

Alutiiq Language (Sugtestun) Lessons



Acknowledgements

Research for this project was conducted by Philomena Knecht and Florence Pestrikoff. Funding was provided by the Department of the Interior, National Park Service, Historic Preservation Grant to the Kodiak Tribal Council. Additional funding was provided by a grant from the SailAlaska Foundation to Kodiak College.

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The Alutiiq Museum is supported by Afognak Native Corporation, Akhiok-Kaguyak Inc., KANA, Koniag Inc., Leisnoi Inc., Natives of Kodiak, Old Harbor Native Corporation, and Ouzinkie Native Corporation.

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Sugtestun: something that is done *"as a person would do it"*

The lessons which follow will focus on Sugtestun grammar. Many native speakers of Sugtestun may not be aware of the fact that they order their words into sentences according to a precise set of rules. This is because native speakers have learned these rules passively. They have heard certain words or sentence patterns repeated over and over again as they were growing up. In this manner, they have unconsciously decoded the rules of Sugtestun speech. They have learned, for example, that you sometimes would say:

• **"Piugta iqallugmek piturtuq."**

The dog is eating fish. (piugta = dog; iqallugmek = fish; piturtuq = is eating)

but, at other times, you would say:

• **"Piugtem iqalluk pituraa."**

The dog is eating the fish. (piugtem = dog; iqalluk = fish; pituraa = is eating it)

If you don't speak Sugtestun, you probably find this example confusing, maybe even a little annoying. Why should the words for "dog", "fish", and "is eating" sound so different in these two sentences? After all, in English, the wording of these two sentences is practically identical. If you asked a native speaker for an explanation, you might be told: "I just know *how* to say it, don't ask me *why*?" Actually, the reason has to do with grammar - the rules for conveying thought.

In the preceding Sugtestun examples, the words for "dog", "fish," and "is eating" change form because the topic of discussion shifts from a subject who performs an act (*dog*) to the thing which is impacted by this act (*fish*). This is a very interesting grammatical feature, and linguists have written many highly technical articles on it - a fact which would probably surprise most Sugtestun speakers. Ironically, native speakers are experts in grammar, but they usually don't know it. If you are learning a language as a second language, you need to learn grammar very consciously. These lessons should help you do that. They provide you with the rules that every Sugtestun speaker knows, but few are able to explain.

When you embark on the study of a new language, it helps to know what you might be expected to encounter. Here is a tip. Sugtestun is not at all like English, which has its roots in the Germanic branch of the Indo-European language family. Sugtestun is a member of the Eskimo language family. This family of Siberian-North American languages has several branches: Aleut, which is spoken on the Aleutian Island Chain; Sireniki, which is spoken in the southeastern Chukotkan Peninsula of Siberia; Inuit (Inupiaq) which is spoken all along the arctic coast in northern Alaska, Canada and Greenland; and the Yup'ik languages which are spoken from the northeastern Chukotkan Peninsula in Siberia, to St. Lawrence Island in the Bering Sea, over to the Alaskan mainland, down the length of the Alaska Peninsula, and eastward along the Gulf of Alaska to Prince William Sound. Sugtestun is one of the four Yup'ik languages: Central Siberian Yup'ik (Naukanski); Siberian Yup'ik (Chaplinski /St. Lawrence Island); Central Yup'ik (Yugcetun); and Gulf of Alaska Yup'ik (Sugtestun).

All Eskimo languages share certain organizational features which distinguish them from other languages. The major distinguishing characteristic of the Eskimo languages is the extent to which they rely upon suffixation in forming

words and constructing sentences. Suffixes are particles which are added onto the ends of words, so as to expand the meaning of the words. We are all familiar with the 'er / or' suffix in English which converts verbs such as, "teach" and "act" into titles for people who perform these types of activities, i.e., "teacher", "actor." The 'er / or' suffix in English never occurs on its own, it must always be joined up with a verb. It is a particle which adds meaning, but it is not *itself* a word, as the verb "teach" is.

In Sugtestun, words are given new meaning, and built up into sentences entirely through the use of suffixes. Indeed, a Sugtestun sentence can consist of a single suffix-heavy word. Take the sentence **"Uriitarsurtaallriit"**, for example. This sentence translates into English as *"They used to go gather bidarkies."* It can be broken down into two basic components: a stem (uriitar-), and several suffixes which convert this stem into a statement (+sur-, +taar-, -llriit) . The stem is the portion of the word from which all growth will proceed. The suffixes are offshoots from this primary section of "word growth". In the example which appears above, "uriitar-" is the stem for the word "bidarky", "sur" - is a suffix which means *"to go gather (in reference to a plant or animal)"*, "taar" - is a suffix which means *"to do this activity often, habitually"* and "llriit" - is a suffix which indicates that *"they (3 or more of them) did, in the past"* do something.

This type of construction would never occur in English. Although the English language makes use of suffixes in word construction, it does not rely upon this process exclusively. The English language also uses prefixes (particles which are attached to the beginning of a word), or most commonly, uses words which perform special functions such as adjectives, adverbs, prepositions, conjunctions, etc. English sentences are clogged with all sorts of specialized parts of speech. Compare these two sentences:

"Nunyamen agnguaryarciqut." (2 words - Nuniaq="Old Harbor"
-agnguaq* = "a dance (non-native style)")

"We are going to go to Old Harbor for a dance, non-native style." (13 words).

The two sentences convey the same information, but through radically different means. The use of suffixes in Sugtestun should alert you to another aspect of Sugtestun speech. You should expect to hear sound changes at the ends of words as suffixes are added. After all, this often happens with suffixes in English. For example, when an English speaker wishes to talk about several objects as opposed to just one, he usually adds a plural suffix. "Book" becomes "book" + 's' or "books". In some cases, however, the addition of a 's' suffix provokes a sound change at the end of a word. Thus, "knife" + 's' becomes "knives", "leaf" + 's' becomes "leaves". We might also note that sometimes an 'e' is inserted before the 's' suffix in English. "Box" becomes "boxes", "ditch" becomes "ditches". Still the basic suffix is added as '+s', or we might write an 'e' in parentheses to indicate that an 'e' can sometimes come before the 's' : + (e)s.

These sound changes are not random in English, they follow certain rules, and the same thing is true of sound changes in Sugtestun. Look at the following sentences. The first word of each sentence is a noun which names an object(s). The second word is another noun which names a location "on the floor", and the third word is a verb which describes the physical state "of being located." See if you can pick out the suffix(es) which mark a singular object, and the suffix(es) which mark plural objects. Underline the letters which are changing, and try to figure whether different endings change in any particular pattern.

•Kařantaasaaq natermi et'uq. <i>The pen is on the floor.</i>	•Iqalluk natermi et'uq. <i>The fish is on the floor.</i>	•Pikiyun natermi et'uq. <i>The present is on the floor.</i>
•Kalikaq natermi et'uq. <i>The paper is on the floor.</i>	•Iqsak natermi et'uq. <i>The fishhook is on the floor.</i>	•Igarsuun natermi et'uq. <i>The chalk is on the floor.</i>
•Pařriitaq natermi et'uq. <i>The picture is on the floor.</i>	•Yaasiik natermi et'uq. <i>The box is on the floor.</i>	•Mingqun natermi et'uq. <i>The needle is on the floor.</i>
•Kařantaasaak natermi et'uk. <i>(2) pens are on the floor.</i>	•Iqalluuk natermi et'uk. <i>(2) fish are on the floor.</i>	•Pikiyutek natermi et'uk. <i>(2) presents are on the floor.</i>
•Kalikak natermi et'uk. <i>(2) papers are on the floor.</i>	•Iqsiik natermi et'uk. <i>(2) fishhooks are on the floor.</i>	•Igarsuutek natermi et'uk. <i>(2) chalk are on the floor.</i>
•Pařriitak natermi et'uk. <i>(2) pictures are on the floor.</i>	•Yaasiigek natermi et'uk. <i>(2) boxes are on the floor.</i>	•Mingqutek natermi et'uk. <i>(2) needles are on the floor.</i>

•Kařantaasaat natermi et'ut. (3+) <i>pens are on the floor.</i>	•Iqalluut natermi et'ut. (3+) <i>fish are on the floor.</i>	•Pikiyutet natermi et'ut. (3+) <i>presents are on the floor.</i>
•Kalikat natermi et'ut. (3+) <i>papers are on the floor.</i>	•Iqsiit natermi et'ut. (3+) <i>fishhooks are on the floor.</i>	•Igarsuutet natermi et'ut. (3+) <i>chalk (is on the floor).</i>
•Pařiitat natermi et'ut. (3+) <i>pictures are on the floor.</i>	•Yaasiiget natermi et'ut. (3+) <i>boxes are on the floor.</i>	•Mingqutet natermi et'ut. (3+) <i>needles are on the floor.</i>

How many patterns were you able to discover ? Did you notice that Sugtestun seems to draw a distinction between groupings of two objects as opposed to groupings of three or more ? If we wanted to specify "two boxes" in English, we would have to put the numeral "two" in front of the word "boxes." In these Sugtestun sentences, however, groupings of two objects tend to end in the letter 'k', and groupings of three or more objects generally end in the letter 't.' 'K' and 't' are suffixes which have replaced the earlier endings (singular suffixes such as, 'q', 'k' or 'n') e.g., kalikaq kalikak kalikat. We might say that the English plural suffix 's' is a + suffix, because it gets added onto the last letter of a singular word (e.g., dog + s dogs), whereas the Sugtestun dual 'k' and plural 't' suffixes are - types (they subtract or replace the last letter of the earlier ending).

Did you also notice that whenever the name of an object ends in 'k' or 'n' there is a sound change with the addition of a dual / plural suffix ? Names for objects that end in 'n' end in 'tek' or 'tet' when they become dual / plural. Names for objects that end in 'uk' or 'ik' or 'ak' exhibit more variety in dual and plural forms. Finally, did you notice that the ending of the verb "is located" changes, depending upon whether we are discussing the location of one object, two objects, or three or more objects ? In fact, the endings on the verb "is located" correspond perfectly to the endings on the object(s) under discussion.

If we made a list of all these observations, we would have a list of several very important grammatical rules. Let's do it, because we can't begin to say the simplest sentence in Sugtestun without knowing these rules.

#1) Sugtestun distinguishes between single objects, dual objects (pairings of objects), and plural objects (groupings of 3 or more). This distinction will hold true whether we are talking about living things (people, animals, plants) or non-living things (stars, paper, boxes).

#2) Single, dual and plural objects are identified by different suffixes. In general, you will attach a -k suffix onto the end of a word when you name a pair of objects as your topic, and a -t suffix when you name three or more (a bizillion ...) objects as your topic.

#3) The endings of verbs will always agree with the endings of our topic in terms of number. Actually, they will also agree in terms of "person." (i.e., whether "I" am the "Topic", "You" are the "Topic", or "Some Other Person / Thing" is the "Topic" of discussion). Thus, each verb ending incorporates a reference to the topic. You may have noted this when we discussed the way in which the sentence "Uriitarsurtaallriit", could be broken down into a stem (uriitar- *bidarky*) and several suffixes (+sur - *to go for*; +taar - *often*; -llriit - *they used to do this*). The Sugtestun pronoun "Ellaita", which means "They" does not actually appear in this word. It is indicated, however, by the presence of the suffix -llriit.

The sentences which appear below provide additional illustrations of this rule. Even when we know "who" or "what" the topic of discussion is in English, we must still include a formal reference to that topic in our sentences. So, we use pronouns such as, "It" or "They", because these parts of speech can stand-in for names. Sugtestun also has pronouns, as you will learn in lesson 1, but they won't need to be formally present, if information about them is listed at the end of the verb.

•"Kalikaq natermi et'ug."
or •"Natermi et'ug."

Paper on the floor (it) is located. On the floor (it) is located.

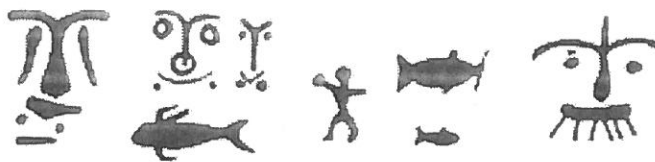
•"Kalikak natermi et'uk."
or •"Natermi et'uk."

Papers (2) on the floor (2) are located. On the floor (2) are located.

•"Kalikat natermi et'ut."
or •"Natermi et'ut."

Papers (3 +) on the floor (3 +) are located. On the floor (3+) are located.

You now know something about the ways in which Sugtestun speakers order their communication, and you can begin learning to speak , read and write "as a person would." The lessons which follow presuppose familiarity with the Sugtestun alphabet. If you are not familiar with the use of the Sugtestun alphabet, you should work through the *HyperCard* software lessons which have been developed on this topic. The *HyperCard* software lessons feature digitized recordings in Sugtestun, so you will be able to hear how these sounds are pronounced. Learning an alphabet is something which can be mastered by *anyone* in very little time - a matter of days, at the most. It is a matter of learning to associate certain sounds with certain symbols. As an English speaker, you are already familiar with the many of the letters of the Sugtestun alphabet. You will only have to learn 7 totally new sounds, 8 letter symbols which are used somewhat differently than they are in English, and less than a handful of spelling rules to read and write Sugtestun.



GRAMMAR - TPR LESSON 1

NOMINALS (NOUNS AND PRONOUNS):

When we "nominate" someone in English, we submit their name. If we keep the use of this term in mind, we can understand what linguists mean when they talk about "*nominals*." Nominals are words which *name* persons, things, ideas or concepts.

Some nominals provide very specific references for persons or things. These nominals are called *nouns*. In the following sentence, the words "Florence" and "teacher" are both nouns, because they provide very direct references which help us identify a person and her particular line of work.

e.g., "Florence is a teacher." or, in Sugtestun: **"Florence litnau'ista."**



(noun)

(noun)

(noun)

(noun)

Other nominals identify someone or something through indirect references. These nominals are called "*pronouns*." For example, if certain information were to be known beforehand, the sentence "Florence is a teacher" could be restated this way:

e.g., in English:

or, in Sugtestun:

"She (This one here) is a teacher."

"Una litnau'ista."



(pronoun)

(noun)

(pronoun)

(noun)

No one would have any trouble understanding who "she" is, if "Florence" had been previously identified as a topic of conversation, or if she were standing within view. In such a case, we would simply be substituting an indirect reference, the pronoun "she," or the pronoun "this one" for a direct reference, the noun "Florence."

•INTERROGATIVE AND DEMONSTRATIVE PRONOUNS:

There are a number of different types of pronouns, and we have used several of them in the course of the first TPR lesson. For example:

•**Kina** (*who*) and **Caqiq** (*what*) are *Interrogative Pronouns*.

Interrogative Pronouns are used to solicit a more direct reference, or to clarify an identification (e.g., legal interrogatives are "requests for detailed information").

•**Una** (*this one*) and **Taugna** (*that one*) / **Ikna** (*that one*) are *Demonstrative Pronouns*.

Demonstrative Pronouns are used to refer to something which can be pointed out (e.g., demonstrate "to show").

Sugtestun speakers make use of many more demonstrative pronouns than English speakers do. To cite just one example, Sugtestun speakers can use a single demonstrative pronoun to indicate whether "this..." lies "up " or "down " a specific point of a bay, or whether it lies generally "up " or "down " a bay system . Sugtestun speakers group demonstrative pronouns into pairs. English speakers do this as well. In English, one demonstrative pronoun will be used to indicate something that is close to the speaker ("this" or "these"), and another demonstrative pronoun will be used to indicate something that is some distance away from the speaker ("that" or "those"). For Sugtestun speakers, however, the important distinction is whether an object lies within a "restricted " scope of view, or whether the object can be viewed over an "extended " area.

Thus, a Sugtestun speaker would select the "restricted" view demonstrative for "these" when he says, "*These (here) kids are good*" and the "extended" view demonstrative when he says, "*These berries (hereabouts) are good.*"

•**Ukut** carliat asirtut.

↓ ↓ ↓
These kids (are) good.

•**Makut** alagnat asirtut.

↓ ↓ ↓
These berries (are) good.

In the last example, the demonstrative adjective "**ukut**" was used when the object could be pointed out as occupying a specific position within view of the speaker ("*These kids* " - e.g., *the ones who are playing right here*). If the speaker would have to move his/her eyes across the landscape to take the entire object into view, he/she would use the demonstrative pronoun "**makut**" ("*These berries* " - e.g., *growing all around the village here*). So, an object that is distributed in a generalized pattern must be distinguished from an object which is located in a particular spot.

We will be learning more about restricted and extended demonstratives in upcoming lessons, but for now we will only concern ourselves with three of the most common "restricted" demonstrative pronouns - "**una**," and "**taugna**," or "**ikna**." These forms are roughly comparable to the English demonstratives "*this*" and "*that*," but they carry slightly more meaning in Sugtestun.

- "**Una**" means "*this one here*" [which is by the speaker]
- "**Taugna**" means "*that one there*" [which is near the listener(s) or is one which the listener(s) would readily recognize because of previous experience]
- "**Ikna**" means "*that one over there*" [which is situated in the same plane as the speaker and the listener(s), but which could not be considered to be "close at hand" to either the speaker or listener(s)]

The choice of whether to use "**una**" or "**taugna**" depends upon the speaker's point of view. If a teacher who is standing at the front of the room inquires

about a classmate who is sitting beside you she might ask you: "**Kina taugna?**" (Literally, "*Who is that one there beside you?*") When you respond to this question you would become the speaker. If the person in question were seated near you , you would respond from your perspective : "**Una Nina.**" (Literally, "*This one here is Nina.*")

In deciding whether to use "**taugna**" or "**ikna**" to indicate "*that one* ", the speaker considers how "*that one* " would be perceived by his/her listener(s). If the person or thing which is being pointed out is situated beside or close at hand to the listener(s) or, if it would be readily recognized by the listener(s) because of prior discussion, the speaker would point "*that one* " out as "**taugna**." If the person or thing which is being pointed out lies at some distance from both the speaker and his/her listener(s), or would represent a "new topic" of discussion for the listener(s), the speaker would point "*that one* " out as "**ikna**."

In selecting the appropriate demonstrative form, the speaker also needs to pay attention to whether he/she is pointing out one object, two objects, or several (three or more) objects / persons. *Demonstrative pronouns must agree in number with the nouns that they represent.* The same thing is true of all pronouns whether they are demonstrative, interrogative or personal pronouns. You will learn more about what this means when we discuss "plurals" in TPR lesson 2, but for now, you need only take a look at the differences between these three examples:

•**Kina ikna?**

↓ ↓

Who is that one?

•**Kinkuk ikegkuk?**

↓ ↓

Who are those (two)?

•**Kinkut ikegkut?**

↓ ↓

Who are those (people)?

•**PERSONAL PRONOUNS:**

In addition to focusing on interrogative and demonstrative pronouns, our first TPR lesson also focused on "*personal pronouns.*" **Personal Pronouns** refer to persons or things in terms of conversational roles. Someone can be a speaker

(e.g., "*I* like..."); they can be a listener (e.g., "Do *you* like...?") or they can be a subject of conversation (e.g., "I'm telling you that , *she* doesn't like..."). These different roles are known as the *1st* (speaker), *2nd* (listener), and *3rd* (the outside topic) *persons* of a conversation.

Of course, our conversations can involve multiple "speakers", "listeners," or "items of conversation." This is what is meant by "*number*." English has two numbers - singular and plural, but, as we learned in our "Introduction," Sugtestun has three numbers - singular, dual (grouping of two), and plural (grouping of three or more). Thus, in Sugtestun we have an extra set of personal pronouns - the dual set.

The 1st person singular pronoun is: **Gui** ("I, myself")

The 1st person dual pronoun is: **Guangkunuk** ("We - me & you")

The 1st person plural pronoun is: **Guangkuta** ("We - me & you & ..." - minimally the three of us)

The 2nd person singular pronoun is: **Ellpet** ("You")

The 2nd person dual pronoun is: **Ellpetek** ("You - you & you")

The 2nd person plural pronoun is: **Ellpeci** ("You - you & you " - minimally the three of you)

The 3rd person singular pronoun is: **Elliin** ("He" or "She")

The 3rd person dual pronoun is: **Ellaigta** ("They - the two of them)

The 3rd person plural pronoun is: **Ellaita** ("They" - minimally the three of them)

Although the third person singular form "**Elliin**" could literally mean either "*he*", "*she*," or "*it* ", the use of this personal pronoun is restricted to certain situations. "**Elliin**" is not used in constructions such as "*Who is she?* " "**Elliin**" can only be used to focus on someone or something that is already under discussion. Sugtestun speakers would use one of the demonstrative pronouns to point out a new topic of conversation such as , "*Who is she ?* " (either : "**Kina una?**" or "**Kina ikna?**").

The sentences below serve to illustrate this point. If you were to say that "Florence is a teacher", and then follow up by saying "She is from Old Harbor," you could use the personal pronoun "Elliin" for "she." If you suddenly pointed her out to someone because you wanted to ask them "Is she from Old Harbor?", you would have to use a demonstrative pronoun for "she."

When "she", "he" or "it" has already been named as a topic of conversation:

•Florence	litnau'ista.	Elliin	Nuniarmiu'aq.*
↓	↓	↓	↓
Florence (is a) teacher.		She is a native of Old Harbor.	

but, if you haven't been talking about "that person or thing" up until now:

•Una	-qaa	Nuniarmiu'aq	?
↓	↓	↓	
Is this one here - yes/no ? from Old Harbor			

*For some speakers, the suffix which indicates "resident, native of X locale" is "(r)miu(q)", rather than the "(r)miu'aq" variant which is listed here. Another way to say that "She is from Old Harbor" would be to add the suffix "+mek" onto the word for Old Harbor as in, "Una suk Nuniamek." This would translate as: "This person here is from Old Harbor."

Another interesting point of departure between English and Sugtestun personal pronouns is that personal pronouns can be omitted altogether from Sugtestun sentences. This is absolutely unthinkable in English. If you wanted to say "Let's go" to one of your friends, you could not just say "go." Your friend might think that you were asking him or her to leave. You would have to include the contraction "Let 's (Let us)" in your sentence, because English verbs tend to have the same endings regardless of whether they are used with 1st, 2nd, or 3rd person pronouns. In Sugtestun, however, verbs include cross-

references to the person and number of the "subject", and/or "object", if one exists.

Our first TPR lesson has focused on commands such as "come", "go", "sit", "stand." The verbs which are used in these commands are "intransitive." They clearly implicate a "subject" (someone or something who would perform the commands), but they provide no mention of an "object" (someone or something which would be affected by the command). It may be easier to understand what this means if we compare these two commands: "You two sit down " and "You two pick up the papers. " If a listener were to ask "who or what is to be seated? " with reference to the first command , his/her answer would be "You two " - an answer which would refer back to the subject. If a listener were to question the second command, however, the response to the query "who or what is to be picked up? " would not refer back to the subject, "You two ". The response would direct the listener to an object, "the papers."

Thus, some verbs only incorporate cross-references to a "subject" (so-called "intransitive verbs"), while others incorporate cross-references to an "object" as well (so-called "transitive verbs").

•RECOGNIZING VERBAL REFERENCES TO THE "SUBJECT":

Let's review some sentences from our lesson which involve 1st person subjects and intransitive verbs. See if you notice any patterns in the endings of the verbs:

•Guangkunuk nangarllinuk!	•Guangkunuk aqumlinuk!	•Guangkunuk aglinuk!
↓	↓	↓
You and I - let's stand (we 2)!	You and I - let's sit (we 2)!	You and I - let's go (we 2)!

•Guangkuta nangarllita!	•Guangkuta aqumlita!	•Guangkuta aglita!
↓	↓	↓
You (2+) and I - let's stand (we 3+)!	You (2+) and I - let's sit (we 3+)!	You (2+) and I - let's go (we 3+)!

Now let's review some sentences with 2nd person subjects and intransitive verbs:

•Ellpet̄ nangarten̄!

↓

↓

You - stand !

•Ellpet̄ aqumī!

↓

↓

↓

You - sit !

•Ellpet̄ agī!

↓

You - go !

•Ellpetek̄ nangartek̄!

↓

↓

You & you - stand (you 2)!

•Ellpetek̄ aqumitek̄!

↓

↓

You & you - sit (you 2)!

•Ellpetek̄ agitek̄!

↓

↓

You & you - go (you 2)!

•Ellpecī nangarcī!

↓

↓

You all - stand (you 3+)!

•Ellpecī aqumicī!

↓

↓

You all - sit (you 3+)!

•Ellpecī agicī!

↓

↓

You all - go (you 3+)!

As you reviewed the examples which were listed above, you may have noticed that the dual and plural endings of the 1st and 2nd person pronouns are repeated at the end of verbs whenever these pronouns serve as subjects of discussion. In other words, if the subject is "Ellpeci" (You - three persons or more), the verb that follows will end in 'ci.' If the subject is "Guangkunuk" (We - the two of us), the verb that follows will end in 'linuk / llinuk.' You can see why it is possible to omit these personal pronouns altogether, and simply say "Agici!" ("You all go! "), or "Aglinuk!" ("Let's you & I go! ").

The forms which are associated with the 2nd person singular, i.e., the verbal endings which refer back to "Ellpet" seem to be more variable; they can end in 'ten' or 'i'. In fact, there are two other endings which can be associated with the 2nd person singular, such as an 'a' ending. Although the endings may vary, they are all *exclusively* associated with the 2nd person singular. Thus, a 'ten' or 'i' ending at the end of an imperative verb will only occur when the subject of the verb is "Ellpet."

Once you learn the different personal pronouns, it is fairly easy to place the proper endings on your verbs. Use the examples on the previous pages for reference as you fill in the verb endings or personal pronoun endings for these sentences.

•**piturluni** ("*someone is drinking, eating* ")

You drink!	Ellpet pitua!
You (2) drink!	Ellpetek pitur_____!
You (3+) drink!	Ellpeci pitur_____!

•**pekluni** ("*someone is working* ")

Let's (you & I) work!	Guangkunuk peklinuk!
Let's (3 of us) work.	Guanku_____ peklita!
You work!	Ellpet pekten!
You (3+) work!	Ellpeci pek_____!

•**nerluni** ("*someone is eating* ")

Let's (you & I) eat!	Guanku_____ nerlinuk!
Let's (3+) eat!	Guanku_____ nerli_____!
You eat!	Ellpet neri!
You (2) eat!	Ellpe_____ neritek!
You (3+) eat!	Ellpeci neri_____!

•**agayuluni** ("*someone is praying* ")

Let's (you & I) pray!	Guanku_____ agayuli_____!
Let us (3+) pray!	Guangkuta agayuli_____!
You pray!	Ellpet agayu.
You (2) pray!	Ellpe_____ agayu_____!
You (3+) pray!	Ellpe_____ agayuci!

•**lliilerluni** ("someone is dancing native-style; making motions ")

Let's (you & I) dance ! Guangku_____ lliilerlinuk!
 You (2) dance ! Ellpetek lliiler_____!
 You (3+) dance! Ellpeci lliiler_____!
 Let's (3+) dance! Guangku_____ lliiler_____!

Now, based upon the patterns which you observed above, can you supply English translations for these Sugtestun sentences ? (*Remember that English sentences do need to include formal personal pronouns even though their Sugtestun equivalents can omit them*).

•**qawarluni** ("someone is sleeping ")

•**tailuni** ("someone is coming ")

_____! Qawaa!

_____! Taici!

_____! Qawarci!

_____! Taitek!

_____! Qawarlita!

_____! Tai!

•**surluni** ("someone is sobering up ")

•**llurluni** ("someone is sliding down ")

_____! Surici!

_____! Llurlita!

_____! Surlinuk!

_____! Lluri!

_____! Suri!

_____! Llurlinuk!

•**wigluni** ("someone is going around in a circle ")

_____! Wiglinuk!

_____! Wiglita!

_____! Wigitek!

•NOMINAL CASES : ABSOLUTIVE CASE / ALLATIVE CASE:

As we have just learned, nominals are names for persons or things. One very important fact which we have to keep in mind about nominals is that they can change form, depending upon how they are used in a sentence. For example, *in some cases*, an English speaker uses the pronoun "I" to talk about himself.

•"I have it."

In other cases, however, an English speaker would use "me", a different form of the 1st person pronoun, to refer to himself.

•"Bring it to *me*."

Finally, *there are cases* where an English speaker would use a pronoun such as, "mine" in place of the related 1st person forms "I" or "me".

•"That book is *mine*."

We rarely think about these different cases when we are speaking in our native language. If someone attempted to say "Bring it to I," or "That book is me", however, we would probably laugh, and marvel that anyone could make such an obvious mistake. Yet "I" and "me" both refer to the same person, and "mine" does mean the same thing as "belonging to me." So, how would you explain the difference to someone who was just learning English?

Clearly, you have to pay attention to how you are using the nominal. For simple identifications such as, the name of the person who "has it", you use "I." In providing directional information, such as "where to bring it ...", you use "me." When you are specifying ownership, you use "mine." These different uses are what linguists refer to as "*cases*."

In our first TPR Sugtestun lesson, two different nominal cases were introduced - the *absolute* and *allative* cases. When we use a nominal in *absolute* case, we are simply using it for an *id.* statement. When we use a nominal in *allative* case, we are saying that the nominal is a *goal* for some kind of movement. Let's review some examples from our first lesson on the following page:

•**Taugna stuuluq.** (Taugna = abs. sing. for "that one"; stuuluq = abs. sing. for "table")

↓ ↓

"That (is a) table."

•**Agi stuulumen!** (Agi = "you go" ; stuulumen = allative sing. "to the table")

↓ ↓

"Go to the table!"

•**Una igarwik.** (Una= abs. sing. for "this one"; igarwik = abs. sing. for "chalkboard")

↓ ↓

"This is a chalkboard."

•**Tai igarwigmen!** (Tai = "you come"; igarwigmen = allative sing. "to the chalkboard")

↓ ↓

"Come to the chalkboard!"

Absolutive case and allative case are technical grammatical terms, but we need to use technical terms if we are to sum up the differences between these two cases in just two words. It is easy to remember how the *absolutive case* is used, if you remember "*absolute id.* " Absolute ids. can stand on their own. When you look up the name of a particular object in a dictionary, you are given its *absolutive* form. Similarly, when you ask someone "*What is that called in Alutiiq?* ", they will almost certainly give you the *absolutive* form for that object.

It is also easy to remember that the *allative case* is used to indicate "*movement towards a particular object* " once you know its etymology or "origin". This word comes from two latin words 'ad' , which means "*to* " and 'latum', which means "*side.*" These two latin words combine as "*allative* ", or "*to the side.*"

•MOVING BEYOND THE ABSOLUTIVE SINGULAR CASE:**•STEP #1: Identifying the Stem •**

When we want to use a nominal in the absolutive case, we must add a suffix to the end of the nominal's *stem* . A nominal stem is very similar to a plant stem. A stem is a segment which can support growth. Offshoots from the stem of a plant can yield flowering buds or leaves, and offshoots from the stem of a nominal can yield absolutive case forms or allative case forms, etc. A **plant stem is not a whole plant, but it is the section which must be clipped and replanted if we want to generate growth.** Word stems are similar to plant stems in this regard. A nominal stem cannot stand alone as a word, but we must use the stem if we want to build a word.

There are many different types of plant stems - some are thick, some are thin, some have thorns - and there are a number of different types of nominal stems - some end in 'r-', some end in 'g-', some end in 'te-', etc. We can tell what type of stem a plant has just by looking at it, and we can do the same thing with nominals. Let's look up a couple of nominals as examples. As we mentioned in the last section, dictionaries list nominals according to their absolutive case forms, i.e., by the particular name of an object. This is also the form that you will be given when you ask someone "*What do you call that?* " So, you will rarely have to form the absolutive singular on your own. You will, however, have to know how to identify the underlying stem of a nominal so that you can form absolutive duals and plurals, or place nominals in different cases, such as the allative case.

You will see several different entries from the pages of a Sugtestun dictionary pictured on the next page. The entries are listed first in the absolutive singular case, which is the standard dictionary citation form , and the stem forms are listed in parentheses. If you read down the list of entries, you will begin to notice patterns in the relationship between the absolutive singular spelling of a word and its stem form. See how many different patterns you can isolate. For

<u>Ga</u>	<u>Iq</u>	<u>Ir</u>	<u>Ku</u>
gaaleq - <i>noun</i> : a window. (stem: gaaler-)		iraluq - <i>noun</i> : the moon. (stem: iralur-)	
giinaq - <i>noun</i> : a face. (stem: giinar-)		itgaq - <i>noun</i> : a foot (stem: itgar-)	
gun - <i>noun</i> : a tooth. (stem: guute-)		kalikaq - <i>noun</i> : a sheet of paper. (stem: kalikar-)	
igarsuun - <i>noun</i> : a piece of chalk. (stem: igarsuute-)		kalla'alek - <i>noun</i> : a shaman. (stem: kalla'aleg-)	
igarwik - <i>noun</i> : a blackboard. (stem: igarwig-)		kemek - <i>noun</i> : meat. (stem: kemeg-)	
iqalluk - <i>noun</i> : a fish. (stem: iqallug-)		kinguk - <i>noun</i> : an insect. (stem: kingug-)	
iqsak - <i>noun</i> : a fishhook. (stem: iqsag-)		kuik - <i>noun</i> : a river, creek or stream (stem: kuig-)	

example, the absolutive singular nouns which end in the letter 'q' have stems that end in the letter 'r-' (giinaq; gaaleq; iraluq; itgaq; kalikaq). Another pattern is that absolutive singular nouns which end in the letter 'k' have stems that end in the letter 'g-' (iqsak; kalla'alek; kemek; kinguk; kuik). Finally, if you look at the absolutive singular nouns which end in the letter 'n', you will note that they have stems which end in 'te-.'

So far, we have isolated three different types of noun stems. There is one other type of noun stem, but it is not represented by any entries in our dictionary selection. The last type of noun stem is found in absolutive singular nouns that end in the letter 'a.' * These nouns may have stems that end in 'a' (also designated the " Ø " stem, because the ending of the stem does not differ from the ending of the absolutive singular noun), or they may have stems that end in 'e.' For example, the stem of the word "ila", which means "family", is written "ila-", but the stem of the word "kugyarsirta," which means "seiner", is written "kugyarsirte-". There is no real way to predict which type of stem a word will have, apart from the fact that words which end in 'ta' will always have stems that end in 'e-.' You will simply have to learn these stems on a word by word basis. Fortunately, however, they are not very common. A few of the more common examples are listed below.

•igarta (secretary , writer)	•quta (beach)
(stem: igarte-)	(stem: qute-)
<i>(all words that end abs. sing. in 'ta' have stems that end in 'e')</i>	

•nuna (land)	•erina (voice)	•neqa (food)
(stem: nuna-)	(stem: erina-)	(stem: neqe-)

*Formerly, Sugtestun used to have a number of nouns that had stems which ended in vowels such as 'i' or 'u'. Very few of these forms have survived , but they can be encountered in words such as "ipi", which means "arm", or "wi" which means "husband." Over time, a number of the nouns which had stems that ended in the vowel 'u-' have acquired a "false 'g'" at the end of their stems (e.g., **suk** "a person" - stem: suu(g)-; **puk** "a handle" - stem: puu-; **irug** "a leg" - stem: irug-). As these forms are rare, they will not be dealt with in further detail.

•MOVING BEYOND THE ABSOLUTIVE SINGULAR CASE: EXPANDING WORDS WITH SUFFIXES

•Step # 1: Identify the Stem•

•Step # 2: Determine the Rules of the Suffix

(plus +, minus -, or assimilating ~)

As we stated in our "Introduction to Sugtestun", Eskimo languages make extensive use of *suffixes* to form words and to construct sentences. Suffixes are particles which are added onto the end of a word to expand the meaning of the word. This is a very different grammatical approach from what we are familiar with as English speakers. While it is true that English speakers use suffixes (e.g., the 'er/or' suffix which can convert verbs into nominals - "teach" + 'er' = "teacher" or "one who teaches"; "direct" + 'or' = "governor" or "one who governs"), they do not rely upon them as extensively as Eskimo language speakers do. English speakers also use "prefixes" (particles which are added to the beginning of a word), and specialized parts of speech such as "adjectives," "adverbs," and "prepositions" to expand words and to add structure to their sentences. Indeed, English sentences are clogged with all sorts of specialized parts of speech. Sentences in Eskimo languages are laden with suffixes.

Compare this Sugtestun sentence with its English equivalent on the next page:

"Nuniamen agnguaryarciqut."

1 2 3 4 5 6

[A sentence composed of 2 word stems- a nominal "nuniar-" which means "Old Harbor"; and a verbal stem "age-" which means "to go", and 6 discrete suffixes - alternately identified by boldface/underlined type, and numbered.]

*This word is derived from the verb stem "age-" which means "to go" and the suffix "nguar-" which means "to pretend to do X verb, to appear to do X, but not really." The style of European dancing which was popular during the early contact period on Kodiak was the waltz. When Kodiak Natives first viewed Europeans dancing the waltz it appeared as though they pretending to go somewhere. Hence, "non-native style" dancing is "agnguaq".

"We are going to go to Old Harbor for a non-native style dance.

6 4 / 5 1 3 2

[A sentence composed of 13 words - no suffixes, but several prepositions, adjectives, a personal pronoun, and a compound verb which correspond in meaning to 6 different Sugtestun suffixes]

The preceding comparison should indicate how important suffixes are in Sugtestun grammar. Given this fact, you should be on the alert for frequent sound changes at the ends of Sugtestun words. After all, this is what happens to suffixed words in English. For example, when an English speaker wishes to talk about several objects as opposed to just one object, he usually adds a plural suffix. "Book" becomes "book" + 's' or "books." In some cases, however, the addition of a '+s' suffix is accompanied by a sound change. Thus, "knife" + 's' becomes "knives", "leaf" + 's' becomes "leaves." We might also note that English speakers insert an 'e' before the 's' suffix when they pluralize words such as, "box " ("boxes") or "church" ("churches"). Accordingly, the English plural suffix might best be described as +'(e)s', indicating that an 'e' will be inserted along with 's' in certain situations.

These sound changes are not random in English, they follow certain rules, and the same thing is true of sound changes in Sugtestun. **There are three basic types of suffixes in Sugtestun, and they attach themselves to stems in different ways.** There are suffixes which attach themselves directly to stems. These suffixes are described as "*plus* " suffixes. Other suffixes subtract the last consonant of the stem before affixing themselves. Suffixes such as these are described as "*minus* " suffixes. Finally, there are some suffixes which are described as "*assimilating* " suffixes because they adopt the phonological (sound) features that characterize the consonant at the end of the stem (e.g., a suffix which begins with the voiceless *velar* stop consonant 'k' will attach itself as the voiceless *uvular* stop consonant 'q' when it joins up with a stem that ends in a uvular consonant ('r-'), but will retain its velar characteristics in other instances.

The conventional way of representing these suffixes in Sugtestun is to use a "+" sign for "plus" suffixes; a "-" sign for "minus" suffixes; and a "~" sign for "assimilating" suffixes. Thus, the suffix '+ wik', which is used to indicate the sense that *"this is a place for ... (the preceding activity)"*, is a "plus" suffix. It attaches itself directly to stems.* The suffix '-ngcuk', which is used to indicate the sense that *"... (the preceding thing) is small or little"*, is a "minus" suffix. It will cause stem-final consonants such as, 'g' or 'r' to drop off as it attaches. The suffix '~ku', which conveys the sense of *"later on (in the preceding)..."* or *"the next ... or upcoming ..."*, is an "assimilating" stem. The initial 'k' (voiceless velar stop consonant) of this suffix will be assimilated as 'q' (voiceless uvular stop consonant) when it joins a stem that ends in 'r' (another voiceless uvular consonant). Otherwise, it will be assimilated as 'k.'

Some stems require that an additional letter be inserted along with the basic suffix. In such instances, the suffix will list the additional letter in a parentheses to indicate that it may be applicable, depending upon the stem. Thus, the suffix '+ (r)piaq', which is used to indicate that *"... (the preceding thing) is real or true"*, will be added as '+rpiaq' in certain instances, and as '+piaq' in others. The instances in which '+rpiaq' would become applicable are instances where the stem ends in a vowel. When this suffix is added to stems that end in 'g' or 'r', however, it is added simply as '+piaq.'

Now that you know the different conventions which are used to represent the rules of suffixation, you should be able to attach different types of suffixes to various nominal stems. Let's practice with a number of different suffixes beginning on the next few pages. Remember that your first step in expanding the meaning of a Sugtestun word is to identify the stem form of the word. Then you simply have to observe the '+', '-', or '~' signs that appear at the beginning of the suffix, and take note of any special sound changes that might be associated with particular stem-suffix combinations, before you attach the suffix.

*For the most part, "plus" suffixes attach themselves to the end of stems without prompting sound changes. Some "plus" suffixes, however, can cause certain stems to shed final letters. As we shall see later, some allative case suffixes exert this type of influence upon nominal stems that end in "weak r" and upon certain stems that end in a consonant + 'e-'.

'+(r) pakat ' : "many ...,too many ..., so many ..."
 (...i.e., of the preceding nominal)

This is a *plus* suffix which is added directly to the stem. The 'r' which appears in parentheses is inserted along with 'pakat' when the stem ends in a vowel ('a', 'i', 'u', or 'e').

•taugkut (stem: taugku-) "those ones by you"
 _____ "so many of those"

•piugta (stem: _____) "a dog"
 _____ "so many dogs"

•kaařaq (stem: _____) "a car"
 _____ "so many cars"

•iqalluk (stem: _____) "a fish"
 _____ "so many fish"

•alagnaq (stem: _____) "salmonberry"
 _____ "so many salmonberries"

•nukek (stem: _____) "a root, tendon"
 _____ "so many tendons"

•yaamaq (stem: _____) "a rock, stone"
 _____ "so many rocks"

'+(r) pakat ': "many ...,too many ..., so many ..."
 (...i.e., of the preceding nominal)

This is a *plus* suffix which is added directly to the stem. The 'r' which appears in parentheses is inserted along with 'pakat' when the stem ends in a vowel ('a', 'i', 'u', or 'e').

•ila (stem: _____) "a relative"
 _____ "so many relatives"

•neqa (stem: neqe-) "food, a meal, dish (of food)"
 _____ "so much food"

•angun (stem: _____) "an old man"
 _____ "so many old men"

'-ngcuk ': "a little..., a small..."
 (...i.e., of the preceding nominal)

This is a *minus* suffix which will cause a stem-final consonant such as 'g' or 'r' to drop before it attaches itself to the stem.

•engluq (stem: _____) "a house"
 _____ "a small house"

•ii^raq (stem: _____) "a devil, evil spirit"
 _____ "a little devil"

•ngcuk : "a little..., a small / tiny..."
 (...i.e., of the preceding nominal)

This is a *minus* suffix which will cause a stem-final consonant such as 'g' or 'r' to drop before it attaches itself to the stem.

•asuq (stem: _____)

"a pot"

"a small pot"

•kuskaq (stem: _____)

"a cat"

"a kitten"

•piugta (stem: _____)

"a dog"

"a puppy"

•kaiwiq (stem: _____)

"an old lady"

"a little old lady"

•paniḡaq (stem: _____)

"a daughter"

"a tiny daughter"

•tuma (stem: tume-)

"a track e.g., animal track"

"a tiny track, print"

•misuuk (stem: _____)

"a sack"

"a small sack"

'~ngcuk ': "a little..., a small / tiny..."
 (...i.e., of the preceding nominal)

This is a *minus* suffix which will cause a stem-final consonant such as 'g' or 'r' to drop before it attaches itself to the stem.

•suk	(stem: suug-)*	"a person"
<hr/>		"a tiny person"

*Although the stem of this word has a double vowel in its first syllable 'suug-', when the first syllable is closed, as may occur with the addition of certain suffixes, the vowel is written as a single vowel. When the initial syllable of a word is closed, it is difficult to discern the distinction between double vowels and single vowels, so double vowels are written as single vowels in such situations. Refer back to the alphabet lessons for more information on "heavy" versus "light" syllables, and "open" versus "closed" syllables.

e.g.,	suk (a person)	versus	suuget (people)
	initial closed syllable		initial open syllable 'suu-'

'~ku ': "later on this..., next..., the upcoming..."
 (...i.e., of the preceding nominal which names a time cycle)

This is an *assimilating* suffix which will contract with the final consonant of the stem as either 'ku' or 'qu', depending upon whether it joins up to a stem-final velar consonant 'g' → 'k' or a stem-final uvular consonant 'r' → 'q.'

•unuk	(stem: _____)	"night"
<hr/>		"later on - tonight"
•unuaq	(stem: _____)	"morning"
<hr/>		"tomorrow morning"

'~ku ' : "later on this..., next..., the upcoming..."
 (...i.e., of the preceding nominal which names a time cycle)

This is an *assimilating* suffix which will contract with the final consonant of the stem as either 'ku' or 'qu', depending upon whether it joins up to a stem-final velar consonant 'g' → 'k' or a stem-final uvular consonant 'r' → 'q.'

•ernej (stem: _____) "day"
 _____ "later on today, the next day"

•akgua'aq (stem: _____) "evening"
 _____ "tomorrow evening"

•uksuk (stem: _____) "winter"
 _____ "next winter"

•kiak (stem: _____) "summer"
 _____ "next summer"

•maquineq (stem: _____) "week"
 _____ "next week"

•FROM THE ABSOLUTE CASE TO THE ALLATIVE CASE:

•STEP # 1: Identify the Stem•

•STEP # 2: Add the Appropriate Suffix•

The *allative* case is used to identify a person, place, or thing as the goal of certain movement. For example, if you wanted to send someone to the store, you would put the word for "store" into the allative case (singular). Similarly,

if you wanted to tell some people to come to Akhiok, you would put the word for "Akhiok" into the allative case (singular):

•Ellpet **laafkaamen** agi.

↓ ↓ ↓ ↓

You to the store go (you)!

•Unuaqu **Kasukuagmen** taici.

↓ ↓

Tomorrow to Akhiok come (you 3 +)

You heard the allative case used a great deal during the course of your first TPR lesson. The rules for forming allative case nominals are very simple. Now that you know how to identify stem forms, and how to add suffixes, you should be able to apply the following rules to the formation of "allative" case nominals:

•# 1. If the goal of the movement is a single object or a specific location, simply **add** the suffix '+men' onto the stem of the word.

"Go to the desk!"

Stuul**u**men agi!

stuuluq (a desk) → (stuulur-)

"Go to the window!"

Gaal**er**men agi!

gaaleq (a window) → (gaaler-)

"Go to the blackboard!"

Igarw**ig**men agi!

igarwik (a blackboard) → (igarwig-)

Although this is a "plus" suffix, it will cause stem-final 'r' to drop from 'ur-', 'ir-', and 'ar-' stems (so-called "weak 'r'- stems" e.g., stuuluq → stuulur-), but not from 'er-' stems. It will also cause final 'e' to drop from stems that are patterned '(C)V Ce-', or '(consonant - optional)'-'vowel'-'consonant'-'reduced vowel 'e.'

e.g., quta (stem: qute-) "beach"

qut**men** "to the beach"

•#2. If the goal of movement is a group of objects or involves the use of a personal pronoun (e.g., to "him" or "her"), simply **add** the suffix '+nun' onto the stem of the word.

"Go back to the boats (you 2)!"

Pařag'uutaruanun angitek!

pařag'uutaruaq (a boat) » pařag'uutaruar-

"Come to the windows!"

Gaalernnun tai!

gaaleq (a window) » gaaler-

"Take it over to him!"

Elliinnun agusgu !

elliin (he, she) » elle-

Although this is a "plus" suffix, it will cause stem-final 'r' to drop from 'ur-', 'ir-', and 'ar-' stems (so-called "weak 'r'- stems"), but not from 'er-' stems. It will also cause final 'e' to drop from stems that are patterned '(C)V Ce-', or '(consonant - optional)'-'vowel'-'consonant'-'reduced vowel 'e.'

(We will discuss personal pronoun stems in upcoming lessons. For now, you need only be aware that these pronouns take allative plural endings.)

• # 3. If the goal of the movement is a grouping of two objects or a couple of people, simply add the suffix '+**(e)gnun**' onto the end of the stem. The 'e' which appears here in parentheses is added to stems which end in consonants.

"Take this over to those two."

Agusgu taugkunun.

taugkuk (those two) » taugku-

This form has fallen into disuse in modern Sugtestun, and is often replaced by the plural allative. Although you may rarely encounter this form, it is included for your reference.

Now practice applying these rules to the words on the next page. Remember that your first step in applying any suffix rules for case or number is to identify your stem.

•"Let's (3+) go ..." "to the dories." **tuuṛaq** (dory)

Aglita _____!

•"Let's (3+) go..." "to the beach" **quta** (beach)

Aglita _____!

•"Let's (2 of us) go..." "to the kitchen" **kenirwik** (kitchen)

Aglinuk _____!

•"Go (you)..." "to school" **skuuluq** (school)

Agi _____!

•"Go (you 2)..." "to the creek" **kuik** (creek)

Agitek _____!

•BUILDING SENTENCES: VERBS

In English sentences, nominals must be cemented into place around a *verb* (a part of speech which refers to an action, a mental state, or a physical state of being). In contrast, Sugtestun speakers can juxtapose certain nominals to form a sentence that lacks a formal verb. For example, in the English sentence "*Florence is a teacher* ", the nominals "Florence" and "teacher" are linked to each other through the verb "is" (3rd person singular form of the English verb "to be.") The equivalent Sugtestun sentence "**Florence litnau'ista**" simply juxtaposes two nominals "Florence" and "litnau'ista" (teacher).

This type of sentence is called an *equational sentence* because the two nominals refer to the same person or thing on the order of "a (Florence) = c

(person or item under discussion)", and "b (a teacher) = c (person or item under discussion)" → **a=b.**" The verb "to be" is understood in this type of sentence. Of course, it follows that if "a" and "b" are to refer to the same thing "c", then "a" and "b" must agree in number. Let's review some other examples of equational sentences from our first lesson:

•Kina una?

↓

↓

Who is this one?

(interr. pron. -s.) (dem. pron. - s.)

•Kinkut taugkut?

↓

↓

Who are those (people)?

(interr. pron.-pl.) (dem. pron.-pl.)

•Taugna aqumlleq.

↓

↓

That one is a chair.

(dem. pron.-s.) (noun-s.)

•Gui skuulniik.

↓

↓

I am a student.

(per. pron. - s.) (noun-s.)

Although it is possible to create sentences solely by setting up equational nominals, Sugtestun is a very "verb - focused" type of language. Sugtestun speakers can build an entire sentence out of a single verb, and they employ a number of suffixes which allow them to convert nominals into verbs. As we noted above, verbs refer to actions or physical / mental states such as, "sit", "stand", "come", "go", "like", "miss." A number of very basic verbs were introduced during the course of your first TPR lesson. All of the forms which were introduced were what are known as "**optative / imperative**" mood forms. *Mood indicates what a speaker's perspective is on a particular action.*

The **optative / imperative mood** is the mood that you assume when you are issuing commands (imperative e.g., "imperial") or making suggestions, pleas (optative e.g., "let's ..., why don't we ...", or the very sly "shall we...?"). In later lessons, we will introduce "*indicative mood*" endings. This is the mood which you use when you *express facts or opinions*. Normal conversation is primarily conducted in the indicative mood - unless, of course, you happen to be a very bossy person. There are several other verbal moods as well. For example, you might use a *conditional verb mood* to express wishes which are "contrary to fact" or a *consequential mood* to stipulate

what will happen when... or if.... One other very popular mood, especially if you happen to be a child or just a very nosy person, is the *interrogative mood* (e.g., *questions*).

Apart from indicating what mood a speaker is in, verbs also reflect "*transitivity*." This means that they indicate whether any objects are affected by an activity or are the target of an emotion, etc. In your first TPR lesson you have worked exclusively with "intransitive" verb forms. These are verbs which describe activities that do not have to be targetted towards anyone or anything. For example, if someone tells you "Go!" or "Sit!", you don't really need to shoot back "Go what?", or "Sit what?" You might ask "Go where?" or "Why should I go?", but not "Go what?" On the other hand, if someone tells you "Put!" or "Bring!", you might wonder "Put what (where)? or Bring what / whom? As these examples should illustrate, there are certain types of *activities that always involve or presuppose an object / target (transitive)*, and *others that are simply performed (intransitive) by a subject , or refer back to the subject*.

A good rule of thumb for distinguishing between transitive and intransitive verbs is simply to ask "whom" or "what" at the end of the verb. If you can elicit an answer to this question, you are dealing with a transitive verb form. If you can't , your verb is intransitive (e.g. "Swim! → "Swim-what? / "Whom or what should be swum" → "Nothing - just do it!"). The distinctions between "transitive" and "intransitive" verb forms are not merely academic. "Transitive" and "intransitive" verb forms take different endings, e.g., the optative / imperative mood endings for intransitive verbs would not be the same as the optative / imperative mood endings for transitive verbs. Since we have thus far restricted ourselves to intransitive verb forms, you only need to learn one set of endings for the first lesson. In lesson two, however, we will take the plunge into "transitivity."

•USING INTRANSITIVE VERBS IN THE OPTATIVE / IMPERATIVE MOOD:

•Step # 1 : Identify the Verb Stem•

Sugtestun verbs are typically listed in dictionaries according to their "subordinative mood endings." (e.g. "On doing X, then do ...!"). We will not be learning how to form these endings just yet, but you must learn to recognize them so that you can determine what the underlying "verb stem" would be for each of the different subordinative endings. There are several subordinative mood endings which are characteristic of intransitive verbs. Each ending indicates a different type of stem. The picture which appears below is intended to provide you with sample dictionary entries for various verbs. Scan down the list of entries, and see if you can detect any patterns between the subordinative mood ending (the "dictionary citation" form) and the stem form of the verb.

Ac	Ca	En	Ma
aciwarluni : (v.) "to go down, descend" (stem: aciwar-); imperative: Aciwaa !		englarluni: (v.) "to laugh" (stem: englar-); imperative: Englaa !	
agayuluni: (v.) "to pray, to say one's prayers" (stem: agayu-); imperative: Agayu !		englaruarluni: (v.) "to sort of laugh; to smile" (stem: englaruar-); imperative: Englarua'a !	
agluni : (v.) "to go" (stem: age-); imperative: Agi !		inarlluni : (v.) "to lie down" (stem: inarte-); imperative: Inarten !	
aiwiluni: (v.) "to go by boat" (stem: aiwi-); imperative: Aiwi !		kuarciluni : (v.) "to start the banya" (stem: kuarci-); imperative: Kuarci !	
angilluni : (v.) "to return, go /come back home" (stem: angite-); imperative: Angiten !		maklluni: (v.) "to get up (e.g., from sleeping)" (stem: makte-); imperative: Makten !	
anluni : (v.) "to go out / come out" (stem: ane-); imperative: Ani !		maqiluni: (v.) "to banya, take a steambath" (stem: maqi-); imperative: Maqi !	
aqumluni: (v.) "to sit down" (stem: aqume-); imperative : Aqumi !		mayurluni: (v.) "to climb up" (stem: mayur-); imperative: Mayua !	
cauyarluni: (v.) "to play music, to drum" (stem: cauyar-); imperative: Cauyaa !		naglluni: (v.) "to stop going, moving" (stem: nagte-); imperative: Nagten !	

According to our dictionary sample, intransitive verbs seem to end in either 'luni' or 'lluni' when they are in the subordinative mood. Whenever a verb ends in a single prime vowel ('a', 'i' or 'u'), followed by 'luni,' the stem form of the verb ends with that same prime vowel. In other words, it appears that all you would need to do to derive the verb stem from the subordinative mood ending of the verb is to delete 'luni.' The remaining form would constitute the verb stem. The same thing would seem to be true of many of the verbs which end in a 'g-' or an 'r-' , followed by 'luni' . If you were to delete 'luni' from the ending of these verbs, you would be left with a stem ending in 'g' or 'r.'

This is not the case with the verbs "agluni" or "anluni" , however. These two verbs have stems that end in 'e-.' Are they exceptions? Verbs which end in other consonants such as 'm-', followed by 'luni', also have stem forms that end in 'e-.' Verbs that end in 'lluni' have stems that end in 'te-' forms. It may be useful to summarize what we have learned in chart form:

<u>If the subordinative mood ends in:</u>	<u>The verb stem will end in :</u>
•a Vowel (V) such as 'a', 'i' , or 'u' + 'luni'	→ that Vowel- (i.e., drop 'luni')
•the Consonant 'g' or 'r' + 'luni'	either one of two ways:
- 'luni' ending is preceded by several syllables	→ that 'g' or 'r' (i.e., drop 'luni')
- 'luni' ending is preceded by only one syllable	→ 'ge' or 're' (i.e., drop 'luni'- add 'e')
•a Consonant other than 'g' or 'r' + 'luni'	→ that final Consonant + 'e' (drop 'luni')
•'lluni'	→ 'te' (i.e., drop 'lluni' - add 'te')

There are two types of verb stems which do not appear in our sample, and would need to be added in order to complete this chart: 1) There are a small group of verbs which have subordinative mood endings in 'lluni.' These verbs can have stems that end in 't'e-' or 'lte-' (e.g., •mill'uni "landing " → stem: mit'e-; or •all'uni "fighting " → stem: allte-).

2) Not all verbs that have a subordinative mood ending in 'lluni' have stems ending in 'te-.' Some of these verbs have stems that end in another 'consonant and e-' (e.g., •ciklluni "lowering your head" → stem: cikte-; versus: •eklluni "getting in" → stem: eke-). The dictionary citations for these verbs should provide you with a subgloss that shows which type of stem is involved. Typically, the subgloss might be a second person singular imperative (•eklluni "getting in" → Eki! "Get in" versus •ciklluni "lowering your head" → Cikten! "You lower your head!").

•OPTATIVE / IMPERATIVE MOOD ENDINGS FOR INTRANSITIVE VERBS:

Once you know how to derive the stem form of the verb from its subordinative mood ending, you can begin to add suffixes for different moods, such as the optative / imperative mood. The optative / imperative mood endings for intransitive verbs with first and second person subjects are listed below, and continue onto the next page.

OPTATIVE / IMPERATIVE MOOD ENDINGS FOR INTRANSITIVE VERBS:

If the Topic of the Verb is: & the verb stem is: → (Drop ...)Add Suffix:

•Guangkunuk ("We 2")	'te-'	(drop 'te-')	+llinuk
•Guangkunuk ("We 2")	all other verb stems ('g-', 'r-', 'Ce-', 'a-', 'u-', 'i-')		+linuk

•Guangkuta	'te-'	(drop 'te-')	+llita
•Guangkuta	all other verb stems ('g-', 'r-', 'VCe-', 'a-', 'u-', 'i-')		+lita

•Ellpet (You)	'te-'		+n
•Ellpet (You)	'Ce-' ('ge-', 'me-', etc., <u>-not 'te-'</u>)	(drop 'e-')	+i

OPTATIVE / IMPERATIVE MOOD ENDINGS FOR INTRANSITIVE VERBS:

If the Topic of the Verb is: & the verb stem is: → (Drop ...)Add Suffix:

•Ellpet (You)	prime vowel ('a-', 'i-', 'u-')	+Ø
•Ellpet (You)	prime vowel + 'r/g' (drop 'r-')	+a
•Ellpet (You)	'er-' or 'eg-' (drop 'e')	+a

•Ellpetek (You 2)	'te-' (drop 'te-')	+tek
•Ellpetek (You 2)	'Ce-' ('ge-', 'me-', etc., <u>-not 'te-'</u>) (drop 'e-')	+itek
•Ellpetek (You 2)	all other verb stems ('g-', 'r-', 'a-', 'i-', 'u-')	+tek

•Ellpeci (You 3 or more)	'te-' (drop 'te-')	+ici
•Ellpeci (You 3 or more)	'Ce-' ('ge-', 'me-', etc., <u>-not 'te-'</u>) (drop 'te-')	+ici
•Ellpeci (You 3 or more)	all other verb stems ('g-', 'r-', 'a-', 'i-', 'u-')	+ci

As you can see from the preceding list, the endings for verbs with second person singular subjects are highly variable. Verbs with first person or second person dual - plural subjects are less variable. The best way to commit these endings to memory is to practice using them, and you can start with the following set of verbs. See whether you can apply the rules that are listed above to the verbs which appear below, and on the following page.

•niuglluni "(someone is) speaking, talking " (stem ends in: 'te-')

Ellpet _____. ("You talk / speak!")

Guangkuta _____. ("Let's all talk!")

Ellpeci _____. ("You all talk!")

•seg'iluni "(someone is) *splitting some fish* "

Guangkuta _____. ("Let's all split some fish !")

Ellpet _____. ("You split some fish !")

Ellpetek _____. ("You two split some fish !")

•amulluni "(someone is) *pulling some out* "

Ellpet _____. ("You pull some out !")

Guangkunuk _____. ("Let's pull some out !")

Ellpetek _____. ("You two pull some out !")

•iterluni "(someone is) *entering, coming in* "

Ellpet _____. ("You come in !")

Ellpetek _____. ("You two come in !")

Guangkunuk _____. ("Let's you and I enter !")

•litnaurluni "(someone is) *studying* "

Ellpet _____. ("You study !")

Ellpeci _____. ("You all study !")

Guangkunuk _____. ("Let's you and I study !")

•aturluni "(someone is) *singing* "

Ellpet _____. ("You sing !")

Ellpetek _____. ("You two sing !")

Ellpeci _____. ("You all sing !")

Guangkuta _____. ("Let's all sing !")

•ENCLITICS - SPECIAL SUFFIXES

As we have learned thus far, Sugtestun speakers can add new meaning to a nominal stem or expand a verbal stem into a stand-alone sentence with the aid of suffixes. Sugtestun speakers can also make use of suffixes to add emphasis to a statement, to make exclamations, to highlight contrasts, or to indicate rhetorical questions. The suffixes which are used for these purposes are

known as "*enclitics*." They represent a special type of suffix . **Enclitics** are appended to the ending of nominal or verbals with a hyphen mark. They do not affix themselves to nominal or verbal stems as other suffixes do. They remain separate. Unlike other word-final suffixes, "enclitics" do not provide information on person or number. They are used to add nuance to the sentence as a whole, not merely to expand the meaning of a single word.

In our first TPR lesson we have focused on the use of the enclitic '-qaa'. Sugtestun speakers use this enclitic when they seek *confirmation of a point of fact or an impression*. It is not used for questions which seek more detailed information such as, "when?," "where?," or "why? " For example, a Sugtestun speaker might inquire as to whether a certain person is a teacher by appending the enclitic '-qaa' onto the word for "teacher" or to the word for "this/that person." Compare these two sentences:

•Litnau'ista -qaa taugna?

↓

↓

↓

Teacher - yes /no ? (is) that one there by you. (i.e., Is that person a "teacher" or not?)

•Taugna -qaa litnau'ista ?

↓

↓

↓

That one there by you -yes /no ? (is) a teacher. (i.e., Is it "that one" who is a teacher or not?)

In the first sentence the emphasis is placed on the word "teacher" because that is the point of fact which is in question ("Is that one a teacher ...or something else ?"). In the second sentence the emphasis is placed on the word "that one" as if to say, "Is it that one,...or is it another one who is a teacher?" Clearly, the two sentences emphasize different questions, yet both place the enclitic at the beginning of the sentence. This pattern contrasts with that of English "whether or not" - type questions, where the emphasis would be placed at the end of the sentence.

VOCABULARY:

Nominals: (Nouns)

• stuuluq (stem: stuulur- ; weak 'r')	"desk", "table"
• aqumlleq (stem: aqumller-; strong 'r')	"chair"
• gaaleq (stem: gaaler-; strong 'r')	"window"
• amiik (stem: amiig-)	"door"
• igarwik (stem: igarwig-)	"blackboard"

Nominals: (Personal Pronouns)

• Gui	"I"
• Guangkunuk	"We (2)"
• Guangkuta	"We (minimally 3 people)"
• Ellpet	"You"
• Ellpetek	"You (2)"
• Ellpeci	"You (minimally 3 people)"
• Elliin	"He", "She", "It"
• Ellaigta	"They (2)"
• Ellaita	"They (minimally 3 people)"

Nominals: (Demonstrative Pronouns)

• Una (stem: uu-)	"This one here (by me the speaker)"
• Ukuk (stem: uku-)	"These (2) here (by me the speaker)"
• Ukut (stem: uku-)	"These (3+) here (by me the speaker)"

• Taugna (stem: taug'u-)	"That one there (by you the listener)"
• Taugkuk (stem: taugku-)	"Those (2) there (by you the listener)"
• Taugkut (stem: taugku-)	"Those (3+) there (by you the listener)"

("that" being someone or something which would be readily recognized by you because of previous discussion or because of context)

• Ikna (stem: ik'u-)	"That one there (across/away from us)"
• Ikegkuk (stem: Ikegku-)	"Those (2) there (across/away from us)"
• Ikegkut (stem: Ikegku-)	"Those (3+) there (across/away from us)"

("that" being someone or something which lies in the same plane as we do)

Nominals: (Interrogative Pronouns)

- **Kina(q)?** (stem: kitu-) "Who (speaking of an individual)?"
- **Kinkuk ?** (stem: kinku-) "Who (speaking of 2 individuals)?"
- **Kinkut ?** (stem: kinku-) "Who (speaking of minimally 3 people)?"

- **Caqiq ? / Caqiiq** (stem: caqir-/caqiir-) "What (speaking of a single thing)?"
- **Caqik ? / Caqiik** "What (speaking of 2 things)?"
- **Caqit ? / Caqiit** "What (speaking of minimally 3 things)?"

Suffixes for Nominals in Allative Case:

(These suffixes will cause 'r' to drop from stems that end in weak 'r' -'ar-', 'ir-', and 'ur-' , and cause 'e' to drop from stems that end in a single syllable +e')

- **+men** "movement to an object or location"

- **+nun** "movement to several objects or locations",
or
 movement to a person who is referred to by a personal pronoun"

- **+(e)gnun** "movement to a pair of objects or to two locations"

Verbs: (Intransitive Activity - not directed towards a specific object)

- **nangarlluni** "(someone is) standing up"
 (stem: nangarte-)

- **aqumluni** "(someone is) sitting down"
 (stem: aqume-)

- **agluni** "(someone is) going"
 (stem: age-)

- **tailuni** "(someone is) coming"
 (stem: tai-)

Intransitive Verb Suffixes for Verbs in Optative/Imperative Mood:

If the Topic of the Verb is: & the verb stem is: → (Drop ...)Add Suffix:

•Guangkunik ("We 2")	'te-'	(drop 'te-')	+llinuk
•Guangkunik ("We 2")	all other verb stems ('g-', 'r-', 'Ce-', 'a-', 'u-', 'i-')		+linuk

•Guangkuta	'te-'	(drop 'te-')	+llita
•Guangkuta	all other verb stems ('g-', 'r-', 'VCe-', 'a-', 'u-', 'i-')		+lita

•Ellpet (You)	'te-'		+n
•Ellpet (You)	'Ce-' ('ge-', 'me-', etc., <u>-not 'te-</u>)	(drop 'e-')	+i
•Ellpet (You)	prime vowel ('a-', 'i-', 'u-')		+Ø
•Ellpet (You)	prime vowel + 'r/g'	(drop 'r-')	+a
•Ellpet (You)	'er-' or 'eg-'	(drop 'e')	+a

•Ellpetek (You 2)	'te-'	(drop 'te-')	+tek
•Ellpetek (You 2)	'Ce-' ('ge-', 'me-', etc., <u>-not 'te-</u>)	(drop 'e-')	+itek
•Ellpetek (You 2)	all other verb stems ('g-', 'r-', 'a-', 'i-', 'u-')		+tek

•Ellpeci (You 3 or more)	'te-'	(drop 'te-')	+ici
•Ellpeci (You 3 or more)	'Ce-' ('ge-', 'me-', etc., <u>-not 'te-</u>)	(drop 'te-')	+ici
•Ellpeci (You 3 or more)	all other verb stems ('g-', 'r-', 'a-', 'i-', 'u-')		+ci

Enclitic: Word-final suffix which is appended to the ending of a word to add emphasis, as opposed to other word-final suffixes which indicate "person", "number", "case/mood", etc.

•-qaa

-yes or no ? / really ?

(This enclitic is used for questions which seek confirmation of fact - not for questions which seek detailed information. A hyphen is used to separate it from the word in question. When this enclitic is appended to a word that ends in a stressed vowel, the 'q' at the beginning of the enclitic will be geminated (repeated e.g., "**Una-qaa?**" will sound like "**unaq-qaa**")