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OCCASIONAL PAPERS IN LINGUISTICS 1995 No. 11

# LUSHOOTSEED READER

WITH

INTRODUCTORY GRAMMAR

Volume I

Four Stories from Edward Sam

THOM HESS





This snapshot of Edward Sam with Ethel Kitsap Sam is the only photograph of Mr. Sam known to exist.  
Provided by William Edward (s<sup>2</sup>adacut) Sam, his nephew and foster son.

# **LUSHOOTSEED READER**

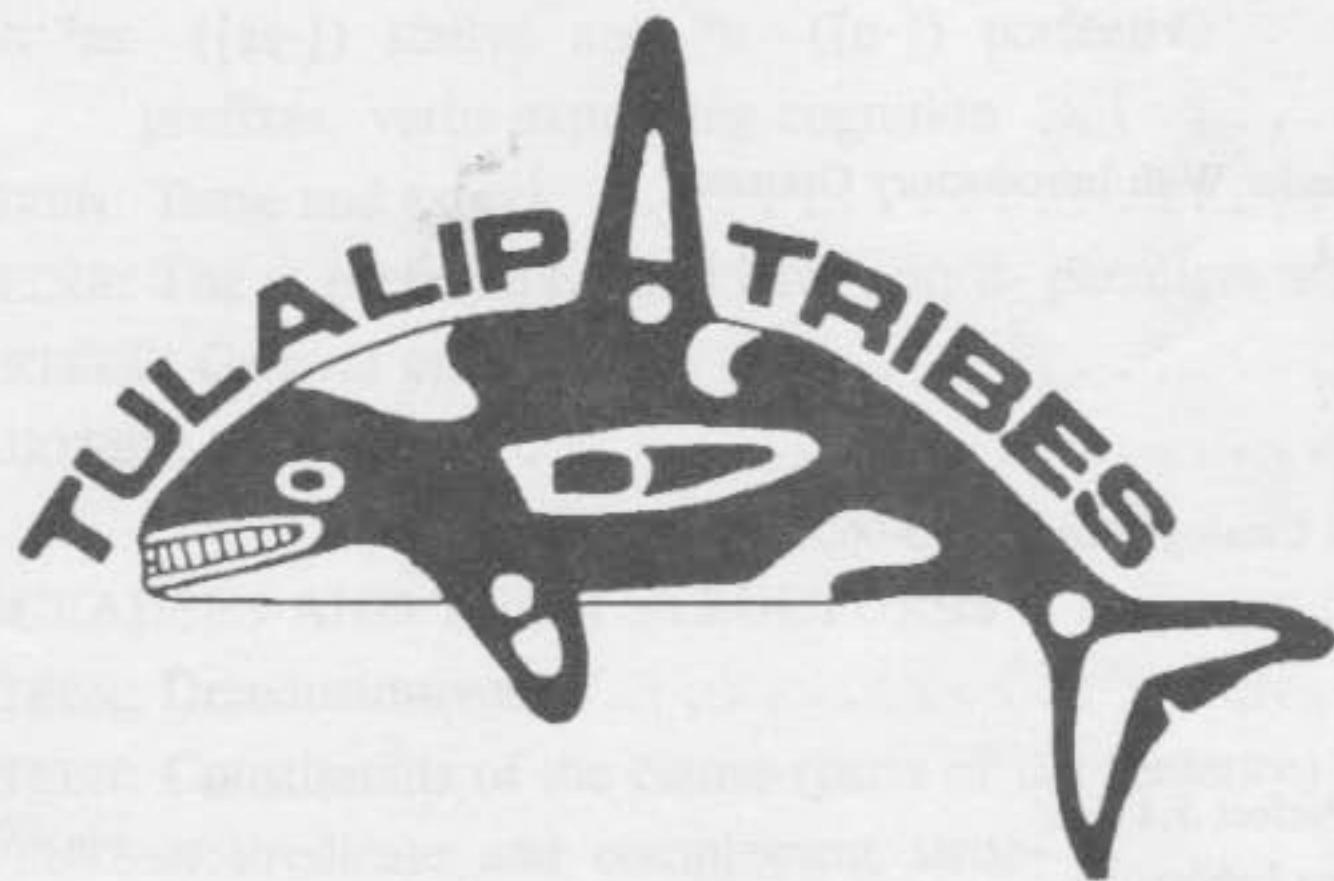
**WITH**

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**Volume I**

**Four Stories from Edward Sam**

**THOM HESS**



**UNIVERSITY OF MONTANA OCCASIONAL PAPERS IN LINGUISTICS No. 11, 1995**

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SERIES EDITORS

Anthony Mattina, University of Montana (li\_am@selway.umt.edu)

Timothy Montler, University of North Texas (montler@jove.acs.unt.edu)

Address all correspondence to:

UMOPL – Linguistics Laboratory  
The University of Montana  
Missoula, MT 59812

Hess, Thom

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## FOREWORD

It is with pleasure, and pride in my people that I present this first volume of the *Lushootseed Reader*. It includes four of the ancient stories of our forebearers along with a grammar of their language. The stories were recited by Edward Sam and tape-recorded here at Tulalip exactly thirty years ago.

Throughout the 1960's a number of other stories and reminiscences were told by Elizabeth Krise and Martha Lamont. These too were tape-recorded along with more texts by Mr. Sam. Two further volumes of this reader are in preparation which will make these other stories available to our young people at Tulalip and to the world at large.

In November of 1961 Thom Hess, then a graduate student in linguistics at the University of Washington, began the systematic study of our language. It was he who made the recordings with the knowledge and approval of the Tribal leadership at that time. In those days there still lived at Tulalip several score people who spoke Lushootseed better than they did English and a few who hardly knew English at all. These were people whose formative years were spent in the old ways and whose parents had grown up before the whites began to settle in this region. By 1961 the material culture of the Lushootseed had vanished; but for the elders the non-material facets of Lushootseed culture remained a vital part of their daily lives. They had quested for spirit-power in primeval forests now gone. They knew intimately the animals, plants and other beings of the land. In their minds they still heard the old songs and they could still recite the ancient stories passed down from long, long ago before Changer transformed the world in preparation for human habitation.

This reader attempts to provide a glimpse of one facet of that former life by enabling those interested to read a few of the old stories in the medium in which they were created.

Henry K'wil'əmqidəm Gobin  
Cultural Resources Manager  
The Tulalip Tribes  
26 October 1993

## INTRODUCTION

Wedged between the mountains of the Olympic Peninsula to the west and the Cascade Mountain Range to the east there extends southward a 160 mile long finger of the Pacific Ocean called Puget Sound. This body of water is filigreed by many, many islands, inlets and channels. Similarly the (formerly) heavily forested land is cut into intricate patterns by many rivers and streams flowing from the mountains into the sound. Lakes large and small speckle the land in counter point to the many islands that dot the sound. The shore line alternates between steep bluffs and low lying beaches. Travelling upstream either east or west, the rivers quickly narrow to fast flowing mountain streams with spectacular waterfalls. Wherever one looks on a clear day, there is water bounded by forest green with snow covered mountains in the background. This for eons has been home to the Lushootseed.

Lushootseed is the English name for the language and the people who speak it. It derives from the native name *dxʷləšucid*. The prefix *dxʷ-* together with the suffix *-ucid* means *language*. The root (or core) of the word is *ləš* which some scholars believe to be related to the ancient native word for *people*, (rendered in English as Salish). Today *Salish* is the name given to the twenty-three distinct but related languages to which Lushootseed belongs.

Before reservation relocation there were many slight differences in accent and vocabulary which threaded among the numerous original villages. Most of these differences are now lost but enough survive to easily divide the language into a northern and a southern variety. The northern division has a major subgroup which separates the speech at Swinomish and along the Skagit River downstream of the Sauk from the rest of Northern Lushootseed. These differences as well as smaller, more limited ones are pointed out in the introductory grammar as they arise.

This reader begins with twenty-two lessons divided into three units which lay the grammatical foundation for reading these texts. As often as possible the lessons are arranged so that the student discovers the various grammatical facts for himself/herself. Those points not covered in these three units are dealt with in the glossary or in footnotes to the texts.

The four texts included in this first volume are ancient stories (called *syəyəhub* in the north and *sxʷi?ab* in the south). They were told by Mr. Edward Sam of the Tulalip

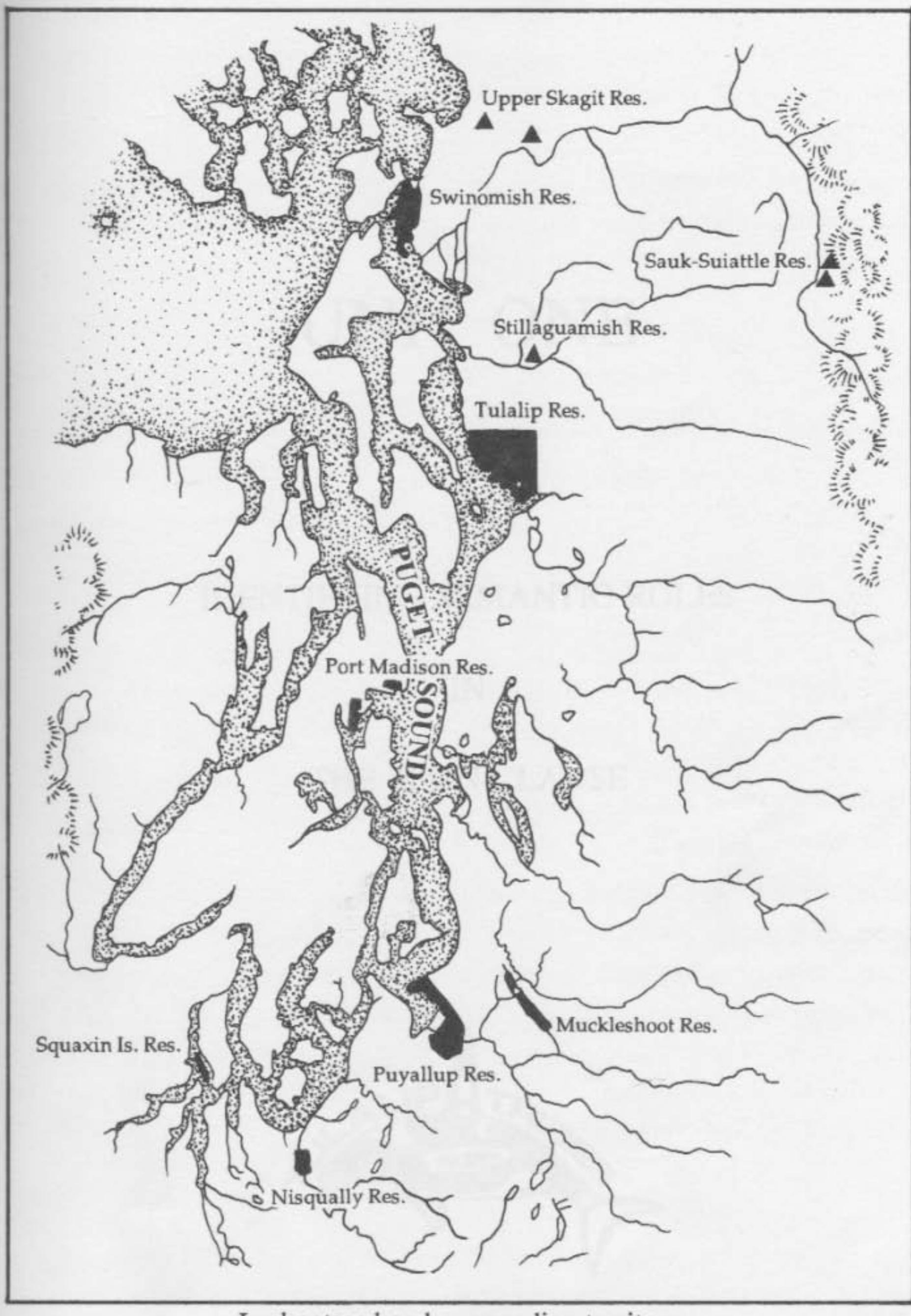
Reservation in the summer of 1963. In the telling Mr. Sam used a fairly simple and straight forward style in deference to the researcher's fledgling ability in Lushootseed at that time. In spite of this simplicity, the same characterization and humour is encountered in these stories as in other versions which have more complex sentences. They are ideal for the beginning student.

The accompanying cassette of Mr. Sam's story telling is made from the original reel to reel tapes recorded in 1963. However, these originals were not made under ideal acoustic conditions, and the subsequent thirty years have not been kind to them either. One story in particular has suffered a considerable distortion in vocal pitch. Nevertheless, in all cases the diction is easily intelligible. This cassette provides the student with an opportunity to hear what Lushootseed sounded like in former times.

The first and second volumes each have four stories. Four is the culturally significant number among the Tulalip people and others of Northern Lushootseed ancestry just as three and seven are the culturally weighted numbers in European tradition. By presenting these texts in sets of four, in a small way one custom of the ancient Northern Lushootseed is maintained. (Among the Southern Lushootseed the equivalent number is five.)

It should be noted that the grammar included with this reader is intended to help one learn to read Lushootseed in the original as quickly as possible. It is not designed to help someone learn to speak the language. For that purpose other materials are available. Nevertheless, for those who may know elementary linguistic terminology, a few remarks on the sounds of Lushootseed are given in the Appendix.

Various articles and books about this or that facet of the Lushootseed people exist but none provides a particularly detailed description. The best source of information on the former life of the Lushootseed speaking peoples is to be found in volume 7 of the *Handbook of North American Indians* published by the Smithsonian Institution, Washington, D.C. 1990. The article therein by Wayne Suttles and Barbara Lane entitled the *Southern Coast Salish* is excellent. Those interested should begin their background reading on the Lushootseed with this article and its bibliography.



Lushootseed and surrounding territory

# UNIT ONE

## IDENTIFYING SEMANTIC ROLES

IN

## THE MAIN CLAUSE



## LESSON ONE

### -txʷ, agent, patient

Compare the following six sentences with each other and with their English translations. Then answer the questions below. (English words in square brackets do not correspond to any word in the Lushootseed sentence. They are simply required by English grammar.)

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. ?u?učʷ ti čačas*. <sup>1</sup> | The boy went.                     |
| 2. ?u?učʷtxʷ ti čačas.            | [Someone] took the boy somewhere. |
| 3. ?u?əčʷtxʷ ti čačas.            | [Someone] brought the boy.        |
| 4. ?ut'ukʷ ti čačas.              | The boy went home.                |
| 5. ?ut'ukʷtxʷ ti čačas.           | [Someone] took the boy home.      |
| 6. ?u?əčʷ ti čačas.               | The boy came.                     |

Where does the verb (the action word) come in a Lushootseed sentence -- first or last?

\_\_\_\_\_. What does *ti čačas* mean? \_\_\_\_\_. In sentences numbered 1, 4, and 6 does *ti čačas* perform the action; that is, in 1, 4, and 6 is *ti čačas* the **agent** (the doer)? \_\_\_\_\_. Is *ti čačas* the agent in sentences 2, 3, and 5 or is it the **patient** (the one to whom some act is done)? \_\_\_\_\_. On the following blank write what it is in these Lushootseed sentences that tells the reader or listener whether *ti čačas* is agent or patient. \_\_\_\_\_. What does *?ut'ukʷ* mean? \_\_\_\_\_.

1.1. In sentences of the type written above, Lushootseed does not have words matching the English *he*, *she*, *it*, or *they* (nor *him*, *her*, or *them* either). Where the English translation requires one of these words, *someone* or *something* is used (unless the context makes clear that *he* or *she*, etc. is appropriate). Therefore, sentence 2 above, for example, could equally well be translated as *He took the boy. She took the boy. They took the boy.*

---

<sup>1</sup>An asterisk (\*) following a word calls the student's attention to the fact that that particular word is limited to certain parts of the Lushootseed speaking territory. In other regions other words or other pronunciations are used. These differences are described in sections called *dialect differences*.

**1.2.** To write or print the letter  $\lambda$  (called **lambda**), first make the long diagonal line, \; then add to it a short diagonal line going the other way,  $\lambda$ . Next cross the longer line with one parallel to and about the same length as the shorter line,  $\lambda$ . Finally, write a small hook just above the three lines already in place,  $\lambda$ .

**1.3.** To write or print the letter  $\circ$  (called schwa -- sometimes spelled shwa), begin at the top and end inside:  $\circ$ ,  $\circ$ ,  $\circ$ .

**1.4. Dialect differences.** The word  $\check{c}a\check{c}as$  is a Northern Lushootseed form. Throughout the Southern Lushootseed region the final sound is different. There, the word is  $\check{c}a\check{c}a\check{s}$ .

Study the next six sentences, those numbered 7 through 12, and contrast them with the first six presented above.

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 7. $?u?u\check{x}^w$ .          | [Someone] went.                     |
| 8. $?u?u\check{x}^wtx^w$ .      | [Someone] took [someone] somewhere. |
| 9. $?u?\check{e}\lambda'tx^w$ . | [Someone] brought [someone].        |
| 10. $?ut'uk^w$ .                | [Someone] went home.                |
| 11. $?ut'uk^wtx^w$ .            | [Someone] took [someone] home.      |
| 12. $?u?\check{e}\lambda'$ .    | [Someone] came.                     |

**1.5.** As this second set of sentences shows, in Lushootseed it is possible to omit entirely specific mention of an agent or patient leaving only the verb. Such verb-only sentences are common and considered to be good grammar and good Lushootseed style. Context makes clear who is acting on whom.

The point made in section 1.1. applies here as well. Sentence 11, for example, could be translated as He took her home. She took him home. They took her home. . . .

**1.6. Exercise.** Translate the following into Lushootseed:

1. [He] went. \_\_\_\_\_.
2. [She] took the boy home. \_\_\_\_\_.
3. [Someone] brought the boy. \_\_\_\_\_.
4. [Someone] brought [him]. \_\_\_\_\_.
5. [He] took [her] somewhere. \_\_\_\_\_.
6. [She] came. \_\_\_\_\_.

7. [He] went home. \_\_\_\_\_.
8. [He] took [them] home. \_\_\_\_\_.
9. The boy came. \_\_\_\_\_.
10. The boy went. \_\_\_\_\_.
11. [Someone] took the boy home. \_\_\_\_\_.
12. The boy went home. \_\_\_\_\_.

## LESSON TWO

čəd, čəxʷ, cəł, čələp

Examine the following six sentences comparing them with their translations and contrasting them with each other and the sentences in lesson one.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. ?u?učʷ čəd.              | I went.                   |
| 2. ?u?učʷtxʷ čəd ti čačas.  | I took the boy somewhere. |
| 3. ?u?əλ'txʷ čəd ti čačas.  | I brought the boy.        |
| 4. ?ut'ukʷ čəł.             | We went home.             |
| 5. ?ut'ukʷtxʷ čəł ti čačas. | We took the boy home.     |
| 6. ?u?əλ' čəł.              | We came.                  |

What does čəd mean? \_\_\_\_\_. What does čəł mean? \_\_\_\_\_. Do these two words express the agent or the patient in their sentences? \_\_\_\_\_. Write the Lushootseed for the following:

I went home. \_\_\_\_\_.

We brought the boy. \_\_\_\_\_.

I took the boy home. \_\_\_\_\_.

**2.1.** In printing or writing Lushootseed, be certain to make clearly distinct from each other the letters t and Ł. Make the t with a single vertical stroke and a straight cross line, + ; while Ł should be a long, thin loop with a wavy cross line, Ł.

Study the following sentences:

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 7. ?u?əλ' čəxʷ.                  | You came.                             |
| 8. ?u?učʷ čəxʷ ?u                | Did you go?                           |
| 9. ?ut'ukʷtxʷ čəxʷ ?u ti čačas.  | Did you take the boy home?            |
| 10. ?u?učʷtxʷ čələp ?u ti čačas. | Did you folks take the boy somewhere? |
| 11. ?u?əλ' čələp.                | You folks came.                       |

12. ?u?ux<sup>w</sup> čələp ?u. Did you folks go?  
 13. ?u?ək' ?u ti čačas. Did the boy come?  
 14. ?u?ək'tx<sup>w</sup> ?u ti čačas. Did [someone] bring the boy?

What does the little word ?u mean? \_\_\_\_\_. (Such little words are called particles by linguists.) Where in the sentence does it occur? \_\_\_\_\_. What is the difference in meaning between čəx<sup>w</sup> and čələp? \_\_\_\_\_.

In the King James and the Douay English translations of the Bible there are, throughout, the words *thou* and *ye*. If you do not already know their meanings, find out in a good English dictionary or other source which one, *thou* or *ye*, corresponds to Lushootseed čəx<sup>w</sup> and which to Lushootseed čələp. Cross out the inappropriate English word:

- čələp = thou ye  
 čəx<sup>w</sup> = thou ye.

2.2. The question mark is not a part of Standard Lushootseed spelling; nor is it necessary. The interrogative particle ?u makes very clear whether or not a sentence is interrogative.

2.3. This interrogative particle is almost always pronounced as though it were spelled simply u rather than ?u. Consequently, it tends to merge with the preceding word. One hears čəx<sup>w</sup>u and čələpu. Only in careful speech does the ear detect a clear 'break' between the preceding word and ?u. The spelling, however, is always the same.

2.4. Only a few of the world's alphabets, such as the Greek, Roman, and Cyrillic, have a special set of letters called capitals. The Lushootseed alphabet is like the Hebrew, Arabic, Devanagari, Gurmukhi, Hangul, and many, many others in not having capital letters.

2.5. Exercise. Translate the following into Lushootseed:

1. [Someone] went. \_\_\_\_\_.
2. I brought the boy. \_\_\_\_\_.
3. We came. \_\_\_\_\_.
4. Did you folks take the boy home? \_\_\_\_\_.

5. Did you folks take [him] home? \_\_\_\_\_
6. Did [she] take the boy home? \_\_\_\_\_
7. Did you take [them] somewhere? \_\_\_\_\_
8. Did you take [someone] home? \_\_\_\_\_

## LESSON THREE

### -d and -b, ti and tsi

Compare the sentences immediately below with each other, with their translations, and with the sentences in Lesson One.

- |                            |                                                |
|----------------------------|------------------------------------------------|
| 1. ?ugʷəč'əd tsi čačas.    | [Someone] looked for the girl.                 |
| 2. ?ugʷəč'əb tsi čačas.    | The girl looked for [something / someone].     |
| 3. ?uqʷəlb tsi čačas.      | The girl roasted [something].                  |
| 4. ?uqʷəld ti s?uladxʷ*.   | [Someone] roasted a <sup>2</sup> salmon.       |
| 5. ?uhəd?iw'd ti sqʷəbay?. | [Someone] took/brought the dog into the house. |
| 6. ?uhəd?iw'b ti sqʷəbay?. | The dog went/came into the house.              |

3.1. What is the difference in meaning between *ti čačas* (in Lessons One and Two) and *čačas*(of this lesson)? \_\_\_\_\_.

Note that this difference is signalled in the little word corresponding to *the* (or *a*) in English and not in the noun *čačas* itself. (A noun can be conveniently thought of as the word for a person, animal, object, place, or abstract notion.) Three Lushootseed nouns have been presented thus far. Write the English meanings beside each one.

s?uladxʷ \_\_\_\_\_

čačas \_\_\_\_\_

sqʷəbay? \_\_\_\_\_

3.2. Hundreds of Lushootseed nouns begin with the letter (and sound) *s*. This *s* is a prefix which in many cases has become inseparable and could be treated as part of the noun stem itself. However, the glossary at the end of this reader does not list these nouns under the initial *s* because there are so many of them. Therefore, nouns beginning with *s* followed by a second consonant are to be found listed under that second consonant. Thus, *s?uladxʷ* is to be found under *?u* and *sqʷəbay?* under *qʷ*.

---

<sup>2</sup>The distinction in English between *the* and *a* does not exist in Lushootseed. In Lesson Fifteen the significance of *ti* (and *tsi*) is presented in detail.

Three new sets of verbs occur in this lesson. Note their suffixes (endings). Does an agent or patient follow the suffix -d? \_\_\_\_\_. In this respect is -txʷ like -d or -b? \_\_\_\_\_. In Lesson One there are three verbs that have no suffixes at all. Does the following noun (when expressed) represent the agent or the patient? \_\_\_\_\_. In this respect are the suffixless verbs in Lessons One and Two like those ending in -d or those ending in -b? \_\_\_\_\_.

Study the following six sentences (numbered 7 through 12) comparing them to those numbered 1 through 6 above in this lesson and to the sentences in Lesson Two.

- |                                     |                                            |
|-------------------------------------|--------------------------------------------|
| 7. ?ugʷəč'əd čəd tsi čačas.         | I looked for the girl.                     |
| 8. ?ugʷəč'əb čəd.                   | I looked for [someone/something].          |
| 9. ?uqʷəlb čəd.                     | I roasted [something].                     |
| 10. ?uqʷəld čət ti s?uladxʷ.        | We roasted a salmon.                       |
| 11. ?uhəd?iw'd čəxʷ ?u ti sqʷəbay?. | Did you take/bring the dog into the house? |
| 12. ?uhəd?iw'b čələp ?u.            | Did you folks enter the house?             |

3.3. As in Lesson Two, so too here the words čəd, čət, čəxʷ, and čələp express agent. Stated another way, these four words designate the doer whether or not there is a verb suffix and whether that suffix be -txʷ, -d, or -b. A noun, on the other hand, (that is one of the words preceded by ti or tsi) always stands for the patient when the verb takes the suffix -txʷ or -d; but it represents the agent when the verb has the suffix -b or no suffix at all. In the beginning the student may find it easier to keep straight the difference between how čəd-words and nouns function in a sentence by imagining the existence of a čəd-word for *he, she, it, they, someone, etc.* This imaginary word is indicated by [ ] in sentence (e) below.

- |                                  |                               |
|----------------------------------|-------------------------------|
| (a) ?ugʷəč'əd čəd ti sqʷəbay?.   | I looked for the dog.         |
| (b) ?ugʷəč'əd čət ti sqʷəbay?.   | We looked for the dog.        |
| (c) ?ugʷəč'əd čəxʷ ti sqʷəbay?.  | You looked for the dog.       |
| (d) ?ugʷəč'əd čələp ti sqʷəbay?. | You folks looked for the dog. |
| (e) ?ugʷəč'əd [ ] ti sqʷəbay?.   | [Someone] looked for the dog. |

3.4. When one of the four čəd-words appears in a sentence and there is no noun, then as far as English translations are concerned, -- and **only then** -- it makes no difference whether a verb ends in -d or -b. Compare the following two sentences:

(f) ?ugʷəč'əd̥ čəd̥.

I looked for [something].

(g) ?ugʷəč'əb̥ čəd̥.

I looked for [something].

**3.5. Dialect differences.** The Northern Lushootseed word sʔuladxʷ corresponds to scədadxʷ in Southern Lushootseed. (See the introduction to this reader for a discussion of Lushootseed dialect distributions.)

Throughout most of the Lushootseed speaking territory the word for *dog* is sqʷəbay?. However, among the Muckleshoot the word has become sqʷubay?.

**3.6. Vocabulary comment.** The words scədadxʷ and sʔuladxʷ have been rendered in English as *salmon*. Although this is a convenient **gloss** (translation) and will be used throughout this reader, the student should know that *salmon* is not the exact meaning because included in the meaning of these Lushootseed words is the steelhead trout. The more precise English equivalent term is *anadromous fish*. However, this term is inappropriately technical for this reader. *Salmon* is used instead.

Note that both the Northern and Southern Lushootseed words end the same way, namely, -adxʷ, which is a suffix meaning *year*. Why is this ending appropriate in a word meaning salmon?

**3.7. Homework.** Look up the word *anadromous* in a large English dictionary. What does *ana-* mean? \_\_\_\_\_. What does *drom-* mean? \_\_\_\_\_.

**3.8. Exercises.** Translate the following sentences into Lushootseed:

1. Did you folks roast a salmon? \_\_\_\_\_.
2. I took the dog in the house. \_\_\_\_\_.
3. We looked for the girl. \_\_\_\_\_.
4. The boy looked for [someone/something]. \_\_\_\_\_.
5. Did [someone] roast the salmon? \_\_\_\_\_.
6. The girl went into the house. \_\_\_\_\_.
7. We took the dog home. \_\_\_\_\_.
8. [Someone] took [someone/something] somewhere. \_\_\_\_\_.
9. [She] brought the dog into the house. \_\_\_\_\_.
10. We roasted the salmon. \_\_\_\_\_.

11. Did you look for the dog? \_\_\_\_\_

12. Did [someone] bring the boy? \_\_\_\_\_

## LESSON FOUR

### -s and -d, goal; experiencer

The student has learned two different suffixes which mark a verb as taking a patient noun, namely, *-txʷ* and *-d*. There are three more such suffixes in Lushootseed, two of which are presented in this lesson.

1a. ?uʔusil ti c'iččiχ.	The fish hawk dove.
1b. ?uʔusis ti s?uladxʷ.	[It] dove after the salmon.
2a. ?utəlawil ti sqʷəbay?	The dog ran.
2b. ?utəlawis ti sqigʷac.	[It] ran after a deer.
3a. ?ułalil ti luχ.	The old man went ashore.
3b. ?ułalis ti sup'qs*.	[He] went ashore after a hair seal.
4a. ?ułčil* tsi Čačas.	The girl arrived.
4b. ?ułčis ti luχ.	[She] arrived [to see/visit] the old man.

Do the nouns in these (a)-sentences express agents or patients? \_\_\_\_\_.

All verbs in the (a)-sentences end in what suffix? \_\_\_\_\_. For similarity in grammatical function should this suffix be matched with *-b* or with *-txʷ* and *-d*? \_\_\_\_\_.

Do the nouns in the (b)-sentences convey agents or patients? \_\_\_\_\_. All verbs in the (b)-sentences end in what suffix? \_\_\_\_\_. For similarity in grammatical functions, should this suffix be matched with *-b* or with *-txʷ* and *-d*? \_\_\_\_\_.

**4.1.** In the above example sentences, the formation of patient oriented verbs (i.e., those followed by nouns expressing patients) can be thought of in two ways. Students may either choose to say that *-is* replaces *-il*, or they may say that *-s* is added following *-il* and, when this happens, the 'I' of *-il* drops. (This grammar describes Lushootseed in terms of the second alternative.)

**4.2. Optional.** (The student may elect to omit this section.) There is another set of *-il* verbs which becomes patient oriented by the addition of *-d* instead of *-s*. For example, *xʷit̓il* means *fall off* while *xʷit̓ild* means *drop something*. Words like *xʷit̓ild* function in Lushootseed grammar just like *gʷəč'əd* and other verbs in *-d*; therefore, students who only intend to read Lushootseed have nothing new to learn about these *-il-d* verbs.

Nevertheless, some will find it interesting to know why some verbs ending in -l become patient oriented by the addition of -s while others take -d. Study the following short sentences paying particular attention to the meaning of the verbs in the (a)-sentences:

- |                          |                                 |
|--------------------------|---------------------------------|
| 5a. ?uxʷit'il ti čačas.  | The boy fell off.               |
| 5b. ?uxʷit'ild ti čačas. | [Someone] knocked the boy off.  |
| 6a. ?uctil ti sqigʷac.   | The deer bled.                  |
| 6b. ?uctild ti sqigʷac.  | [Someone] bled the deer.        |
| 7a. ?učuxʷil ti s?əłəd.  | The food got cold.              |
| 7b. ?učuxʷild ti s?əłəd. | [Someone] cooled off the food.  |
| 8a. ?uccil* ti čaləs*.   | The hand(s) became red.         |
| 8b. ?uccild ti čaləs.    | [Someone] reddened the hand(s). |

List the four verbs from the (a)-sentences 1 through 4 above in one column and those from this second set of (a)-sentences, 5 through 8, in an adjacent column. Beside each verb write its gloss.

1 through 4	English glosses	5 through 8	English glosses

**4.2a.** The words in the left column are all agent oriented, that is, the nouns associated with them express agents. However, the verbs in the right column are not agent oriented. The nouns associated with them convey **experiencers** rather than agents. Such nouns stand for someone who suffers or undergoes an event without design or intent or else simply endures a change in condition or state. Therefore, verbs on the right are said to be **experience oriented or experiencer verbs.**<sup>3</sup>

---

<sup>3</sup>Ultimately, of course, the experiencer is often responsible for the fate that befalls him/her, but the grammar of this set of verbs does not involve itself with matters of responsibility. See, however, the suffix -dxʷ in the next lesson.

**4.2b.** Note that the noun associated with an experiencer verb is not a patient. The term *patient* is used only when someone else does something to the person or thing the noun represents.

**4.3.** Similar to the suffix -s is -c. This suffix is illustrated in the third sentence in each of the following groups:

9a. ?u?uχʷ tsi luχ.	The old woman went.
9b. ?u?uχʷtxʷ tsi luχ.	[Someone] took the old woman somewhere.
9c. ?u?uχʷc tsi luχ.	[Someone] went after the old woman.
10a. ?u?ək' ti sqʷəbay?.	The dog came.
10b. ?u?ək'txʷ ti sqʷəbay?.	[Someone] brought the dog.
10c. ?u?ək'c ti sqʷəbay?.	[Someone] came for the dog.
11a. ?učubə ti luχ.	The old man went inland.
11b. ?učubətxʷ* ti luχ.	[Someone] took/brought the old man inland.
11c. ?učubaac ti luχ.	[Someone] went/came inland after the old man.
12a. ?uhəd?iw' tsi luχ.	The old woman went/came in the house.
12b. ?uhəd?iw'txʷ tsi luχ.	[Someone] took/brought the old woman into the house.
12c. ?uhəd?iw'c tsi luχ.	[Someone] went/came into the house after the old woman.

The third sentence in each of these groups (9 through 12) exemplifies still another patient ~~orienting~~ suffix, namely -c. This suffix goes with fewer verbs than the others, but most of ~~these~~ verbs that do take -c are very common.

**4.3a.** When -c is added to a verb stem that ends in a vowel, that vowel is lengthened. Lengthened or long vowels are represented in Lushootseed writing by doubling the vowel letter.

**4.3b.** However, a can never be long in Lushootseed. Where a long a-vowel is expected ~~as in~~ in ?učubə *went/came inland* followed by -c), a long a-vowel replaces it. Thus, ?učubə + c becomes ?učubaac.

**4.4.** With verbs expressing the movement of someone from one place to another, both -s and -c designate a goal, the purpose for the journey. (In Lushootseed goal may be

thought of as a subtype of patient.) On the other hand, *-txʷ* is a **causative** suffix. For example, *bring* as expressed in Lushootseed is literally *cause to come*.

**4.5.** As with verbs ending in *-txʷ* and *-d* so too with those ending in *-s* and *-c*, čəd- words represent an agent.

- |                                 |                                        |
|---------------------------------|----------------------------------------|
| 13. ?ułalis čəd ti sup'qs.      | I went ashore after the hair seal.     |
| 14. ?ułčis čəxʷ ?u ti luƛ.      | Did you arrive to [visit] the old man? |
| 15. ?utəlawis čəł ti sqʷəbay?.  | We ran after the dog.                  |
| 16. ?uʔułʷc čələp ?u tsi čačas. | Did you folks go after the girl?       |
| 17. ?učubaac čəł ti sqigʷac.    | We went inland after a deer.           |
| 18. ?uʔəλ'c čəxʷ ?u tsi luƛ.    | Did you come after the old woman?      |

**4.6. Vocabulary comment.** Usually a verb taking *-txʷ* does not also take *-d*, and most verbs ending in *-b* that designate movement to a place do not also occur with no ending at all. However, *?uhəd?iw'*- is such a verb. Thus, *?uhəd?iw'* and *?uhəd?iw'b* are more or less synonomous expressions as are *?uhəd?iw'txʷ* and *?uhəd?iw'd*.

- |                       |   |                     |                                                         |
|-----------------------|---|---------------------|---------------------------------------------------------|
| ?uhəd?iw' tsi luƛ.    | = | ?uhəd?iw'b tsi luƛ. | = The old woman entered the house.                      |
| ?uhəd?iw'txʷ tsi luƛ. | = | ?uhəd?iw'd tsi luƛ. | = [Someone] took/brought the old woman into the house.  |
| ?uhəd?iw'c tsi luƛ.   |   |                     | [Someone] went/came into the house after the old woman. |

#### 4.7. Dialect differences.

**4.7a.** Instead of *łčil* *arrive*, speakers of Southern Lushootseed use either *łəčil* or *łəči* (with stress on the first vowel in both cases). When one or more suffixes is added to *łəči(l)* however, everyone does pronounce the *l* -- except, of course, when that added ending is the goal suffix *-s* (4.1).

**4.7b.** Among the Snohomish the word for *hair seal* is *sup'qs*, but elsewhere, both to the north and south, the equivalent term is *?asxʷ*.

4.7c. In Southern Lushootseed the word for *hand* is čaləš rather than čaləs. This difference is exactly like that for čačaš versus čačas (1.4).

4.7d. ?učcil *became red* in the north is matched by ?ukʷiƛ'il in the south. Note, however, that a river in Northern Lushootseed territory bears a name clearly derived from the Southern Lushootseed word. This is the Pilchuk River called dxʷkʷiƛ'əb in Lushootseed. (*Pilchuk* itself is from Chinook Jargon and means *red water*.) The fact that a Northern Lushootseed place name is derived from what is now a Southern Lushootseed word suggests what about the original territory in which the word was once spoken?

4.7e. Instead of ?učubətxʷ *took/brought inland*, the oldest speaker of Lushootseed to have been recorded on tape in the 1950's said, ?učubəstxʷ. A long time ago Lushootseed speakers used -stxʷ in place of -txʷ after verb stems ending in a vowel. Today only -txʷ is used regardless of the last sound of the verb stem.

4.8. Exercises. Translate the following into Lushootseed:

1. [Someone] took the old woman somewhere. \_\_\_\_\_.
2. We went inland after a deer. \_\_\_\_\_.
3. Did [someone] go after the dog? \_\_\_\_\_.
4. Did the hair seal dive? \_\_\_\_\_.
5. The dog ran. \_\_\_\_\_.
6. I ran after the dog. \_\_\_\_\_.
7. Did you bring it into the house? \_\_\_\_\_.
8. Did you come after the old man? \_\_\_\_\_.
9. We arrived [in time] for it. \_\_\_\_\_.

The following sentences are the "bare bones" of a short sequence from an old story. Several words and suffixes yet to be studied have been omitted here. In this story c'iččiχ Fish Hawk is a person. Render these lines in English.

1. ?uʔusil ti c'iččiχ. \_\_\_\_\_.
2. ?uʔusis ti sʔuladxʷ. \_\_\_\_\_.
3. ?učubətxʷ. \_\_\_\_\_.
4. ?uťukʷtxʷ. \_\_\_\_\_.

## LESSON FIVE

### -dxʷ; summary of patient oriented suffixes

Presented in this lesson is the fifth patient suffix, -dxʷ. In addition to its purely grammatical function of providing for a following patient noun, it has an added significance that separates it from the other two patient suffixes -- especially from -d. Study the following pairs of sentences and their translations. In what way does this new suffix, -dxʷ, differ from -d?

- |                             |                                                            |
|-----------------------------|------------------------------------------------------------|
| 1a. ?ukʷəɬəd ti qʷu?        | [Someone] poured the water.                                |
| 1b. ?ukʷəɬdxʷ ti qʷu?       | [Someone] spilled the water.                               |
| 2a. ?ubəčad* ti čačas.      | [Someone] put the boy down.                                |
| 2b. ?ubəčdxʷ ti čačas.      | [Someone] happened to knock the boy over.                  |
| 3a. ?ukʷədad* ti sqʷəbay?   | [Someone] took a hold of the dog.                          |
| 3b. ?ukʷəd(d)xʷ ti sqʷəbay? | [Someone] managed to get a hold of the dog.                |
| 4a. ?uc'əld ti luχ.         | [Someone] defeated/got the better of the old man.          |
| 4b. ?uc'əldxʷ ti luχ.       | [Someone] managed to defeat/get the better of the old man. |

**5.1.** In sentences 1b and 2b the act is performed inadvertently, accidentally; while in 3b and 4b the act is done deliberately but with difficulty. Nevertheless, both types of actions are indicated in Lushootseed with the same suffix, -dxʷ. Obviously, the way Lushootseed speakers view these events is different from the way English speakers do.

Before reading further, the student should pause for a minute or two to ponder what *to do accidentally* shares in meaning with *to accomplish only with difficulty*.

The common concept is **lack of (full) control over the outcome**. In all sentences, (a) and (b), someone is clearly responsible for what happened (even though that someone is often not explicitly stated in the Lushootseed sentence as is the case in these examples); but in the (b)-sentences the person responsible is not really master of the situation, while in the (a)-sentences the one responsible is also assumed to be in control of events. Degree of control permeates the Lushootseed verbal system.

Whether the student translates sentences with verbs ending in -dxʷ using *accidentally* and the like or by using *accomplish with difficulty* depends upon the context and the type of action and agents involved. The appropriate translation is seldom a problem once the basic meaning of -dxʷ is understood.

**5.1.** This suffix -dxʷ is usually pronounced as though it were spelled -ədxʷ. However, the ə-vowel is not included in the standard spelling of this suffix.

**5.3.** A few verb stems rarely occur with any suffix other than -dxʷ because their very meaning implies less than full control. One such is the Lushootseed word for *find*.

?uʔay'dxʷ⁴ čəd tsi č'ačas.

I found the girl.

?uʔay'dxʷ⁴ ti sqʷəbay?.

[Someone] found the dog.

(See also 10.6.)

**5.4.** The student has now learned five suffixes which mark a verb as being patient oriented. With a few minor exceptions these five comprise the complete set of patient suffixes. They are summarised here.

-txʷ *causative* With stems referring to travel, -txʷ is often glossed with take/bring.

-s *goal* This suffix is found only with verb stems in -il (and -il + -s becomes -is.)

-c *goal* This suffix occurs with a relatively small number of verb stems. It has the meaning *goal* only with a subset of those, namely, the ones describing travel of some sort, but it never follows stems in -il. With other sorts of stems yet to be presented, -c has more abstract and less specifiable glosses beyond that of simply patient marker.

-dxʷ *lack of control* In general, any verb stem taking -d can have -dxʷ instead. (Other nuances are expressed by -dxʷ when following certain verb stems to be presented later.)

---

\*Most speakers pronounce this word as though it were spelled ?uʔiʔdxʷ.

-d

This patient suffix can be added to the greatest variety of verb stems. It cannot be glossed more specifically than its general patient stem-forming significance. In the lessons up to this point, -d has been presented in contrast to -b and with experiential verbs in -il.

### 5.5 Dialect differences.

**5.5a.** The Skagit say ?ułaq'ad and ?ułaq'dxʷ instead of ?ubəčad and ?ubəčdxʷ.

**5.5b.** In Southern Lushootseed many speakers pronounce ?ubəčad and ?ukʷədad as though they were spelled ?ubəčəd and ?ukʷədəd.

**5.6 Exercises.** On a separate sheet of paper, translate the following sentences into Lushootseed:

1. Did you manage to defeat the people? (*People* is ?aciłtalbixʷ.)
2. [Someone] put the girl down.
3. Did you spill the water?
4. We arrived to [visit] the old woman.
5. Did you folks go ashore after the boy?
6. We ran after the dog.
7. Did you folks cook the salmon?
8. Did you find the dog?

On a separate sheet of paper, translate the following into English:

1. ?uʔəy'dxʷ čəxʷ ?u ti sqʷəbay?.
2. ?uʔučʷc čəd ti sqigʷac.
3. ?učubaac ?u ti čačas.
4. ?ubəčdxʷ čəxʷ ?u ti luč.
5. ?ukʷətəd čəd ti qʷu?.
6. ?uc'əldxʷ čəxʷ ?u.
7. ?ukʷədad ti čačas.

8. ?ukʷəd(d)xʷ čəxʷ ?u ti s?uladxʷ.
9. ?ubəčad čət̪ tsi luχ.
10. ?u?əy'dxʷ tsi luχ.

Fill in the blanks following the words of each set with the appropriate glosses. Some of these verbs are entirely new but the student will find most glosses to be obvious. A few, however, will require a little imagination because what English speakers assume to be the basic meaning of a verb stem on the basis of that stem with one suffix sometimes turns out not to fit when that same stem occurs with a different suffix. For example, consider ?učalad and ?učaltxʷ below.

?ułalil went ashore	?uqət̪ woke up	?ukʷədad took smth.
?ułalis _____	?uqət̪bən̪ _____	?ukʷəd(d)xʷ _____
?ułalidxʷ _____	?uqət̪dxʷ _____	
?ułaliltxʷ _____		
?učalad chased someone	?ubəč fell over	?usaqʷʷ flew
?učalidxʷ _____	?ubəčad _____	
?učaltxʷ caught someone	?ubəčdxʷ _____	?usaqʷʷtxʷ _____
?ułčil arrived	?utədʷil went to bed	?učsil grew fat
?ułčis _____	?utədʷis _____	?učsild _____
?ułčildxʷ _____		
?ułčiltxʷ _____	?utədʷiltxʷ _____	

## LESSON SIX

### Patient suffixes + b, ?ə + agent

Compare the following sentences with each other and with their English translations. Then answer the questions below.

- |                                          |                                     |
|------------------------------------------|-------------------------------------|
| 1a. ?u?usil ti c'ičcič.                  | The fish hawk dove.                 |
| 1b. ?u?usis ti s?uladxʷ.                 | [It] dove after a salmon.           |
| 1c. ?u?usisəb ?ə ti c'ičcič ti s?uladxʷ. | The fish hawk dove after a salmon.  |
| 2a. ?u?učʷ ti luč.                       | The old man went.                   |
| 2b. ?u?učʷc ti čačas.                    | [He] went after the boy.            |
| 2c. ?u?učʷcəb ?ə ti luč ti čačas.        | The old man went after the boy.     |
| 3a. ?u?učʷ ti luč.                       | The old man went.                   |
| 3b. ?u?učʷtxʷ ti čačas.                  | [He] took the boy somewhere.        |
| 3c. ?u?učʷtub ?ə ti luč ti čačas.        | The old man took the boy somewhere. |
| 4a. 0                                    |                                     |
| 4b. ?u?əy'dxʷ ti sqʷəbay?.               | [Someone] found the dog.            |
| 4c. ?u?əy'dub ?ə ti čačas ti sqʷəbay?.   | The boy found the dog.              |
| 4d. ?u?əy'dub ?ə ti sqʷəbay? ti čačas.   | The dog found the boy.              |
| 5a. 0                                    |                                     |
| 5b. ?ukʷədad ti sqʷəbay?.                | [Someone] took a hold of the dog.   |
| 5c. ?ukʷədatəb ?ə tsi čačas ti sqʷəbay?. | The girl took a hold of the dog.    |

Each (a)-sentence has how many nouns? \_\_\_\_\_. How many nouns are there in each (b)-sentence? \_\_\_\_\_. In the (c)-sentences, does the first noun following the particle ?ə stand for an agent or a patient? \_\_\_\_\_. What does the other noun in the (c)-sentences represent? \_\_\_\_\_. What suffix do all verbs in the (c)-sentences share that is lacking in all the (b)-sentences? \_\_\_\_\_. What seems to be the function (purpose) of this new suffix? \_\_\_\_\_.

**6.1.** Three of the suffixes in the (b)-sentences above are seen to have two forms. When final in a word, they are said one way; but when followed by the suffix -b, they are pronounced differently. Similarly, -b is pronounced one way when following a vowel but another when coming after a consonant.

Final	Before -b	Patient suffix + -b
-s	-s-	-s-əb
-c	-c-	-c-əb
-txʷ	-tu-	-tu-b
-dxʷ	-du-	-du-b
-d	-t-	-t-əb

6.2. Two nouns, one for agent and the other for patient, can follow the same verb when that verb bears the suffix sequence patient suffix + -b. This -b is not to be confused with the agent suffix -b of words like gʷəč'əb (first presented in Lesson Three).

6.3. As with other verb stems, so too with those having a patient suffix + -b, either the agent or the patient or both may be omitted.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| ?u?usisəb ?ə ti c'iččiχ ti s?uladxʷ. | The fish hawk dove after the salmon.  |
| ?u?usisəb ti s?uladxʷ.               | [Something] dove after the salmon.    |
| ?u?usisəb ?ə ti c'iččiχ.             | The fish hawk dove after [something]. |
| ?u?usisəb.                           | [Something] dove after [something].   |
| ?ukʷədatəb ?ə tsi čačas ti sqʷəbay?  | The girl took a hold of the dog.      |
| ?ukʷədatəb ti sqʷəbay?               | [Someone] took a hold of the dog.     |
| ?ukʷədatəb ?ə tsi čačas.             | The girl took a hold of [something].  |
| ?ukʷədatəb.                          | [Someone] took a hold of [something]. |

The following eight sentences show clearly the importance of ?ə. Read through these sentences and answer the questions immediately below.

- |                                         |                             |
|-----------------------------------------|-----------------------------|
| 6a. ?ugʷəč'təb ?ə ti čačas ti sqʷəbay?. | The boy looked for the dog. |
| 6b. ?ugʷəč'təb ti sqʷəbay? ?ə ti čačas. | The boy looked for the dog. |
| 7a. ?ugʷəč'təb ?ə ti sqʷəbay? ti čačas. | The dog looked for the boy. |
| 7b. ?ugʷəč'təb ti čačas ?ə ti sqʷəbay?. | The dog looked for the boy. |
| 8a. ?ut'ukʷtub ?ə ti čačas tsi čačas.   | The boy took the girl home. |
| 8b. ?ut'ukʷtub tsi čačas ?ə ti čačas.   | The boy took the girl home. |
| 9a. ?ut'ukʷtub ?ə tsi čačas ti čačas.   | The girl took the boy home. |
| 9b. ?ut'ukʷtub ti čačas ?ə tsi čačas.   | The girl took the boy home. |

What is the function (purpose) of ?ə in these sentences? \_\_\_\_\_  
 \_\_\_\_\_ Without ?ə would it always be possible to distinguish agent from patient? \_\_\_\_\_.

**6.4.** In spite of this variable order between agent and patient nouns, by far the most common arrangement is for the agent noun to precede the patient noun. Therefore, when writing or speaking, students should place the agent noun ahead of the patient noun (unless specifically told to do otherwise), but they should also be alert to the other possible arrangement when encountered in these texts.

**6.5.** The čəd-words always come before nouns.

- |                                                 |                                    |
|-------------------------------------------------|------------------------------------|
| 10. ?ut'ukʷtub čəxʷ ?u ?ə ti luχ.               | Did the old man take you home?     |
| 11. ?utəlawisəb čəd ?ə ti sqʷəbay?.             | The dog ran after me.              |
| 12. ?ugʷəč'təb <sup>5</sup> čət ?ə ti sqʷəbay?. | The dog looked for us.             |
| 13. ?u?əy'dub čələp ?u ?ə tsi čač'as.           | Did the girl find you folks?       |
| 14. ?u?ək'cəb čəxʷ ?u ?ə ti ?aciłtalbixʷ.       | Did the people come for/after you? |

Following the sequence patient suffix + -b, do čəd-words express the agent or the patient? \_\_\_\_\_ Where does the interrogative particle, ?u, occur in the sentence relative to the čəd-words? \_\_\_\_\_. Where does it occur relative to the particle ?ə? \_\_\_\_\_.

**6.6. Dialect differences.** The Swinomish and the people living along the Skagit River pronounce ?aciłtalbixʷ *people* as though it were spelled ?aciłtəbixʷ.

**6.7. Exercises.** On a separate sheet of paper rewrite the following sentences by changing the patient into the agent and the agent into the patient. Then translate the new sentences.

1. ?u?əy'dub ?ə ti čač'as ti sqʷəbay?.
2. ?utəlawisəb ?ə ti sqʷəbay? ti luχ.
3. ?uhəd'iw'cəb ?ə ti čač'as tsi čač'as.
4. ?ugʷəč'təb ?ə tsi luχ tsi čač'as.
5. ?u?ək'tub ?ə ti ?aciłtalbixʷ ti luχ.

---

<sup>5</sup>The second ə in ?ugʷəč'əd disappears before the sequence -t-əb.

As above, rewrite the following sentences so that the original agent is now patient and the original patient is now agent. Then translate the resulting sentences into English. (It may be necessary to review Lesson Two at this point.)

1. ?ut'ukʷtub čəxʷ ?u ?ə tsi luχ.
2. ?u?əy'dub čəd ?ə ti čačas.
3. ?utčisəb čət ?ə ti ?acičtalbixʷ.
4. ?učubaacəb čələp ?u ?ə ti luχ.
5. ?ubəčatəb čəxʷ ?u ?ə tsi luχ.

## LESSON SEVEN

### Agent oriented stems, ?ə + patient

7.1. Agent oriented stems divide into two subclasses, those that directly involve only the entity, the agent, and those that not only involve an agent but also imply a patient.

7.1a. It is not possible to distinguish the two types by simply looking at them. Only the meanings betray their different subclass membership. For example, *?usaxʷəb jumped* and *?ugʷəč'əb searched* have the same form -- the same number of consonants and vowels in the same relative order and they both end in -b, but *?ugʷəč'əb* implies the person or thing sought as well as the seeker whereas *?usaxʷəb* involves only the jumper/runner.

7.1b. The implied patient of verbs like *?ugʷəč'əb*, *?uqʷəlb*, etc., can be expressed overtly by means of an ?ə-phrase.

1. *?ugʷəč'əb ti čač'as ?ə ti sqəlalitut.* The boy quested for spirit power.
2. *?uqʷəlb tsi luč' ?ə ti s?uladxʷ.* The old woman roasted a salmon.
3. *?uhəd'iw'b ti luč' ?ə ti hud.* The old man brought the wood inside.
4. *?ugʷəč'əb čəd ?ə ti sqəlalitut.* I quested for spirit power.
5. *?uqʷəlb čəd ?ə ti s?uladxʷ.* I roasted a salmon.
6. *?uhəd'iw'b čəd ?ə ti hud.* I brought the wood inside.

7.1c. In Lesson Six it was learned that a noun expressing an agent could be added to sentences with patient oriented verbs (with appropriate changes of verb suffixes). Now it is seen that a noun expressing a patient can be added to a sentence having an agent oriented verb of the second type (7.1) and without a change in suffix. In both cases the 'added' noun is preceded by ?ə regardless of whether the addition is serving as agent or patient.

Therefore, students must be particularly careful to distinguish sentences with agent oriented verb stems having a patient introduced by ?ə as in 7.1b from sentences with patient oriented stems having an agent introduced by ?ə as in Lesson Six. This distinction is particularly important when both nouns represent living beings which logically can serve either the agent or patient role.

7a. ?ugʷəč'əb ti čačas ?ə tsi čačas. The boy looked for the girl.

7b. ?ugʷəč'təb ?ə ti čačas tsi čačas. The boy looked for the girl.

Although ?ə-phrases agents expressed by nouns usually precede patients, this order can be switched (6.4).

7c. ?ugʷəč'təb tsi čačas ?ə ti čačas. The boy looked for the girl.

This last arrangement looks even more like example sentence 7a than does 7b because both ?ə-phrases are now in final position. It is crucial that students pay close attention to verb suffixes.

**7.2.** As with any and all Lushootseed verbs, so too with these discussed in 7.1 - 7.1c, either the noun expressing the agent or the one conveying the patient, or both, can be omitted. In other words, even the agent of an agent oriented verb can be omitted if the speaker so chooses as in 2b and 2d below.

2a. ?uqʷəlb tsi luχ ?ə ti s?uladxʷ. The old woman roasted a salmon.

2b. ?uqʷəlb ?ə ti s?uladxʷ. [Someone] roasted a salmon.

2c. ?uqʷəlb tsi luχ. The old woman roasted [something].

2d. ?uqʷəlb. [Someone] roasted [something].

**7.3.** Thus far only three verbs have been learned that belong to this subclass of agent oriented verb stems. Each of these ends in -b. However, membership in this class is not limited to verbs with the -b suffix. In addition to -b there are -alikʷ, -alc, a few verbs in -il, some with no suffix at all, and even one very common verb ending in -d (– not the same -d, however, as occurs with patient oriented verbs). Conversely, there exist verbs with final -b (along with -il and -alikʷ) that do not belong to this subclass. An example is ?usaxʷəb *jumped, ran* as mentioned above (7.1a). It is an agent oriented verb like ?u?uχʷ *went* and ?u?əχ' *came* and like others of this type, it can be turned into a patient oriented verb by the addition of -txʷ (or -tu-b), e.g., ?usaxʷəbtxʷ *kidnapped [someone], caused [someone] to jump, run*.

Several examples of this subclass that do not end in -b are given here:

8a. ?upusil ti čačas.	The boy was throwing <sup>6</sup> (as in a game, exercising, or simply passing time).
8b. ?upusil ti čačas ?ə ti čxa?*.	The boy was throwing the stone.
9a. ?ušabalikʷ tsi luč.	The old woman dried [things].
9b. ?ušabalikʷ tsi luč ?ə ti s?uladxʷ.	The old woman dried salmon.
10a. ?uhuyalc ti luč.	The old man finished [it].
10b. ?uhuyalc ti luč ?ə ti ?al?al.	The old man finished the house.
11a. ?u?uləč ti ?aciťtalbixʷ.	The people gathered [things].
11b. ?u?uləč ti ?aciťtalbixʷ ?ə ti bəsqʷ.	The people gathered crab.
12a. ?u?əłəd tsi čačas.	The girl ate.
12b. ?u?əłəd tsi čačas ?ə ti bəsqʷ.	The girl ate crab.

7.4. Because the same verb root often occurs in both patient and agent stems, sentences with verbs of one orientation are obviously synonymous with those of the other (when both agent and patient are included). Consider the following pairs:

13a. ?ušabatəb ?ə tsi luč ti s?uladxʷ.	The old woman dried the salmon.
13b. ?ušabalikʷ tsi luč ?ə ti s?uladxʷ.	The old woman dried the salmon.
14a. ?ugʷəč'təb ?ə ti čačas ti sqʷəbay?.	The boy looked for the dog.
14b. ?ugʷəč'əb ti čačas ?ə ti sqəlalitut.	The boy quested for a guardian spirit.
15a. ?u?uləčtəb ?ə ti luč tihud.	The old man kept the wood [which he happened to come upon].
15b. ?u?uləč ti luč ?ə ti bəsqʷ.	The old man foraged for crab.
16a. ?uč'a?təb ?ə tsi luč ti skʷi?xʷ.	The old woman dug up braken fern rhizome(s). <sup>7</sup>
16b. ?uč'a?əb tsi luč ?ə ti skʷi?xʷ.	The old woman dug braken fern rhizomes (as in ‘harvesting’ from nature).

<sup>6</sup>The student will note that the English translations of example sentences 8a and 8b use the so called past progressive, *was throwing*, instead of the simple past, *threw*. These could, in fact, be translated either way. Lushootseed grammar does not always require a distinction between the simple and the progressive where English does.

<sup>7</sup>A *rhizome* is technically a stem but one that grows under (or along) the ground. The Lushootseed roasted and ate braken fern rhizomes for their starch.

To say that these sentences are synonymous, however, is not to say that they are identical. In the (a)-sentences an agent does something to the patient -- the patient is of central importance. In the (b)-sentences, on the other hand, attention centers on the agent's activity which is typically performed with his/her own ends paramount. For many of this later type, especially those with verbs ending in -b, the patient is a product of some sort, something made, prepared, or otherwise produced. In technical parlance, verbs of the (a)-sentences are said to be in the **active voice** while those in the (b)-sentences are in the **middle voice**.

### 7.5. Optional. (The student may elect to omit this section.)

7.5a. Sometimes the patient permitted by an agent oriented verb is different from the possible patient of a patient oriented verb even though both verbs are built upon the same root. In 17a below only someone or something serving as target can be the patient, while in 17b only something thrown can be the patient. (Similar differences obtain with other verbs in -il.)

- |                                         |                                                               |
|-----------------------------------------|---------------------------------------------------------------|
| 17a. ?upusutəb ?ə ti čačas ti sqʷəbay?. | The boy threw [something] at the dog.                         |
| 17b. ?upusil ti čačas ?ə ti čxa?.       | The boy was throwing a stone. [See fuller gloss at 8a above.] |
| 18a. ?ut'uc'utəb ?ə ti lučti sčətxʷəd.* | The old man shot (at) the bear.                               |
| 18b. ?ut'uc'il ti luč ?ə ti f̥isəd.     | The old man shot the arrow.                                   |

7.6. While many roots can serve in both agent and patient verbs, a few are limited to one or the other orientation. Such limited roots are often paired with a different root of similar meaning belonging to the other orientation. Sentence examples 19a and 19b illustrate the most common pair.

- |                                        |                    |
|----------------------------------------|--------------------|
| 19a. ?uləkʷtəb* ?ə tsi čačas ti bəsqʷ. | The girl ate crab. |
| 19b. ?uʔətəd tsi čačas ?ə ti bəsqʷ.    | The girl ate crab. |

Students should note with special care the verb ?uʔətəd *ate*. In its general form and final sound it seems to be the same as a patient oriented verb such as ?ukʷətəd *poured*. In spite of this similarity, however, ?uʔətəd is an agent oriented verb.

### 7.7. Dialect differences.

- 7.7a. The Southern Lushootseed equivalent to čxa? *rock, stone* is čəčə?.

7.7b. At Swinomish the word spa?c is used for *black bear*, but at Sauk-Suiattle and throughout the rest of the Lushootseed speaking region the word is sčətxʷəd. (Note that the referent of these words does not include *grizzly bear*.)

7.7c. In place of ?uləkʷəd *eat [something], put [something] in one's mouth*, the Swinomish and people living along the Skagit River say ?uhuydxʷ.

**7.8. Vocabulary comment.** The word sqəlalitut has been glossed (translated) into English in this lesson as *guardian spirit*. The concept does not exist in modern Anglo culture, but the ideas that lie behind it are fundamental to the Lushootseed view of the world. Several of the texts in this reader are directly concerned with sqəlalitut and a full comprehension of most others depends upon an understanding of the guardian spirit. Interested readers should see page 497 in volume 7 of the *Handbook of North American Indians* referred to in the introduction to this reader.

**7.9. Exercises.** The following sentences of the first set all have patient oriented verbs. Provide an appropriate gloss for each of these. Then on a separate sheet of paper recast each sentence using the corresponding agent oriented verb and gloss the new sentence as well. (In number 3 it will also be necessary to change the patient selecting one that is more appropriate with the altered verb because one does not ordinarily throw dogs.)

1. ?ušabatəb ?ə tsi luχ ti s?uladxʷ.
2. ?ugʷəč'təb ?ə ti ?aciłtalbixʷ ti sqəlalitut.
3. ?upusutəb ?ə ti Čačas ti sqʷəbay?.
4. ?uləkʷtəb ?ə ti sqʷəbay? ti bəsqʷ.

The next four sentences all have agent oriented verbs. On a separate sheet of paper give an appropriate gloss for each and recast these using a patient oriented verb in each. Then render the new sentence in English.

5. ?u?uləχ ti luχ ?ə ti hud.
6. ?uč'a?əb tsi Čačas ?ə ti skʷi?xʷ.
7. ?u?ətəd ti Čačas ?ə ti bəsqʷ.
8. ?uqʷəlb tsi luχ ?ə ti s?uladxʷ.

In the final set of sentences immediately below students are to underline the patient in each sentence that has one. Much of the vocabulary has not been presented before and most of these new words are not in the glossary at the back of this reader either. The

grammar, however, is all familiar. Students are expected to rely on the grammar, particularly the verb endings, to identify the patient nouns.

1. ?uc'əldub ti sčətxʷəd ?ə ti c'iččič.
2. ?uyiq'ib tsi sɬadəy? ?ə ti spču?.
3. ?uyiq'itəb ?ə tsi sɬadəy? ti spču?.
4. ?uc'əlalikʷ tsi ɬaɬac'apəd.
5. ?uyiq'id ti spču?.
6. ?upusil ti ləgʷəb.
7. ?uyəcəb ti stubš ?ə ti syəcəb.
8. ?uɬič'ib ?ə ti ?ulal.
9. ?upusutəb ?ə ti čačas ti sbiaw.
10. ?upusil ?ə ti čča?.
11. ?uʔəɬəd ti qʷist ?ə ti sqʷiʔqʷali?.
12. ?upusil ti čačas ?ə ti čča.

## SUMMARY OF FUNCTION MARKING

Terms such as *agent*, *patient* (including *goal* 4.4), and *experiencer* (4.2a) are collectively referred to as **roles**. Roles identify the various functions a noun or čəd-word has in the sentence. In English these roles are primarily signalled by word order and prepositions, but verb suffixes and ?ə convey these roles in Lushootseed.

In English the roles of nouns and pronouns are expressed identically. The student should remember, however, that in Lushootseed the roles of nouns and čəd-words are not always conveyed the same way. Specifically, a čəd-word with a verb ending in one of the patient suffixes stands for the agent while a noun following a patient suffix expresses a patient.

The following lists summarize the roles and their indicators that have been presented to this point:

### I. Agent Oriented Stems

(Both the noun and the čəd-word express agents.)

?u?učʷ tsi čačas.	The girl went.	?u?učʷ čəd.	I went.
?u?usil ti čačas.	The boy dove.	?u?usil čəd.	I dove.
?usaxʷəb ti čačas.	The boy jumped/ran.	?usaxʷəb čəd.	I jumped/ran.

### II. Middle Voice Stems

(Both the noun and the čəd-word express agents. A second noun introduced by ?ə expresses patient.)

?ugʷəč'əb ti luč' ?ə ti sqəlalitut.	?ugʷəč'əb čəd ?ə ti sqəlalitut.
The old man quested for a guardian spirit.	I quested for a guardian spirit.
?uqʷəlb tsi luč' ?ə ti s?uladxʷ.	?uqʷəlb čəd ?ə ti s?uladxʷ.
The old woman roasted the salmon.	I roasted the salmon.
?u?ətəd ti ?aciłtalbix ?ə ti s?uladxʷ.	?u?ətəd čəd ?ə ti s?uladxʷ.
The people ate the salmon.	I ate the salmon.

## III. Patient/Goal Oriented Stems

(The noun represents a patient (or goal) but the čəd-word is agent.)

?u?uč <sup>w</sup> tx <sup>w</sup> tsi čačas.	[Someone] took the girl somewhere.	?u?uč <sup>w</sup> tx <sup>w</sup> čəd.	I took [her] somewhere.
?u?uč <sup>w</sup> c tsi čačas.	[Smn] went after the girl.	?u?uč <sup>w</sup> c čəd.	I went after [her].
?u?usis ti čačas.	[Smn] dove after the boy.	?u?usis čəd.	I dove after [him].
?ugʷəč'əd tsi čačas.	[Smn] sought the girl.	?ugʷəč'əd čəd.	I sought [her].
?u?əy'dx <sup>w</sup> ti čačas.	[Smn] found the boy.	?u?əy'dx <sup>w</sup> čəd.	I found [him].

## IV. Passive Stems (a subtype of Patient/Goal Stems)

(The noun and čəd-word are both patient. Nouns going with ?ə are agent.)

?u?uč <sup>w</sup> tub ?ə ti čačas tsi čačas.	The boy took the girl (somewhere).	?u?uč <sup>w</sup> tub čəd ?ə ti čačas.	The boy took me (somewhere.)
?u?uč <sup>w</sup> cəb ?ə ti čačas tsi čačas.	The boy went after the girl.	?u?uč <sup>w</sup> cəb čəd ?ə ti čačas.	The boy went after me.
?u?usisəb ?ə ti c'ičcič ti s'uladx <sup>w</sup> .	The fish hawk dove after the salmon.	?u?usisəb čəd ?ə ti čačas.	The boy dove after me.
?ugʷəč'təb ?ə ti čačas tsi čačas.	The boy looked for the girl.	?ugʷəč'təb čəd ?ə ti čačas.	The boy looked for me.
?u?əy'dub ?ə ti čačas tsi čačas.	The boy found the girl.	?u?əy'dub čəd ?ə ti čačas.	The boy found me.

## V. Experiencer Oriented Stems

(The noun and čəd-word are both experiencer.)

?uxʷit'il ti čačas.	The boy fell off.	?uxʷit'il čəd.	I fell off.
?ubəč ti čačas.	The boy fell over.	?ubəč čəd.	I fell over.

## LESSON EIGHT

### -yi- role, 'ə + recipient

Review page three. Then compare the following four sentences with one another and answer the questions below.

1. ?u?ux" ti čačas. The boy went.
2. ?u?ux"yid\* ti čačas. [Someone] went instead of the boy. (Someone went so he wouldn't have to.)
3. ?u?ux"tx" ti čačas. [Someone] took the boy somewhere.
4. ?u?ux"tx"yid ti čačas. [Someone] took [something/someone] somewhere for the boy.

Describe how the role (function) of ti čačas in sentence 2 differs from the role of ti čačas in sentence 3.

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Is the role of ti čačas in sentence 2 approximately the same as in sentence 4 or are their functions entirely different? \_\_\_\_\_.

What is the name of the role of ti čačas in sentence 1? \_\_\_\_\_.

What is the name of the role of ti čačas in sentence 3? \_\_\_\_\_.

**8.1.** There are at least five terms in linguistics used to convey the role of ti čačas in sentences 2 and 4 above. These are *benefactive*, *dative*, *indirect object*, *recipient*, and *second object*. None of these is fully satisfactory for Lushootseed. Therefore, in Lushootseed grammar one simply speaks of the *-yi-role*. (In Southern Lushootseed the equivalent term is the *-ši-role*. See 8.5.)

**8.2.** Five roles have now been presented. These are agent, experiencer, patient, goal and -yi-role. Of these, only the patient and goal can be inanimate -- a thing -- although both

are often animate. The others must be animate by the nature of what they represent in the real world.

When speakers use the -yi-role, both an agent and a patient (or goal) are either implied or specifically stated. In the following example sentences note carefully how these roles are distinguished. Also observe the variety of English prepositions that are used to convey the meaning of -yi-when it is suffixed to various verbs.

- |                                  |                                                             |
|----------------------------------|-------------------------------------------------------------|
| 5a. ?ukʷədyid tsi čačas.         | [Someone] took [something] from the girl.                   |
| 5b. ?ukʷədyid ?ə tiča?x.         | [Someone] took the platter [from someone].                  |
| 5c. ?ukʷədyitəb ?ə tsi luč.      | The old woman took [something from someone].                |
| 6a. ?u?abyid ti sqʷəbay?.        | [Someone] gave [something] to the dog.                      |
| 6b. ?u?abyid ?ə ti šaw.          | [Someone] gave a bone [to someone].                         |
| 6c. ?u?abyitəb ?ə ti čačas.      | The boy gave [something to someone].                        |
| 7a. ?u?učtxʷyid ti čačas.        | [Someone] took [something] somewhere for the boy.           |
| 7b. ?u?učtxʷyid ?ə ti sqʷəbay?.  | [Someone] took the dog somewhere [for someone].             |
| 7c. ?u?učtxʷyitəb ?ə ti luč.     | The old man took [something/someone] somewhere for someone. |
| 8a. ?u?əy'dxʷyid ti čačas.       | [Someone] found [something] for the boy.                    |
| 8b. ?u?əy'dxʷyid ?ə ti sqʷəbay?. | [Someone] found the dog [for someone].                      |
| 8c. ?u?əy'dxʷyitəb ?ə tsi luč.   | The old woman found [something for someone].                |

8.2a. In sentences with -yi-how are patient and -yi-role distinguished? \_\_\_\_\_

8.2b. How are patient and agent distinguished in sentences with -yi-? \_\_\_\_\_

8.3. The example sentences above have only one noun per sentence. In 9 - 11 below there are two nouns, hence two roles expressed, in each sentence.

9. ?u?abyitəb ?ə ti luč ?ə ti sqʷəbay?. The old man gave [someone] a dog.
10. ?u?abyitəb ?ə ti luč ti čačas. The old man gave [something] to the boy.
11. ?u?abyitəb ti čačas ?ə ti sqʷəbay?. [Someone] gave the dog to the boy.

8.3a. What are the roles of the two nouns in sentence 9 and in which order do they occur?

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8.3b. What are the roles and relative order of the two nouns in sentence 10? \_\_\_\_\_

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8.3c. What are the roles and relative order of the two nouns in sentence 11? \_\_\_\_\_

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8.3d. From the example sentences 9 - 11 one might expect to be able to include agent, patient (or goal), and -yi-role all with one verb. Nevertheless, Lushootseed grammar does not permit such sentences when all these roles would be represented by nouns. Speakers use any two but not three at once. (See, however, 20.5.)

8.4. On the other hand, with čəd-words (and another class of person markers to be presented in Lesson Nine), it is possible to have three roles with one verb.

- |                                                  |                                                                                          |
|--------------------------------------------------|------------------------------------------------------------------------------------------|
| 12a. ?u?abyid čəd ti čačas ?ə ti sqʷəbay?.       | I gave the dog to the boy.                                                               |
| 12b. ?u?abyid ti čačas ?ə ti sqʷəbay?.           | [Someone] gave the dog to the boy.                                                       |
| 12c. ?u?abyitəb čəd ?ə ti čačas ?ə ti sqʷəbay?.  | The boy gave me the dog.                                                                 |
| 13a. ?ukʷədyid čəxʷ ?u tsi čačas ?ə ti kʷat'aq.  | Did you take the mat away from the girl?                                                 |
| 13b. ?ukʷədyid tsi čačas ?ə ti kʷat'aq.          | [Someone] took the mat away from the girl.                                               |
| 13c. ?ukʷədyitəb čəd ?ə tsi čačas ?ə ti kʷat'aq. | The girl took the mat from me.                                                           |
| 14a. ?uləkʷyid čəd ti luƛ̥ ?ə ti s?uladxʷ.       | I ate the old man[']s salmon. [Lit.: I ate the salmon away from the old man.]            |
| 14b. ?uləkʷyid ti luƛ̥ ?ə ti s?uladxʷ.           | [Someone] ate the old man[']s salmon.                                                    |
| 14c. ?uləkʷyitəb čəd ?ə ti luƛ̥ ?ə ti s?uladxʷ.  | The old man ate [my] salmon. (Lit.: The salmon was eaten [away] from me by the old man.) |

8.5. **Dialect differences.** The suffix -yi- in Northern Lushootseed is equivalent to -ši- in Southern Lushootseed. See 8.1.

8.6. **Exercises.** Translate the following sentences into Lushootseed:

1. I took the bone from the dog. \_\_\_\_\_.
2. The old man ate someone's salmon. \_\_\_\_\_.
3. Someone came instead of the boy. \_\_\_\_\_.
4. The girl brought something for the old woman. \_\_\_\_\_.
5. Did you folks find the dog for the man? \_\_\_\_\_.

# UNIT TWO

INFLECTION AND CLITICS



## LESSON NINE

### Person patient suffixes including the reflexive and reciprocal

9.1. There are several ways of expressing *me*, *us*, and *you* in Lushootseed. One of these entails the appropriate čəd-word following -t-əb, -du-b, -tu-b, -s-əb, or -c-əb. (See Lesson Six, especially 6.5.) Another means of conveying these concepts is by special suffixes. Contrast the following pairs of sentences:

1a. ?ut'ukʷtub čəxʷ ?u ?ə ti ?aciłtalbixʷ.	Did the people take you home?
1b. ?ut'ukʷtubicid ?u ti ?aciłtalbixʷ.	Did the people take you home?
2a. ?u?ək' tub čəd ?ə tsi luχ.	The old woman brought me.
2b. ?u?ək' tubš tsi luχ.	The old woman brought me.
3a. ?ugʷəč'təb čət ?ə ti sqʷəbay?.	The dog looked for us.
3b. ?ugʷəč'tubuł ti sqʷəbay?.	The dog looked for us.
4a. ?ubəčdub čəd ?ə ti sqʷəbay?.	The dog accidentally knocked me over.
4b. ?ubəčdubš ti sqʷəbay?.	The dog accidentally knocked me over.

9.1a. In place of čəxʷ there is -icid, and čəd is replaced by -š. Instead of čət there is -ut; and -ułəd (not shown above) would substitute for čələp.

9.1b. When suffixes (rather than čəd-words) express a patient, the agent is NOT introduced by ?ə.

9.2. A čəd-word, if present, represents an agent when these patient person suffixes occur.

5. ḥu'ukʷtubicid čəd.	I will take you home.
6. ḥu'učʷtubuł čələp ?u.	Will you folks take us (somewhere)?
7. ḥu'učʷtubš čələp ?u.	Will you folks take me (somewhere)?
8. ḥu'ukʷtubułəd čət.	We will take you folks home.

(The initial ḥ(u)- is an irrealis which here represents future time. See Lesson Thirteen.)

9.3. Person patient suffixes divide into two classes.

**9.3a.** One class goes with verbs ending in -du-b, -tu-b, -s-əb, and -c-əb.

?ubəčdubš	...knocked me down.	?u?uč"tubš	...took me somewhere.
?ubəčdubicid	...knocked you down.	?u?uč"tubicid	...took you somewhere.
?ubəčdubuč	...knocked us down.	?u?uč"tubuč	...took us somewhere.
?ubəčdubučəd	...knocked you folks down.	?u?uč"tubučəd	...took you folks some- where.
?utəlawisəbš	...ran after me.	?u?uč"cəbš	...went [to see] me.
?utəlawisəbicid	...ran after you.	?u?uč"cəbicid	...went [to see] you.
?utəlawisəbuč	...ran after us.	?u?uč"cəbuč	...went [to see] us.
?utəlawisəbučəd	...ran after you folks.	?u?uč"cəbučəd	...went [to see] you folks.

**9.3b.** The other class of person patient suffixes, those belonging to the second set, follows verbs like kʷədad which end with -t-əb. Different from the first group of endings which is added to the final -(ə)b of -du-b, -tu-b, -s-əb, -c-əb, this set has dropped the -əb leaving only -t-. Where one would expect ?ukʷədatəbš, there is ?ukʷədats which becomes ?ukʷədac.<sup>8</sup>

(?ukʷədats <u>s</u> >) ?ukʷədač.	[Someone] grabbed me.
(?ukʷədyits >) ?ukʷədyic <u>?</u> ti təčx.	[Someone] took the platter from me.
(?ukʷədats <u>id</u> >) ?ukʷədač <u>id</u> .	[Someone] grabbed you.
?ukʷədat <u>ubuč</u>	[Someone] grabbed us.
?ukʷədat <u>ubučəd</u>	[Someone] will grab you folks.

**9.4.** Like čəd-words, these person patient suffixes lack forms equivalent to *him*, *her*, *it*, *them*.

**9.5.** However, there is another suffix that belongs to these person patient endings. This is the reflexive. Note the last sentence in each of the following sets of examples and contrast it with the others in the same set.

- 9a. ?ušudubš\*. [Someone] saw me.  
 9b. ?ušudubut čəd. I saw myself. (Reflection)

<sup>8</sup>The s in these endings has fallen together with the preceding t becoming simply c.

10a. ?u?ətəd čəd.	I ate.
10b. ?u?ətubš.	[Someone] fed me.
10c. ?u?ətub <u>ut</u> čəd.	I fed myself.
11a. (?ut'uc'utsid >) ?ut'uc'ucid ?u.	Did [someone] shoot (at) you?
11b. (?ut'uc'utsut >) ?ut'uc'ucut čəxʷ ?u.	Did you shoot yourself?
12a. (?uqʷuluts >) ?uqʷuluc tsi sṭadəy?.	The lady hugged me.
12b. (?uqʷulutsut >) ?uqʷulucut.	He/she hugged him/herself.

From these few phrases the student can see that -ut follows -du-b, -tu-b, and presumably -s-əb and -c-əb. (Actually, utterances with these last two endings are unrecorded.) Following the -t- of -t-əb, however, the ending is -sut which elides with the preceding -t- to give -cut. See footnote 8.

9.6. Conceptually related to the reflexive is the reciprocal suffix, -agʷəl. These two are contrasted in the following example sentences:

13a. ?u?ətagʷəl čət.	We fed each other.
13b. ?u?ətubut čəd.	I fed myself.
14a. ?ušudagʷəl čət.	We saw one another.
14b. ?ušudubut čəd.	I saw myself.
15a. ?ut'uc'utagʷəl čələp ?u.	Did you folks shoot at one another?
15b. (?ut'uc'utsut >) ?ut'uc'ucut čəd.	I shot myself.
16a. ?uqʷulutagʷəl.	They hugged one another.
16b. (?uqʷulutsut >) ?uqʷulucut.	He/she hugged him/herself.
17. ?ułəčisagʷəl.	They came together., i.e., they arrived at the same place.
18. ?ubaliicagʷəl čət.	We forgot about each other.

9.6a. Different from the reflexive and other person patient suffixes, the reciprocal has only one form, -agʷəl, but sometimes it is pronounced as though it were spelled -əgʷəl.

9.6b. In all cases -agʷəl follows a reduced form of the preceding suffix sequence. The ending is -t-agʷəl, not -tub-agʷəl; -d-agʷəl, not -dub-agʷəl; etc. Therefore, sequences of -t(əb)-agʷəl and -t(ub)-agʷəl are both simply -t-agʷəl except that the former is very often preceded by a vowel (matching the vowel of the root) while the latter never is. In either case, the meaning is the same, so there is no ambiguity.

**9.7. Dialect differences.** The Southern Lushootseed equivalent of *?ušudubš*, *?ušudubut*, etc., is *?ulabduš*, *?ulabdubut*, etc.

**9.8. Exercises.** The student should write out one complete paradigm (list) of person patient endings including the reflexive and reciprocal for a representative verb from each class, -du-b, -tu-b, -s-əb, -c-əb, and -t(-əb). Check the lists carefully for accuracy. Then read out loud each list ten times twice a day for four days. (By following this procedure, every student will always be able to recognize the person patient suffixes.)

Gloss (translate) the following words. Several of these have stems that are new. They can be found in the glossary.

- |                          |       |                           |       |
|--------------------------|-------|---------------------------|-------|
| 1. - <i>?əłtubicid</i>   | _____ | 4. - <i>d'əlačadbic</i>   | _____ |
| 2. - <i>yəhubtubš</i>    | _____ | 5. - <i>yəcəbtubicid</i>  | _____ |
| 3. - <i>həd?iw'dubut</i> | _____ | 6. - <i>šulagʷildubut</i> | _____ |

## LESSON TEN

?as- ({as-}) stative and ?u- ({u}) perfective prefixes; verbs expressing cognition

- |                          |                                  |
|--------------------------|----------------------------------|
| 1a. ?uq'axʷ ti stuləkʷ.  | The river froze.                 |
| 1b. ?əsq'axʷ ti stuləkʷ. | The river is frozen.             |
| 2a. ?uʔitut ti luχ.      | The old man fell asleep.         |
| 2b. ?əsʔitut ti luχ.     | The old man is asleep.           |
| 3a. ?ułidid ti sqʷəbayʔ. | [Someone] tied the dog.          |
| 3b. ?əstid ti sqʷəbayʔ.  | The dog is tied.                 |
| 4a. ?ułač'ad ti hud.     | [Someone] extinguished the fire. |
| 4b. ?əstač' ti hud.      | The fire is extinguished.        |

Contrast 1a with 1b and 2a with 2b. The first word in each pair of sentences is identical except for what? \_\_\_\_\_.

10.1. Up to this point every verb has begun with ?u-.<sup>9</sup> The student can now see that ?u- is a separable element called a prefix which contrasts with another prefix, ?əs-.

10.2. On the basis of the English translations, one might assume that ?u- designates past time while ?əs- refers to the present. Such an assumption is not correct. Consider the following list of words all of which bear the prefix ?əs-:

?əstagʷəxʷ*	hungry	?əsk'ač*	feel cold
?əstaqʷu?	thirsty	?əsχət	sick
?əsbət	satiated, full	?əsc'ud	sickly, run down
?əshiič	happy	?əsxic'il	ashamed
?əsqʷic'	indifferent, unwilling	?əsxicil	angry

<sup>9</sup>In 9.2 there was also ?u-. ?u- plus ?u- becomes simply ?u- when speaking at a normal conversational rate. See Lesson Thirteen.

What common thread of meaning do they all share? STOP reading at this point to consider the answer to this question. Only after forming some sort of answer, should the student continue reading.

The above words all express conditions (or states) of mind and body.

Now add to this list the words having the ?əs- prefix from the sentences at the beginning of this lesson numbered 1b through 4b writing them in the blanks on the left.

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In the blanks on the right write the English glosses appropriate for the Lushootseed words on the left. Omit *is* from the glosses. (It is required by the grammar of the English sentences that translate the Lushootseed sentences, but it is not part of the Lushootseed verb's meaning.)

**10.3.** From this additional list the student can see that it is not just conditions of the mind and body that ?əs- refers to but rather to states in general. Therefore, ?əs- is called the **stative prefix**. It can be used in the present, past or future because its meaning makes no reference to time at all. Whether one says *is frozen*, *was frozen*, or *will be frozen*, the state of being frozen is unchanged.

**10.4.** The stative prefix is not used with words that are inherently or intrinsically stative such as haac *long/tall (thing)*, hikʷ *big*, haʔt̪ *good*, luχ *old*, and xikʷ *ugly*.<sup>10</sup> In other

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<sup>10</sup>With appropriate suffixation, however, these words are changed into verbs that do take prefixes. Here are several examples.

?əsxikʷəb čəd.

I'm lonesome.

?uχikʷəb čəxʷ ?u.

Did you get lonesome?

?əsluχ'əb ti sqʷəbay?.

The dog is old.

?uhaʔt̪il.

[The weather] became good.

?uhigʷild.

[Someone] made [something] bigger.

(Often a final kʷ- sound becomes gʷ when a vowel follows as in this last example.)

words, ?əs- makes stative verbs out of roots that are not already stative in their core meaning.

**10.5.** The prefix ?u-, on the other hand, indicates verbs that express events, actions, processes, and the like. It is called the **perfective prefix**. (The meaning of this name is explained in the next lesson.)

**10.6.** Some very common verbs expressing cognition and perception typically bear the -dub/-dub suffixes (See 5.3.) and the stative prefix. The three most frequently occurring are presented in the short sentences below.

- |                                              |                            |
|----------------------------------------------|----------------------------|
| 5. ?əslaždub čət ?ə ti sqʷəbay?              | The dog remembers us.      |
| 6. ?ə(s)šudub ?ə ti čačas ti sqʷəbay?        | The boy sees the dog.      |
| 7. ?əs(h)aydx <sup>11</sup> čəxʷ ?u tsi luž. | Do you know the old woman? |

### **10.7. Dialect differences.**

**10.7.a** The Northern Lushootseed ?əstagʷəxʷ *hungry* is matched by ?əscəwət in Southern Lushootseed.

**10.7b.** There is no exact equivalent to čaž in Southern Lushootseed where čuxʷi(l) is used. Thus, Southern čuxʷi(l) corresponds to both the Northern čuxʷil *cold state of objects* and čaž *person feels cold*.

**10.8. Vocabulary comment.** Whereas English uses the three words *burn*, *fire*, and *firewood*, Lushootseed has the one word, hud. Sometimes hud is also used to designate wood in general. The reader (or listener) depends on context to distinguish these different meanings of hud.

The range of meaning that many Lushootseed roots have usually does not match closely the semantic range of the nearest English equivalent. Often, in fact, the concepts that Lushootseed speakers subsume under a particular word surprise those who speak English. A case in point is čikʷ. Ponder the following:

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<sup>11</sup>Letters in parentheses represent sounds that are not pronounced in a particular circumstance. In this case the h-sound is lost following an s-sound. If the prefix were ?u-, the h would be pronounced.

χikʷ	ugly (in appearance or personality), mean, rude, inclined to ‘rough’ talk; strange in appearance.
?əsxikʷil	in a mean mood.
χikʷəb	be still (imperative), be quiet.
?əsxikʷəb	lonesome.

**10.9. Exercises and Homework.** Translate the following into Lushootseed:

1. The dog is thirsty. \_\_\_\_\_.
2. Are you hungry? \_\_\_\_\_.
3. Is the old man lonesome? \_\_\_\_\_.
4. The old woman put the fire out. \_\_\_\_\_.
5. Did the boy tie the dog up? \_\_\_\_\_.
6. Is the river frozen? \_\_\_\_\_.
7. I remember it. \_\_\_\_\_.
8. Are we happy? \_\_\_\_\_.
9. Do you know the girl? \_\_\_\_\_.
10. [Someone] took the dog home. \_\_\_\_\_.
11. Did the girl take the mat? \_\_\_\_\_.
12. I don’t feel like it. (Said in response to a request or suggestion to do something.)  
\_\_\_\_\_.

## LESSON ELEVEN

### Tense and aspect

(In places this lesson involves fairly abstract discussions. Students are not expected to grasp all of it immediately. Much of what is described here will be understood only gradually as more and more texts are read. Students should not, therefore, be discouraged if there is much they do not fully comprehend at first. Rather, they should take pleasure in probing a different culture's system of organizing the realm of time.)

III.1. Tense, that is to say, present, past, and future, is forced upon speakers of English by the grammar. Every sentence must be expressed in one of these three categories because tense in English is obligatory. With every sentence English speakers must locate the event before, after, or during the moment of speaking (or with reference to some other event).

III.2. In Lushootseed, on the other hand, tense is not obligatory; usually it is not mentioned. Instead, Lushootseed grammar is much concerned with aspect which describes the period of time within which an event or process occurs.

III.2a. English also marks aspect. Differences like *is going* versus *goes* and *has gone* versus *went* are aspectual and obligatory. But many aspectual differences are optional in English. Some of these are formed with phrases like *burst into tears*, *cry by fits and starts*, and *do over and over*.

In some cases the difference in meaning between two English verb roots is primarily aspectual. Consider *beat* versus *hit*. The first is repetitive while the second is momentaneous.

III.2b. All these sorts of differences are aspectual. They concern the *temporal how of an event*, the lapse of time in which the act is done -- not when it is done (which is tense).

III.3. Lushootseed verbs are either static or dynamic. If static, they typically bear the stative prefix *?əs-* presented in Lesson Ten. If dynamic, they divide into two groups called perfective and imperfective.

11.3a. Perfective verbs are normally designated by the prefix  $\text{ʔu-}$ ; however, speakers not infrequently omit this prefix when context clearly establishes this aspect as the only possibility.

With the perfective aspect, an act is viewed as *a single whole* without concern for the various phases involved in the event. The speaker looks upon the action in its *entirety* when  $\text{ʔu-}$  is used.

11.3b. In contrast to the perfective, imperfective verbs distinguish various phases of an activity. In most dialects of Lushootseed there are two contrasting imperfective prefixes, the progressive  $\text{lə-}$  and the progressive state  $\text{ləs-}$ . However, the Swinomish, Skagit, Sauk-Suiattle, and some Snohomish speakers have a third imperfect prefix, the continuous,  $\text{ləcu-}$ .

11.3c. These five prefixes form a mutually exclusive set occurring immediately before the verb stem:

$\text{ʔəs-}$		
$\text{ʔu-}$		
(other possible prefixes)	$\text{lə-}$	verb stem
	$\text{ləs-}$	
	$\text{ləcu-}$	

11.4. The sentences below illustrate a common use of the progressive prefix.

- |                                 |                                                                         |
|---------------------------------|-------------------------------------------------------------------------|
| 1. $\text{ləʔuχʷ ti čačas.}$    | The boy is/was/will be going.                                           |
| 2. $\text{ləʔuχʷtxʷ ti čačas.}$ | [Someone] is/was/will be taking the boy somewhere.                      |
| 3. $\text{lət'ukʷ čəxʷ ʔu.}$    | Are/were you on your way home?<br>(or)<br>Will you be on your way home? |
| 4. $\text{ləʔək' čəd.}$         | I am/was/will be coming.                                                |
| 5. $\text{ləʔibəš ti luχ.}$     | The old man is/was/will be walking.                                     |
| 6. $\text{lətəlawil ti čačas.}$ | The boy is/was/will be running.                                         |

11.4a. Contrast the six sentences above with those presented in Lessons One and Two, all of which begin with the prefix  $\text{ʔu-}$ . The difference is not one of tense because all

example sentences with ?u- could as well be rendered in English with the present or even occasionally the future. Instead the difference is aspectual.

11.4b. With lə- the speaker views the action as ongoing and continuous. It often occurs with verb stems that refer to movement through space as in the sentences above.

11.4c. The progressive prefix is also heard frequently with stems that incorporate the idea of becoming or developing. Typically, these stems end in -il. With such stems lə- designates movement through time.

- |                   |                                       |
|-------------------|---------------------------------------|
| 7. ləluχ'il čəxʷ. | As you grow up ...                    |
| 8. lətaχil.       | [It] is/was/will be becoming night.   |
| 9. ləxʷakʷil čəd. | I am/was/will be getting tired.       |
| 10. ləqʷiqʷil*.   | [He] is/was/will be getting stronger. |

11.4d. Comparing sentences 1 - 6 with 7 - 10 shows that both time and distance are conceptualized the same way with lə-.

11.5. When an activity which ordinarily takes place in one location is performed while moving from one place to another, lə- is again the appropriate prefix.

- |                                               |                                                    |
|-----------------------------------------------|----------------------------------------------------|
| 11a. lət'ilib tsi k'a?k'a?.                   | Crow is/was singing as she travels/traveled along. |
| 11b. ?ut'ilib tsi k'a?k'a?.                   | Crow sings/sang.                                   |
| 12a. lət'ixʷicut ti sqʷəbay?.                 | The dog is shaking himself off as he goes along.   |
| 12b. ?ut'ixʷicut ti sqʷəbay?.                 | The dog shakes/shook himself off.                  |
| 13a. ləʔey'dxʷ ti ?aciłtalbixʷ.               | As he travels/traveled, he finds/found people.     |
| 13b. ?uʔey'dxʷ <sup>12</sup> ti ?aciłtalbixʷ. | He finds/found people.                             |

Occasionally, however, a temporal rather than spacial notion dominates in these stems designating activities normally done in one place. In such cases lə- adds a **graduative** notion, e.g.,

- |                        |                                                              |
|------------------------|--------------------------------------------------------------|
| ləχucusitəb ti tukʷať. | <i>The sun's face is gradually wrapped up.</i> <sup>13</sup> |
|------------------------|--------------------------------------------------------------|

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<sup>12</sup>See footnote 4 of 5.3.

<sup>13</sup>Rather than *setting*, the sun in Lushootseed cosmology is wrapped up or squeezed into a bag at dusk.

**11.6. Optional:** A related concept conveyed by *lə-* refers to activities done serially, one subsequent to another. Here are two examples from a text talking about Bobcat and his hunting:

bələt'uc'ud ti dəč'u?	Again he shot one.
gʷəl bələxʷit'il.	And it fell [out of a tree].
bələt'uc'ud.	He shot another.
bələt'uc'ud ti ?iħlaq.	He shot the last one too.
həd?iw'təb ?ə ti stubš.	The man put [them] in the house.
gʷəl lək'iħid ti q'čic*, ti ?iħiħəd.	and hung on a peg [first] the bow, [then] the quiver.

**11.7. The aspect prefix *ləs-*, progressive state.**

**11.7a.** This prefix designates a state viewed as contingent upon or intimately involved with some dynamic event. (The following illustrative sentences are grammatically more complex than students can fully understand at this point. A general feel for the situation that prompts the use of *ləs-* is all they need be concerned with here.)

14. ləskʷaxʷad čəd dxʷ?al sxʷi?̥s kʷi gʷəsbakʷts.  
*helping-him I so-that not get-hurt-he*  
 I am helping him so that he won't get hurt.
15. ləsħətħəči? čəd yəħi čəd tulədᶻəq'il.  
*hurting-hands I because I crawled*  
 My hands are hurting because I crawled.

**11.7b.** It is required when a state is maintained while progressing through space.

- 16a. ləs?itut ti ħačas. The sleeping boy (is being carried somewhere).  
 16b. ?əs?itut ti ħačas. The boy is asleep.
- 17a. ləs?ibəš čət. We are walking together.  
 17b. lə?ibəš čət. We are walking.
- 18a. ləskʷədad ti q'čic\*. He is carrying the bow.  
 18b. ?əskʷədad ti q'čic. He is holding the bow.
19. ləscil ti jəsəds\* ?al ti sa?ibəss. Her feet are protected while she walks.

11.8. The fifth aspect prefix is ləcu-, **continuous**. Consider the following sentences:

- |                                |                                     |
|--------------------------------|-------------------------------------|
| 20. ləcuyayus tsi ɬaɬac'apəd*. | Ant is working.                     |
| 21. ləcu'lilb tsi k'a?k'a?.    | Crow is singing.                    |
| 22. ləcup'ayəq ?ə ti sdəxʷiɬ.  | [He] is hewing out a hunting canoe. |
| 23. ləcu'ixʷicut ti sqʷəbay?.  | The dog is shaking himself off.     |
| 24. ləcuqəlb.                  | [It] is raining.                    |
| 25. ləcuqʷat ?u.               | Is [it] snowing?                    |

11.8a. Typically, lə- involves movement from one location to another while ləcu- is used with activities that are ordinarily in one place or events that happen in one place.

11.8b. However, occasionally speakers do use ləcu- with verbs that designate movement through space. With these ləcu- adds the notion of *habitual* or *regular* performance. Compare these two pairs of sentences:

- |                               |                                                      |
|-------------------------------|------------------------------------------------------|
| 26a. ləcutəlawil čəd.         | I am running (as part of my daily exercise program). |
| 26b. lətəlawil čəd.           | I am running (at this moment).                       |
| 27a. ləcu?ibibəš ti sčətxʷəd. | Bear would be walking about aimlessly.               |
| 27b. lə?ibəš ti sčətxʷəd.     | Bear is/was walking (at the moment).                 |

11.8c. Conversely, there are a few patient oriented verb stems whose root meaning includes movement through space that do not permit lə- (except in its serial use (11.6)). These are verbs of the class taking -d, -t-əb immediately following the root (6.1, 9.3b). Verbs of this type use ləcu- instead of -- and with the same meaning as -- lə- in 11.4. Such a verb is čalad *chase [someone]*. Consider the following briefly described event:

- |                                  |                                |
|----------------------------------|--------------------------------|
| ?uluudəxʷ <sup>14</sup> ti stab. | [He] heard something.          |
| ?udʷalqʷusəxʷ.                   | [He] looked over his shoulder. |
| ?ušudxʷəxʷ ti hikʷ sɬalqəb.      | [He] saw a big monster.        |
| ləcučalad.                       | [It] was chasing [him].        |

11.8d. Many Lushootseed speakers do not use ləcu-. It is not heard in Southern Lushootseed at all and many Snohomish do not use it. However, it is very much a part

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<sup>14</sup>The significance of -əxʷ is explained in 14.2 - 14.3c.

of the aspect system for the Sauk-Suiattle, the Swinomish and all those along the Skagit River.

For people who do not have *ləcu-* in their speech, other verbal strategies are available to render nearly the same concept. These include (1) the use of adverbs (Lesson Seventeen) such as *ckʷaqid* *always*, (2) combinations of prefixes such as *χu-* (Lesson Thirteen) plus *lə-*, (3) the repetition of a verb several times (each one bearing the prefix *?u-*) or (4) **reduplications** (repetitions of part or all of the root), and (5) using *lə-* in situations where the Skagit (and some Snohomish speakers) would say *ləcu-*.

**11.9.** Of the five aspectual prefixes presented in lessons Ten and Eleven, two are often omitted. When context makes clear that the verb requires *?u-* or *lə-*, these two are not said. The omission of *?u-* is particularly frequent. (In the texts *?u-* has sometimes been replaced, but all such additions are in editorial brackets, [ ].)

**11.10.** Commands are primarily signalled by vocal intonation. They are further characterized by the absence of all prefixes.<sup>15</sup> Commands issued to more than one person often include the particle *ti* which follows the verb occurring where *čələp* would otherwise be.

### 11.11. Dialect differences.

**11.11a.** The following brief list sets out those lexical differences between Southern and Northern Lushootseed which occur for the first time in this lesson.

Southern	Northern	
wələxʷ	qʷiqʷil	strong (muscular)
c'acus	q'čic	bow (archery)
bəčlula?	χaχac'apəd	ant
ʃəšəd	ʃəsəd	foot / lower leg

(With this last pair compare *čačaš* instead of *čačas*, and *čaləš* instead of *čaləs* (1.4, 4.7c). In the three cases š corresponds to s. Many words exhibit this correspondence between Southern and Northern Lushootseed.)

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<sup>15</sup>To this statement one must except word building (that is, **derivational**) prefixes.

11.11b. In place of *x'ak"il* some Upriver Skagit use *q"əłəb*. For others, the latter word is an intensified counterpart of the former -- something like *exhausted* compared to *tired*.

11.12. **Vocabulary comment.** The Northern Lushootseed word for *bow (archery)* is derived from *q'əč-*, *q'č-* *bend, bent, crooked* and (possibly) the suffix *-ič* which by dissimilation becomes *-ic*.

The Northern Lushootseed word for *ant* is built upon *χac'* meaning *cinch, cinch up, tighten*. The ending *-apəd* refers to the *waist* or to a *belt* and the doubled first part (a process called reduplication (11.8d)) means *small*. Thus, *χaχac'apəd* is the *Little Cinched Up (One)*.

III. Exercises.

I. On file cards write the three aspectual prefixes *lə-*, *ləs-* and *ləcu-* (one per card) in the upper left hand corner. Add the grammatical name of the prefix in the upper right hand corner. Below copy from the lesson each explanation of use or meaning provided for the prefix.

II. On a separate sheet of paper, write out answers to the following questions without consulting the cards just prepared or the lesson. When finished, reread the lesson to check the answers.

- (1) Typically, *ləcu-* occurs with verbs having what kind of meaning?
- (2) What is the difference in meaning between *?əs-* and *ləs-*?
- (3) How does *?u-* differ from *ləcu-*?
- (4) Why does *čalad chase [someone]* take *ləcu-* instead of *lə-*?

III. Gloss each of the following words:

?uk"ədad \_\_\_\_\_

?əsk"ədad \_\_\_\_\_

ləsk"ədad \_\_\_\_\_

?ut'ilib \_\_\_\_\_

lət'ilib \_\_\_\_\_

ləcut'ilib \_\_\_\_\_

?utəlawil \_\_\_\_\_

lətəlawil \_\_\_\_\_

ləcutəlawil \_\_\_\_\_

## LESSON TWELVE

### The s- prefix; have and have not; d- paradigm affixes

Leaf through the previous lessons to find all the Lushootseed nouns presented thus far. Write them in two columns on a separate sheet of paper. On the left put those nouns that begin with s; on the right fill in all the nouns that do not begin with s. Following those words that are restricted to only a part of the Lushootseed territory, add in parentheses abbreviations representing the regions where they do occur, e.g., ēačaš (SL), spaʔc (Swin.), etc.

12.1. A third of the nouns presented in the first eleven lessons begin with s. Except for sup'qs *hair seal* all these nouns with initial s have another consonant as the second sound. In each case the s of the **consonant cluster** is actually a prefix. Because nouns with this prefix s- are so numerous, Lushootseed glossaries and dictionaries list them under the second consonant rather than by the initial s-. Thus, sčətxʷəd *black bear* is found under č, not under s.

On the other hand, if a vowel follows an initial s, that s is not a prefix. Therefore, sup'qs is listed under s. (Remember, ? is a consonant. Find s?uladxʷ in the glossary.)

The same practice is used with verbs. They are listed by the letter for the first sound of the stem -- **not** the prefix.

Study the following sentences:

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1a. ?ah ?u kʷi gʷəqʷu?ṣs.     | Does he/she have [any] water?     |
| 1b. xʷi?.                     | No.                               |
| 1c. xʷi? kʷi gʷəqʷu?ṣs.       | He/she does not have [any] water. |
| 2a. ?ah ?u kʷi gʷəhuds.       | Does he/she have [any] wood?      |
| 2b. xʷi?.                     | No.                               |
| 2c. xʷi? kʷi gʷəhuds.         | He/she does not have [any] wood.  |
| 3a. ?ah ?u kʷi gʷəsqʷəbay?ṣs. | Does he/she have a dog?           |
| 3b. xʷi?.                     | No.                               |
| 3c. xʷi? kʷi gʷəsqʷəbay?ṣs.   | He/she does not have a dog.       |
| 4a. ?ah ?u kʷi gʷəs?uladxʷs.  | Does he/she have [any] salmon?    |
| 4b. ?ah ti s?uladxʷs.         | He/she has [some] salmon.         |

- 5a. ?ah ?u kʷi gʷəsčəbids.<sup>16</sup> Does he/she have [any] fir bark?  
 5b. ?ah ti sčəbids. He/she has [some] fir bark.

**12.2.** Affirmative answers to questions in Lushootseed typically do not include ?i, the word meaning *yes*. Instead, speakers simply make a short affirmative statement as in 4b and 5b. Where English style would expect something like, *Yes, he/she has some salmon*, Lushootseed style omits the *yes*.

**12.3.** The above example sentences depart rather far in formation from their English equivalents. For example, a literal translation of sentence 1a would be, *Is there his/her water?* And 1c would be, *[There] is not his/her water.*

**12.3a.** When something is remote, hypothetical, or simply nonexistent, its noun is preceded by kʷi instead of ti.

**12.3b.** The prefix gʷ- is called **subjunctive**. (When it precedes a consonant as in the above example sentences, it is written as gʷə-. Before vowels it is simply gʷ-.) This subjunctive prefix is used when questioning, denying, or doubting. With nouns, speakers often omit it because kʷi expresses much the same idea. With verbs, some speakers usually omit kʷi, others tend to omit gʷ-. (In completing the exercises to this and subsequent lessons, however, the student should not omit either kʷi or gʷ-.)

**12.3c.** The suffix -s represents someone or something in relation to someone or something else.<sup>17</sup> As will be seen below, this suffix also relates someone to actions and states. Because of this last fact, it is best for the student not to think of -s as corresponding very

<sup>16</sup>Fir bark was a very important source of fuel for the Lushootseed in former times.

<sup>17</sup>In traditional grammar this suffix and its equivalents in other languages is called **possessive**. This term is a poor one however. In what sense does someone possess *his father*? And if one could make a case for claiming that she possesses *her hand*, it must, at least, be admitted that this possession is very different from that of *her book*. Also consider the ambiguities of the phrase *his picture*. Is it one he purchased; did he paint it; or is it a picture of him? Because the term *possessive* is often inappropriate and always imprecise, this description of Lushootseed does not use it.

closely in meaning to *his*, *her*, *its* even though these English words are often used in translating sentences with -s.

12.3d. When the speaker chooses to be explicit about the person (or item) involved in the relationship, specific mention is made of that person by means of ?ə. Compare the following:

x'ubts	his paddle	x'ubt ?ə ti hədli	Henry's paddle
sq'əbay?'	her dog	sq'əbay? ?ə tsi mali	Mary's dog
šaw's	its bone	šaw? ?ə ti sq'əbay?'	the dog's bone

As can be seen, the -s suffix is replaced by ?ə plus a noun denoting the other member of the relationship.

12.3e. People's names require *ti* or *tsi* (or k'i, k'si) just like other nouns.

Translate the sentences below into Lushootseed:

We looked for Mary's dog. \_\_\_\_\_.

It ate the old woman's salmon. \_\_\_\_\_.

She roasted the boy's salmon. \_\_\_\_\_.

He took the old man's paddle. \_\_\_\_\_.

12.4. Compare the following words with one another and with those listed in 12.3d above. Provide the missing English gloss on each blank.

dx'ubt	my paddle	x'ubt čət	_____
dsq'əbay?'	_____	sq'əbay? čət	our dog
dšaw	my bone	šaw čət	our bone
adx'ubt	your paddle	x'ubtləp	(the) paddle of you folks
adsq'əbay?'	your dog	sq'əbay?ləp	_____
adšaw	_____	šawləp	(the) bone of you folks

12.4a. These three affixes plus čət along with the -s suffix of 12.3 - 12.3d form a rather peculiar set. Two members are prefixes, d- and ad-; two are suffixes, -ləp and -s; and one is an interloper from the čəd-word paradigm, namely čət.

**12.4b.** Person markers of this **paradigm** (list of items belonging to the same class) are also different in that there is a form for *he/his*, *she/her(s)*, and *it/its* which the čəd-words and person patient suffixes lack. (See 12.5 below.)

**12.4c.** In the following sentences discover the relative order of the three prefixes ad-, gʷ-, and s-.

- |                             |                             |
|-----------------------------|-----------------------------|
| 6a. ?ah ?u kʷi gʷadsqʷəbay? | Do you have a dog?          |
| 6b. ?ah ti dsqʷəbay?        | I have a dog.               |
| 7a. ?ah ?u kʷi gʷadsčəbid.  | Do you have [any] fir bark? |
| 7b. ?ah ti dsčəbid.         | I have [some] fir bark.     |

**12.4d.** In later sentences it will be seen that d-, like ad-, also occurs between gʷ(ə)- and s-. This arrangement is summarized below:

gʷ-	d-	(s-)
		ad-

**12.4e.** Although čət has been brought into this paradigm it is not well integrated. Except for čət members of this paradigm are all affixes and can co-occur with čəd-words as is shown here:

- |                  |                                        |
|------------------|----------------------------------------|
| adstalət čəd.    | I am your nephew/niece.                |
| dstalət čəxʷ.    | You are my nephew/niece.               |
| staləts čəd.     | I am his/her nephew/niece.             |
| staləts čəxʷ.    | You are his/her nephew/niece.          |
| stalətləp čəd.   | I am the nephew/niece of you folks.    |
| stalət čət čəxʷ. | NOT ACCEPTABLE. (See Lesson Nineteen.) |

Even though čət is used to mean *our*, etc., it cannot occur in the same formations with čəd-words. However, when čət is serving in its original function as a čəd-word, occurrence with this d-paradigm is grammatical:

- |                 |                                                                       |
|-----------------|-----------------------------------------------------------------------|
| adstətalət čət. | We are your nephews/nieces.                                           |
| stətaləts čət.  | We are his/her nephews/nieces.<br>(stətalət is the plural of stalət.) |

12.5. The three person paradigms presented thus far are brought together here.

	Singular	čəd	-š/-c	d-
First person				
	Plural	čət	-(ub)uč	(čət)
	Singular	čəxʷ	-(i)cid	ad-
Second person				
	Plural	čələp	-(ub)učəd	-ləp
Third person				-s

In traditional terminology forms equivalent to *I, me, my, mine, and we, us, our(s)* are called **first person**; *you, your(s)* **second person**; and *he, him, his, she, her(s), it, its* and *they, them, their(s)* **third person**. These terms are used in this reader from here on.

12.6. There is a means of distinguishing plural from singular in the third person (although speakers of Lushootseed feel relatively little need to use it). Compare the following sentences:

- |                                       |                      |
|---------------------------------------|----------------------|
| 8a. ?u?əy'dxʷ čəd ti sqʷəbayʔs.       | I found his/her dog. |
| 8b. ?u?əy'dxʷ čəd ti sqʷəbayʔs əlgʷə? | I found their dog.   |
| 9a. ?əstagʷəxʷ ?u.                    | Is he/she hungry?    |
| 9b. ?əstagʷəxʷ ?u həlgʷə?             | Are they hungry?     |

When əlgʷə? follows a vowel, it acquires an h to facilitate pronunciation as in 9b above.

12.7. Exercises. Translate the following sentences into Lushootseed:

1. Do they have a hunting canoe? \_\_\_\_\_.
2. Do you have any crab? \_\_\_\_\_.
3. We have [some] fir bark. \_\_\_\_\_.
4. Do you folks have [any] water? \_\_\_\_\_.
5. Do you have a mat? \_\_\_\_\_.
6. I have [some] wood. \_\_\_\_\_.
7. We have [some] salmon. \_\_\_\_\_.
8. They have [some] arrow(s). \_\_\_\_\_.

## LESSON THIRTEEN

## General prefixes

13.1. Five Lushootseed prefixes can be added not only to verbs but to most other word types as well including nouns, prepositions, and any other class of word so long as it functions as the main word in a predicate or complement. (The terms *predicate* and *complement* are defined in Lesson Sixteen.) Predicate adverbs (17.2) can also bear these prefixes. These five, because of their wide distribution, are called **general prefixes**.

- |            |                                  |
|------------|----------------------------------|
| <i>gʷ-</i> | subjunctive (12.3b, 13.4, 14.4b) |
| <i>χu-</i> | habitual (13.2)                  |
| <i>ɬu-</i> | irrealis (9.2, 13.3, 13.4)       |
| <i>tu-</i> | past (13.5)                      |
| <i>bə-</i> | additive (13.6)                  |

13.2. **Xu-** marks an act or state as being habitual. It is usually rendered in English with the words *used to* or *would* if the time is past, or by *generally* or *usually* when discussing events and states not bound by temporal considerations. For the future, however, there is often no concise way of expressing **Xu-** in English.

1. Xux<sup>w</sup>ak<sup>w</sup>il čəd ?əbil'əs čəd<sup>18</sup> ?əstag<sup>w</sup>əx<sup>w</sup>. I generally get tired if I am hungry.

2. Xuləxilič əlg<sup>w</sup>ə?. It would get light over them.

3. Xulət'əd ti Xufisəd ?ə ti šəbad. He would flip the habitual arrows of the enemy away.

13.3. *tu-* shows that an event or state is expected in the future or, at least, that it might occur. At the moment of speaking, however, the event or state has not become a reality. A few examples are given in 9.2. Several others follow here.

4. ḫugəlk' čəd. I might get tangled.  
5. lilcut! ḫuba?kʷt čəxʷ. Get away! You might/will get hurt.

<sup>18</sup>This position of čed ahead of its verb is discussed in Lesson Seventeen.

6. ?al k<sup>w</sup>i tuduk<sup>w</sup>əłdat tomorrow  
 7. łubəščəb čəx<sup>w</sup>. You will be a mink.

13.4. The irrealis, tu-, and subjunctive, g<sup>w</sup>-, have a somewhat similar meaning from the English speaker's perspective. On occasion they are both glossed as *might*. However, g<sup>w</sup>- marks a situation as doubtful (when not simply contrary to fact) whereas tu- imparts the idea of expectation.

13.5. tu- designates past, often remote, time.

8. ?u?atabəd ti tusčistx<sup>w</sup>s. Her former husband died.  
 9. tuq'iyaxəd ti tusčistx<sup>w</sup>s. Slug had been her former husband.  
 10. tuhuyucut əlg<sup>w</sup>ə?. They prepared themselves.  
 11. tuc'ag<sup>w</sup>acut. [They] bathed.  
 12. tux<sup>w</sup>əcdaliłəd. [They] fasted.  
 13. ?al ti tuduk<sup>w</sup>əłdat yesterday  
 14. tu?al ləli? swatix<sup>w</sup>təd. He was in another country.

13.6. bə- marks an act or state as occurring *again*, *anew*, *once more*, or a noun as being *additional*, *another*. It is called the additive prefix.

15. bə?ibəš ti bəščəb. Mink walked some more.  
 16. bə?ay'dx<sup>w</sup> ti s?uladx<sup>w</sup>. Again he found a salmon.  
 17. ḥažil g<sup>w</sup>əl bələžil. It's night and [then] again it's day.  
 18. s(h)ad<sup>w</sup>əb čəd čəda<sup>19</sup> bəstibtib. I'm tall and I'm strong too.  
 19. cq<sup>w</sup>ib tsi bəp'uay'. Also Flounder got in on it.

13.7. The habitual, past and irrealis comprise a subset of general prefixes based on their similar form, a single consonant plus the u-vowel. Each of them has three different pronunciations depending on what follows.

---

<sup>19</sup>čəda *and I* is derived from čəd *I* plus the element -a *and*. s(h)ad<sup>w</sup>əb čəd + bəstibtib čəd *I am tall*. + *I am strong too*. becomes s(h)ad<sup>w</sup>əb čəd čəda bəstibtib. See 21.7.

1	2	3
χu-	χ(u)-	χə-
tu-	t(u)-	tə-
fu-	f(u)-	fə-

13.7a. Immediately before a stem (as in all examples above) these three prefixes are pronounced as spelled in list 1.

13.7b. Immediately before a vowel, however, these prefixes lose their own vowel. To indicate this loss, the u-vowel is written in parentheses as in list 2. (Whatever is written in parentheses in Lushootseed orthography is not pronounced but understood to be present etymologically.)

13.7c. When a prefix consisting of only a single consonant separates χu-, etc., from the stem, then these prefixes retain their full u-vowel as in list 1.

13.7d. When one or more prefixes of the form consonant + vowel or consonant + vowel + consonant separates χu-, tu-, or fu- from the stem, then these latter prefixes are pronounced as in list 3. However, in spelling the u-vowel is retained.

13.8. Except for fu- and tu- which are mutually exclusive, general prefixes can co-occur.

13.8a. The position of general prefixes, except for bə-, is fixed relative to one another.

		tu-		
gʷ-	χu-	(+ other possible prefixes)	stem	
		fu-		

13.8b. The position of bə- relative to the other general prefixes is meaningful. It is usually just to the right of tu-/fu-, but not always. Meaning influences its location. For example, χu-bə-fax focuses attention on it *being night again* when something would happen, while bə-χu-fax is the *reoccurrence* of something that *would happen at night*.

13.9. Dialect differences. The Northern Lushootseed word for mink, bəščəb, is matched by cəbal'qid in Southern Lushootseed.

13.10. Vocabulary comment. Compare the Lushootseed ways of saying *yesterday* and *tomorrow*:

?al ti tudukʷəłdat      *yesterday*

?al kʷi ḥudukʷəłdat      *tomorrow*

The stem dukʷəłdat means literally *change day*. What has changed is *yesterday*. What will change is *tomorrow*.

13.11. Exercises. The following excerpts from various Lushootseed texts involve vocabulary and some grammar that has not yet been presented. Each line, however, has an English translation. The student is to read through each of these looking for all cases of general prefixes. Each one is to be circled along with its English gloss whether that be a whole word or a part of a word. Be alert to the alternation that some prefixes undergo. (The first has been done as an example.)

#### One

1. (tu)ʔulułəxʷ ti bəščəb ?i ti qaw'qs.      Mink and Raven started out by canoe.
2. tugʷəč'ədaxʷ əlgʷə? kʷi sləxil.      They looked for the daylight.
3. tuləč'itil əlgʷə?.      They drew near.
4. Xuləxiləxʷ əlgʷə?.      It would get light over them.
5. Xubələbəsad.      It would again get dark.
6. tułəgʷɬ əlgʷə? ti q'il'bids.      They left their canoe.
7. tugʷaxʷ.      [They] walked.
8. tugʷaxʷəxʷ əlgʷə?.      They walked now.
9. tułčil dxʷ?al ti ?aciłtalbixʷ.      [They] arrived to the people.

#### Two

10. ḥubəščəbəxʷ čəxʷ.      You will be a mink [from] now [on].
11. ḥup'ačač̓ tu?al tudi? ča?kʷ.      [You] will be a no-account there by the water.
12. ḥulədᶻəkʷ dᶻəkʷ čəxʷ ?al ti qəl'qəladi?.      You will wander about in the snags [of driftwood].
13. tuhuyiləxʷ bəščəb.      He became a mink.
14. tuhuyil p'ačač̓.      He became a no-account.

15. ?ah ti bəščəb. There is Mink.
16. ləd'ək "d'ək " u?x" ?al ti qəl'qəladi? ?al ti ča?k". He is still wandering about in the snags [of driftwood] at the shore.

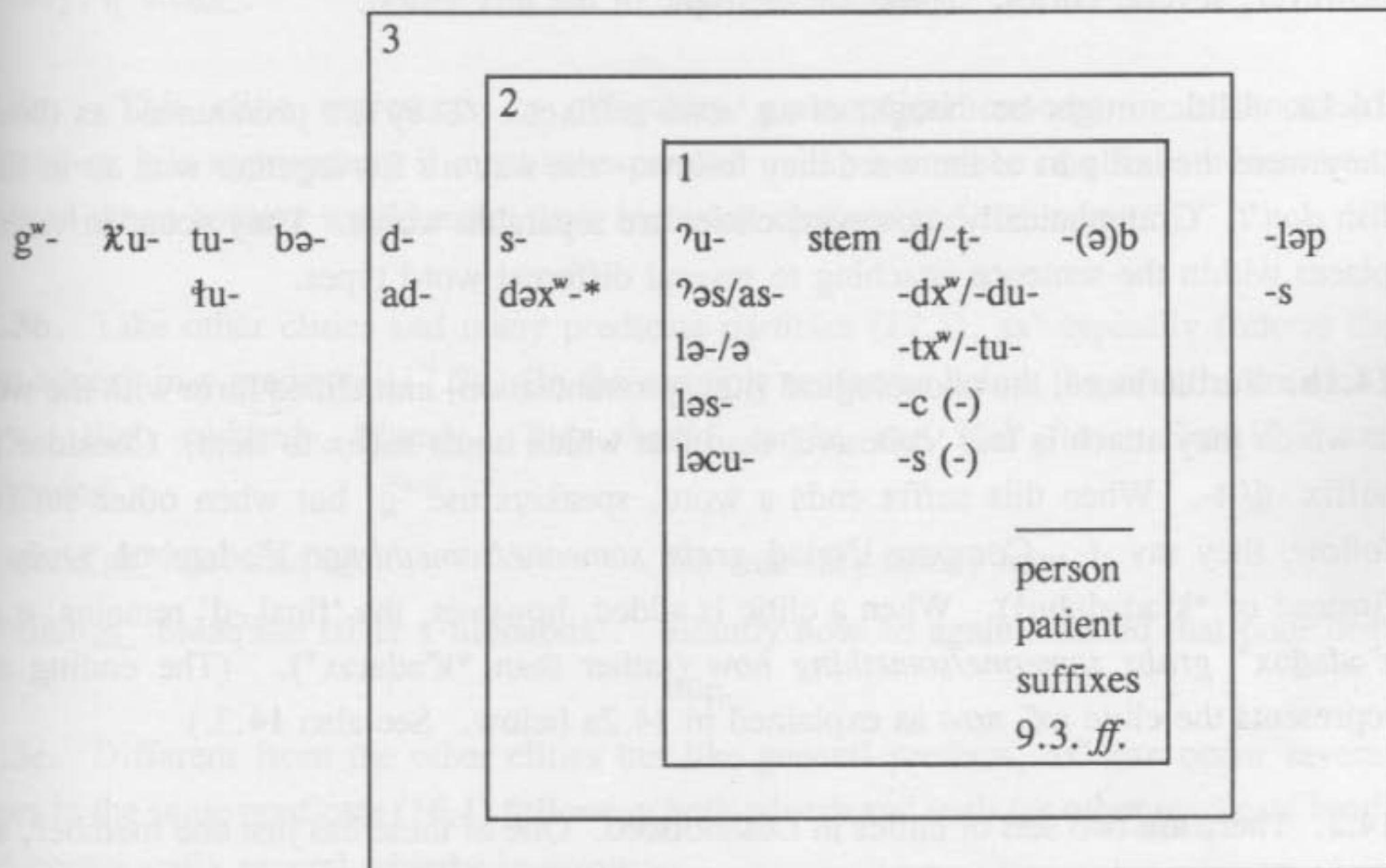
Three

17. bəq"u?q"a? ?al ti čad. He drank again [and again every]where.
18. bətčiləx". He arrived again.
19. bə?əy'dx"əx" ti s?uladx". Again he found salmon.
20. bək"ədalik"əx" ?ə ti s?uladx". He caught more salmon.

Four

21. Ḫu'uč'utəb ti qc'ap. Kitsap would be shot at.
22. Ḫul' Ḫučət'əd ti Ḫu'išəd ?ə ti šəbad. [But] he would just flip away the enemy's habitual arrows.
23. x'i? k'i g"əč'usčals ?al ti c'uk"əbs. They could not enter his flesh.
24. day' ti sq'əd'u's ti Ḫudəx"č'al ?ə ti f'išəd. It is only his hair where the arrows would enter.
25. Ḫutuč" Ḫubə?abyitəb. He would simply be given more [arrows by the enemy].
26. Ḫubək"ədadəx". He will grab another [enemy arrow from out of his hair].
27. g"əl Ḫubət'uč'ud. And he will shoot [it] back at [them].

## **SUMMARY LIST OF INFLECTIONAL AFFIXES**



All inflection within the rectangle labeled 1 is exclusively verbal. That encompassed by rectangle 2 marks the main word in subordinate clauses (Lesson Twenty-one) and also a large class of nouns. Inflection within rectangle 3 is the person system appropriate for structures in rectangle 2. (The prefix *dəx<sup>w</sup>-* is replaced by *səx<sup>w</sup>-* in Southern Lushootseed.)

## LESSON FOURTEEN

### Clitics

14.1. Most inflectional affixes have now been presented. There remain to present, however, several **clitics**. These are the topic of this lesson.

14.1a. Clitics might be thought of as 'semi-suffixes'. They are pronounced as though they were the last part of the word they follow -- the way *n't* fits together with *do* in English *don't*. Grammatically, however, clitics are separable words. They occur in various places within the sentence attaching to several different word types.

14.1b. Furthermore, the phonological (i.e., pronunciation) unit clitics form with the word to which they attach is less 'cohesive' than that which binds suffix to stem. Consider the suffix -d/-t-. When this suffix ends a word, speakers use -d; but when other suffixes follow, they say -t-. Compare kʷədadd *grabs someone/something* to kʷədattubuł *grabs us* (instead of \*kʷədadtubuł). When a clitic is added, however, the 'final -d' remains, e.g., kʷədadəxʷ *grabs someone/something now* (rather than \*kʷədatəxʷ). (The ending əxʷ represents the clitic axʷ *now* as explained in 14.2a below. See also 14.3.)

14.2. There are two sets of clitics in Lushootseed. One of these has just one member, axʷ *now*. The other is a class of five person markers closely related to the čəd-words.

14.2a. All six clitics begin with a vowel which is a when stressed, ə otherwise. Clitics are stressed when the word to which they attach has no vowels (apart from those in prefixes) or no vowels other than ə.

14.2b. If a clitic attaches to a word ending in a vowel, an epenthetic h keeps the two vowels distinct, e.g., čubəhəxʷ from čubə *go up from shore* plus axʷ *now*.

14.3. The most frequently heard clitic in Lushootseed is axʷ conveniently, although somewhat misleadingly, glossed as *now*. More precisely, axʷ means that the situation is now different from what it had been, that a new act or condition is now in effect. The following two sets of sentences illustrate this concept:

huy, q̥axʷ ti bəščəb.	Then Mink woke up.
gʷəl (h)uy, haydxʷəxʷ.	And then he knew [what had happened].
huy, bəkʷədalikʷəxʷ ?ə ti s?uladxʷ.	Then he caught another salmon.
gʷəl qʷibidəxʷ.	And he prepared it.
huy, qʷəldaxʷ.	Then he cooked it.

14.3a. This clitic represents an obligatory grammatical concept in Lushootseed. Whenever it is appropriate, it must be expressed unlike a number of affixes which are omitted when context would make their inclusion obvious and redundant.

14.3b. Like other clitics and many predicate particles (17.1), axʷ typically follows the first adverb in a predicate (17.2). (In the example sentences below the adverbs are cickʷ very, tiləb suddenly, bluntly, ɿub should, ought, and xʷul' just. See 17.2 and following.)

cickʷəxʷ t(u)astaqʷu?	He was very thirsty now.
tiləbəxʷ bələq'xad ts'i?it s?ušəbabdxʷ.	Bluntly now he again insulted that poor dear one.

14.3c. Different from the other clitics but like general prefixes, axʷ can occur several times in the same predicate (16.1) following both adverb and verb (or other predicate head) and occasionally several adverbs in a row.

ɿubəxʷ ?upaq'atəbəxʷ ?ə ti s?ətəd.	The food ought to be distributed.
ɿubəxʷ čəxʷ xʷul'əxʷ t̥ubəščəb.	You should be just a mink.

14.4. The person marking clitics are closely related to the čəd-words in both form and meaning. For easy comparison these two sets of person markers are here presented side by side.

	Singular	čəd	ad (əd)
First person			
	Plural	čəł	ałi (əłi)*
	Singular	čəxʷ	axʷ (əxʷ)
Second person			
	Plural	čəłəp	ałəp (əłəp)
Third person			as (əs)

Aside from the vowel difference (because clitics are sometimes stressed (14.2a) but čəd-words never are), the student should find a total of three differences between the above two lists. Two of these differences are specific to this or that particular person marker. The other difference separates one entire set from the other. On the lines below students should describe each difference.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**14.4a.** Note that the second person singular clitic, *axʷ you*, is homonymous with the aspectual clitic, *axʷ now* (14.3). When both classes of clitics cooccur, the latter precedes the former, e.g., ...*gʷəʔučʷəxʷət̪i*... *if we go now*, literally, ... *if-go-now-we*.

**14.4b.** The clitic person markers are used in one type of **subordinate clause**. (Clause types are defined and illustrated in Lesson Twenty-one.) Typically, the verb (or, more precisely, the predicate head) bears the irrealis prefix, *ɬu-* (13.3/13.4), when the clause expresses what is expected or, at least, anticipated; but it carries the subjunctive prefix, *gʷ-* (12.3b, 13.4), when the clause conveys doubt or suppositions known to be false, e.g., ...*gʷəč'ac'asəd uʔxʷ*<sup>20</sup> ... *if I were still young*.

The following example sentences are a little longer and more varied in meaning than those in previous lessons. Consequently, it is more difficult to determine the gloss of the new words and stems from the English translations. Therefore, a list of words appearing in these lessons for the first time is provided with appropriate glosses.

?ukʷukʷ* (NL)	play	talə	money
bəsad	darkness, night	stubš	man
č'ač'a* (SL)	play	sɬət̪tqʷi?	drake bufflehead / butterball, <i>Bucephala albeola</i>
čəlpšad	sprain/turn ankle	t̪iwič	ask for
sq'ədᶻu?	hair	xʷək'šad	break leg

<sup>20</sup>Observe this use (meaning) of the č'ač'as elsewhere glossed as *boy, girl*. The particle *uʔxʷ* means *still, yet*.

q'ilił	put [someone/some- thing on board]	χəc	afraid
tagʷ-	buy	yayus	work
1. tuxʷakʷil čəd χuł(u)astagʷəxʷəd.	I get tired whenever I am hungry.		
2. χuləcułilib čəxʷ ?u tuyałusəxʷ.	Do you usually sing while you work?		
3. ?ut'iwiłtxʷ čəd t'uq'ilidəs.	I asked [someone] to give [someone else] a ride. <sup>21</sup>		
4. χuhiił čəł t'u?ukʷukʷəti.	We are generally happy when we play.		
5. tufikʷ stubš tuluχiləs.	He will be a big man when he grows up.		
6. t'ukʷ t'ubəsadəs.	Come home when it gets dark.		
7. ?əsχəc čəd gʷəč'əlpšadəd gʷətəlawiləd.	I am afraid I would turn [my] ankle if I were to run.		
8. ha?ł ti sq'ədᶻu? ?ə ti s'ət' tqʷi? gʷəsq'ədᶻu?əs.	Drake Buffelhead's hair is pretty if it is hair. <sup>22</sup>		
9. gʷətagʷš čəxʷ ?u gʷabstaləhəxʷ.	Would you buy it if you had [some] money?		
10. p'ałač dxʷ?al dəgʷi gʷəxʷəł'sadəd. <sup>23</sup>	It doesn't matter to you if I break a leg.		

**14.5. Dialect differences.** The first person plural of Northern Lushootseed, -ałi, is equivalent to -ał čəł in Southern Lushootseed.

Where Northern Lushootseed has cickʷ *very*, Southern Lushootseed has cay.

<sup>21</sup>More literally, I asked [someone] that [he/she] put [someone] on board.

<sup>22</sup>Because the animals of today's world were people in the first world, story tellers sometimes vacillate, as here, between describing them in human or animal terms. Does Drake Buffelhead have feathers or hair on his head? This duality has prompted the concluding clause, *if it is [in fact] hair*.

<sup>23</sup>The main clause in this sentence, p'ałač dxʷ?al dəgʷi, involves several grammatical points yet to be presented. Among these is dəgʷi which is still another way of saying *you*. See 19.3.

**14.6. Vocabulary comment.**

**14.6a.** The verb *tagʷ- buy* requires -š rather than -d. (See 22.1a, 22.1b.) It can, however, have -alikʷ in place of -š.

**14.6b.** The word *talə money* entered Lushootseed from Chinook Jargon, the lingua franca of the Pacific Northwest in the Nineteenth and early Twentieth Centuries. However, the Chinook Jargon word came from the English word *dollar*. And from where did the English word come? The student should trace *dollar* to its origin by consulting a good dictionary.

**14.7. Exercises.**

**14.7a.** On a separate sheet of paper copy the first eight example sentences of section 14.4b but leave a dash where the stems would go. For example, #1 would be

tu\_\_ čəd xut(u)as\_\_əd.

The purpose of this exercise is to impress Lushootseed grammatical structure more firmly upon the student's memory; for when the grammar is mastered, a dictionary is all the student needs to read, write or speak the language.

**14.7b.** Using the example sentences as a guide, translate the following into Lushootseed on separate paper:

1. He/she gets tired whenever he/she is hungry.
2. We usually sing while we work.
3. Will you be big when you grow up?
4. I'm afraid to run.
5. Did she ask for help? (Hint. Use #3 as the model; kʷaxʷad is *help [someone]*.)
6. You don't care if we fall off. (Hint. Use #10 as the model.)

**14.7c.** The derivational suffix -šad occurs in two different stems in the example sentences of 14.4b. Write both stems here:

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What two glosses are given for -śad? \_\_\_\_\_ and \_\_\_\_\_. Specifically, -śad designates the *foot* and the *leg* (especially from *below the knee*).

## UNIT THREE

### CLAUSES AND THEIR STRUCTURE



## LESSON FIFTEEN

### Demonstratives

15.1. The student is thoroughly familiar with the words *ti* and *tsi*, and, at least, acquainted with *kʷi* and *kʷsi*. These, however, are only part of a much larger set of words called **demonstratives**. The demonstrative systems (pronominal, adjectival, and adverbial) are complex in Lushootseed for several reasons. They involve a fairly large number of concepts. There is considerable variation among speakers in their use. Finally, adjectival and adverbial demonstratives can enter into a variety of combinations creating still more, and often quite subtle, distinctions than occur in either subclass taken alone.

The basic system, however, is straight forward; and that is what is presented here. The complex and sometimes idiosyncratic combinations are dealt with in footnotes as they occur in the texts.

15.2. Five concepts are marked in the basic adjectival system. These are distal, proximal, unique reference, non-contrastive (or neutral), and hypothetical and/or remote. Each of these can be further marked for feminine. (See, however, 15.2a - 15.2b below.) The specific forms in Northern and Southern Lushootseed differ in several cases.

#### Adjectival demonstratives

##### Unmarked

NL	<i>ti?</i> ił	<i>ti?</i> ə?	<i>ti</i>	<i>tə</i>	<i>kʷi</i>
SL	<i>tiιł</i>	<i>ti</i>	šə	<i>tə</i>	<i>kʷi</i>
	distal ( <i>that</i> )	proximal ( <i>this</i> )	unique reference	non-contrastive (or neutral)	hypothetical and/or remote

##### Marked (feminine)

NL	<i>tsi?</i> ił	<i>tsi?</i> ə?	<i>tsi</i>	<i>tsə</i>	<i>kʷsi</i>
SL	<i>tsiił</i>	<i>tsi</i>	sə	<i>tsə</i>	<i>kʷsi</i>

15.2a. The marked forms are used with female referents but only when that referent is singular. One says *tsi?*ił *stədəy?* *that woman* but *ti?*ił *stədəy?* *those women*.

**15.2b.** Occasionally speakers use the marked form with small animals thereby imparting a notion similar to the English *cute* or *cuddly*. Sometimes, too, the marked form is used with a favourite object, e.g., a canoe, for which the owner feels some sentimental attachment.

**15.2c.** The unmarked distal and proximal demonstratives have augmented (plural) forms, *tiʔiʔit* and *tiʔiʔə?*. These are never obligatory.

**15.2d.** Different from English, demonstrative adjectives are used with proper nouns. Lushootseed grammar requires one to say what translates literally as *this Sue* or *the Joe*, etc.

**15.2e.** Also different from English is the use of demonstratives with nouns inflected for possession, e.g., *ti sqʷəbayʔs* *the his/her dog*, *tsi dskʷuy* *the my mother*.

**15.2f.** In the old stories speakers' selection of the distal or proximal demonstrative with the names of the chief protagonists is based on vague and constantly shifting notions of reference. Often a sentence will paraphrase the one immediately preceding; but the first has *tiʔiʔit* and the second *tiʔə?*, or visa versa, with negligible or no apparent difference intended by the raconteur.

**15.2g.** The English demonstrative adjectives *this* and *that* are often inappropriate renditions of *tiʔə?* or *tiʔiʔit*. In many cases *the*, *a*, or no word at all is more suitable in an English translation of a Lushootseed text. Students should be guided by context and good English style in translating; they should not feel constrained to use *this* or *that* everywhere *tiʔə?* or *tiʔiʔit* occurs.

**15.3.** Pronominal demonstratives distinguish only distal from proximal.

#### Pronominal demonstratives

	Unmarked		Marked (feminine)	
NL	<i>tiʔiʔit</i>	<i>tiʔə?</i>	<i>tsiʔiʔit</i>	<i>tsiʔə?</i>
SL	<i>tiʔiʔit</i>	<i>ti</i>	<i>tsiʔiʔit</i>	<i>tsi</i>
	distal	proximal	distal	proximal
	( <i>that</i> )	( <i>this</i> )	( <i>that</i> )	( <i>this</i> )

Sections 15.2a, 15.2b, 15.2c, and 15.2f apply to these pronouns as well as the demonstrative adjectives.

#### 15.4. Adverbial demonstratives.

tudi?/tadi?	di?a?*	k'ədi?
ta?a?	ti?a?	
distal	proximal	remote
(that)	(this)	

The adverbs in the first row occur in texts far more frequently than ta?a? and ti?a?. These second two contrast with tudi?/tadi? and di?a? by designating a specific spot, e.g., ti?a? *right here* versus di?a? *here*. (Note, however, that the phrase ?al ti?a? means *around here*.)

15.4a. The forms tudi? and tadi? are absolute synonyms.

15.4b. Demonstrative adverbs beginning in t- have corresponding marked forms with -s-, e.g., tsudi? *she over there*, which refer to single female entities as described in 15.2a.<sup>24</sup> A marked form does not exist for di?a?.

15.4c. A reduced form of di?a? *here*, namely di?ə?, is very often used by Sauk-Suiattle speakers in phrases with demonstrative adjective and noun, e.g., ti?ə? di?ə? ?al?al *this here house*. (In Lushootseed such phrases carry no social disapproval as does the literal gloss in English.)

15.4d. The first row of demonstrative adverbs is built upon the locative root di(?) *be on/at the side (of)*; and di?a?, ti?a?, and ta?a? are derived from the root ?a(?)/?ah *be there*.

15.5. Dialect differences. In Southern Lushootseed diša? *here* is used in place of the Northern di?a?.

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<sup>24</sup>This is probably true of those beginning in k"- as well, but the collected texts lack any examples.

**15.6. Exercises.** Translate the following into Lushootseed.

1. My dog dug up this bone. \_\_\_\_\_
2. This girl looked for that. \_\_\_\_\_
3. We brought this dog. \_\_\_\_\_
4. That woman brought us. \_\_\_\_\_
5. [Someone] spilled this water. \_\_\_\_\_
6. That man took a hold of my dog. \_\_\_\_\_
7. Did you folks manage to put the fire out? \_\_\_\_\_
8. [Someone] gave a bone to his dog. \_\_\_\_\_

## LESSON SIXTEEN

### Constituents of the clause (parts of the sentence)

16.1. Some Lushootseed sentences have no verbs.<sup>25</sup> Here are a few examples:

- |                                   |                                                             |
|-----------------------------------|-------------------------------------------------------------|
| 1. <u>tubəščəb</u> ti?it.         | That one <u>will become a mink</u> .                        |
| 2. <u>tusi?</u> ab ti tudsčistxʷ. | My former husband <u>was a man of rank</u> .                |
| 3. <u>?əca</u> ti tudi?qs.        | I <u>am the one</u> who was on the other side of the point. |
| 4. <u>sali?</u> ti?ə? sqigʷac.    | <u>There are two deer</u> .                                 |
| 5. <u>ti?</u> ə? tə č̥xa?.        | <u>This is</u> the rock.                                    |
| 6. <u>tudi?</u> tə dukʷibət.      | <u>Way off there is</u> Changer.                            |

In each example the underlined word fills the position usually taken by a verb.<sup>26</sup>

Sometimes it is necessary to refer to the position itself rather than to the class of word that fills it. We shall call this position the **predicate**.

16.2. Other parts of a clause are also named and should now be identified. Different from the predicate however, these other parts are not obligatory. Only the predicate is essential.

16.3. Look again at the first six sentences in Lesson Three. In each of these the first word (which happens to be a verb) fills the predicate position; the remainder is termed the **direct complement**. In these particular sentences the direct complement position is taken by tsi č'ačas, ti s'uladxʷ, and ti sqʷəbay?. In the present lesson the part not underlined in 1 through 6 above is the direct complement.

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<sup>25</sup>A verb is a stem which carries or could carry an aspectual prefix from the list in 11.3c.

<sup>26</sup>Note that the English glosses all require a form of the verb *be* to render these words. Lushootseed lacks a word like *be* (whose function in English is most often little more than a hanger for tense, aspect and person).

16.4. Somewhat peripheral to the core of a clause (i.e., to the predicate plus or minus a direct complement) are three other **constituents** (clause parts). These are the **oblique complement**, one or more **adjuncts** and a locative or temporal **augment**. However, it would be a highly unusual sentence (or more precisely, clause) that had all these constituents. Good Lushootseed style prefers fairly simple syntax packing complexities into the verb morphology instead.

16.5. Oblique complements are that part of the clause which expresses the agent of predicates ending in -t-əb, -du-b, -tu-b, -c-əb, or s-əb.<sup>27</sup> They are always introduced by ?ə and usually follow the predicate but can occur after the direct complement. Review 6.1 and 6.2.

In the following sentence these three constituents (clause parts) are identified:

?ukʷədatəb	?ə ti?ə? pišpiš	ti s?uladxʷ.	<i>The cat took the salmon.</i>
predicate	oblique	direct	
	complement	complement	

16.6. Augments are single words within the clause which express locative or temporal notions and are not part of any other constituent in the clause. They follow the predicate but are positionally free relative to the other constituents.

In the examples that follow the augments and their glosses are underlined:

tulə?ibəš ti?it bəščəb lit?ilgʷit. *Mink was travelling along the shore.*

?ułəxtəb dxʷt'aqt dxʷ?al tudi? ?al?al. *It was spread up toward yonder house.*

16.7. Whatever remains in the clause is termed the **adjunct**. If a word or phrase is not (part of) the predicate, direct complement, oblique complement, or augment, it is (a part of) an adjunct.

16.7a. Before discussing the adjunct, it is convenient to introduce the terms ?ə-phrase and ?al-phrase. These are simply complements introduced by ?ə, ?al, or in the latter case, by one of its derivatives, dxʷ?al, tul?al, or li?al. These phrases remind English speakers of prepositional phrases and students may find it useful to think of them as such. The most frequent glosses for ?al-phrases are the following:

---

<sup>27</sup>There are two anomalous cases, tagʷib *bought* from tagʷš (14.6a) and ḥ'alib *worn* from ḥ'als *put (clothing) on*. The expected forms \*tagʷtəb and \*ḥ'altəb do not exist.

?al	in, on, at, when
dxʷ?al <sup>28</sup>	toward, until, in order to, the reason for
tul'ʔal	from
liɬ?al	by way of, by means of, source, cause

16.7b. Here follow several examples of each:

?utəč ?al ti?it̥ x̥tidup.	It rolled <u>on</u> the floor.
?ubəčatəb ti?ə? sdəxʷit̥ ?al ti?it̥ x̥əlč.	[Someone] set the hunting canoe <u>in</u> the water.
?uyayus ?al ti?ə? ?al?al.	[Someone] worked <u>in</u> the house.
?u?ətəd əlgʷə ?al ti təbu.	They eat <u>at</u> the table.
?əst'igʷid ?al kʷi dadatut.	Thank [someone] <u>in</u> the morning. <sup>29</sup>
ləscil ti?it̥ jəsəds ?al ti?it̥ sə?ibəšs.	Her feet go along supported <u>when</u> she walks.
cickʷ si?ab tsi?ə? k'a?k'a? ?aləxʷ kʷi tusəshuys ?aciłtalbixʷ.	Crow was very high class <u>when</u> she was made as a human.
tuqəlc čəxʷ ?al kʷi tu?ip, ?al tqači?.	Wake me up a little early, <u>at</u> eight.
tułəlawil čəd dxʷ?al ti xʷuyubal?txʷ.	I'll run <u>to</u> the store.
dəgʷaš dxʷ?al tə xʷdəgʷigʷsali.	Put [something] <u>into</u> the bag.
?ułəxtəb dxʷt'aq't dxʷ?al tudi? ?al?al.	It was spread up <u>toward</u> yonder house.
?uxʷəbtəb dxʷ?al x̥əlč.	[Someone] was thrown <u>into</u> the sea.
?udxʷidawligʷəd čəd dxʷ?al ti?it̥ tə q'il'bid.	I'm worried <u>about</u> the car.
‡(u)as?a?sil čəd dxʷ?al kʷi ŋagʷt.	I'll wait <u>until</u> noon.
?ukʷədatəb ?ə tə sqʷəbay? ti šaw tul'ʔal tə čawəy?ulč*.	The dog took the bone <u>from</u> the dish.
?ubapadəxʷ čəd tul'ʔal ti syayus(s).	I distracted [someone] <u>from</u> his/her work.

<sup>28</sup>Always dxʷ?al is pronounced as though spelled txʷəl.

<sup>29</sup>This is the Lushootseed translation of the lyrics to the Christian hymn *Praise Him in the Morning*.

ləslilcut čəd <u>tul'?</u> al k'i bəkʷ sp'ačač ?al ti swatixʷtəd.	I am keeping myself <u>from</u> all the worthlessness in the world.
?əstħildxʷ čəd <u>tul'?</u> al bəkʷ dsptidgʷasəb. ?iħ(h)aʔt <u>tul'?</u> al k'i xʷiʔ.	I believe it <u>with</u> all my thoughts. It is better than nothing.
ħutulil* <u>liħ?</u> aħ xʷəlč dxʷ?al džidzəlal 'ič.	[Someone] will go <u>by</u> sea to Seattle.
ləsq'il čəd <u>liħ?</u> al ti lilud.	I am travelling <u>by</u> train.
ləst'agʷt čəd <u>liħ?</u> al tə stiqiw.	I'm riding <u>on</u> the horse.
?ucħil <u>liħ?</u> al tə qədxʷs.	[Someone] bleeds <u>through</u> his/her mouth.
ləskʷaxʷac čəxʷ <u>liħ?</u> al tiʔit haʔt adsptidgʷasəb.	You are helping me <u>by</u> your good thoughts.

16.7c. In form ?ə-phrases are like ?al-phrases; but ?al and its derivatives have meaning in their own right which they bring to the adjunct they fill, whereas ?ə has no lexical import. Its presence is simply required by Lushootseed grammar.<sup>30</sup>

The ?ə-phrases serve several grammatical roles in Lushootseed three of which have already been learned.

- (1) They fill oblique complements (16.5) thereby providing for the expression of agents for predicates ending in -təb, -dub, -tub, -cəb, and -səb.
- (2) They relate possessor to item possessed (12.3d).
- (3) They designate the patient of a subclass of agent oriented verbs (7.1 - 7.1b, ff.).

(At this point the student should review 7.1b - 7.6.)

These three functions, plus the others to be presented later, all have in common the addition of supplemental information. Specifically, ?ə-phrases are used to add to a clause any role not specified by predicate suffixes or an ?al-phrase; they are used when nothing else is available. Here are several diverse examples:

?upusutəb <u>?ə</u> ti čačas ti?ə? sqʷəbay?	<u>?ə</u> tə čča?	The boy threw at the dog <u>with a rock.</u>
agent	instrument	

<sup>30</sup>Compare the similarly meaningless *to* in an English sentence such as *I like to swim*. It adds no content, no ‘dictionary’ meaning to the sentence. Its presence is simply required by English grammar.

?uyayus	<u>?ə tə</u> <u>tib.</u>	[Someone] worked <u>hard.</u>
	adverbial phrase	
?u?ətəd	<u>?ə tə</u> <u>biac.</u>	[Someone] ate <u>the meat.</u>
	patient	

16.8. Adjuncts are filled with either an  $\text{?al}$ -phrase or an  $\text{?ə}$ -phrase. However, not all such phrases are adjuncts. Very occasionally speakers construe an  $\text{?al}$ -phrase as a predicate and, as just pointed out, some  $\text{?ə}$ -phrases fill oblique complements and some mark possessive relationships within a complement (12.3d).

16.9. Since some adjuncts are filled by  $\exists$ -phrases and it is an  $\exists$ -phrase that fills the oblique complement, the student may wonder why a distinction is made between oblique complement and adjunct. The explanation is most easily understood by comparing the paraphrases of two clauses, one with an oblique complement, the other with an adjunct:

?ugʷəč'ṭəb    ?ə ti?ə? sqʷəbay?. : sqʷəbay? ti?ə? ?ugʷəč'əd. *The dog looked for [something].*

oblique  
complement

?ugʷəč'əb    ?ə ti?ə? sqʷəbay?. : sqʷəbay? ti?ə? sugʷəč'əbs. *[Someone] looked for the dog.*

adjunct

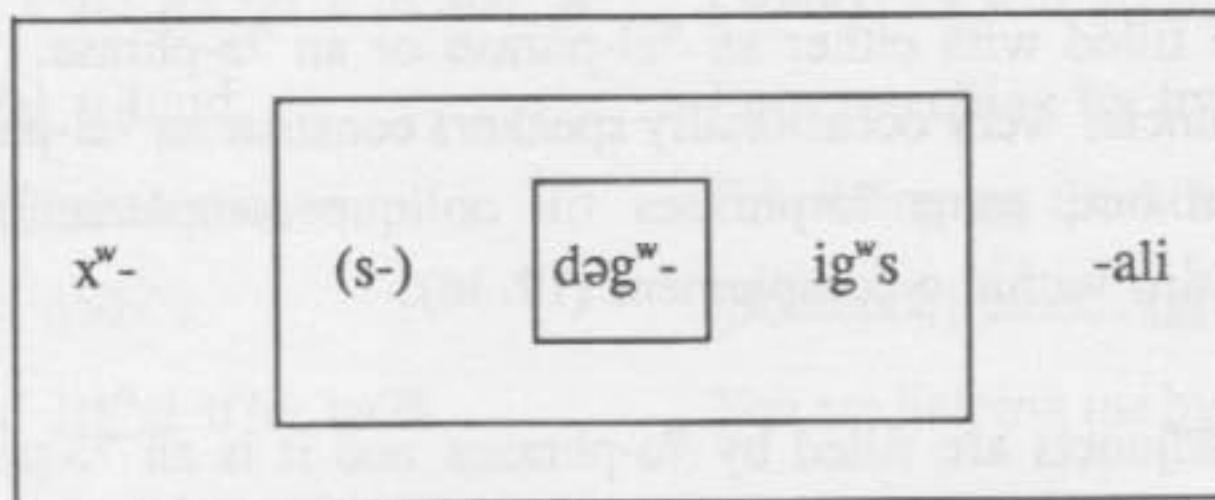
In both cases the paraphrases to the right focus on *sqʷəbay?* more directly than in the sentences on the left. This difference is discussed in Lessons Nineteen and Twenty. To be noted here, however, is the added inflection, namely, *s- ... -s*, carried by *?ugʷəč'əb* when *sqʷəbay?* from the adjunct is initial. No such added inflection is required when *sqʷəbay?* from the oblique complement is initial. (However, *-təb* must be replaced by *-(ə)d.*)

These differences between the paraphrases reveal a clear difference between adjuncts and oblique complements -- one that is disguised by the fact that both constituents are expressed by  $\emptyset$ -phrases.

**16.10. Vocabulary comment.** The word for *store*, x<sup>w</sup>uyubal<sup>7</sup>tx<sup>w</sup>, is derived from the word for *sell, trade* plus the suffix -al<sup>7</sup>tx<sup>w</sup> *house, building*. This suffix belongs to a very large class of word-building endings called **lexical suffixes**. There are about one hundred of these in Lushootseed.

Similarly, the word for *dish*, čawəy?ulč, is composed of čawəy? *shell* and the lexical suffix -ulč *container*.

The word *xʷdəgʷigʷsali* *bag, pocket* is derived from *sdəgʷigʷs* *paraphernalia* by the addition of the lexical suffix *-ali place where* and the derivational prefix *xʷ-*. In turn, *sdəgʷigʷs* is composed of a root *dəgʷ* (from *dəkʷ inside*) plus the lexical suffix *-igʷs things, possessions* and the derivational prefix *s-*.



Such layered word building is typical in Lushootseed.

**16.11. Dialect differences.** The Southern Lushootseed say Čuwəyʔulč instead of Čawəyʔulč.

The Skagit say šaqʷil *cross a body of water* instead of tulil.

**16.12. Exercises.** The constituents (clause parts) of the sentences below have been separated from each other by extra spaces. The student is to label each constituent appropriately on the blanks provided and then translate the entire sentence on the following line.

1. ?uɬəxtəb      dxʷt'aqt      dxʷ?al tudi? ?al?al.

---



---

2. ?upusutəb      ?ə ti Čačas      ti?ə? sqʷəbay?      ?ə ti Čxa?.

---



---

3. lə?ibəš      ?al ti?ə? liɬ?ilgʷit? ?ə tə xʷəlč.

---



---

4. lə?ibəš      lit?ilgʷit.

---



---

5. ti?ə?      tə č̥ka?.

---



---

6. ?ukʷədatəb      ?ə ti?ə? pišpiš.

---



---

7. ?upusutəb      ?ə ti č̥ka?.

---



---

8. ?ukʷədatəb      ti?ə? pišpiš.

---



---

9. ?u?abyitəb      ?ə ti luč      ?ə ti sqʷəbay?.

---



---

10. ?u?əfəd      ?ə ti bəsqʷ.

---



---

11. ?uqʷəld      ti s?uladxʷ.

---



---

12. ?u?abyitəb      ti č̥ačas      ?ə ti sqʷəbay?.

---



---

13. ?uqʷəlb      ?ə ti s?uladxʷ.

---



---

14. ?uč'a?əb      tsi sɬadəy?      ?ə tə skʷi?xʷ      ?al tudi?.

---



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## LESSON SEVENTEEN

### Predicate and complement structure; predicate particles and adverbs

The student is now familiar with predicates and various complements. The present lesson first details the ways that predicates can be "enlarged" with particles (17.1, 17.3) and adverbs (17.2, 17.3) to enrich their meaning. Then the potential structure of complements is presented beginning with 17.4.

17.1. Compare and contrast the following six sentences with one another:

- |           |                                                               |                                                         |
|-----------|---------------------------------------------------------------|---------------------------------------------------------|
| 1. ?əsχət | <span style="border: 1px solid black; padding: 2px;"> </span> | tsi?ə? k'a?k'a?. Crow is sick.                          |
| 2. ?əsχət | u?xʷ                                                          | tsi?ə? k'a?k'a?. Crow is still sick.                    |
| 3. ?əsχət | d'ət                                                          | tsi?ə? k'a?k'a?. Crow must be sick.                     |
| 4. ?əsχət | kʷət                                                          | tsi?ə? k'a?k'a?. They say Crow is sick.                 |
| 5. ?əsχət | əw'ə                                                          | tsi?ə? k'a?k'a?. So, Crow is sick. (Mild surprise.)     |
| 6. ?əsχət | sixʷ                                                          | tsi?ə? k'a?k'a?. Crow is sick as usual! (Mild disgust.) |

17.1a. Each one of the words within the box is called a **predicate particle**. Many such particles, as do most of the above, convey various attitudes of the speaker, but there are others which are purely grammatical. These latter include the čəd-words and the interrogative ?u.

17.1b. Predicate particles can cooccur. Here are a few examples:

- |                                                                                       |                                                             |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 7. ?əsχət <u>u?xʷ</u> čəxʷ <u>?u</u> .                                                | Are you still sick?                                         |
| 8. ?əs(h)əli?tub <u>u?xʷ</u> <u>d'ət</u> čəxʷ.                                        | You must still be kept alive.                               |
| 9. ?əsχət <u>sixʷ</u> <u>d'ət</u> <u>əw'ə</u> tsi?ə? k'a?k'a?. <sup>31</sup>          | It seems Crow must be sick.                                 |
| 10. ?əsχət <u>kʷət</u> <u>əw'ə</u> <u>d'ət</u> <u>?u</u> <u>sixʷ</u> tsi<br>k'a?k'a?. | So, does it seem that Crow is sick as<br>usual as they say? |

<sup>31</sup>This sentence drips sarcasm.

17.1c. Comparing the positions of these particles relative to one another in sentences 9 and 10 shows that their order is to some extent significant. However, čəd-words always occur before ?u, and u?xʷ precedes both. Furthermore, certain arrangements are more frequent than others. For example, kʷət tends to follow the verb before the others while sixʷ is typically the last predicate particle in a string. Part of the effect in 9 above is achieved by having sixʷ before all the other particles.

### 17.2. Predicate adverbs precede the verb.

11. cickʷ ?əstagʷəxʷ ti?ə? qaw'qs. Raven is very hungry.
12. ckʷaqid ?əstagʷəxʷ ti?ə? qaw'qs. Raven is always hungry.
13. tiləbəxʷ<sup>32</sup> ?usaxʷəb ti?it bəščəb. Mink immediately ran.
14. χʷul' ?u?ətəd ti?ə? qaw'qs. Raven just eats.

17.2a. Some Lushootseed words are exclusively predicate adverbs such as the four examples immediately above. This group has ten members:

cickʷ (NL)	very	gʷa?xʷ	eventually, soon
cay (SL)	very	put	very much so, in a great way
ckʷaqid	always	tiləb	immediately, bluntly; right there
da?xʷ / daw'	just now	χət ti	as though, like
dəxʷ	(meaning unknown)	χʷul'	just (that and nothing else)

Other words, however, can fill a variety of lexical categories only one of which is that of a predicate adverb. This group has about sixteen members or so.

bəkʷ	all	hiqab	excessively, too (much)
cətul'	previously, in advance	χal'	also, too
cukʷ / cugʷ- (Sk)	only, uniquely	χub	well; ought, should
day' (Snoh., SL)	only, uniquely, separate, isolated; foremost, especially; completely, all		
gʷəhaw'ə	it seems	tuχʷ	in contrast to the usual or expected

<sup>32</sup>For the əxʷ ending on tiləb, see 14.3 (and 14.2a, 17.3).

haʔkʷ / hagʷ-	ago, long time	xʷtub	ultimately, in fact
haʔt	well, good	xʷiʔ	no, not
(hə)laʔb	really, a lot	xʷuʔələʔ	maybe, perhaps
hikʷ	big, very	yaw'	only if, not until

17.2b. Sequences of adverbs occur. Here are a few examples:

15. cickʷ həlaʔb ?əsqad tiʔit stiqiw. That horse is really very slow.  
 16. cickʷ xʷuʔələʔ həlaʔb ?əsχət tiʔit. He is really very sick I guess.  
 17. Xubəxʷ xʷul'əxʷ t̥ubəščəb. It is better that he become just a mink.

17.3. When both particles and adverbs occur in the same predicate, the particle or sequence of particles follows the adverb instead of the verb.

18. cickʷ čəd ?əxʷ?učʷəb. I very [much] want to go.  
 19. hikʷ čəxʷ ?u Xučəłqid. Do you generally get severe headaches?  
 20. day'əxʷ əw'ə sixʷ ?usaʔil tiʔə? qaw'qs. Raven really stuck his foot in it this time.<sup>33</sup>

17.3a. When there is more than one adverb in the predicate, grammatical particles follow the first adverb.

21. day'əxʷ čəd cickʷ ?əslaqil. Indeed, I am very late.  
 22. Xub čət ?u xʷul' t̥ut'ukʷ. Should we just go home?

17.3b. Typically, predicate particles expressing the speaker's attitude also follow the first adverb.

23. day'əxʷ d'ət higʷəxʷ ?ukʷətikʷtətəb ti tuddqʷu?. Indeed, [someone] must have spilled all my water.  
 24. ckʷaqid sixʷ xʷul' ?uʔətəd tiʔə? qaw'qs. Raven is always just eating.

<sup>33</sup>More literally, ‘So, indeed, Raven got into trouble again.’

However, the location of these particles of emotion is to some extent determined by meaning. Speakers have the option of using the particle with one or another adverb.

- |                                                                        |                                                     |
|------------------------------------------------------------------------|-----------------------------------------------------|
| 25. cickʷ <u>kʷət̪</u> xʷuʔələʔ həlaʔb<br>əw'ə ʔəsχət̪ tsiʔəʔ k'aʔk'a? | So, I guess they say that Crow is really very sick. |
| 26. cickʷ xʷuʔələʔ <u>sixʷ</u> həlaʔb<br>ʔəstagʷəxʷ tiʔəʔ qaw'qs.      | I guess Raven is really very hungry again.          |

**17.4.** Potentially, complement structures are more complex than predicates but typically they too are quite simple. In its simplest and most frequent form a complement comprises a pronoun<sup>34</sup> or a demonstrative plus noun. The student is thoroughly familiar with complements like tiʔit̪ *that (one)*, ti sqʷəbay? *the dog* and tsiʔəʔ sɬadəy? *this woman*.

**17.4a.** Occasionally complements are expanded by modifiers resulting in phrases reminiscent of English noun phrases of the form determiner + adjective + noun, and determiner + adverb + adjective + noun.

tiʔəʔ <u>hikʷ</u> ʔalʔal	this <u>big</u> house
tiʔit̪ <u>luχ</u> Ɂpayʔac	that <u>old</u> cedar tree
ti <u>həlaʔb</u> haʔt̪ səplil	the <u>really good</u> bread

**17.4b.** A word from any class can modify a noun in this way including verbs as embedded predicates and other nouns. (Compare 21.6c.)

tiʔəʔ <u>ʔəst'iqʷilabac</u> stubš	this <u>covered with sores</u> man
tiʔit̪ <u>xʷi?</u> ləhaʔt̪ bəščəb	that <u>no good</u> mink
tiʔəʔ <u>haʔt̪ Ɂukʷikʷət̪</u> qʷu?	This <u>nice trickling</u> water
tiʔəʔ <u>kiyuuqʷs</u> stətudəq	these <u>seagull</u> slaves
tiʔəʔ diʔəʔ t̪ixʷixʷ <u>čačas</u> stububš	these (here) three <u>young</u> men
tiʔəʔ <u>ʔiħ'isu</u> bədaʔs	his/her <u>youngest</u> son

<sup>34</sup>The only pronouns presented thus far are pronominal demonstratives in 15.3 and the words ʔəca *I (am the one)* in example sentence 3 of 16.1 and dəgʷi *you (are the one)* in example sentence 10 of 14.4b. See also 19.3.

17.4c. Predicates and nouns can also follow the words they modify.

ti?ə? stubš <u>?əst'iqʷilabac</u>	this man covered with sores
ti stubš <u>čačas</u>	the man [who is] <u>young</u>
ti?ə? bəda?s <u>?iħt'isu</u>	his/her son [who is the] <u>youngest</u>

17.4d. Sequences of nouns of the sort exemplified immediately above are distinct from the following cases where one noun is in **apposition** to another.

ti?iħ tətyiqa?, su?suqʷa?s	Tutyeekah, <u>his little younger brother</u>
ti?ə? tusčistxʷs, tuq̓iyaχəd	her former husband, <u>former Slug</u>
tsi?ə? čəgʷas(s), tsi?ə? xʷu?xʷəy?	his wife, <u>Little Diver</u>
ti?iħ ta?təmi, ha?ħ sčačas čəħ	Tommy, <u>our good youngster</u>

17.4e. Complements can also be expanded by compounding.

tuhuycut ti?ə? qaw'qs ?i* ti?ə? bibščəb.	<u>Raven</u> and <u>Little Mink</u> prepared themselves.
?əstaħlil ti?iħ ?i sgʷəlub ?i ti?ə? qaw'qs.	They were dwelling [there], <u>both Pheasant</u> and <u>Raven</u> .
...tsi?ə? k'a?k'a? ?i ti?ə? kiyuuqs(s).	... <u>Crow</u> and <u>her seagulls</u> .

17.4f. Still another means of expanding a complement is by means of ?ə- and ?al-phrases.

tsi?ə? čəgʷas ?ə ti?ə? sgʷəlub	the wife <u>of Pheasant</u>
ti?iħ bədbəda? ?ə ti?iħ qaw'qs	those children <u>of Raven</u>
ti?iħ səxʷgʷədil* ?al ti?iħ tibu	that chair <u>by that table</u>

17.4g. Occasionally the entire complement is itself modified as in the following example. Here the inherently stative (10.4) bəkʷ *all* is outside but modifies ti?ə? q'il'bids əlgʷə?.

?əsčadzil bəkʷ ti?ə? q'il'bids əlgʷə?.	They are hiding [themselves] <u>including</u> their canoe.
----------------------------------------	------------------------------------------------------------

## 17.5. Dialect differences.

17.5a. The conjunction ?i is Northern Lushootseed. The equivalent form in Southern Lushootseed is yəxʷ.

17.5b. The Skagit say xʷt'agʷtap for *chair* while other groups say səxʷgʷədil.

17.6. Exercises. Rearrange the following sets of words into a grammatically acceptable order for a Lushootseed predicate. Provide an English translation for each set.

1. ?u, ?əsxət, čəxʷ: \_\_\_\_\_.

Translation: \_\_\_\_\_.

2. ?u, ?əsxət, čəxʷ, həla?b:

Translation: \_\_\_\_\_.

3. ?u?əłəd, ckʷaqid, sixʷ, xʷul': \_\_\_\_\_.

Translation: \_\_\_\_\_.

4. ?u, ?əsxət, u?xʷ, čəxʷ: \_\_\_\_\_.

Translation: \_\_\_\_\_.

5. ?u, čət, t̓ut'ukʷ, x̓ub, xʷul': \_\_\_\_\_.

Translation: \_\_\_\_\_.

## LESSON EIGHTEEN

### Negatives

The following four brief conversations present three different negative statements, two of which are grammatically very similar and a third which is quite different. The student should study these conversations carefully and then identify each pattern by creating one negative statement representing each type with the vocabulary provided below.

- |            |                                                                 |                                                               |
|------------|-----------------------------------------------------------------|---------------------------------------------------------------|
| Speaker A: | 1. ?ah ?u kʷi gʷadpišpiš.                                       | Do you have a cat?                                            |
| Speaker B: | 2. xʷi? kʷi gʷədpišpiš.<br>3. xʷi? kʷi gʷəpišpiš ?al ti?a?.     | I don't have a cat.<br>There are no cats around here.         |
| Speaker A: | 4. gʷəl stab əw'ə ti?ə?.                                        | Then, what's this?                                            |
| Speaker B: | 5. xʷi? ləpišpiš ti?it.<br>6. sqəbiyə? ti?it!                   | That's not a cat.<br>That's a skunk!                          |
| Speaker A: | 1. ?ah ?u kʷi gʷadsqʷəbay?.                                     | Do you have a dog?                                            |
| Speaker B: | 2. xʷi? kʷi gʷədsqʷəbay?.<br>3. xʷi? kʷi gʷəsqʷəbay? ?al ti?a?. | I don't have a dog.<br>There are no dogs around here.         |
| Speaker A: | 4. gʷəl stab əw'ə ti?it.                                        | Then, what's that?                                            |
| Speaker B: | 5. xʷi? ləsqʷəbay? ti?it.<br>6. sbiaw ti?it.                    | That's not a dog.<br>That's a coyote.                         |
| Speaker A: | 1. kʷid kʷi gʷadscqi.                                           | How many sockeye do you have?                                 |
| Speaker B: | 2. xʷi? kʷi gʷədscqi.<br>3. yəx̌i xʷi? ləscqi ti?i?ə?.          | I don't have [any] sockeye,<br>because these are not sockeye. |
|            | 4. xʷi? kʷi gʷəscqi ?al ti?ə?<br>stuləkʷ.                       | There are no sockeye in this river.                           |
|            | 5. xʷay? ti?i?ə? s?uladxʷ.                                      | These salmon are chum.                                        |
|            | 6. ?ah ti?ə? buus.                                              | There are four.                                               |
| Speaker A: | 1. stab ti?it ?al ti ?ilgʷit.                                   | What is that on the shore?                                    |
| Speaker B: | 2. qaw'qs ti?it.                                                | That's a raven.                                               |

- Speaker C: 3. xʷi? ləqaw'qs. It's not a raven.  
 4. k'a?k'a? ti?it. That's a crow.  
 5. ləli? kʷi bəqsəd ?ə kʷi qaw'qs. The beak of a raven is different.

With the word c'əx̌bidac *yew tree* create the following sentences:

1. That is not a yew tree. \_\_\_\_\_.
2. There are no yew trees around here. \_\_\_\_\_.
3. We do not have [any] yew trees. \_\_\_\_\_.

**18.1.** Negatives were first presented in Lesson Twelve. These were negatives of existence. (The student should reread the example sentences 1a through 3c in Lesson Twelve and 12.3 through 12.3c.) In such sentences xʷi? (like ?ah *there*, qah *many*, *much*, *a lot*, and a small number of other high frequency words) is the predicate and what follows is the direct complement. (But compare 18.6a.)

Negatives of existence correspond to two rather different formations in English. Note carefully the difference between sentences numbered 2 and those numbered 3 in the first three dialogues above. For convenience the first set is repeated here:

2. xʷi? kʷi gʷədpišpiš. I don't have a cat.  
 3. xʷi? kʷi gʷəpišpiš . . . There are no cats . . .

In Lushootseed the only difference between them is the presence of a d-paradigm in 2 lacking in 3. The English glosses suggest a greater dissimilarity than is required.

**18.2.** Negative sentences of the form xʷi? lə . . . are negatives of identity. In these formations xʷi? is an adverb and lə is a proclitic going on the next adverb. If there is no other adverb, lə attaches to the head word (main word) in the predicate.<sup>35</sup> (Note that this lə is not to be confused with the progressive prefix, lə- (11.3b).)

**18.3.** The same distinction between the predicate xʷi? and the adverb xʷi? obtains in the sentences expressing activities. Compare the following conversations.

---

<sup>35</sup>Compare the position of lə in the predicate with that of the clitics (14.3b).

- Speaker A: 1. xʷi?txʷ ləgʷuub ti?it̄ adsqʷəbay?. Don't let your dog bark.
- Speaker B: 2. xʷi? lədsgʷa? ti?it̄ sqʷəbay? ti?it̄ ləcugʷuub. It's not my dog that's barking.
3. adsgʷa?.
4. ha?it̄ ti dsqʷəbay?.
5. xʷi? kʷi gʷəsugʷuubs. It's yours.  
My dog is good.  
He doesn't bark.
- Speaker A: 1. xʷi?txʷ ləx̌aab ti?it̄ adbibəda?. Don't let your little boy cry.
- Speaker B: 2. xʷi? lədsgʷa? ti?it̄ bibəda? ti?it̄ ləcǔaab. That's not my little boy who's crying.  
[He's] yours.  
My little boy is good.  
He doesn't cry.
- Speaker A: 1. ckʷaqid čəd X̌ubaliic kʷi gʷədsu?ət̄txʷ ti dsqʷəbay?. I always forget to feed my dog.
2. xʷi?tubš ləbəbaliic ?al kʷi dadatut. Don't let me forget again tomorrow.
- Speaker B: 3. X̌ub. OK.
- Speaker A: 1. xʷi?txʷ lə?ək' əlgʷə?. Don't let them come.  
2. xʷi? kʷi gʷəsuc'agʷacuts əlgʷə?. They don't wash themselves.  
3. s?m hmmmm! Phew!
- Speaker B: 4. (Shocked silence.)

**18.4.** When the speaker's chief attention is on the negation, xʷi?-predicates are used. These times include strong prohibitions (negative commands like *Do not . . .*) and statements denying an activity, i.e., *does not*.

**18.5.** When the activity is still paramount in the speaker's mind, the negation is formed with the adverb plus lə. Most such cases involve negative exhortations.

**18.6.** Note that čəd-words are used in negatives formed with the adverbial xʷi? while d-paradigm affixes are used in predicate-xʷi? sentences.

18.6a. Furthermore, this second negative type also requires that a verb bear the s-prefix. (This is different from negated noun stems which carry an s-prefix only if they belong to the s-prefix class.) In other words, verbs negated by predicate-x<sup>w</sup>i? are nominalized. (See 21.5.)

18.6b. The sentences below are partially diagrammed to show the two types of negation presented in this lesson.

x <sup>w</sup> i?	čəx <sup>w</sup>	six <sup>w</sup>	ləbakʷt̪.	Don't get hurt again.
adverb	particle	particle	predicate head	
<			>	
x <sup>w</sup> i?	kʷi	gʷ-ad-s-u-?ət̪əd.		You did not eat.
			nominalized	
			verb stem	
< -predicate - >	< — direct complement — >			

18.7. The suffix -tx<sup>w</sup> bound to the negative adverb, x<sup>w</sup>i?, is the same suffix encountered in Lesson One, the causative. How would one say in Lushootseed, *Don't let me cry?*

18.8. Exercises. On a separate sheet of paper translate the following into English by using the glossary that accompanies the texts:

- |                                                                |                                                                           |
|----------------------------------------------------------------|---------------------------------------------------------------------------|
| 1. x <sup>w</sup> i? kʷi gʷads <u>u</u> x <sup>w</sup> ?       | 5. x <sup>w</sup> i?tubš čəx <sup>w</sup> ləxʷit'il.                      |
| 2. x <sup>w</sup> i? lədi <sup>t̪</sup> .                      | 6. x <sup>w</sup> i? kʷi gʷədtalə.                                        |
| 3. x <sup>w</sup> i? ləhəla <sup>b</sup> s <sup>w</sup> ət̪əd. | 7. x <sup>w</sup> i? ləhəla <sup>b</sup> qa(h) ti dsu <sup>w</sup> ət̪əd. |
| 4. x <sup>w</sup> i? kʷəda? kʷi gʷəsqəlbs.                     | 8. x <sup>w</sup> i? lədsgʷa?.                                            |

## LESSON NINETEEN

### Focus of agent and patient

Contrast the following two English sentences:

*The youngsters chased the dog.*

*The dog is what the youngsters chased.*

They impart the same information but the second, in contrast to the first, focuses on *dog*.

All languages have techniques for focusing. In this lesson and the one following, the grammar of Lushootseed focusing is presented.

**19.1.** In Lushootseed as in many languages focusing is achieved by stating the focused material first. Compare what follows to this relatively neutral statement:

?učalatəb ?ə ti?it wiw'su ti?ə? sqʷəbay?. *The children chased the dog.*

When the speaker elects to focus attention on the direct complement (16.3), filled in this case by *ti?ə? sqʷəbay?*, the head word *sqʷəbay?* (with or without the adjectival demonstrative (15.2)) is stated first AND the original predicate (16.1) is preceded by a demonstrative word (15.1). All else is unchanged as in this sentence:

sqʷəbay? ti ?učalatəb ?ə ti?it wiw'su. *A dog is what the children chased.*

One could also say, *ti?ə? sqʷəbay? ti ?učalatəb ?ə ti?it wiw'su*. The adjectival demonstrative, *ti?ə?*, is optional with the focused *sqʷəbay?*, but a demonstrative (*ti* in this case) is required before the original predicate, *?učalatəb* in this sentence.

**19.2.** If, instead, the speaker intends to focus on the oblique complement (16.5), the head word of that constituent (clause part) comes first. As with focused direct complements, so too with oblique complements, the original predicate must be preceded by a demonstrative. Also, the -(ə)b of -t-əb, -du-b, -tu-b, -c-əb, and -s-əb cannot be maintained because there is no longer an explicit or implicit oblique complement following the verb. Contrast the two sentences in 19.1 with the following:

wiw'su ti?ə? ?učalad ti?ə? sqʷəbay?. *The children are the ones who chased the dog.*

19.3. When the speaker focuses on a person marker (which the student will remember corresponds to an English pronoun), special words are used. Some of these are listed here.

?əca	<i>I am the one.</i>	dibət	<i>We are the ones.</i>
dəgʷi	<i>You are the one.</i>	gʷəlap(u)	<i>You folks are the ones.</i>
cədič	<i>He, she, it, that is the one.</i>	caadič	<i>They are the ones.</i>

Two example sentences are these:

?əca ti?ə? ləčalad tə sqʷəbay?	<i>I am the one who is chasing the dog.</i>
dəbət ti ?u'uc'utəb ?ə ti?ič ūbad.	<i>We are the ones who were shot by the enemy.</i>

19.4. The words ?əca, dibət, dəgʷi, gʷəlap(u), cədič, and a few others such as gʷat *who* and dič *that, he, she, it* are full words as opposed to particles, clitics, or affixes, and as such they sometimes head predicates as well as both types of complements and adjuncts. In addition to focus, they are used for a variety of emphatic nuances.

19.5. Interrogative words such as gʷat *who, whom* and stab *what* are inherently focusing by virtue of their meanings. The grammar of questions formed with these words is just like the preceding sentences with focused agents and patients; here too a demonstrative precedes the predicate.

19.5a. When the interrogative asks about a direct complement, the questions formed are like the second one in 19.1:

(ti?ə?) sqʷəbay? ti ?učalatəb ?ə ti?ič wiw'su.	This dog is the one the children chased.
gʷat kʷi ?u?əy'dub ?ə ti sqʷəbay?	Whom did the dog find?
stab kʷi ?u?əy'dub ?ə ti sqʷəbay?	What did the dog find?

19.5b. When the interrogative word asks about an oblique complement, the questions take the same form as statements like those in 19.2:

wiw'su ti?ə? ?učalad ti?ə? sqʷəbay?.	The children are the ones who chased the dog.
?əca ti?ə? ləčalad tə sqʷəbay?.	I am the one who is chasing the dog.

<u>gʷat</u> kʷi ?u?əy'dxʷ ti sqʷəbay?.	Who found the dog?
<u>stab</u> kʷi ?uχəχəd ti sqʷəbay??	What bit the dog?

19.6. To this point all examples in this lesson have been sentences in which both agent and patient are third persons (12.5). When either the agent or the patient is first or second person (12.5), the questions are formed in an equally straight forward manner.

19.6a. Interrogative words representing the agent:

<u>gʷat</u> kʷi gʷəkʷaxʷac.	Who can help me?
<u>gʷat</u> kʷi gʷə?ətubuɬəd.	Who would feed you folks?
<u>stab</u> kʷi ?uχəcdubicid.	What scared you?

19.6b. Interrogative words representing the patient:

<u>gʷat</u> kʷi gʷəkʷaxʷad čəd.	Whom can I help?
<u>gʷat</u> kʷi ?u?əttxʷ čələp.	Whom did you folks feed?
<u>stab</u> kʷi ?u?əy'dxʷ čəxʷ.	What did you find?

19.7. By far the most frequently used of these focus words is *dił* *the one(s) mentioned before, the one(s) about to be mentioned, that (which)*. The grammar involved with *dił* is the same as with other focused expressions in all respects except one. Speakers often omit the demonstrative (15.1, 15.2) that obligatorily follows other focus expressions. In the four texts of this introductory reader the expected demonstrative is always lacking.

dił shuys. 2.66, 4.99	That is finished/completed.
dił sc'əldxʷs. 3.76	That is how he managed to win.
dił dəxʷut'asad čəł ti?ə? čəxa?. 3.11	That is why we pay this rock.
dił day' xuscut ?ə ti?ił čxʷəlu?. 2.40, 2.47	That was all Whale [ever] said.

In other constructions or by itself *dił* is usually glossed by *that, he, she* as in *diłəxʷ* *That's it*, or *xʷi? lədił* *He's not the one*.

19.8. Exercises.

- I. Below are four sentences and under each are three blank lines labelled (a), (b), and (c). On line (a) write the English gloss of each. On (b) rewrite the original sentence by focusing on the direct complement; and on (c) rewrite the sentence by focusing on the

oblique complement. In this exercise any demonstrative may be selected to go before the former predicate.

1. ?uləkʷtəb ?ə ti?ə? pišpiš ti s?uladxʷ.

- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

2. ?ułiditəb (*tied*) ?ə ti?ə? stubš ti?ə? Xəlay? (*shovel-nose canoe*).

- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

3. ?upusutəb ?ə ti?ił wiw'su ti?ə? sqʷəbay?.

- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

4. ?učalatəb ?ə ti?ə? sqʷəbay? ti?ił wiw'su.

- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

II. Copy each of the above (b) sentences just created onto a small card or slip of paper -- one sentence per slip -- but in each case omit the oblique complement. Do the same with the (c) sentences but this time omit the direct complement. When this task is completed, shuffle the slips/cards. These are to be used as flash cards. Glance at a card and rapidly express its meaning. Practice until every sentence can be translated without the slightest hesitation.

III. Translate the following into Lushootseed:

1. What did your mother bring? \_\_\_\_\_
2. Who kicked (dʷubu-d) your dog? \_\_\_\_\_
3. Whom did our dog bite? \_\_\_\_\_
4. Who kicked you? \_\_\_\_\_
5. What did you find? \_\_\_\_\_

6. Whom did you help? \_\_\_\_\_
7. What scared his dog? \_\_\_\_\_
8. Whom did the horse (stiqiw) kick? \_\_\_\_\_

## LESSON TWENTY

### Focus of adjunct and argument

In the preceding lesson the grammar of focused direct and oblique complements was presented. In this lesson the focusing of adjuncts (16.8) and augments (16.6) is treated.

**20.1.** When the speaker focuses on an adjunct or augment, the predicate is again preceded by a demonstrative as in the cases of focused complements described in Lesson Nineteen. Additionally, the verb of the original predicate (or, if adverbs are present, the first adverb (17.2, 17.2b)) carries either the prefix *s-* or *dəxʷ-* \* and the appropriate d-paradigm affix (12.4, 12.5). In other words, the original predicate now following a focused adjunct or augment is like the nominalized verb in negatives of existence (18.1, 18.3, 18.6 - 18.6b).

**20.2.** Of the two prefixes, *s-* and *dəxʷ-*, *dəxʷ-* is the marked member. It indicates the means, place, time, or reason for an event or state in accord with the significance of the focused adjunct or augment. With other concepts *s-* is used:

1. *qʷłqʷłay?* *ti?ił dəxʷučalads ti?ə?* *sqʷəbay?*. With sticks they chased the dog.
2. *s?uladxʷ ti?ə?* *su?əłəd ʔə ti?ił pišpiš.* A salmon is what the cat ate.

In sentence 1 the focused adjunct, *qʷłqʷłay?* *sticks*, expresses the means; therefore, *dəxʷ-* is said. In number 2, however, the adjunct refers to the patient (because *ʔəłəd* is an agent oriented verb (7.4, 7.6)); consequently, *s-* is the prefix used.

**20.2a.** Generally, *dəxʷ-* is replaced by *s-* when the focused adjunct carries specific grammatical marking for means, place, or time.

3. *q'čicab tə su'učuds ti?ə?* *sqigʷac.* With a bow he shot this deer.
4. *dxʷ?al tə stuləkʷ ti?ə?* *su?ibəš ʔə ts'i?ił luč? al bəkʷ sləxil.* To the river that old woman walks every day.

In number 3, the suffix *-ab* on *q'čic* *bow* explicitly conveys the concept *by means of*, therefore, *s-* replaces *dəxʷ-*. Similarly, in sentence 4, *s-* occurs instead of *dəxʷ-* because *dxʷ?al* already expresses direction.

**20.2b.** Sometimes speakers say s- where dəxʷ- would be expected in precise and careful talking. The reverse is never done. In rapid and relaxed speech people sometimes omit the prefix altogether. (In the accompanying texts, omissions of this sort have been amended but always within editorial brackets, e.g., . . . tiʔə? [s]uʔətəd̥s.)

**20.3.** Focused adjuncts and augments require d-paradigm affixes (12.4a, 12.5) in the former predicate. The role of these affixes vis a vis verb suffixes is the same as čəd-words. (There is, of course, the added difference that third person (12.4) is specifically marked with a d-paradigm suffix, namely -s, but a corresponding čəd-word is lacking.)

#### Agent oriented

?uʔibəš čəd. : . . . dsuʔibəš. I walked.

?uʔibəš. : . . . suʔibəšs. He/she walked.

#### Patient oriented

?upusud čəd. : . . . dsupusud. I threw [something] at [someone].

?upusud. : . . . supusuds. He/she threw [something] at [someone].

?upusutəb čəd. : . . . dsupusutəb. [Someone] threw [something] at me.

?upusutəb. : . . . supusutəbs. [Someone] threw [something] at him/her.

With dəxʷ-, the first person prefix has a special form, namely, d- + dəxʷ- results in cəxʷ-.

?upusud čəd : . . . dsupusud : . . . cəxʷupusud

?upusud čəxʷ : . . . adsupusud : . . . a(d)dəxʷupusud

?upusud : . . . supusuds : . . . dəxʷupusuds

?upusud čəł : . . . supusud čəł : . . . dəxʷupusud čəł

?upusud čəłəp : . . . supusudlap : . . . dəxʷupusudlap

**20.3a.** Because d-paradigm affixes function like čəd-words (except that the former set has a specific third person marker which the čəd-words lack), they express the agent with agent oriented verbs and also with patient oriented verbs ending in -d (and -dxʷ, -txʷ, -c,

and -s) just as čəd-words do. But with patient verbs in -t-əb (and likewise -du-b, -tu-b, -c-əb, and -s-əb) these affixes represent a patient. This, too, is just like čəd-words.

**20.3b.** The student should pay particular attention to the suffix -s in sentences with focused adjuncts or augments. When a verb of the original predicate is agent oriented, the -s can be replaced by an ?ə-phrase expressing agent.<sup>36</sup> Study the following example set:

- |                                                                                                                                                                              |                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 5. ?u?əłəd ti?ə? pišpiš ?ə ti s?uladxʷ.                                                                                                                                      | The cat ate the salmon.                  |
| 5a. s?uladxʷ ti?ə? su?əłəds.                                                                                                                                                 | The salmon is what it ate.               |
| (agent)                                                                                                                                                                      |                                          |
| 5b. s?uladxʷ ti?ə? su?əłəd <u>?ə</u> <u>ti?ə?</u> pišpiš.                                                                                                                    | The salmon is what the cat ate.          |
| If, however, the verb is patient oriented, the -s represents the patient and, as such, it remains whether or not a direct complement expressing the patient is also present. |                                          |
| 6. ?učalatəb ?ə ti?ił wiw'su ti sqʷəbay? ?ə tə qʷiqliqʷłay?.                                                                                                                 | The children chased the dog with sticks. |
| 6a. qʷiqliqʷłay? ti?ił dəxʷučalatəbs <u>ti</u> <u>sqʷəbay?</u>                                                                                                               | With sticks they chased the dog.         |
| (patient)                                                                                                                                                                    |                                          |
| 6b. qʷiqliqʷłay? ti?ił dəxʷučalatəbs ?ə ti?ił wiw'su <u>ti</u> <u>sqʷəbay?</u> .                                                                                             | With sticks the children chased the dog. |

**20.4.** When interrogative words ask about adjuncts or augments, the resulting questions have the same form as sentences with focused adjuncts and augments; and like these, s-replaces dəxʷ- when the interrogative word or phrase specifically refers to time, place or means. (Compare 20.2a.)

#### Agent oriented verbs

- |                                                    |                                   |
|----------------------------------------------------|-----------------------------------|
| ?əs?əxid kʷi <u>dəxʷəstagʷəxʷ</u> ?ə ti?ə? qaw'qs. | Why is Raven hungry?              |
| ?əsčaləxʷ kʷi łushuys.                             | How will he manage?               |
| liłčad kʷi ł(u)adsu?ułxʷ.                          | Which way will you go?            |
| ?aləxʷ kʷid kʷi sɬukʷ ?ə ts'i?ə? luł.              | When is the old woman going home? |

<sup>36</sup>This ?ə-phrase substitution for -s is the same as that learned for possessive constructions (12.3d).

## Patient oriented verbs

?əsčal kʷi t̥ushuyudləp ti?ə? s?ətəd čət. How will you folks prepare our food?

stab kʷi dəxʷučətx "s ti?it. What does he use that for?

stab kʷi suhuyyitəbs ?ə t(i) adbad ti?it čačas. What is your father making for that boy?

↑ (patient) ↑

In this last question, the interrogative stab asks about (i.e., replaces) an adjunct rather than a direct complement because the direct complement has been filled by the yi-role (8.1), ti?it čačas. (Review 8.2 through 8.3d.)

**20.5.** Focusing is an exception to 8.3d. By means of focusing an agent, patient, and yi-role of a single verb can all be expressed in the same sentence even though all three are represented by nouns. (Some would argue that this is possible because the focused item is a clause in its own right and the rest of the sentence including the verb is really a separate but subordinate clause. Clauses are discussed in the next lesson.)

### 20.6. Dialect differences.

**20.6a.** In Northern Lushootseed dəxʷ- + lə- (11.3b - 11.6) becomes dəxʷə-. Similarly, s- + lə- becomes sə-. This change does not generally occur in Southern Lushootseed.

**20.6b.** In Southern Lushootseed sxʷ- (sometimes pronounced as though it were spelled səxʷ-) is said instead of dəxʷ-; and there are no special forms involving the d-paradigm affixes. They are exactly as with s-.

**20.6c.** Instead of wiw'su the Skagit and Sauk-Suiattle say stawigʷaɬ or stawixʷaɬ.

### 20.7. Exercises.

I. Translate each of the following sentences writing them on a separate sheet of paper. Then close this book and without consulting Lesson Twenty, translate them back into Lushootseed. Open the book and check your work. If any mistakes have been made, look through this lesson (and any other necessary) to find the grammatical point forgotten.

1. čad kʷ(i) adsubəčad ti t̥apqs (ladle).

2. s?uladxʷ ti?ə? su?ətəd ?ə ti pišpiš.

3. pišpiš ti?ə? ɿuləkʷəd ti s?uladxʷ.
4. čad kʷi subəčads ti xʷubt.
5. čččččča? (stones) ti?iť supusil ?ə ti?iť wiw'su.
6. diť (that is (the place)) ti?ə? cəxʷkʷəd(d)xʷ ti?ə? ds?ətəd.

II. Every verb in the sentences below ends in -s, but some of these suffixes are homonyms. On a separate sheet of paper describe the grammatical function of each -s.

1. ɿutəlawis ti sqʷəbay?.
2. bəsqʷ ti?ə? su?uləx̌s.
3. qʷłay? ti?iť dəxʷupusutəbs ti sqʷəbay?.
4. ɿutčis tsi sɬadəy?.
5. čččččča? ti?ə? dəxʷupusuds ti sqʷəbay?.
6. čal kʷi gʷəskʷaxʷacids.

## LESSON TWENTY-ONE

### Clauses

21.1. Consider this sentence from Lesson Fourteen, *tuxʷakʷil čəd xuł(u)astagʷəxʷəd*, *I get tired whenever I am hungry*. A sentence such as this is composed of two smaller sentences called **clauses**. These are *tuxʷakʷil čəd* and *xuł(u)astagʷəxʷəd*. Without change the first one could serve as an independent sentence. Such clauses are said to be **matrix** or **main** clauses.

The second clause, *xuł(u)astagʷəxʷəd* in this case, could not be an independent sentence. It is, therefore, said to be a **subordinate clause** or **embedded sentence**. (The two terms are equivalent.) Of course, one could make a slight change to this second clause, namely replace *əd* (14.4) with *čəd*, and it would then be an independent sentence too, but also it would no longer be a part of the original sentence.

21.2. Sentences with subordinate clauses are said to be **complex**. Lushootseed has various types of complex sentences but they are all simply various combinations out of just three basic clause patterns. The student already knows these three patterns but has not yet been given names for them.

21.2a. The most salient feature of each clause pattern is the sort of person marker it has in its predicate (other than person patient suffixes). These three different sets of person markers are listed again here:

I	II	III
čəd	ad/əd	d-/cəxʷ-
čəxʷ	axʷ/əxʷ	ad-
	as/əs	-s
čət	ati/əti	čət
čələp	aləp/ələp	-ləp

21.2b. Clauses with the first set of person markers are labeled either **čəd-word patterns** or **person particle patterns**. (Reread 17.1a.) Clauses with the second set are called **person clitic patterns**. (Reread 14.1a.) Clauses having the third set of person markers

are said to be **nominalized** because, like nouns, they bear the d-paradigm affixes and they require (at least in careful speech) an introductory demonstrative (15.1). They are further characterized by the s- or dəxʷ- prefixes (20.1) although speakers sometimes omit the s- in relaxed speech. (Reread 18.6a and 20.1.).

**21.2c.** These three clause patterns are contrasted with one another here in the second person singular and third person to refresh the student's memory:

Second person singular		
čəd-word pattern	tu?ətxʷ <u>čəxʷ</u> ti ?aciħtalbixʷ.	You will feed the people.
clitic pattern	tu?ətxʷ <u>əxʷ</u> ti ?aciħtalbixʷ.	when/if you feed the people.
nominalized pattern	ti?ə? ɬ(u)ads?ətxʷ ti ?aciħtalbixʷ.	what you will feed the people.
čəd-word pattern	tu?əħtub <u>čəxʷ</u> ?ə ti ?aciħtalbixʷ.	The people will feed you.
clitic pattern	tu?əħtub <u>əxʷ</u> ?ə ti ?aciħtalbixʷ.	when/if the people feed you.
nominalized pattern	ti?ə? ɬ(u)ads?əħtub ?ə ti ?aciħtalbixʷ.	what the people will feed you.
Third person		
čəd-word pattern	tu?ətxʷ ti ?aciħtalbixʷ.	[Someone] will feed the people.
clitic pattern	tu?ətxʷ <u>as</u> ti ?aciħtalbixʷ.	when/if she feeds the people.
nominalized pattern	ti?ə? ɬusəħtxʷ <u>s</u> ti ?aciħtalbixʷ.	what she will feed the people.
čəd-word pattern	tu?əħtub ?ə ti ?aciħtalbixʷ.	The people will feed [someone].
clitic pattern	tu?əħtub <u>əs</u> ?ə ti ?aciħtalbixʷ.	when/if the people feed him/her.
nominalized pattern	ti ɬus?əħtubs ?ə ti ?aciħtalbixʷ.	what the people will feed him/her.

Students have encountered clitic patterns in Lesson Fourteen and nominalized patterns for focused adjuncts in Lesson Twenty as well as in one type of negative sentence in Lesson Eighteen. In particular, it is a good idea to review thoroughly 20.3a, 20.3b, and 20.4 because statements made there apply to nominalized patterns in general.

**21.3.** čəd-word patterns are by far the most frequent type in a matrix (main) clause although occasionally a nominalized pattern functions as the matrix clause. čəd-word patterns are also used for one type of relative clause. See 21.6b.

**21.4.** As presented in Lesson Fourteen, the person clitic pattern is used to form subordinate clauses that are conditional, if/when, habitual, whenever, usually, or jussive.<sup>37</sup> It is also used following verbs expressing fear. (Reread the model sentences at the end of 14.4.)

**21.4a.** In conservative Lushootseed style the clitic pattern is also used with interrogative words when these form questions that are embedded in longer sentences. These are exemplified in the (b)-sentences below:

1a. čad kʷi tustat̪lil čət̪.	Where are we going to live?
1b. t̪abad gʷəčadəs kʷi tustat̪lil čət̪.	Guess where we are going to live.
2a. stab kʷi ləgʷəč'əd.	What is he/she looking for?
2b. xʷi? kʷi gʷədsəs(h)aydxʷ gʷəstabəs kʷi ləgʷəč'əd.	I don't know what he/she is looking for.
3a. ?əsčal ti?ə? sčətxʷəd.	How is Bear?
3b. ?uwiliqʷitəb ti?ə? sčətxʷəd gʷəsčaləs kʷi xəčs.	Bear was asked how his feelings were (i.e., how he felt about things).
4a. gʷat kʷi tuc'əlalikʷ.	Who will win?
4b. ?ugʷadadgʷadəxʷ əlgʷə? gʷəgʷatəs kʷi tuc'əlalikʷ.	They discussed who would win.
5a. pə(d)tab kʷi tustčils.	When will he/she get here?
5b. ?əxʷcutəb čəxʷ ?u gʷəpə(d)tabəs kʷi gʷəstčils.	Do you think he/she will get here sometime?

<sup>37</sup>Jussive clauses are those that follow commands, orders, requests, and the like.

- 6a. kʷidid kʷi diʔa?. How many people are here?  
6b. xʷi? kʷi gʷəpsəslaḥdxʷ gʷəkʷididəs  
kʷi diʔa?. I don't remember how many people  
are here.

If what follows the embedded interrogative is another subordinate clause (as in these (b)-sentences), it will be nominalized or not according to 19.5 and 20.4. (Contrast 2a/2b with 5a/5b.)

21.4b. In less conservative styles, speakers very often omit the special clitic marking from embedded interrogative words. For example, in a story from the second volume of this reader there is the following sentence:

- xʷiʔəxʷ [kʷi] gʷəsəs(h)aydxʷs ?əsčal  
[He] did not know how he was going  
to manage to do it.  
kʷi ɬudəxʷhuwdxʷs.

The third person clitic {as/əs} is missing from ?əsčal (as well as the usual subjunctive prefix {gʷ-}).

21.5. Nominalized subordinate clauses are far more frequently encountered than the clitic type. The student is already familiar with the nominalized pattern in one kind of negation (18.6, 18.6a) and with focused adjuncts and augments (20.1). Also they fill three of the constituents (sentences parts) presented in Lesson Sixteen, namely, the direct complement, adjunct and augment. (The examples that follow all come from the four stories of this reader's first volume.)

21.5a. Nominalized subordinate clauses can serve as direct complements to predicates with patient oriented verbs:

- ?ulačdxʷəxʷ tiʔił tushuy ?ə tiʔił c'iččič. [He] remembered what Fish Hawk had done.

?ušudxʷ tiʔił səsqʷu? ?ə tiʔił ?iišəps ?al tiʔə? hikʷ čča?. [He] saw his friends gathered around this big boulder.

ččul' ččed tūləʔučʷtxʷ tiʔə? t(u)ads?əčtxʷ. I will just take [to them] what you are [planning] to feed [them].

?əs(h)aydxʷ tiʔił xusəʔibəš ?ə tiʔił dukʷibəł. [He] knew that Changer would be traveling.

ɬuhuyutəbəxʷ ɬit tiʔit dəxʷibəš čət.

[It] will make near where we travel (i.e., it will shorten the distance we have to walk).

**21.5b.** Nominalized subordinate clauses can serve as adjuncts. Sometimes these adjuncts convey the patient of an agent oriented verb as in the first example below. Often they are adjuncts expressing time, place, manner and the like.

yəcəbaxʷ ti luχ ?ə tiʔit staliltubsəxʷ.

The old man told [the villagers] about [someone's] being brought ashore.

?əsħicil tiʔit čħa? ?ə tiʔit sučalads tiʔit sbiaw.

Boulder was angry as he chased Coyote.

χʷul' ləcuʔiʔadəb ?ə tiʔə? ?ə tiʔit Xusqʷəls.

All [he was doing was] eating the berries [off the bushes] as they ripened.

hikʷ ləcutukʷucut ?ə tiʔit sətəčs, ?ə tiʔit  
sčalads tiʔit sbiaw.

[It] made a great thumping sound as it rolled, as it chased Coyote.

**21.5c.** Many of these subordinate clauses are augments that explain the motivation for the act or the reason for the state conveyed in the main clause.

Xuʔahild əlgʷə? ɬudəxʷa(h)s kʷi stab ɬusʔəłəds  
əlgʷə?.<sup>38</sup>

They would put it [away] so there would be something for them to eat.

ləcuʔabyid čət tiʔə? čħa? ?ə tiʔə? stabigʷs čət  
tiʔə? ɬusʔibəš čət.

We are giving our belongings to this boulder because we are going on a trip.

dił<sup>39</sup> dəxʷut'asad čət tiʔə? čħa?.

That is why we pay this boulder.

<sup>38</sup>The final part of the nominalized subordinate clause, namely, ɬusʔəłəds əlgʷə?, is itself another subordinate clause which modifies (i.e., goes with) stab. See 21.6a.

<sup>39</sup>After dił speakers very often omit the demonstrative normally expected to introduce a following noun or nominalized subordinate clause.

dił day Xuscut ?ə ti?ił sčətxʷəd.  
tu?a(h) čəxʷ [ti?ił] Xʷul' t(u)adsyubil.

That is all Bear would say.  
You will be there until you  
starve [to death].

**21.6.** Sometimes a subordinate clause modifies (i.e., goes with/belongs to) a particular noun. Clauses that modify a noun are called **relative clauses**. In Lushootseed relative clauses have either the čəd-word pattern or the nominalized pattern except that these nominal clauses are not introduced by a demonstrative.

**21.6a.** If the relationship between that noun and the verb of the modifying clause is like that of adjuncts, then the relative clause has the nominalized pattern (except for the absence of an ‘introductory’ demonstrative).

bəčatəbəxʷ ti?ił kʷat'aq dəxʷ?ibəš ?ə ti?ił  
bibščəb ?i ti?ił su?suqʷa?s.

Wall-lining mats were laid down for  
Little Mink and his little younger  
brother to walk on.

?uqʷu?əd ti?ił stab gʷədəxʷ(h)əli?is(s)  
əlgʷə?.

[They] gathered things they could live  
on.

Xu?ahild əlgʷə? ti?ił t̥udəxʷa(h)s kʷi stab  
t̥us[u]?ətəds əlgʷə?.

They would put it [away] so something  
would be there for them to eat.

?upačad ti?ił stabigʷs s?abyids.

He displayed the goods he was giving  
[to Boulder].

**21.6b.** When the relationship between the noun and the verb of the modifying clause is not like that of adjuncts, then the relative clause has the čəd-word pattern. (Note that nothing distinguishes these clauses from independent main clauses except the speaker’s vocal flow. If the speaker makes what might be called a ‘period pause’ between the two clauses, then each is a main clause independent of the other. If, however, they are pronounced as a single flowing sentence, the second clause is considered to be a relative modifying the final noun of the first clause.)

?əs(h)aydxʷ čəd tsi sɬadəy? ?əstətlil ?al ti?ił.

I know the woman who  
lives there.

?əs(h)aydxʷ čəd tsi sɬadəy?.

I know the woman.

+

+

?əstətlil ?al ti?ił.

She lives there.

?ušudxʷ čəd ti sqʷəbay? ?udʷubutəb ?ə ti?it čačas.

I saw the dog that boy kicked.

?ušudxʷ čəd ti sqʷəbay? +

I saw the dog.

?udʷubutəb ?ə ti?it čačas.

+ That boy kicked [it].

?ušudxʷ čəxʷ ?u ti čačas ?udʷubud ti?it sqʷəbay?

Did you see the boy who kicked that dog?

?ušudxʷ čəxʷ ?u ti čačas. +

Did you see the boy?

?udʷubud ti?it sqʷəbay? +

[He] kicked that dog.

**21.6c.** When relative clauses of the čəd-word pattern are short, they can precede rather than follow the nouns they modify. (The first three examples in 17.4b provide examples.)

**21.7.** Some sentences have two or even more main clauses. These are said to be compound (or coordinate) sentences. When first or second persons are involved, the čəd-words have a special joining form which consists of the addition of a final a-vowel.

čəda and I čxʷa and you čta and we čələpa and you folks

**21.7a.** Just as čəd-words follow the first word in their clause be it a verb, adverb (17.3, 17.3b), or some other type of predicate word (16.1), so too these compound čəd-words follow the first constituent (16.4) in their sentence, namely, the first clause.

χub čət ?uhudčup čta ?ukʷukʷcut. We should make a fire and we [should] cook.

day' čəxʷ t̥u?ək' dxʷ?al ti?it d?al?al After a while you will come to my house and čəda t̥u?ətubicid. I will feed you.

hiwiləxʷ čxʷa tqad tə šəgʷt. Go ahead and (you) close the door.

**21.7b.** Compound sentences involving third person have no special marking. Only the speaker's voice can distinguish a compound from two separate sentences. On the printed page one may write a comma to separate one main clause of a compound from the other.

### 21.7. Exercises.

- I. In 21.4 four meanings expressed with the clitic pattern subordinate clause are listed. On a separate sheet of paper copy out the ten example sentences at the very end of 14.4 and label each by its meaning according to 21.4, e.g., *conditional*, *habitual*, etc.

II. Each of the six sentences below has at least one subordinate clause of the nominative pattern. Underline the subordinate clause or clauses in each and in the margin to the left write the paragraph number from the lesson that accounts for (or describes the reason for) each subordinate clause.

- \_\_\_ 1. ?ukʷəd(d)xʷ tiʔiɬ supusutəbs tiʔə? wiw'su. He managed to catch what was thrown at the children.
- \_\_\_ 2. diɬ tiʔə cəxʷkʷəd(d)xʷ tiʔə? dsʔəɬəd. That is where I got my food.
- \_\_\_ 3. dʷučʷatəxʷ ?ə tiʔə? p'q'ac tusuʔəɬəd. He vomited this rotten wood he'd been eating.
- \_\_\_ 4. xʷul' čəxʷ ləʔučʷ dxʷ?al kʷ(i) adstčil. You just keep going until you arrive.
- \_\_\_ 5. ?ukʷədad tiʔə? qʷu? dəxʷuc'agʷači(?)b ?al tiʔə? sbačs. He took some water he uses to wash his hands when he cures.
- \_\_\_ 6. xʷul' čəd tɬuləʔučʷtxʷ tiʔə? t(u)ads?əɬtxʷ əlgʷə?. I'll just take [i.e., deliver to them] what you are going to feed them.

III. Study the following sentence and its gloss. Then answer the questions below.  
*xʷiʔəxʷ gʷəsəs(h)aydxʷs [gʷ]əsčal[əs] kʷi tɬudəxʷhuydxʷs kʷi gʷədəxʷləkʷdxʷs tiʔiɬ sʔəɬəd ?ə tiʔə? ?alšs. He didn't know how he was going to manage to eat his sister's food.*

How many clauses (of all kinds) are there in this sentence? \_\_\_\_\_.

Copy the matrix (main) clause onto this blank. \_\_\_\_\_.

Among the subordinate clauses in this sentence how many have the clitic pattern? \_\_\_\_\_. \_\_\_\_\_.

The English gloss *he is going to manage* corresponds to what Lushootseed in the above sentence?

---

How would one write the Lushootseed equivalent for, *You will manage to eat my salmon?*

---

## LESSON TWENTY-TWO

### Some final points on grammar

In the preceding twenty-one lessons the major grammatical features of Lushootseed have been presented. There remain only a few points to be considered before the student is ready to read the language. Of the items considered immediately below, only 22.1b, 22.4, and 22.8 are required for reading the four texts of this reader.

#### 22.1. More patient suffixes:

##### 22.1a. A few frequently heard verb stems have -š instead of -d (page 10):

?abš	give something
?ištš	paddle it (a canoe)
łalš	take something off/out of the fire
χalš	put it on (an article of clothing), wear it
suxʷtəš	recognize someone/something
tagʷš	buy something
təbaš	crave something

##### 22.1b. A few other stems permit either -d or -š:

bəčaš / bəčad	set someone/something down
dəgʷaš / dəgʷad	put something inside a container
łaq'aš / łaq'ad	set someone/someting down
χagʷš / χagʷad	stitch (i.e., make) a mat
p'čaš / p'čad	put something away, save it; tidy up an area
qʷataš / qʷatad	lay something down
ťagʷtəš / ťagʷtəd	put something on top of something
χalš / χalad	write something down, mark something

(The fourth set, χagʷš / χagʷad, and the last, χalš / χalad, are unusual in having a vowel before -d but not before -š.)

There is some variation among speakers concerning the use of these endings. In Northern Lushootseed, speakers of Snohomish use -š a little less often than others.

**22.1c.** All the words in the second group (22.1b) take the ending sequence -t-əb (6.1) whether they otherwise end in -š or -d. Members of the first set, however, are more irregular. Instead of -t-əb, the forms *Xal(š)* and *tag"(š)* have -ib:

?uXalib ?ə ti?it stubš ti šiq".                  The man put the hat on.

?utag"ib ?ə ti d?alš ti?it pu?təd.                  My brother bought that shirt.

On the other hand, neither ?išł nor sux"t- permit either -t-əb or -ib although ?išł can have -tu-b as in ?u?išłtub [*Someone tried out [a canoe] (to see how it handled)*]. The texts lack information on this point concerning təbaš.

**22.2.** A few conservative speakers replace -t-əb with -t-id when the verb is in a subordinate clause formed with the nominalized pattern (21.2b).

X"ul' X(u)aswačbid ti?it X(u)ashuyutid ti?ə? sləxil.                  He was just watching what was done with the daylight.

di?t<sup>40</sup> k"i sk"ədatid ?ə ti?ə? p'əč'əb ti?ə? sqq"us.                  Unexpectedly Bobcat took a small canoe mat.

?əsduk"tx" ti?ə? ?iišəds ?ə ti?ə? sələk"ti[d] ti?ə? sx"i?x"i?s.                  He was angry with his people in that they were his game.

Very often this suffix, -tid, is pronounced without the final d, either as -ti? or simply -ti. (Comparing Lushootseed to other Salish languages suggests that in former times -tid was the usual form in these subordinate clauses. Today, however, it is little heard although more so among the Skagit than elsewhere.)

**22.3.** The suffix -ag"id no longer occurs in Lushootseed speech, but it has been preserved on tape recordings made in the early 1950's of people conversing and telling stories -- people who then were in their nineties and older. This suffix was added to truncated forms of -du-, -tu-, and to the -t- of -d/-t- (and presumably to -s- and -c-) <sup>41</sup> to indicate the

<sup>40</sup>See 22.9 below.

<sup>41</sup>Note the similarity in form between this suffix and the reciprocal suffix (9.6b). This similarity results from the fact that both suffixes share the element -ag"- which was at one

speaker's chief topic of interest even though the grammar placed that topic in a subordinate role.

The following example helps elucidate the significance of -agʷid. It occurs in line 5 below:

- |                                                        |                                                 |
|--------------------------------------------------------|-------------------------------------------------|
| 1. ?ukʷədatəb ?ə ti?ə? p'əč'əb.                        | Bobcat took it.                                 |
| 2. ?ukʷədad ti?ə? p'əč'əbulic'a?s.                     | [He] took his bobcat-blanket.                   |
| 3. gʷəl ?ald kʷədi? ?adzalus ...                       | And [he] put it in a beautiful ... [place]...   |
| 4. gʷəl ləgʷədil ?əxʷčəgʷus.                           | And he sat facing the water.                    |
| 5. di?t kʷi (s)šudəgʷi[d] ?ə ti?ə? čačas.              | All of a sudden the child saw him.              |
| 6. 'dičəxʷ bayə?!                                      | 'That's Daddy!                                  |
| 7. dičəxʷ bayə?!                                       | That's Daddy!"                                  |
| 8. dič ti p'əč'əb ti ?ucut(t)əb ?ə<br>ti?ə? sqaqagʷət. | It was Bobcat whom the noble child spoke<br>of. |

In the first four lines Bobcat clearly is the topic of discourse and he is the agent. Line 5, however, introduces a new agent, the child; but by using the suffix -agʷid (here pronounced as -əgʷi), the speaker is in effect saying to the addressee, "I've introduced a new agent now but my primary interest remains with Bobcat." Line 8 proves that the story teller's attention has remained with Bobcat.<sup>42</sup>

#### 22.4. Nouns in direct relation with verbs meaning *become* and *make* typically lack a modifying demonstrative (15.1). Here follow a few examples:

- |                                              |                                   |
|----------------------------------------------|-----------------------------------|
| ?uhuyiləxʷ bəščəb.                           | He has become a mink.             |
| ?uhuyil čəd kia? ?al ti dukʷəłdat.           | I became a grandmother yesterday. |
| ... ?al kʷi tusəshuys əlgʷə? tu?aciłtalbixʷ. | ... when they were made people.   |
| ?uhuyud čəd xʷubt.                           | I made a paddle [out of it].      |

---

time a full suffix in its own right.

<sup>42</sup>Students are encouraged to read a particularly lucid description of this suffix (and its related forms in other Salish languages) in M. Dale Kinkade. 1990. Sorting out Third Persons in Salishan Discourse, *International Journal of American Linguistics*, 56: 341-360.

In the above examples all verbs are based on the root huy. The same absence of determiners obtains in constructions with other verbs meaning *make* such as šət / čət discussed in the next section. (The Swinomish and Skagit say čət instead of šət.)

**22.5.** Compounding is relatively rare in Lushootseed. Nevertheless, there is a special productive subtype that the student will encounter occasionally. It is called **noun incorporation**. Contrast these two sentences:

- |                                |                              |
|--------------------------------|------------------------------|
| 1. ?ut <u>ag</u> "š tə səpləl. | [Someone] bought some bread. |
| 2. ?ut <u>əx</u> "səpləl.      | [Someone] bought bread.      |

Both tag"- (22.1a) and təx" mean *buy*, but the second verb cannot take a patient suffix such as -d, -š, or any other. Without a patient suffix the verb would not be expected to have a patient noun. Instead, that noun joins with the verb stem creating a new stem of the type verb + noun. The noun is said to be incorporated into the verb. This new stem is agent oriented.

- |                                      |                         |
|--------------------------------------|-------------------------|
| 2a. ?ut <u>əx</u> "səpləl tsi d?alš. | My sister bought bread. |
|--------------------------------------|-------------------------|

Noun incorporation provides Lushootseed speakers with still another way of expressing both an agent and patient in one clause. Of course, speakers can also convey both roles in the more usual way as in 1a below:

- |                                               |                              |
|-----------------------------------------------|------------------------------|
| 1a. ?ut <u>ag</u> "ib ?ə tsi d?alš tə səpləl. | My sister bought some bread. |
|-----------------------------------------------|------------------------------|

**22.5a.** Typically speakers elect to use the incorporated formation when the activity occurs so regularly that the patient is only barely noteworthy. Thus, in 2 and 2a the speaker is letting us know that this bread buying is an absolutely ordinary event, while sentences 1 and 1a are pointing out that bread is the matter of concern.

We see, then, that Lushootseed grammar provides speakers with a scale of focus:

- |                                           |                                 |
|-------------------------------------------|---------------------------------|
| ?ut <u>əx</u> "səpləl tsi d?alš.          | My sister bought bread.         |
| ?ut <u>ag</u> "ib ?ə tsi d?alš tə səpləl. | My sister bought some bread.    |
| səpləl ti ?ut <u>ag</u> "ib ?ə tsi d?alš. | Bread is what my sister bought. |

Reread the introduction to Lesson Nineteen.

**22.5b.** As pointed out above, verb stems that can be a part of these noun incorporations do not take patient suffixes. However, the incorporated stem can do so. Consider the following sentence wherein the noun təbitəd *rope* is added to the verb šət *make*:

dił tiʔə? dəxʷšəłt'əbiłədtubs.

It was used for making rope.

Here the patient suffix sequence -tu-b (6.1) has been added to the verb + noun stem. (The prefix dəxʷ- (20.2) is glossed as *used for*. The final suffix -s is triggered by dəxʷ-(20.1).)

**22.5c.** A third verb that incorporates nouns is *Xa go*. It is equivalent to ?učxʷ dxʷʔal. Compare the following:

ləč'atawd čəd. = ləʔučxʷ čəd dxʷʔal (ti) tawd. I'm on my way to town.

**22.5d.** Verbs that ordinarily take patient suffixes can be converted to verbs requiring noun incorporation by means of the suffix -əł-. For example, one can say ?učaləłpišpiš ti sqʷəbay? instead of ?učalatəb ?ə ti sqʷəbay? ti pišpiš. Both mean that *the dog chased the cat*, but the first implies that the agent is acting with his/her own interests paramount.

**22.5e.** The cohesion between verb and noun in these incorporated constructions is not always as ‘tight’ as the above examples imply because čəd-words can optionally occur between verb and noun when there is no patient suffix. The same is true of the other predicate particles (17.1a). Compare the following sentence pairs:

?ušəłt'əbiłəd čəd. = ?ušəłt čəd t'əbiłəd. I made rope.

?utəxʷsəpləl čəd. = ?utəxʷ čəd səpləl. I bought bread.

?ušəłt'əxʷ'ačʷ'aʔəd ?u. = ?ušəłt ?u xʷ'ačʷ'aʔəd. Did [she] make a clam basket?

?uč'a tawd čəł. = ?uč'a čəł tawd. We went to town.

Similarly, the clitic axʷ (14.2 - 14.3b) occasionally separates the incorporated element from the verb as seen in this sentence, cutəxʷ ti tul'ʔal tiʔit diʔucid daʔəłəxʷ Vancouver, *These from that [place] across the water named now Vancouver spoke now*.

Nevertheless, a demonstrative (otherwise obligatory before the noun) is not possible in the sentences on the right. This absence establishes the unity between these verbs and nouns as being morphological (i.e., wordbuilding) rather than just syntactic.

**22.6.** Just as *Xa go* (22.5c) can be thought of as including dxʷʔal *to, toward* in its meaning, so too, t̓il *give food/drink to someone* can be thought of as including -yi- (8.1).

?ut̓ild tsı luč. [Someone] gave [some food] to the old woman.

?ut̓ild ?ə ti Xxʷay?. [Someone] gave a dog salmon [to someone].

?ut̓iltəb ?ə ti stubš. The man gave [some food to someone].

?ułiltəb tsi?ə? čəg"as(s) ?ə ti?ə? [They] gave his wife their roasted (food).  
səsq"əls.

?ułiltəb čəd ?ə ti?ə? qa(h) I was given one full backpack [of elk meat]  
dəč'u? sčəba? ti?ə? dsčəba?tub, which was put on my back, when I was given  
cəx"ułiltəb. food.

**22.6a.** A similar construction can be formed with the stem həli? whose ultimate meaning signifies *live, alive, life, soul*.

ług"əxalijəd čət ti?ə? ds(h)əli?dub ?ə ti s?ub?ubədi?. We will unwrap this [elk  
meat] given to me by the  
hunters.

?u· si?ab, tuł' čələp łuhəli?dx"əx" k"i dbədbəda?. Oh, sirs! You save my  
children [by your gift].

The idea is that the recipient is able to survive only because of the gift of food or drink. In fact, the expression for *thank you*, appropriate only for a gift or food or beverage, is həli?dubš čəx", literally, *You save me*.

**22.7.** By means of the word sg"a? *one's own* the concept of ownership can be emphasized. The d-paradigm affixes are used with it.

ti dsg"a?. It's mine.

ck"aqid łu(u)addsg"a?. It will always be yours.

dił tə hik" ?al?al tə sg"a? čət. The big house is ours.

x"i? ləddsg"a? dsq"əbay?. It's not my dog.

dił dsg"a? dpišpiš. That is my very own cat.

When there is a sequence of sg"a? plus a noun expressing the item possessed as in the last two examples above, speakers optionally omit the d-paradigm affix from the noun expressing the item owned: dił dsg"a? pišpiš.

**22.8.** Many sentences, especially in long narratives, begin with one of or a combination of a small set of words called **sentential adverbs**. The most common are g"əl *and, but, or*, huy *then, next*, and hay *next*. The difference in meaning between the last two is subtle and difficult to gloss in English. A common variant of g"əl is g"ə?

**22.8a.** Often they are said in various combinations such as gʷəl (h)uy, hay gʷəl, huy gʷəl all more or less meaning *and then*. Some speakers frequently use ?ah *located, (be) there* for the same purpose either singly or in combination with one of the sentential adverbs.

**22.8b.** The sentential adverb gʷəl is also used to **topicalize**. Topicalization is achieved by placing gʷəl after the topic, in effect treating the topic as an entire clause and using gʷəl to introduce the following clause. Below is a short description of some clams. The first and fourth sentences are topicalized, but in the second and third, gʷəl is simply linking one sentence to another:

- |                                                                 |                                                               |
|-----------------------------------------------------------------|---------------------------------------------------------------|
| 1. ha?əc gʷəl həla?b hikʷ s?aχʷu?                               | As for the horse clam, it is a really big clam.               |
| 2. gʷəl ?əsp'il ti?ə? čawəy's.                                  | And its shell is flat.                                        |
| 3. gʷəl tuχʷ (h)uy ?əsbuluχʷ ti?ə?<br>čawəy' ?ə tsi?ə? sχəp'ab. | But in contrast the shell of the cockle is<br>round.          |
| 4. gʷəl ti?ə? s?aχʷu? gʷəl<br>?udəgʷabacbid ?ə ti?ə? sali?.     | And as for the butter clam, it is between the<br>[other] two. |

In the fourth sentence, the first gʷəl is just linking this sentence to the preceding ones. It is the second gʷəl that topicalizes ti?ə? s?aχʷu? *this butter clam*. In the third sentence the sentential adverb combination gʷəl (h)uy has been separated by the predicate adverb (17.2) tuχʷ *in contrast*.

**22.9.** Finally, the student's attention is directed to the two words diɬ and diʔɬ. They occur over and over in Lushootseed discourse. In spite of their similar pronunciations, they have very different meanings. The former, diɬ (19.4, 19.7), *the one(s) who, that which, the one referred to*, is a pronoun. The second one, diʔɬ, means *suddenly, all at once, abruptly; might*. Both of these words are used most often as one word predicates which are followed by a subordinate clause of the s-/dəχʷ- types (21.5).

## UNIT FOUR

### ANSWERS



## ANSWERS TO GRAMMAR QUESTIONS

Lesson One, pages 3, 4: Where does the **verb** (the action word) come in a Lushootseed sentence -- first or last? First. What does *ti čačas* mean? The boy. In sentences numbered 1, 4, and 6 does *ti čačas* perform the action; that is, in 1, 4, and 6 is *ti čačas* the agent (the doer)? Yes. Is *ti čačas* the agent in sentences 2, 3, and 5 or is it the patient (the one to whom some act is done)? Patient. On the following blank write what it is in these Lushootseed sentences that tells the reader or listener whether *ti čačas* is agent or patient. If the verb ends in -txʷ, *ti čačas* is patient. What does *?ut'ukʷ* mean? Go home.

Lesson Two, page 6: What does *čəd* mean? I. What does *čət* mean? We. Do these two words express the agent or the patient in their sentences? Agent. I went home. = *?ut'ukʷ čəd*. We brought the boy. = *?uʔək'txʷ čət ti čačas*. I took the boy home. = *?ut'ukʷtxʷ čəd ti čačas*.

Lesson Two, page 7: What does the little word *?u* mean? Question. (Such little words are called **particles** by linguists.) Where in the sentence does it occur? Right after čəxʷ or čələp. If there is no *čəxʷ* nor *čələp*, it goes right after the verb. What is the difference in meaning between *čəxʷ* and *čələp*? The first is you singular while the latter is you plural, you folks. . . . Cross out the inappropriate English word: *čələp* = ye, *čəxʷ* = thou.

Lesson Three, page 9, (3.1): What is the difference in meaning between *ti čačas* (in Lessons One and Two) and *tsi čačas* (of this lesson)? Gender (i.e., male and female). . . . Write the English meanings beside each . . . *s'uladxʷ* = salmon, *čačas* = child, *sqʷəbay?* = dog.

Lesson Three, page 10, (3.2): Three new sets of verbs occur in this lesson. Note their **suffixes** (endings). Does an agent or patient follow the suffix *-d*? Patient. In this respect is *-txʷ* like *-d* or *-b*? -d. In Lesson One there are three verbs that have no suffixes at all. Does the following noun (when expressed) represent the agent or the patient? Agent. In this respect are the suffixless verbs in Lessons One and Two like those ending in *-d* or those ending in *-b*? -b.

Lesson Four, page 13: Do the nouns in these (a)-sentences express agents or patients? Agents. All verbs in the (a)-sentences end in what suffix? -il. For similarity in grammatical function should this suffix be matched with -b or with -txʷ and -d? -b. Do the nouns in the (b)-sentences convey agents or patients? Patients. All verbs in the (b)-sentences end in what suffix? -is. For similarity in grammatical functions, should this suffix be matched with -b or with -txʷ and -d? With -txʷ and -d.

Lesson Four, page 14: List the four verbs from the (a)-sentences 1 through 4 above in one column and those from this second set of (a)-sentences, 5 through 8, in an adjacent column. Beside each verb write its gloss.

1 through 4	English glosses	5 through 8	English glosses
<u>?uʔusil</u>	<u>dove</u>	<u>?uxʷit'il</u>	<u>fell off</u>
<u>?utəlawil</u>	<u>ran</u>	<u>?uc̣hil</u>	<u>bled</u>
<u>?ułalil</u>	<u>went ashore</u>	<u>?uč'uxʷil</u>	<u>got cold</u>
<u>?učil</u>	<u>arrived</u>	<u>?učcil</u>	<u>became red</u>

Lesson Six, page 22: Each (a)-sentence has how many nouns? One. How many nouns are there in each (b)-sentence? One. In the (c)-sentences, does the first noun following the particle ?ə stand for an agent or a patient? Agent. What does the other noun in the (c)-sentences represent? Patient. What suffix do all verbs in the (c)-sentences share that is lacking in all the (b)-sentences? -(ə)b. What seems to be the function (purpose) of this new suffix? It provides for an agent noun with a patient oriented verb.

Lesson Six, page 24: What is the function (purpose) of ?ə in these sentences? It distinguishes the agent from the patient by specifically tagging the agent. Without ?ə would it always be possible to distinguish agent from patient? No.

Following the sequence patient suffix + -b, do čəd-words express the agent or the patient? Patient. Where does the interrogative particle, ?u, occur in the sentence relative to the čəd-words? It follows the čəd-words. Where does it occur relative to the particle ?ə? It is before the particle ?ə.

Lesson Eight, page 34: Describe how the role (function) of ti čačas in sentence 2 differs from the role of ti čačas in sentence 3. In 2 ti čačas is beneficiary while in 3 it is patient. Is the role of ti čačas in sentence 2 approximately the same as in sentence 4

or are their functions entirely different? Same. What is the name of the role of *ti č'ač'as* in sentence 1? Agent. What is the name of the role of *ti č'ač'as* in sentence 3? Patient.

Lesson Eight, page 35 (8.2a,b): In sentences with -yi- how are patient and -yi-role distinguished? The patient is tagged with the particle ?ə. How are patient and agent distinguished in sentences with -yi-? By word order. The agent is first in the sentence.

Lesson Eight, page 36 (8.3a,b,c): What are the roles of the two nouns in sentence 9 and in which order do they occur? They are agent and patient and occur in that order. What are the roles and relative order of the two nouns in sentence 10? They are agent and yi-role in that order. What are the roles and relative order of the two nouns in sentence 11? These are yi-role and patient in that order.

Lesson Ten, pages 45-46: Contrast 1a with 1b and 2a with 2b. The first word in each pair of sentences is identical except for what? ?u- versus ?əs-. Now add to this list the words having the ?əs- prefix from the sentences at the beginning of this lesson numbered 1b through 4b writing them in the blanks on the left.

<u>?əsq'axʷ</u>	frozen
<u>?əs?itut</u>	asleep
<u>?əstid</u>	tied
<u>?əstlač'</u>	extinguished

Lesson Twelve, page 59: Translate the sentences below into Lushootseed:

We looked for Mary's dog.

?ugʷəč'əd čət ti sqʷəbay? ?ə tsi mali. or  
?ugʷəč'əb čət ?ə ti sqʷəbay? ?ə tsi mali.

It ate the old woman's salmon.

?uləkʷəd ti s?uladxʷ ?ə tsi luχ or  
?uʔətəd ?ə ti s?uladxʷ ?ə tsi luχ.

She roasted the boy's salmon.

?uqʷəld ti s?uladxʷ ?ə ti č'ač'as. or  
?uqʷəlb ?ə ti s?uladxʷ ?ə ti č'ač'as.

He took the old man's paddle.

?ukʷədad ti xʷubt ?ə ti luχ.

(12.4). Compare the following words with one another and with those listed in 12.3d above. Provide the missing English gloss on each blank.

d̥ubt	my paddle	x̥ubt čət	<u>our paddle</u>
dsqʷəbay?	<u>my dog</u>	sqʷəbay? čət	our dog
dšaw	my bone	šaw čət	our bone
adx̥ubt	your paddle	x̥ubtləp	(the) paddle of you folks
adsqʷəbay?	your dog	sqʷəbay?ləp	<u>(the) dog of you folks</u>
adšaw	<u>your bone</u>	šaw'ləp	(the) bone of you folks

Lesson Fourteen, page 70: Aside from the vowel difference (because clitics are sometimes stressed (14.2a) but čəd-words never are), the student should find a total of three differences between the above two lists. Two of these differences are specific to this or that particular person marker. The other difference separates one entire set from the other. On the lines below students should describe each difference.

1. The clitic set lacks the initial č-.
2. There is a third person form, namely, -as/-əs in the clitic set.
3. In the first person plural the clitic set has a final i-vowel lacking in the čəd-word set.

Lesson Fourteen, pages 72-73 (14.7c): The derivational suffix -šad occurs in two different stems in the example sentences of 14.4b. Write both stems here: -čəlpšad- and -x̥əɬ'šad. What two glosses are given for -šad? ankle and leg. Specifically, -šad designates the *foot* and the *leg* (especially from *below the knee*).

Lesson Eighteen, page 95: With the word cəx̥bidac *yew tree* create the following sentences: 1. That is not a yew tree. x̥i? ləc'əx̥bidac ti?it. 2. There are no yew trees around here. x̥i? k̥i gʷəc'əx̥bidac ?al ti?a?. 3. We do not have [any] yew trees. x̥i? k̥i gʷəc'əx̥bidac čət.

Lesson Eighteen, page 97 (18.7): The suffix -txʷ bound to the negative adverb, x̥i?, is the same suffix encountered in Lesson One, the causative. How would one say in Lushootseed, *Don't let me cry?* x̥i?tubš ləx̥aab.

## ANSWERS TO EXERCISES

### Lesson One

1. ?u?učʷ. 2. ?ut'ukʷtxʷ ti čačas. 3. ?u?ək'txʷ ti čačas. 4. ?u?ək'txʷ.
5. ?u?učʷtxʷ. 6. ?u?ək'. 7. ?ut'ukʷ. 8. ?ut'ukʷtxʷ. 9. ?u?ək' ti čačas. 10. ?u?učʷ  
ti čačas. 11. ?ut'ukʷtxʷ ti čačas. 12. ?ut'ukʷ ti čačas.

### Lesson Two

1. ?u?učʷ. 2. ?u?ək'txʷ čəd ti čačas. 3. ?u?ək' čət. 4. ?ut'ukʷtxʷ čələp ?u ti  
čačas. 5. ?ut'ukʷtxʷ čələp ?u. 6. ?ut'ukʷtxʷ ?u ti čačas. 7. ?u?učʷtxʷ čəxʷ ?u.
8. ?ut'ukʷtxʷ čəxʷ ?u.

### Lesson Three

1. ?uqʷəld čələp ?u ti s?uladxʷ. 2. ?uhəd?iw'd čəd ti sqʷəbay?. 3. ?ugʷəč'əd čət  
tsi čačas. 4. ?ugʷəč'əb ti čačas. 5. ?uqʷəld ?u ti s?uladxʷ. 6. ?uhəd?iw'b tsi  
čačas. 7. ?ut'ukʷtxʷ čət ti sqʷəbay?. 8. ?u?učʷtxʷ. 9. ?uhəd?iw'd ti sqʷəbay?.
10. ?uqʷəld čət ti s?uladxʷ. 11. ?ugʷəč'əd čəxʷ ?u ti sqʷəbay?. 12. ?u?ək'txʷ ?u ti  
čačas.

### Lesson Four

1. ?u?učʷtxʷ tsi luč. 2. ?učubaac čət ti sqigʷac. 3. ?u?učʷc ?u ti sqʷəbay?.
4. ?u?usil ?u ti sup'qs. 5. ?utəlawil ti sqʷəbay?. 6. ?utəlawis čəd ti sqʷəbay?.
7. ?uhəd?iw'txʷ čəxʷ ?u. 8. ?u?ək'c čəxʷ ?u ti luč. 9. ?učis čət.

1. Fish Hawk dove. 2. He dove after a salmon. 3. He took it (up) inland. [Here the most appropriate translation would be, "He carried it up the bank".] 4. He took it home.

### Lesson Five

1. ?uc'əldxʷ čəxʷ ?u ti ?aciłtalbixʷ. 2. ?ubəčad tsi čačas. 3. ?ukʷəłdxʷ čəxʷ ?u  
ti qʷu?. 4. ?učis čət tsi luč. 5. ?ułalis čələp ?u ti čačas. 6. ?utəlawis čət ti  
sqʷəbay?. 7. ?uqʷəld čələp ?u ti s?uladxʷ. 8. ?u?ay'dxʷ čəxʷ ?u ti sqʷəbay?.

1. Did you find the dog? 2. I went after the deer. 3. Did someone go [up] away from  
the water after the child? 4. Did you inadvertently knock the old man over/down? 5. I  
poured the water. 6. Did you win? 7. Someone took the boy. 8. Did you manage to get  
a salmon? 9. We put the old woman down. 10. Someone found the old woman.

?ułalis	went ashore after something
?ułalidxʷ	managed to reach shore
?ułaliltxʷ	took someone to shore
?uqəłed	woke someone up
?uqəłdxʷ	inadvertently woke someone up
?ukʷəd(d)xʷ	managed to get something
?učalidxʷ	caught up with someone
?ubəčad	set something down
?ubəčdxʷ	inadvertently knock someone/something over
?usaqʷtxʷ	cause something to fly, pilot an airplane
?utčis	arrived for a particular purpose
?utčildxʷ	managed to arrive with someone/something
?utčiltxʷ	arrived with someone/something
?utəd'is	went to bed with someone
?utəd'iltxʷ	put someone to bed
?učʷsild	fattened someone up

### Lesson Six

- |                                          |                                            |
|------------------------------------------|--------------------------------------------|
| 1. ?uʔəy'dub ?ə ti sqʷəbay? ti Čačas.    | The dog found the boy.                     |
| 2. ?utəlawisəb ?ə ti luč̓ ti sqʷəbay?.   | The old man ran after the dog.             |
| 3. ?uhəd'iw'cəb ?ə tsi Čačas ti Čačas.   | The girl went in the house after the boy.  |
| 4. ?ugʷəč'təb ?ə tsi Čačas tsi luč̓.     | The girl looked for the old woman.         |
| 5. ?uʔək'tub ?ə ti luč̓ ti ?aciłtalbixʷ. | The old man brought the people.            |
|                                          | Did you take the old woman home?           |
| 1. ?ut'ukʷtxʷ čəxʷ ?u tsi luč̓.          | I found the boy.                           |
| 2. ?uʔəy'dxʷ čəd ti Čačas.               | We arrived to [visit] the people.          |
| 3. ?utčis čəł ti ?aciłtalbixʷ.           | Did you folks go inland after the old man? |
| 4. ?učubaac čələp ?u ti luč̓.            | Did you put the old woman down?            |
| 5. ?ubəčad čəxʷ ?u tsi luč̓.             |                                            |

### Lesson Seven

1. (a) The old woman dried the salmon.  
 (b) ?ušabalikʷ tsi luč̓ ?ə ti sʔuladxʷ. (c) The old woman dried (the) salmon.

2. (a) The people sought spirit power.  
(b) ?ugʷəč'əb ti ?aciłtalbixʷ ?ə ti sqəlalitut. (c) The people sought spirit power.
3. (a) The boy threw [something] at the dog.  
(b) ?upusil ti čačas ?ə ti č̥xa?. (c) The boy threw a stone/rock.
4. (a) The dog ate the crab.  
(b) ?u?ətəd ti sqʷəbay? ?ə ti bəsqʷ. (c) The dog ate (the) crab.
5. (a) The old man foraged for (fire)wood.  
(b) ?u?uləxtəb ?ə ti luč̥ ti hud. (c) The old man came upon and kept the (fire)wood.
6. (a) The girl dug braken fern rhizomes.  
(b) ?uč'a?təb ?ə tsi čačas ti skʷi?xʷ. (c) The girl dug (up) braken fern rhizomes.
7. (a) The boy ate crab.  
(b) ?uləkʷtəb ?ə ti čačas ti bəsqʷ. (c) The boy ate the crab.
8. (a) The old woman cooked/roasted salmon.  
(b) ?uqʷəltəb ?ə tsi luč̥ ti s?uladxʷ. (c) The old woman cooked/roasted the salmon.

1. ti sčətxʷəd 2. ?ə ti spču? 3. ti spču? 4. 0 5. ti spču? 6. 0 7. ?ə ti syəcəb  
8. ?ə ti ?ulal 9. ti sbiaw 10. ?ə ti č̥xa? 11. ?ə ti sqʷi?qʷali? 12. ?ə ti č̥xa?

### Lesson Eight

1. ?ukʷədyid čəd ti sqʷəbay? ?ə ti šaw. 2. ?uləkʷyitəb ?ə ti luč̥ ?ə ti s?uladxʷ.
3. ?u?ək'yid ti čačas. 4. ?u?ək'txʷyitəb ?ə tsi čačas tsi luč̥. 5. ?u?əy'dxʷyid čələp  
?u ti stubš ?ə ti sqʷəbay?.

### Lesson Nine

1. fed you 2. told me a traditional story 3. got one's self indoors 4. visited me 5. told you about something 6. got one's self into a small and confining place (These answers could as well be in the English present or future tense.)

### Lesson Ten

1. ?əstaqʷu? ti sqʷəbay?. 2. ?əstagʷəxʷ čəxʷ ?u. 3. ?əs̥ikʷəb ?u ti luč. 4. ?učač'atəb ?e tsi luč ti hud. 5. ?učiditəb ?u ?e ti čačas ti sqʷəbay?. 6. ?əsq'axʷ ?u ti stuləkʷ. 7. ?əslačdxʷ čəd. 8. ?əshiič čət ?u. 9. ?əs(h)aydxʷ čəxʷ ?u tsi čačas. 10. ?ut'ukʷtxʷ ti sqʷəbay?. 11. ?ukʷədatəb ?u ?e tsi čačas ti kʷat'aq. 12. ?əsqʷic' čəd.

### Lesson Eleven

- II. (1) Typically ləcu- occurs with verbs expressing an activity being done at one place. (2) ?əs- expresses a state or condition while ləs- designates a state or condition seen as contingent upon or intimately involved with a dynamic event. Most often ləs- refers to states maintained while moving through space. (3) An event with the prefix ?u- is viewed in its entirety, both its beginning and end. With ?u- the event is bounded, while acts with ləcu- are open ended; the activity is ongoing. (There is nothing in English quite like ?u-.) (4) Patient oriented verbs ending in -d, -t- do not take the prefix lə- (except in its serial sense).

### III.

?ukʷədad	take	?ut'ilib	sing	?utəlawil	run
?əskʷədad	hold	lət'ilib	singing while going along	lətəlawil	running
ləcukʷədad	carrying in the hand	ləcut'ilib	singing	ləcutəlawil	running on a regular basis

### Lesson Twelve

1. ?ah ?u kʷi gʷəsdəxʷiťs əlgʷə?. 2. ?ah ?u kʷ(i) gʷadbəsqʷ. 3. ?ah ti sčəbid čət. 4. ?ah ?u kʷi gʷəqʷu?ləp. 5. ?ah ?u kʷi gʷadkʷat'aq. 6. ?ah ti dhud. 7. ?ah ti sʔuladxʷ čət. 8. ?ah ti f'išəds əlgʷə?.

### Lesson Thirteen

One: 1. tu-, -ed 2. tu-, -ed 3. tu-, vowel change in English verb 4. Xu-, would 5. Xu-, bə-, would, again 6. tu-, -t (and stem changes) 7. tu-, -ed 8. tu-, -ed 9. tu-, -ed.

Two: 10. tu-, will 11. tu-, will 12. tu-, will 13. tu-, vowel change in English word 14. tu-, vowel change in English verb 15. o 16. o.

Three: 17. bə-, again 18. bə-, again 19. bə-, again 20. bə-, more.

Four: 21. Xu-, would 22. Xu-, would / Xu-, habitual 23. g<sup>w</sup>ə-, no English equivalent (See 12.3b.) / Xu-, could 24. Xu-, would 25. Xu, 0 / Xu-, would / bə-, more 26. tu-, will / bə-, another 27. tu-, will / bə-, back.

### Lesson Fourteen

1. tu-\_\_\_\_ čəd Xut(u)as-\_\_\_\_-əd. 2. Xuləcu-\_\_\_\_ čəx<sup>w</sup> ?u tu-\_\_\_\_-əx<sup>w</sup>. 3. ?u-čəd tu-\_\_\_\_-əs. 4. Xu-\_\_\_\_ čət tu-\_\_\_\_-əti. 5. tu-\_\_\_\_ \_\_\_\_ tu-\_\_\_\_-əs.
6. \_\_\_\_ tu-\_\_\_\_-əs. 7. ?əs-\_\_\_\_ čəd g<sup>w</sup>ə-\_\_\_\_-əd g<sup>w</sup>ə-\_\_\_\_-əd.
8. \_\_\_\_ ti \_\_\_\_ ?ə ti \_\_\_\_ g<sup>w</sup>əs-\_\_\_\_-əs.

1. tux<sup>w</sup>ak<sup>w</sup>il Xut(u)astag<sup>w</sup>əx<sup>w</sup>əs. 2. Xuləcu'ilib čət tuyayusəti. 3. tuhik<sup>w</sup> čəx<sup>w</sup> ?u tuluXuləx<sup>w</sup>. 4. ?əsχəc čəd g<sup>w</sup>ətəlawiləd. 5. ?u'tiwltx<sup>w</sup> ?u tuk<sup>w</sup>ax<sup>w</sup>adəs. 6. p'aXudx<sup>w</sup>?al dəg<sup>w</sup>i g<sup>w</sup>əx<sup>w</sup>it'iləti.

čəlpšad and x<sup>w</sup>ək'sad; *ankle, leg*.

### Lesson Fifteen

1. ?uč'a?təb ?ə ti dsq<sup>w</sup>əbay? ti?ə? šaw. [or] ?uč'a?əb ti dsq<sup>w</sup>əbay? ?ə ti?ə? šaw.
2. ?ug<sup>w</sup>əč'əb tsi?ə? čač'as ?ə ti?ił. [or] ?ug<sup>w</sup>əč'təb ?ə tsi?ə? čač'as ti?ił. 3. ?u?ək'tx<sup>w</sup> čət ti?ə? sq<sup>w</sup>əbay?. 4. ?u?ək'tubuł tsi?ił sɬadəy?. [or] ?u?ək'tub čət ?ə ti?ił sɬadəy?.
5. ?uk<sup>w</sup>əłdx<sup>w</sup> ti?ə? q<sup>w</sup>u?. 6. ?uk<sup>w</sup>ədatəb ?ə ti?ił stubš ti dsq<sup>w</sup>əbay?. 7. ?ułac'dx<sup>w</sup> čələp ?u (ti hud). 8. ?u?abyid ti sq<sup>w</sup>əbay? s ?ə tə šaw. (All of these sentences could have begun with tu- instead of ?u-. From the Lushootseed perspective all of the English sentences from which these are translated are ambiguous in this matter.)

### Lesson Sixteen

1. predicate - augment - adjunct: It was spread up toward yonder house.
2. predicate - oblique complement - direct complement - adjunct: The boy threw a rock at this dog.
3. predicate - adjunct: [Someone] is walking by the (lit., this) shore of the sea/sound.
4. predicate - augment: [Someone] is walking by the shore.
5. predicate - direct complement: This is a rock.
6. predicate - oblique complement: This cat took [something].
7. predicate - adjunct: [Someone] threw the rock.
8. predicate - direct complement: [Someone] took a hold of this cat.

9. predicate - oblique complement - adjunct: The old man gave [someone] the dog.
10. predicate - adjunct: [Someone] ate crab.
11. predicate - direct complement: [Someone] cooked the salmon.
12. predicate - direct complement - adjunct: [Someone] gave the dog to the boy.
13. predicate - adjunct: [Someone] cooked the salmon.
14. predicate - direct complement - adjunct - adjunct: The woman dug braken fern rhizomes over there.

### Lesson Seventeen

1. ?əs̥ət čəxʷ ?u. Are you sick? 2. həla?b čəxʷ ?u ?əs̥ət. Are you really sick?
3. ckʷaqid sixʷ xʷul' ?u?əłəd. [He/she] is always simply eating. 4. ?əs̥ət u?xʷ čəxʷ ?u. Are you still sick? 5. Xub čət ?u xʷul' tuf'ukʷ. Should we just go home?

### Lesson Eighteen

1. You didn't go. 2. That's not the one. / He, she is not it. 3. It is not really food.
4. Maybe it won't rain. 5. Don't you let me fall off. 6. I don't have [any] money. 7. I don't really eat a lot. (More literally: It is not really a lot that I eat.) 8. It isn't mine.

### Lesson Nineteen

- 1a. This cat ate the salmon. b. s?uladxʷ ti ?uləkʷtəb ?ə ti?ə? pišpiš. c. pišpiš ti ?uləkʷəd ti s?uladxʷ. 2a. This man tied this shovel-nose canoe. b. Xəlay? ti?ə? ?ułiditəb ?ə ti?ə? stubš. c. stubš ti?ə? ?ułidid ti?ə? Xəlay?. 3a. Those children threw [something] at this dog. b. sqʷəbay? ti?ił ?upusutəb ?ə ti?ił wiw'su. c. wiw'su ti?ił ?upusud ti?ə? sqʷəbay?. 4a. This dog chased those children. b. wiw'su ti ?učalatəb ?ə ti?ə? sqʷəbay?. c. sqʷəbay? ti ?učalad ti?ił wiw'su.

### Part III.

1. stab kʷi ?u?əł'tub ?ə ts(i) adskʷuy. 2. gʷat kʷi ?udʷubud t(i) adsqʷəbay?.
3. gʷat kʷi ?učəłtəb ?ə ti sqʷəbay? čət. 4. gʷat kʷi ?udʷubucid. 5. stab kʷi ?u?əy'dxʷ čəxʷ. 6. gʷat kʷi ?ukʷaxʷad čəxʷ. 7. stab kʷi ?učəcdxʷ ti sqʷəbay?s. 8. gʷat kʷi ?udʷubutəb ?ə ti stiqiw.

### Lesson Twenty

1. Where did you put (lit. set down) the ladle? 2. It was a salmon that the cat ate. 3. It was the cat that ate the salmon. 4. Where did he put the paddle? 5. Stones were what the children were tossing. 6. That is (the place) where I got my food.

1. Patient suffix forming a goal oriented stem. 2. Third person suffix marking an agent oriented verb when preceded by an adjunct. 3. Third person suffix marking the patient of a -t-əb verb when preceded by an adjunct. 4. Patient suffix forming a goal oriented stem. 5. Third person suffix marking an agent of a patient oriented (but not -t-əb) when preceded by an adjunct. 6. Third person suffix marking an agent of a patient (but not -t-əb) verb when preceded by an interrogative adjunct.

### Lesson Twenty-One

I. 1. habitual 2. habitual 3. jussive 4. habitual 5. conditional 6. habitual 7. fear; habitual 8. conditional 9. conditional 10. conditional

- II. 1. 21.5a: ?ukʷəd(d)xʷ tiʔił spusutəbs tiʔə? wiw'su.
- 2. 21.5c: dił tiʔə? cəxʷkʷəd(d)xʷ tiʔə? dsʔəłəd.
- 3. 21.5b: dᶻučʷatəxʷ ?ə tiʔə? p'q'ac tuṣuʔəłəds.
- 4. 21.5b: xʷul' čəxʷ ləʔučʷ dxʷ?al kʷ(i) adsłčil.
- 5. 21.6a: ?ukʷədad tiʔə? qʷu? dəxʷuc'agʷači(?)b ?al tiʔə? sbałs.
- 5. 21.5b: ?ukʷədad tiʔə? qʷu? dəxʷuc'agʷači?b ?al tiʔə? sbałs.
- 6. 21.5a: xʷul' čəd t̥uləʔučʷtxʷ tiʔə? t̥(u)adsʔəłtxʷ əlgʷə?

III. There are six clauses. xʷiʔəxʷ. One has the clitic pattern. (kʷi) t̥udəxʷhuydxʷs.

t̥uhuydxʷ čəxʷ kʷ(i) adsləkʷdxʷ / a(d)dəxʷləkʷdxʷ tiʔə? dsʔuladxʷ.

(Or simply, t̥uləkʷdxʷ čəxʷ tiʔə? dsʔuladxʷ.)

(Or, t̥uləkʷdxʷyic čəd tiʔə? (d)sʔuladxʷ.)

involving spiritual and physical representing those who have experienced the traditional Native American culture. This material serves as the base upon which the curriculum is built.

• Assimilated by the white man, the language of the original inhabitants has a name & word with historical significance. (See example 15 to the cultural section.)

## TEXTS

The first or next of several related documents is the primary document, followed by the second, etc., and so to the tenth. (Some people find words like *second*, *third*, etc., easier to remember than *secondary*, *tertiary*, etc.) The first document is usually found on the top line and appears in the following order, and the others follow in sequence. (See example 15 to the cultural section.)

The period of assimilation consisted of a great deal of intermixing between the two populations. In addition, we must realize that when the original population decreased, many more members were required in a single group. From 200 to 300 individuals in each village became 1000 to 1500. These new groups lost individual members as technological advances in agriculture increased some 300 years ago. This is the reason for the increase in size during the end of the classic and heroic groups and especially the heroic.

• An attempt has been made to have the students understand the nature of the Tulalip culture and its dependence on the ocean. This area, however, could be enhanced and influenced upon greatly by the development of large tracts of land. This would be a good area for the students to learn about their history and the changes that have taken place over the last 300 years. Therefore, the students should not be limited to the ocean as the main source of their information.



## TEXTS

The following graphic devices used in representing these texts need explanation:

1. Brackets, [ ], enclose editorial additions. This material is not on the tape recording on which the transcription is based.
2. As mentioned in the grammar, parentheses, ( ), surround a letter that stands for a part of a word which is not pronounced in certain situations. See, for example, 13.7b in the grammar section.
3. Words or parts of words written between angles, < >, represent false starts, slips of the tongue, etc., and are to be ignored. (Some people might wonder why some words or parts of words heard on the tape do not appear in the written version, so such slips of the tongue are marked in these texts in this manner.)
4. The period, . , marks the conclusion of a main clause and whatever subordinate clauses or other modifying elements go with it. All such units can be and often are complete sentences. However, many times speakers string together in a single breath group two or more such clauses without letting the voice pitch fall between them. These breath groups (i.e., intonational contours or 'phonological sentences' as opposed to 'grammatical sentences') are not indicated in the first four texts, however, because in these stories the end of the clause and breath group are essentially congruent.
5. An attempt has been made to draw the readers' attention to a part of the structure inherent in good Lushootseed storytelling by grouping the lines into units. However, it should be pointed out that this structure is more artfully developed in some stories than others. Furthermore, for the texts included here, analysis of style has thus far been neglected in favor of close attention to accuracy in transcription and gloss. Therefore, readers should not doubt their own ideas about appropriate divisions simply because these might differ from those presented here.

**bibščəb ?i ti?iť su?suqʷa?s, tətyika**

**Young Mink and Tutyeka**

Narrator's introductory remarks:

1. ?ah dəgʷi, si?ab dsya?ya?.
2. tučʷəxʷ čəd ḡuyəhubtubicid, ti tusyəhub ?ə tu·di? tuslučluč čət.
3. tuyəcəbtub čəd ?ə ti?iť tudyəl'�əlab.
4. hay čəd ḡuyəcəbtubicidəxʷ, dəgʷi si?ab dsya?ya?.
5. ti?iť bibščəb ?i ti?iť su?suqʷa?s, tətyika, ti?iť ḡudsyəhubtubicid.

Story begins here:

6. hay, ?uči?čda(hə)b ti?iť bibščəb ?i ti?iť su?suqʷa?s, tətyika.
7. ?uči?čda(hə)b əlgʷə?.
8. huy, šudxʷəxʷ ti?iť čxʷəlu?.
9. huy, bapadəxʷ əlgʷə?.
10. bapadəxʷ əlgʷə? ti?iť čxʷəlu?.
11. huy, xʷakʷisəbəxʷ ?ə ti?iť čxʷəlu?.
12. huy, bəq'təbaxʷ ?ə ti?iť čxʷəlu?.
13. ḡixʷ[əč]dat<sup>43</sup> ti?iť [s]dəgʷabacil[s]əxʷ əlgʷə? ?ə ti?iť čxʷəlu?.
14. huy, ?ibibəšəxʷ ti?iť bibščəb.
15. ?ibibəšəxʷ.
16. huy, k'awdxʷəxʷ ti?iť sc'ali? ?ə ti?iť čxʷəlu?.
17. "u?əxičədəxʷ čəxʷ, bibščəb."

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<sup>43</sup>In a traditional story from Northern Lushootseed one would expect buusəčdat *four days* because four -- not three -- is the traditional number. Events usually happen four times, often there are four brothers in a story, etc. By speaking of three rather than four days, Mr. Sam has made a small adaptation to Western Culture. (In Southern Lushootseed the traditional number is five rather than four.)

18. 'u·, tuχʷ čəd ?u?ibibəš.'
19. 'bibščəb. xʷi? kʷi [gʷ]adsuk'awdxʷ ti?i₄ [ds]c'ali?.'
20. huy, cutəxʷ ti?i₄ bibščəb,
21. 'u·.'
22. hay, gʷadadgʷadəxʷ ti?i₄ bibščəb ?i ti?i₄ su?suqʷa?s, tətyika.
23. 'Xub čəl ?uhudčup č̣a kʷukʷcut.'
24. huy, hudčupəxʷ əlgʷə?.
25. 'u?əxiχədəxʷ čəxʷ, bibščəb.'
26. 'u·, tuχʷ čəd ?uhudčup.'
27. huy, tičitəbəxʷ ti?i₄ s.cali? ?ə ti?i₄ čxʷəlu?.
28. 'u?əxiχədəxʷ čəxʷ, bibščəb.'
29. day' ?uhaydub ?ə ti?i₄ čxʷəlu?.
30. huy, tu?uχʷəxʷ ti?i₄ čxʷəlu?.
31. ti·ləb dxʷt'aqt ti?i₄ ṣlalil ?ə ti?i₄ čxʷəlu?.
32. dadatu[t] ti?i₄ skʷilil ?ə ti?i₄ bibščəb.
33. ?uluud ti?i₄ luχ tudi? t'aqt.
34. ləcup'ayəq ?ə ti?i₄ sdi?dəxʷi₄.
35. huy, ṭilibəxʷ ti?i₄ bibščəb.
36. ṭilibəxʷ,
37. 'stab čəxʷ stal? ukʷixʷid. stab čəxʷ stab ukʷixʷid.
38. hagʷəxʷ čəd tu?acigʷədil ?ə tə luχ čxʷəlu?, čxʷəlu?.
39. stab čəxʷ stab ukʷixʷid. stab čəxʷ stab ukʷixʷid.
40. hagʷəxʷ čəd tu?acigʷədil ?ə tə luχ čxʷəlu?, čxʷəlu?.'
41. huy, təlawiləxʷ ti?i₄ luχ.
42. huy, yəcəbaxʷ ?ə ti?i₄ bibščəb ?i ti?i₄ su?suqʷa?s, tətyika, ?ə ti?i₄ ṣlaliltubsəxʷ.
43. huy, ?uχʷəxʷ tə ?aciłtalbixʷ.

44. bəčatəbəxʷ ti?ił kʷat'aq dəxʷibəš ?ə ti?ił bibščəb ?i ti?ił su?suqʷa?s.
45. pu·təxʷ ?əs̥tuqʷač ti?ił bibščəb ?i ti?ił su?suqʷa?s, tətyika.<sup>44</sup>
46. huy, t'ukʷtubəxʷ ti?ił bibščəb ?i ti?ił su?suqʷa?s.
47. huy, qʷu?təbəxʷ ti?ił ?aciħtalbixʷ tu·lʷal bəkʷ čad.
48. huy, ?əħtub tə ?aciħtalbixʷ.
49. huy gʷəl, ju?iləxʷ tə ?aciħtalbixʷ.
50. huy, higʷiləxʷ si?ab ti?ił bibščəb ?i ti?ił su?suqʷa?s, tətyika.
51. huyəxʷ ti?ił dsyəhub[tubi]cid, si?ab dsya?ya?
52. huyəxʷ čad.

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<sup>44</sup>In the old days raconteurs seldom told a story the same way every time. They altered the emphasis according to the occasion and audience. Episodes were expanded or reduced, often omitted as suited the purpose of a particular story session. Sometimes as here an episode is reduced to a single line. Because the audience had heard these stories all their lives, they did not need to know what had happened to Mink's and Tutyeka's hair for they already knew. In some other telling that incident is developed when judged important to the occasion. (In Southern Lushootseed, by the way, Mink is named for his bald head, c'əbalqid.)

sčətxʷəd ?i tsi?ił ɬaɬac'apəd

Bear and Ant

1. hay, ?ah ti?ə? syəyəhub ?ə ti?ił sčətxʷəd ?i tsi?ił ɬaɬac'apəd.
2. ti?ə? sčətxʷəd gʷəl ḥu·l' ɬu?ibibəš.
3. ḥu·l' ɬu?ibibəš.
4. gʷəl tsi?ił ɬaɬac'apəd gʷəl dᶻəgʷa? dxʷ?ulus.
5. hay, ?aliləxʷ čəd ti?ə? sčətxʷəd.
6. ɬiqagʷiləxʷ ti?ił sčətxʷəd tulʷal ti?ił ?al?als.
7. ti?ił ?al?als ɬudəxʷ?uχʷs ?al ti?ił pə(d)t̤əs.
8. ɬiqagʷil ti?ił sčətxʷəd.
9. huy, ?ibibəšəxʷ.
10. ?ibibəšəxʷ.
11. gʷəč'əbaxʷ.
12. stab kʷi gʷəsu?ət̤əds.
13. gʷəl ?ah kʷa? tsi[?ił] ɬaɬac'apəd.
14. ləcuyayus, ləcuyayus, ləcuyayus, ckʷaqid ləcuyayus.
15. ?uqʷu?əd ti?ił stab gʷədəxʷ(h)əli?is(s) əlgʷə?,  
<čdəxʷu?ət̤əds>  
stab gʷədəxʷu?ət̤əds əlgʷə?,  
stab gʷ[s]u?əy'dxʷ[s].
16. ləcuqʷu?əd ti?ił s?ət̤əds əlgʷə?.
17. gʷəl ɬu?a?ild əlgʷə? [ti?ił] čudəxʷ?a(h)s kʷi stab čus[u]?ət̤əds əlgʷə?.
18. ?ah kʷa? ti?ə? sčətxʷəd.
19. ḥul' ləcu?ibibəš.
20. ḥul' ləcu?i?ħadəb ?ə ti?ə? sqʷəlaħəd ?ə ti?ił ɬusqʷəls.
21. ?a·h gʷəl ɬubəħaxʷ ti?ił sčətxʷəd.

22. pu·təxʷ ɬ(u)asbət!
23. hay gʷəl ɬuʔuχʷəxʷ.
24. gʷəl ɬ[u]dxʷpakʷahəbəxʷ.
25. hay gʷəl ɬuʔitutəxʷ.
26. huy, ɬaɬiləxʷ t[s]iʔə? ɬaɬac'apəd ?i tiʔił sčətxʷəd.
27. ɬaɬiləxʷ əlgʷə?.
28. huy, qʷuʔtəbəxʷ tiʔił bəkʷaʔkʷbixʷ.
29. [s]əsqʷuʔs əlgʷə?.
30. qʷuʔtəbəxʷ tiʔiʔił siʔiʔab.
31. <gʷəl> huy, gʷadadgʷadəxʷ əlgʷə? gʷəgʷatəs kʷi ɬuc'əlalikʷ.
32. wiliqʷitəbəxʷ tsıʔə? ɬaɬac'apəd gʷəsčaləs kʷi ɬəčs.
33. huy cutəxʷ:
34. ɬaχil gʷəl bələχil. ɬaχil gʷəl bələχil. ɬaχil gʷəl bələχi·l.  
 ɬaχil gʷəl bələχil. ɬaχil gʷəl bələχil. ɬaχil gʷəl bələχi·l.  
 we· xʷeʔe·?. ... e·.  
 ɬaχil gʷəl bələχil. ɬaχil gʷəl bələχil. ɬaχil gʷəl bələχil.  
 we· xʷeʔe·?. ... e·.
35. gʷəl ʔəsčal tiʔə? sčətxʷəd.
36. ɬul' ʔəxʷpakʷ[ah]əb tiʔił sčətxʷəd.
37. ɬul' ɬ[u]bəxʷpusəb.
38. gʷəl ɬ[u]bəcut:
39. dukʷəla·dxʷ gʷəl ɬubələχi·l.
40. dił day' ɬuscut ʔə tiʔił sčətxʷəd.
41. huy ʔəsqʷic'.
42. hay gʷəl <tac> ɬul'əxʷ ɬubədʷubalikʷ<sup>45</sup> tsıʔił ɬaɬac'apəd.

<sup>45</sup>The word actually used by Mr. Sam was tac a word borrowed from English *dance*. In this text a native Lushootseed word has been substituted, namely, dᶻubalik. (This latter

43. putəxʷ ɬ[u]bəɬac'ahəb tsi?it ɬaɬac'apəd.
44. ɬul' ɬ[u]bəxʷpusəb ti?ə? sčətxʷəd.
45. gʷəl ɬ[u]bəcut:
46. dukʷəla·dxʷ gʷəl ɬ[u]bələχi·l.
47. dił day ɬuscut ?ə ti?it sčətxʷəd.
48. hay, putəxʷ ɬ[u]bət'ilib <ti?ə? sčətxʷəd> tsi?ə? ɬaɬac'apəd.
49. ɬu·l'əxʷ ɬ[u]bət'ilib.
50. pu·təxʷ ɬ[u]bəɬac'ahəb.
51. hay, gʷəl ɬ[u]bət'ilibəxʷ:
- |                         |                                        |
|-------------------------|----------------------------------------|
| 52. ɬaχil gʷəl bələχil. | ɬaχil gʷəl bələχil.                    |
| ɬaχil gʷəl bələχil.     | ɬaχil gʷəl bələχil.                    |
| ɬaχil gʷəl bələχil.     | ɬaχil gʷəl bələχil.                    |
| ɬaχil gʷəl bələχil.     | ɬaχil gʷəl bələχil. he?ehe.. ?a· . . . |
53. <hay, gʷəl c'əlalikʷəxʷ ti?ə? sčətxʷəd.>
54. hay, tu?abyitəbəxʷ ?ə ti?it ɬa?ɬa? <ti?it> [?ə kʷi dił] stab[s kʷi] gʷəsɬaɬ's.
55. gʷəl ?ah kʷa? ti?ə? sčətxʷəd.
56. pu·təxʷ ?əsbət.
57. put ɬ[u]bə?itut ti?it ?əxʷpakʷahəb.
58. c'əlalikʷ tsi?it ɬaɬac'apəd.
59. pu·təxʷ ?əxʷɬəcqgʷas tsi?ə? ɬaɬac'apəd.
60. gʷəl c'əlalikʷ.
61. c'əlalikʷ huy dxʷ?ulus.
62. ckʷaqid ɬuyayus.

63. hay, d<sup>w</sup>ubalik<sup>w</sup>əx<sup>w</sup><sup>46</sup> tsi?ə? ɬaɬac'apəd.

64. ?əshiił.

65. ɬaχil g<sup>w</sup>əl bələχil.

ɬaχil g<sup>w</sup>əl bələχil.

ɬaχil g<sup>w</sup>əl bələχil.

ɬaχil g<sup>w</sup>əl bələχil.

we· x<sup>w</sup>e?e·?

ɬaχil g<sup>w</sup>əl bələχil.

ɬaχil g<sup>w</sup>əl bələχil.

ɬaχil g<sup>w</sup>əl bələχil.

ɬaχil g<sup>w</sup>əl bələχil.

we· x<sup>w</sup>e?e·?

[66. dił shuys.]

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<sup>46</sup>The information in footnote 45 applies here also.

sbiaw ?i ti?it hik" ēč̓a?

Coyote and the Big Rock

1. ?u?uč̓ w ti?e? sbiaw.
2. gʷəl ?u?ay'dxʷ ti?it ?iišəds.
3. ?ušudxʷ ti?it səsqʷu? ?e ti?it ?iišəds ?al ti?e? hik" ēč̓a?.
4. put ?əsp'il šqabac ti?e? hik" ēč̓a?.
5. hay gʷəl [?u]wiliqʷidəxʷ ti?it ?iišəds,
6. 'stab ti?it suhuyləp.'
7. 'u·, tuč̓ čət ?əsqʷu?.
8. ləcu?abyid čət ti?e? ēč̓a? ?e ti?e? stabigʷs čət,
9. ti?e? t̓us?ibəš čət.
10. hay gʷəl t̓uhuyutəbəxʷ č̓it ti?it dəxʷ?ibəš čət.
11. dił dəxʷut'asad čət ti?e? ēč̓a?.'
  
12. hay gʷəl cutəxʷ ti?e? sbiaw,
13. 'hay čəda t̓uqʷibid.
14. xʷul' p'ač̓ač̓ ti?e? ds?abyid.'
15. huy,[?u]pačad ti?it stabigʷs s?abyid[s].
16. huy, kʷatajəxʷ ti?it sbiaw ?e ti?it ēč̓a?.
17. huy ?abyidəxʷ ?e ti?it xʷu·l' p'ač̓ač̓ stab.
18. gʷəl xʷi? [kʷi] gʷədəxʷ(h)a?ls.
19. hay gʷəl xʷt'agʷiləxʷ ti?it sbiaw.
20. xayəb ti?it sbiaw,
21. 'stab əw'e ti?e? ēč̓a? cəxʷyaw' ?ut'asbil.'
  
22. hay gʷəl [?u]?ibəšəxʷ ti?it sbiaw.

23. gʷəl tiʔił sʔuχʷ ʔə tiʔił sʔibəšs.<sup>47</sup>
24. gʷəl [ʔu]luudəxʷ tiʔił stab.
25. ləcutukʷucut.
26. [ʔu]dᶻalqʷusəxʷ tiʔił sbiaw.
27. gʷəl [ʔu]šudxʷəxʷ tiʔił hikʷ č̥xa?.
28. ləcučalad tiʔił sbiaw.
29. hi·kʷ ləcutukʷucut ʔə tiʔił sətəčs ʔə tiʔił sčalads tiʔił sbiaw.
30. ʔəsxicil tiʔił č̥xa? ʔə tiʔił sučalads tiʔił sbiaw.
31. yəxi huy xʷi? [kʷi] gʷəstab [gʷə]dəxʷ(h)aʔt[s].
32. xʷul' p'ačač tiʔił sʔabyids tiʔił č̥xa?.
33. huy, [lə]təlawiləxʷ tiʔə? sbiaw.
34. təla·wiləxʷ.
35. huy, [lə]čalatəb ʔə tiʔił č̥xa?.
36. hay, [ʔu]wiliqʷidəxʷ tiʔił suqʷsuqʷaʔs,
37. 'stabəxʷ [kʷi] ḥudshuy [tiʔiʔə?] dsuqʷsuqʷa?.
38. [ʔəs]c'udəxʷ čəd.
39. xʷakʷiləxʷ čəd.'
40. hay gʷəl cutəxʷ tiʔił suqʷsuqʷaʔs,
41. gʷəl 'cutəxʷ čəxʷ six'', 'haʔkʷ čəd ʔəxʷcutəb'.'
42. xʷul' čəxʷ ʔugʷəč'əb ʔə kʷi stab, [s]əsliʔlu? ʔə tiʔił sbadil čxʷa šulagʷil.
43. ʔəsmiʔman'.
44. xʷi? [kʷi] gʷədəxʷšulagʷildubut ʔə tiʔił č̥xa?.'
45. tiʔił sbiaw gʷəl [ʔu]ʔuχʷəxʷ.
46. [ʔu]dəgʷagʷiləxʷ ʔə tiʔił [s]əsliʔlu?.

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<sup>47</sup>Line 23 is actually a nominalized subordinate clause that goes with line 24. It is unusual in that it precedes rather than follows its main clause. The double use of gʷəl is reminiscent of topicalization (22.8b). A suggested rendering in English of lines 23 and 24 is the following: *And while his journey went [along], he heard something.*

47. hay gʷəl [?u]čalatəb ?ə ti?iť č̥xa?.
48. xʷi? [kʷi] gʷəshəd?iw' dubuts.<sup>48</sup>
49. huy, [?u]dᶻəlqcūtəxʷ ti?iť č̥xa? dxʷ?al ti?iť [s]əslu?.
50. gʷəl cuucəxʷ ti?iť sbiaw,
51. 'tu?a·(h) čəxʷ [ti?iť] xʷul' t(u)adsyubil.'
52. gʷəl ha·gʷəxʷ ti?iť s?a··(h) ?ə ti?iť sbiaw.
53. pu·təxʷ t(u)asčučuil ti?iť sbiaw.
54. putəxʷ t(u)asčuil.
55. gʷəl [?u]lačdxʷ ti?iť suqʷsuqʷa?s.
56. hay, 'čiqagʷil ti dsuqʷsuqʷa?.
57. ?əsc'u·dəxʷ čəd.
58. stabəxʷ [kʷi] čudshuy.
59. stabəxʷ [kʷi] ču[d]shuy, ti dsuqʷsuqʷa?.'
60. hay gʷəl [?u]čiqagʷiləxʷ ti?iť suqʷsuqʷa?s.
61. gʷəl 'cutəxʷ čəxʷ sixʷ, 'ha?kʷ čəd ?əxʷcutəb'.
62. xʷul' čəxʷ ?uq'əwab čxʷa [?u]xʷəbəbxʷəbaladi(?)b.
63. hay gʷəl gʷə[xʷ]cutəbəxʷ ti?iť č̥xa?,
64. 'u·, hikʷ əw'ə qa(h) ti?iť ?iišəd ?ə ti?iť sbiaw.'
65. 'u?əxičədəxʷ čəxʷ sbiaw.'
66. 'u·, tučʷ čəd ləcuqʷu?əd tə d?iišəd.'
67. huy [?u]čədᶻaxʷ<sup>49</sup> ti?iť č̥xa?.
68. huy ?učʷəxʷ.
69. čəgʷčəxʷ ti?iť sbiaw.
70. [?u]cut ti?iť sbiaw.

<sup>48</sup>In more precise usage one would expect dəkʷ- or šul- instead of həd?iw'-.

<sup>49</sup>The stem of this word is actually čəc. The final c becomes dᶻ under the influence of the following stressed vowel.

71. [?u]xayəb.
72. 'dəgʷagʷil̓ ti̓ dsuqʷsuqʷa?
73. ha?kʷ čəd ?əxʷcutəb.'
74. huy tučəlalikʷ ti?iť sbiaw.
75. [?u]c'əldəxʷ ti?iť hikʷ č̥xa?
76. diť sc'əldxʷs.
  
77. 'dəgʷagʷil̓ ti̓ dsuqʷsuqʷa?
78. ha?kʷ čəd ?əxʷcutəb.'
  
79. diťəxʷ.
80. huyəxʷ <?ə> ti?ə? dsyəcəb, si?ab dsya?ya?

sčətxʷəd ?i ti?ił c'iččiχ  
Bear and Fish Hawk

1. ?a(h) ti?ił sčətxʷəd ?al kʷədi? dəxʷəstətlils.
2. hay gʷəl tulačdxʷəxʷ ti?ił sya?ya?s.
3. gʷəl tu?učʷcəxʷ.
4. gʷəl tudʷəlačadbidəxʷ ti?ił xibčib, c'iččiχ ti?ił həla?b sda?s, c'iččiχ.
5. gʷəl tudʷəlačadbid ?al ti?ił pə(d)t'əs.
6. huy gʷəl tu?učʷc<sup>50</sup> ti?ił sya?ya?s.
7. lačdxʷ <bid> əxʷ.
8. hay gʷəl cut(t)əbəxʷ ti?ə? c'iččiχ,
9. ?əstagʷəxʷəxʷ ti?ił sya?ya?s, sčətxʷəd.
10. hay, tukʷit'əxʷ ?al ti?ił stuləkʷ.
11. [?u]saqʷ dxʷšəq ti?ił c'iččiχ.
12. gʷəl tušudxʷ ti?ił s?uladxʷ ?al ti?ił sq'axʷ.
13. gʷəl<sup>51</sup> tu?usis.
14. gʷəl tukʷəd(d)xʷ ti?ə? s?uladxʷ.
15. tučubətxʷəxʷ.
16. hay, tukʷukʷcutəxʷ<sup>52</sup> ?al ti?ił sya?ya?s, sčətxʷəd.
17. hay gʷəl tuhədhədači(?)bəxʷ ti?ə? c'iččiχ,
18. 'c'i·xəb, c'iččəb, c'iččəb, c'iččəb.'

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<sup>50</sup>This is Mr. Sam's amended version. On tape he says, "huy, ?učʷ dxʷ?al ti?ił sya?ya?."

<sup>51</sup>Here this word is pronounced [gʷa··l].

<sup>52</sup>The root, i.e., core, of this word is one of the rare loan words from English, namely, *cook*. The rest of the sentence also shows 'foreign' language influence. In standard Lushootseed it would be, tuqʷəlyid ti?ił sya?ya?s, sčətxʷəd.

19. hay gʷəl [?u]?abyidəxʷ tiʔił sčətxʷəd [?ə tiʔił bəsχʷəs]
20. gʷəl dəxʷc'ibs ?ə tiʔił sʔuladxʷ ?ə tiʔił bəsχʷəs.<sup>53</sup>
21. hay gʷəl tusulayitəbəxʷ ?ə tiʔił sali? sqʷiqʷəlałəd.
22. hay, ?əłəd tiʔə? sčətxʷəd.
23. ?al suʔəłəds ?ə tiʔił sʔuladxʷ's gʷəl xʷi? kʷi gʷəsbəkʷdxʷs.
24. hay, dxʷxʷal'igʷədəxʷ.
25. ?ušuuc tiʔił sqʷəlałəd.
26. sa? sali? sqʷəlałəd.<sup>54</sup>
27. gʷəl ?əsqʷu(?)bidəxʷ.
28. huy, tuʔəłədaxʷ.
29. kʷədad tiʔə? dəč'u?.
30. hi·kʷ tuhaʔł tiʔił sqʷəlałəd.
31. hay gʷəl kʷədadəxʷ.
32. gʷəl ?əs(h)aydxʷəxʷ xʷi?əxʷ.
33. huy, sa?səli?.
34. hay gʷəl bəšuł.
35. bəʔa·(h) tiʔił sqʷəlałəd.
36. huy, yəlači(?)bidəxʷ tiʔił sʔəłəd.
37. gʷəl ?əłəd, ?əłəd, ?əłəd, ?i... ?ubəł.
38. gʷəl dxʷxʷal'igʷəd.
39. gʷəl huyəxʷ.
40. gʷəl ?ah uʔxʷ tiʔił sʔəłəd.
41. huy, cuucəxʷ tiʔił sya?ya?s, c'iččič,
42. 'day' čəxʷ ɬuʔəł' dxʷʔal tiʔił dʔalʔal čəda ɬuʔəłtubicid.

<sup>53</sup>Line 20 is a nominalized subordinate clause of line 19. It has been given semi-independent status by being introduced by gʷəl. Compare this line with 23 in the preceding story.

<sup>54</sup>Literally this line says, "[The] two berries are/were bad." What it actually means is, "[Bear thought,] 'There are only two insignificant [or 'measly'] berries.'"

43. [t̪u]d̪əlaħadbic čəxʷ.
44. huy, cut ti?ił c'iħč'iħ,
45. 'ħub.'
46. hay laħd[ubəxʷ ?ə]<sup>55</sup> ti?ił c'iħč'iħ <?ə> ti?ił tuscut(t)əbs ?ə ti?ił sčətxʷəd,
47. 'd̪əlaħadbic.'
48. hay tu?uħʷəxʷ.
49. gʷəl dxʷtəyiləxʷ ?ə ti?ił stuləkʷ.
50. ?ah ti?ił sčətxʷəd ?əstəd̪zil.
51. gʷəl tħisəb ?ə ti?ił ?ay'əds, c'iħč'iħ.
52. gʷa·dadgʷadəxʷ əlgʷə?
53. hay gʷəl ?əxʷcutəbəxʷ ti?ə? sčətxʷəd.
54. 'ħal' čəd gʷəbə?uləħyid ti?ə? c'iħč'iħ ?ə kʷi s?uladxʷ.'
55. kʷit'əxʷ dxʷča?kʷ ?al ti?ə? stuləkʷ.
56. šuħəxʷ <ti?ə? ča?kʷ> ti?ə? sčətxʷəd ?al ti?ə? stuləkʷ.
57. ti?ił ti s?uladxʷ.
58. saxʷəbid ?al ti?ə? sq'axʷ.
59. xʷul' ?uq'cač ti?ił sčətxʷəd.
60. gʷəl ?ugʷət'qʷad.
61. hay, ?uħʷ.
62. čəba?təbəxʷ ?ə ti?ə? sya?ya?s, c'iħč'iħ.
63. gʷəl ?uħʷtubəxʷ dxʷ?al ti?ił ?al?als.
64. hay gʷəl qəħ ti?ił sčətxʷəd.
65. ?ahəxʷ ti?ił s?uladxʷ.
66. tu?uħʷcəbəxʷ ?ə ti?ił c'iħč'iħ.

<sup>55</sup>At this point Mr. Sam misspoke. What he intended to say is given here. What he actually said (and, of course what is heard on the tape) is laħdxʷ ti?ił c'iħč'iħ which would mean *He remembered Fish Hawk.*

67. ?u᷑"tubəx" ti?ił s?uladx" dx"al ti?ił sčətx"əd.
68. k"uk"cutyitəbəx<sup>56</sup> ?ə ti?ə? c'i᷑c'i᷑ ti?ił sya?ya?s, sčətx"əd.
69. hay qłax" ti?ił sčətx"əd.
70. huy dx"cutəbəx".
71. la᷑dx"əx" ti?ił tushuy ?ə ti?ił c'i᷑c'i᷑.
72. ?abači(?)b ti?ə? sčətx"əd ?ə ti?ə? ti[?]ta?x.
73. hədači(?)bəx".
74. 'c'i᷑xəb, c'i᷑xəb, c'i᷑xəb, c'i᷑xəb.'
75. ?i..
76. x"i?əx" [k"i] g"əsəx"əs.
77. g"əl bəcut,
78. 'c'i᷑xəb, c'i᷑xəb, c'i᷑xəb, c'i᷑xəb.'
79. bəhədači(?)b.
80. x"i?.
81. putəx" ləq"up'q"up'ači? ?ə ti?ə? sčətx"əd.
82. hay g"əl ləbəč.
83. g"əl [?u]g"ət'q"ad.
84. hay g"əl təčtəbax" ti?ə? sčətx"əd ?ə ti?ə? c'i᷑c'i᷑.
85. bətəd"iltubəx".
86. hay, k"ədatəbəx" ti?ə? ti?ta?x.
87. g"əl cutəx" ti?ə? c'i᷑c'i᷑,
88. 'c'i᷑xəb, c'i᷑xəb, c'i᷑xəb, c'i᷑xəb.'
89. hay g"əl ləqa(h)il ti?ił səx"əs.
90. ḫ"ul'əx" ?ə(s)šuuc ti?ił ?ay'əds, sčətx"əd.
91. pu·təx" ?əsq"up'q"up'ači?.
92. hay g"əl təg"t.
93. hay, c'əldub ti?ił sčətx"əd ?ə ti?ə? c'i᷑c'i᷑.

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<sup>56</sup>See footnote 52.

94. hay gʷəl ha?licutəxʷ ti?iť sčətxʷəd ?ə ti?iť sčəgʷəlyitəbs [(s)]?ušəbitəbs ?ə ti?iť c'iččič ?ə ti?iť s?uladxʷ, ?ə ti?iť sčʷəs.
95. gʷəl tula?yitəbəxʷ ?ə ti?iť sqʷiqʷəlaħəd, sali? sqʷiqʷəlaħəd.
96. huy gʷəl tuččəcbidəxʷ.
97. gʷəl tu?ibibəš.
98. huyəxʷ ti?iť syəcəb.
99. diť shuys.

## GLOSSARY



## GLOSSARY

This glossary includes all words occurring in the four texts of this reader. However, it does not have all vocabulary used in the grammar section accompanying the reader.

The alphabetic order for Lushootseed is as follows: ? a b c c' č č' d d' z ə g g' h i j k k' k' w l l' t x (m) p p' q q' q' w s š t f u w w' x' x' w y y'.

Numbers after a gloss indicate the text and line number where the particular meaning is appropriate, while numbers in brackets, [ ], refer to a section in the grammar.

- ? -

- ?a· Concluding syllable to a song. It has no lexical value. 2.52
- ?a?ild See under ?ah.
- ?ab extend arm(s) / leg(s).
- ?abcut extend self.
- ?abači?b extend one's hand(s) 4.72.
- ?abšəd take a step, extend leg.
- ?abg'as make several trips taking things somewhere.
- ?abuc(i)did take lunch/dinner to someone.
- ?abaqəd return something.
- ?abš give something.
- ?abyi- give.
- ?abalik' give things away as in potlatching.
- ?ac- center of / middle of.
- ?acig'əd inside 1.38, 1.40.
- s?acus face (See -us.)
- ?aciłtalbix' Person, people; any indigenous person of the Americas.
- ?ah there, be there 2.13, 2.18, 2.55, 4.1, 4.35, 4.40, 4.50.  
tu?a·(h) čəx' you will be there 3.52. ha·g'əx' ti?ił  
s?a·(h) ?ə ti?ił sbiaw Coyote was there for a long time  
3.53. Be in existence 2.1, 4.65. tuđəx'?'a(h)s k'w'i stab so

there would be something 2.17. **?ah gʷəl** [a sentential adverb phrase 22.8] and there 2.21. **χ̣u?a?ild** they would put it away 2.17.

- ?ah** **?ah dəgʷi, si?ab dsya?ya?** This is for you, my worthy friend 1.1.
- ?al** [As a preposition **?al** has many glosses in English such as] in, at, to, through, for, into, etc. [See 16.7a - 16.7b in the grammar.]
- ?alil** **?aliləxʷ čəd ti?ə? sčətxʷəd** Now I am considering Bear 2.5.
- tul?al** from 1.47.
- ?al?al** house.
- ?aliləxʷ** See under **?al**.
- ?alqʷ** 1. at the periphery, located away from the center 2. located at the back of an assembly hall (opposite of **sula**).
- ?alqʷ(ə)d** take something away from the fire, place something away from the center.
- ?alqʷbid** 1. located away from the center in relation to someone/something 2. located behind someone in a room.
- ?alš** cross-sex sibling, cross-sex cousin.
- ?alalš** plural of **?alš**.
- ?ay'əd** male friend of a man, a pal. (Sometimes used by a woman to refer to a friend of her same sex.)
- ?ə** [oblique marker; genitive marker 12.2d]
- Marking agent: 1.3, 1.11, 1.12, 1.29, 2.54, 3.36, 3.48, 4.46, 4.46, 4.51, 4.62, 4.66, 4.68, 4.83, 4.92.
- Marking patient: 1.34, 1.42, 1.42, 2.20, 2.54, 3.43.
- Marking patient of a -yi- verb: 3.8, 3.17, 4.21, 4.93, 4.93, 4.94.
- Marking the *of*-relationship (See grammar 12.2d.): 1.2, 1.16, 1.27, 3.65.
- Marking agent of a subordinate predicate (See grammar 21.2.): 1.31, 1.32, 1.44, 2.40, 2.40, 2.47, 3.3, 3.53, 4.71, 3.45.
- Marking patient of a subordiante predicate (See grammar 21.2.): 4.20, 4.23.
- Marking subordinate predicate: **gʷəl ti?ił s?uχʷ ?ə ti?ił s?ibəšs**. While going on his journey. **hikʷ ləcutukʷcut ?ə ti?ił sətəčs ?ə ti?ił sčalads ti?ił**

**sbiaw.** *[He] thumped loudly as he rolled [along] while he chased Coyote.*

- about 2.1.
- as 2.20, 3.30.
- in 3.43, 3.47.
- in/of 1.13, 1.38, 1.40.
- in/on 4.49.
- into 4.20.
- onto 3.16.
- over 4.72.
- when/while 3.31.
- while 3.30.

Unclassified: putəxʷ ləqʷup'qʷup'ači? ʔə ti?ə? sčətxʷəd. *Bear's hands shriveled right up.* 4.80.

ʔəłəd	eat [This stem is agent oriented in spite of its appearance. Its patient oriented counterpart is ləkʷəd (or, in Skagit, huydxʷ).]
ʔəłtxʷ	feed someone.
?iʔładəb	ləcu?iʔładəb ʔə ti?ə? sqʷəlałəd ʔə ti?ił x̣usqʷəls. <i>He was eating the berries as they ripened.</i> 2.20.
sʔəłəd	food.
ʔəł'	come.
ʔəł'c	come after something/someone; come for a specific purpose.
ʔəł'txʷ	bring someone/something.
ʔəpus	aunt, sister of one's father or mother.
ʔəs-	[Common variant of as-, the stative prefix, 10.3, 11.3].
ʔəxʷ-	[Combination of the prefixes ʔəs- and dxʷ-].
ʔəxid	what? What is the matter?
dəxʷʔəxid-	why?
ʔəxiłtxʷ	do something, do anything.
?uʔəxiłdəxʷ čəxʷ	What are you doing?
ʔəy'-	
ʔəy'dxʷ	find someone/something.
'i	and.

?i	an exclamation expressing <i>greatly, vastly</i> (4.37, 4.75).
?i'ab	wealth.
?i'abil	become wealthy.
si'ab	nobleman, person of influence, leader.
si'i'ab	high ranking people 2.30.
?i'ɬadəb	See under ?əɬəd.
?ibəš	walk, travel/journey by land (as opposed to travel by canoe).
?ibəštxʷ	take someone for a walk, walk someone somewhere.
?ib'ibəš	walk all about, travel a lot; many people walk.
?ibibəš	pace back and forth, walk without achieving (or often even having) a destination.
?il-	?ilgʷit̪ shoreline, shore, beach, bank.
?itut	sleep, <u>Xʷalitut</u> snore, <u>sqəlalitut</u> spirit power, dream.
?itutdubut	oversleep.
?əxʷ?itutəb	sleepy.
?iišəd	relative, friend, one's own people.
?u	[interrogative particle 2.3].
?u	Hey! 1.18. OK. 1.21. Oh. 1.26, 3.7, 3.67.
?u-	[Common variant of -u-, the perfective prefix 10.5, 11.3].
s'uladxʷ	salmon and steelhead trout; (sometimes, 'fish' in a general sense).
?ulal	bulrush, cattail.
?uləx	obtain from nature, gather, take and keep what one comes upon. (agent oriented).
?uləxəd	same as above except for being patient oriented.
?uləxyid	get (from nature) for someone.
?uluł	travel in a canoe, go by water (as opposed to walking, traveling over land).
-?ulus	dxʷ?ulus persistent person, a steady worker.
?usil	dive.
?usis	dive after something.
?ušəb	pity, feel compassion.

<b>?ušəbid</b>	pity someone.
<b>[s]ušəbitəbs</b>	out of pity for him 4.93.
<b>?učw</b>	go.
<b>?učw'c</b>	go after someone/something, go somewhere for a specific purpose.
<b>?učw'txw'</b>	take someone/something somewhere.

**- a -**

<b>-a?k"-bix"</b>	group (viewed distributively).
<b>-abac</b>	body, bulky object.
<b>-ač</b>	head, crest. Compare <i>sčay'us</i> , -qid, -us.
<b>-ači?</b>	hand, lower arm. Compare čaləs.
<b>ad-</b>	your [12.3, 12.3d, 12.4], you [20.3a].
<b>-ad</b>	I, me [first person singular clitic 14.4 - 14.4b].
<b>-adx"</b>	variant of -əladx" year [3.6].
<b>-ag"-</b>	a derivational suffix by means of which various types of radical stems are converted to -il agent oriented stems, e.g. <i>t'ag"-t placed on top</i> becomes <i>t'ag"-tag"-il climb(s) on top</i> .
<b>-ag"-əl</b>	[reciprocal 9.7].
<b>-ah- / -ap</b>	buttocks, bottom, base.
<b>-al-adi?</b>	side of head.
<b>-alc</b>	Agent oriented suffix which denotes the manipulation or construction of something [7.3].
<b>-aləp</b>	you (plural) [second person plural clitic 14.4 - 14.4b].
<b>-alik"</b>	agent oriented suffix with iterative meaning [7.3].
<b>-ati</b>	we, us [first person plural clitic 14.4 - 14.5].
<b>-ap / -ah-</b>	buttocks, bottom, base.
<b>as-</b>	stative prefix [10.3, 11.3] most often pronounced as ?əs-.
<b>-as</b>	[third person clitic 14.4 - 14.4b].

-axʷ	you (singular) [second person singular clitic 14.4 - 14.4b].
-axʷ	aspectual clitic [14.2 - 14.3c].
-aχad	edge, at the side of.

## - b -

-b	agent suffix [Lesson Three, 7.3].
-b	second member in suffix sequences [6.2] providing for an oblique complement [16.4. 16.5].
sbadil	mountain.
bap(a)	
'əsbap	busy.
bapad	pester / annoy someone.
bə-	again, anew, once more; additional [additive 13.6].
bəč(a)	
bəč	fall from a standing position.
'əsbəč	lies.
'əsbəčtxʷ	have someone/something laid out.
bəčad	set something down.
bəčaš	(equivalent to bəčad, [22.1b]).
bəčdxʷ	knock someone down / knock something over.
bəčagʷil	lie down.
bəčalikʷ	bet, wager.
dxʷbəčəb	sink.
dxʷbəčəbəd	sink something.
bəkʷ	be included; all.
bəkʷəd	take everything.
bəkʷdxʷ	manage to get all of something; xʷi? kʷi gʷəsbəkʷdxʷs <i>He couldn't manage [to eat] it all.</i>
bəkʷil	all finished, all gone, all used up.
bəkʷildxʷ	use something all up, finish something off.
bəkʷa?kʷbixʷ	everyone.
bəł	full (container), full (of food or drink).

bəq'	
bəq'əd	put something in one's (own) mouth; swallow something.
bəq'atxʷ	put something into someone else's mouth.
bəščəb	mink.
bibščəb	young mink; a 'pet' way of referring to Mink.
bəsad	grow dark (night).
bəsqʷ	crab.
-bi-	secondary stem suffix which provides for the addition of the patient suffix -d/-t- to stems that otherwise could not take a patient ending at all (or could not take -d/-t- as a second patient suffix).
biac	meat.
sbiaw	coyote.
bibščəb	See under bəščəb.
-bi-d	locative and comparative suffix

## - c -

-c	[a suffix marking patient oriented verbs, 4.3, 4.4, 5.4, 6.1].
-c	me [9.3b].
-c-əb	[a suffix marking patient oriented verbs, 8.3 - 8.3c].
cəxʷ-	[the combination of d- and dəxʷ-, 20.3] cəxʷyaw' that I should 3.21.
-cid	you [9.3b].
cil(i-)	
(?əs)cil	be protected/supported, be served (e.g., food). ciliw' basin, pan. cicəl'šaad, dəxʷcicəl'šaadəb something to walk on, carpet.
ciliid	support something, place something in/on a receptacle, dish [food] up.
cilyid	dish [food] up for someone.
(?əs)ciltxʷ	have [something/someone] put on/in a support or container.

ckʷaqid	always [predicate adverb 17.2].
cut	speak, say. This is the most all encompassing word in Lushootseed for human vocal utterances. <b>huy cutəxʷ</b> Then she sang 2.33. <b>cutəxʷ</b> chanted / spoke an incantation 4.87.
cut(t)əb	speak to someone (about something).
cuuc	tell someone (something).
?əxʷcutəb	thought so (all along) 3.41, 3.61, 3.73, 3.78; thought 4.53.
dxʷcutəbəxʷ	Then he thought (about it) 4.70.
gʷəxʷcutəb	might think 3.63.

## - c' -

sc'ali?	heart.
c'əl-	win, prevail.
c'əlalikʷ	win (agent oriented) ... tuc'əlalikʷ ... (who) would win 2.31.
c'əld	defeat someone (patient oriented).
c'əldxʷ	manage to defeat someone (patient oriented).
c'ib	dip into; lick.
c'ič-	
c'ičc'ič	fish hawk, osprey.
c'ičəb	incantation Fish Hawk says in order to get fat to drip out from between his fingers to use as a dip for eating dried salmon.
c'ud	weak.
c'ukʷəb	flesh.

## - č -

ča?kʷ	seaward, in the direction of any body of water; at sea, out in the water (opposite of t'aq't').
dxʷča?kʷ	seaward, toward the water.
lədxʷča?kʷ	going toward the water (synonym of kʷit'), going further out to sea.

ča'k"tx"	take someone/something down to the water or out to sea.
ča'k"dx"	manage to get something/someone down to the water or out to sea.
čag"əd	1. equivalent to the (more usual) ča'k"tx". 2. fig., force someone to do something he does not want to do.
čag"cut	go out from shore.
čag"əb	be out at sea, be in the lake/river.
čag"il	get too far out.
čag"ildx"	pick on someone, get the better of someone because he is out numbered or cornered.
ča'k"bid	(also pronounced čə'k"bid) located on the water side of something.
čad	where.
čal	how? in what condition or state?
čal(a)	chase, pursue; overtake; catch.
čalad	chase someone/something.
čaladx"	catch up with someone.
čaltx"	catch someone.
čaləs	hand, lower arm and hand. Compare -ači?.
čcil	See under (xi)čac.
čeba"-əd	carry something/someone on one's back, backpack something / someone.
čəbid	Douglas fir. sčəbid bark (especially the bark of the Douglas fir tree which was the bark par excellence for the Lushootseed people).
čəbidac	Douglas fir tree.
-čac	xičac red, red. xičičc (a) penny.
čcil	become red.
čcild	redden something, make something red.
?əx"čcilig"əd	red inside.
dx"čəcəb	red river (e.g., one flowing through iron rich land).
čəd	I [Lesson Two], me [4.5].
čəda	and I, and me [21.6b].

čəł	we [Lesson Two], us [4.5].
čła	and we [21.6b].
sčətxʷəd	(black) bear.
čəxʷ	you (singular) [Lesson Two, 4.5].
čxʷa	and you [21.6b].
čələp	you (plural) [Lesson Two, 4.5].
čələpa	and you [21.6b].
čła	See under čəł.
čubə	go up from shore, go up inland away from the water (opposite of kʷit', synonym of lədxʷt'aq't').
čubaac	go up from shore after something/someone.
čubəstxʷ	The old way of saying čubətxʷ [4.7d].
čubətxʷ	take someone/something up from shore.
-čup	cooking fire, campfire; firewood.
čxʷa	See under čəxʷ.
čxʷəlu?	whale.

## - č -

čaʔ-	dig, dig out, loosen ground for planting.
čaʔəd	dig something up, dig it out (patient oriented stem)
čaʔəb	dig something up (agent oriented stem).
čaʔalikʷ	dig for edible roots and the like (agent oriented stem).
čačas	1. child, youngster. 2. young.
čaačas	mature acting child.
?iħčačas	younger.
?ixʷčačas	young spouse.
čawəy?	seashell (of any type). čawəy?ulč ceramic dish. (See ḥaʔx.)
čit	near (opposite of lil).
čitcut	come close, approach.
čitil	draw near.
čitis	approach someone/something.

- č'itbid** located on the near side of something/someone.
- č'xa?** rock, stone. (In the third text of this reader, *boulder* would be the best gloss.)

## - d -

- d-** my [12.3, 12.3d, 12.4], I (me) [20.3a].
- d / -t-** a patient suffix [Lesson Three, 6.1].
- da?(a)** name, call. *sda?* name, *həla?b sda?*s is his real name (4.4).
- da?ad** name someone.
- da?acutbid** tell someone one's (own) name.
- dadatut** morning, (often pronounced as thought spelled **dadatu**).
- day'** only, uniquely, especially, completely [predicate adverb 17.2] after a while 4.42, *dił* [ti?ił s]day']s . . . That was all.
- dəč'u?** one.
- dəg"-** See under **dək"**.
- dəg"i** you (singular), you are the one [19.3, 19.4].
- dək"** located inside something relatively small and confining.
- dəg"ad** put something inside something relatively small.
- dəg"aš** (equivalent to **dəg"ad**).
- dəg"abacil** be inside the body of (a whale 1.13).
- dəg"ag"il** get inside something relatively small and confining.
- dəx"-** where, when, reason why, method by which [Lesson Twenty].
- sdəx"ił** hunting canoe. This canoe is light weight and usually holds two hunters.
- sdi?dəx"ił** small hunting canoe.
- dił** the one(s) mentioned before, the one(s) about to be mentioned, that (which) he, she, it, they [19.4, 19.7, 22.9]. **dił** is most frequently used as a one word predicate. As such, one would expect a demonstrative [15.1 ff.] to introduce the following embedded sentence which serves as the complement of the **dił** predicate. However, all speakers

omit this demonstrative sometimes, and some usually do. In the first four texts of this reader the expected demonstrative is always lacking.

ds-	a sequence of prefixes d- + s-.
dsu-	a sequence of prefixes d- + s- + (?)u-.
-du-	variant of -dxʷ [6.1, 9.1, 9.3a].
dukʷ	change, transform.
dukʷəladxʷ	next year, [Wait until] next year 2.39, 2.46.
dukʷibəł	the Changer, Transformer.
dxʷ-	to, toward.
dxʷʷal	to, toward, until; to 4.42, 4.63, 4.67; across [the entrance to] 3.49.
dxʷčaʔkʷ	seaward.
dxʷšəq	upward 4.11.
dxʷtəyil	travel upstream(ward).
dxʷt'aq't	... dxʷt'aq't tiʔit̪ stalil ... way up on shore 1.31.
dxʷ-	1. A derivational prefix which marks the stem as serving to contain, to hold within. 2. A secondary meaning of this dxʷ- designates a proclivity, what one has 'inside': dxʷʷulus a persistent person, a steady worker. 3. Also carrying this prefix are a number of stems referring to matters of the mind, the xəč: dxʷcutəb he thought 4.70, he gave up 4.24, 4.38.
dxʷxʷal'igʷəd	
-dxʷ / -du-	patient suffix expressing lack of full control on the part of an agent [5.1-5.4, 6.1, 9.1, 9.3a].

- d² -

dʷal-	turn around 180 degrees, turn over, go to the opposite side of something.
dʷalq-	turn around, dʷalqʷus look over one's own shoulder (lit. turn face around).
dʷəlqcūt	turn self around.

d <sup>z</sup> əla <small>χ</small> adbɪd	visit someone.
d <sup>z</sup> əgʷa <sup>?</sup>	a great one for [doing something], well known for, famous for, professional.
d <sup>z</sup> əkʷ	1. wander. 2. be unstable.
?əsd <sup>z</sup> əkʷ	emotionally unstable person.
d <sup>z</sup> əkʷud	mislead someone, transgress.
d <sup>z</sup> əkʷadad	wrongdoing, sin.
d <sup>z</sup> əkʷalu?	driftwood and other debris.
d <sup>z</sup> əkʷd <sup>z</sup> əkʷ	wander about.
d <sup>z</sup> əkʷəkʷ	[The wind] keeps changing directions.
d <sup>z</sup> əl-	See under d <sup>z</sup> al.
d <sup>z</sup> ub(u)	kick.
d <sup>z</sup> ubud	kick someone/something.
d <sup>z</sup> ubalikʷ	dance.

## - ə -

-əč	See under -ač.
-əd	See under -ad.
-əladxʷ	year Cf. s <sup>?</sup> uladxʷ salmon [3.6].
-ələp	See under -aləp.
əlgʷə?	By means of this word speakers make explicit that a third person referent is plural whether as agent, patient or possessor, e.g., <i>they, them, their(s)</i> . It is always optional; pragmatic considerations determine its use -- not grammar. Following a vowel or when syllable initial, it is spelled (and pronounced) həlgʷə? [12.6].
-əłi	See under -ałi.
-əs	See under -as.
əw'ə	A predicate particle [17.1 - 17.1c] expressing mild surprise. Following a vowel, it is spelled (and pronounced) haw'ə(?) .

-əxʷ

variant of -axʷ *you* [14.4 - 14.4b].

-əxʷ

variant of the aspectual clitic -axʷ [14.2 - 14.3c].

## - g -

gədu

bum, no good so-and-so.

gəlgəb

mumble.

gəlk'

wind around, entangle.

gəlk'əd

wind something (such as string) around [something].

gəlk'alikʷ

knit.

gət

guy, fellow.

## - gʷ -

gʷ-

[subjunctive prefix 12.2b, 13.1, 13.4, 14.4b].

gʷə-

variant of gʷ- occurring before consonants.

sgʷa?

one's own [22.7].

gʷaadgʷad

talk, converse, get to talking, express an opinion.

gʷadadgʷad

talk over, discuss 1.22, 2.31; converse 4.52.

-gʷas

pair.

gʷat

who, whom [19.4 - 19.6b].

gʷaxʷ

two or more people (go for a) walk.

gʷaxʷtxʷ

cause someone to walk with one.

gʷə-

See under gʷ-.

gʷəč'-

look for something/someone (patient oriented stem).

gʷəč'əb

someone seeks something/someone (agent oriented stem).

gʷəč'alikʷ

someone regularly seeks something/someone (agent oriented).

gʷədəxʷ-

sequence of gʷ- + dəxʷ-.

gʷədəxʷu-

sequence of gʷ- + dəxʷ- + (?)u-.

<i>gʷəl</i>	and, or, but [sentential adverb 22.8 - 22.8b].
<i>gʷəs-</i>	sequence of <i>gʷ-</i> + <i>s-</i> .
<i>gʷəsu-</i>	sequence of <i>gʷ-</i> + <i>s-</i> + (?) <i>u-</i> .
<i>gʷət'qʷad</i>	See under <i>-t'qʷ(u)-</i> .
<i>-gʷit̪</i>	canoe, waterway, curved side, narrow passageway.
<i>gʷu-</i>	Sequence of <i>gʷ-</i> + (?) <i>u-</i> .

**- h -**

<i>ha'kʷ</i>	for a long time; ago. all along 3.41, 3.61, 3.73, 3.78 [17.2].
<i>hagʷ-</i>	for a long time 1.38, 1.40, 3.52.
<i>ha'ɬ</i>	good, nice; pretty, handsome.
<i>ha'ɬəb</i>	calm weather, good weather.
<i>ha'ɬil</i>	weather turns nice, [something] becomes good.
<i>ha'lid</i>	make [something] nice, clean [something], clear it up.
<i>ha'licut</i>	situated comfortably 4.94.
<i>dəxʷ(h)a'ɬs</i>	that was any good 3.18, 3.31.
<i>hay</i>	next [sentential adverb 22.8, 22.8a].
<i>haydxʷ</i>	know.
<i>he'ehe</i>	Concluding syllables in a song. They have no lexical value. 2.52
<i>həd</i>	warm, hot.
<i>pədhədəb</i>	summer.
<i>(həd)hədači'b</i>	warm one's hands.
<i>hədil</i>	weather becomes warm.
<i>hədqʷəb</i>	something is warm.
<i>hədqʷəbid</i>	warm/heat something.
<i>həd'iw'</i>	be inside / enter a house. Ususally pronounced as if spelled <i>hədiw'</i> .
<i>həd'iw'b</i>	This form is often equivalent to <i>həd'iw'</i> . [See 4.6].
<i>həd'iw'txʷ</i>	take/bring someone inside [See 4.6].
<i>həd'iw'd</i>	take/bring someone inside [See 4.6].

həd'iw'dubut	get one's self inside [the cave] 3.48.
həd'iw'c	go/come in after someone/something [See 4.6.].
həla'b	really, a lot, real [predicate adverb 17.2 - 17.3 (Speakers sometimes also use həla'b as a modifier in complements.)] c'ič'č'ič ti'ič həla'b sda's <i>Fish Hawk</i> is his <i>real name</i> 4.4.
həli'	live, be alive.
səli'	soul.
həli'txʷ	cure someone, allow someone to live.
həli'dxʷ	help someone live, give life to someone.
həli'dubut	recover (esp., recover one's soul).
həli'il	heal, become well.
həli'is	... stab kʷi gʷədəxʷ(h)əli'iss əlgʷə? ... whatever they could live on 2.15.
higʷil	See under <b>hikʷ</b> .
hiič	happy, glad.
hikʷ	big.
higʷəd	support someone, uphold.
hiktxʷ	respect someone.
higʷil	become big, become important / influential.
hikʷbid	bigger.
hud	fire, firewood.
hudud	burn something, heat something up, turn on a light. (Compare <b>ləčəd</b> .)
hud(d)xʷ	manage to burn something (such as wet wood); inadvertently set something on fire.
?əshudtxʷ	keep fire going.
hudčup	build a fire.
xʷ(h)udad	ashes.
huy	finish(ed), complete(d) 1.51, 1.52, 3.80, 4.39, 4.98. dič shuys That's the end 2.66, 4.99. stabəxʷ kʷi čuhsuys ... What are they going to do? 3.59. stab ti'ič suhuyləp What are you folks doing? 3.6.

<b>huyud</b>	make / prepare / do something. <i>łuhuyutəbəxʷ č'it ti?it dəxʷʷibəš čəł where we are going will be made near (i.e., our trip will be short) 3.10.</i>
<b>huydxʷ</b>	manage to do something, figure something out, solve a problem
<b>huytxʷ</b>	cause to be a certain way, make a certain way. fire someone from employment.
<b>huyil</b>	become.
<b>huyalc</b>	build / construct / complete something.
<b>huyalikʷ</b>	create.
<b>huy</b>	then, next [sentential adverb 22.8, 22.8a].

## - i -

<b>-igʷəd</b>	inside human/animal body; inside small, tight enclosure.
<b>-igʷs</b>	things, possessions. <i>stabigʷs</i> prised possessions 3.15 [See 16.10.]
<b>-il</b>	[A suffix marking agent oriented verbs. See Lesson Four.]
<b>-il</b>	[Common suffix on experiencer stems, 4.2 - 4.2b].
<b>-is</b>	[A suffix marking patient oriented verbs built upon -il, (i.e., -il + -s > -is) 4.1].

## - J -

<b>žəsəd</b>	foot, lower leg, foot and shank.
<b>jiq'</b>	soak, drown.
<b>jiq'id</b>	immerse something.
<b>jiq'cut</b>	soak self.
<b>jiq'agʷil</b>	enter the water.
<b>ʔəs̥jiq'txʷ</b>	have something immersed.
<b>jiq'aladᶻəd</b>	set fishing nets.
<b>ju?il</b>	enjoy one's self, have a good time.

## - k -

kay'kay'	Stellar's jay.
skəyu	corpse, ghost.
skəyuil	become like a ghost / become a corpse.
skəyuhali	place where the dead are place, graveyard.
kiis	stand up.
kiistxʷ	stand someone/something up.
kiisbid	stand beside someone/something.
(?əs)kisəč	bird's crest, hackles of a dog, hair stands on end.

## - k' -

k'a'k'a?	crow.
k'adəyu?	rat.
k'awdxʷ	bump into someone/something, touch someone/something.
k'ił(i)	hang on a peg/nail/corner of a door/ etc.
k'iłid	hang something on a peg/nail/etc.

## - kʷ -

kʷa?	however, although; naturally, as is known [predicate particle 17.1a].
kʷatač	climb up. kʷatajəxʷ climb(s) up now.
kʷatačaac	climb after someone/something.
kʷaxʷ(a)	help.
kʷaxʷad	help someone.
kʷaxʷdxʷ	manage to help someone, able to help someone.
kʷaxʷadad	spiritual help.
kʷi?kʷxʷad	a little helper.
kʷxʷad	good luck.
kʷəd(a)	get, take; hold, grasp.

kʷəd	have a spell/seizure.
kʷədad	take 4.29, take [the other one] 4.31, was taken 4.86.
kʷəd(d)xʷ	manage to get, manage to grasp.
kʷədalikʷ	take again and again (as in fishing, for example).
kʷəda?	might, maybe [predicate particle 17.1a, 17.3b].
kʷədi?	way over there (far out of sight), long, long ago [adverbial demonstrative 15.4].
kʷi	[adjectival demonstrative referring to hypothetical and/or remote entities 15.2].
skʷiʔxʷ	rhizomes of the braken fern.
kʷixʷ(i)	kʷixʷid sound of pounding, the ringing sound one makes as his adze strikes a log being carved into a canoe.
kʷukʷcut	cook [a loan word from English equivalent to qʷəl-].

## - kʷ -

kʷat'aq	a large cattail mat used most often to line the inside walls of houses. These mats were also used to make temporary shelters during the summer.
kʷət̪	hearsay, "... they say." [predicate particle 17.1, 17.1a].
kʷət̪	spill, pour.
kʷət̪əd	pour something.
kʷət̪dxʷ	spill something.
ʔəskʷət̪txʷ	have something poured out / emptied onto.
kʷłalikʷ	serve liquid repeatedly (e.g., to all the guests).
kʷłibəd	container made from thinly woven cedar bark strips.
kʷłičəd	spill on / pour on someone/something.
kʷikʷət̪	trickle down.
kʷət̪kʷład	keep pouring something.
kʷil	peek, look from behind something.
kʷilid	peek at someone/something; look in on someone but not stay to visit.
kʷildxʷ	manage to get a peek.

kʷiltxʷ	use something to peek (at someone/something).
kʷilil	peer.
kʷit'	go down to the water's edge (opposite of čubə, synonym of lədxʷčaʔkʷ).
?eskʷit'algʷit'	be down on the shore.
kʷit'txʷ	take someone/something down to the water's edge.
kʷit'txʷyid	take [something] down to the water's edge for someone.
?iłkʷit'txʷ	take one of two down to the water's edge.
skʷuy	mother
kʷuyə?	mom, mother (in addressing her).
cibəskʷuy	half-sibling with mother in common.

## - I -

la?	point out, establish the location of something.
la?əd	point something out.
la?cut	introduce self.
la?yid	show someone where [something] is located.
?əsla?txʷ	know where something is located.
?əbsla?il	have a location.
lač	remember.
lačdxʷ	remember someone/something.
lačc	reminisce about people/events.
lačtxʷ	remind someone.
lačbid	remember the whole affair.
lə-	[progressive prefix 11.3b - 11.6].
ləcu-	[continuous prefix 11.3b, 11.8 - 11.8c].
ləgʷəb	youth, young man.
ləkʷəd	eat something, put something into the mouth (patient oriented verb). Compare ?əłəd.
ləkʷdxʷ	manage to eat something / to get something into the mouth.
ləkʷyid	eat someone else's food.
ləkʷucidid	kiss someone.

ləs-	[progressive state 11.3b, 11.7 - 11.7b].
ləx	light.
ləxəd	light something up (Compare <i>hudud</i> turn on a light.)
ləxil	grow light. <i>sləxil</i> day.
li?lu?	See under <i>lu?</i> .
li?t-	by way of, by a particular route [See 16.7a.]
lu?	hole in (but not through) something (Compare <i>t'u?</i> a hole through something.) <i>səslu?</i> a cave 3.49. a small hole in the ground, a small cave 3.46.
?əsli?lu?	a small hole in the ground, a small cave 3.46.
lu?ud	bore a hole.
lu?ucut	spawn (lit. <i>make holes for themselves</i> ).
luh-	hear, listen.
luud	hear something/someone.
luutəb	be overheard.
ludx"	happen to hear about something.
luuc	listen to someone/something.
luč'	old. old person.
luč'luč'	elders, ancestors.
luč'əb	be old.
luč'il	grow old.
luč'bid	older than someone/something.
?iļluč'	older, the eldest.
luud	See under <i>luh-</i> .

- ¶ -

ɬa?x	bowl, platter (Compare <i>qʷłay?ulč</i> large wooden bowl, <i>čawəy?ulč</i> ceramic dish, <i>ciliw'</i> basin, pan.)
ɬi?ɬa?x	small bowl, small platter.
ɬač	fire goes out.
ɬač'ad	put fire out.
ɬač'dx"	manage to put fire out.
ɬač'alik"	fight forest fire. <i>dxʷsłač'alik"</i> fireman, firefighter.

sładəy'	woman.
słaałədəy'	girls.
sładadəy'	woman (living) alone.
słałdəy'	girl.
słałdəy'	girl friend.
słəłdəy'	women.
łalil	go ashore, land/dock a boat; reach the end of a row when harvesting crops.
łalis	go ashore after something.
łaliltxʷ	put ashore, take to shore.
łalildxʷ	manage to reach shore.
łatłil	dwell, live some place. dəxʷəsłałlils where he dwelled 4.1.
łał	dark(ness).
łałil	grow dark. słałil night. səłałil evening.
łeč	"get started" under influence of one's spirit power.
łčil	arrive, łiłčil arrive occasionally.
łčis	arrive for someone/something, arrive for a specific purpose.
łčisič	be visited at an inconvenient time.
łčiltxʷ	arrive with someone/something.
łčildxʷ	manage to arrive with someone/something.
łčiltxʷyitəb	something/someone is brought for the benefit of someone.
łęgʷł	leave.
łęgʷəlb	be left by someone.
łęgʷəldxʷ	inadvertently leave someone behind.
łęgʷəlyid	leave someone/something for someone, ... ʔə tiʔił słęgʷəlyitəbs [(s)]ušəbitəbs ʔə tiʔił c'ič'ix ʔə tiʔił s'uladxʷ ... with the salmon which Fish Hawk, [out of] pity left for him ... 4.94.
łət'əd	flip something away.
łi	[second person (12.4) plural imperative 11.10].
łiʔłaʔx	See under łałx.
łiʔłahəb	See under łid.
łic'	get cut. səxʷłic'(a'kʷčup) a saw. łic'tadəd scar.

‡ic'id	cut someone/something, ‡ilič cut into little pieces, ‡ic'‡ic'gʷasəd slice something, ‡ic'sadid amputate someone's leg/foot.
‡ic'ib	cut cattails for mat making; cut grass, etc. to make something.
‡ic'dxʷ	accidentally cut someone/something.
‡id	tied. s̄idalšəd tumpline (named for the way it is made using the foot). dxʷ‡idič bowstring.
‡idap	trawl. ‡iʔdahəb troll (for fish).
‡idid	tie someone/something.
‡idgʷasəd	tie them together (to make [rope]) longer.
‡ixʷ	three.
‡ixʷəłdat	three days.
‡u-	[irrealis prefix 13.1, 13.3, 13.4, also 9.2].
‡(u)ads-	sequence of ‡u- + ad- + s-.
‡ubə-	sequence of ‡u- + bə-.
‡udəxʷ-	sequence of ‡u- + dəxʷ-.
‡uds-	sequence of ‡u- + d- + s-.
‡uqʷ(u)	peel.
‡uqʷud	peel something.
‡uqʷač	bald head.
‡us-	sequence of ‡u- + s-.

## - X -

Xac'(a)-	cinch.
Xac'ad	cinch something [unattested].
Xac'əb	cinch up (one's own belt).
Xac'ahəb	cinch up at one's own waist.
Xac'apəd	belt.
XaX'ac'apəd	ant [lit. <i>little cinched up [one]</i> ].
Xal	put on clothing.
Xalš	put something on.

χ'ilib	[See 22.1.c.]
χ'alidxʷ	manage to get something on, e.g., struggle to put on something a bit too tight.
?əsχ'altxʷ	wear something.
χ'alyid	put article of clothing on someone.
χ'alabacəb	clothe body. sχ'abac garment, clothing.
χ'alalic'a?b	put clothes on. χ'alalic'a? clothes.
χ'alšədəb	put shoe(s) on. sχ'alšəd skis, snowshoes.
χ'alšədid	put shoe(s) on someone.
χ'alšədyid	put shoe(s) on someone for someone else (as in helping a busy mother dress a child).
χ'alaliqʷəb	put on a hat.
χ'al'	also, too [predicate adverb 17.2].
sχ'əlay?	shovel-nose canoe (used on rivers. It was poled, not paddled.)
χ'iq(i)-	emerge.
χ'iq	emerge, come out of hiding, emerge from thick brush, come out of the water.
χ'iqid	take something/someone out of enclosure.
χ'iqdxʷ	manage to get someone/something our of an enclosure.
χ'iqagʷil	come out of an enclosure.
χ'qil	come out of hibernation.
χ'u-	[habitual prefix 13.1, 13.2].
χ'(u)as-	sequence of χ'u- + as- / əs-.
χ'ub	well, fine, good, OK.
χ'ubəd	agree to something.
χ'ubtxʷ	get something fixed / arranged satisfactorily.
χ'ubil	become well.
χ'ubildxʷ	agree with someone.
χ'ub	[as predicate adverb 17.2, 17.2a] should, ought to, had better.
χ'ubə-	sequence of χ'u- + bə-.
χ'ubəxʷ-	sequence of χ'u- + bə- + as-/əs- + dxʷ-.
χ'udəxʷ-	sequence of χ'u- + dəxʷ-.
χ'uil	thin person.
χ'uχ'uil	very thin.

χ'us-	sequence of χ'u- + s-.
χ'xʷay'	dog salmon, chum.
pədχ'xʷay'	autumn, November, dog salmon time.

## - m -

mi?man'	small, ?əsmi?man' It [must] be small. 3.43.
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## - p -

pač(a)	lay out gifts, display gifts to be given.
pakʷahəb	lie with rear up.
pəd-	time of.
pišpiš	domestic cat. pipšpiš kitten.
pus	get hit by something thrown or falling (experiencer stem).
pusud	throw at someone/something, hit something/someone by throwing something (patient oriented stem).
pusdxʷ	accidentally hit by throwing, manage to hit by throwing something.
pusil	throw, toss (agent oriented stem). dxʷspusil baseball pitcher.
pupsil	toss pebbles.
pusilyid	pitch for someone.
pusildxʷ	throw/toss something (instrumental oriented stem).
pusiltxʷ	throw someone (as in wrestling) (patient oriented causative stem).
-pus-	
?əxʷpusəb	raise one's head.
put	adverb [17.2a] which intensifies the significance of its predicate [16.1]: very 3.4, 3.55, just 4.81, 4.91, just plain 1.45, just plumb 2.22, 2.56, even more 2.43, still more 2.50, really! 2.48, 3.54, sound(ly) 2.57.

## - p' -

p'aλ'aλ'	junk 3.14, 3.32, worthless 3.17.
p'ayəq	hew, especially hew out a canoe, (loosely: make a canoe), use an adze.
p'il	flat.
p'ilid	flatten something.
p'iləb	something goes flat; be flooded.

## - q -

sqa	older sibling, older cousin, dəx"sqatəd older siblings, older cousins.
qa(h)	many, much, a lot.
qa(h)il	becomes a lot, ləqa(h)il there comes to be a lot (of).
qaw'qs	raven.
qe'ap	Kitsap, a famous leader of a Southern Lushootseed group.
qəladi?	up-rooted tree/stump, snag(s).
qi?qəl'adi?	the daughter of Basket Ogress (so named because her hair was so tangled).
sqəlalitut	spirit power, guardian spirit.
qəlb / qələb	rain. qəlbəlq'u? rain water.
qəlbič	get caught in the rain.
dxʷqəlb	A very common name for rivers and streams in Lushootseed territory. The name refers to the turbid quality of the water.
?əxʷqələbil	[A river] is turbid.
qəł, qł-	wake up; regain consciousness, come to.
qəłəd	wake someone up.
qəłdxʷ	inadvertently awaken someone.
qəsi?	uncle, brother of one's father or mother.
-qid	1. head (See s̥əy'us.) 2. dxʷ- . . . -qid voice.

**-iy-a-qid**

1. top of some relatively large or high object. 2. over one's head.

**-əl-qid**

wool, hair.

- q' -

**q'axʷ**

freeze. sq'axʷ ice.

**q'axʷad**

freeze something.

**q'c-**

q'cač strike back of head (against something).

**sq'əd²u?**

(human) hair.

**q'il**

1. ride in canoe (or any conveyance). 2. (salmon) travel upstream.

**q'ilid**

load things (into canoe (or other conveyance)).

**q'iltxʷ**

load canoe (or other conveyance).

**q'ildxʷ**

1. manage to load things. 2. manage to load canoe.

**q'ilil**

go along for the ride.

**q'ilagʷil**

get on board, mount a horse.

**q'ilagʷis**

catch a ride.

**q'iləb**

load one's own canoe.

**q'ilad**

the load carried.

**q'il'bid**

canoe (general term, includes all types).

**q'ilicut**

a riffle in a river, white water.

**q'əwab**

howl.

- qʷ -

**sqʷali?**

hay.

**sqʷi?qʷali?**

hay, grass. sqʷi?qʷali?ali hayfield. sqʷiqʷqʷali? grass of a lawn.

**sqʷəbay?**

dog. sqʷi(?)qʷəbay? puppy.

**qʷib**

prepare, ready.

qʷibid	prepare something/someone, fix something; ... čəda ḥuqʷibid <i>and I will fix him!</i> 3.13 [This use of qʷibid is a loan translation from the English colloquial expression.]
?əsqʷibtxʷ	have something/someone ready, have it prepared.
qʷibil	recover health (emotional or physical).
qʷic	go downstream (opposite of tayil).
qʷic'	unwilling, indifferent, lazy.
qʷic'bid	unable to do something.
qʷist	bovine.
qʷtay?	log, stick. Sometimes used to mean <i>tree</i> of any kind.
qʷtəy?ulč	large wooden bowl or platter (See ḥaʔx.)
qʷu?	water, especially fresh water as opposed to sea water.
qʷu?qʷa?	drink.
qʷu?qʷa(?)did	drink something.
qʷu(?)bid	(mouth) waters for something.

## - qʷ -

qʷəl	ripe, ripen. sqʷəlałəd berry (lit., <i>ripe food</i> ). sqʷiqʷəlałəd little berry.
dxʷsqʷəl	hot (weather).
dxʷsqʷəlil	grow warm (weather).
qʷəl(ə)d	cook something.
qʷəl(ə)b	someone cooks.
qʷu?	gather, unite.
(?)əsqʷu?	be gathered.
qʷu?əd	gathered something, collected something.
qʷu?təb	[people] were brought together 1.47, 2.30, 4.28.
qʷup'	shriveled, shrink. -qʷup'qʷup'ači? shrivel(ed) hands 4.81, 4.91.

## - S -

- s-** [a nominalizing prefix 3.2, 12.1, 18.1 *ff*, 20.1 *ff*]. If a noun cannot be found under **s-**, it is to be sought under the following consonant [3.2, 12.1].
- s** Third person suffix [12.3 - 12.3d, 12.4a, 12.5, 12.6, 20.3].
- s** Goal suffix [4.1, 4.4, 5.4].
- sa?** bad.
- sa?txʷ** dislike someone/something.
- sa?il** become bad; get in trouble.
- sa?səli?** See under **sali?**.
- sali?** two.
- sali?il** become two, become the second.
- sa?səli?** two small items.
- səsa?li?** two people.
- saqʷ** fly.
- saqʷtxʷ** fly off with something/someone.
- saxʷəb** jump, run (especially in a short burst of energy as opposed to **təlawil** which is to run for a sustained period).
- saxʷəbid** jump/run after something/someone.
- saxʷəbtxʷ** run off with something/someone, kidnap someone.
- si?ab** See under **?i?ab**.
- si?i?ab** See under **?i?ab**.
- sixʷ** Predicate particle [17.1] meaning *again, as usual*. (Often - but by no means always - **sixʷ** carries connotations of mild annoyance.)
- stab** what?, what (in the sense of an English relative pronoun) 2.54, thing 3.31. (Ultimately, this word is derived from **tab**.)
- stabigʷs** belongings, (prized) possessions, treasure.
- su?suqʷa?** See under **suqʷa?**.
- sula** 1. located at the center of a room 2. located at the front of an assembly hall (opposite of **?alqʷ**).
- sulad** place something in the center of the room.

sulayid	place [something] directly in front of someone (especially, in front of someone who is facing the center of the room) for that person.
sulatxʷ	bring something toward the center of the room / the front of an assembly.
sulabid	1. located toward the center in relation to someone/something. 2. located toward the front of someone in a room.
suqʷa'	younger sibling, younger cousin.
suʔsuqʷa'	little younger sibling, little younger cousin.
suqʷsuqʷa'	younger siblings, younger cousins.

## - Š -

-š	Suffix for patient oriented stems [22.1a - 22.1c].
šab	dry.
šabad	dry something.
šabəb	dry something of one's own, e.g., clothing, body part.
šabalikʷ	dry to preserve food.
šaw'	bone.
šəbad	enemy.
dxʷšəłəb	See under šuł.
šəq	up in the air, high. šqabac on top of some relatively bulky object.
šəqəd	raise something.
šqil	hold in high regard.
dxʷšəq	upward.
liłšəq	by way of the top, be on top.
tul'šəq	from above.
šəqbid	upper side of something, at the top.
šqabac	on top (Compare t'agʷt.)
šqabac	See under šəq.
šudxʷ	See under šuł.
šul(u)	pass beneath, sheathe, insert, enter cramped place.

šulud	put something beneath something, insert something into something.
šulagʷil	crawl beneath, crawl/slither/slide into cramped place 3.42.
šulagʷis	crawl beneath after something/someone.
šulagʷildubut	get self into cramped space 3.44.
šuł	see, look; appearance.
dxʷšəłəb	look through water.
šudxʷ	see someone/something.
šudubut	able to see because view is not obstructed.
šułalbut	able to see because one's eyes are good/healthy.
šułtxʷ	show someone (something).
šuuc	look at something.
šuucbicut	look after one's self.
šuucbid	keep an eye out for someone/something, look for someone (to come by).
šuucəb	be visited, [someone comes to] see someone.
šuuc	See under šuł.

## - t -

-t-	See under -d.
tab	As a verb stem tab is a proverb something like <i>do</i> in English. It designates an act that one knows about from context.
stab	See stab under s.
tagʷəxʷ	hungry.
talə	money [See 14.6b.]
taqʷu?	thirst, thirsty.
tə	[adjectival demonstrative 15.2].
təč	roll, təčtəč roll off, tumble down.
təjəd	roll something, roll someone over 4.84.
tədʷil	go to bed, ʔəstədʷil lie in bed, be in bed 4.50.
tədʷiltxʷ	put someone to bed.
tədʷis	go to bed with someone, go to bed for a specific purpose.



tudi"	over there, yonder [adverbial demonstrative 15.4].
tukʷud	thumping sound.
stuləkʷ	river.
tul'-	from [16.7a].
tul'ʷal	from [16.7a].
tus-	sequence of tu- + s-.
tuχʷ	merely, just; otherwise, or else, instead, in contrast to the usual, in contrast to the expected [predicate adverb 17.2].
-txʷ, -tu-	causative suffix for patient oriented stem [Lesson One, 5.4].

## - t' -

t'agʷt	1. placed on top of something high (compare šqabac.) 2. noon.
t'at'gʷət	noon.
t'agʷtəd	put something on top of something (especially something high) [22.1b].
t'agʷtəš	put something on top of something (especially something high) [22.1b].
t'agʷagʷil	climb up onto the top of something.
t'aq't	located up inland away from the shore or river bank (opposite of čaʔkʷ).
dxʷt'aq't	toward the land, toward the mountains away from the shore.
lədxʷt'aq't	going toward land, going up inland (synonym of čubə).
t'aq'tbid	located on the inland side of something.
t'as(a)	pay.
t'asad	pay for something (patient oriented). t'asatəb something is paid for.
t'asyid	pay someone. t'asyitəb pay someone for something he bought for someone.
t'as(ə)bil	pay for something (agent oriented).
t'asəbildubut	pay one's bill.
t'əqʷ-	See under t'qʷ(u)-.

t'əs	cold (weather). pədt'əs winter.
t'əsəd	warm something next to open fire, bake something.
t'əsəb	cold weather.
t'sil	weather becomes cold.
t'ilib	sing.
t'ilibtxʷ	sing to someone; play a phonograph, turn on a radio, etc.
st'ilib	song.
t'isəd	arrow.
-t'qʷad	See under t'qʷ(u)-.
t'qʷ(u)-	break flexible object in two, snap in two.
t'əqʷgʷas	come apart.
t'əqʷtxʷ	stop a song.
t'qʷud	break something flexible in two.
gʷət'qʷad	faint, pass out. ɿugʷət'qʷad He passed out 4.60, 4.83.
t'u?	hole through something (Compare lu? a hole in but not through something.)
?əst'u?	[The cloth] has a hole in it.
t'ukʷ	go/come home.
t'ukʷtxʷ	take/bring someone home.
t'ukʷc	go / come home for something

## - u -

-u-	[perfective prefix 10.5, 11.3].
u?xʷ	still, yet [predicate particle 17.1 - 17.1c].
-ubuł	us [9.3b].
-ubułəd	you folks [9.3b].
-uł	us [9.3a].
-ułəd	you folks [9.3a].
-us	face (See s?acus.); head (See sɿay'us, -qid, -ač.); upper part.

## - W -

<b>swatixʷtəd</b>	land, region, place; country, world.
<b>we</b>	Syllable concluding a song which has no lexical value.
<b>wəq'əb</b>	cedar chest, box (in general).
<b>swətixʷtəd</b>	trees and plants (in general).
<b>wiliqʷ(i)</b>	question, ask.
<b>wiliqʷid</b>	question someone, ask someone a question.
<b>wiw'su</b>	children.
<b>swuqʷad(i?)</b>	loon.

## - Xʷ -

<b>xʷ-</b>	[reduced from of <b>dxʷ-</b> 'contain'].
<b>xʷakʷil</b>	tired.
<b>xʷakʷis</b>	tired of something, especially tired of something because of the way it affects one.
<b>xʷakʷilbid</b>	tired of something, especially tired of something because of one's own internal emotional or physical state.
<b>xʷakʷisbid</b>	tired of someone for what that individual does, e.g., <i>?əsxʷakʷisbitəbəxʷ čəd ?ə ti?ə? ɬ'udsudʷəlačad [They] are tired of me habitually visiting.</i>
<b>xʷeʔe'</b>	Sequence of syllables ending a song which have no lexical value.
<b>xʷəb</b>	throw; discard; <b>xʷəbəbxʷəbaladi(?)b</b> <i>toss head from side to side.</i>
<b>xʷəbəd</b>	throw someone down as in wrestling; throw something away.
<b>xʷəbagʷil</b>	throw self down.
<b>xʷi?</b>	no, not. [See Lesson Eighteen for a discussion of <b>xʷi?</b> .] <b>xʷi? kʷ[i gʷ]adsuk'awdxʷ</b> <i>Don't bump it.</i> 1.19. <b>xʷi? [kʷi] gʷədəxʷ(h)aʔ̣is</b> <i>[It is] not good for anything.</i> 3.18. <b>xʷi? [kʷi] gʷəstab[s kʷi] dəxʷ(h)aʔ̣is</b> <i>Nothing [given was] good for anything.</i> 3.31.

xʷi? kʷi gʷədəxʷšulagʷildubut ?ə ti?ił č'x'a?	<i>Rock will not be able to get himself into the cramped space.</i> 3.44.
xʷi? [kʷi] gʷəshəd?iw'dubuts	<i>He won't [be able to] get himself inside.</i> 3.48.
xʷi? kʷi gʷəsbəkʷdxʷs	<i>He couldn't manage [to eat] it all.</i>
4.23. xʷi?əxʷ	[that there was] nothing [left] now. 4.32
xʷi? Nothing!	4.80.
xʷi?əxʷ [kʷi] gʷəsxʷəs	<i>There was no grease/fat.</i> 4.76.
xʷi?əd	refuse someone/something.
xʷi?txʷ	cause not to be, not allow, not permit.
xʷi?il	used up, all gone; (euphemism for) die.
xʷit'il	fall off.
xʷit'ild	drop something, knock something off.
xʷit'ildxʷ	inadvertently drop something.
xʷit'agʷil	rappel, lower one's self be means of block and tackle.
xʷt'ad	take something down from up high (such as decorations attached to the ceiling or a sign above the door of a store).
xʷt'agʷil	climb down.
xʷt'agʷiltxʷ	take/bring someone (or something) down.
xʷt'agʷis	climb down after something/someone.
xʷt'-	See under xʷit'il.

## - X -

xa?xa?	1. that which is sacred and/or taboo 2. that which is great, mighty.
sxa?xa?	in-law. tsí sxa?xa? mother-in-law. sxa(?)xa?xa? in-laws.
xaxa?xa?txʷ	forbid someone.
xaxa?xa?əd	forbid someone, caution someone.
xač	want, like.
dsxač	I want, I like.
xačtxʷ	want.
xač'ildxʷ	like someone, become fond of someone.

xač'il	1. argue, fight verbally 2. talk 'rough'.
ħayəb	laugh.
ħayəbdxʷ	make someone laugh.
ħayəbid	laugh at someone.
ħayəbtxʷ	smile at someone.
dxʷħayəbus	(someone) smiles.
ħəc	afraid, scared. (ħəc + axʷ > ħədᶻaxʷ).
ħəcdxʷ	scare someone.
ħəcbid	afraid of something/someone.
-ħəcqgʷas	pulled/cut in two (by the cinched up belt 2.59).
ħəč	mind, feelings, understanding [The ħəč is located in one's chest, not the head.]
ħəčəd	count something.
ħəčbid	think about something.
ħədᶻ-	See under ħəc.
ħəł	sick. sħəħ sickness. sħi?ħħ mild sickness.
ħəłdxʷ	hurt someone.
ħəładad	a member of the family is sick.
?əsħəładis	sickly.
ħəxħawil	pretend to become sick.
?əsħəłħħil	several grow sick.
ħəłəłħəč	broken hearted.
ħəłgʷasbid	sick of someone, sick about something.
ħəħ'	bite.
ħəħəd	bite something/someone.
ħħalikʷ	bite (into something to eat). dxʷsħħalikʷ a biter (said of a dog).
ħəħgʷas	come together, ħəħgʷasuladxʷ spring season (when the ends of the year <u>come together</u> ).
ħiħəħ'dup	snack, lunch.
ħiħħustagʷəl'	converse (lit. 'nibble each other's faces').
sħəy'us	head (See -ač, -qid, -us.)
ħib	grab, claw.

χibid	grab/claw something/someone.
χibχib	hawk, any bird of prey.
χicil	angry.
χicis	do something to someone because of anger.
χicilbid	be angry with someone.
χiciləb	be grumpy.
χikʷʷ	[See 10.8.]
χχ-	See under χəχ'.

## - Xʷ -

χʷalitut	snore.
χʷal'	lack control, <sup>ʔ</sup> əsxʷal' čəd I cannot manage (something), I cannot understand (something)/figure (something) out, <sup>ʔ</sup> uχʷal' čəd I was defeated, I did not get (anything) when hunting/fishing.
χʷal'bid	unable to mange/control something or someone [χʷal'bid is the patient oriented equivalent of χʷal' which is oriented toward the experiencer.]
χʷal'dxʷ	get the better of someone, overcome someone.
dxʷχʷal'igʷəd	give up 4.24, 4.38.
χʷəlč	sea, ocean, saltchuck, Puget Sound.
(s)χʷəs	fat, grease.
χʷsil	grow fat, become fat.
χʷsild	fatten someone, fatten up an animal.
χʷul'	only, merely, just (this/that and nothing else), simply [predicate adverb 17.2].

## - y -

sya?ya?	relative, friend. syəya?ya? relatives. cəxʷsyəya?ya? in-laws.
yaw'	only if, not until [17.2a], cəxʷyaw' that I should 3.21.

<b>yəhaw'txʷ</b>	exhortation or exclamation meaning <i>to begin, to start.</i>
<b>yayus</b>	work.
<b>yayusbid</b>	work on something.
<b>yəc-</b>	tell, report, inform.
<b>yəcəd</b>	tell it, tell on someone, report it. <b>yəccut</b> tell about one's own experience.
<b>yəcyid</b>	report (something) for/in place of someone else.
<b>yəcəb</b>	give news. <b>syəcəb</b> news, a story, a report. <b>yəcəbaxʷ</b> <i>'ə ti'ił bibščəb</i> <i>'i ti'ił susuqʷa's, tətyika, 'ə ti'ił sħaliltubsəxʷ</i> (He) reported the news about Little Mink and his little younger brother, Tutyekah, about their being brought ashore.
<b>yəcəbid</b>	make up a story about someone, tell about someone and embroider the details.
<b>yəcəbyid</b>	inform (someone) for/in place of someone else.
<b>yəcəbtxʷ</b>	inform someone, tell someone. <b>ħuyəcəbtubicidəxʷ</b> <i>čəd</i> Now I will tell you (as it has been told from generation to generation).
 <b>yəhub</b>	
<b>syəhub</b>	traditional story, myth, <b>syəyəhub</b> [variant of <b>syəhub</b> having the same meaning].
<b>yəhubtxʷ</b>	recite a traditional story, <b>yəyəhubtxʷ</b> [variant of <b>yəhubtxʷ</b> having the same meaning].
 <b>yəl</b>	both, pair.
<b>yəlači"bid</b>	use both hands on something.
 <b>yəlab</b>	uncle or aunt of either parent when that parent is deceased. (Later, when the <b>yəlab</b> also dies, then the terms <b>qəsi"</b> and <b>'əpus</b> are used again instead of <b>yəlab</b> .)
 <b>yəl'yəlab</b>	ancestors, parents.
 <b>yəxi</b>	because.
 <b>yiq'(i)-</b>	work into a tight place, 'worry' something into place.
<b>yiq'id</b>	make a cedar-root basket (patient oriented stem).
<b>yiq'ib</b>	make a cedar-root basket (agent oriented stem). <b>syiq'ib</b> basket (cover term).

- yiq'ibad awl for weaving cedar-root baskets.
- yubil 1. starve (when the associated direct complement [16.3] represents a human being). 2. die (when the associated direct complement represents an animal).

## The Lushootseed vowel system

There are three vowel components in vowel space, plus two mid-higher vowels which substitute for /ɪ/ and /ʊ/ in French speech variety. They fill six positions and are members of Articulation:

High      Mid-High      Mid-High      Mid-Low      Low      Mid-Low

## APPENDIX



friction  
vocal fold closure  
prosody  
pitch  
laryngealized

This articulatory system is found along the entire Coast Salish continuum for the ultimate of vowels and the placement of the other four vowel elements which are more localised. The choice of /ɪ/ and /ʊ/ is probably related to their /i/ and /u/ counterparts which are also localised. Nootka are lacking in no other Salish vowel elements, but they do have /ə/. The absence of /ʊ/ is a plain counterpart to Nootka's lack of /ɪ/ and /ʊ/ along the Central Coast.



<sup>1</sup>Only Coast Salish has a distinct /ʊ/ which apparently entered Coast Salish by borrowing from a neighbouring Whalenian language.

### The Lushootseed sound system

There are thirty-seven consonants in the Lushootseed sound system (plus /m/ and /n/ which substitute for /b/ and /d/ in several speech styles). They utilize six positions and six manners of articulation.

	labial	alveolar	alveo-palatal	velar	uvular	glottal
stops						
plain	p	t	c - č	k kʷ	q qʷ	
glottalized	p'	t'	c' ḳ' č'	k' kʷ'	q' qʷ'	?
voiced	b	d	d² - j	g gʷ	- -	
affricates						
fricatives						
	s	t̪	š	- xʷ	x̪ xʷ	h
				labialized		
resonants						
plain	l	y	w			
laryngealized	p̪	y'	w'			
	laterals					

This consonant system is much like those in other Coast Salish languages except for the absence of nasals and the presence of a nearly complete series of voiced obstruents which are rare in Salish. The /b/ and /d/ developed from original /m/ and /n/ while both /d²/ and /j/ came from proto /y/. Similarly, both /g/ and /gʷ/ evolved from proto /w/. Nasals are lacking in no other Salish language except for the neighbouring Twana. The absence of /᷑/ as a plain counterpart to /᷑'/ is typically Salish;<sup>57</sup> and among the Central Coast

<sup>57</sup>Only Comox Salish has a distinct /᷑/ which apparently entered Comox as a borrowing from a neighbouring Wakashan language.

Salish languages the lack of /x/ is also common. (In most of these languages proto /x/ shifted to /š/.)

In Lushootseed there are four vowels three of which are distinctively long and short.

high	i	u	ii	uu
		ə		
low	a		aa	

This short vowel system happens to be identical to that proposed by Laurence C. Thompson for Proto Salish.<sup>58</sup> Vowel length (orthographically represented by geminate letters) carries a low functional load, i.e., there are few pairs of words which are distinguished solely on the basis of long versus short vowels.

Although /ə/ is the most frequently heard sound in the language, its status is problematic. In many instances it is simply a weakly stressed variant of /a/. In other cases it is clearly epenthetic. Different from other vowels it is never long.

However, in scores of roots, the only vowel is /ə/ which, depending on suffixes present, takes major stress. Therefore, it is treated in this reader as a vowel equal to the other three whether or not it is etymologically significant.

Word stress (or ‘accent’) is almost but not quite completely predictable; and the system of writing Lushootseed that has come to be standard ignores stress all together. A few simple statements, however, apply to the vast majority of Lushootseed words.

Except for reduplications (discussed in the second volume) prefixes are never stressed in either Northern or Southern Lushootseed. In the north, the first vowel of a word (following prefixes) is the one receiving major stress unless that vowel is ə. If it is ə, then the first non-ə in the word is the one stressed. However, if all vowels (excluding any prefixes) are ə, then it is the first ə following prefixes that bears primary stress.

(Southern Lushootseed follows a different pattern. This series of readers, however, concerns only Northern Lushootseed, particularly as spoken at Tulalip. Therefore, the more complex rules of the south are passed over here.)

<sup>58</sup>Thompson, Laurence C. 1979. Salishan and the Northwest. Pp. 692 - 765 in *The Languages of Native North America: Historical and Comparative Assessment*. Lyle Campbell and Marianne Mithun, eds. Austin: University of Texas Press. See especially the vowels given in the chart on page 725.

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