# Lesson #5

cəlac (Five)

# **Choral Repetition**

1	<b>čad š(ə) adbad.</b> (chahd sh ahd-bahd)	Where is your father?
	<b>?uyayus šə dbad ?al tudi?.</b> (?oo-yi-yoos)	My father is working over there.
	<sup>9</sup> uyayus <sup>9</sup> al tudi <sup>9</sup> .	He is working over there.
2	<b>čad s(ə) adsk<sup>w</sup>uy.</b> (chahd s ahds-k'woy)	Where is your mother?
	<b>?uyayus sə dsk<sup>w</sup>uy ?al ti ?al?al</b> (?ahl-?ahl	. My mother is working at the house.
	<sup>9</sup> uyayus <sup>9</sup> al ti <sup>9</sup> al <sup>9</sup> al.	She is working at the house.
3	čad s(ə) adbədə <sup>9</sup> .	Where is your daughter?
	<b>?uča?a sə dbədə? ?al ti ?al ?al.</b> (?o-chah?ah)	My daughter is playing at the house.
	<sup>9</sup> uča <sup>9</sup> a <sup>9</sup> al ti <sup>9</sup> al <sup>9</sup> al.	She is playing at the house.
4	čad š(ə) adbədə <sup>9</sup> .	Where is your son?
	<sup>9</sup> uča <sup>9</sup> a šə dbədə <sup>9</sup> čit <sup>9</sup> al ti <sup>9</sup> al <sup>9</sup> a	I. My son is playing close to the house.
	<sup>9</sup> uča <sup>9</sup> a čit <sup>9</sup> al ti <sup>9</sup> al <sup>9</sup> al.	He is playing at the house.

5 čad š(ə) adsčistx<sup>w</sup>. (ahds-c'hees-twh)

Where is your husband?

**?əs?itut šə dsčistx<sup>w</sup> di?adi?.** My husband is sleeping in the other room. (?us -?a-toot shu ds-c'hees-twh dee-?adee)

	?əs?itut di?adi?.	He is sleeping in the other room.
6	<b>čad s(ə) adčəg<sup>w</sup>əš.</b> (ahd-chu-gwush)	Where is your daughter?
	<sup>?</sup> əs <sup>?</sup> itut sə dsčəg <sup>w</sup> əš di <sup>?</sup> adi <sup>?</sup> .	My wife is sleeping in the other room.
	<sup>?</sup> əs <sup>?</sup> itut di <sup>?</sup> adi <sup>?</sup> .	She is sleeping in the other room.

### **Grammar Notes**

5.1	The meaning of 'šə' is not easy to express in English. It conveys the concept found in many Indian languages in the Northwest but which entirely absent in English. For the time being, simply notice that it is used when the person (or thing) is known to exist but he is not present and his location is unknown. The same remark applied to 'sə' when speaking about a woman. (Compare 3.5)
5.2	'ad-' at the beginning of a word means 'your'.
5.3	When talking 'šə' and 'ad-' flow together and sound likes one word, 'šad' (shahd). The reason they are separated by a space is because another word can be added between. For example, it is possible to say 'čad šə si?ab adbad' (chahd shu see?ahb udbahd) 'Where is your esteemed father?'
5.4	In Lushootseed, the action word usually comes before the actor – just the opposite of English word order.

5.5	A letter written within parentheses, (), is not pronounced. Thus ' $\mathfrak{a}$ ' is lost before ' $\mathfrak{a}$ ' in the first question of #1. However this ' $\mathfrak{a}$ '-sound returns when ' $\mathfrak{a}$ ' does not follow it. See the second sentence, the answer, in #1. (Compare English spelling which often keeps letters for sounds that sometimes drop, e.g., the 'n' in 'hymn' and 'hymnal' and the English use of the apostrophe in ' <i>it</i> 's' from ' <i>it is</i> '.)
5.6	As in many American Indian Languages, there is no word in Lushootseed quite like 'he' or 'she'. However, if the speaker does not choose to name the person spoken about, there is really no need to use any word. No confusion ever results because words for 'I', 'we' and 'you' do exist. So if the person referred to is not 'me', 'us' or 'you', it has to be 'he' or 'she'. (The situation makes it clear whether a man or woman is referred to. The way of saying 'they' is presented in a future lesson.)
5.7	In Lesson 4 the word ' <b>ti</b> ' was translated as ' <i>this</i> '. Here it is translated by ' <i>the</i> '. Actually, ' <b>ti</b> ' can mean both ' <i>this</i> ' and also something a little less specific, more like but not exactly ' <i>the</i> '. The student will remember that in Lesson 2 ' <b>tə</b> ' was also translated as ' <i>the</i> '. The difference between ' <b>ti</b> and ' <b>tə</b> ' is often subtle and impossible to express exactly in English. In general, ' <b>ti</b> ' is used when the object (or person) is receiving slightly more attention then when ' <b>tə</b> ' is said. Note that it is possible to say ' <b>?al tə ?al?al</b> ', ' <i>at</i> <i>the house</i> ', as well as ' <b>?al ti ?al?al</b> ' ' <i>at the house</i> ', ' <i>at this house</i> '. If something is mentioned for the first time, ' <b>ti</b> ' is often used. After that, when the listener as well as the speaker is 'in on it', ' <b>tə</b> ' is generally used. (Compare how English switches from ' <i>a</i> ' to ' <i>the</i> '. ' <i>A boy and girl were walking along the beach</i> '. ' <i>The</i> ' boy was wearing ' <i>a</i> ' hat but the girl wasn't. ' <i>The</i> ' hat was blue.') The student will gradually get a 'feel' for which to use when; and should NOT be concerned about fully understanding the difference now. Instead you should memorize the sentences as they are given in the lessons (or as the teacher changes them) and notice how often Lushootseed makes more sophisticated distinctions in meaning than English does!

#### **New Vocabulary**

ad-	your
čad	where
čəg <sup>w</sup> əš	wife
sə	see 5.1
šə	see 5.1
<sup>9</sup> uyayus	working

<sup>9</sup> uča <sup>9</sup> a	play(ing)
sčistx <sup>w</sup>	husband
di?adi?	other room, other
	end of the room
?al?al	house
<sup>9</sup> əs <sup>9</sup> itut	sleep(ing)

### Exercises

- 1. Read the following sentences out loud in Lushootseed, and then translate them rapidly into English.
  - A <sup>?</sup>uyayus šə dsčistx<sup>w</sup> di<sup>?</sup>ucid <sup>?</sup>al tə stulək<sup>w</sup>.
  - B <sup>?</sup>əs?itut šə sčətx<sup>w</sup>əd di<sup>?</sup>ucid <sup>?</sup>al tə šəg<sup>w</sup><sup>†</sup>.
  - C <sup>?</sup>uyayus šə dbad čit <sup>?</sup>al tə <sup>?</sup>al<sup>?</sup>al.
  - D ?əs?itut di?adi?.
  - E <sup>?</sup>uyayus sə dčəg<sup>w</sup>əš di<sup>?</sup>adi<sup>?</sup>.
  - F ?əs?itut sə dbədə? di?adi?.
  - G <sup>?</sup>uča<sup>?</sup>a š(ə) adbədə<sup>?</sup> di<sup>?</sup>ucid <sup>?</sup>al tə šəg<sup>w</sup>t.
  - H <sup>?</sup>uyayus s(ə) adčəg<sup>w</sup>əš čit <sup>?</sup>al ti <sup>?</sup>al<sup>?</sup>al.
  - I <sup>?</sup>uča<sup>?</sup>a di<sup>?</sup>ucid <sup>?</sup>al tə šəg<sup>w</sup>t.
  - J <sup>?</sup>uča<sup>?</sup>a šə dbədə<sup>?</sup> di<sup>?</sup>ucid <sup>?</sup>al tə stulək<sup>w</sup>.

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

	<sup>9</sup> uyayus <sup>9</sup> əs <sup>9</sup> itut	<sup>9</sup> uča <sup>9</sup> a <sup>9</sup> uyayus š	ə dbad
Exan	nple :	?al tudi?.	<u>?uyayus</u> ?al tudi?. He/She is working over there.
А		čit ?al ti ?al?a	1.
В		di <sup>9</sup> ucid <sup>9</sup> al tə	stulək <sup>w</sup> .
С		sə dbədə? di?	adi <sup>9</sup> .
D		s(ə) adčəg <sup>w</sup> əš	
E		šə adbədə <sup>9</sup> ?a	l tə šəgʷᆉ.
F		di?adi?.	

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

cit ?al ti ?al?al
?al tudi?
di?ucid ?al tə stulək<sup>w</sup>

Example : **?uyayus tsi dbədə?** \_\_\_\_\_\_. **?uyayus tsi dbədə?** <u>di?adi?</u> My daughter is working in the other room.

В	°əs?itut š(ə) adsčistx <sup>w</sup>
С	<sup>9</sup> uča <sup>9</sup> a t(i) adbədə <sup>9</sup>
D	<sup>9</sup> uyayus ti dbad
E	<sup>9</sup> uča <sup>9</sup> a
F	<sup>9</sup> əs <sup>9</sup> itut

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