

Assignment: Twenty Questions

hw'i iw'tsust tthu stl'ul'iquh

Teaching the Kids

Study Guide: Here are some suggestions about how to study the pages. Start marking up and making notes on your copy. (You might mark it up with different colours.)

Note any questions you have about how words or sentences are formed...put this in the margin.

When you are finished marking it up, turn it in. (I'll give it back.)

Please also make a list of any typos or corrections, and also suggestions for further phrases to add to this project.

Here are a set of twenty questions to answer and turn in.

I. SENTENCE TYPE

(1) Look at each example and see what kind of sentence it is.

• STATEMENT

1. 'uy' netulh, stl'ul'iquh.
Good morning, students.
2. kweyul tse' p'e' yelh 'un's 'usup't tthun' syaays.
You can finish it tomorrow.

• COMMAND (imperative)

3. hwiineem' qul'et. *Listen again.* (imperative with "you" dropped)
4. 'unuhwthut tseep! *You all stop that.* (imperative with "you")

• YES-NO QUESTION (formed with Q clitic 'u)

5. xwum 'u ch 'i' qwul'qwul' 'u tu'i sqwal sxuxil'?'
Can you read this word?
6. 'ii tseep 'uw' 'eli' 'ul'?' (contraction of 'i and 'u)
How are you all?

- INFORMATION QUESTION (who, what, when, where, why, how)

7. stem 'a'lu tthu 'i 'iiw'ustun'?
What am I pointing at?

(2) Question: Do those four types account for all the examples? Or are there any other types of sentences that you notice?

- INTONATION

Practice: Now go and listen on the web. Take one type of sentence and listen to see what intonation (high/low pitch, loud/soft voice, fast/slow rhythm, pauses) each type of sentence has. Try to match Ruby's pronunciation exactly. Hul'q'umi'num' intonation very often does not match English intonation.

(3) Write a short description of the intonation that you find in each sentence type.

II. SPECIAL WORDS.

(4) Have a look for the word *mukw'*. List its various uses.

(5) There are also various words based on the word for "one" *nuts'a'*.
Question: Can you find them?

(6) The word 'uy' "good" shows up a lot, used in different ways. Explain.

(7) The noun *syaays* "work" and the verb *yaays* "work" (also *yaay'us* "working) both show up a lot. Give examples.

(8) The word for "again" *qul'et* gets used in different ways. Explain.

(9) The suffix =*that* reflexive means "doing it to or by oneself" or "happens on its own".

For example:

8. 'aw'thut "hurry (yourself) up, be quick"

9. xutl'that "get cold"

Make a list of verbs with the reflexive suffix.

(10) The suffix =*tul* reciprocal means “together, or each other”. For example:

10. la'lum'utul' “Looking after each other.”

Can you find some words that have the reciprocal suffix? (Don't be fooled by words that happen to have letters t u l in a row but are not actually the reciprocal suffix.)

III. ANCHORING IN TIME AND SPACE

• TIME

(11) Time: you will see both temporal lexicon (words that name a time like tomorrow, last year) and clitic forms that mark time and tense (for example, *tse'* future, *wulh* perfect [perfect means something in the present time that relates to something in the passed and it is often translated “now”, “already”].)

11. lumnalun tsun **tse'** 'uw' **kweyulus**.

I will see you all tomorrow.

12. 'ii tseep **wulh** saay' kwun's yaays?

Are you ready to work?

Find all time words or clitics in these examples.

• SPACE AND TIME

(12) The auxiliary verbs *nem'* “go” and *m'i* “come” are very popular as auxiliary verbs followed by another verb. Find examples and compare them to try to find out when each is used.

13. nem' tsun wulh q'put tthun' pulipu'ulup.

I am going to collect your papers now.

- OTHER AUXILIARIES

(13) The auxiliaries 'i “here and/or now” and ni’ “there and/or then” are also very frequent. (They also appears as contracted 'ii and nii in questions.) How many times is each one used? Note any examples that seem interesting or puzzling.

IV. SENTENCE STRUCTURE

Study how each sentence is formed.

- VERBS

(14) It is a simple sentence with just one verb? Give examples.

For example **le'lum'ut** is the only verb in the following:

14. **le'lum'ut** ch tthunu tselush.

Watch my hands.

(literally: Be watching my hands.)

(15) Or it is a more complex sentence with two verbs? Give examples.

15. nem' p'e' **t'ukw'stuhw** tthun' syaays 'un's 'uw' **'usup't**.

You can take the work home and finish it.

The above example is a sentence within a sentence...literally

“you indeed **take home** your work [your **finishing** it].

- PERSON MARKING

(16) Look at each sentence that has reference to 1st person (I, me, my) or 2nd person (you, your) and see how person is expressed. Also look for 1st person plural (we, us, our) and 2nd person plural (you plural, your plural). For each person form, tell if it an independent pronoun, a subject clitic, a subject suffix, a possessive, etc. [See the Hul'q'umi'num' person marking chart.]

• CONNECTERS 'i' and 'uw'

(17) The linker 'i' roughly meaning “and”, “but”, “or”, but sometimes not translated at all) is used to combine two things together. Can you find examples of 'i' and then look to the right and look to the left and see if you can figure out what the 'i' is connecting?

[Warning: don't confuse 'i' “and” (two glottals) with 'i here/and or now (one glottal)

(18) The clause initial introducer clitic **ha'** means “when” or “if”. The clause with ha' is usually followed by a clause with 'i'.

16. [ha' 'un' stl'i' kw'un's tul'nuhw kw'uw' stem 'ul'] 'i' [se't ch tthun' t'eluw'].

Raise your hand if you have a question.

literally, “If you want do know something, AND raise your hand.”

How many examples of clause introduced with ha' can you find?

(19) The linker 'uw' is used in many ways.

It often follows adverbs like *tl'lim'* “really” and *nan* “very” and also the word *mukw'* “all”.

17. nan 'uw' 'uy' kwsus 'uw' nuts'umat tthun' shqwaluwunulup.

You work really well together.

Note how the second position clitics get inserted after the first word.

18. mukw' tseep 'uw' kwunutsustul.

Everybody hold hands.

Find some examples of adverbs followed by 'uw'.

(20) It also gets used as a “complementizer”—a word that introduces the complement clause. A complement clause is a clause that completes the mean of the first clause.

For an English example, the complement clause is in bold, and the complementizer is underlined.

I believe **[that John will be elected chief.]**

Here’s a Hul’q’umi’num’ example where ‘uw’ serves as a complementizer.

19. lemut tst tse’ [**’uw’** niis ’uw’ yu tl’ul’im’ tthun’ shtulqun].
Let’s see if your answers are correct.

Find some examples of complement clauses introduced by ‘uw’.

BONUS QUESTION

(21) Are there any example of ‘uw’ that seem to be doing something else?
 ...not following adverb...not introducing a complement clause?