

5.5	<p>A letter written within parentheses, (), is not pronounced. Thus ‘ə’ is lost before ‘a’ in the first question of #1. However this ‘ə’-sound returns when ‘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 ‘it’s’ from ‘it is’.)</p>
5.6	<p>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.)</p>
5.7	<p>In Lesson 4 the word ‘ti’ was translated as ‘this’. Here it is translated by ‘the’. Actually, ‘ti’ can mean both ‘this’ and also something a little less specific, more like but not exactly ‘the’. The student will remember that in Lesson 2 ‘tə’ was also translated as ‘the’. The difference between ‘ti’ and ‘tə’ is often subtle and impossible to express exactly in English. In general, ‘ti’ is used when the object (or person) is receiving slightly more attention than when ‘tə’ is said. Note that it is possible to say ‘?al tə ?al?al’, ‘at the house’, as well as ‘?al ti ?al?al’ ‘at the house’, ‘at this house’. If something is mentioned for the first time, ‘ti’ is often used. After that, when the listener as well as the speaker is ‘in on it’, ‘tə’ is generally used. (Compare how English switches from ‘a’ to ‘the’. ‘A boy and girl were walking along the beach’. ‘The’ boy was wearing ‘a’ hat but the girl wasn’t. ‘The’ hat was blue.’)</p> <p>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!</p>

New Vocabulary

ad-	your
čad	where
čəg ^{wəš}	wife
sə	see 5.1
šə	see 5.1
ʔuyayus	working

ʔučaʔa	play(ing)
sčistx ^w	husband
diʔadiʔ	other room, other end of the room
ʔalʔal	house
ʔəsʔitut	sleep(ing)

Exercises

1. Read the following sentences out loud in Lushootseed, and then translate them rapidly into English.

A ʔuyayus šə dsčistx^w diʔucid ʔal tə stulək^w.

B ʔəsʔitut šə sčətx^{wəd} diʔucid ʔal tə šəg^{wʔ}.

C ʔuyayus šə dbad čit ʔal tə ʔalʔal.

D ʔəsʔitut diʔadiʔ.

E ʔuyayus sə dčəg^{wəš} diʔadiʔ.

F ʔəsʔitut sə dbədəʔ diʔadiʔ.

G ʔučaʔa š(ə) adbədəʔ diʔucid ʔal tə šəg^{wʔ}.

H ʔuyayus s(ə) adčəg^{wəš} čit ʔal ti ʔalʔal.

I ʔučaʔa diʔucid ʔal tə šəg^{wʔ}.

J ʔučaʔa šə dbədəʔ diʔucid ʔal tə stulək^w.

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.)

ʔuyayus
ʔəsʔitut

ʔučaʔa
ʔuyayus šə dbad

Example : _____ ʔal tudiʔ. ʔuyayus ʔal tudiʔ.
He/She is working over there.

- A _____ čit ʔal ti ʔalʔal.
B _____ diʔucid ʔal tə stulək^w.
C _____ sə dbədəʔ diʔadiʔ.
D _____ s(ə) adčəg^wəš.
E _____ šə adbədəʔ ʔal tə šəg^wʔ.
F _____ diʔadiʔ.

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

čit ʔal ti ʔalʔal
ʔal tudiʔ

diʔadiʔ
diʔucid ʔal tə stulək^w

Example : ʔuyayus tsi dbədəʔ _____ . ʔuyayus tsi dbədəʔ diʔadiʔ
My daughter is working in the other room.

A ʔuyayus sə dsk^wuy _____ .

B ʔəsʔitut š(ə) adsčistx^w _____.

C ʔučaʔa t(i) adbədəʔ _____.

D ʔuyayus ti dbad _____.

E ʔučaʔa _____.

F ʔəsʔitut _____.

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