

Grammar

In all the sentences used in this lesson so far, the modified noun was the subject of the main clause. But you remember from the preceding lesson that a modified noun can also be the object of the main clause. (It is then that you use [poneeyil], [poneemi], and [poney] as the modifying clause markers following the modified nouns.)

When a modifying clause modifies a noun which is the object of a verb, the ending [i] is added to [mokwisch] and [mokwichum]:

mokwisch + i = mokwichi

mokwichum + i = mokwichumi

For example:

Noo 'ayaliq 'awaali poneeyi 'oy ko' imokwichi waxaam. 'I know the dog that bit you yesterday.'

Noo 'ayaliq 'awaalumi poneemi 'oy ko' imokwichumi waxaam. 'I know the dogs that bit you yesterday.'

Exercise B

Translate the following English sentences into Luiseño.

- (1) I know the rabbit that bit you yesterday.
 (2) I see the men who hunted here yesterday.
 (3) Do you know the girl who hit me yesterday?
 (4) We know the boys who made baskets.
 (5) Did you see the person who read the story yesterday?

Grammar

So far, you have looked at sentences where the modified noun was the subject of the modifying clause. For example, in both

The dog that bit you yesterday is dead.

and

I know the dog that bit you yesterday.

the dog is the one that did the biting.

But look at the following sentence:

The dog that you bit yesterday is dead.

In this sentence, you are the one that did the biting, and the dog is the one that underwent the biting. You is the subject in the modifying clause, and the dog is the object.

When the modified noun is the object of the modifying clause, you do not add [mokwish] to the verb; rather you add [vo]:

'awaal po 'oko'ivo waxaam takwayaq. 'The dog that you bit yesterday is dead.'

Here are some more examples:

Peshlish po nawitmal po'eskanivo 'ahuyaxi poloov. 'The bowl that the girl painted is very nice.'

Ya'aychum pomom waxaam 'otiiwivo chishpomkatum. 'The men whom you saw yesterday are liars.'

Kulaawut po Xwaan powotivo 'awaali tavulvush. 'The stick with which Juan hit the dog is long.'

The verb to which [vo] is attached is always preceded by the possessive which matches its subject. Look, for example, at the following sentences:

Kulaawut po Xwaan powotivo 'awaali tavulvush. 'The stick with which Juan hit the dog is long.'

Kulaawut po Xwaan Mariya weh pomwotivo 'awaali tavulvush. 'The stick with which Juan and Maria both hit the dog is long.'

If the subject of the modifying clause is a pronoun, you don't have to say that pronoun. It is sufficient to have the verb with the {vo} ending preceded by the possessive which matches the pronoun. The pronoun is optional and indicated in parentheses:

Peshlish po waxaam (noo) no'eskanivo yawaywish. 'The bowl that I painted yesterday is beautiful.'

Exercise C

Translate the following sentences into Luiseno.

- (1) The bowl that the men painted yesterday is beautiful.
- (2) The girls that we followed yesterday did not want to play.
- (3) The basket that Ramona made for me is heavy.
- (4) The story that Juan read is not good.
- (5) The river that you (plural) went into yesterday is wide.

Grammar

What happens when the modified noun is both the object of the main clause and the object of the modifying clause? Since it is the object of the modifying clause, the ending [vo] should be used. In addition, since it is also the object of the main clause, you must add the object ending [y] to [vo]. The object ending is [y] after a vowel, remember.

Noo 'ayaliq 'awaali poneeyi 'oko'ivoy waxaam. 'I know the dog that you bit yesterday.'

Here are some more examples:

- 'om su 'ayaliq 'ataaxi poneeyi Xwaan po'cyoootovoy? 'Do you know the person that Juan robbed?'
- 'om su tiiw'yax hunwutumi poneemi waxaam pomqe'eenvoy? 'Did you see the bears that they killed yesterday?'
- 'om su tiiw'yax naawami poney Mariya polo'xavoy poyo poyk? 'Did you see the dresses that Maria made for her mother?'

Exercise D

Translate the following sentences into Luiseño.

- (1) I know the dog that they stole yesterday.
- (2) Did you see the bowl that Juan and Maria both painted?
- (3) I saw the rabbits that you killed.
- (4) Do you know the dogs that Ramona and Maria played with?
- (5) He saw the baskets that the woman made.

Answers

Exercise A

- (1) Toosaxit po ney ko'imokwish waxaam takwayaq.
- (2) Ya'aychum pomom 'aamomokwichum 'iva waxaam chankaytum.
- (3) Nawitmal po ney nechimokwish waxaam yawaywish.
- (4) Sugngalum pomom 'aa'alvish noolimokwichum waxaam yi'yivichuwun.
- (5) 'ataax po wiiwish lovi'imokwish waxaam poloov.

Exercise B

- (1) Noo 'ayaliq toosaxiti poneeyi 'oy ko'imokwichi waxaam.
- (2) Noo toowq ya'aychumi poneemi 'aamomokwichumi 'iva waxaam.
- (3) 'om su 'ayaliq nawitmali poneeyi ney xechimokwichi waxaam?
- (4) Chaam 'ayaliwun henge'malumi poneemi toonavmokwichumi.
- (5) 'om su tiiw'yax 'ataaxi poneeyi 'aa'alvish noolimokwichi waxaam?

Exercise C

- (1) Peshlish po ya'aychum pom'eskanivo waxaam yawaywish.
- (2) Nanatnalum pomom waxaam (chaam) chamnoonomivo qay yi'yivichuqus.
- (3) Tukmal po Ramoona neyk potoonavvo wimmaat.
- (4) 'aa'alvish po Xwaan ponoolivo qay looviq.
- (5) Wanicha po ('omom) 'omchulupavo waxaam hevelvish.

Exercise D

- (1) Noo 'ayaliq 'awaali poneeyi (wunaalum) pom'yoootovoy waxaam.
- (2) 'om su tiiw'yax peshlish poney Xwaan Mariya weh pom'eskanivoy?
- (3) Noo tiiw'yax too saxitumi poneemi ('om) 'oqe'eevoy.
- (4) 'om su 'ayaliq 'awaalumi poneemi Ramoona pi Mariya pomyi'yivoy?
- (5) Wunaal tiiw'yax tukmal poney fungaal potoonavvoy.

LESSON 43--STILL MORE ABOUT MODIFYING CLAUSES

Grammar

You know how to recognize and form modifying clauses in the past in Luiseno. Modifying clauses in the present and in the future are very similar, except that the endings attached to the verb are different. The following table will help you recognize and form modifying clauses in the past and also in the present and in the future. It lists the endings that go on the verb of a modifying clause.

MODIFIED NOUN IS:	SUBJECT OF THE MODIFYING CLAUSE			OBJECT OF THE MODIFYING CLAUSE
SUBJECT OF THE MAIN CLAUSE	Past	Singular	Plural	vo
		mokwisch	mokwichum	
		qat	qatum	qat
OBJECT OF THE MAIN CLAUSE	Future	lut	kutum	pi
		mokwichi	mokwichumi	voy
		qati	qatumi	qati
		luti	kutumi	piy

Remember that the possessive is always used when the modified noun is the object of the modifying clause. Notice that the plural ending [um] is used only when the modified noun is plural and functions as the modifying clause subject. Notice also that the ending [y] or [i] is always used when the modified noun is the object of the main clause.

Look at a few examples of modifying clauses in the present:

'ataax po kish waaqiqat poloov. 'The person who is sweeping the house is nice.'

Noo 'ayaliq 'ataaxi poneeyi kish waaqiqati. 'I know the person who is sweeping the house.'

In the first sentence, ['ataax] is the subject of both the main clause and the modifying clause. Therefore the ending [qat] was added to the verb for 'sweep', [waaqi].

In the second sentence, ['ataax] is still the subject of the modify-

[qati] was added to [waaqi].

Exercise A

Using the table and the two preceding examples, translate the following sentences into Luiseno.

- (1) The persons who are sweeping the house are nice.
- (2) I know the persons who are sweeping the house.

Grammar

Look at those two sentences:

'awaal po Mariya poyi'yiqat poloov. 'The dog that Maria is playing with is nice.'
Noo 'ayaliq 'awaali poneeyi Mariya poyi'yiqati. 'I know the dog that Maria is playing with.'

In the first sentence, ['awaal] is the subject of the main clause, but the object of the modifying clause. Therefore, [qat] was added to the verb for 'play', [yi'yi]. [Mariya] is the subject of the modifying clause; the possessive which matches [Mariya] is [po]; therefore [po] was attached at the beginning of [yi'yi].

In the second sentence, the only difference is that ['awaal] is the object of the main clause; that is why [qati] and not [qat] was added to [yi'yi].

Exercise B

Translate the following sentences into Luiseno. Remember that the possessive attached at the beginning of the verb must match the subject of the verb, and that if the subject is a pronoun, you don't have to say it.

- (1) The dog that Maria and Juan are playing with is nice.
- (2) I know the dog that Maria and Juan are playing with.
- (3) The dresses that we are making are beautiful.
- (4) I saw the dresses that you are making.
- (5) The bowl that I am painting is nice.
- (6) Did you (plural) see the bowl that Maria is painting?

Grammar

Examples are given below of sentences in the future. They exemplify each of the cases shown in the table.

'ataax po 'exngay wuko'axlut poloov. 'The person who is going to come tomorrow is nice.'

'ataaxum pomom 'exngay wuko'axkutum poplovum. 'The people who are going to come tomorrow are nice.'

Noo 'ayaliq 'ataaxi poneeyi 'exngay wuko'axluti. 'I know the person who is going to come tomorrow.'

Noo 'ayaliq 'ataaxumi poneemi 'exngay wuko'axkutumi. 'I know the people who are going to come tomorrow.'

\$ungaal po Xwaan popeewlupi yawaywish. 'The woman whom Juan will marry is beautiful.'

Noo tiiw'yax \$ungaali poneeyi Xwaan popeewlupiy. 'I saw the woman whom Juan will marry.'

Exercise C

Translate the following sentences into Luiseño.

- (1) The man who will sing tomorrow is a teacher.
- (2) Did you see the dog that will dance tomorrow?
- (3) I saw the bowls from which the boys will drink tomorrow.
- (4) The bowl from which Juan will drink tomorrow is beautiful.
- (5) The women who are going to tell stories do not want to dance.
- (6) I know the girls who will pay me tomorrow.
- (7) Did you see the stick that we are going to break?
- (8) The dresses that Maria is going to make are for Ramona.

Answers

Exercise A

- (1) 'ataaxum pomom kish waaqiqatum poplovum.
- (2) Noo 'ayaliq 'ataaxumi poneemi kish waaqiqatumi.

Exercise B

- (1) 'awaal po Mariya pi Xwaan pomyiyiqat poloov.
- (2) Noo 'ayaliq 'awaali poneeyi Mariya pi Xwaan pomyi'yiqati.
- (3) Naawam pomom (chaam) chamlo'xaqat yawaywichum.
- (4) Noo tiiw'yax naawami poney ('om) 'olo'xaqati.
- (5) Peshlish po (noo) no'eskaniqat poloov.
- (6) 'omom sum tiiw'yax peshlish poney Mariya po'eskaniqati?

Exercise C

- (1) Ya'ash po 'exngay heelaxlut huu'unikat.
- (2) 'om \$u tiiw'yax 'awaali poneeyi 'exngay pellaxluti?
- (3) Noo tiiw'yax peshlish poney 'exngay henge'malum pombaa'ipiy.

- (4) Peshlish po Xwaan 'exngay popaa'ipi yawaywish.
- (5) Suŋgalum pomom 'aa'alvikutum qay pellaxvichuwun.
- (6) Noo 'ayaliq nanatmalumi poneemi 'exngay ney nechikutumi.
- (7) 'om su tiiw'yax kulaawut poney (chaam) champithipiy?
- (8) Naawam pomom Mariya polo'xapi Ramoona poyk.

LESSON 44--STILL MORE ABOUT VERBS

Vocabulary

<u>moora</u>	do the eagle dance	<u>yax</u>	say, tell
<u>mahaar</u>	five	<u>hamu</u>	early
<u>hakwaachi</u>	come	<u>qeewi</u>	shout

Grammar

Look at the following sentences:

Noo ngooyuk hamu 'amu' exngay.

'I used to wake up early in the morning.'

Chaam naawik Lusenyo.

'We used to write Luiseno.'

Wunaal 'aamuk 'iswutumi.

'He used to hunt wolves.'

Chaam 'oy 'oho vanuk.

'We used to believe you.'

A special ending is added to the verb in Luiseno sentences to describe something that used to happen, or often happened, in the past. If the verb ends in a consonant, this ending is [uk]; for instance, ['oho'ven] 'believe' ends in the consonant [n], so 'used to believe' is ['oho'venuk]. If the verb ends in [i], the ending is simply [k]; 'used to write' is therefore [naawi], since [naawi] 'write' ends in [i]. Finally, if the verb ends in any vowel other than [i], this final vowel is dropped, and the ending [uk] is then added to the new final consonant. For example, the verb ['aamo] 'hunt' ends in a vowel other than [i], so this final vowel, [o], is dropped: ['aam]; the regular ending [uk] is then added to the new final consonant, [m]: ['aamuk] 'used to hunt'.

Here are some more examples:

VERB (~LAST VOWEL) + ENDING = 'USED TO' + VERB

<u>piivan</u>	+ uk	= <u>piivanuk</u>	'used to throw stones'
<u>paaw</u>	+ uk	= <u>paawuk</u>	'used to fetch water'
<u>'ooovi</u>	+ k	= <u>'oovik</u>	'used to give'
<u>paa'i</u>	+ k	= <u>paa'ik</u>	'used to drink'
<u>ngoooya - a</u>	+ uk	= <u>ngoooyuk</u>	'used to wake up'
<u>pella - a</u>	+ uk	= <u>pelluk</u>	'used to dance'

These verbs are the same in form whether the subject is singular or plural:

Noo paal paa'ik.

'I used to drink water.'

Chaam paal paa'ik.

'We used to drink water.'

Exercise A

Add the 'used to' ending to the verb of each sentence below.

- (1) Chaam wiiwish naachaxanwun.
- (2) Noo po'aachi kwaavichuq.
- (3) Wunaal ngooyaq hamu 'amu'exngay.
- (4) Chaam 'aa'alvish naqmawun.
- (5) Noo wunaali 'ataaxi 'ayaliq.
- (6) 'omom maameyuwun hengeemali.
- (7) Wunaal ya'ash mooraqus.
- (8) Noyo saawokaq.
- (9) Noo moy 'oho'venq.
- (10) Mahaaar tawpush nollimokwichi chaam paa'yax.

Grammar

In English, when you want to order someone to do something, you say:

Go!	Come!	Drink!	Help me!
Eat!	Look!	Wake up!	Listen!

There is no ending on these verbs.

In Luiseno also, to give a command to one person you simply use the basic verb form without adding anything:

'oovi!	'Give!'	Paa'i paal!	'Drink the water!'
Naqmä!	'Listen!'	'oho'ven ney!	'Believe me!'
Nechi!	'Pay!'		

Those verbs ending in [a] (like [pella]) that add [x] before [lut] also add [x] here:

Hati'ax!	'Go!'	Ngooyax!	'Wake up!'
Pellax!	'Dance!'	Wita'ax!	'Stop!'

Exercise B

Give the following commands in Luiseno:

- | | | |
|------------|-------------------------|---------------------|
| (1) Go! | (4) Give me some water! | (7) Stop! |
| (2) Drink! | (5) Believe him! | (8) Read the story! |
| (3) Pay! | (6) Ask him! | (9) Sing! |

Grammar

When giving a command to more than one person with a verb like [pella], which takes [x] before [lut], add [x] plus the ending [am]; simply add [yam] to all other verbs:

Hati'axam!	'Go!' (plural)	Nechiyam ney!	'Pay me!' (plural)
Ma <u>s</u> xam!	'Lie down!' (plural)	Toonavyam!	'Make baskets!'
Hakwa <u>a</u> chiyam!	'Come!' (plural)		(plural)

Exercise C

Give the following plural commands in Luiseno:

- | | | |
|--------------|-----------------|------------|
| (1) Go! | (4) Believe me! | (7) Jump! |
| (2) Kiss me! | (5) Kill it! | (8) Stand! |
| (3) Listen! | (6) Lie down! | (9) Sing! |

Grammar

Now look at the following English and Luiseno sentences:

Tus <u>su</u> !	'Don't!!' (singular)
Tus <u>sum</u> !	'Don't!!' (plural)
Tus <u>su</u> yax!	'Don't say it!' (singular)
Tus <u>su</u> heelax!	'Don't sing!' (singular)
Tus <u>sum</u> yaxam!	'Don't say it!' (plural)
Tus <u>sum</u> heelaxam!	'Don't sing!' (plural)

To give a negative command in English (whether to one person or to more than one person) you use the expression don't plus a verb. In Luiseno, you also use a special word: [tussu] for the singular and [tussum] for the plural. You also use the command form of the verb. Here is another set of examples:

Hati'ax!	'Go!' (to one person)
Hati'axam!	'Go!' (to more than one person)
Tus <u>su</u> hati'ax!	'Don't go!' (to one person)
Tus <u>sum</u> hati'axam!	'Don't go!' (to more than one person)

With commands using [tussum], it is possible to omit the plural ending of either [tussum] or the verb (but not both). Thus

Tussum toonavyam!
 Tussum toonav!
 Tussu toonavyam!

all mean 'Don't make baskets!' (to more than one person).

Exercise D

Give the following negative commands in Luiseno:

- (1) Don't say it! (singular)

- (2) Don't play! (plural)
- (3) Don't kiss me! (singular)
- (4) Don't shout! (plural)
- (5) Don't stop! (singular)
- (6) Don't shoot! (singular)

Grammar

Commands can also be given by adding [ngi] to the verb. This ending means 'go and'. For example:

- | | |
|------------|-----------------------|
| Kulaawngi! | 'Go and fetch wood!' |
| Paaawngi! | 'Go and fetch water!' |
| Yaxngi! | 'Go and tell!' |

When speaking to more than one person, add [yam] to [ngi]:

- | | |
|---------------|--------------------------------|
| Kulaawngiyam! | 'Go and fetch wood!' (plural) |
| Paaawngiyam! | 'Go and fetch water!' (plural) |
| Yaxngiyam! | 'Go and tell!' (plural) |

Exercise E

Give the following commands in Luiseño:

- (1) Go get water! (singular)
- (4) Go and pay him! (plural)
- (2) Go and hunt! (plural)
- (5) Go and tell him! (singular)
- (3) Go get wood! (singular)
- (6) Go and play outside! (plural)

Answers

Exercise A

- (1) Chaam wiiwish naachaxanuk.
- (2) Noo po'aachi kwaavichuk.
- (3) Wunaal ngooyuk hamu 'amu'exngay.
- (4) Chaam 'aa'alvish naqmuk.
- (5) Noo wunaali 'ataaxi 'ayalik.
- (6) 'omom maamayuk hengeemali.
- (7) Wunaal ya'ash mooruk.
- (8) Noyo paaawokuk.
- (9) Noo poy 'oho'venuk.
- (10) Mahaar tawpush nollimokwichi chaam paa'ik.

Exercise B

- (1) Hati'ax!
- (4) 'ooovi neyk paal!
- (7) Wita'ax!
- (2) Paa'i!
- (5) 'oho'venuk poy!
- (8) Nooli 'aa'alvish!
- (3) Nechi!
- (6) Tuvyungi poy!
- (9) Heelax!

Exercise C

- | | | |
|--------------------|--------------------------|---------------|
| (1) Hati'axam! | (4) 'oho'vanyam ney! | (7) Waapaxam! |
| (2) Ney chungiyam! | (5) Moqnyayam poy! | (8) Puruuyym! |
| (3) Naqmayam! | (6) Ma a xam! | (9) Heelaxam! |

Exercise D

- | | |
|---|--|
| (1) Tu <u>ssu</u> yax! | (4) Tu <u>ssu</u> yi'yiyam! |
| (2) Tu <u>ssu</u> yi'yiyam!, Tu <u>ssu</u> yi'yil!, Tu <u>ssu</u> yi'yiyam! | (5) Tu <u>ssu</u> ney chungi! |
| (3) Tu <u>ssu</u> ney chungi! | (6) Tu <u>ssu</u> qeewiyam!, Tu <u>ssu</u> qeewi!, Tu <u>ssu</u> qeewiyam! |
| (4) Tu <u>ssu</u> qeewiyam!, Tu <u>ssu</u> qeewi!, Tu <u>ssu</u> qeewiyam! | (5) Tu <u>ssu</u> wita'ax! |
| (5) Tu <u>ssu</u> wita'ax! | (6) Tu <u>ssu</u> pati! |

Exercise E

- | | |
|------------------|-------------------------|
| (1) Paawngi! | (4) Poy nechingiyam! |
| (2) 'aamongiyam! | (5) Yaxngi poy! |
| (3) Kulaawngi! | (6) Yi'yinyiyam pisayk! |

LESSON 45--LIKING AND HATING

Vocabulary

ma'ma	want, need, like, love	gatu	cat
salla	dislike, hate	naxanmal	old man
he'a	dislike, hate	notukmay	my basket

Exercise A

Learn the new words. Then translate these sentences.

- (1) We want Maria to sing. (3) Do you (plural) dislike this wiwish?
(2) I hate the old man. (4) Jose needs a bow.

Grammar

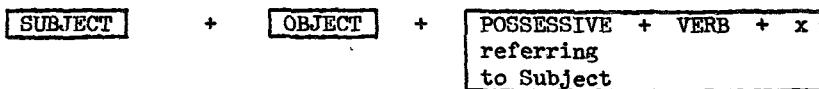
The new words you have just learned can be used in two different ways. When you want to say 'I dislike Juan' in Indian, you can say either

Noo Xwaani he'aq.

or

Noo Xwaani nohe'ax.

Both these Indian sentences mean the same thing. The second sentence is formed this way:

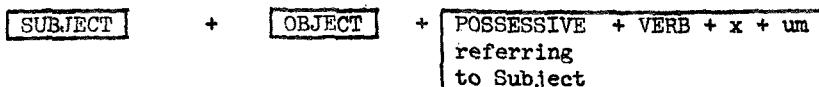


Noo Xwaani no + he'a + x.

Here are some other examples of this new type of sentence:

Noo wiwish 'axaanti nomax. 'I like delicious wiwish.'
'omom 'awaali 'omgallax. 'You (plural) dislike the dog.'
Xwaan Mariyay poma'max. 'Juan loves Maria.'

If the object in such a sentence is plural, form the sentence like this:



For example:

Chaam 'awaalumi chanhe'axum. 'We dislike dogs.'
Xwaan Mariyay pi Ramoonay poma'maxum. 'Juan loves Maria and
 Ramona.'

Exercise B

Translate these sentences into Indian in the new way you just learned.

- | | |
|--------------------------------|----------------------------------|
| (1) I love you. | (3) You (plural) dislike them. |
| (2) Maria hates the old woman. | (4) Do your sons like my wiwish? |

Grammar

You saw above that the following two Indian sentences both may be translated into English as 'I dislike wiwish':

Noo wiiwish nohe'ax.
Noo wiiwish he'aq.

But the sentence

Noo wiiwish ma'maq.

normally means 'I want wiwish' or 'I need wiwish', while the corresponding sentence

Noo wiiwish noma'max.

normally means 'I like (or love) wiwish'. It is best to use [ma'ma] like a regular verb when you want to translate the English words want or need. Use [ma'ma] in the special way described in this lesson to translate the English words like or love.

Exercise C

Translate into English.

- | | |
|---------------------------------|---|
| (1) <u>Noo</u> Xwaani noma'max. | (3) <u>Chaam</u> tishmalumi chamma'maxum. |
| (2) 'om wiiwish ma'maq. | (4) Wunaalum taanat ma'maan. |

Grammar

The new verb forms you have learned may be used in the past and future with the forms of the Indian verb 'be' that you learned in Lesson 36. Here

Noo Xwaani no~~ll~~ax miqu\$. 'I hated Juan.'
Chaam 'iviy kwil chamma'max miixmaan. 'We will like this
oak tree.'
'om nowiiwi 'oma'max miixlowut. 'You're going to love my wiish.'
Mariya tuukutumi pohe'axum miixkutum. 'Maria's going to hate the
wildcats.'

Notice that when the object is plural, you use the plural form [miixkutum].

Exercise D

Translate into Indian, following the examples above.

- (1) Years ago I liked pretty girls.
- (2) The boys are going to hate this food.
- (3) We will love you (plural) always.
- (4) Jose is going to dislike our baskets.

Grammar

As you would expect, many different word orders are possible in these sentences:

Noo Xwaani nom'a'max.
Xwaani noo nom'a'max.
Noma'max noo Xwaani.

The pronoun subject may be omitted:

Xwaani nom'a'max.
Noma'max Xwaani.

All these sentences mean 'I like Juan'.

You may use particles in these sentences, too. For example:

Nooup Xwaani nom'a'max.	'I like Juan.'
Noma'maxup Xwaani.	'I like Juan.'
Nooup Xwaani nom'a'max miixlowut.	'I'm going to like Juan.'
Xwaaniup nom'a'max miixlowut.	'I'm going to like Juan.'
Nooopil Xwaani nom'a'max miqu\$.	'I liked Juan.'
Noma'maxupil miqu\$ Xwaani.	'I liked Juan.'
Noopo Xwaani nom'a'max miixmaan.	'I will like Juan.'
Xwaanipo nom'a'max miixmaan.	'I will like Juan.'

The particle [up] (and the corresponding particle combinations) is used in these sentences because the object, [Xwaani], is singular. If the object is plural, however, you use the particle [pum] (and the corresponding particle combinations). Here are some example sentences with plural objects and the particle [pum]:

- Noopum 'awaalumi nom'a'maxum. 'I like dogs.'
 Noopum 'awaalumi nom'a'maxum miixkutum. 'I'm going to like do...
 Noomil 'awaalumi nom'a'maxum miiquis. 'I liked dogs.'
 Noomo 'awaalumi nom'a'maxum miixmaan. 'I will like dogs.'

Exercise E

Insert the correct particles or particle combinations in these sentences. Then translate the sentences into English.

- (1) Xwaani pi Mariyay nom'a'maxum miixkutum.
- (2) Chaam wiliwish chamsallax miiquis.
- (3) 'omom 'awaalumi 'onhe'axum.
- (4) Nanatmalum pomyom wunaalumi pomma'maxum puyaamangay miixmaan.

Grammar

The new verb forms you have learned may be used in complex sentences like those described in Lesson 38. For example:

- Nooup nom'a'max noheelaxi. 'I like to sing.'
 Chaamup chamhe'ax Mariyay popellaxi. 'We hate Maria's dancing.'
 Mariyaup poma'max miixlowut po'aw'pi Paalanga. 'Maria's going to like living in Pala.'

Notice that you can use the special verb ending [pi] to show that the action of the second part of the sentence (like living in Pala) hasn't been completed.

Exercise F

Translate into English.

- (1) Xwaanpo poma'max miixmaan popeewi polo'xay.
- (2) Chaamup chamsallax puyaamangay cham'aamoy.
- (3) Notoonavi nohe'ax.

Grammar

In all the sentences you have seen above, the objects have appeared in the special object form ([Xwaani] instead of [Xwaan], [kwiiil] for [kwiiila], and so on). But unless the object is a pronoun, this isn't really necessary in this new type of sentence. If you want to, you can leave the objects in the regular subject form, as in the following pairs of correct sentences:

Nooup Xwaani noma'max.	'I like Juan.'
Nooop Xwaan noma'max.	'I like Juan.'
Noopum 'awaalumi nohe'axum.	'I dislike dogs.'
Noopum 'awaalum nohe'axum.	'I dislike dogs.'
Nooup nosallax no'aamoy.	'I hate hunting.'
Nooop nosallax no'aamo.	'I hate hunting.'

Remember that you must use the object form if the object is a pronoun:

Noo 'gy nosallax.	'I hate you.'
-------------------	---------------

Exercise G

Write each of these sentences another way, if possible, or say why it isn't possible. Then translate into English.

- (1) Wunaalumpum henge'malumi pomma'maxum.
- (2) 'omom chaami 'ahuyaxi 'omma'maxum miquis.
- (3) Xoseepil posallax miquis po'ovo'axi.

Exercise H

Translate these sentences into Indian. Use particles or particle combinations.

- (1) We don't need Maria.
- (2) Ramona hated to cook.
- (3) You will dislike Jose.
- (4) Dogs always hate cats.
- (5) And cats will always hate dogs.
- (6) You (plural) liked hunting years ago.
- (7) Someone loves this girl.
- (8) I'm going to hate the teacher.
- (9) Juan disliked his father.
- (10) Maria wants to make baskets.

Answers

Exercise A

- | | |
|---|---|
| (1) Chaamcha ma'maan Mariyay
poheelaxpi. | (3) ' <u>omom sum \$allaan 'iviy wiiwish?</u> |
| (2) Noon naxanmali he'aq. | (4) Xosee kutapish ma'maq. |

Exercise B

- (1) Noo 'oy noma'max. (3) 'omom poomomi 'omhe'axum.
 (2) Mariya neshmali posallax. (4) 'okaamayum sum nowiwi ponma'max'

Exercise C

- (1) I love Juan. (3) We like hummingbirds.
 (2) You want wiwish. (4) They need a blanket.

Exercise D

- (1) Tawpush nollimokwichi noo nanatmalumi yawaywichumi noma'maxum
 miiquis.
 (2) Henge'malum 'iviy naachaxanish pomhe'ax miixlowut.
 (3) Chaam 'omoomi puyaamangay chamma'maxum miixmaan.
 (4) Xosee chamtukmayumi posallaxum miixkutum.

Exercise E

- (1) Xwaani pi Mariyaypum noma'maxum miixkutum. I'm going to like
 Juan and Maria.
 (2) Chaamupil wiiwish champallax miiquis. We hated wiwish.
 (3) 'omompum 'awaalumi 'omhe'axum. You (plural) dislike dogs.
 (4) Nanatmalum pomyommo wunaalumi ponma'maxum puyaamangay miixmaan.
 The girls' mothers will always love them.

Exercise F

- (1) Juan will like his wife's cooking.
 (2) We always hate to hunt.
 (3) I dislike making baskets.

Exercise G

- (1) Wunaalumpum henge'malum pomma'maxum. They like the boys.
 (2) Not possible because the object is a pronoun. You (plural)
 liked us very much.
 (3) Xoseeupil posallax miiquis po'owo'ax. Jose hated to work.

Exercise H

- (1) Chaamcha qay ma'maan 'Mariyay.
 (2) Ramoonaupil posallax miiquis polo'xay.

- (3) 'ompo Xoseey 'osallax miixmaan.
- (4) 'awaalumpum gatumi puyaamangay pomhe'axum.
- (5) Pi gatummo 'awaalumi pomhe'axum puyaamangay miixmaan.
- (6) 'omomupil 'omma'max miiqu^s 'om'aamoy tawpush nollimokwichi.
- (7) Haxup 'iviy nawitmali poma'max.
- (8) Nooup huu'unikati nogallax miixlowut.
- (9) Xwaanupil ponayi pohe'ax miiqu^s.
- (10) Mariyaup ma'maq potoonavpi.

TEXT 11--READING

Vocabulary

'a'ma	lives	<u>posuun</u> <u>nginangnaq</u>	he is sad
'awolvo	old	<u>potma</u> <u>taatalvish</u>	long-toothed
'aw'wichuk	was living	<u>poka</u>	his grandfather
hangi	hang	<u>pulucha</u>	go out
kihaat	small, young	<u>yuuli</u>	to rope
'oono	that	<u>kulaawut</u>	tree
pominik	fast	<u>kulaawyuk</u>	into a tree

Pethro pi 'iswut

This is a story about a young boy named Pedro and his encounter with a wolf. Pedro lived with his grandfather. He wasn't allowed to play outside, because there was a wolf who might eat him. One day Pedro went outside anyway, and, of course, met the wolf. Since Pedro was a very clever boy he was able to catch the wolf with a noose and hang him on a tree. Then a hunter came and shot the wolf. And Pedro lived happily ever after.

Pethro poka po'eesh 'aw'wichuk. Pethro pisanga yi'yivichuqu\$. Pethro poka yaa, "Qay, 'om qay pisanga 'ocy'i'yivotaq. 'omup 'ahuyaxi kihaat. 'iswutup palvunnga 'a'ma. Wunaalpo 'oy naachaxanan."

Pethro posuun nginangnaqu\$. Pi yi'yivichuqu\$ po'aachum zatu, 'awaal, 'ehengmay pom'eesh. Supul temet Pethro poka qay 'aw'qus pokingga. "Looviq, yaa Pethro. "Noo pisayk nopoluchaxvotaq."

'awaalup xaaryax Pethro poyi'yigala. Pi Pethro yaa, "'oono su hicha! Pa pi wunaal 'iswuti tiiw'yax. 'iswut yot, hichikat, potma taatalvish miiqu\$.

Pethro \$owoo'qus. Pethro kulaawyuk hilaal'ya. Pethro po'aash 'awaal qay kulaawyuk pohilaalaxvotaqu\$. Po'aash palik 'awolvo miiqu\$, qay pominik popokwaxvotaqu\$. Pi 'iswut moy nanchaxan.

Pethro 'ayalkawut. Wunaal yuulax 'iswuti. Pi hangyax 'iswuti kulaawunga. Pa pi 'aamokat wuko"ya, 'iswuti patyax. Pitoo Pethro pisanga yi'yima puyaamangay.

REVIEW LESSON 1

(For Lessons 1-6)

Exercise A

Make the following sentences plural by adding the correct ending to both nouns. For example:

Nawitmal noswaamay. Nanatmalum noswaamayum.
 'The girl is my daughter' 'The girls are my daughters.'

- | | |
|------------------------------|-----------------------------------|
| (1) Tishmal 'ehengmay. | (4) Nawitmal qay <u>s</u> ungaal. |
| (2) Ya'ash 'ataax. | (5) Nokaamay qay hengeemal. |
| (3) Tooto qay <u>h</u> uula. | (6) Paa'ilila qay 'alaawaka. |

Exercise B

In this exercise, you are given some short Luiseno sentences. Following each sentence is a word in parentheses. Use that word to make a new sentence, using the same verb. For example:

Hunwut xaariq. ('awaal) 'awaal xaariq.
 'The bear is growling.' (the dog) 'The dog is growling.'

Remember: if the noun in parentheses is plural, you must make the verb plural also.

- | | |
|---|---|
| (1) Ya'ash 'aamoq. (hengeemal) | (5) Munta <u>owoo'q</u> . ('alaawakam) |
| (2) <u>S</u> ungaal <u>toonavq</u> . (no <u>s</u> waamayum) | (6) ' <u>a</u> swutum neqpiwun. (hengeemal) |
| (3) 'awaal puraaraq. (tishmalum) | (7) Xosee <u>teetilaq</u> . (<u>s</u> u <u>s</u> ngalum) |
| (4) Nanatmalum 'ow <u>o</u> 'aan. (Xwaan) | (8) Ramoona lo <u>x</u> aq. (Ya'aychum) |

Exercise C

Give the English translation of each sentence in Exercise B.

Exercise D

How do you say the following in Luiseno?

- | | |
|------------------------------------|-------------------------------|
| (1) Juan is not my son. | (6) A man is walking. |
| (2) The bears are fighting. | (7) The women are talking. |
| (3) My daughter is making baskets. | (8) A fly is not a person. |
| (4) Ramona is a girl. | (9) Jose is helping. |
| (5) Eagles are not owls. | (10) The girls are listening. |

Answers

Exercise A

- (1) Tishmalum 'ehengmayum.
- (2) Ya'sychum 'ataaxum.
- (3) Tootam qay huulem.

- (4) Nanatmalum qay susngalum.
- (5) Nokaamayum qay henge'malum.
- (6) Paa'ilam qay 'alaawakam.

Exercise B

- (1) Hengeemal 'aamoq.
- (2) Noswaamayum toonavwun.
- (3) Tishmalum puraaraan.
- (4) Xwaan 'owo'aq.

- (5) 'alaawakam sowoowun.
- (6) Hengeemal neqpiq.
- (7) Susngalum teetilawun.
- (8) Ya'sychum lo'xawun.

Exercise C

- (1) The man is hunting.
- (2) The woman is making baskets.
- (3) The dog is cold.
- (4) The girls are working.

- (5) The owl is afraid.
- (6) The eagles are fighting.
- (7) Jose is talking.
- (8) Ramona is cooking.

Exercise D

- (1) Xwaan qay nokaamay.
- (2) Hunwutum neqpiwun.
- (3) Noswaamay toonavq.
- (4) Ramoona navitmal.
- (5) 'aswutum qay muutam.

- (6) Ya'ash wukalaq.
- (7) Susngalum teetilawun.
- (8) Ku'aal qay 'ataax.
- (9) Xosee maamayuq.
- (10) Nanatmalum naqmawun.

REVIEW LESSON 2

(For Lessons 7-11)

Exercise A

Translate the following Indian sentences into English.

- | | |
|--|-----------------------------------|
| (1) Xwaan ney chaqalaqiq. | (6) 'ivi tishmal <u>sowoo</u> 'q. |
| (2) Henge'malum <u>s</u> um 'awaali 'ariwun? | (7) 'axim <u>s</u> um neqpiwun? |
| (3) Wunaalum chaami kwaavichuwun. | (8) Nanatmalum puraaraan. |
| (4) Noswaamay wiiwish <u>toowq</u> . | (9) 'ivi <u>s</u> u hicha? |
| (5) Hax <u>s</u> u heelaq? | (10) 'omom <u>toonavwun</u> . |

Exercise B

Translate the following English sentences into Indian.

- | | |
|--|---|
| (1) The dog is fighting with the bear. | (6) You are tickling me. |
| (2) The man is following the woman. | (7) The eagle sees the lizard. |
| (3) My son is helping him. | (8) He is hunting the owl. |
| (4) I am feeding my daughter. | (9) This person knows you. |
| (5) She is kicking the orphan. | (10) My daughter is taking care of
the bird. |

Exercise C

Put the sentences you formed in Exercise B into the plural. For example, the plural of:

'amacha ku'aali neqpiq. 'The tick is fighting with the fly.'

would be:

'amacham ku'salumi neqpiwun. 'The ticks are fighting with the flies.'

Exercise D

With the first five sentences of Exercise B, form two types of questions: (a) a question that you can answer with 'yes' or 'no'; and (b) a question which asks 'who?' or 'what?'. Give the English translation for each question. For example, from the sentence:

'amacha ku'aali neqpiq. 'The tick is fighting with the fly.'

you would form the questions:

- (a) 'amacha su ku'aali neqpiq? Is the tick fighting with the fly?
(b) Hicha su ku'aali neqpiq? What is fighting with the fly?

Do the same with the last five sentences you formed in Exercise C.

Answers

Exercise A

- (1) Juan is tickling me.
(2) Are the boys kicking the dog?
(3) They are taking care of us.
(4) My daughter sees the wiwish.
(5) Who is singing?
(6) This hummingbird is afraid.
(7) Who are fighting?
(8) The girls are cold.
(9) What is this?
(10) You (plural) are making baskets.

Exercise B

- (1) 'awaal hunwuti neqpiq.
(2) Ya'ash sungaali noonomiq.
(3) Nokaamay poy maamayuq.
(4) Noo noswaamayi moyooniq.
(5) Wunaal 'ahiichuy 'ariq.
(6) 'om ney chaqalaqiq.
(7) 'awut kasillay toowq.
(8) Wunaal muutay 'aamoq.
(9) 'ivi 'staax 'oy 'ayaliq.
(10) Noswaamay 'ehengmayi kwaavichuq.

Exercise C

- (1) 'awaalum hunwutumi neqpiwun.
(2) Ya'aychum sungalumi noonomiwun.
(3) Nokaamayum pomoomi maamayuwun.
(4) Chaam noswaamayumi moyooniwun.
(5) Wunaalum 'ahiichumi 'ariwun.
(6) 'omom chaami chaqalaqiwun.
(7) 'awutum kasillami toowwun.
(8) Wunaalum muutami 'aamowun.
(9) 'ivim 'ataaxum 'omoomi 'ayaliwun.
(10) Noswaamayum 'ehengmayumi
kwaavichuwun.

Exercise D

- (1) (a) 'awaal su hunwuti neqpiq? Is the dog fighting with the bear?
(b) Hicha su hunwuti neqpiq? What is fighting with the bear?
(2) (a) Ya'ash su sungaali noonomiq? Is the man following the woman?
(b) Hax su sungaali noonomiq? Who is following the woman?
(3) (a) Nokaamay su poy maamayuq? Is my son helping him?
(b) Hax su poy maamayuq? Who is helping him?
(4) (a) Noo su noswaamayi moyooniq? Am I feeding my daughter?
(b) Hax su noswaamayi moyooniq? Who is feeding my daughter?
(5) (a) Wunaal su 'ahiichuy 'ariq? Is she kicking the orphan?
(b) Hax su 'ahiichuy 'ariq? Who is kicking the orphan?

- (6) (a) 'omom sum chaami chaqalaqiwun?
 (b) 'axim sum chaami chaqalaqiwun?
- (7) (a) 'awutum sum kasillami toowwun?
 (b) Hicham sum kasillami toowwun?
- (8) (a) Wunaalum sum muutami 'aamowun?
 (b) 'axim sum muutami 'aamowun?
- (9) (a) 'ivim 'ataxum sum 'omoomi 'ayaliwun?
 (b) 'axim sum 'omoomi 'ayaliwun?
- (10) (a) Noswaamayum sum 'ehengmayumi
 kwaavichuwun?
 (b) 'axim sum 'ehengmayumi kwaavichuwun?
- Are you (plural) tickling us?
 Who are tickling us?
 Do the eagles see the lizards?
 What see the lizards?
 Are they hunting owls?
 Who are hunting owls?
 Do these people know you (plural)?
 Who know you?
 Are my daughters taking care
 of the birds?
 Who are taking care of the birds?

REVIEW LESSON 3

(For Lessons 12-16)

Exercise A

These sentences all concern actions happening in the present. Rewrite each sentence, using future verbs.

- | | |
|---------------------------|----------------------------|
| (1) Xwaan naachaxang. | (4) Noo Xwaan weh tooyaan. |
| (2) Chaam tapiwun. | (5) Hax du ney chaqalaqiq? |
| (3) Henge'malum neqpiwun. | |

Exercise B

Translate these sentences into Indian.

- (1) Both Jose and Juan are going to tickle me, and I am going to tickle them.
- (2) The boys are smoking and the girls are talking.
- (3) We are going to finish now or we are going to work tomorrow.
- (4) Is Ramona or Juanita going to be cold?
- (5) Are we going to fight or are we going to be afraid?

Exercise C

Repeat these nouns without any possessive.

- | | |
|---------------|--------------|
| (1) chamku | (5) pomki |
| (2) nowiirula | (6) 'okutapi |
| (3) 'omtaana | (7) 'omhuu |
| (4) noyu | |

Exercise D

Translate these phrases into Indian.

- | | |
|----------------------------------|----------------------------|
| (1) the girl's mother | (6) my mother's knee |
| (2) his father's enemy | (7) her enemy's face |
| (3) his enemy's father | (8) the girls' blankets |
| (4) Maria's older brother's sons | (9) our sons' wives |
| (5) my older sister's husband | (10) their father's arrows |

AnswersExercise A

- (1) Xwaan naachaxanlut.
 (2) Chaam tapikutum.
 (3) Henge'malum negpikutum.
 (4) Noo Xwaan weh tooyakkutum.
 (5) Hax su ney chaqalaqilut?

Exercise B

- (1) Xosee Xwaan weh ney chaqalaqikutum, pi noo pomoomi chaqalaqilut.
 (2) Henge'malum huusiwun pi nanatmalum teetilawun.
 (3) Chaam tapikutum pitoo man chaam 'owo'akkutum 'exngay.
 (4) Ramoona man Xwanita su puraaraxlут?
 (5) Chaam su negpikutum man chaam su sowoo'kutum?

Exercise C

- | | |
|---------------|--------------|
| (1) kut | (5) kicha |
| (2) wiirulash | (6) kutapish |
| (3) taanat | (7) huula |
| (4) yula | |

Exercise D

- | | |
|--------------------------------|----------------------------|
| (1) nawitmal poyo | (6) noyo pokaxmay |
| (2) pona pokaytu | (7) pokaytu popush |
| (3) pokaytu pona | (8) nanatmalum pomtaanam |
| (4) Mariya popaa'as pokaamayum | (9) chamkaamayum pompeewum |
| (5) nogee'is pokuuung | (10) pomna pohuu |

REVIEW LESSON 4

(For Lessons 17-21)

Exercise A

Rewrite each sentence adding the correct subject particle. Remember that the particle is attached to the first element of the sentence.

- | | |
|---|--|
| (1) <u>'awaal xaariq.</u> | (5) <u>Pitoo wunaalum nooliwun.</u> |
| (2) <u>Ramoona Xwaan weh toonavwun.</u> | (6) <u>Ramoona naachaxang pi paa'iq.</u> |
| (3) <u>Tishmal pomoomi noonomiq.</u> | (7) <u>'okaamay 'oy toowq.</u> |
| (4) <u>Chaam 'aa'alvish nooliwun.</u> | (8) <u>'otaana mulliq.</u> |

Exercise B

Rewrite the following sentences using the correct particle combinations.

- | | |
|--|--|
| (1) <u>Karlos pupuuki hethiquis.</u> | (5) <u>Chaam yi'yiquis.</u> |
| (2) <u>Xwaan Xosee weh wultaquis.</u> | (6) <u>Susngalum qay puraaraquis.</u> |
| (3) <u>Chamgee's tishmali moyooniquis.</u> | (7) <u>'omom heyiquis.</u> |
| (4) <u>Waxaam wunaalum chaami kwaavichuquis.</u> | (8) <u>Noo pellaquis pi heelaquis.</u> |

Exercise C

Change the verbs in the following sentences to the past. If the particle is used in the original sentence, be sure to use the appropriate particle combination with the past form.

- | | |
|--------------------------------------|---|
| (1) <u>'om su 'owo'aq?</u> | (5) <u>Chaam hunwuti sowoo'kutum.</u> |
| (2) <u>'omup tooyaq.</u> | (6) <u>Xwaan Ramoona wehpum huusiwun.</u> |
| (3) <u>Muuta tapashmali 'aamooq.</u> | (7) <u>Nona nopaa'as wehpum ney maemayuwun.</u> |
| (4) <u>Noon 'aa'alvish naqmaq.</u> | (8) <u>Fetheriko chaami nuuliq.</u> |

Exercise D

Change the word in parentheses to the possessive in Luiseño. Then translate the entire sentence from Luiseño to English. For example, if you were given this expression:

(His) moyla yawaywish.

you would answer with the following Luiseño sentence:

Pomoyki yawaywish. 'His moon is beautiful.'

- | | |
|--|---|
| (1) (Ramona's) ' <u>awaal</u> wa'iqus. | (5) (Jorge's) ' <u>awaalum</u> <u>toosaxiti</u> noonomiquus. |
| (2) <u>Noo</u> (your) <u>kaytuy</u> <u>toowq</u> . | (6) <u>Noon</u> (my older brother's) <u>tapashmali</u> <u>moyooinilut</u> . |
| (3) (Your) <u>tunglaup</u> <u>Xosee</u> . | |
| (4) (Our) ' <u>exval</u> <u>poloov</u> . | |

Exercise E

Translate from English into Luiseño. Use the proper particle or particle combination.

- | | |
|--|--|
| (1) My hummingbird was singing. | (5) Juan and Maria are both taking care of our bird. |
| (2) The coyote is fighting Juan's dog. | (6) My sons were fighting. |
| (3) Our older sister is sweeping. | (7) You don't know Jose's enemy. |
| (4) I was feeding my lizards. | (8) We were playing the flute. |

Answers

Exercise A

- | | |
|--|--|
| (1) ' <u>awaalup</u> <u>xaariq</u> . | (5) <u>Pitoopum</u> <u>wunaalum</u> <u>nooliwun</u> . |
| (2) <u>Ramoona</u> <u>Xwaan</u> <u>wehpum</u> <u>toonavwun</u> . | (6) <u>Ramoonaup</u> <u>naachaxang</u> <u>pi</u> <u>paa'iq</u> . |
| (3) <u>Tishmalup</u> <u>pomoomi</u> <u>noonomiq</u> . | (7) ' <u>okaamayup</u> 'oy <u>toowq</u> . |
| (4) <u>Chaamcha</u> ' <u>aa'</u> <u>alvish</u> <u>nooliwun</u> . | (8) ' <u>otaanaup</u> <u>mulliq</u> . |

Exercise B

- | | |
|---|---|
| (1) <u>Karlosupil</u> <u>pupuuki</u> <u>hethiquus</u> . | (5) <u>Chaamchamil</u> <u>yi'yiquus</u> . |
| (2) <u>Xwaan</u> <u>Xosee</u> <u>wehmil</u> <u>wultuquus</u> . | (6) <u>Susngalummil</u> <u>qay</u> <u>puraaraquus</u> . |
| (3) <u>Champee'</u> <u>isupil</u> <u>tishmali</u> <u>moyooniqus</u> . | (7) ' <u>omommil</u> <u>heyiquus</u> . |
| (4) <u>Waxaammil</u> <u>wunaalum</u> <u>chaami</u> <u>kwaavi-</u>
chuquus. | (8) <u>Noonil</u> <u>pellaquus</u> <u>pi</u> <u>heelaquus</u> . |

Exercise C

- | | |
|---|--|
| (1) ' <u>om</u> <u>fu</u> 'ovo'aqus? | (5) <u>Chaam</u> <u>hunwuti</u> <u>fwwoo'quus</u> . |
| (2) ' <u>omupil</u> <u>tooyaquus</u> . | (6) <u>Xwaan</u> <u>Ramoona</u> <u>wehmil</u> <u>huusiquus</u> . |
| (3) <u>Muuta</u> <u>tapashmali</u> ' <u>aamoquus</u> . | (7) <u>Nona</u> <u>nopaa'</u> <u>as</u> <u>wehmil</u> <u>ney</u>
<u>maamayuquus</u> . |
| (4) <u>Noonil</u> ' <u>aa'</u> <u>alvish</u> <u>naqmaquus</u> . | (8) <u>Fetheriko</u> <u>chaami</u> <u>nuuliquus</u> . |

Exercise D

- (1) Ramoona po'aash 'awaal wa'iqus\$. (5) Xorxe po'aachum 'awaalum toosaxiti noonominquis.
Ramona's dog was barking.
Jorge's dogs were following
the rabbit.
- (2) Noo 'okaytuy toowq.
I see your enemy.
- (3) 'otungup Xosee.
Your name is Jose.
- (4) Cham'exvaki poloov.
Our sand is good.
- (6) Noon nopea'a\$ po'aachi tapashmali moyoonilut.
I am going to feed my older
brother's mouse.

Exercise E

- (1) No'aash tishmalupil heelaqus\$. (5) Xwaan Mariya wehpum cham'aachi 'ehengmayi kwaavichuwun.
(2) 'anoup Xwaan po'aachi 'awaali neqpiq.
(6) Nokaamayummil neapiqus\$.
(3) Chamgee'isup waaqiq.
(7) 'omup Xosee pokaytuy qay
(4) Noonil no'aashmi kabillami moyooniqu\$.
(8) Chaamchamil wiirulash kariqus\$.

REVIEW LESSON 5

(For Lessons 22-26)

Exercise A

The following sentences all deal with actions happening in the present. Rewrite each sentence using first the [lut] future and then the [an] future. Translate each future sentence. Remember to use the particle combinations with the [an] future.

- (1) Kosee ney 'oh'o'vانq.
- (2) Noo tooyaq.
- (3) Chaam tuvyungiwun huu'unikati.
- (4) Wunaalum 'omoomi kwaavichuwun.

Exercise B

Translate into Luiseño.

- (1) The man is standing by the rocks.
- (2) Ramona came from the river.
- (3) Juan was going toward my house.
- (4) I am going to hunt with his bow.
- (5) I am going to sing to Maria.
- (6) Who walked away from us?
- (7) Ramona will dance for me.
- (8) He was going by the bear.

Exercise C

Translate into English.

- (1) Wunaal wukalaym Xaaan pokingay.
- (2) Kosee Paalanga 'aw'q.
- (3) Chaam monqus kiyk.
- (4) Chaam kichun tootal.
- (5) Xaaan wiitaq nooto.
- (6) Xaaan wukalaym ya'aychum poom.
- (7) Ramoona Xaaan poyk 'oovyx
naachaxanish.
- (8) Kosee wukal'ya pokaamayum poom.

Exercise D

Translate into Luiseño.

- (1) Who was I hitting?
- (2) Who was hitting me?
- (3) What are those?
- (4) What do you know?
- (5) When will we eat?
- (6) What do you make wiwish with?
- (7) Which one is Juan?
- (8) She will make the wiwish somet

Exercise E

Translate into English.

- (1) Hish \$u 'om 'oovyxax poomik?
- (2) 'axim \$um wunaalum 'ataaxum?
- (3) Hicha \$u wa'iqus?
- (4) 'aximi \$um ya'aychum maamayuqus?
- (5) Micha \$u Xaaan?
- (6) Michay \$u Xaaan wuko"ya?
- (7) Michiyk \$u Xaaan wukalaq?
- (8) Michat \$u poloov?

AnswersExercise A

- (1) Kosee ney 'oh'o'vanlut. Jose is going to believe me.
Kosee poey ney 'oh'o'vanan. Jose will believe me.
- (2) Noo tooyaxlut. I am going to laugh.
Noonupo tooyaan. I will laugh.
- (3) Chaam tuvyungikutum huu'unikati. We are going to ask the teacher.
Chaam chapo tuvyungin huu'unikati. We will ask the teacher.
- (4) Wunaalum 'omoomi kwaavichukutum. They are going to take care of you (plural).
Wunaalummo 'omoomi kwaavichun. They will take care of you (plural).

Exercise B

- (1) Ya'ash toonga wiitaq.
- (2) Ramoona wuko"ya waniingay.
- (3) Xaaan nokiyk monqus.
- (4) Noo aamolut pokutapichal.
- (5) Noo heelaxlут Mariya poyk.
- (6) Hax \$u wukalaym chaamongay?
- (7) Ramoona pellaan neyk.
- (8) Wunaal monqus hunwut pooth.

Exercise C

- (1) He walked away from Juan's house.
- (2) Jose is in Pala.
- (3) We were going to the house.
- (4) We will build a house with rocks.
- (5) Juan is standing by me.
- (6) Juan walked away from the men.
- (7) Ramona gave food to Juan.
- (8) Jose walked towards his sons.

Exercise D

- (1) 'axiyi \$u noo xechiquis?
- (2) Hax \$u ney xechiquis?
- (3) Hicham \$um wunaalum?
- (4) Hish \$u 'om 'ayaliq?
- (5) Mikinga \$u chaam naachaxanan?
- (6) Hichal \$u 'om lo'xaq wiiwish?
- (7) Michat \$u Xaaan?
- (8) Wunaalpo lo'xaan wiiwish mikinga.

Exercise E

- (1) What did you give them?
- (2) Who are those people?
- (3) What was barking?
- (4) Who (plural) were the men helping?
- (5) Where is Juan?
- (6) Where did Juan come from?
- (7) Where is Juan walking to?
- (8) Which one is good?

REVIEW LESSON 6

(For Lessons 27-31)

Exercise A

Change the verb in the following sentences to the past and then translate into English.

- (1) Xwanita qay pomollivotaq notungi. (3) Wunaalum qay naqmavichuwun.
 (2) Xwaan Xorxe weh tooyavichuwun. (4) Mariya poyo wiwish polo'xav-

Exercise B

Change the verb in the following sentences to the [lut] future and then translate into English.

- (1) Chaam ngeeavichuwun. (3) Fetheriko qay ngooyaxvichuq.
 (2) Wunaalum pom'aa'alvivotawun. (4) No'aash toosaxit qay ponoolivotaq

Exercise C

Add [ma] to the verbs in the following sentences and then translate into English.

- (1) Noo waayaq cho'on temeti.
 (2) Xwaan huusiquis.
 (3) Ramoona pi poqee's 'aa'alviqus puyaamangay.
 (4) Chamswaamay heelaq.
 (5) Nokaytu po'aash 'awaal wultuq puyaamangay.
 (6) Ya'aychum su'ngalumi chaqalaqikutum.

Exercise D

Add the correct particles or particle combinations to the following sentences. Then translate into English. Remember that not all particles are used in questions.

- (1) 'om su toonavlut? (3) Chaam su hunwuti patiquus?
 (2) Wunaalum su kichuquus? (4) Mariya Xwanita weh wiwish
 lo'xavichuquus.

Exercise E

Change the following sentences into questions and then translate them.

- (1) Wunaalummo pomkiy^k hati'aan. (3) Chaamcha pellaxvichukutum.
 (2) Xwaanupil 'oyk 'ooqiviq^s paa'ilay. (4) 'ona 'oyo wehmil 'ovo'aqu^s.

Exercise F

Rewrite the following sentences without the subject. If it is not correct to do so, explain why.

- (1) 'awaalupil xaariqus. (4) 'oychapo chaam kwaavichun.
 (2) Moomatpum wunaalum toowwun. (5) Noon yawaywish.
 (3) Nawitmal ney 'ariq.

Exercise G

Translate the following sentences into English.

- (1) Noo nokaamayi tiiwinik, no^guuun looviq.
 (2) Chaam tapinik, ngreen.
 (3) Wunaalum puraaraaqanik, taanat samsakutum.
 (4) Xwaan saasangley naqmanik, ya'anin.
 (5) Noo tishmali tiiwik heelaqanik.

Exercise H

Translate the following sentences from English to Luiseno. Be sure to use particles or particle combinations occasionally.

- (1) Now we can talk to you.
 (2) Were they drinking water?
 (3) We eat wiwish every day.
 (4) The people of Cupa are story-tellers.
 (5) Upon seeing the tick, Juan will laugh.
 (6) My mother is always giving me medicine.
 (7) The hunters wanted to shoot a coyote.
 (8) Upon hearing the dog, the mouse was afraid.
 (9) Will Jose and Carlos both swim tomorrow?
 (10) My mother wanted to learn Cupeño.

Answers

Exercise A

- (1) Xwanita qay pomollivotaqu^s notungi. (3) Wunaalum qay naqmavichuqu^s.
 Juanita couldn't remember my name. They didn't want to listen.

Exercise B

- (1) Chaam ngeevichukutum.
We are going to want to leave.
- (2) Wunaalum pom'aa'alvivotakutum.
They are going to be able to tell a story.
- (3) Fetheriko qay ngoojyavichulut.
Federico isn't going to want to wake up.
- (4) No'aash toojaxit qay ponoolivota
My rabbit isn't going to be able to read.

Exercise C

- (1) Noo waayaxma cho'on temeti.
I swim every day.
- (2) Xwaan huusima.
Juan smokes (all the time).
- (3) Ramoona pi poqee'is 'aa'alvima puyaamangay.
Ramona and her sister are always telling stories.
- (4) Chamswaamay heelaxma.
Our daughter (always) sings.
- (5) Nokaytu po'aash 'awaal wultuma puyaamangay.
My enemy's dog is always angry.
- (6) Ya'aychum sungalumi chaqalaqima.
The men (always) tickle the women.

Exercise D

- (1) 'om su toonavlut?
Are you going to make baskets?
- (2) Wunaalum sum kichuqus?
Were they building a house?
- (3) Chaam sush hunwuti patiquus?
Were we shooting the bear?
- (4) Mariya Xwanita wehmil wiwish
lo'xavichuqus.
Maria and Juanita both wanted to make wiwish.

Exercise E

- (1) Wunaalum sum pomkiyk hati'aan?
Will they go home?
- (2) Xwaan su 'oyk 'coviquus paa'ilay?
Was Juan giving you the turtle?
- (3) Chaam sush-pellaxvichukutum?
Are we going to want to dance?
- (4) 'ona 'oyo weh sum 'owo'aqus?
Were your father and mother both working?

Exercise F

- (1) No. The subject is not a pro-noun.
- (2) Moomatpum toowwun.
- (3) No. The subject is not a pro-noun.
- (4) 'oychapo kwaavichun.
- (5) No. The pronoun subject is the first element of the sentence.

Exercise G

- (1) Upon seeing my son, I am happy.
- (2) When we have finished, we will leave.
- (3) Because they are cold, they are going to buy a blanket.
- (4) When Juan hears the yellowjacket, he will run away.
- (5) I saw a hummingbird while I was singing.

Exercise H

- (1) Chaamcha pitoo 'oyk chamtila'axvotawun.
- (2) Wunaalum sum paal paa'iqu?
- (3) Chaam wiiwish naachanaxma cho'on temeti.
- (4) Kuupayampum 'aa'alvivuktum.
- (5) 'amachay tiiwinik, Kwaan tooyaan.
- (6) Noyo puyaamangay tengalma ney.
- (7) 'aamovuktummil 'anoyi pativichuqu\$.
- (8) Naqmanik 'awaali, tapashmal \$owoo'qu\$.
- (9) Xosee Karlos weh sum waayaan 'exngay?
- (10) Noyoupil kwimkawichum pomteelay pilachivichuqu\$.

REVIEW LESSON 7

(For Lessons 32-38)

Exercise A

The following sentences are all in the [an] future. Put them in the simple past and then translate them.

- (1) Chaamchapo 'owo'aan cho'on temeti.
- (2) Nokaamaypo neyk naawin.
- (3) Paa'ilapo 'elelaan 'oyk.
- (4) Wunaalummo nechin.

Exercise B

The following sentences are all in the present. Put them in the simple past and then translate them.

- (1) Xwaan chaami maamayuq.
- (2) Wunaalum hunwuti 'aamowun.
- (3) Mariya qay ney 'oho'vanq.
- (4) 'om naawinq.
- (5) Noo kichuq.
- (6) Mariya lo'xaq naachaxanish.
- (7) 'axiyi su Xwaan haalq?

Exercise C

Translate the following English sentences into Luiseno.

- | | |
|---------------------------------------|--|
| (1) The food is delicious. | (4) Juan will be a big man. |
| (2) The houses were white. | (5) Those boys are going to be
thirsty. |
| (3) Juanita is going to be beautiful. | |

Exercise D

For each of the nouns below, assume that you are using it in the sentence [Noo toowq] 'I see', so that it is the object of [toowq]. Now put each noun in its object form.

- | | |
|---------------------|----------------------|
| (1) <u>ya'ash</u> | (6) <u>moyla</u> |
| (2) <u>huula</u> | (7) <u>geweewish</u> |
| (3) <u>peshlish</u> | (8) <u>toota</u> |
| (4) <u>muuta</u> | (9) <u>waniicha</u> |
| (5) <u>nohuu</u> | (10) <u>sinaval</u> |

Exercise E

Assume again that you are saying a sentence beginning [Noo toowq]. Now, translate the adjectives and nouns below and put them into object form.

- | | |
|------------------------|-------------------|
| (1) large black spider | (3) big oak trees |
| (2) large white bowl | (4) thirsty men |

Exercise F

In the following sentences translate the words in parentheses into Luiseno. Then translate the whole sentences into English.

- (1) Noo yoti ya'achi wotax (with a wide bow).
- (2) Noo wukalaym (from the wide river).
- (3) Chaam monqus (towards the black rock).
- (4) Xwaan (at the big rock) 'aw'q.
- (5) Luku'chish (on the big girl) 'aw'q.
- (6) Ramoona peshlish 'oovyax (to the big men).
- (7) Xwaan wukalaym (from the black dogs).

Exercise G

Translate the following sentences into English.

- | | |
|---|--|
| (1) <u>Noo</u> <u>pilachax</u> <u>nopellaxi</u> . | (4) <u>Noonupo</u> <u>tuvyungin</u> <u>Xwaani</u> |
| (2) <u>Noo</u> <u>nagmaq</u> ' <u>oy</u> ' <u>cheelaxi</u> . | <u>poheelaxpi</u> . |
| (3) <u>Xosee</u> <u>huu'unax</u> <u>ney</u> <u>nokichuy</u> . | (5) <u>Chaam</u> <u>tuvyungax</u> ' <u>oy</u> ' <u>ongeepi</u> . |

Exercise H

Translate the following sentences into Luiseno.

- (1) Maria left (while she was) laughing.
- (2) I saw Juan (while he was) leaving.
- (3) Juan will hear me leaving.
- (4) We left (while we were) singing.

Exercise I

Translate the following sentences into Luiseno.

- | | |
|------------------------|------------------------|
| (1) It's hard to hunt. | (3) It's good to work. |
| (2) Hunting is good. | (4) Fighting is bad. |

Answers

Exercise A

- (1) Chaamchamil 'owo"ya cho'on temeti. We worked every day.

- (2) Nokaanayupil neyk naawax. My son wrote to me.
 (3) Paaililaupil 'elely'a 'oyk. The turtle crawled towards you.
 (4) Wunaalummil nechyax. They paid.

Exercise B

- | | |
|--------------------------------------|--------------------------|
| (1) Kwaanupil chaami maamayux. | Juan helped us. |
| (2) Wunaalummil hunwuti 'aamox. | They hunted a bear. |
| (3) Mariyaupil qay ney 'oho'vanax. | Maria didn't believe me. |
| (4) 'omupil naawinax. | You were jealous. |
| (5) Noonil kikchu. | I built a house. |
| (6) Mariyaupil lolo'xa naachaxanish. | Maria made food. |
| (7) 'axiyi su Xwaan ha'al? | Who did Juan look for? |

Exercise C

- | | |
|----------------------------------|--|
| (1) Naachaxanish 'axaat. | (4) Xwaan yot ya'ash miixmaan. |
| (2) Kicham xwaayaantum miiquus. | (5) Wunaalum henge'malum paapavichum
miikkutum. |
| (3) Xwanita yawaywish miixlowut. | |

Exercise D

- | | |
|--------------|----------------|
| (1) ya'achi | (6) moyil |
| (2) huul | (7) geweewichi |
| (3) peshlish | (8) toot |
| (4) muutay | (9) waniish |
| (5) nohuuyi | (10) sinaval |

Exercise E

- | | |
|---------------------------------|-----------------------------|
| (1) yoti yuvataanti kuyxingichi | (3) momkatumi kwil |
| (2) yoti xwaayaanti peshlish | (4) paapavichumi ya'aychumi |

Exercise F

- | | |
|------------------------------------|---------------------------------------|
| (1) kutapichal hevelvichal | I hit the man with a wide bow. |
| (2) waniingsay hevelvingay | I walked away from the wide river. |
| (3) yuvataanik tooky | We went towards the black rock. |
| (4) yonga toonga | Juan is at the big rock. |
| (5) yot nawitmal pooto | The mosquito is on the big girl. |
| (6) momkatum ya'aychum poomik | Ramona gave the bowl to the big men. |
| (7) yuvataantum 'awaalum poomongay | Juan walked away from the black dogs. |

Exercise G

- (1) I learned to dance. (4) I will ask Juan to sing.
(2) I hear you singing. (5) We asked you to leave.
(3) Jose taught me to build houses.

Exercise H

- (1) Mariya ngeengi tooyaqanik. (3) Xwaan naqmaan ney nongeeqala.
(2) Noo tiiw'yax Xwaani pongeeqala. (4) Chaam ngeengi heelaqanik.

Exercise I

- (1) Po'aamolo hika'kas. (3) Po'wo'alo poloov.
(2) Po'aamolo poloov. (4) Poneqpilo 'alaxwush.

REVIEW LESSON 8

(For Lessons 39-45)

Exercise A

Make the subject in each sentence below plural. Change the verb as necessary.

- (1) Nopaa'as takwayaqus.
 (2) 'awaal pokwaq neshkin waniinga.
 (3) Chamkaytu kwotaan.
 (4) Sungaal qe'een tooaxitumi.

Exercise B

Change the verb in each modifying clause below to the future.

- (1) 'om su tiiwiq hunwutumi poneemi ya'ash poqe'seqati?
 (2) Noon 'ayaliq 'awaali poneeyi 'oy ko'iqati.
 (3) Peshlish po nawitmal po'eskaniqat looviq.
 (4) 'awaalum pomom wa'igatum Mariya po'aachum.

Exercise C

Change the verb in each modifying clause in Exercise B to the past.

Exercise D

Translate the following Indian sentences into English. Say whether the speaker is addressing one person or more than one.

- (1) Tu\$sum toonav!
 (2) Toonavyam!
 (3) Yax!
 (4) Yaxam!
 (5) Yaxngi!
 (6) Tu\$su ngooraxam!

Exercise E

Translate the following English sentences into Indian.

- (1) Will it rain tomorrow?
 (2) I really shouldn't sing.
 (3) The dog that Maria is playing with wants to eat.
 (4) The man will die laughing.
 (5) Juan will hear the bear while it is growling.
 (6) Your mother knows the woman who will take care of him.
 (7) The dancers should have danced yesterday.

- (8) Go and hunt the bear that ate the lizards.
- (9) I used to wake up early in the morning and now my husband wakes up early every morning.
- (10) The bird was flying to Escondido.
- (11) Don't kick (plural) me!
- (12) I like Maria's dogs.
- (13) We hated the old man. (Translate two ways.)
- (14) Do you (plural) need a blanket now?
- (15) We will like living in the valley.

Answers

Exercise A

- (1) Nopaasum tapaqus.
- (2) 'awaalum ngooraan neshkin waniinga.
- (3) Chamkaytum waraavaan.
- (4) gungalum qe'een toosaxitumi.

Exercise B

- (1) 'om su tiiwiq hunwutumi poneemi ya'ash poqe'eepiy?
- (2) Noon 'ayaliq 'awaali poneeyi 'oy ko'iluti.
- (3) Peshlish po nawitmal po'eskanipi looviq.
- (4) 'awaalum pomom wa'ikutum Mariya po'aachum.

Exercise C

- (1) 'om su tiiwiq hunwutumi poneemi ya'ash poqe'eevoy?
- (2) Noon 'ayaliq 'awaali poneeyi 'oy ko'imokwichi.
- (3) Peshlish po nawitmal po'eskanivo looviq.
- (4) 'awaalum pomom wa'imokwichum Mariya po'aachum.

Exercise D

- (1) Don't make baskets! (more than one)
- (2) Make baskets! (more than one)
- (3) Say it! (one)
- (4) Say it! (more than one)
- (5) Go and say it! (one)
- (6) Don't run! (more than one)

Exercise E

- (1) 'exngay su xillaan?
- (2) Nooxunpo qay palik heelax.
- (3) 'awaal po Mariya poyi'yiqat naachaxanvichuq.
- (4) Ya'ashpo takwayaan toovaqanik.
- (5) Kwaan naqmaan hunwuti poxaariqala.
- (6) 'oyo 'ayaliq sungaali poneeyi poy kwaavichuluti.

- (7) Pellivuktumxumpoku pellaxma waxaam.
- (8) 'aamongi hunwuti poneeyi kasilami kwa'mokwichi.
- (9) Noo ngooyuk hamu 'amu'exngay pi pitoo nokuung cho'on temeti
hamu 'amu'exngay ngooyaxma.
- (10) 'ehengmay wiilaqus' eskonthithik.
- (11) Tussum ney 'ariyam!
- (12) Noopum noma'maxum Mariya po'aashmi 'awaalumi.
- (13) Chaamchamil \$allaqus' naxanmali.
Chaamupil chamsallax miiqus' naxanmali.
- (14) 'omom sum taanat ma'maan pitoo?
- (15) Chaampo chamma'max miixmaan cham'aw'piy palvunnga.

LIST OF GRAMMATICAL ELEMENTS

Verb Endings

- an, n; future ending; e.g. 'aamon 'will hunt'.
- uk, -k; 'used to'; e.g. 'oho'vanuk 'used to believe'.
- 'ya, -yax, -ax; simple past ending; e.g. tapyax 'finished'.
- kat (plural -vuktum); '-er'; e.g. noolikat 'reader'.
- lo; '-ing'; e.g. ponaachaxanlo 'eating'.
- lut, -lowut (plural -kutum); 'is going to'; e.g. 'aslowut 'is going to bathe'.
- lut; modifying clause future ending; e.g. heelaxlut 'who will sing'.
- ma; repeated action; e.g. heyima 'always digs'.
- mokwish; modifying clause past ending; e.g. waaqimokwish 'who swept'.
- nik; 'upon....-ing'; e.g. tapinik 'upon finishing'.
- ngi; 'go and'; e.g. kulaawngi 'go and fetch wood'.
- pi; non-completed action; e.g. ponzeepi '(We told him) to leave'.
- pi; modifying clause future ending; e.g. nopeewlupi 'who I will marry'.
- q; singular subject; e.g. kwa'q 'is eating'.
- qanik; 'while....-ing'; e.g. naqmanqanik 'while listening'; (-qala when the subjects are different).
- qat; modifying clause present ending; e.g. yi'yiqat 'who is playing'.
- qus; past; e.g. wa'iquus 'was barking'.
- vichu; 'want to'; e.g. tooyavichuq 'wants to laugh'.
- vo; modifying clause past ending; e.g. no'oyootovo 'that I stole'.
- vota; 'can'; e.g. nomollivotaq 'I can remember'.
- wun, -an; plural subject; e.g. chammollivotawun 'we can remember'.
- vam. -am; plural command; e.g. heavivom 'let's / all of us / !'

Noun Endings

-i, -y; object ending; e.g. 'awaali '(I am kicking) the dog'.

-um, -m; plural ending; e.g. tootam 'rocks'.

-'eesh; 'with, along with'; e.g. nopeew po'eesh 'with my wife'.

-cha, -sh, -la, -l, -ta, -t; endings that are dropped when a possessive or a location ending is added; e.g. kicha 'house', noki 'my house', kinga 'in the house'.

-ki; possessive ending; e.g. no'exvaki 'my sand'.

-nga (-oto with pronouns); 'at, in, on, by'; e.g. kinga 'in the house'.

-ngay (-ongay with pronouns); 'from'; e.g. chaamongay 'from us'.

-tal, -chal; 'with, by means of'; e.g. tootal 'with a rock'.

-yam; 'people of'; e.g. Paalayam 'people of Pala'.

-yk, -ik, -yuk; 'to, into, toward'; e.g. kiyk 'toward the house'.

Pronouns

Subject Form

<u>noo</u>	'I'	<u>chaam</u>	'we'
<u>'om</u>	'you (singular)'	<u>'omom</u>	'you (plural)'
wuna <u>al</u> , po	'he, she, it'	wuna <u>alum</u> , pom <u>om</u>	'they'

Object Form

ney	<u>chaami</u>
'oy	<u>'omoomi</u>
poy	<u>pomoomi</u>

Possessive Form

no-	cham-
'o-	'om-
po-	pom-

Subject Particle

n	cha
up	um
up	pum

Others

il; past particle.

\$u; question marker.

po; future particle.

xupo; 'should'.

imokhu; 'should have'.

VOCABULARY

Luiseno-English

The following list of words contains several kinds of information. Each Indian word is followed by an English equivalent. For verbs, nouns, and adjectives, this is followed by the appropriate symbol--N for nouns, A for adjectives, and V for verbs. (Verbs like [pella], which add [x] before certain endings and which have [an] instead of [wun] as their plural ending, are marked with the special symbol Vx.) Next are listed any forms that do not follow the rules given in the lessons, or that are likely to cause special problems. Related words are listed last. Only forms used in the lessons and texts are included.

The following abbreviations are used: subj. = subject form; obj. = object form; sg. = singular; pl. = plural. A hyphen, '-', is written before nouns that almost always require a possessive.

Words are listed in alphabetical order, according to this alphabet: [a aa e ee i ii o oo u uu ' ch f g h k l m n ng p q r s š sh t th v w x y]. Note that [aa], [ee], [ii], [oo], [uu], [ch], [ng], [sh], and [th] are all treated as single letters.

'ahiichu; orphan; N.	'aswut; eagle; N.
'ahuyaxi; too much, too many, very.	'ataax; person, Indian; N.
'alaxwush; bad, ugly, wrong; A.	'avellaka; butterfly; N.
'alaawaka; buzzard; N.	'av'aat; red; A; 'av'aantum pl.
'amacha; tick; N.	'awaal; dog; N.
'amaayamal; boy; N.	'awolvo; old; A.
'amaayum; children; N.	'awoy; next.
'amu'_exngay; (this) morning.	'aw'; be (somewhere), live; V; qalkutum are going to live;
'ankingay; suddenly, all of a sudden.	'a'ma lives; 'aw'wichuk was living.
'animal; (little) ant; N.	'axaat; delicious; A; 'axaantum pl.; 'axaamngay from the delicious N.
'ano; coyote; N; 'anoyi obj.	'ayali; know; V.
'ari; kick; V.	'ayalkawut; smart, clever, wise; A.
'aga; bathe; Vx; 'agma bathes; 'aglowut is going to bathe.	'ayalkawut; smart, clever, wise; A.

- 'ayuthar; help; V.
- 'aa'alvi; tell a story; V.
- 'aa'alvish; story; N; po'aa'alvi his story.
- 'aa'i; crow (like bird); V.
- 'aamo; hunt; V; 'aamox hunted.
- 'aash; animate possession, pet; N; -'aashmi pl. obj.; po'aash 'awaal his (pet) dog.
- 'ehengmay; bird; N.
- 'elela; crawl; Vx.
- 'elee; Alas! (exclamation of sorrow, for women only).
- 'elku; beg (for); 'elkux begged.
- 'engla; salt; N; 'engil obj.; po'eng his salt.
- 'eskani; paint; V.
- 'exla; ground, dirt; N; 'exil obj.
- 'exngay; tomorrow; 'amu'exngay morning.
- 'exval; sand; N; po'exvaki his sand.
- 'iswut; wolf; N.
- 'iva; here.
- 'ivi; this; A.
- 'ii; be; V; Micha su'iiq? How are you?
- 'iita; be cold (weather); Vx.
- 'oho'ven; believe; V; 'oho'veanax believed.
- 'ohoo; yes.
- 'onani; know; V.
- 'owo'a; work; Vx; 'owo'ikat worker.
- 'oyokval; quiet, silent; A.
- 'yooto; steal; V.
- 'oono; that; A.
- 'ovi; give; V.
- cha'kut; (large) basket; N.
- chapa'na; mend; V.
- chaqalaqi; tickle; V.
- chaqwi; catch; V; yawa'na with pl. obj.
- cheeyat; feathered headdress; N.
- chipi; shatter, break; V.
- chipomkat; liar; N; chishpomkatum pl.
- chiwi; win; V.
- cho'on; every, all; A.
- choraat; round; A.
- chori; roll; V.
- choori; chop, cut; V.
- chulupa; enter, go into; Vx.
- chungi; kiss; V.
- frixool; beans; N.
- gatu; cat; N.
- gayiina; chicken; N.
- gaavyu; rooster; N.
- hakmawish; hungry; A.
- hakwaachi; come; V.
- hamu; early.
- hangi; hang; V.

hati'a; go; Vx.

hax; someone, who?; N; 'axim pl.; 'axiyi obj.; 'aximi pl. obj.; qay hax nobody.

haal; search for, look for; V; ha'al searched for; haallowut is going to search for.

he'a; dislike, hate; Vx; nooup nohe'ax I dislike.

hengeemal; boy; N; henge'malum pl.

hetha; open (by itself); Vx.

hethi; open; V.

hevelvish; wide; A; hevelvichal with the wide N.

heyi; dig; V.

heela; sing; Vx; heelikat singer.

hicha; something, what?; N; hicham pl.; hish obj.; hichal with what?; qay hicha nothing; Hija gu 'otung? What is your name?; Hicha gu micha 'iijq? What's the matter?

hichikat; bad guy; N.

hika'kaš; hard, difficult; A.

hikwisa; breathe; Vx.

hilaala; climb; Vx.

howa; lie down; Vx; howa or masa with pl. subj.

huni'i; show; V.

hunwut; bear; N.

husi; smell; V.

huu'uni; teach; V.

huukapish; pipe; N; pohuukapi his pipe.

huula; arrow; N; pohuu his arrow; pohuuyi his arrow obj.

huulu; make arrows; V; uhlu made arrows

huusi; smoke; V.

-ka; grandfather (father's father); N.

kapakpamal; short; A.

kari; play (instrument); V; karkariq always plays.

kasilla; lizard; N.

kawiicha; hill; N; pokawiiki his hill.

-kaxmay; knee; N.

kaytu; fight with one another, be enemies; V; pl. subj. only.

-kaytu; enemy; N.

-kaamay; son; N.

kicha; house; N; kish obj.; poki his house; -kiyam family.

kichu; build a house; V; kikchu built a house.

kihaat; small, young; A; kiikatum babies.

kihuut; little; A; kihuutmaynga in a little N.

-kiyam; family; N.

kiikatum; babies; N.

ko'i; bite; V.

kochish; roasted; A.

konoknish; green; A; konokninga in the green N.

ku'aal; fly; N.

- kulaaw; fetch wood; V; kula'aw
fetched wood; kulaawlowut
is going to fetch wood.
- kulaawut; wood, stick, tree; N;
kulaawutal with the stick;
kulaawyuk into the tree.
- kuna; it is said.
- kunla; sack; N; kunil obj.
- kup; sleep; V; kupu'ya slept.
- kut; fire; N; poku his fire.
- kutapish; bow; N; pokutapi his
bow; kutapichal with a bow.
- kyxingish; spider; N.
- kuung; husband; N.
- kunglu; get married (said of
women); V; kukunglu got
married.
- kwa'; eat; V; kwa'lowut is going
to eat.
- kxaati; wait for; V.
- kwavichu; take care of; V;
kwakwvichu took care of.
- kwimkawichum; Cupeño; N;
kwimkawichum pomteela the
Cupeño language.
- kwila; oak tree; N; kwiiyk to
the oak tree.
- kwota; get up; Vx; waraava with
pl. subj.
- lima; ride; Vx; qala with sg. subj.
- lo'xa; cook; V; lolo'xa cooked.
- lovi'i; make, do; V.
- loovi; be good; V; loovigan ('iiq)
I'm fine; nowun looviq I'm
pleased, happy.
- luku'chish; mosquito; N.
- lulilish; prison; N.
- ma'ma; like, want, need, love; Vx;
poma'max likes.
- mahaar; five.
- man; or, but.
- maza; lie down; Vx; howa with sg. subj
- maamayu; help; V; maamayux helped.
- maaxi; pick vegetables; V.
- maaxish; acorn flour; N; maaxichal with
acorn flour.
- micha; where?; michiyk where to?; michay
where from?; michat which one?;
Micha su 'iiq? How are you?
- mikinga; sometimes, when?.
- mii; be; V; miiq is; miixwun are; miixmaan
will be; miixlowut is going to be.
- miixanish; clothes; N.
- miiyu; hello; miiyuyam to more than one
person.
- molli; remember; V.
- momkatum; big; A; yot with sg. subj.
- monaa; go, come, walk; V; monaa is going,
are going; monqus was going.
- moqna; kill; V; qe'ee with pl. obj.

- moyooni; feed; V.
- moyla; moon; N; moyil obj.;
pomoyki his moon.
- moomat; ocean; N; poomoomki his ocean; momyam white people (people from the ocean).
- moora; do the eagle dance; Vx.
- mooya; choke; Vx; momya choked.
- nulli; burn; V.
- muyuk; much, many, a lot; A.
- muuta; owl; N.
- muuvil; nose; N; pomuuvi his nose.
- muuyi; fill; V.
- na; father; N; ponayi his father obj.
- na'; be burned; V; 'anaa'a burnt; 'anayi burnt obj.
- naki; close; V.
- naq; ear; N.
- naqma; hear, listen; V; naqma'ax listened.
- nawitmal; girl; N; nanatmalum pl.
- naxanmal; old man; N.
- naxaachu; become old; V; nanxaachu became old.
- naachaxan; eat; V; nanchaxan ate.
- naachaxanish; food; N;
naachaxaningay from the food.
- naala; be afraid of; Vx.
- naavut; cactus (prickly pear); N.
- naawa; dress; N.
- naawi; write; V.
- naawin; be jealous; V; naawinax was jealous.
- nechi; pay, buy; V.
- nemay; go back; V.
- neqpi; fight; V.
- neshkin; near; neshkin waniinga near a river.
- neshmal; old woman; N.
- neexish; gourd; N; neexchal with a gourd; neexwut gourd rattle.
- nollimokwichi; ago; tawpush nollimokwichi year(s) ago.
- nooli; read; V.
- noonomi; follow; V.
- noot; chief; N; ponootki his chief.
- nuuli; push; V.
- ngaa; cry; V; ngaang cried.
- ngee; leave; V; ngeengi left; Wam' noo 'angee Good-bye (Already I go).
- nginangna; be sad; Vx; posuun nginangna he is sad.
- ngoora; run; Vx; pokwa with sg. subj.
- ngooya; wake up; Vx.
- ngooyi; wake (someone) up; V.
- pa; then; pa pi and then.

- pachxam; wash (clothes); V;
papachxam washed.
- palik; really; qay palik nothing
at all.
- palvunla; valley; N;
palvunil obj.; popalvunki
his valley; palvunik to the
valley.
- pati; shoot (with gun); V.
- patkilash; gun; N; popatkila
his gun.
- paa'as; older brother; N;
-paa'sum pl; -paa'si obj.
- paa'i; drink; V.
- paa'ila; turtle; N.
- paala; water; N; popaaw his
water; paaw fetch water.
- paapavish; thirsty; A.
- paaw; fetch water; V; pa'aw
fetched water; paawlowut
is going to fetch water.
- paaxwichat; earrings; N.
- pella; dance; Vx; pellikat
dancer.
- pengi; throw; V; piivan with
pl. obj.
- peshlish; bowl; N; peepishlichum
pl.
- peyeevmal; basket; N.
- peet; younger brother; N.
- peew; wife, spouse; N.
- peewlu; get married; V; pepwelu
got married.
- pi; and; pa pi and then.
- pilachi; learn; V.
- pisat; outside; pisayk, pisanga,
outside.
- pitoo; now, today; pitoo tukva
tonight.
- pithi; break; V.
- piit; younger sister; N.
- piivan; throw (stones)(at); V;
pengi with sg. obj.
- piivi; ancestor, forefather; N.
- po'eekup; it's finished.
- pohaylonga; beside, by its side.
- pokwa; run; Vx; pokwaym ran; pokwa
or ngoora with pl. subj.
- poloov; nice, good; A; poplovum pl.
- pominik; fast, hard, forcefully.
- poqwalmanga; beside, by its side.
- porke; because.
- pulucha; go out; Vx.
- pupu'uk; door; N; pupuuki obj.
- purapurish; hard (to the touch); A.
- puraara; be cold; Vx.
- puruura; stop, stand up; Vx; wita'a
with sg. subj.
- puruuy; stand; V; wiita with sg.
subj.
- push; face, eye; N; -push pl.
- puti'; dream; V; pupti' dreamed.
- puyaamangay; always, often.
- qala; cook; Vx.

qala; ride; Vx; qala or lima with pl.
subj.

qawla; rat; N.

qay; no, not; qay hax nobody; qay hicha nothing; qay yu'pan no longer.

qe'ee; kill; V; qe'qe killed; mogna with sg. obj.

qenxat; necklace; N.

geweewish; fox; N.

-qee'is; older sister; N; -qeесum pl.; -qeesi obj.

qeengish; (ground) squirrel; N.

qeewi; shout; V.

rancheero; rancher; N.

rancho; ranch; N.

reeka; smell, stink; Vx.

ropi; tap; V.

samsa; buy; V; sasamsa bought.

sinaval; money; N; posinavaki his money.

supul; one; A; suplish once.

sallo; dislike, hate; Vx; nooup nosallax I hate.

saqi; be warm (weather); V.

saangla; yellowjacket; N.

saawoka; make tortillas; Vx; saawoka made tortillas.

saawokish; tortilla; N.

se'i; shoot (with bow and arrow); V.

sowoo'; be afraid (of); V.

sungaal; woman; N; sungalum pl.

suukat; deer; N.

-suun; heart; N; nosuun looviq I am happy; nosuun nginangnaq I am sad; nosuunnay I think (from my heart); kicha posuum the inside of the house; kinga posuumga inside the house.

-suaamay; daughter; N.

takaat; straight, honest; A; takaantum pl.

takklinik; straight.

takwaya; (get) sick, die, dead; Vx; takwaya got sick; takwaya or tapa with pl. subj.

tamat; tooth; N; potma his tooth; potma taatalvish long-toothed.

tamayaawi; answer; V.

tapa; (get) sick, die, dead; Vx; takwaya with sg. subj.

tapashmal; mouse; N.

tapi; finish; V.

taskishla; shadow; N; taskichil obj.; potaskixa his shadow.

tavalalakamay; bat; N.

tavulvush; tall, long; A; taatalvichu pl.; potma taatalvish long-toothed.

tawpush; year.

taanat; blanket; N; potaana his blanket.

-taax; -self; pomtaax (among) themselves.

temet; day, sun; N; potemeki his day; cho'on temeti every day; cho'on

tengal; give medicine; V; tetengal gave medicine.

tengalish; medicine; N; potengali his medicine.

tengalkat; doctor; N.

tee; maybe.

teelat; speech, language; N; poteela his speech.

teelingish; ashes; N.

teeponi; play peon; V.

teetila; talk, speak (often, more than once); V.

tila'a; talk, speak; Vx.

tishmal; hummingbird; N.

tiwi; watch, see; V; tiwik saw; tiiw'yax saw; tiiw will see; tilwinik (upon) seeing.

to'xat; (red) clay; N; poto'xaki his clay.

too'; borrow; V; tooto borrowed.

toonav; make baskets; V; toonavax made baskets.

toosaxit; (cottontail) rabbit; N.

toota; rock, stone; N; tooyk to the rock.

toow; see, watch; V.

tooya; laugh; Vx.

tukmal; basket; N; tukmaytal with a basket; notukmay my basket.

tukva; night; N; pitoo tukva tonight; tukva that night.

tukwut; mountain lion; N.

tungla; name; N; potung his name.

tussu; don't!; tussum when speaking to more than one person.

tuviicha; cloud; N; potuviiki his cloud.

tuvyungi; ask; V.

tuukomet; night; N.

tuukut; wildcat; N.

tuupash; sky; N; potuupaki his sky.

wa'i; bark; V.

wam'; already.

waniicha; river; N; powaniiki his river.

waraava; get up; Vx; kwota with sg. subj.

waxa; become dry; Vx.

waxaam; yesterday.

waa'ish; meat; N.

waapa; fly, jump; Vx; wiila with sg. subj.

waaqi; sweep; V.

waaya; swim; Vx.

weh; both, two; wechumi two obj.

wehmali; a little.

wimmaat; difficult, hard, heavy; A.

wita'a; stop, stand up; Vx; wita'a or puruura with pl. subj.

wiila; fly, jump; Vx; waapa with pl. subj.

- wiiru; play the flute; V; wiirux played the flute.
- wiirulash; flute; N; powiirula his flute.
- wiita; stand; Vx; puruuy with pl. subj.
- wiiw; make wiwish; V; wi'iw made wiwish; wiwilowut is going to make wiwish.
- wiwich; wiwish, acorn mush, acorn pudding; N; powiit his wiwish.
- woti; hit (with long object); V; wuva'na with pl. obj.
- wukala; walk; Vx; wukalaym walked away.
- wuko'a; come; Vx.
- wultu; be angry; V.
- wultu'a; get angry; Vx.
- wunaal; that; A.
- wuniyk; away.
- wuva'na; hit (with long object); V; woti with sg. obj.
- xali; let in; V.
- xay; by oneself, alone; noxay by myself, etc.
- xaara; neck; N.
- xaari; growl (at); V.
- xechi; hit (with hand or round object); V.
- xilla; rain; Vx.
- xwaayaat; white; A; xwaayaanti obj.; xwaayaanik to the white N.
- ya'ani; run away; V.
- ya'ash; man; N; ya'aychum pl.
- yaw; have, carry; V; yawmaqus was carrying.
- yawa'na; catch, snare; V; yawa'na caught; chaqwi with sg. obj.
- yawaywish; pretty, beautiful; A; yawaywinga in the pretty N.
- yax; say, tell; V; yaqaa sg; yaxwun pl; yaa said; yax say it! yaxam say it! pl.
- yi'yi; play; V.
- yo; mother; N; poyoyi his mother obj.
- yot; big; A; yongay from the big N; momkatum with pl. subj.
- yu'pan; again; qay yu'pan no longer
- yula; hair; N; poyu his hair; poyy his hair obj.
- yuvataat; black; A; yuvataanti obj.
- yuuli; rope; V.
- yuuy; snow; V; yu'uy snowed.
- ya; run; V.

English--Luiseno

This word list contains only the minimum amount of information that you will need to find the Indian equivalent of an English word. For fuller information concerning an Indian word, see the preceding Luiseno--English word list.

a little <u>wehmali</u>	away <u>wuniyk</u>	beside <u>pohaylonga</u> , <u>poqvalmanga</u>
a lot <u>muyuk</u>	babies <u>kiikatum</u>	big <u>yot</u> , <u>momkatum</u>
acorn flour <u>maaxish</u>	bad <u>'alaxwush</u>	bird <u>'ehengnay</u>
acorn mush, pudding <u>wiwish</u>	bad guy <u>hichikat</u>	bite <u>ko'i</u>
afraid of <u>sowoo'</u> , <u>naala</u>	bark <u>wa'i</u>	black <u>yuvataat</u>
again <u>yu'pan</u>	basket <u>tukmal</u> , <u>peyeevmal</u>	blanket <u>taanat</u>
ago <u>nollimokwichi</u>	basket (large) <u>cha'kut</u>	borrow <u>too'</u>
alas! <u>'ele</u>	bat <u>tavalalakamay</u>	both <u>weh</u>
all <u>cho'on</u>	bathe <u>'aga</u>	bow <u>kutapish</u>
alone -xay	be <u>mii</u> , <u>'ii</u>	bowl <u>peshlish</u>
already <u>wam'</u>	be enemies <u>kaytu</u>	boy <u>hengeemal</u> , <u>'amaayamal</u>
always <u>puyaamangay</u>	be (somewhere) <u>'aw'</u>	break <u>pithi</u> , <u>chibi</u>
ancestor <u>-piwi</u>	beans <u>frixool</u>	breathe <u>hikwisa</u>
and <u>pi</u>	bear <u>hunwut</u>	build (house) <u>kichu</u>
angry <u>wultu</u>	beautiful <u>yawaywish</u>	burn <u>nulli</u> , <u>na'</u>
answer <u>tamayaawi</u>	because <u>porke</u>	but <u>man</u>
ant (little) <u>'anmal</u>	become dry <u>waxa</u>	butterfly <u>'avellaka</u>
arrow <u>huula</u>	become old <u>naxaachu</u>	buy <u>samsa</u> , <u>nechi</u>
ashes <u>teelingish</u>	beg <u>'elku</u>	buzzard <u>'alaawaka</u>
ask <u>tuvyungu</u>	believe <u>'oho'van</u>	by oneself -xay

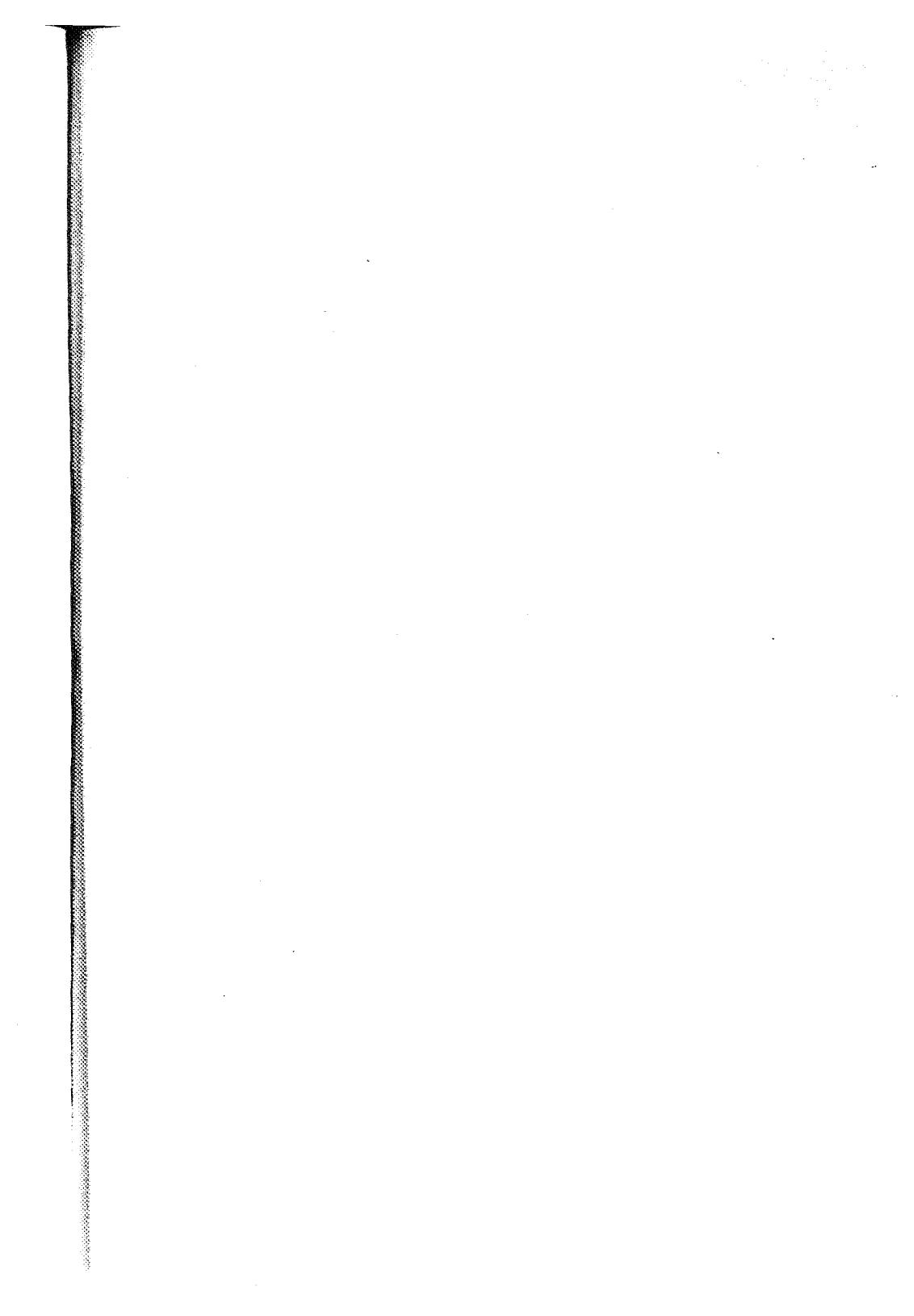
cactus	<u>naavut</u>	dance	<u>pella</u>	enemy	<u>-kaytu</u>
carry	<u>yew</u>	daughter	<u>-swaamay</u>	enter	<u>chulupa</u>
cat	<u>gatu</u>	day	<u>temet</u>	every	<u>cho'on</u>
catch	<u>chaqwí</u> , <u>yawa'na</u>	dead	<u>takwaya</u> , <u>tapa</u>	eye	<u>-push</u>
chicken	<u>gaiina</u>	deer	<u>suukat</u>	face	<u>-push</u>
chief	<u>noot</u>	delicious	<u>'axaat</u>	family	<u>-kiyem</u>
children	<u>'amaayum</u>	difficult	<u>hika'kas</u> , <u>wimmaat</u>	fast	<u>pominik</u>
choke	<u>mooya</u>	die	<u>takwaya</u> , <u>tapa</u>	father	<u>-na</u>
chop	<u>choori</u>	dig	<u>heyi</u>	feed	<u>moyooni</u>
clay (red)	<u>to'xat</u>	dirt	<u>'exla</u>	fetch water	<u>paaw</u>
clever	<u>'ayalkawut</u>	dislike	<u>salla</u> , <u>he'a</u>	fetch wood	<u>kulaaw</u>
climb	<u>hilaala</u>	do	<u>lovi'i</u>	fight	<u>neqpi</u> , <u>kaytu</u>
close	<u>naki</u>	do eagle dance	<u>moora</u>	fill	<u>muuyi</u>
clothes	<u>miixanish</u>	doctor	<u>tengalkat</u>	finish	<u>tapi</u>
cloud	<u>tuvijicha</u>	dog	<u>'awaal</u>	fire	<u>kut</u>
cold (weather)	<u>'iita</u>	don't!	<u>tusgu</u>	five	<u>mahaar</u>
cold	<u>puraara</u>	door	<u>pupu'uk</u>	flute	<u>wiirulash</u>
come	<u>wuko'a</u> , <u>monaa</u> , <u>hakwaachi</u>	dream	<u>puti'</u>	fly	<u>ku'aal</u>
cook	<u>lo'xa</u> , <u>qala</u>	dress	<u>naawa</u>	fly	<u>wiila</u> , <u>waapa</u>
coyote	<u>'ano</u>	drink	<u>paa'i</u>	follow	<u>noonomi</u>
crawl	<u>'elela</u>	eagle	<u>'aswut</u>	food	<u>naachanaxish</u>
crow (like bird)	<u>'aa'i</u>	ear	<u>-naq</u>	forcefully	<u>pominik</u>
cry	<u>ngaa</u>	early	<u>hamu</u>	forefather	<u>-piwi</u>
Cupefio	<u>kwimkawichum</u>	earrings	<u>paaxwichat</u>	fox	<u>qeweewish</u>
cut	<u>choori</u>	eat	<u>naachanax</u> , <u>kwa'</u>	get angry	<u>wultu'a</u>
				get married	<u>peewlu</u> , <u>kuung</u>

get sick <u>takwaya</u> ,	heavy <u>wimmaat</u>	language <u>teelat</u>
<u>tapa</u>		
get up <u>kwota</u> ,	hello <u>miiyu</u>	laugh <u>tooya</u>
<u>waraava</u>		
girl <u>nawitmal</u>	help <u>maamayu</u> ,	learn <u>pilachi</u>
	' <u>ayuthar</u>	
give ' <u>oovi</u>	here <u>'iva</u>	leave <u>ngee</u>
give medicine <u>tengal</u>	hill <u>kawiicha</u>	let in <u>xali</u>
go <u>hati'a</u> , <u>monaa</u>	hit (with hand or round object)	liar <u>chipomkat</u>
go back <u>nemay</u>	<u>xechi</u>	lie down <u>howa</u> , <u>meza</u>
go into <u>chulupa</u>	hit (with long object)	like <u>ma'ma</u>
go out <u>pulucha</u>	<u>woti</u> , <u>wuva'na</u>	listen <u>nagma</u>
good <u>poloov</u> , <u>loovi</u>	honest <u>takaat</u>	little <u>kihuut</u>
good-bye <u>wam'</u> <u>noo</u> ' <u>angee</u>	house <u>kicha</u>	live <u>'aw'</u>
gourd <u>neexish</u>	hummingbird <u>tishmal</u>	lizard <u>kasilla</u>
grandfather <u>-ka</u>	hungry <u>hakmawish</u>	long <u>tavulvush</u>
green <u>konoknish</u>	hunt <u>'aamo</u>	look for <u>haal</u>
ground ' <u>exla</u>	husband <u>-kuung</u>	love <u>ma'ma</u>
growl (at) <u>xnari</u>	Indian <u>'ataax</u>	make <u>lovi'i</u>
gun <u>patkilash</u>	it is finished <u>po'eekup</u>	make arrows <u>huulu</u>
hair <u>yula</u>	it is said <u>kuna</u>	make baskets <u>toonav</u>
hang <u>hangi</u>	jealous <u>naawin</u>	make tortillas <u>saawoka</u>
happy <u>loovi</u>	jump <u>wiila</u> , <u>waapa</u>	make wiwish <u>wiiw</u>
hard <u>pominik</u>	kick <u>'ari</u>	man <u>ya'ash</u>
hard (difficult) <u>hika'kas</u> , <u>wimmaat</u>	kill <u>moqna</u> , <u>qe'ee</u>	many <u>muyuk</u>
hard (to the touch) <u>purapurish</u>	kiss <u>chungi</u>	maybe <u>tee</u>
hate <u>salla</u> , <u>he'a</u>	knee <u>-kaxmay</u>	meat <u>waa'ish</u>
have <u>yaw</u>	know <u>'ayali</u> , <u>'onani</u>	medicine <u>tengalish</u>
headdress (feathered) <u>cheeyat</u>		
hear <u>naqma</u>		
heart <u>-#uun</u>		

mend	<u>chapa'na</u>	old man	<u>naxanmal</u>	push	<u>nuuli</u>
money	<u>sinaval</u>	old woman	<u>neshmal</u>	quiet	<u>'oyokval</u>
moon	<u>moyla</u>	older brother	<u>-paa'as</u>	rabbit (cottontail)	<u>toošaxit</u>
morning	<u>'amu' exngay</u>	older sister	<u>-gee'is</u>	rain	<u>xilla</u>
mosquito	<u>luku' chish</u>	once	<u>suplish</u>	ranch	<u>rancho</u>
mother	<u>-yo</u>	one	<u>supul</u>	rancher	<u>rancheero</u>
mountain lion	<u>tukwut</u>	open	<u>hethi</u>	rat	<u>gawla</u>
mouse	<u>tapashmal</u>	open (by itself)	<u>hetha</u>	read	<u>nooli</u>
much	<u>muyuk</u>	or	<u>man</u>	really	<u>palik</u>
name	<u>tungla</u>	orphan	<u>'ahiichu</u>	red	<u>'av'aat</u>
near	<u>neshkin</u>	outside	<u>pisat</u>	remember	<u>molli</u>
neck	<u>-xaara</u>	owl	<u>muuta</u>	ride	<u>qala, lima</u>
necklace	<u>qenxat</u>	paint	<u>'eskani</u>	river	<u>waniicha</u>
need	<u>ma'ma</u>	pay	<u>nechi</u>	roasted	<u>kochish</u>
next	<u>'awoy</u>	person	<u>'ataax</u>	rock	<u>toota</u>
nice	<u>poloov</u>	pet	<u>'aash</u>	roll	<u>chori</u>
night	<u>tukva, tuukomet</u>	pick vegetables	<u>maaxi</u>	rooster	<u>gaayu</u>
no	<u>qay</u>	pipe	<u>huukapish</u>	rope	<u>yuuli</u>
nose	<u>muuvil</u>	play	<u>yi'yi</u>	round	<u>choreaat</u>
not	<u>qay</u>	play flute	<u>wiiru</u>	run	<u>pokwa, ngoora,</u>
now	<u>pitoo</u>	play instrument	<u>kari</u>	run away	<u>ya'ani</u>
oak tree	<u>kwilla</u>	play peon	<u>teeponi</u>	sack	<u>kunla</u>
ocean	<u>moomat</u>	pretty	<u>yawaywish</u>	sad	<u>nginangna</u>
often	<u>puyaamangay</u>	prison	<u>lulilish</u>	salt	<u>'engla</u>
old	<u>'awolvo</u>			sand	<u>'exval</u>

say <u>yax</u>	son - <u>kaamay</u>	tell <u>yax</u>
search for <u>haal</u>	speak <u>tila'a</u> , <u>teetila</u>	tell a story ' <u>aa'alvi</u>
see <u>toow</u> , <u>tiwi</u>	speech <u>teelat</u>	that <u>wunaal</u> , ' <u>oono</u>
-self - <u>taax</u>	spider <u>kuyxingish</u>	then <u>pa</u>
shadow <u>ta'kishla</u>	spouse - <u>peew</u>	thirsty <u>paapavish</u>
shatter <u>chipi</u>	squirrel (ground) <u>qeengish</u>	this ' <u>ivi</u>
shoot (with bow and arrow) <u>se'i</u>	stand <u>wita</u> , <u>puruuy</u>	throw <u>pengi</u> , <u>piivan</u>
shoot (with gun) <u>pati</u>	stand up <u>wita'a</u> , <u>puruura</u>	tick ' <u>amacha</u>
short <u>kapakpamal</u>	steal ' <u>yooto</u>	tickle <u>chaqalaqi</u>
shout <u>qeewi</u>	stick <u>kulaawut</u>	today <u>pitoo</u>
show <u>huni'i</u>	stink <u>reeka</u>	tomorrow ' <u>exngay</u>
sick <u>takwaya</u> , <u>tapa</u>	stone <u>toota</u>	too much, many <u>'ahuyaxi</u>
silent ' <u>oyokval</u>	stop <u>wita'a</u> , <u>puruura</u>	tooth <u>tamat</u>
sing <u>heela</u>	story ' <u>aa'alvish</u>	tortilla <u>saawokish</u>
sky <u>tuupash</u>	straight <u>takkiniik</u> , <u>takaat</u>	tree <u>kulaawut</u>
sleep <u>kup</u>	suddenly ' <u>ankingay</u>	turtle <u>paa'ilila</u>
small <u>kihaat</u>	sun <u>temet</u>	two <u>weh</u>
smart ' <u>ayalkawut</u>	sweep <u>waaqi</u>	ugly ' <u>alaxwush</u>
smell <u>husi</u> , <u>reeka</u>	swim <u>waaya</u>	valley <u>palvunla</u>
smoke <u>huusi</u>	take care of <u>kwaavichu</u>	very ' <u>ahuyaxi</u>
snare <u>yawa'na</u>	talk <u>tila'a</u> , <u>teetila</u>	wait for <u>kwaati</u>
snow <u>yuuy</u>	tall <u>tavulvush</u>	wake (someone) up <u>ngooyi</u>
someone <u>hax</u>	tap <u>ropi</u>	wake up <u>ngooya</u>
something <u>hicha</u>	teach <u>huu'uni</u>	walk <u>wukala</u> , <u>monaa</u>
sometime <u>mikinga</u>		want <u>ma'ma</u>

- warm (weather) saqi yesterday waxaam
 wash (clothes) pachxam young kihaat
 watch toow, tiwi younger brother -peet
 water paala younger sister -piit
 what? hicha
 when? mikinga
 where? micha
 which one? michat
 white xwaayaat
 who? hax
 wide hevelvish
 wife -peew
 wildcat tuukut
 win chiwi
 wise 'ayalkawut
 wiwish wiwish
 wolf 'iswut
 woman sungaal
 wood kulaawut
 work 'owg'a
 write naawi
 wrong 'alaxwush
 year tawpush
 yellowjacket saasangla
 yes 'ohoo



13 Clisis and Diachrony

Susan Steele

0. Introduction

0.0 A number of Uto-Aztecán languages have clitic subject pronouns which follow the first element of the clause.¹ (1) is an example from Luiseño, a Uto-Aztecán language of Southern California.²

- LS (1) hunwuti=pum *še?iwun*
bear:object=they(CP) are:shooting
'They are shooting a bear.' (LS-S-FN)

Other Uto-Aztecán languages have clitic subject pronouns which are proclitic (or prefixed) to the verb. (2) is an example from Classical Axtec, a Uto-Aztecán language of Mexico.³

- AZ (2) an-tee^cLaso?La
you(CP)-love:us
'You love us.' (AZ-A-R-21)

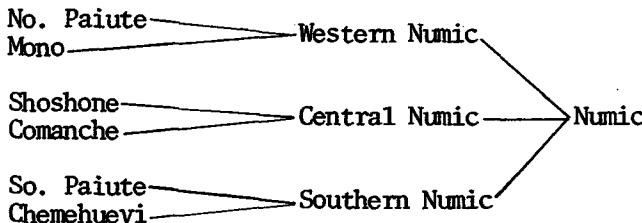
This paper examines the development of both types of clitic pronouns. Specifically, it makes two claims. (1) Second position clitic pronouns are diachronically derived from independent pronouns which move to second position as they become clitics. (2) All the pronouns which are proclitic (or prefixed) to the verb are derivative from other bound pronominal forms, most from previously cliticized second position pronouns.

The position of bound grammatical elements, of which

clitic pronouns are simply one type,⁴ has been argued to be a relic, a frozen reflection of the position of independent elements at an earlier stage of the language.⁵ The proof of the two claims above will demonstrate this hypothesis to be, at best, too simplistic a view of diachronic change. Second position clitic pronouns have a different position than their diachronic source; verbal proclitic (or prefixed) clitic pronouns are secondary developments, and their position is not, therefore, a reflection of the position of independent pronouns at some earlier stage of the language. Rather than clitic pronouns reflecting the position of the independent elements from which they descend, clitic pronouns in Uto-Aztecán move to certain "good" positions. Whether the histories of other grammatical elements parallel the histories of clitic pronouns -- and whether the histories of clitic pronouns in other language families parallel Uto-Aztecán -- remains an open question.

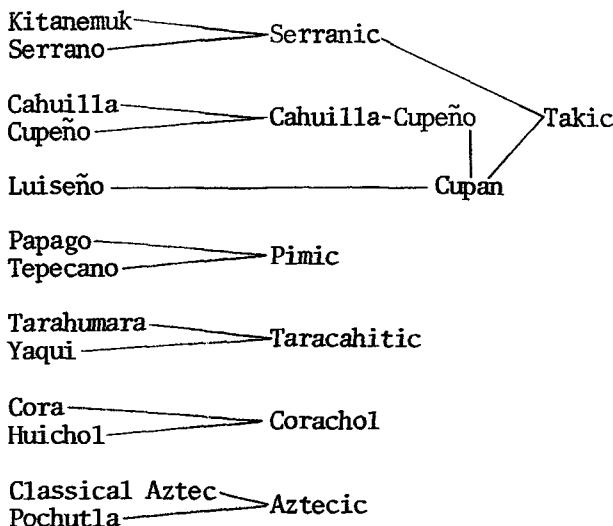
0.1 The Uto-Aztecán language family is presented in I.

I.



Tubatulabal

Hopi



Although some Uto-Aztecian languages do not have clitic pronouns, the majority of them do. II presents the distribution of clitic subject pronouns in the language family.

II.

Clitic Subject Pronouns	Comanche, So. Paiute, Chemehuevi, Tubatulabal, Serrano, Kitanemuk, Cupeño, Cahuilla, Luiseno, Papago, Tepecano, Tarahumara, Yaqui, Cora, Huichol, Classical Aztec, Pochutla,
No Clitic Subject Pronouns	Northern Paiute, Shoshone, Hopi
Borderline	Mono

The pronouns of Mono can only be described as somewhere between clitics and independent forms. There is one set of pronouns in the language; these pronouns occur generally in sentential second position.

- MO (3) nophihweeh nii miyawaih
to:home I will:go
'I shall go home.' (MO-L-G-377)

In sentential second position, first dual and first plural inclusive pronouns alone are indicated as attached to the word preceding them.

- MO (4) nophweeh=taa miyawah
to:home=we will:go
'We shall go home.' (MO-L-G-377)

However, pronouns in some sentences do not occur in sentential second position.

- MO (5) nii=po?o poyanahipitih
I=but drink:water
'But I am drinking water.' (MO-L-G-380)

It is not simply the case that a pronoun will occur sentence initially if the only other non-clitic element in a sentence is a verb, since (6) contains exactly the postpositional phrase of (3) and (4).

- MO (6) ?ii hsahqwa nophweeh ?ika
you modal to:home go
'You ought to go into the house.' (MO-L-G-389)

Rather it appears that certain elements like the conjunction po?o and the modal hsahqwa are more necessarily sentential second position elements than are pronouns.

As I stated earlier, clitic pronouns either occur in sentential second position, e.g. (1); or they are verbal pro-clitics (or prefixes), e.g. (2). Some languages, however, exhibit both -- Cupeño, Tepecano, Tarahumara, Yaqui, and Cora.

III.

Second Position	Comanche, So. Paiute, Chemehuevi, Tubatulabal, Serrano, Luiseno, Papago
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Proclitic/Prefix	Kitanemuk, Cahuilla, Huichol, Classical Aztec, Pochutla
Both	Cupeño, Tepecano, Tarahumara, Yaqui, Cora

Tepecano clitic pronouns can fill both positions simultaneously.

- TE (7) ndedos n=an=ahohoinda
 my:fingers introducer=CP=will:shake:them
 'I will shake my fingers.' (TE-M-PL-403)

For the other four languages with both types, the two positions are independent possibilities. (8), (9), and (10) are examples from Tarahumara, Yaqui, and Cora respectively of the two types of clitic pronouns cooccurring; (11) contains two Cupeño sentences, one with a second position clitic pronoun, another with a verbal proclitic/prefix clitic pronoun.

- TR (8) Xú mu Šika ké mu naki muhé ko ba
 WH CP WH neg CP want you emphatic emphatic
 'Why don't you want it?' (TR-B-G-53)
- YA (9) kwarēnta p̄eso dyáryota=ne ne=kóba íani ínine
 forty peso daily=CP CP=earn now here
 'Now I make forty pesos a day here.' (YA-L-S-20)
- CR (10) n-a'ana'in'y'iiche'e nú
 CP-was:going:to:build:a:fire CP
 'I was going to build a fire.'
 (Casad, personal communication)
- CU (11) a. nə?e=n yekwinqa
 I=CP be=scared
 'I'm scared.' (CUP-J-SC-65)
- b. Xəm=əp Xə?-mamayəw
 we=aux CP-help
 'We helped.' (CUP-J-SC-77)

1. Second Position Clitic Pronouns

1.0 This section is devoted to substantiating the claim that second position subject clitic pronouns are diachronically derived from independent pronouns which move to second position as they become clitics. The important part of this claim for the purposes of this paper is that such clitics result from the movement of independent pronouns into second position. But before the evidence which bears on the issue can be considered it is necessary to substantiate the claim that second position clitic pronouns and independent pronouns are related and that for most Uto-Aztecán languages the relationship is diachronic.

1.1 The appendix lists the clitic subject pronouns and the independent subject pronouns of each Uto-Aztecán language that has second position clitic pronouns. An examination of the two sets will reveal clear resemblances. /n/ shows up regularly in the first person singular of the clitic pronouns; /n/ shows up regularly in the first person singular of the independent pronouns. Reflexes of */t/ occur in the first person plural of the clitic pronouns; reflexes of */t/ show up in the first person plural of the independent pronouns. The relationship between third person singular clitic pronouns and demonstratives is inescapably obvious. In Chemehuevi and So. Paiute there is no distinction in form between certain of the demonstratives and the third person singular clitic pronouns. The Cupeño third person singular clitic pronoun pe and the Luiseño third person singular clitic pronoun up are clearly related to various third person pronouns and demonstratives found throughout the language family.

More particular resemblances are apparent. In some lan-

guages the independent subject pronouns and the clitic pronouns are related to each other by the presence or absence respectively of an affix. In Comanche, the independent pronouns and the clitic pronouns differ by the presence or absence respectively of a demonstrative or some other clitic element. In Tubatulabal the independent subject pronouns differ from the clitic pronouns by the presence of the prefix in- in the former. Papago, Tepecano, Tarahumara, and Yaqui are somewhat less transparent examples of a similar type. In Papago and Tepecano, clitic pronouns and independent pronouns differ primarily by the absence or presence respectively of a prefix ?a- or a-. Tarahumara and Yaqui clitic pronouns and independent pronouns differ from one another primarily by the absence or presence respectively of a suffix, -he in the former and usually -po in the latter.

The other languages don't exhibit a regularity of any obvious sort in the relationship between the set of clitic pronouns and the set of independent pronouns, although, of course, the broad phonological correspondences suggested at first still pertain. But in some persons in some languages the relationship between the two types of pronouns is regular. For example, in So. Paiute t becomes r after a spirantizing vowel. First person dual and plural independent pronouns begin with t; the first person dual and plural clitic pronouns begin with r.

The evidence above suggests that clitic pronouns and independent pronouns are related; the question now is how. A first hypothesis might be that clitic pronouns are the synchronic reductions of otherwise free independent forms. English clitic pronouns seems to be exactly that. In (12) the

pronoun subject -- and the auxiliary verb be -- is a (pro) clitic; in (13) the pronoun subject is a (en)clitic.

(12) 'tsraining.

(13) I fought'em.

Spanish and French clitic pronouns have been analyzed to be the result of a synchronic rule which moves the independent pronouns into clitic position (and changes their form). (14) and (15) below are examples respectively of clitic (object) pronouns in these languages.

(14) Elena la vio. 'Elena saw her.'
CP

(15) Paul le lira 'Paul will read it.'
CP

English clitic pronouns differ from Spanish and French clitic pronouns in that reduction in the latter requires a different position.⁶ They are similar, however, in that neither co-occurs with a noun to which they refer or an independent pronoun with the same referent.⁷ If these two types exhaust the synchronic possibilities -- an assumption which admittedly needs much more study -- we can use co-occurrence as diagnostic of a synchronic relationship between clitic pronouns and independent pronouns. If clitic pronouns are the synchronic reduction of independent pronouns, we would not expect the two to co-occur.

In all Uto-Aztecán languages, except for Tubatulabal and Comanche, the clitic pronouns co-occur with an independent pronoun with the same referent. The first example sentence of this paper is a Luiseño sentence with a clitic subject pronoun; the following sentence with both independent

pronominal subject and clitic subject pronoun is equally good.

- LS (16) wunaalum=pum hunwuti *še?iwun*
 they=they(CP) bear:object are:shooting
 'They are shooting the bear.' (LS-S-FN)

(17) to (21) are examples paralleling (16) from a number of other Uto-Aztecán languages.

- SP (17) qaču=anga=ni ni? iminčuxwavaang?wain. iaanga
 neg=object:CP= CP I shall:give:him:to:you
 'I shall not give him to you.' (SP-S-G-226)

- SR (18) ?imi?=ta=m? payika? miib
 you=modal=CP away will:go
 'You'll go away.' (SR-H-G-10)

- CU (19) ne?=ne ?ememí ?emehiwčeqa
 I=CP you know:you
 'I know you.' (CUP-S-SC-146)

- PA (20) ?áani=?áñi ñiok
 I=CP speaking
 'I am/was speaking.' (PA-H-IN)

- YA (21) ínepo ka=ni aman nótik
 I neg=CP there went
 'I did not go there.' (YA-M-PS-205)

The clitic pronouns in all but two Uto-Aztecán languages are to be distinguished from those of English, Spanish, and French. Hence, given the hypothesis above that the characteristics of these are diagnostic of a synchronic relationship between clitic pronouns and independent pronouns, the relationship between the two must not be synchronic in all Uto-Aztecán languages but Tubatulabal and Comanche.⁸

1.2 We are ready now to consider the diachronic process by which independent pronouns become second position clitic pronouns.

The beginnings of the cliticization of independent pronominal forms can be witnessed synchronically in Mono. As discussed above, pronouns in Mono generally follow the first non-clitic element of a clause. (See (3) and (4).) Although these pronouns generally occur in sentential second position, they are not the clitic elements of, say, Luiseño. They are the only subject pronouns in the language; they can occur initially under certain, not totally clear, conditions. (See (5) and (6).)

It appears that the beginning of the cliticization of independent pronouns is indicated by their appearance in sentential second position. The synchronic situation in Mono is mirrored in an Australian language, Warramunga. Hale (1973) says that Warramunga pronouns "...are in fact independent pronouns in the sense that they can appear as isolated fully stressed words...." (341) However, "...the independent pronouns become unstressed and cliticize, that is, become enclitic to the first non-pronominal constituent of the sentence." (340)

Now the question is why independent pronouns occur in sentential second position as they become clitics. There are two possibilities that suggest themselves immediately, both of which depend on the following scenario. Assume that independent subject pronouns were initial to the clause. With the appearance of some other element at the beginning of the clause -- because it is a topic or somehow emphasized -- this independent pronoun would occur in sentential second position.

- (22) John, he never does anything for me.

(23) Into the woods he ran.

The first hypothesis is that the position of the clitic pronoun is a relic of the position of the independent pronoun in such constructions. Perhaps independent subject pronouns in sentences like (22) and (23) are essentially stressless and, hence, subject to cliticization.⁹ The position of clitic pronouns, under this hypothesis, would be an accident of the original clause initial position of the independent pronoun and the process of topicalization. This hypothesis loses its force when we consider that sentential second position in many languages of the world, and, most importantly, in Uto-Aztecán, is the position for certain grammatical elements. In an earlier paper, I discussed the fact that modal elements also have a strong tendency toward sentential second position. In fact, elements which correspond roughly to what has been analyzed as the AUX in English -- tense, aspect, and modality -- commonly occur in sentential second position, as do conjunctions, negatives, and question-markers. (24) is an example from Luiseño of second position modality and aspect; (25), of a second position negative; (26), of a second position question marker.

- LS (24) nanatmalum xu=m=po henge?malumi ?ari
 girls MODAL=CP=ASPECT boys kick
 'Girls should kick boys.' (LS-S-FN)

- LS (25) nawitmal qay hengeemali ?ariq
 girl NEG boy is:kicking
 'The girl isn't kicking the boy.' (LS-S-FN)

- LS (26) nawitmal=šu hengeemali ?ariq
 girl=Q:MARKER boy is:kicking
 'Is the girl kicking the boy?' (LS-S-FN)

Any hypothesis which posits that the position of clitic

pronouns in second position is an accident will have to explain why all of these elements occur in second position as well.

The second hypothesis acknowledges the importance of sentential second position. It argues that if some topic or emphasized element of the clause precedes the independent subject pronoun, this pronoun occurs in second position, the position of clitics, and hence becomes a clitic. That is, cliticization is the result of the accidental occurrence of some (potentially cliticizable) element in sentential second position. This hypothesis, while more satisfactory than the first, must be rejected -- and the arguments against it seal the fate of the first hypothesis as well.

If independent pronouns accidentally occurred in second position -- and therefore cliticized -- because they were preceded by a topic or some otherwise emphasized element, we would expect at least those languages with relatively recent cliticization to show some signs of such a stage. Mono pronouns are in the process of cliticization. The clitic pronouns of Tubatulabal and Comanche are in the early stages of cliticization, if the assumptions about the difference between synchronically related clitic pronouns and independent pronouns and diachronically related clitic pronouns and independent pronouns discussed above are correct and if we can further assume that languages develop at least from the type exemplified by Spanish and French to the type exemplified by Luiseño. In none of these three languages is there indication that the clitic pronouns have arisen from a topic-comment construction. First, languages in the early stages of cliticization have clitic pronouns

occurring after what would be difficult to argue is a topic. For example, in Tubatulabal clitic pronouns follow a clause initial subordinate clause which contains a single word:

- TU (27) aanayuwibi=gi iimi
 fight:subordinate=lsgCP went
 'Without fighting, I went.' (TU-V-G-124)

and a clause initial time adverbial.

- TU (28) pi^V=bum pinahi tohiilin tuguwayin
 then= 2plCP must:bring deer's meat
 'Then you must bring the meat of the deer.'
 (TU-V-T-218)

Moreover, if independent pronouns accidentally occurred in second position because they were preceded by a topic, we might expect to find clitic pronouns serving the function of clearly partitioning the sentence into topic and comment at, at least, some early stage in their history. But there is no Uto-Aztec language, at any stage, where second position clitic pronouns unambiguously serve to so partition the sentence -- and I know of no language with second position phenomena where the clitics can be said to always do so.¹⁰ Second, consider sentences with a topic and a resumptive pronoun referring to the topic such as (22). (29) below is such an example from Classical Aztec.

- AZ (29) in tolteka? ye'waantin senka wei Layakana
 article Toltecs they very emphatic they:took:lead
 'The Toltecs took the very lead.' (AZ-L-PCN-179)

If clitic pronouns resulted from the reduction of resumptive pronouns in such sentences, we would expect to find clitic pronouns co-occurring with nouns at the early stages of their development. But we do not. The Mono borderline clitic pronouns do not co-occur with nouns. Nor do the Tubatulabal or

Comanche clitic pronouns.

In sum, then, it appears that pronouns move into sentential second position as they cliticize. Accepting this as a diachronic fact, accepting that neither second position itself nor the fact that certain elements occur there synchronically is an accident of diachrony, the question becomes: Why second position? I will return to this question in the last section of this paper.

2. Derivative Clitic Pronouns

2.0 I have argued that the clitic pronouns of a certain set of Uto-Aztec language descend from independent pronouns that have moved into second position in the clause. This section discusses the development of proclitic (or pre-fixed) clitic pronouns. Five languages in the language family have clitic pronouns of this type only -- Kitanemuk, Cahuilla, Huichol, Classical Aztec, and Pochutla; others have this type in addition to second position clitic pronouns -- Cupeño, Tepecano, Tarahumara, Yaqui, and Cora. The proclitic (or prefixed) clitic pronouns found in all these languages are secondary developments, albeit developments of two different sorts. The prefixed pronouns of Cahuilla, Cupeño, and Kitanemuk are descended from possessive pronominal prefixes. I am not going to discuss the diachrony of these here; it is the development of clitic pronouns in the other languages that is of concern.¹¹ These are secondary developments from second position clitic pronouns.

Excluding Cahuilla, Cupeño, and Kitanemuk, there remain seven languages with pronominal elements which are proclitic (or prefixed) to the verb -- Tepecano, Tarahumara,

Yaqui, Cora, Huichol, Classical Aztec, and Pochutla. Although the development of these from second position clitic pronouns is ultimately attributable to a single factor, it followed one course in Tarahumara and Yaqui and another in the other five languages.

Tarahumara and Yaqui each have two series of clitic pronouns. The sentences below each have two clitic subject pronouns, one proclitic to the verb, the other in sentential second position.

- TR (30) čú mu šika kē mu naki muhé ko ba
 WH CP WH neg CP want you emphatic emphatic
 'Why don't you want it?' (TR-B-G-53)

- YA (31) kwarénta péso dyáryota=ne ne=kóba iani iníne
 forty peso daily=CP CP=earn now here
 'Now I make forty pesos a day here.' (YA-L-S-20)

Note that both clitic pronouns in each case have the same shape; this I take as indicative that they are not descended from different sources, but rather that one is derivative from the other. There is strong evidence for arguing that the proclitic is derivative from the second position clitic. An 18th century grammar of Yaqui states explicitly that clitic pronouns are second position elements. "...Velasco states as one of his most infallible rules that the pronominal subject [read clitic pronoun] must be the second word or element in the sentence...." (YA-M-PS) Thus, the verbal proclitic pronoun of Yaqui has developed since the 18th century. Although there is no nice straightforward evidence of this sort for Tarahumara -- there is no early grammar -- there is evidence that the proclitic clitic pronouns of Tarahumara are dependent on the presence of second position clitic pronouns, in a fashion that suggests the former are more recent. Both

languages can have both types of clitic pronouns in the same sentence, as demonstrated above; both can have second position clitic pronouns alone.

- TR (32) semati ne napaha rarimea are
nice CP shirt gonna:buy probably
'I am probably gonna buy a nice shirt.' (TR-L-SE-29)
- YA (33) tuká=ne antónyta bičak
yesterday=CP Antonio saw
'Yesterday I saw Antonio.' (YA-L-S-178)

But only Yaqui can have proclitic clitic pronouns alone.

- YA (34) ?inepo ne=?a=me?ak
I CP=IT=threw
'I threw it.' (YA-J-I-29)

In Yaqui then, the presence of a clitic pronoun preceding the verb apparently allows the second position clitic pronoun to be absent. That sentences like (34) exist in Yaqui, but not in Tarahumara, is good evidence that the direction of development in this language as well has been from second position clitic pronoun to verbal proclitic.

Synchronously, then, in these languages we can posit an optional copying rule which spreads the clitic pronoun from sentential second position to preverbal position.

X CP Y V → X CP Y CP V

In the other five languages with proclitic (or prefixed) clitic pronouns, a second position clitic pronoun which is also contiguous to the verb has been reanalyzed as a proclitic to the verb.

I noted in the first section that Tepecano clitic pronouns can be both proclitic to the verb and in sentential second position simultaneously. The proclitic status of

clitic pronouns has developed secondarily. Clitic pronouns can still be separated from the verb by, for instance, a noun object.

- TE (36) an=ti nauw kiis
CP=tense/aspect napal transplanted
'I transplanted napal.' (TE-M-PL-341)

It is unlikely that a verbal proclitic would shake loose from the verb. More importantly, though, the beginnings of procliticization of second position clitics can be witnessed in Papago, a closely related language. In Papago, the clitic pronoun occurs initial to the clause if the verb is the only other element in the clause and is preceded by some proclitic element which cannot be clause initial -- in the example below o.

- PA (36) n=t o mmii
CP=aspect proclitic see:you
'I will see you.' (PA-H-IN)

Putting the clitic pronoun after the verb in such a sentence would make the necessarily non-initial proclitic initial, so the clitic pronoun remains initial to the clause and directly precedes the verb.

- PA (37) * o mmii ?ant
proclitic see:you CP:aspect (PA-H-IN)

Clitic pronouns in Huichol, Classical Aztec, and Pochutla are always and only prefixed to the verb; one set of Cora clitic pronouns is as well. Although it is possible that these clitic pronouns developed from a system like that hypothesized for Tarahumara and Yaqui, fairly good evidence exists that the clitic pronouns of these languages have arisen in a fashion similar to that hypothesized for Tepecano, that

is, by the reinterpretation of second position clitic pronouns as verb prefixes. Most languages in the language family have an unmarked word order SOV, but none of these languages do. The word order SOV is almost unattested in Classical Aztec; rather SVO or VOS word order are most common. Pochutla word order appears to be like Classical Aztec. Huichol is described as having regular OSV word order. In Cora, Eugene Casad has informed me, VSO word order is most common. With a second position clitic pronoun and a (potentially) clause final verb, the clitic pronoun can be separated from the verb by a noun.

S=CP O V

But if the object nominal is moved out from its position between the clitic pronoun and the verb, the two will be contiguous. The clitic pronoun is potentially reanalyzable as pro-clitic to the verb.

S=CP V O > S CP=V O

The SVO word order of Classical Aztec and Pochutla falls in nicely with this hypothesis. I assume that the OSV word order of Huichol is derivative from an older SVO word order just as Classical Aztec, at least, regularly exhibits VOS word order.

S CP=V O > O S CP=V
CP=V O S

And I assume that the VSO word order of Cora is further derivative from VOS; in Classical Aztec VSO is less common than VOS.

CP=V O S > CP=V S O

Although the evidence for the development of proclitic clitic pronouns from second position clitic pronouns is good, I have yet to offer a reason for such a development in the first place. The reason for the development is that the verb exhibits a certain attraction for the grammatical elements -- and some of the non-grammatical elements -- of a sentence. In English, for example, words like only and just can occur in front of the verb even when their scope is restricted to a particular item in the predicate.

- (38) Mary only caught one fish.

- (39) Mary just caught one fish.

In other languages an object noun may be incorporated in the verb. The following are examples from Classical Aztec and Onondaga.

- AZ (40) ni-naka-kwa
I-meat-eat
'I eat meat.' (AZ-A-R-104)

- (41) wa?-ha-ye?kwa-hniinu
tense-he/it-tobacco-buy
'He bought tobacco.' (Woodbury, 1975)

I have argued for the attraction of the verb as it pertains to the position of modal elements. (Steele, 1975b) It is the attraction of the verb for grammatical elements that encourages the development of clitic pronouns that are proclitic (or prefixed) to the verb from second position clitic pronouns, whether by copying them there or by reanalysis.

I argued above that the proclitic clitic pronouns in Cora, Classical Aztec, Huichol, and Pochutla could have developed from second position clitic pronouns; I didn't show, however, that they could not be directly descended from in-

dependent pronouns. The attraction of the verb for grammatical elements certainly could -- and in some (non-Uto-Aztecan) languages does -- cause independent pronouns to cliticize to it. The evidence for Uto-Aztecan, however, is that it does not. First, we can see second position subject clitic pronouns from independent pronouns being created over and over again in Uto-Aztecan; there is no indication of similar waves of creation of subject proclitics on the verb. The beginnings of second position clitics in Mono were discussed above; Tubatulabal and Comanche were suggested to have created second position clitic pronouns relatively recently. Even in languages with verbal proclitic subject pronouns, second position clitic pronouns are created. Eugene Casad (personal communication) has suggested that the clitic pronouns which are prefixed to the verb in Cora are older than the second position clitics. Cahuilla and Classical Aztec, both languages with prefixed/proclitic pronominal elements, have pronominal forms -- reductions of independent pronouns -- which are more restricted in their position than the full independent pronominal forms, are, hence, on their way to cliticization. Second, if the dissimilarity between clitic pronouns and independent pronouns can be taken as evidence of the length of time they have been separated (but see footnote 6), the pronominal elements on the verb are older than second position clitic pronouns. (Compare the sets in (13) to (16) in the appendix to those in (1) to (12).) However, the proto language can be reconstructed to have had second position clitic pronouns. The evidence in support of this reconstruction is, first, the recreation discussed above. If a particular feature is created time and again in the members of a language family, I would suggest it points to a characteristic of the

proto-language. In this case, the recreation of second position clitics points to the existence of second position clitics in the proto language. The second piece of evidence in support of the reconstruction is a hypothesis about language change. While many -- probably all -- languages evidence an attraction of the verb for certain grammatical elements of the clause, fewer show an equally strong attraction of such elements into sentential second position. It follows, then, that the presence of the latter characteristic is dependent on certain other, as yet unknown, characteristics and, further, that the development of the latter in a language which didn't originally evidence it would be less likely than the reverse development. In Uto-Aztec language, much of the grammatical information about the sentence is found in second position (See (24), (25), and (26) above for examples.) If the chain of hypotheses above is correct, it is unlikely that numbers of such languages would have developed from a proto-language where grammatical elements were found primarily on the verb, where attraction to the verb was dominant. Now, given this reconstruction, the pronominal elements on the verb, the oldest extant clitics, would not be directly descended from independent pronouns; they would, rather, be derivative from even older second position clitics.

3. Conclusion

3.0 This paper has examined the diachronic process by which clitic subject pronouns are formed. The two claims made at the beginning of this paper have been substantiated. In Uto-Aztec language, clitic pronouns move into second position as they become clitics; second position clitic pronouns can be attracted out of second position to the verb. Any reconstruc-

tion which depends on the assumption that the position of grammatical elements is a relic should be viewed dubiously.

The question raised earlier in this paper -- why second position? -- remains to be answered. While second position is clearly not a diachronic accident, it could be argued to be a synchronic one. Clitics, being unstressed and reduced forms, have to attach to something. There are no languages, as far as I know, where a clitic procliticizes to whatever element follows it, regardless of its category. Hence, if what ends up as second position clitics are generated clause initially, they will have to move around the first element to sentential second position -- or some element will have to be moved around them to clause initial position. This is not a totally satisfactory hypothesis, however. First, it begs the question of why clitics cannot procliticize to the first element in the clause. Second, it requires that everything which ends up in second position begin someplace else. If these problems are disconcerting enough, we have two choices, which are not necessarily mutually exclusive. We can reject a theory of grammar which forces us into this analysis. And/or we can say that asking the question: Why second position? is like asking the question: Why adjectives?

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Notes

1. The first element, most generally, is either the first word or the first constituent. In some languages, like Luiseño, clitic pronouns have either option. (See Steele 1975a) The details of the positional possibilities remain to be worked out for the other Uto-Aztecán languages; it may be that only one of the two positions is possible in some of them.

2. Except for the Classical Aztec example sentences, all example sentences appear in the (regularized) transcriptions of their source. The Classical Aztec sentences have been changed to a broad phonemic transcription from a Spanish orthography. The source for each example sentence is identified in a code which follows the English gloss; the code refers to an item in the bibliography. A number of conventions are used in the literal glosses: - indicates a morpheme boundary; = indicates a clitic boundary; : connects the words in a multiple word gloss for a single word in the example sentence; CP is an abbreviation for clitic pronoun.

3. The distinction between being proclitic to the verb and prefixed to the verb is, at least in the Uto-Aztecán languages, not always possible to make. I'm not going to try to make the distinction and will equivocate by referring to such pronominal elements with both terms.

4. The class of clitics is a subset of the class of grammatical elements. Many grammatical elements -- elements indicating modality, tense, and aspect; negatives; conjunctions, etc. -- either have clitic counterparts or are necessarily clitic.

- a. She'll know the answer.
- b. She's racing down the field with the ball.
- c. I don't want it.
- d. me 'n Bobby McGee.

But some are always stressed, unreduced, and unattached.

5. Givón (1971) is the most radical proponent of this view; few historical linguists -- and probably no longer Givón himself -- subscribe to the position set forth in his paper. While this paper argues that the strongest form of the hypothesis -- all grammatical elements reflect the position of the independent element from which they descend -- could not possibly be correct, it also suggests that the weaker form of the hypothesis -- some grammatical elements reflect the position of the independent element from which they descend -- must be carefully reexamined in light of data on the positional tendencies of grammatical elements. It also requires that we consider why grammatical elements do not reflect the position of some earlier independent element, if they do not.

6. There is also a more transparent relationship between independent pronouns and clitic pronouns in English than between the independent pronouns and the clitic pronouns of Spanish and French. But we cannot assume that the transparency of the relationship varies with the change in position. In Mono, as discussed above, independent pronouns can occur in second position, become clitics, and there is no change in form. (There are, no doubt, stress differences between the two however.)

7. They can co-occur with the oblique object to which they refer and with other nouns or pronouns under conditions

of emphasis, in Spanish and French.

8. Tubatulabal and Comanche also have the most transparent relationship between clitic pronouns and independent pronouns of the language in the language family with second position clitic subject pronouns; in the former the independent pronouns are the clitic pronouns plus the prefix in- and in the latter the independent pronouns are the clitic pronouns plus some emphatic element. It is probably the case that the more time that separates the independent pronouns from the clitic pronouns, the more different the two sets will be. For example, the second person singular independent pronoun in Luiseño is ?om and the clitic pronoun is up. up is also the third person singular clitic pronoun, a form which is obviously descended from a demonstrative. It appears then that the third person singular clitic pronoun has invaded the second person singular. Similar kinds of shifts are evidenced throughout the language family. Deciding what to ascribe to phonological reduction and what to temporal separation is difficult, however. ?om and up are certainly no more different, in some undefined sense, than will not and its contraction won't; the latter here is supposed to be the synchronic reduction of the former. (The comparison was suggested to me by Joan Hooper.)

9. They might be stressless simply because they themselves are obviously not the topic. Stresslessness certainly accompanies cliticization; clitic forms cannot be stressed. Compare:

- a. Them, I like
- b. *'em, I like.

10. In Steele (1975a), I argued that the second posi-

tion clitics of Luiseño developed from delineating topic and comment. With this paper, I renounce that hypothesis.

11. Examples of the verb prefix pronominal elements of Cupeño, Cahuilla, and Kitanemuk are given below.

CU	čəm=əp čə?-mamayəw we=aux CP-help 'We helped.'	(CUP-J-SC-77)
CA	čəm čəm-hičiwe we CP-are-going 'We are going.'	(CUP-J-SC-44)
KT	ni-kwara=mat pākwiñiñ CP-plaster=aux with:mud 'I will plaster (cracks) with mud.'	(KT-A-PR-18)

These were once prefixed to subordinate verbs, verbs of sentential subject complements embedded under the equivalent of English be; the construction indicated past tense. Possessive prefixes were reanalyzed when the subordinate verb to which they were prefixed lost its subordinate status. The embedding verb disappeared and the suffix on the verb which indicated its subordination came to indicate tense/aspect.

[poss-V-subordinator] V → subject:marker-V-tense/aspect
(See Jacobs, 1975)

Appendix

(1) to (12) list the clitic pronouns and the independent pronouns of each Uto-Aztec language that has second position clitic subject pronouns; (13) to (16), the independent pronouns and the proclitic (or prefixed) pronouns of Cora, Huichol, Classical Aztec, and Pochutla. The third person forms in the independent pronominal systems of Uto-Aztec are generally, but not always, demonstratives. Demonstratives are, therefore, included in the lists of independent subject pronouns below.

1. Comanche Clitic Pronouns

	sg	dl	pl
1.	ni?	nikwi takwi/ tah	(exc1) (incl) nini ta/tamii
2.	ini	mikwi	mii
3.	ma? (vis) ?u? (invis) ?i? (close) ?o? (distant)	marikwi urikwi irikwi orikwi	marii ?urii ?irii ?orii

Comanche independent pronouns are formed from the clitic pronouns by the addition of some other clitic.

ni=?u 'It is I.'
CP-demo:clitic (CM-OS-F-97)

2. So. Paiute Clitic Pronouns

	sg	dl	pl
1.	n.i	ram.i	rangwa (incl.) nim.wi (excl.)
2.	?		ngwi
3.	anga (vis anim) ...ngwa (invis anim) aq.a (vis inanim) ...q.wa (invis inanim)		am.i ?...m.i

Independent Pronouns

	sg	d1	pl
1.	ni	tam-i	tangwa (incl) nim-wi (excl)
2.	im-i		mwim-wi
3.	anga (anim indef) manga (anim vis) inga (anim here) unga (anim invis) ari, aq-a (inanim indef) mari, maq-a (inanim vis) ici, ik-a (inanim here) uru, uq-wa (inanim invis)		am-i mam-i im-i um-wi

3. Chemehuevi Clitic Pronouns

	sg	d1	pl
1.	nV	raami	rawi (incl) mimi (excl)
2.	ukV/?		wV
3.	inga (anim here) anga (anim vis) unga (anim invis) ika (inanim here) aka (inanim vis) uka (inanim invis)		imi ami umi

Independent Pronouns

	sg	d1	pl
1.	ni/nini	tami	tawi (incl) mimi (excl)
2.	imi		mimi
3.	inga (anim here) manga (anim vis) unga (anim invis) ici/ika/i (inanim here) mari/maka/ma (inanim vis) uri/uka/u (inanim invis)		imi mami umi

4. Tubatulabal Clitic Pronouns

	sg	d1	pl
1.	g(i)	gil(a) (incl) gila?ang (excl)	(gi)luuc (incl)
2.	b(i)		bu(u)m(u)
3.	Ø		da

Independent Pronouns

	sg	d1	pl
1.	nik	inggila (incl) inggila?ang (excl)	inngiluuc
2.	imbi		imbuumu
3.	in		inda

As a comparison of the clitic pronouns and independent pronouns in (4) will show, Tubatulabal independent subject pronouns are formed from the clitic pronouns with the prefixation of in-; the first singular form is, however, irregular.)

5. Serrano Clitic Pronouns

ni	čimi
či	čimi
vi	mi

Independent Pronouns

1.	ni?	?ačam
2.	?imi?	?iim
3.	?ivi(near) pita(close) ?ama (far)	?iim pim ?aam

(The Serrano clitic pronouns listed above are extracted from the subject clitic pronoun/object clitic pronoun combinations. The forms are taken from Langacker (TAK-L-RPE).)

6. Cupeño Clitic Pronouns

The form of the clitic pronoun in Cupeño differs depending primarily on whether the verb is intransitive or transitive. Both forms are listed below, respectively.

ən	čə
?ət	məl
pə	məl
nə	cəmə
?ə(pə)	məl
pə?	məl

Independent Pronouns

nə?(ə)	čəm(əm)
?ə?(ə)	?əm(əm)
pə?ə(ə)	pəm(əm)

7. Luiseño Clitic Pronouns

n	ča
up	um
up	pum

Independent Pronouns

noo	čaam
?om	?omom
po/wunaal	pomom/wunaalum

(The clitic pronouns of Luiseño have slightly different forms depending on the tense of the sentence. Those given above are the present tense forms.)

8. Papago Clitic Pronouns

n	č
p	m
ø	ø

Independent Pronouns

- | | | |
|----|-------------------------------|-----------------|
| 1. | ?aañi | ?aačim |
| 2. | ?aapi | ?aapim |
| 3. | ?iida(near)
higai(distant) | ?iidam
higam |

9. Tepecano Clitic Pronouns

n(i)	t(i)
p(i)	pim
ø	m

Independent Pronouns

ani	ati
api	apim
higa	higam

10. Tarahumara Clitic Pronouns

ne, ni	ta, ti, ra, tamu
mu, mi	tu, tumu, emi
ø	ø

Independent Pronouns

nehé, nehéri	támu, tami, tamuhé, temuhéri
muhé, muhéri	tumuhé, tumuhéri
eči, era	(?)

(Different grammars list different forms for the clitic pronouns of Tarahumara. All the possibilities are listed above.)

11. Yaqui Clitic Pronouns

ne	te, itom
e, ?en	em, ?eme
ø	ø

Independent Pronouns

- | | | |
|----|--------|--------|
| 1. | ?inepo | ?itepo |
| 2. | ?empo | ?eme?e |
| 3. | ?apo | bempo |

(Again, different grammars list different forms for the clitic pronouns and independent pronouns of Yaqui. All the possibilities above are from Lindenfeld.)

12. Cora Clitic Pronouns

nu	tu
pa	šu
pu	mu

Independent Pronouns

- | | | |
|----|----------------------|----------------------------------|
| 1. | (í)n ^y áa | (í)t ^y an |
| 2. | mwáa | mwán |
| 3. | ái,
amí
afí | here
there
out of
sight |
| | aíme | amíme |
| | aíme | |

13. Cora Proclitic Pronouns

na	ta
pa	sa/ša
Ø	ma

Independent Pronouns

(See (12) above.)

14. Huichol Proclitic Pronouns

ne	te
pe	ze
Ø	we/me

Independent Pronouns

1. nee taame
2. ?eekii zeeme
3. ?iiki near ?iime
miiki distant miimi
?iya general

15. Classical Aztec Proclitic Pronouns

ni	ti
ti	an
Ø	Ø

Independent Pronouns

- | | |
|---------|---------------|
| ne?waal | te?waan(tin) |
| te?waal | ame?waan(tin) |
| ye?waal | ye?waan(tin) |

16. Pochutla Proclitic Pronouns (intransitive sentences)

n	t
t	?
Ø	Ø

Proclitic Pronouns (transitive sentences)

Subject clitic pronouns are part of a subject/object clitic combination. PO-B-DMP gives only the singular forms.

Object

	1	2	3
S			
u	1	--	nc
b			nk
j	2	tič	--
e			ti
c	3	nič	moc
t			k

Independent Pronouns

Only the singular forms are given in the source.

nen

muen

na

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Abbreviations

- AASP American Academy of Arts and Sciences, Proceedings
IJAL International Journal of American Linguistics
UCPAAE University of California Publications in American Archaeology and Ethnology
UCPL University of California Publications in Linguistics

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