

An Introduction to
Hiaki Grammar

Hiaki Grammar
for Learners and Teachers,
Volume 1

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Emou vicha te aa naikia im hiohteita, wame Hiak nokta mahtawame intok ume am mahtame kechia. Ama huni'i ini'i hiohteitei tu'isi enchim aniane, enchim mahtawa'apo amani. Ini'i hiohteitei ket tu'isi enchim aniane haisa weye wa'a Hiak nooki, haisa enchim aa mammattene'epo amani. Inim aukame kaa huevena intok kia halekisi ama aayuk enchim Hiak nokta ta'anevetchi'ivo. Tu'isi enchim aa nokvetchi'ivo, hivasu eme'e ket tu'isi Hiak nokamtamak etehone. Tu'isi aa nokvaeteko senuk Hiak nokamta tu'isi aa mammatteka aemak etehoka aa kova namyane, intok inien vecha aet vo'o hoosakane. Huevena wa'a Hiak nokpo weyeme intok huevenak teuwa intok haisa senu machisi aa teuwane. Senu tu'isi uka tevoteita, ala'ewamta nau aa hu'uneiya'ane intok nau aa mavetvaekai aa teuwane. Ili oviachika hune'ela uu Hiak noki, ini'i im hiohteitei, im naatei, tu'isi eme'e aa kova namyane. Waka kaa tua oviachik eme'e ket aa ta'ane intok aa hu'uneiyasakane, inim hiohteita, haisa weye uu Hiak noki. Emou vicha te aa naikia inika Hiak nokta. Ama huni'i eme'e aa ta'ane uka enchim aa ukkule'epo amani.

Intok ini'i ket ama aayuk Hiak nokta vetana.

Ini'i Hiak noki intok im hiohteitei tatta'abwisisu teatuari. *Yaquipo* vecha hiohtewa intok teuwawa inim Pascua *Yaquipo* intok mehiko bwiapo huni'i. *Yoeme* intok uu "o'ou" intok ket havesa "persona" o "vato'i". *Jiaki* intok aman yoi bwiariapo inien hiohtewa intok *Hiak* noki o *Jiak* noki. *Hiaki* ini'i vecha tu'isi hiohteitei. Kia uu itom nooki huni'i hunuen ta'ewa inim bwiapo uu Hiak ya'aura hunuen aa ta'a. Kialikun inika hiohteitei intok inime team inim te sauwa inim hiohteipo.

We offer this volume to Hiaki students and teachers, hoping that you will find it helpful in your work with the Hiaki language. This book is a grammar textbook, helping to explain some of the rules of Hiaki, but understanding grammar is just one small part of learning a language. To speak at all, one must speak to someone. To speak well, one must listen to and speak with those who speak well, and do so over a long period of time. One must also learn thousands of words, their varied meanings and their correct usage. One must learn formal greetings and conventional expressions. With some work, though, this beginning grammar can help in understanding the basics of Hiaki sentence structure and word formation, and we offer it to you with that hope.

A note on the name of the Hiaki language

The language has several names and spellings, including *Yaqui* (the official name of the tribe in the United States and Mexico), *Yoeme* (the word meaning 'man' or 'person'), *Jiaki* (the name as it is spelled in the Mexican orthography) and *Hiak Noki* or *Jiak Noki*. *Hiaki* is the correct spelling of the name of the language in the official Pascua Yaqui orthography, and so we use that spelling and name in this book.

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Alphabet

The following is a list of Hiaki letters and their pronunciation. This alphabet is similar to English. However there are two consonants that a speaker of English may find unusual. The first is the glottal stop, spelled with an apostrophe: '. To make the glottal stop sound you must block the flow of air in your throat between two vowels. An English example would be the pause in the middle of the expression 'oh-oh'. The glottal stop is a consonant in Hiaki. The second is the consonant 'bw'. An English example is in the middle of the word 'subway'. These can be pronounced well with practice.

Letter	Key Word	English Sound
'	<i>tu'i</i> (good)	oh-oh
a	<i>a'apo</i> (he/she)	<u>t</u> alk
bw	<i>bwa'am</i> (food)	sub <u>b</u> way
ch	<i>chiiva</i> (goat)	ch arge
e	<i>etleo</i> (farmer)	<u>e</u> nter
h	<i>huya</i> (tree)	<u>h</u> ear
i	<i>ilitchi</i> (small)	mach <u>i</u> ne
k	<i>kawi</i> (mountain)	sk <u>k</u> ate
l	<i>laveleo</i> (violinist)	<u>l</u> ife
m	<i>move'i</i> (hat)	<u>m</u> usic
n	<i>na'aso</i> (orange)	<u>n</u> otice
o	<i>o'ou</i> (man)	<u>o</u> cean
p	<i>pale</i> (boy)	sp <u>p</u> ot
r	<i>rettrato</i> (picture)	<u>r</u> ock
s	<i>seewa</i> (flower)	<u>s</u> ay
t	<i>taavu</i> (bunny)	st <u>t</u> ack
u	<i>uusi</i> (child)	<u>u</u> it
v	<i>vika</i> (arrowhead)	<u>v</u> ictory
w	<i>wo'i</i> (coyote)	<u>w</u> ent
y	<i>ya'ut</i> (leader)	<u>y</u> ear

Vowel Pronunciation

It is important to notice that the Hiaki vowels sound different from the English ones. For instance, the Hiaki vowel 'i' sounds like the English double 'ee' in the word 'meet'. Also the Hiaki vowel 'u' sounds like the English double 'oo' sound like the word 'boot'. The Hiaki vowel 'e' sounds like the English 'ay' sound as in 'say'. So, the word *seewa*, 'flower', is pronounced something like *say-wah*. The word *heewi*, 'yes' is pronounced *hay-wee*. The word *yuku*, 'rain', is pronounced *yoo-koo*. If you know how to pronounce these vowels in Spanish, this will not be difficult to learn. Practice reading and pronouncing these Hiaki letters daily and you will soon understand how to say them.

There is one very significant difference between the pronunciation of Hiaki words and English words. In English, we often write silent vowels, especially at the ends of words, as in 'kite' or 'love'. In Hiaki, **every** vowel is pronounced out loud - there are no silent vowels at all. So, for example, the Hiaki word *pale*, meaning 'boy', is pronounced something like 'pah-leh' - the final 'e' is pronounced out loud. This is also true of Spanish words, so if you have practiced reading and pronouncing Spanish, this will be easy for you. Otherwise, concentrate on being sure to say every vowel out loud. It is important to sound the vowels out one at a time, especially when there is a double vowel or glottal stop between two vowels.

There is more information on the Hiaki sound system in Lessons 30-32 and in the pronunciation guide in the appendix.

Unit One

Nouns and Noun Phrases

Section 1

1. Hiaki Greetings
2. Singular and Plural Nouns
3. Basic Sentences
4. Hiaki Subject Determiners

Section 2

5. Subject Pronouns
6. Object Pronouns
7. The Hiaki Object Marker
8. Hiaki Object Determiners

(2) Greeter: *Ketche allea?*
'Are you still happy?'

Ketche is a contraction of *ket* (still) and *ee* (you).

Response: *Ket tu'i.*
'Still good.'

Notice that Hiaki greetings are a bit different than English greetings. Hiaki greetings have spiritual connections that must be remembered when greeting elders and strangers. The following greetings are reserved for friends and family that are the same age as you. Under no circumstances should they be said to elders or ceremonial leaders. Consider the following dialogue

Informal greeting:

(3) Greeter: *Haisiuwa?*
'What's being said?'

Response: *Kaa hiiwa.*
'Nothing is being said.'

This is a contracted form of "*Haisa hiiwa?*" It literally means 'Is anything being said?'

Notice that this informal greeting may correspond a little more closely with the English 'Hello' or 'Hi'. And it is ok in English to use this greeting with anyone, young or old. However, this is not proper in Hiaki culture. As a Hiaki language learner, one might be tempted to use this informal greeting with everyone. This is not advised and would be considered impolite.

Exercises

For homework, practice these dialogues with a partner until both Hiaki greetings feel natural to you.

Lesson 2

Singular and Plural Nouns**Vocabulary****Nouns:**

<i>taawe</i> (hawk)	<i>toto'i</i> (chicken)	<i>sochik</i> (bat)
<i>moosen</i> (sea turtle)	<i>wiikit</i> (bird)	<i>vaakot</i> (snake)
<i>chuu'u</i> (dog)	<i>maachil</i> (scorpion)	<i>miisi</i> (cat)
<i>semalulukut</i> (hummingbird)		

**Forming Plural Nouns:**

This section will demonstrate how to make *nouns* in Hiaki *plural*. Nouns are words that refer to a person, place, or thing. Plural simply means more than one. An example in English would be the singular noun 'cat'. When you add the suffix '-s' to 'cat' it becomes 'cats' meaning more than one. In Hiaki there are three different rules for forming plural nouns. We will start with the first rule. When the noun ends with a vowel, we simply add the suffix *-m* to make the noun plural. This suffix is similar to the English '-s'. The following examples are common nouns that end with vowels.

Nouns which end with vowels:

	Singular		Plural
(1)	<i>taawe</i> 'hawk'		<i>taawem</i> 'hawks'
(2)	<i>toto'i</i> 'chicken'		<i>toto'im</i> 'chickens'

Notice that the singular nouns end with a vowel. When the singular noun ends in a vowel, the *-m* suffix is added to the noun. We can see that adding the *-m* suffix makes the noun plural.

Our second rule says that if the singular noun ends with a consonant other than *t*, we add the suffix *-im*. There is not a big difference between the two rules other than what letter the noun ends with. Consider the following examples.

Nouns which end with consonants other than *t*:

	Singular		Plural	
(3)	<i>moosen</i>	'sea turtle'	<i>mosenim</i>	'sea turtles'
(4)	<i>sochik</i>	'bat'	<i>sochikim</i>	'bats'

Note here the vowel in *moosen* – double *o* – is shortened to *o* in *mosenim*. We will learn more about vowel shortening in Lesson 29.

Notice!

As beginning Hiaki language learners, it is important to pay attention to the beginning and ending of words because these two places are where changes usually take place.



Notice that using *-im*, rather than just the *-m*, makes these plural forms easier to pronounce – adding the vowel *i* before the *-m* when the noun ends in a consonant means that a bunch of consonants do not get stacked up at the end of the word.

Our third rule says that when the noun ends with the consonant *t*, we should change the *t* to *ch*, and then add the suffix *-im*. The following examples demonstrate this rule.

Nouns which end with the consonant *t*:

	Singular	Plural
(5)	<i>wiikit</i> 'bird'	<i>wikichim</i> 'birds'
(6)	<i>vaakot</i> 'snake'	<i>vakochim</i> 'snakes'

Notice that the singular nouns end with the consonant *t* and the plural forms end in *ch* with the *-im* suffix attached. We will see other words in Hiaki where *t* and *ch* are related to each other later.

We will see more of these cases in Lesson 32 on sound changes.

Exercises

1. Attach the correct suffix to make the following nouns plural. Remember our three rules listed above. The first example is completed for you.

- | | | |
|----|----------------------|----------------|
| a) | <i>chuu'u</i> | 'dog' |
| | <u><i>chu'um</i></u> | 'dogs' |
| b) | <i>semalulukut</i> | 'hummingbird' |
| | _____ | 'hummingbirds' |
| c) | <i>maachil</i> | 'scorpion' |
| | _____ | 'scorpions' |
| d) | <i>miisi</i> | 'cat' |
| | _____ | 'cats' |

2. Go to the *Yoeme-Englsh, English-Yoeme* dictionary by Molina, Shaul and Valenzuela, and find 5 more new nouns. How do you make each one plural?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Lesson 3

Basic Sentences**Vocabulary****Verbs:**

<i>nooka</i> (talk)	<i>tekipanoa</i> (work)	<i>ye'e</i> (dance)
<i>hiohte</i> (write)	<i>vahume</i> (swim)	<i>yeewe</i> (play)
<i>bwiika</i> (sing)	<i>he'e</i> (drink)	<i>aamu</i> (hunt)

Nouns:

<i>pale</i> (boy)	<i>kuchu</i> (fish)	<i>uusi</i> (child)
<i>yo'owe</i> (elder, adult)	<i>o'ou</i> (man)	<i>maaso</i> (deer)



In this lesson we will learn how to form a basic sentence in Hiaki. Forming a basic sentence in Hiaki is similar to forming a basic sentence in English. All you need is a subject, such as a noun or pronoun, followed by a verb. In English an example would be 'Hoan is speaking'. In this case 'Hoan' is the subject because he is the doer of the verb or action 'speaking'. Notice in English the subject comes first and the verb is last. Hiaki follows a similar word order. In Hiaki the same sentence would be,

- (1) *Hoan nooka.*
'Hoan is speaking.'

Notice that *Hoan* is the subject and *nooka* is the verb.

Why isn't there a word in the Hiaki example sentence that corresponds to the English word 'is'? This is because the word *is* doesn't exist in Hiaki.

Remember!

Linguists use the word *tense* to refer to information about time. Unlike English, the Hiaki language does not need auxiliary ('helper') verbs to specify tense or time.



A later lesson – Lesson 9 - will demonstrate how to modify verbs when they are in past and future tense. In this lesson we are focusing on basic sentences in the present tense or time.

Consider the following examples:

- (2) *Maria tekipanoa.*
'Maria is working.'
- (3) *Ricardo ye'e.*
'Richard is dancing.'
- (4) *Pale hiohte.*
'A boy is writing.'
- (5) *Kuchum vahume.*
'Fish are swimming.'
- (6) *Uusi yeewe.*
'A child is playing.'

Hiaki also does not need to use the word 'a' before the noun here, unlike English.

Remember!

Every vowel is pronounced in Hiaki. So *pale* in (3) is pronounced almost like the English word 'ballet' or like the town 'Raleigh' in North Carolina. It does not sound like the English word 'pale'.



Notice that every example begins with a subject which is always a noun. Also every example ends with a verb. Although Hiaki and English have similar word order in simple sentences like these, this does not mean they will always follow the same word order for every sentence type.

Exercises

Given below are some Hiaki verbs and nouns. The English definitions are provided. Use this list of words in the following exercises.

Verbs

bwiika 'to sing'
nooka 'to talk'
he'e 'to drink'
aamu 'to hunt'

Nouns

yo'owe 'elder'
miisi 'cat'
o'ou 'man'
maaso 'deer'

1. Using the words above, write the Hiaki sentence corresponding to the English examples below.

a) 'A deer is drinking.'

b) 'Elders are singing.'

c) 'A man is hunting.'

d) 'Cats are speaking.'

2. Construct three basic Hiaki sentences using the terms provided in the list above. Be sure to use different variations than in the exercise above!

a) _____

b) _____

c) _____

Lesson 4

Hiaki Determiners**Vocabulary****Verbs:***koche* (sleep)*tenne* (run: plural form)**Nouns:***teput* (flea)*kawis* (fox)*wo'i* (coyote)*taavu* (bunny)**Other Expressions:***si* (very)*tutu'uli* (pretty)*tevaure* (hungry)

Determiners are words that make nouns more specific. Some English examples are 'the', 'this', 'these', 'that' and 'those'. Hiaki has determiners that are similar to the English determiners. In this lesson we will learn how to use Hiaki subject determiners in simple phrases. Use the following chart to help you figure out how subject determiners work.

Subject Determiners

English	Singular	Plural	English
The	<i>uu</i>	<i>ume</i>	the (pl)
This	<i>ii</i>	<i>ime</i>	these
that (yonder)	<i>waa</i>	<i>wame</i>	those (yonder)

Sometimes you will see *u'u*, *i'i* and *wa'a* instead of plain *uu*, *ii* and *waa*. These are more emphatic forms of *uu*, *ii* and *waa*.

Notice that the singular form of 'the' is *uu*. In the plural form it would be *ume*. In English you could say 'the dog' and 'the dogs', using the same determiner. However, in Hiaki both the determiner as well as the noun must be made plural. The singular form of the determiner is *uu* and the plural form is *ume*. The following examples illustrate this process.

	Singular	Plural
(1)	<i>uu teput</i> 'the flea'	<i>ume tepuchim</i> 'the fleas'
(2)	<i>uu taawe</i> 'the hawk'	<i>ume taawem</i> 'the hawks'

Notice that when the noun becomes plural we also have to change the determiner to plural. This is also the case with the next set of determiners. The Hiaki *ii* determiner is the equivalent to the English determiner 'this'. Hiaki *ime* is equivalent to the English determiner 'these'. Consider the following examples:

	Singular	Plural
(3)	<i>ii toto'i</i> 'this chicken'	<i>ime toto'im</i> 'these chickens'
(4)	<i>ii wo'i</i> 'this coyote'	<i>ime wo'im</i> 'these coyotes'

It is important to note that the thing referred to would usually be close to the speaker. The item should be within grabbing distance to use *ii* and *ime*.

The following set of determiners follow the same pattern. The singular determiner *wa'a* is the equivalent to the expression 'that over there' in English. The plural form

wame is equivalent to the expression 'those over there'. The following examples demonstrate this pattern.

	Singular	Plural
(5)	<i>waa taavu</i> 'that bunny over there'	<i>wame taavum</i> ' those bunnies over there'
(6)	<i>waa kawis</i> 'that fox over there'	<i>wame kawisim</i> ' those foxes over there'

Notice!

The last two determiners *wa'a* and *wame* are best when used with non-human nouns. It's not always polite to use them when talking about people.



Notice there is a pattern that makes the plural form in each of these. The singular forms *uu*, *ii*, and *waa* take the special suffix *-me* when they occur with plural nouns, and their long vowel shortens up: *uu* → *ume*, *ii* → *ime* and *waa* → *wame*. The following exercises are designed to help you learn this pattern.

Exercises

1. Draw a line from the Hiaki determiner to the corresponding English determiner.

<i>ime</i>	the (singular)
<i>uu</i>	the (plural)
<i>wame</i>	those over there
<i>ii</i>	these
<i>ume</i>	this
<i>waa</i>	that over there

2. Next fill in the proper Hiaki determiner in each Hiaki phrase. The English translation is provided above each sentence.

- a) The chickens are running.
 ____ *toto'im tenne.*
- b) That coyote out yonder is sleeping
 ____ *wo'i koche.*
- c) This bunny is very pretty.
 ____ *taavu si tutu'uli.*
- d) Those hawks out yonder are hunting.
 ____ *taawem aamu.*
- e) The fox is very hungry.
 ____ *kawis si tevaure.*

Lesson 5

Subject Pronouns**Vocabulary****Verbs:***kiale* (find tasty)*bwasa* (cook)*hi'ibwatua* (feed)*aache* (laugh)*hi'ibwa* (eat: intransitive)**Nouns:***chiiva* (goat)*muunim* (beans)**Other expressions:***tuuka* (yesterday)*yoóko* (tomorrow)

In this lesson, we will learn how to use subject pronouns in basic sentences. In Hiaki, as in English, it is important to be able to distinguish the *subject* of a clause or sentence from the other participants. Take a look at the following sentence, shown in Hiaki and in English:

- (1) *Merehilda ume chiivoam hi'ibwatuak.*
Merehilda fed the goats.

The subject of this sentence, in Hiaki and English, is *Merehilda*. Some questions you can ask to help you identify the subject of a sentence are:

- (2) Who did it? (Answer: Merehilda)
(3) Which noun phrase comes **first** in the sentence?

Pronouns are words that stand in for other nouns in the sentence. They refer to things which have already been mentioned earlier, and are used all the time in natural

conversation. We use a special set of pronouns for referring to the subject.

- (4) *A'apo ume chiivam hi'ibwatuak.*
'She fed the goats.'

Notice!

We can't use the object pronoun 'her' in the English translation in (4). Instead we have to use the subject pronoun *she*. The same is true in Hiaki. *A'apo* is only used in subject position. 

Here are all the subject pronouns in Hiaki, along with example sentences.

Subject Pronouns

Singular		Plural	
I	<i>inepo</i>	we	<i>itepo</i>
you	<i>empo</i>	you all	<i>eme'e</i>
he/she	<i>a'apo</i>	they	<i>vempo</i>

- (5) *Inepo aache.* 'I am laughing.'
 (6) *Itepo aache.* 'We are laughing.'
 (7) *Empo aache.* 'You are laughing.'
 (8) *Eme'e aache.* 'You all are laughing.'
 (9) *A'apo aache.* 'He/she is laughing.'
 (10) *Vempo aache.* 'They are laughing.'

The pronoun *inepo* is sometimes shortened to *nee*. Also, the pronoun *a'apo* is sometimes written *aapo*.

There is not a perfect match between Hiaki pronouns and English pronouns. Sometimes, where English has only one pronoun, Hiaki has more. 'You' can be used to address just one person (singular), or lots of people (plural) in English. Hiaki has separate pronouns for these. *Empo* is for when you are talking to a single person:

- (11) *Empo ye'e.*
 'You are dancing.'

But *eme'e* is used when you are talking to more than one person:

- (12) *Eme'e ye'e.*
 'You all are dancing.'

Sometimes, where Hiaki has only one word, English has more. In English, when you are talking about one single person, you use a different word depending on whether they are male ('he') or female ('she'). Hiaki uses the same word whether the person is male or female, so the word *a'apo* is used both for 'he' or 'she'. We can substitute the pronoun *a'apo* when we're talking about a man:

- | | | |
|------------------------|---|---------------------|
| (13) <i>Peo nooka.</i> | → | <i>A'apo nooka.</i> |
| 'Peo is talking.' | → | 'He is talking.' |

or a woman:

- | | | |
|---------------------------|---|----------------------|
| (14) <i>Maria hiohte.</i> | → | <i>A'apo hiohte.</i> |
| 'Maria is writing.' | → | 'She is writing.' |

Exercises

1. In the following sentences, fill in the blanks with the correct subject pronouns.

a) Yesterday, you (singular) worked.
Tuuka, ____tekipanoak.

b) I am eating.
____hi'ibwa.

c) They are singing.
____bwiika.

d) She is writing.
____hiohte.

e) We are laughing.
____aache.

f) Tomorrow, he will hunt.
Yoóko, ____amune.

g) You all are eating.
____hi'ibwa.

2. Translate the following English sentences into Hiaki.

a) I am talking.

b) They are hunting.

c) You all are laughing.

d) We are singing.

e) You (sg.) are laughing.

3. Translate the following Hiaki sentences into English.

a) *A'apo aache.*

b) *Itepo ume usim anía.*

c) *Vempo ume chuu'um hi'ibwatua.*

d) *Eme'e tekipanoa.*

e) *Empo nooka.*

4. Use your new Hiaki vocabulary to write 3 new sentences!

a) _____

b) _____

c) _____

Lesson 6

Object Pronouns**Vocabulary****Verbs:***mahta* (teach)*suua* (take care of)*hahase* (chase)*womwomta* (scare)*a'akta* (butt like a goat)*vicha* (see)**Nouns:***ko'ovo'e* (turkey)*waakas* (cow)**Other Expressions:***hunnu* (that: emphatic)

In this lesson, we will learn how to use object pronouns. Most sentences have either just one main participant (the subject) or two participants – the subject and the *object*. Remember this sentence that we looked at in the previous lesson:

- (1) *Merehilda ume chiivam hi'ibwatuak.*
Merehilda fed the goats.

We already know that the subject of the sentence is *Merehilda*, and we determined this by asking questions ('Who did it?') and thinking about word order ('Which noun phrase comes first?').

We can identify the object of the sentence in a similar way: First, by asking a different question:

- (2) Who was it done to? (Answer: the goats)

Notice!

Linguists call sentences without objects ‘intransitive’ and sentences with objects ‘transitive’. Verbs can also be transitive or intransitive. The verb ‘kill’ is transitive and requires an object, as in (a) below. The verb ‘die’ is intransitive and can’t have an object. Notice that if you tried to add an object to sentence (b), it would not be grammatical.

- (a) The dog killed the snake.
- (b) The snake died.

Sometimes, a verb can be both transitive and intransitive, meaning that it may be used in sentences with or without an object. The English verb ‘eat’ is like this as in the translations of sentences (c) and (d).

- (c) *Uu uusi wakasta bwa’e.*
‘The child is eating beef.’
- (d) *Uu uusi hi’ibwa.*
‘The child is eating.’

However, in Hiaki, a different word is used for the transitive and intransitive of ‘eat’. If one tried to use *bwa’e* without an object, it would sound strange. Similarly, if one used *hi’ibwa* with an object, it would sound strange.



Next we can look at word order, and here there is a very important difference between Hiaki and English. In both languages, the subject comes first, but in Hiaki the object is in a different position than in English.

In the Hiaki sentence, the object comes *before* the verb, but after the subject:

- (3) *Merehilda ume chiivam hi'ibwatuak.*
 Subject **Object** Verb
 'Merehilda fed the goats.'

But in the English sentence, the object is usually at the end of the sentence, after the verb:

- (4) *Merehilda fed the goats*
 Subject Verb **Object**

It is very important to remember that Hiaki puts the object before the verb!

Hiaki has a separate set of pronoun forms for the object of a sentence, and these are different from the subject forms. Below is a list of all the object pronouns in Hiaki in a simple sentence, along with examples.

Object Pronouns

English	Singular	English	Plural
me	<i>nee</i>	us	<i>itom</i>
you	<i>enchi</i>	you all	<i>enchim</i>
her/him	<i>apo'ik</i>	them	<i>vemppo'im</i>

- (5) *Maria nee anía*
 'Maria is helping **me**.'
- (6) *Maria itom anía*
 'Maria is helping **us**.'
- (7) *Maria enchi anía*
 'Maria is helping **you**.'

(8) *Maria enchim anía*
 'Maria is helping **you all**.'

(9) *Maria apo'ik anía*
 'Maria is helping **him/her**.'

The pronoun *apo'ik*
 can also be written
aapo'ik or *a'apo'ik*.

(10) *Maria vempo'im anía*
 'Maria is helping **them**.'

This is like English, and a lot of other languages. Most languages use different pronouns for objects and subjects.

(11) Merehilda fed **them**.

Notice!

We can't use the subject pronoun 'they' in the English sentence in (11); we have to use the object form, *them*. The same is true in Hiaki. *Vempo'im* is only used in the object position.



Let's see what our sentence looks like in Hiaki when we substitute pronouns for the noun phrases:

(12) *Merehilda ume chiivam hi'ibwatuak.*
 Merehilda the goats fed
 'Merehilda fed the goats.'

(13) *A'apo vempo'im hi'ibwatuak*
 She them fed
 'She fed them.'

Now let's make 'the goats' the subject and 'Merehilda' the object, paying attention to the difference in the pronouns, as well as word order:

(14) *Ume chivam* *Merehildata* *a'aktak.*
The goats Merehilda butted
'The goats butted Merehilda.'

(15) *Vempo* *apo'ik* *a'aktak.*
They her butted
'They butted her.'

Exercises

1. In the following sentences, fill in the blanks with the correct object pronouns.

- a) Hose sees us.
Hose _____ *vicha*.
- b) Hoan is helping you all.
Hoan _____ *anía*.
- c) That cow scares me.
Hunu *waakas* _____ *womwomta*.
- d) Maria is teaching them.
Maria _____ *mahta*.
- e) The turkeys are chasing him.
Ume *ko'ovo'em* _____ *hahase*.
- f) She is taking care of you all.
A'apo _____ *suua*.
- g) Anabel is feeding her.
Anabel _____ *hi'ibwatua*.

2. Translate the following Hiaki sentences into English.

- a) *Inepo enchim mahta*.

- b) *Maria itom anía*.

- c) *Vempo vempo'im hi'ibwatua*.

d) *A'apo enchi suua.*

e) *Empo aapo'ik hahase.*

3. Translate the following English sentences into Hiaki. Don't forget the proper Hiaki word order – be sure to put the object *before* the verb, not after it!

a) I am helping them.

b) You all are chasing us.

c) You (singular) are taking care of me.

d) We are chasing you all.

e) Hose sees you (singular).

4. Draw a line to connect each Hiaki subject and object pronoun with its English translation.

<i>Eme'e</i>	I
<i>Nee</i>	You all (object)
<i>Itepo</i>	We
<i>Vempo'im</i>	You(subject)
<i>Empo</i>	Him/her
<i>Enchim</i>	Us
<i>A'apo</i>	They
<i>Itom</i>	You(object)
<i>Enchi</i>	Me
<i>Inepo</i>	You all (subject)
<i>Apo'ik</i>	Them
<i>Vempo</i>	He/she

5. Use your new Hiaki vocabulary to write 5 new sentences!

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Lesson 7

The Hiaki Object Marker**Vocabulary****Verbs:***ke'e* (bite)*miika* (serve food)*vitchu* (watch, look at)*bwa'e* (eat: transitive)**Nouns:***bwichia* (worm)*ousei* (mountain lion)*chikul* (mouse)*hamut* (woman)*mata'e* (kit fox)

In this lesson, we will learn how to indicate objects in a sentence using the object marker. Remember from the previous lessons that Hiaki is a language that has the word order Subject-Object-Verb. The verb is an action, the subject is the doer of the action, and the object is affected by the action. For example, in the English sentence 'The dog chased the cat', 'The dog' is the subject because it is the one doing the chasing. 'The cat' is the one being chased so it is the object of the verb.

In Hiaki there is a suffix that is placed on a noun that identifies the object of a sentence. Without this suffix it is easy to confuse the meaning of a Hiaki sentence. Consider the following noun phrases:

- (1) *Uu o'ou*
'The man'
- (2) *Uu chuu'u*
'The dog'

These examples are simple subject phrases. Now let's see what happens when we add an object and a verb.

- (3) *Uu o'ou chu'uta vicha.*
'The man sees the dog.'

Notice the Hiaki word for dog *chuu'u* has changed to *chu'uta*. There is a *-ta* suffix attached to indicate that the dog is the object of the sentence. Let's test this rule by reversing the roles of the two nouns.

- (4) *Uu chuu'u o'outa vicha.*
'The dog sees the man.'

Notice that *o'ou* is now the object of the sentence. It now comes second and has the *-ta* object marker attached. Consider the following:

- (5) *Uu miisi usita ke'e.*
'The cat is biting the child.'

One can see that the Hiaki word for 'child', *uusi*, is the direct object of the verb 'bite' because of the object marker *-ta*. The subject is *miisi* because the cat is the doer of the verb. The subject is the first noun in the sentence.

Notice!

Notice in (5) that there is not a determiner before *uusi*. Determiners are often optional in Hiaki.



Let us now see this sentence with the roles reversed.

- (6) *Uu uusi misita ke'e.*
'The child is biting the cat.'

When the suffix *-ta* is added, the vowel *ii* in *miisi* shortens. Vowels often shorten when a suffix is added.

Notice that the Hiaki word for 'cat' *miisi* now takes the object marker which makes it the direct object of the verb 'bite', 'the cat' is now the one that was bitten.

One last important note: This rule of adding *-ta* to the object noun does not apply if the noun is plural. It is as if the *-m* plural suffix prevents the *-ta* object marker from being added. You do not add *-ta* to plural nouns.

In summary, the Hiaki language has a word order of Subject-Object-Verb: The subject is first, the object is second, and the verb is last. The object noun is marked with the *-ta* suffix when it is singular, but not if it has the plural suffix. The subject noun does not take a special suffix.

Exercises

1. Write the Hiaki object marker *-ta* in the space next to the object (not the subject!) in the following sentences. The English translation is provided to assist you.
 - a) 'The coyote is chasing the deer.'
Uu wo'i__ maaso__ hahase.
 - b) 'The bird is eating the worm.'
Uu wiikit__ bwíchia__ bwa'e.
 - c) 'The woman is helping the man.'
Uu hamut__ o'ou__ anía.

2. Put a check mark next to each Hiaki sentence below that has the correct use of the *-ta* object maker. Put a * next to any sentence that is incorrect, and write the correct form below it.
 - a) 'The woman is feeding the child.'
Uu usita hamut miika. __
 - b) 'The hawk is hunting the mouse.'
Uu taawe chikulta aamu. __
 - c) 'The mountain lion is watching the kit fox.'
Uu ouseita mata'e vitchu. __

3. Use your new vocabulary to write 5 new Hiaki sentences that have both subjects and objects.

a) _____

b) _____

c) _____

d) _____

e) _____

Lesson 8

Hiaki Object Determiners

Vocabulary		
Verbs:		
<i>vapsu</i> (spank)	<i>ha'amu</i> (climb)	<i>bwise</i> (catch)
<i>chukta</i> (cut)	<i>omta</i> (dislike, be angry at)	
Nouns:		
<i>kawi</i> (mountain)	<i>yoeria</i> (insect)	<i>huya</i> (tree)
<i>livrom</i> (books)	<i>naavo</i> (prickly pear cactus)	
<i>tahka'im</i> (tortilla or tortillas)		
Other Expressions:		
<i>ili</i> (little)		



Object determiners are similar to the subject determiners. They both are words that identify nouns. Both forms of determiners have words that are equivalent to English determiners such as 'the', 'this', 'these', 'that' and 'those'. The only difference between subject and object determiners is that they take different forms depending on whether the noun is a subject or an object. If the noun is the subject it can go with a subject determiner. If the noun is an object it can go with an object determiner. It may be helpful to go back and reread Lesson 4 on Hiaki subject determiners.

If you recall, the subject is the doer of the verb. An example of a subject would be *uu chuu'u* in (1).

- (1) *Uu chuu'u ume misim vitchu.*
'The dog is watching the cats.'

Notice that the subject determiner *uu* 'the' is used here.

The object determiners are used when a noun is an object – that is, when it is being affected by the verb or action. Remember that objects are marked with the *-ta* suffix unless plural. This is a good clue when you have to decide whether to use an object determiner. Consider the following chart.

Object Determiners

Singular		Plural	
the	<i>uka</i>	the(pl)	<i>ume</i>
this	<i>ika</i>	these	<i>ime</i>
that (yonder)	<i>waka</i>	those (yonder)	<i>wame</i>

Notice that when you compare this chart with the subject determiner chart from Lesson 4, the singular subject and object determiners look very similar. The main difference is that the singular object determiners end with *-ka*.

The plural subject and object determiners, on the other hand, are not just similar – they are identical. There is no difference between subject and object determiners in the plural, just as there is no difference between subject and object nouns in the plural.

The following sentences illustrate the use of object determiners. Pay special attention to the objects of each sentence.

- (2) *Uu o'ou uka usita vepsu.*
'The man is spanking the child.'
- (3) *Uu chuu'u ika misita omta.*
'The dog is angry at this cat.'

- (4) *Uu hamut waka kawita ha'amukan.*
'The woman was climbing that mountain.'

In these sentences the object takes an object determiner and is marked with the *-ta* suffix. The *-ta* object marker is a key indication to use an object determiner.

In the following sentences the objects are plural, and marked with the plural suffix. When the object is marked with a plural suffix, its determiner also has to be plural! For this reason, in (5), (6) and (7), the determiners are *ume*, *ime* and *wame*, instead of *uka*, *ika* and *waka*.

- (5) *Uu o'ou ume uusim vepsu.*
'The man is spanking the children.'
- (6) *Uu chuu'u ime misim omta.*
'The dog dislikes these cats.'
- (7) *Uu hamut wame kawim ha'amu.*
'The woman is climbing those mountains.'

Remember?

Even though there is not a *-ta* object marker to guide you in (5)-(7), you can still identify the object by the word order. The object will always follow the subject. Recall that Hiaki follows the word order Subject-Object-Verb.



Exercises

1. In this exercise write the correct determiner in the space before the object.

a) 'The bird is catching that insect.'
Uu wiikit ____ yoeriata bwise.

b) 'The little girl is reading these books.'
Uu ili uusi hamut ____ livrom nooka.

c) 'The coyote is chasing the chicken.'
Uu wo'i ____ toto'ita hahase.

d) 'The elder is teaching this child.'
Uu yo'owe ____ usita mahta.

e) 'The bunny is eating the prickly pear.'
Uu taavu ____ navom bwa'e.

f) 'The man is cutting those trees.'
Uu o'ou ____ huyam chukta.

The verb
nooka means
 both 'speak'
 and 'read'.

2. Put a check mark next to each sentence that has the correct use of the object determiner. Put a * next to each incorrect sentence, and write the correct form of the sentence below.

a) Children are chasing the dog.
Uusim uu chuu'u hahase. ___

b) The coyote is eating the bunny.
Uu wo'i uka tavuta bwa'e. ___

c) The elder dislikes these women.
Uu yo'owe ime haamuchim omta. ___

3. Use your new Hiaki vocabulary to write 5 new sentences including determiners with both subject and object. Be sure to use the correct determiners!

a) _____

b) _____

c) _____

d) _____

e) _____

Unit Two

Verbs, Adjectives and Postpositions

Section 3

9. Tense in Hiaki Sentences
10. Irregular Verbs
11. What is a Stem?
12. Three Regular Stem Changes

Section 4

13. Adjectives in Noun Phrases
14. Plural Adjectives
15. Postpositions
16. Pronouns with Postpositions

Lesson 9

Tense in Hiaki Sentences**Vocabulary****Verbs:**

<i>yossia</i> (get hot)	<i>tenku</i> (dream)	<i>hinu</i> (buy)
<i>tu'ute</i> (clean, repair)	<i>vesuma</i> (peel)	<i>tovokta</i> (pick up)
<i>vaksia</i> (wash)	<i>ne'e</i> (fly)	
<i>hamta</i> (break, shatter: transitive)		

Nouns:

<i>bwa'am</i> (food)	<i>na'aso</i> (orange)	<i>taho'ori</i> (clothes)
<i>huweetem</i> (toys)	<i>puusim</i> (eyes, glasses)	<i>wako'i</i> (griddle)
<i>vaaso</i> (glass for drinking)		



In this lesson we will add tense to our Hiaki sentences. The tense of a verb tells you the time in which the sentence is set. Up until this point, we have made our sentences in the present tense. This means that the action in the sentence is happening right when the sentence is spoken. Basic sentences have three main tenses: past, present, and future.

In English, you can say 'The man is working.' A speaker of English can recognize the '-ing' suffix and figure out that the action 'work' is currently happening. What would happen if instead of '-ing', we added an '-ed' suffix? The verb would then be 'worked' meaning it happened sometime in the past. We call this type of verb "past tense" because it happened in the past. Compare that to this sentence 'The man will work.' The word 'will' tells the listener that the work will happen sometime in the future. Hiaki has verb suffixes that indicate past and future tense.

Past tense suffix -k:

In Hiaki the suffix *-k* is added to the verb to make the sentence past tense. It is similar to the English suffix *'-ed'*. Remember when you add *'-ed'* to an English verb like *'work'* it becomes *'worked'* meaning working was done in the past. The same is true in Hiaki. You simply add *-k* to the verb. Consider the following examples.

Present	Past
(1) <i>O'ou tekipanoa.</i> 'A man is working.'	<i>O'ou tekipanoak.</i> 'A man worked'
(2) <i>Wako'i yossia.</i> 'The griddle is getting hot.'	<i>Wako'i yossiak.</i> 'The griddle got hot.'
(3) <i>Uusi hi'ibwa.</i> 'A child is eating.'	<i>Uusi hi'ibwak.</i> 'A child ate.'
(4) <i>Yo'owe tenku.</i> 'An elder is dreaming.'	<i>Yo'owe tenkuk.</i> 'An elder dreamt.'

Notice that the only difference between the present and past tense is that the suffix *-k* is added to the verb in the past tense sentence. This rule works for most verbs, but a few verbs use the suffix *-ka* instead.

Past tense suffix -ka:

The suffix *-ka* works just like the suffix *-k* to make past tense verbs. Consider the following examples.

	Present Gloss	Past	Gloss
(5)	<i>he'e</i> 'is drinking'	<i>he'eka</i>	'drank'
(6)	<i>ne'e</i> 'is flying'	<i>ne'eka</i>	'flew'
(7)	<i>ye'e</i> 'is dancing'	<i>ye'eka</i>	'danced'
(8)	<i>ke'e</i> 'is biting'	<i>ke'eka</i>	'bit'

Only a few verbs use the suffix *-ka* instead of *-k*, but for these words it would be incorrect to use the *-k* suffix.

Future tense suffix *-ne*:

In Hiaki the suffix *-ne* is added to the verb when expressing future tense. It is different in English. In English there is not a suffix added to the verb that indicates future tense. Consider the following examples.

	Present	Future
(9)	<i>O'ou tekipanoa.</i> 'A man is working.'	<i>O'ou tekipanoane.</i> 'A man will work'
(10)	<i>Wako'i yossia.</i> 'The griddle is getting hot'	<i>Wako'i yossiane.</i> 'The griddle will get hot.'
(11)	<i>Uusi hi'ibwa.</i> 'A child is eating.'	<i>Uusi hi'ibwane.</i> 'A child will eat.'
(12)	<i>Yo'owe tenku.</i> 'An elder is dreaming.'	<i>Yo'owe tenkune.</i> 'An elder will dream.'

Notice that the difference between the present and past tense sentences is the suffix *-ne*. One can see that adding the *-ne* suffix makes the sentence future tense. The suffix *-ne* easily attaches to these verbs because they do not change form. The *-ne* suffix is a little different than the *-k* suffix. Sometimes it changes the form of the verb it

attaches to. In this lesson we use only verbs that do not change, so you can learn how to use *-ne* correctly without worrying about the verb form. We will cover verb changes in Lesson 12 below.

Exercises

1. In this exercise you should look at the translation and figure out if the tense of the verb should be past, or future. Then simply write the correct suffix in the blank.
 - a) *Uu pale na'asom vesuma_____.*
'The boy peeled oranges.'
 - b) *Uu yo'owe taho'orita hinu_____.*
'The elder will buy clothing.'
 - c) *Uu uusi huweetem tovokta_____.*
'The child picked up the toys.'
 - d) *Uu hamut ye'e_____.*
'The woman danced.'

2. In this exercise, translate the following Hiaki sentences into English.
 - a) *Uu uusi vaasota hamtane.*

 - b) *Uu o'ou huyata chuktak.*

 - c) *Uu pale pusim tu'ute.*

 - d) *Ume wikichim ne'eka.*

3. Translate the following English sentences into Hiaki.

a) 'The child ate.'

b) 'The deer drank.'

c) 'The man will wash clothes.'

d) 'The woman cooked tortillas.'

4. Create 4 new sentences using your new vocabulary and practice changing them into past and future tense.

a) _____

b) _____

c) _____

d) _____

Lesson 10

Irregular Verbs**Vocabulary****Nouns:***koowi* (pig)*soto'i* (pot)*aso'ola* (baby)**Other Expressions:***into, intok* (and)*vat* (first)

There is a list of **new irregular verbs** at the end of the lesson.



In this lesson we will look at *irregular* verbs. These are verbs that change their form completely in unexpected ways, depending on the sentence in which you use them. Think about the English verb 'go'. One can say 'I am going to the store.' What is the past tense version of this sentence? A learner of English might make the mistake of adding the suffix 'ed' and saying, 'I **goed** to the store'. However, 'I went to the store.' is the correct way. Notice how the verb 'go' turned into 'went'. This is an example of an irregular verb in English.

In Hiaki, irregular verbs can use different forms depending on whether there is a singular or plural noun in the sentence. There is also a special verb that also changes depending on the tense of the verb.

Singular/Plural:

Some verbs of Hiaki have irregular forms that change depending on whether their subject or object is singular or

plural. Let us first talk about irregular verbs whose form depends on their subject.

The following irregular verbs are intransitive, meaning they only have a subject, and do not have an object. When the subject of one of these verbs is plural, the verb changes completely.

- (1) a. *Inepo vat weye.*
'I am walking first in line.'
- b. *Itepo vat kaáte.*
'We are walking first in line.'

Notice how the words *weye* and *kaáte* do not sound similar, even though they are forms of the same verb? These are irregular verbs, like English 'go/went'. Consider the following intransitive irregular verbs. They all change when the subject is plural.

	Singular	Plural	Gloss
(2)	<i>vuite</i>	<i>tenne</i>	'run'
(3)	<i>kivake</i>	<i>kiimu</i>	'enter'
(4)	<i>yepsa</i>	<i>yaha</i>	'arrive'

The following irregular verbs are transitive. 'Transitive' means that they need an object. Irregular transitive verbs change their form when the **object** is plural – not the subject:

- (5) *Hoan koowita me'a.* *Hoan koowim sua.*
'Hoan is killing a pig.' 'Hoan is killing pigs.'

Notice that in these examples the object 'pigs' is plural in the second example, and the verb completely changes,

beoming *sua* rather than *me'a*. Another verb that behaves the same way is the verb that means 'set down':

	Singular	Plural	Gloss
(6)	<i>me'a</i>	<i>sua</i>	'kill'
(7)	<i>yecha</i>	<i>hoa</i>	'set down, place'

More irregular verbs like these are listed in the box at the end of this lesson.

Singular/Plural and Present/Past: 'go'

One common verb also takes different forms depending on whether it is past or present tense. It is the verb that means 'go' or 'leave'. The correct form of this verb depends both on tense – present/past – and on the subject – singular/plural.

- (8) *Hoan siime.* *siime*: present, singular
'Hoan is leaving.'
- (9) *Hoan siika.* *siika*: past, singular
'Hoan left.'
- (10) *Hoan into Hose saka.* *saka*: present, plural
'Hoan and Hose are leaving.'
- (11) *Hoan into Hose sahak.* *sahak*: past, plural
'Hoan and Hose left.'

In example (12), the verb has a singular subject and is present tense, and the form *siime* is used. In example (13) the verb changes to *siika* because the verb is in the past tense. In example (14), the verb changes to *saka* because another person was added, making the subject plural. In example (15) the verb changes for two reasons – it is past

tense *and* another person was added. In this case, the past, plural verb becomes *sahak*.

In the text box on the next page, there is a list of all the irregular verbs. You should practice making sentences with these verbs a *lot*.

Irregular Verb List

Intransitive

Sg. Subj.	Pl. Subj.	
<i>weye</i>	<i>kaáte</i>	'go, walk, travel'
<i>vuite</i>	<i>tenne</i>	'run'
<i>weama</i>	<i>rehte</i>	'walk around'
<i>kivake</i>	<i>kiimu</i>	'enter'
<i>yepsa</i>	<i>yaha</i>	'arrive'
<i>weche</i>	<i>watte</i>	'fall (down)'
<i>muuke</i>	<i>koko</i>	'die'
<i>kikte</i>	<i>hapte</i>	'stand up'
<i>weyek</i>	<i>ha'abwek</i>	'be standing'
<i>yeesa</i>	<i>hooye</i>	'sit down' (present tense)
<i>katek</i>	<i>hooka</i>	'be sitting, be situated'
<i>vo'ote</i>	<i>to'ote</i>	'lie down' (present tense)
<i>vo'oka</i>	<i>to'oka</i>	'be lying down'
<i>yehte</i>	<i>hoote</i>	'get up'

Transitive

Sg. Obj.	Pl. Obj.	
<i>kecha</i>	<i>ha'abwa</i>	'stand (something) up'
<i>yecha</i>	<i>hoa</i>	'put down, place'
<i>kivacha</i>	<i>kiima</i>	'bring in'
<i>me'a</i>	<i>sua</i>	'kill'

'go'

Present 'go, leave'		Past 'went, left'	
Sg. Subj.	Pl. Subj.	Sg. Subj.	Pl. Subj.
<i>siime</i>	<i>saka</i>	<i>siika</i>	<i>sahak</i>

Exercises

1. Start a journal for irregular words. Every time you encounter an irregular word, make a note of it in your journal, describing the sentence in which you heard it and why the particular form that was used was correct.
2. Using the irregular verb list above, translate the following sentences in Hiaki. Be sure to use the correct verb form for singular, plural, present, and past.
 - a) 'The man is walking.'

 - b) 'The men are walking.'

 - c) 'The baby has laid down.'

 - d) 'The babies have laid down.'

 - e) 'The woman brought in the pot.'

 - f) 'The woman brought in the pots.'

3. Create 8 new sentences using the two different forms of four irregular verbs.
 - a) _____
 - b) _____

- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____

4. The only way to really learn irregular verbs is to memorize them and to practice often. For this exercise create flash cards for each verb and drill yourself as much as possible.

On the front of each card, write the verb form. On the back, write a simple sentence using the verb and either a singular or plural pronoun, depending on whether it is a singular or plural verb. Go through the deck looking at the fronts of the cards, and then say a sentence using the verb with either a singular pronoun or a plural pronoun. Check whether you were correct on the back of the card!

Lesson 11

What is a Stem?**Vocabulary****Verbs:**

e'ete (burp) *bwaana* (cry)
pomte (take a sip, take a drink: intransitive)
pomta (sip something: transitive)

Nouns:

kovanao (governor) *ya'ut* (leader, authority figure) 

In this lesson we will explain the concept of a verb *stem*. A stem is a word that has a suffix is attached to it. Recall Lesson 9 on past and future suffixes. When a word appears with suffixes, the part that the suffix is attached to is called the stem. Consider the following example in English:

Stem		suffix			
(1) <i>intrude</i>	+	<i>-d</i>	→		<i>intruded</i>

The word 'intruded' consists of two parts, the stem 'intrude' and the past tense suffix '-d'. Notice that this stem is also a complete word on its own.

Not all stems can be a word by themselves; some must have a suffix. When you add a suffix like '-ion' to 'intrude' the final '-d' and '-e' are dropped, an '-s' appears, and the word becomes 'intrusion'.

Stem		suffix			
(2) <i>intrude</i> <i>intrus-</i>	+	<i>-ion</i>	→		<i>intrusion</i>

Notice!

Notice that this stem 'intrus-' cannot be an independent word - it needs the suffix '-ion' to work.

'The leader will speak.'

Notice that when the future suffix *-ne* is added to the stem *nooka*, the verb stem changed to *nok-*. This is a clear example of stem change. Whenever we introduce a new suffix, we will tell you what type they are – we will say if a suffix is the stem-changing *-ne* type, or the non-changing *-k* type. The following exercise will help you understand the concept of a stem-change.

Remember!

It is important to remember that all suffixes fall under either the *-k* type or the *-ne* type.



Exercises

1. Underline the stem in each of the following Hiaki verbs. Remember that the form of the stem may change, depending on which suffix is attached.

- | | | |
|----|-----------------|-------------------|
| a) | <i>e'etek</i> | 'burped' |
| | <i>e'etine</i> | 'will burp' |
| b) | <i>hiohtek</i> | 'wrote' |
| | <i>hiohtene</i> | 'will write' |
| c) | <i>bwaanak</i> | 'cried' |
| | <i>bwanne</i> | 'will cry' |
| d) | <i>vichak</i> | 'saw' |
| | <i>vitne</i> | 'will see' |
| e) | <i>pomtek</i> | 'took a sip' |
| | <i>pomtine</i> | 'will take a sip' |

2. Look again at the stems in Exercise 1. Based on your answers, what is the the unaffixed, present tense form of each verb?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

3. Here are two new suffixes: *-vae* 'going to' and *-n* 'was'. We will tell you more about them in volume 2. For this exercise we ask you to figure out if they are *-k* type or *-ne* type.

First, underline the stem in each suffixed verb below. Then, fill in the blanks below.

- | | | |
|----|-----------------|------------------|
| a) | <i>koche</i> | 'sleep' |
| | <i>kochen</i> | 'was sleeping' |
| | <i>kotvae</i> | 'going to sleep' |
| b) | <i>nooka</i> | 'talk' |
| | <i>nookan</i> | 'was talking' |
| | <i>nokvae</i> | 'going to talk' |
| c) | <i>bwiika</i> | 'sing' |
| | <i>bwiikan</i> | 'was singing' |
| | <i>bwikvae</i> | 'going to sing' |
| d) | <i>yeewe</i> | 'play' |
| | <i>yeewen</i> | 'was playing' |
| | <i>yeuvae</i> | 'going to play' |
| e) | <i>bwa'e</i> | 'eat' |
| | <i>bwa'en</i> | 'was eating' |
| | <i>bwa'avae</i> | 'going to eat' |

The suffix *-vae* is a _____ type suffix.

The suffix *-n* is a _____ type suffix.

4. Make up 3 new sentences using *ne-* type suffixes.

a) _____

b) _____

c) _____

Lesson 12

Three Regular Stem Changes**Vocabulary****Verbs:***hamte* (break (by itself))*chepte* (jump)*poona* (strike, knock)*kotta* (break: transitive)**Nouns:***ota* (bone)*etehoreo* (storyteller)*vatat* (small green frog)

In this lesson we will look at three ways that verbs can change when a suffix is added. Recall our previous lesson 'What is a stem?'. We learned that there are two types of suffixes, the *-k* type and the *-ne* type. The *-k* type does not trigger a change in the verb stem, meaning all you have to do is add the *-k*. We also learned that the *-ne* type suffixes change the verb stem. In Lesson 9 on the basic tense (past and future), we used verbs that did not change when *-ne* was added to minimize confusion. However, most verbs do change their stem when *-ne* type suffixes are used.

There are three regular classes of verb stems, meaning that you can predict how the verb stem will change based on the verb class. The three regular verb classes are as follows.

Notice!

In the following examples (1)-(3), a hyphen is placed at the end of the combining form to show that it takes a suffix.



Class 1. No Change: The stem always remains the same:

- (1) *kotta* → *kotta-* 'break' (transitive)

Class 2. Vowel Change: The word ends in *-e* in the original form, but *-e* becomes *-i* in its combining form:

- (2) *vuite* → *vuiti-* 'run (sg.)'

Class 3. Shortening: The combining form is missing one or more sounds from the original form:

- (3) *poona* → *pon-* 'strike, knock'

As shown in example (1), a class 1 verb does not change its original form when a *-ne* type suffix is added. All you have to do is add the suffix. There aren't many verbs that fall into this class.

Examples of Class 1 verbs:

- (4) *kivacha* → *kivachane* 'will bring in (singular)'
 (5) *hamta* → *hamtavae* 'going to break (something)'
 (6) *koko* → *kokone* 'will die (plural)'
 (7) *aamu* → *amuvae* 'going to hunt'

Remember!

When suffixes are added to a word that has a long vowel as in example (7), the vowel usually shortens. This is a general rule, not restricted to verb stems alone.



Notice how the suffix is added to the verb without any major changes to the stem.

Verbs that belong to classes 2 and 3 do change when *-ne* type suffixes are added:

Examples of Class 2:

- (8) *pomte* → *pomtine* 'will take a sip'
- (9) *e'ete* → *e'etine* 'going to burp'
- (10) *hamte* → *hamtine* 'will break'
- (11) *chepte* → *cheptivae* 'going to jump'

In the examples above you can see that the final vowel *e* turns into *i* when a *-ne* type suffix is added.

Examples of Class 3:

- (12) *nooka* → *nokne* 'will speak'
- (13) *yeewe* → *yeuvae* 'going to play'
- (14) *bwiika* → *bwikne* 'will sing'
- (15) *koche* → *kotvae* 'going to sleep'

Notice that when a *-ne* type suffix is added the stem becomes shorter. Many verbs behave this way.

The Hiaki language has many suffixes that give more description and detail to the sentence. It is very important to be able to use the many suffixes in the correct way, and to do this, you must study and learn the stem changes that verbs require.

Exercises

1. Look up the verbs *nooka*, *bwaana*, *vuite*, and *kotta* in the dictionary. Notice that the combining forms are identified. If the stem changes, the special combining form is listed with a hyphen after it like this, *nok-*. Verbs from Class One whose stem does not change are listed with a squiggle, like this: *~-*. Note that the dictionary uses the abbreviation *comb.* when listing combining forms as independent entries.

Ex: 1. *bwaana* 'cry'; Combining form: *bwan-*, as in *bwanne* 'will cry'

2. *vuite* 'run (singular)'; Combining form: *vuiti-*, as in *vuitine* 'will run'

3. *kotta* 'break'; Combining form: *~-*, as in *kottane*, 'will break'

2. Start a verb stem journal, listing verbs and their combining forms.
 - a) For each verb you already know, try to figure out its combining form, or look it up in the dictionary. Note it in your journal.
 - b) For every new verb you learn, find out the combining form. You could ask your teacher how it sounds in the future tense, for example, or look it up in the dictionary. When you learn a new verb ask yourself whether it is Class 1, Class 2, Class 3, or irregular. Note it in your journal.

3. Translate the following English sentences into Hiaki.

a) 'The man is hunting.'

b) 'The frog is jumping.'

c) 'The bone is breaking.'

d) 'The storyteller is talking.'

4. Now rewrite each sentence above, adding each of the suffixes *-vae*, *-k*, *-ne*, and *-n* to the verb. There should be 16 sentences. Provide translations.

a) _____

b) _____

c) _____

d) _____

Lesson 13

Adjectives in Noun Phrases**Vocabulary****Verbs:***linlinta* (pet, caress)**Nouns:***kava'i* (horse)*posoim* (posole)*meesa* (table)*teta* (rock)*kari* (house)**Adjectives:***tosai* (white)*husai* (brown)*bwe'u* (big)*teeve* (tall)*awi* (fat)*chukui* (black)*ilitchi* (small)*wakia* (dry, dried)*vemela* (new)*moera* (old, of a thing, not a person)

Adjectives can be used to provide extra information or description about nouns, such as size, shape, color, etc. Some English examples are 'hot', 'skinny', and 'short'. In this lesson we will learn how to include some common adjectives to Hiaki noun phrases.

Although Hiaki has a lot of adjectives which behave in different ways, some of the most common ones behave similarly to most English adjectives.

Adding one adjective:

In English the adjective is placed in between the determiner and the noun, as in 'the brown chicken'. The Hiaki adjectives in this lesson also follow this word order.

- (1) *Uu tosai taavu vasota bwa'e.*
 "The white bunny is eating grass"

- (2) *Uu wo'i uka husai toto'ita bwisek.*
 "The coyote caught the brown chicken."
- (3) *Uu bwe'u chuu'u yee keke.*
 'The big dog bites people.'
- (4) *Uka teeve o'outa posoim miika.*
 'Offer the tall man posole.'

Adding multiple adjectives

Adding multiple adjectives to Hiaki noun phrases works in much the same way. You can keep adding adjectives between the determiner and the noun, as in these examples.

- (5) *Uu bwe'u husai toto'i hiva yee pona.*
 'The big brown chicken always pecks people.'
- (6) *Uu miisi uka ilitchi tosai tavuta bwisek.*
 'The cat caught the little white bunny.'

When there are multiple adjectives that are colors, you should place the word *intok*, 'and' between the two colors, just as you would use 'and' in English.

- (7) *Uu bwe'u husai into tosai kava'i*
wahpo weyek.
 'The big white and brown horse is standing in the field.'

Intok is frequently pronounced as *into*. You may also sometimes hear *intoko*.

- (8) *Ume ili uusim uka awi tosai intok chukui chu'uta
linlinta*
'The little children are petting the fat white and
black dog.'

Notice!

Watch out for subtle differences in the order of some adjectives in Hiaki and English. Consider the English 'black and white' compared to the Hiaki *tosai intok chukui* 'white and black' in example (8).



Plural adjectives

In Hiaki when a noun is plural, the adjective that describes it usually also changes its form. Many adjectives do this by reduplicating or copying its first syllable. Consider the following examples.

- | Singular | Plural |
|---|--|
| (9) <i>Uu tosai taavu</i>
'The white bunny' | <i>Ume to<u>t</u>osai taavum</i>
'The white bunnies' |
| (10) <i>Uka kome'ela usita</i>
'The short child' | <i>Ume ko<u>k</u>ome'ela uusim</i>
'The short children' |

The only difference between these singular and plural adjectives is that the plural adjective has copied the first syllable.

Not all plural adjectives copy a full syllable. Some plural adjectives instead copy a consonant or lengthen the first vowel. The following examples illustrate this.

- | Singular | Plural |
|---|--|
| (11) <i>Uu ilitchi teta</i>
'The small rock' | <i>Ume il<u>i</u>litchi tetam</i>
'The small rocks' |

- | | |
|--|--|
| (12) <i>Uka vemela karita</i>
‘The new house’ | <i>Ume veemela karim</i>
‘The new houses’ |
| (13) <i>Uu teve huya</i>
‘The tall tree’ | <i>Ume tetteve huyam</i>
‘The tall trees’ |

Notice that in (11) the plural adjective has doubled the first consonant, ‘l’, and also reduced ‘tch’ to ‘ch’. In (12) the vowel is doubled. In (13) the plural form has copied the first syllable *and* copied an extra consonant as well.

The adjectives in (11)-(13) are all irregular in the way they form the plural, and you will have to memorize each one individually. Make a note of them in your journal.

Exercises

1. Translate the following English sentences into Hiaki.
Be sure to use the correct word order and object markings.

a) 'The little child is playing.'

b) 'The dog is chasing the tall man.'

c) 'The black and white bird is flying.'

d) 'The woman is feeding the small baby.'

2. Take the following singular Hiaki noun phrases and make them plural.

a) *Uu moera meesa.*
'The old table.'

'The old tables.'

- b) *Uu tu'i uusi.*
'The good child.'

'The good children.'

- c) *Uu wakia seewa*
'The dried flower.'

'The dried flowers.'

Lesson 14

Adjectives Without Their Nouns

Vocabulary		
Verbs:		
<i>sauwa</i> (use)	<i>tu'ule</i> (like)	
Nouns:		
<i>muteka</i> (pillow)		
Adjectives:		
<i>kome'ela</i> (short)	<i>toloko</i> (blue/gray)	<i>sawai</i> (yellow)
<i>bwalko</i> (soft)	<i>namaka</i> (hard)	<i>suavusa'i</i> (smart)
<i>sikili</i> (red)	<i>siali</i> (green)	
Other Expressions:		
<i>huevena</i> (many)		



In the previous lesson, we learned how to add an adjective to a noun phrase.

- (1) *Uu husai taavu navom bwa'e.*
 'The **brown** bunny is eating prickly pear.'

In this lesson, we will show that in some cases, if a speaker already knows what kind of object is being discussed, it can be identified using just the adjective, and leaving out the noun.

- (2) *Uu husai navom bwa'e.*
 'The brown one is eating prickly pear.'

An English speaker might say 'the green one' or 'the big one', but in Hiaki, the word 'one' is not needed.

Notice!

Spanish behaves similarly to Hiaki, leaving out the noun in some contexts.

- i. *La pelota azul es grande. La roja es pequeña.*
 'The blue ball is big. The red (one) is small.'

**Adjectives as subjects**

Even when the noun is left out, the adjective can still do all the things a complete noun phrase would do. It can occur with a determiner, and it can be the subject of a sentence. Notice that in example (3) the determiners in the subject form *uu*.

- (3) *Uu tosai huyata bwa'e.*
 'The white one is eating a plant.'

Adjectives as objects

Adjectives can also appear without their nouns in object position. When a noun appears in object position it gets the suffix *-ta*, and the determiner also has an object form, *uka*.

- (4) *Hose uka chukui kawai'ta linlinta.*
 'Jose is petting the black horse.'

If you leave out the noun in this sentence, then the adjective must be marked to show that it is representing the object. There are two ways to do this. Sometimes the adjective gets the suffix *-ta*, just like a noun would.

- (5) *Hose uka chukuita linlinta.*
 'Jose is petting the black one.'

Other times, you will see adjectives in this position marked with a special object marker, *-k*.

- (6) *Hose uka chukuik linlinta.*
 'Jose is petting the black one.'

The determiner and adjective must each have their proper object marking if the adjective is standing in place of a noun in object position.

Notice!

In this lesson, and in lesson 13, we have talked about adjectives which usually go in between a determiner and a noun. In Hiaki, you will also come across adjectives which follow the noun in a noun phrase, like in the following sentence.

- i. *Uu chuu'u suavusa'i kaa ove.*
 'The smart dog is not lazy.'

When an object has an adjective that follows the noun, that adjective also needs to get a suffix. Often this suffix will be -ta.

- ii. *Itepo uka chu'uta suavusa'ita linlinta.*
 'We are petting the smart dog.'

But the -k suffix may also occur here.

- i. *Itepo uka chu'uta suavusa'ik linlinta.*
 'We are petting the smart dog.'



Plural adjectives without their nouns

Recall from the previous lesson that when an adjective describes a plural noun, it changes its form, usually by

copying the first syllable. This happens when the noun is missing as well.

When a plural adjective is acting as the subject of a sentence, the determiner takes the plural form, and the adjective takes its reduplicated form.

- (7) *Ume totosai huyata bwa'e.*
 'The white ones are eating a plant.'

When a plural adjective is the object of a sentence, the determiner is in its plural form, the adjective is reduplicated AND it gets a plural suffix *-m*.

- (8) *Hose ume chuchukuim linlinta.*
 'Jose is petting the black ones.'

Exercises

1. Translate these English sentences into Hiaki.
Remember that Hiaki does not use the word 'one' here!

a) The brown dog ate. The white one slept.

b) Juan fed the horses. He washed the black one.

c) You used the hard pillow. I used the soft one.

d) The tall boy is walking. The short one is running.

2. Imagine that you see a flock of birds, of many different colors. *Inepo si huevena ume wikichim vicha!* 'I see many birds!'

Below is a list of sentences describing things about different birds. Each sentence has a gap, which you must fill the appropriate color adjective from the list provided. Remember that you might need to change the form of the adjective in some sentences, if it is in object position or if it is plural.

Colors:

Toloko (light blue or gray)

Siali (green)

Sikili (red)

Sawai (yellow)

- a) *Uu* _____ *bwíchiata bwa'e*.
'The (red one) is eating a worm.'
- b) *Santos ume* _____ *tu'ule*.
'Santos likes the (blue ones).'
- c) *Waa* _____ *bwiika*
'That (green one) is singing.'
- d) *Ume* _____ *ne'e*.
'The (yellow ones) are flying.'

Lesson 15

Postpositions**Vocabulary****Verbs:***eteho* (speak)*ea* (rely (on))*noite* (visit)*voovicha* (wait (on))*tahta* (bump)*notta* (return: transitive)*tevote* (send greetings) *teeka* (lay (s.t.))**Nouns:***oora* (hour)*paanim* (bread)*tonom* (knee)*ofisiina* (office)*bwia* (dirt)*bwiaara* (a country)**Other expressions:***seenu* (one)

Postpositions are suffixes that usually go on nouns. They tell us things about the noun that they attach to, like direction, location or position. In this lesson we will learn how to use different kinds of postpositions. Hiaki postpositions are translated by English *prepositions* (such as 'in', 'on', 'at' or 'to'). We will refer to nouns which are marked with postpositional suffixes as *PPs* (postpositional phrases).

Some PPs may also be called *indirect objects*.

Remember!

The prefix 'pre-' means 'before' and 'post-' means 'after' - so English PREpositions come *before* the noun, and Hiaki POSTpositions come *after* the noun.



Talking about location: -po

Hiaki has several postpositions, but we're only going to talk about three of the most commonly used ones in this lesson. The first of these postpositions, *-po*, is usually used to describe things happening in a particular place.

Here are some examples:

- (1) *Maria ofisinapo tekipanoa.*
'Maria is working **in** the office.'
- (2) *Uu chuu'u bwiapo vo'otek.*
'The dog lay down **in** the dirt.'
- (3) *Inepo ofisinapo Mercedesta vichak.*
'I saw Mercedes **at** the office.'

In these examples, you can see that the PP follows the subject of the sentence. You can also use PPs in transitive sentences, which have both a subject and an object, as in example (3). In these sentences, the same rule applies, so the PP usually comes after the subject.

Although *-po* usually describes location, and can be translated as 'in', 'at', or 'on', it can occasionally be used to mean 'for', as in sentence (4).

- (4) *Hoan senu orapo weyen.*
'Hoan was walking **for** one hour.'

Talking about connection and direction: *-t* and *-u*

The two other postpositions we'll learn in this lesson are *-t* and *-u*. The postposition *-t* can be translated as 'on', or 'about' in English. The postposition *-u* is usually means 'to' or 'toward'.

- (5) *Vempo Hoanatat voovichan.*
'They were waiting **on** Hoana.'

(6) *Itepo hamuttau kaáte.*
 'We are walking **to** the woman.'

(7) *Merehilda Waarupetau noitek.*
 'Merehilda visited
 Guadalupe.'

The postposition
 -u is sometimes
 pronounced -wi
 so you also might
 hear *Waarupewi*.

You may have noticed that these two postpositions behave differently from -po in one important way. They are usually attached to nouns which are in the object form, with the -ta suffix on them. So, PPs made with -t or -u look like this:

Noun+object suffix+postposition

(8) *Hoana+ta+t*

(9) *hamut+ta+u*

This does not make any difference to how the PPs behave in the sentence. Nouns with the -t and -u suffixes can still show up in intransitive sentences:

(10) *Mercedes Alehandratat nooka.*
 'Mercedes is talking **about** Alehandra.'

(11) *Tuuka nee Hosetau etehok.*
 'I spoke **to Hose** yesterday.'

And transitive ones (i.e. sentences with an object and a PP):

(12) *Jason mesatat tonom tahtak.*
 'Jason bumped his knee **on** the table.'

(13) *Maria paanim Lupetau hinuk.*

'Maria bought bread **from** Lupe.'

Notice!

Although *-u* is usually translated as 'to' or 'toward', it can also be translated as 'from' sometimes, as in (13). It is often difficult to provide translations for postpositions and prepositions, because their uses vary so much across languages. A lot of practice is the only way to know the correct form to use!



Exercises

1. Translate the English sentences below into Hiaki. Be careful to choose:

- i) the correct postposition and
- ii) the correct noun form to attach it to.

a) You laid the books **on the table**

b) Heidi lives **in Tucson**

c) I am sending greetings **to Theresa.**

d) We rely **on Pete.**

e) S/he returned the glass **to Heidi.**

2. Write 3 new Hiaki sentences using postpositions learned in this lesson.

a) _____

b) _____

c) _____

Lesson 16

Pronouns with Postpositions**Vocabulary****Verbs:**

mana (set, stand: transitive) *mane* (sit: intransitive)
hiia (say)

Other expressions:

hiva (always) *hunuen* (in that way) *uchi* (again)



In Lesson 15, we talked about the postpositions *-po* (in, at, on), *-t* (on, about) and *-u* (to, toward, from), which are suffixes that usually go on nouns or pronouns. In this lesson we will learn about a special set of pronouns in Hiaki which are used with postpositions.

Pronouns with postpositions

English	Singular	English	Plural
me	<i>ne-</i>	us	<i>ito-</i>
you	<i>e-</i>	you all	<i>emo-</i>
him/her/it	<i>a(e)-</i>	them	<i>ame-</i>

These pronouns are called *bound* forms, because they only occur in combination with a postposition, they don't stand on their own. So you will only see them as part of a larger word, as in the examples below.

- (1) *Aapo amet nooka.*
'S/he is speaking **about them.**'
- (2) *Aapo emou nooka.*
'S/he is speaking **to you all.**'

The form *emo* sometimes appears on its own without a postposition but then it means something different. See Lesson 28.

You should pay careful attention to the form of the 3rd singular pronoun 'him/her/it', as it is slightly different depending on which postposition is attached to it. With *-t*, the pronoun form is *ae-*, but with *-u* it is just *a-*, not *ae-*:

- (3) *Inepo aet nooka.*
'I am speaking **about him/her.**'
- (4) *Inepo au nooka.*
**aeu*
'I am speaking **to him/her.**'

Notice!

The word *au* meaning 'to him/her' looks the same as the reflexive pronoun *au* (himself/herself), introduced in Lesson 28. Make sure you always look carefully at the context to decide which translation is the correct one!



Most postpositions are equally good with nouns or pronouns.

- (5) *Uu soto'i mesat manek.*
'The pot was sitting on the table.'
- (6) *Uu soto'i aet manek.*
'The pot was sitting on it.'

However, you should be aware that the postposition *-po*, which is fine attached to nouns, is not acceptable when attached to pronouns. So, for example, the sentence in (7), where *-po* is attached to the noun *mesa*, 'table', is acceptable, but the sentence in (8), where *-po* is attached to *a-*, 'it', is not (as indicated by the *):

- (7) *Uu soto'i mesapo manek.*
'The pot was sitting on the table.'
- (8) **Uu soto'i apo manek.*
Intended: 'The pot was sitting on it.'

Another special thing about *-po* is that sometimes it affects a vowel at the end of the noun it attaches to. For example *bwiara*, 'country', becomes *bwiara'apo*, 'in this country', when *-po* is added to it - the vowel at the end is copied before *-po* is attached. Watch carefully and notice when this occurs.

Exercises

1. Translate the following Hiaki sentences into English.

a) *Mercedes net nooka.*

b) *Uu hamut au weye.*

c) *Inepo emou hiia.*

d) *Inepo aet ea.*

e) *Itepo amet voovicha.*

2. Translate the following English sentences into Hiaki.

a) They are talking about you (sg.)

b) You (sg.) walked towards us

c) Alehandra is waiting on him/her.

d) Maria spoke to them again.

3. Use your new Hiaki vocabulary to write 5 new sentences!

a) _____

b) _____

c) _____

d) _____

e) _____

Unit Three

Predicates and Questions

Section 5

17. What is a Predicate?
18. Nouns as Predicates
19. Adjectives as Predicates
20. Negation

Section 6

21. Yes-No Questions
22. Asking "What"
23. Asking "Who"
24. Asking "Where", "When"
and "How"

Lesson 17

What is a Predicate?**Vocabulary****Verbs:***temu* (kick)*katek* (seated: sg. subject)*ho'ak* (live)**Nouns:***vanko* (bench)*amureo* (hunter)**Other expressions:***aman* (there)

In this lesson we explain the concept of a predicate. Every sentence of any language consists of two parts, a subject and a predicate. The subject is what or who the sentence is about and the predicate is everything else that follows. You may want to revisit the lesson on basic intransitive sentences before continuing. The basic intransitive sentence lesson describes the role of a subject in more detail.

Recall the subject is the noun or pronoun that the sentence is about. The predicate is the descriptive information that usually follows the subject. The predicate can either be a verb phrase, adjective phrase, or noun phrase. For example, in the sentence 'Hoan struck the table'. 'Hoan' is the subject and 'struck the table' is the predicate. Let's see the same sentence in Hiaki.

- (1) *Hoan mesata tahtak.*
'Hoan struck the table.'

In the Hiaki example, *Hoan* is the subject and *mesata tahtak* is the predicate.

Notice that 'struck the table' is a verb phrase. This does not mean that every predicate of a sentence is a verb phrase. Let's look at the English sentence 'Hoan is tall'. 'Hoan' is the subject and 'is tall' is the predicate. The same sentence in Hiaki works similarly, only without the 'is'.

- (2) *Hoan teeve.*
'Hoan is tall.'

Here, *Hoan* is the subject and the adjective *teeve* is the predicate.

We can also use a noun as a predicate, as in 'Hoan is a hunter'. Once again, 'Hoan' is who or what the sentence is about so 'Hoan' is the subject, and 'is a hunter' is the descriptive information that tells us something new about the subject. The same Hiaki sentence looks like this:

- (3) *Hoan amureo.*
'Hoan is a hunter.'

Here *Hoan* is the subject and *amureo* is the predicate.

A predicate is basically everything in a sentence that follows the subject. The lessons below will discuss each of these phrase types as predicates in more detail.

Remember the word order of Hiaki is Subject-Object-Verb. The subject is first, the object is second, and the verb is last. Due to the fact that Hiaki and English have different word orders, Hiaki and English subjects and predicates are going to look different. They will be ordered differently. Consider the following example,

- (4) *Hose misita tetemuk.*
'Hose kicked the cat'.

In this sentence, *Hose* is the subject and *misita tetemuk* is the predicate. Although the word orders are different, the same rules apply. A predicate is everything in a sentence that follows the subject.

Exercises

1. This exercise has two parts. First, translate each of the sentences below into English.
2. Next, for each sentence circle the subject and underline the predicate. Do this for both the Hiaki and the English sentences. Remember that both subjects and predicates may consist of more than one word. There should be no words in the sentence which are not either circled or underlined.

a) *Pale si awi.*

b) *Aapo tu'i*

c) *Hoana usita hi'ibwatuak.*

d) *Inepo Hiaki.*

e) *Uu wiikit huyapo katek.*

f) *Hose aman weye.*

g) *Mario si teve o'ou.*

h) *Isabel Tucsonpo ho'ak.*

i) *Uu wo'i tavuta hahase.*

j) *Marcos vuite.*

k) *Hoan vankotat katek.*

l) *Empo tutu'uli.*

Lesson 18

Nouns as Predicates**Vocabulary****Nouns:**

<i>yi'ireo</i> (dancer)	<i>hitevi</i> (healer)	<i>bwikreo</i> (singer)
<i>mahtawame</i> (student)	<i>etleo</i> (farmer)	<i>loktor</i> (doctor)
<i>kuchureo</i> (fisherman)	<i>tekipanoareo</i> (worker)	



In this lesson we will see how to use nouns as predicates. Remember that predicates are the descriptive information that tells us something new about the subject. A predicate is everything in a sentence that follows the subject. Recall from Lesson 2 that nouns are words that refer to a person, place, or thing.

In Hiaki, nouns can become the predicate of the sentence by simply placing the noun after the subject. Consider the following examples.

Noun Predicate

- | | |
|-----------------------------|--------------------------|
| (1) <i>Hoan amureo.</i> | 'Hoan is a hunter.' |
| (2) <i>Aapo yi'ireo.</i> | 'He is a dancer.' |
| (3) <i>Uu hamut hitevi.</i> | 'The woman is a healer.' |
| (4) <i>Mario bwikreo.</i> | 'Mario is a singer.' |

Notice that in these examples the names, pronouns, and noun phrases that refer to the subject are on the left and the nouns to the right of them are the predicates. Also note that the difference between Hiaki and English is that Hiaki does not have a word that means 'is' or 'are'.

If you want to add basic tense, such as past and future, you must first turn the noun into a verb. We can turn the noun into a verb by adding the *-tu* suffix. The *-tu* suffix turns the noun predicate to a verb. Let's look at the suffix *-tu* in its basic present tense.

Present Tense

- | | |
|-------------------------------|--------------------------------------|
| (5) <i>Hoan amureotu.</i> | 'Hoan is becoming a hunter.' |
| (6) <i>Aapo yi'ireotu.</i> | 'He is becoming a dancer.' |
| (7) <i>Uu hamut hitevitu.</i> | 'The woman is becoming a
healer.' |
| (8) <i>Mario bwikreotu.</i> | 'Mario is becoming a singer.' |

You might have realized that the example sentences in (1)-(4) consist of two nouns. By adding the *-tu* suffix in (5)-(8), the second noun becomes a verb. In the examples in (5)-(8) the suffix *-tu* means 'becoming'. Instead of, 'Hoan is a hunter', the *-tu* suffix changes the meaning and the sentence now means 'Hoan is becoming a hunter'. The *-tu* suffix turns nouns into verbs.

Once we have added the *-tu* suffix, we can now change the sentence to the future tense. All we need to do is add our future tense suffix *-ne* after *-tu*, as in (9)-(12) below.

Future Tense

- | | |
|----------------------------------|--------------------------------------|
| (9) <i>Hoan amureotune.</i> | 'Hoan will become a hunter.' |
| (10) <i>Aapo ya'uttune.</i> | 'He will become a leader.' |
| (11) <i>Uu hamut hitevitune.</i> | 'The woman will become a
healer.' |
| (12) <i>Mario bwikreotune.</i> | 'Mario will become a singer.' |

Notice how by adding the *-ne* suffix after the *-tu* suffix we are able to communicate that the subject will become something in the future.

We can also apply this rule to the same sentences to express past tense, as in (13)-(16). Again, we need to add our past tense suffix *-k* after the *-tu* suffix.

Past Tense

- | | |
|---------------------------------|------------------------------|
| (13) <i>Hoan amureotuk.</i> | 'Hoan became a hunter.' |
| (14) <i>Aapo yi'ireotuk.</i> | 'He became a dancer.' |
| (15) <i>Uu hamut hitevituk.</i> | 'The woman became a healer.' |
| (16) <i>Mario bwikreotuk.</i> | 'Mario became a singer.' |

We can also say something like 'Bill was a leader'. In order to say this we need to attach the *-kan* suffix to the *-tu* suffix. The *-kan* suffix is the equivalent to 'was' in English.

- | | |
|-----------------------------------|---------------------------|
| (17) <i>Hoan amureotukan.</i> | 'Hoan was a hunter.' |
| (18) <i>Aapo yi'ireotukan.</i> | 'He was a dancer.' |
| (19) <i>Uu hamut hitevitukan.</i> | 'The woman was a healer.' |
| (20) <i>Mario bwikreotukan.</i> | 'Mario was a singer.' |

Notice that 'Hoan became a hunter' and 'Hoan was a hunter' are both in the past. However, the *-kan* suffix is a bit different than *-k* suffix. The *-kan* is saying that subject was something in the past and not anymore. The *-k* suffix says that the subject became something in the past and still is.

It is important to note that it is mandatory that the *-tu* suffix is attached to the predicate noun first. The *-k*, *-kan*, and *-ne* suffixes can only attach to the *-tu* suffix and cannot attach directly to the predicate noun.

Exercises

1. The following Hiaki sentences all have nouns as predicates. Provide the correct English translation of each sentence. Don't forget to pay attention to the tense.

a) *Empo o'outu.*

b) *Hose ya'uttukan.*

c) *Aapo yi'ireotune.*

d) *Juana loktortuk.*

2. Translate the English sentences below into Hiaki, being careful to use the correct suffix or suffixes on the predicate noun.

a) 'I am Yaqui.'

b) 'The man was a fisherman.'

c) 'They will become workers.'

d) 'Carlos is becoming a farmer.'

Lesson 19

Adjectives as Predicates**Vocabulary****Nouns:***seewa* (flower)*move'i* (hat)**Adjectives:***wakila* (skinny)*oove* (lazy)*suak* (smart)

In this lesson we will look at adjectives as predicates. Recall, that predicates are the descriptive information that tells us something new about the subject. Adjectives are words that describe nouns and pronouns. They provide extra information about the noun such as, size, shape, or color.

In Hiaki, adjectives can become predicates in the same way nouns become predicates. They are placed to the right of the subject. Consider the following examples.

Adjectival Predicates

- (1) *Uu seewa si tutu'uli.* 'The flower is very pretty.'
- (2) *Aapo si wakila.* 'He is very skinny.'
- (3) *Chuu'u si oove.* 'The dog is very lazy.'
- (4) *Pale si awi.* 'The boy is very chubby.'

Notice that in the examples above, the subjects are on the left and the adjectives are the predicates on the right. Remember that the difference between Hiaki and English is that Hiaki does not have a word that means 'is' or 'are'.

We can also add tense such as present, past, and future to these sentences. Just as with predicate nouns, we need to add the suffix *-tu* to the predicate adjective. The *-tu* suffix turns the adjective into a verb. Let's consider the suffix *-tu* in present tense form.

Present Tense

- (5) *Uu seewa si tutu'ulitu.*
'The flower is becoming very pretty.'
- (6) *Aapo si wakilatu.*
'He is becoming very skinny.'
- (7) *Chuu'u si ovetu.*
'The dog is becoming very lazy.'
- (8) *Pale si awitu.*
'The boy is becoming very chubby.'

Notice that by adding the *-tu* suffix to the example sentences in (5)-(8), the meanings of the sentences change. The closest English translation of *-tu* is 'becoming'.

As with nouns, you need to use the *-tu* suffix to change the sentence to the future tense. All you need to do is attach the future tense suffix *-ne* to the *-tu* suffix. Consider the following examples.

Future Tense

- (9) *Uu seewa tutu'ulitune.*
'The flower will become pretty.'
- (10) *Empo wakilatune.*
'You will become skinny.'
- (11) *Chuu'u si ovetune.*
'The dog will become very lazy.'
- (12) *Pale si awitune.*
'The boy will become very chubby.'

By adding the *-ne* suffix after the *-tu* suffix we are able to show the adjective in the future tense.

It is also possible to make predicate adjectives past tense. Simply place the *-k* suffix after the *-tu* suffix. The following examples demonstrate past tense.

Past Tense

- (13) *Uu seewa tutu'ulituk.* 'The flower became pretty.'
 (14) *Ernesto wakilatuk.* 'Ernie became skinny'
 (15) *Chuu'u si ovetuk.* 'The dog became very lazy.'
 (16) *Pale si awituk.* 'The boy became very chubby.'

In the examples in (13)-(16), the past tense suffix *-k* was added to the *-tu* suffix and the sentence became past tense.

If you recall from the previous lesson on nouns as predicates, we can also use the *-kan* suffix, which roughly means 'was'. There is a difference between 'Hoan became skinny.' and 'Hoan was skinny'. Consider these examples.

In the Past

- (17) *Uu seewa si tutu'ulitukan.*
 'The flower was very pretty.'
 (18) *Raamon si wakilatukan.*
 'Ramon was very skinny (once)'
 (19) *Chuu'u si ovetukan.*
 'The dog was very lazy.'
 (20) *Pale si awitukan.*
 'The boy was very chubby.'

Basically, the *-kan* is saying that the subject was a certain way in the past and is not like that anymore, either

because the subject has changed (e.g. he lost weight) or, perhaps, because the subject has died. The *-k* suffix just says that the subject became a certain way in the past, but doesn't comment on whether he still is that way now.

Exercises

1. The following Hiaki sentences all have adjectives as predicates. Provide the correct English translation of each sentence. Don't forget to pay attention to the tense.

a) *Uusi ilitchitukan.*

b) *Sewa sikilitu.*

c) *Mario si tevetune.*

d) *Aapo suaktuk.*

2. Translate the English sentences below into Hiaki, being careful to use the correct suffix or suffixes on the predicate noun.

a) 'The dog is becoming very big'

b) 'The hat is new.'

c) 'She became pretty.'

d) 'Hoan will become lazy.'

Lesson 20

Negation**Vocabulary****Verbs:***putte* (shoot)*pohte* (boil)**Nouns:***manteeka* (lard)*woo'o* (mosquito)*vaa'am* (water)*eesuukim* (sugar ants)*pahko* (fiesta, ceremony, party)**Adjectives:***tata* (hot)*kia* (delicious)**Other expressions:***im* (here)

In this lesson we will introduce negation in Hiaki sentences. Negation makes a sentence negative.

In order to make a Hiaki sentence negative we need to use the negative marker *kaa*. The negative marker *kaa* is similar to the English word 'not'. An example of a negative sentence in English is, 'Hoan is not a farmer.' The negative marker *kaa* is usually put in front of the noun predicate, adjective predicate, or verb that it negates. Consider the following examples.

Noun Predicate

- | | |
|-------------------------------|------------------------------|
| (1) <i>Hoan kaa amureo.</i> | 'Hoan is not a hunter.' |
| (2) <i>Aapo kaa yi'ireo.</i> | 'He is not a dancer.' |
| (3) <i>Hamut kaa hitevi.</i> | 'The woman is not a healer.' |
| (4) <i>Mario kaa bwikreo.</i> | 'Mario is not a singer.' |

The examples above show the negative marker *kaa* negating the noun predicates. The negative marker must be placed ahead of the noun predicate that it negates.

Adjective predicates can also be negated by simply placing the negative marker *kaa* before the adjective predicate. The following examples illustrate this.

Adjective Predicate

- (5) *Uu seewa kaa tutu'uli.* 'The flower is not pretty.'
- (6) *Aapo kaa wakila.* 'He is not skinny.'
- (7) *Chuu'u kaa oove.* 'The dog is not lazy.'
- (8) *Pale kaa awi.* 'The boy is not chubby.'

Notice that the negative marker *kaa* is placed before the adjective predicate making the sentence negative.

The negative marker *kaa* can also make verb phrases negative. Again we need to place the negative marker *kaa* before the verb phrase. Consider the following examples. In (9-12), the verb is intransitive, so the negation simply appears before the verb.

Verb Phrase

- (9) *Hoan kaa vuite.* 'Hoan is not running.'
- (10) *Aapo kaa tekipanoa.* 'He is not working.'
- (11) *Wikichim kaa ne'e.* 'The birds are not flying.'
- (12) *Usim kaa yeewe.* 'The children are not playing.'

In (13-14), the verb is transitive, and the negation precedes the object, since the object and the verb together are the verb phrase.

(13) *Ume wikichim kaa ume wo'om bwa'e.*
 'The birds are not eating the mosquitoes.'

(14) *Ume ili usim kaa ume chivam suua.*
 'The little children are not caring for the goats.'

In (15-16), the negation precedes the PP, since the PP and the verb together make up the verb phrase.

(15) *Maria kaa Potameu noitine.*
 'Maria will not visit Potam.'

(16) *Uu ya'ut kaa pahkou siime.*
 'The leader is not going to the fiesta.'

Exercises

1. In this exercise you will practice making Hiaki sentences negative. Make the following Hiaki sentences negative. Remember that the negative marker *kaa* needs to be placed before the predicate - before the noun, adjective, or verb phrase it negates.

a) *Ricardo ye'e.*

b) *Uu kuchu si kia.*

c) *Aapo etleo.*

d) *Uu o'ou si teeve.*

e) *Inepo nooka.*

f) *Ernesto bwikreo.*

2. In this exercise translate the following English sentences to Hiaki.

a) 'The boys are not shooting.'

b) 'He is not a dancer.'

c) 'The lard is not hot.'

d) 'The dog is not chasing the cat.'

e) 'The water is not boiling.'

f) 'Sugar ants do not live here.'

Lesson 21

Yes-No Questions**Vocabulary****Verbs:***etapo* (open)*hivoo, hi'ivoo* (cook: intr., agentive)**Nouns:***yeye'eme* (dancer)*sakovai* (watermelon)**Other:***heewi* (yes)*e'e* (no)

Questions can be asked different ways depending on the kind of answer you want. We can separate questions into two groups, those which you would answer with a 'yes' or a 'no', and those asking for more information (such as *who* or *what*). In this lesson, we're going to look at the first kind, yes-no questions.

The most basic way of forming this kind of question in Hiaki is by using the question word *haisa*. By putting *haisa* at the beginning, you can turn any sentence into a yes-no question.

Haisa was introduced in Lesson 1 on Greetings. There, it meant 'how'. We will see that meaning of *haisa* again in Lesson 24.

- (1) *Aapo siika.*
'He/she left.'

Haisa aapo siika?
'Did he/she leave?'

- (2) *Uu pale uka yeye'emta vitchu.*
'The boy is looking at the dancer.'

Haisa uu pale uka yeye'emta vitchu?
'Is the boy looking at the dancer?'

- (3) *Empo aa etapok.*
'You opened it.'

We will learn about the short object pronoun *aa* in Lesson 26.

Haisa empo aa etapok?
'Did you open it?'

Although using *haisa* is the most basic way to make simple yes-no questions, there are other ways too. One other possibility is that you can use *rising intonation*. In this type of question, the order of words is the same as in a statement, but your voice rises at the end, giving it a questioning tone.

- (4) *Aapo siika?*
'He/she left?'
- (5) *Uu pale uka yeye'emta vitchu?*
'The boy looked at the dancer?'

Another alternative is that you make a statement, then add *heewi* at the end, with a rising, questioning tone, to ask if your statement is accurate.

- (6) *Aapo siika, heewi?*
'He/she left, yes?'
- (7) *Empo aa etapok, heewi?*
'You opened it, yes?'

This type of question is sometimes called a *tag question*.

In Hiaki, one can answer yes/no questions with *E'e!* for 'no' or *Heewi!* for 'yes'. Alternatively, to reply positively, you can simply repeat the sentence in non-question form. To reply negatively, you can repeat the sentence in a negative form, using *kaa* from Lesson 20.

Exercises

1. Change these Hiaki sentences into questions, using any or all of the strategies above.

- a) *Uu yo'owe hi'ivoone.*
'The elder will cook'

'Will the elder cook?'

- b) *Eme'e Mariata aniak.*
'You all helped Maria.'

'Did you all help Maria?'

- c) *Empo sakovaita tu'ule.*
'You like watermelon.'

'Do you like watermelon?'

- d) *Tuuka Hoana bwiikak.*
'Hoana sang yesterday.'

'Did Hoana sing yesterday?'

2. How would you ask the following questions in Hiaki?

- a) Did the boy chase the dog?

- b) Are you leaving?

- c) Did Hose see the bird?

d) Is Anabel standing there?

e) Will they sing tomorrow?

3. With a classmate, write a short conversation between two people. Each person should ask two or three yes-no questions, which the other person answers in turn. Use all of the question forms you learned in the lesson.

Q: _____

A: _____

Now practice asking and answering questions!

Lesson 22

Asking “What”

Vocabulary

Verbs:*hooa* (do)*teuwa* (say, acknowledge)**Nouns:***puato* (plate)*minaim* (cantaloupe)*nohim* (tamales)*hita* (something)**Other expressions:***hitaa* (what)*emposu* (and you?, what about you?)

In the previous lesson, we learned how to make questions which require a simple yes or no answer. In this lesson, we will start learning about Hiaki questions which ask for more information. We're going to begin with questions which ask *what*.

In Hiaki, the word that means *what* is *hitaa*. It is very important not to confuse the question word *hitaa* 'what' with *hita*, which means 'something'. Just as with *haisa*, the question word we learned last time, *hitaa* most often goes at the beginning of a question.

- (1) *Hitaa empo hinuk?*
'What did you buy?'
- (2) *Hitaa hamtek?*
'What broke?'

- (3) *Hitaa ama yeu siika?*
 'What happened there?'

Notice!

You might also hear people begin questions in Hiaki with the term *emposu*. Remember that *empo* is the Hiaki word for 'you (sg.)'. The suffix *-su* frequently shows up in questions. Look at the conversation below. In this example, *emposu* is used when asking a question in return.

Person A: *Hitaa empo hooa?*
 'What are you doing?'

Person B: *Nee tekipanoa. **Emposu**, hitaa empo hooa?*
 'I'm working. **And you**, what are you doing?'



Exercises

1. Translate the following English questions into Hiaki.

a) What are you cooking?

b) What are you all doing?

c) What did they see?

d) What broke?

2. Using the vocabulary list at the beginning of the lesson, think of some possible answers to the questions in (1). Write your answers to each question below, in Hiaki and in English.

a) Hiaki:

English:

b) Hiaki:

English:

c) Hiaki:

English:

d) Hiaki:

English:

3. Working with a partner, translate the following conversation into Hiaki, and practice it.

a) Person A: What are you eating?

b) Person B: I am eating tamales. And you,
 what are you eating?

c) Person A: I am eating cantaloupe.

4. Now, still working with your partner, compose three more short exchanges like the one in (3).

a) Person A:

b) Person B:

c) Person A:

d) Person A:

e) Person B:

f) Person A:

g) Person A:

h) Person B:

i) Person A:

Lesson 23

Asking “Who”

Vocabulary

Verbs:*chochona* (punch)**Nouns:***havée* (who)*hu'upa* (mesquite)*mochik* (tortoise)**Other expressions:***haivu* (already, still)

In this lesson, we will learn about Hiaki questions that ask who did something, and also questions which ask who something was done to. The Hiaki word which means ‘who’ is *havée*.

- (1) Q. *Havée eteho?*
‘Who is speaking?’
- A. *Hamut eteho.*
‘A woman is speaking.’
- (2) Q. *Havée ye’e?*
‘Who is dancing?’
- A. *Ume usim ye’e.*
‘The children are dancing.’

In previous lessons, we learned how to identify the subject and the object of a sentence. It is important to remember the difference between subject and object when you are forming questions that ask ‘who’ in Hiaki.

When *havée* is the subject of the sentence, it is normally the first word.

- (3) *Havée Ramonta vichak?*
'Who saw Ramon?'

When *havée* is the object of the sentence, it shows up in regular object position right before the verb, and with the object-marking suffix *-ta*.

- (4) *Uu mochik havéta vichak?*
'Who did the tortoise see?'

This is different from English, where the question word almost always goes at the beginning, whether it's replacing a subject or an object.

You could even use the two forms *havée* and *havéta* together, to ask 'who' of both the subject *and* the object of a sentence.

- (5) Q. *Havée havéta vichak?*
'Who saw who?'

A. *Isabella Ramonta vichak.*
'Isabella saw Ramon.'

- (6) Q. *Havée havéta chochonak?*
'Who punched who?'

A. *Uu wakila pale uka awi paleta chochonak.*
'The skinny boy punched the chubby boy.'

Exercises

1. Match the Hiaki questions with their English translations.

- | | | |
|----|-------------------------------|-----------------------|
| a) | <i>Havée enchi vichak?</i> | Who is chasing them? |
| b) | <i>Havée vempo'im hahase?</i> | Who are they chasing? |
| c) | <i>Vempo havéta hahase?</i> | Who did you see? |
| d) | <i>Empo havéta vichak?</i> | Who saw you? |

2. Translate the following Hiaki sentences into English

a) *Eme'e havéta vichak?*

b) *Havée hu'upau weye?*

c) *Empo havéta vitchu?*

3. Translate this Hiaki question into English.

Question: *Havée uka paleta hahase?*

4. Now, translate all of the English sentences below into Hiaki. Which of these sentences is the most likely answer to the question above? Circle the letter that corresponds to the best answer.

a) The boy is chasing a dog.

b) A man is chasing a dog.

c) A dog is chasing the boy.

d) The dog is chasing a man.

5. Translate these Hiaki questions into English.

Questions:

a) *Ume ili usim havéta suua?*

b) *Havée uka hamut yo'oweta into ume ili usim suua?*

c) *Havée ume ili usim suua?*

d) *Havée uka hamut yo'oweta suua?*

6. Now, translate the statement below. Decide which of the questions above the sentence is answering. Circle the letter in question (5) that corresponds to the question that this sentence is a good answer to.

Answer: *Uu hamut yo'owe ume ili usim suua.*

Lesson 24

Asking “Where”, “When” and “How”

Vocabulary

Verbs:*soota* (get paid)*yevih-* (arrive; singular stem)*yo'otu* (grow up)*yeu yoemtu* (be born)**Other expressions:***haisa* (how)*hakunsa, haksa* (where)*hakwo, hakwosa* (when)

Now that you know how to make yes-no questions, as well as questions that ask ‘what’ or ‘who’, let’s think about some of the other types of questions that you might want to ask. This lesson will focus on the way to ask about ‘where’, ‘when’ or ‘how’.

The full Hiaki word for ‘where’ is *hakunsa*:

- (1) *Hakunsa empo yeu yoemtuk?*
Where were you born?
- (2) *Hakunsa empo yo'otuk?*
Where did you grow up?

Although *hakunsa* is probably the most common form, you may also hear the word *haksa*, which also means ‘where’.

- (3) *Haksa empo tekipanoa?*
Where do you work?

The word for ‘when’ is *hakwo* or *hakwosa*.

Exercises

1. Translate the following English questions into Hiaki.

a) How do I cook this?

b) Where are the beans sitting?

c) When will you cook it?

2. Translate the following Hiaki questions into English.

a) *Hakunsa empo siika?*

b) *Hakwosa empo simne?*

c) *Haisa empo aman yevihne?*

d) *Hakunsa empo yo'otuk?*

e) *Hakwosa empo im bwiara'apo yepsak?*

3. Now, working with a partner, practice asking and answering all these questions in Hiaki!

Unit Four

Pronouns and Pronunciation

Section 7

25. Short Forms of Subject Pronouns
26. Short Forms of Object Pronouns
27. Possessive Pronouns
28. Reflexive Pronouns

Section 8

29. Vowel Length
30. Pitch Accent
31. Glottals and Echo Vowels
32. Sound Changes

Lesson 25

Short Forms of Subject Pronouns**Vocabulary****Nouns:***rettrato* (picture)*vistam* (movie)

In Section 2, you learned that Hiaki has different types of *pronouns*. Pronouns are words that stand in for nouns or noun phrases in a sentence. Recall that Hiaki has different forms of pronouns depending on whether they are representing the subject or the object of the sentence.

For each full pronoun which represents the subject of a sentence, there is a corresponding *short form*.

full pronoun	short form	
(1) <i>inepo</i>	<i>ne</i>	I
(2) <i>itepo</i>	<i>te</i>	we
(3) <i>empo</i>	<i>ee</i>	you
(4) <i>eme'e</i>	<i>'em</i>	you all
(5) <i>aapo</i>	NONE	he/she/it
(6) <i>vempo</i>	<i>im</i>	they

When there is no subject pronoun present, you usually interpret the subject as *he/she* or *it*.

The short forms do the same job as the full pronouns — they are a different way to refer to the same person. You can use either a full pronoun OR a short form, to mean the same thing:

(7) *Inepo enchi vitchu.*
 I you looking.at
 'I am looking at you.'

(8) *Enchi ne vitchu.*
 You I looking.at
 'I am looking at you.'

There are some differences with using short form pronouns instead of full pronouns in this way.

You may also hear these short forms being referred to as *clitics*.

Short forms are not really full words and can't stand alone, but are dependent on another word in the sentence, so they must always come *after* some other word. In this way, Hiaki

short form subjects are like English *contractions*, which are also shortened forms of words. When they occur, they must have another word to 'lean on', as in the examples below:

(9) Do **not** → don't
 (10) Where **have** → where've
 (11) You **will** → you'll
 (12) I **am** → I'm

In English, the dependent contraction is usually marked with an apostrophe.

Notice that in the English contraction examples, the two parts are written as a single word, with an apostrophe but no spaces between them. The Hiaki short form subjects are usually written with a space, as you can see in example (13).

(13) *Ume usim te aníak.*
 'We helped the children.'

Notice!

When the subject is a short form, it must come after some other word, so using a short form instead of a full pronoun can change the order of the parts of the sentence.

<i>Inepo</i>	<i>enchi</i>	<i>vitchu.</i>
Subject	Object	Verb
'I am looking at you.'		

<i>Enchi</i>	<i>ne</i>	<i>vitchu.</i>
Object	Subject	Verb
'I am looking at you.'		

Subject short forms can follow all different kinds of words, including verbs, nouns, adverbs, and full pronouns, but they usually follow the first word or phrase in the sentence.

Tuuka te sahak.
'Yesterday **we** left.'

Hiva ne tekipanoa.
'I am always working.'

Apo'ik ne vichak.
'I saw him/her.'

Ume vistam ee vichak?
'Did **you** see the movie?'



Like the English contractions, Hiaki short form pronouns are short and unemphasized, and they take attention away from the person being referred to. In some situations it is

more natural to use a full pronoun. In the example in (14), the important information is *who* is doing the looking, and so the full form *inepo* is used.

(14) Question: *Havée nee vitchu?*
'Who is looking at me?'

Answer: *Inepo enchi vitchu.*
'I am looking at you.'

But in the example in 15, the looker is no longer the important thing, in fact we already know who it is, and so it's natural to use a short form.

(15) Question: *Havéta empo vitchu?*
'Who(m) are you looking at?'

Answer: *Enchi ne vitchu.*
'I am looking at you.'

Exercises

1. Circle the correct translation.

- a) *Tuuka ne tekipanoak.*
 i) Yesterday we worked.
 ii) Yesterday you worked.
 iii) Yesterday I worked.
 iv) Yesterday they worked.
- b) *Uka chu'uta ee hahase.*
 i) The dog is chasing you (singular).
 ii) You all are chasing the dog.
 iii) The dog is chasing them.
 iv) You (singular) are chasing the dog.
- c) *Uka usita im mahta.*
 i) They are teaching the child.
 ii) S/he is teaching the child.
 iii) You all are teaching the child.
 iv) I am teaching the child.

2. For each sentence below, replace the full subject pronoun with the appropriate short form. The first one is done for you.

- a) *Vempo ume usim aníak.*
*Ume usim **im** aníak*

- b) *Aapo uka misita vichak.*

- c) *Aman eme'e ye'e.*

- d) *Yoóko itepo pahkopo bwikne.*

e) *Empo itom vitchu.*

3. For the next group of sentences, replace the subject short forms with the appropriate full pronouns.

a) *Hoanta 'em chochonak.*

b) *Aman im yahine.*

c) *Uka hamutta aníane.*

d) *Pahkopo te ye'eka.*

4. Use your new Hiaki vocabulary to write 5 new sentences!

a) _____

b) _____

c) _____

d) _____

e) _____

Lesson 26

Short Forms of Object Pronouns**Vocabulary****Verbs:***suke* (scratch)*susukuk* (scratched: past tense)**Nouns:***yuku* (rain)

In the last section we saw that subject pronouns can be replaced by a short form. In this lesson we will learn about short forms that represent objects, which behave quite differently to the subject short forms.

Hiaki has only two object short forms. They are third person pronouns, used to refer to people who are not directly participating in the conversation.

	full pronoun	short form	
(1)	<i>apo'ik</i>	<i>aa</i>	<i>him/her</i>
(2)	<i>vempo'im</i>	<i>am</i>	<i>them</i>

Remember!

There are no short forms of the object pronouns which mean *me*, *us*, *you* or *you all*.



Object short forms also differ from subjects in how they relate to the words around them. Remember that subject short forms are dependent on the word in front of them. Object short forms are always written as independent words, and are always found right before the verb in the sentence.

(3) *Empo am aníane.*
 'You will help **them**.'

(4) *Inepo retrratopo aa vichak.*
 'I saw **her** in a picture.'

Just as with the subjects, you might choose to use an object short form instead of a full pronoun in some situations.

(5) *Question: Havéta empo vichak?*
 Who(m) did you see?
Answer: Apo'ik ne vichak.
her I saw
 I saw **her**.

In example (5), the important piece of information is the person who was seen, the object, so a full pronoun is used to represent *her*, and the subject - the person who saw - is less important, and is represented with a short form.

(6) *Question: Havée apo'ik vichak?*
 Who saw her?
Answer: Inepo aa vichak.
I her saw
 I saw her.

But in example (6), even though the meaning is the same, it is the subject - the one who saw - who is important, and so a full pronoun is used to represent that person. The less important information - the one who was seen - is represented by a short form.

Exercises

1. For each sentence below, replace the object noun phrase or full pronoun with the appropriate short form.

a) *Jason ume usim aníane.*

b) *Ume chu'um apo'ik hahase.*

c) *Itepo vempo'im retrratopo vichak.*

d) *Vempo ume chu'um intok misim vitchu.*

e) *Maria Hoseta mahtak.*

2. Translate the following Hiaki sentences into English.

a) *Peo aa vitchu.*

b) *Tuuka te am aníak.*

c) *Aman empo am vichak.*

d) *Uu miisi aa susukuk.*

3. For each question below, compose an answer, and decide whether it is more appropriate to use a short form or a full pronoun object.

a) *Havée vempo'im hahase?*

Who is chasing them?

(Answer: He is chasing them.)

b) *Maria havéta hi'ibwatuak?*

Who did Maria feed?

(Answer: She fed them.)

c) *Havée Hoanta chochonak?*

Who punched Hoan?

(Answer: Hose punched him.)

d) *Havéta eme'e vichak?*

Who did you all see?

(Answer: We saw her.)

4. Use your new Hiaki vocabulary to write 3 new sentences!

a) _____

b) _____

c) _____

Lesson 27

Possessive Pronouns**Vocabulary****Verbs:***nake* (care about)*yo'ore* (respect)**Nouns:***yo'owam* (elders)*huuvi* (wife)*waasa* (field)*kuuna* (husband)*maara* (daughter of a man)

In this lesson we will learn about a set of pronouns which show possession in Hiaki. *Possessive pronouns* are always paired with a noun, which is the thing that is owned or possessed. Here is a set of examples:

Hiaki	English
(1) <i>in kari</i>	my house
(2) <i>itom kari</i>	our house
(3) <i>em kari</i>	your house
(4) <i>enchim kari</i>	you all's house
(5) <i>aa kariwa</i>	his/her house
OR <i>apo'ik kari</i>	his/her house
(6) <i>vempo'im kari</i>	their house

Some of the other pronouns above should look familiar to you. The words for 'our', 'you-all's' and 'their' all have the *same form* as the object pronouns which correspond to them - 'us', 'you-all', and 'them'. Similarly, the words for 'his/her' have *two* possible forms in Hiaki, one of which, *apo'ik*, is the same as the object form. You may hear both *apo'ik kari* and *aa kariwa* used to mean 'his/her house'.

Another very important thing to notice is that in one of the examples meaning “his/her house” the pronoun has two parts. Both the word *aa*, which comes before the possessed thing, and the suffix *-wa* which is added to the end of it, are necessary to show possession here. A possessed thing can be the subject of a sentence:

- (7) *Aa huviawa wasau siika.*
 ‘**His wife** went to the field.’

huuvi becomes
huvia- when the
 possessive suffix
-wa is added.

Or it can be the object of a sentence:

- (8) *Hoan aa huviawata nake.*
 ‘Hoan cares for **his wife**.’

Notice that in these examples the object-marking suffix *-ta* occurs after the possessive *-wa*. When the possessed thing is plural, the plural suffix *-m* also occurs after *-wa*.

- (9) *Aa chivawam*
 His goats

Exercises

1. Translate the following English sentences into Hiaki.

a) My cat is scratching me.

b) His daughter is singing.

c) I fed your dogs.

d) Her goats are looking at me.

e) You all's house is very big.

2. Translate the following Hiaki sentences into English.

a) *Hoan into Maria vempo'im karita vitchu.*

b) *Apo'ik chuu'u itom hahase.*

c) *Itepo itom yo'owam yo'ore.*

d) *Inepo em retrratom vichak.*

e) *Lily aa kunawata anía.*

3. Match the Hiaki subject and object pronouns with their English translations in the other column.

<i>itom chuu'u</i>	You all's dog
<i>enchim chuu'u</i>	Your dog
<i>em chuu'u</i>	His/her dog
<i>vempo'im chuu'u</i>	Our dog
<i>in chuu'u</i>	Their dog
<i>aa chu'uwa</i>	My dog

4. Use your new Hiaki vocabulary to write 5 new sentences!

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Lesson 28

Reflexive Pronouns

Vocabulary		
Verbs:		
<i>te'ebwa</i> (lick)	<i>supetua</i> (dress)	<i>vekta</i> (shave)
Nouns:		
<i>haamuchim</i> (women)		
Other expressions:		
<i>ko'okosi</i> (painfully)	<i>kat</i> (don't)	

In this lesson, we will learn about *reflexive pronouns* in Hiaki. A reflexive pronoun is used when the object of a sentence is the same as the subject, as in this sentence:

- (1) *Hoan au yo'ore.*
Hoan respects **himself**.

In English, reflexive pronouns always have the suffix *-self* attached to them. In Hiaki, reflexive pronouns usually end in *-o*. They are short forms, and although they *behave* like objects, many of them *look* similar to the subject pronouns that they correspond with.

Subject	Reflexive
(2) <i>inepo</i> I	<i>ino</i> myself
(3) <i>itepo</i> we	<i>ito</i> ourselves
(4) <i>empō</i> you	<i>emo</i> yourself
(5) <i>eme'e</i> you all	<i>emo</i> yourselves
(6) <i>aapo, a'apo</i> he/she	<i>au</i> himself/herself
(7) <i>vempo</i> they	<i>emo</i> themselves

Notice that *emo* can mean either ‘yourself’, ‘yourselves’, or ‘themselves’. This isn’t confusing, however, because the reflexive always means the same person as the subject. So, by looking at the subject, you can figure out which is the correct translation for *emo*.

(8) *Empo emo chuktak.*
 You yourself cut
 “You cut yourself.”

(9) *Eme’e emo chuktak.*
 You.all yourselves cut
 “You all cut yourselves.”

(10) *Vempo emo chuktak.*
 They themselves cut
 “They cut themselves.”

Reflexive pronouns are a kind of *object* pronoun, and so they appear right before the verb.

(11) *Inepo hiva ino suua.*
 I always myself take.care.of
 “I always take care of myself.”

Exercises

1. Circle the correct translation.

- a) *Empo retratopo emo vichak.*
 i) They saw themselves in a picture.
 ii) You saw yourself in a picture.
- b) *Uu chukui miisi au te'ebwa.*
 i) The black cat is licking itself.
 ii) The black cat is licking him/her.
- c) *Eme'e emo aniak.*
 i) You helped yourself.
 ii) You all helped yourselves.
- d) *Peo into Hose emo suua.*
 i) Pete and Hose take care of themselves
 ii) Pete and Hose take care of yourselves.
- e) *Uu hamut apo'ik supetua.*
 i) The woman is dressing herself.
 ii) The woman is dressing him/her.

2. What is the correct reflexive pronoun to use in each sentence below? Write it into the blank.

- a) The women dressed themselves.
Ume haamuchim _____ supetuak.
- b) I am scratching myself.
Inepo _____ suke.
- c) We saw ourselves in a picture.
Itepo retratopo _____ vichak.

d) Don't hurt yourself.
Kat ee ko'okosi _____ hooa.

e) Santos shaves himself.
Santos _____ vekvekta.

3. The following Hiaki sentences all contain at least one mistake. Write the correct sentence in the space provided.

a) *Itepo ino suua.*

 We take care of ourselves.

b) *Emo vempo supetuak.*

 They dressed themselves.

c) *Eme'e empo anía.*

 You all help yourselves.

d) *A'apo emo chuktak.*

 She cut herself.

e) *Empo enchi susukuk.*

 You scratched yourself.

4. Use your new Hiaki vocabulary to write 3 new sentences!

a) _____

b) _____

c) _____

Lesson 29

Vowel Length

Vocabulary		
Verbs:		
<i>viika</i> (rot)	<i>koova</i> (win)	<i>huuha</i> (pass gas)
Nouns:		
<i>hekk</i> a (canopy)	<i>heek</i> a (wind)	<i>vika</i> (arrowhead)
<i>kova</i> (head)	<i>amu</i> (grandchild; feminine)	



In this lesson we will look at vowel length. There are two different vowel lengths in Hiaki. There are short vowels that are spelled with one vowel and are pronounced in a short period of time. There are also long vowels that are spelled with double vowels and are pronounced for a longer period of time. It is very important to pay attention to vowel length because it can change the meaning of the word. Consider the following examples.

Short vowel	Long vowel
(1) <i>amu</i> (grandchild; femine)	<i>aamu</i> (hunt)
(2) <i>hekk</i> a (canopy)	<i>heek</i> a (wind)
(3) <i>vika</i> (arrowhead)	<i>viika</i> (rot)
(4) <i>kova</i> (head)	<i>koova</i> (win)

Notice that in the examples above vowel length changes the meaning of the word completely. It is important for Hiaki language learners to pay close attention to the length of the vowels to avoid confusing or offending someone.

In addition, words with long vowels are sometimes pronounced with short vowels in certain conditions. One such condition is when a suffix which includes a vowel is

added to the word. For example, if *-ta* (a suffix which includes a vowel) is added to *miisi* (a word with a long vowel), the result is *misita* (the long vowel is now short). This is just a change in the pronunciation of the word and does not change the meaning.

Exercises

1. Practice pronouncing each example above slowly at first and then at a natural pace. Remember to pronounce the short vowel in a short period of time and the long vowels twice as long.
2. In the dictionary, search for word pairs that are similar to the examples above. Make sure that the only difference is that one word has a short vowel and the other has a long vowel in the same place. They also should have different meanings.

Lesson 30

Pitch Accent**Vocabulary****Verbs:***wíuta* (wave)*wiúta* (tear down)*ká'ate* (build)**Nouns:***ánia* (world)*váchia* (seed)*bwichía* (smoke)**Adjective:***yó'oko* (spotted)**Other Expressions:***vachía* (go ahead)

In this lesson we will explain pitch accent in Hiaki. Pitch accent is when you place more emphasis on one vowel than on the others. Something similar happens in English. For example, in the word 'desert', which means a dry desolate region, there are two vowels in the word and the first 'e' is stressed more. In contrast, in the English word 'dessert', which means a sweet food that is eaten after a meal, the second 'e' is pronounced with more emphasis.

Most words in Hiaki have a vowel that requires more emphasis. It is usually the first one. However, in some words the emphasis appears on the second vowel, as we have seen for the word *havée*, 'who', in Lesson 23 above. When it helps to disambiguate between two otherwise similar words, the pitch accent is represented by the accent marker on the vowel that needs to be stressed, as in *á*, *é*, *í*, *ó*, *ú*. Consider the list of examples:

First vowel	Second Vowel
(1) <i>ánia</i> (world)	<i>anía</i> (to help)
(2) <i>yó'oko</i> (spotted)	<i>yoóko</i> (tomorrow)
(3) <i>bwíchia</i> (worm)	<i>bwichúa</i> (smoke)
(4) <i>váchia</i> (seed)	<i>vachúa</i> (go ahead)
(5) <i>ká'ate</i> (to build)	<i>kaáte</i> (to travel)
(6) <i>wíuta</i> (wave)	<i>wiúta</i> (tear down)

Notice that two words can look the same but depending upon what vowel you stress the meaning can change completely. It is important to pronounce the pitch accent correctly because it can confuse the person that you are talking to. Similar to English, when the word requires more emphasis, the tone of your voice usually goes up. Steady practice will help you pronounce these types of words correctly.

Also, it is important to memorize which words have accent on the second syllable by listing them in your notebook. Listen closely to your teacher's pronunciation to be sure you are accenting the correct syllable of new words!

Remember!

Stressed vowels in English are often pronounced more loudly. In contrast, in Hiaki, the pitch accented vowels are pronounced more with a higher pitch, but not so much additional loudness.



Exercises

1. Practice pronouncing the words listed in the Vocabulary bubble above. Remember to stress the vowel with the accent marker more than the vowel without it.
2. In your dictionary, look for words pairs that look similar but have the pitch accent marker in different places. Write them down and practice pronouncing them.
3. Form pairs with other students, practice saying the words and have your partner guess which one you are pronouncing.

Lesson 31

Glottals and Echo Vowels

Vocabulary

Verbs:*chupa* (finish)*uva* (bathe: intransitive)*uvva* (bathe: transitive)*kiima* (bring in: pl. object)*yoore* (heal)

In this lesson we will look at glottals and echo vowels. You may recall that the glottal is a stopping of the flow of air in your throat in between two vowels, similar to the English sound in the middle of the exclamation 'oh-oh'. Also recall that the glottal is considered a consonant in Hiaki and is represented by the apostrophe '. A glottal can occur in noun, adjective, and verb. An example would be in the Hiaki word *ye'e*, which means 'to dance'. You pronounce the first 'e' separately from the second 'e' after the glottal.

Glottals are also a part of an important process in Hiaki called echo vowels. Echo vowels have glottals and usually occur at the end of a word when a suffix is added. In some words which end with a vowel before a suffix is attached, the final vowel must be copied and a glottal is placed in between the new vowel and the old. Consider the following examples.

Word	Word with suffix
(1) <i>chupa</i> (finish)	<i>chupa'ane</i> (will finish)
(2) <i>uva</i> (bathe)	<i>uva'atua</i> (make someone bathe)
(3) <i>bwa'e</i> (to eat)	<i>bwa'aka</i> (ate)
(4) <i>kiima</i> (bring in)	<i>kima'ane</i> (will bring in)
(5) <i>yoore</i> (heal)	<i>yore'ene</i> (will heal)

Notice that these examples start out with one final vowel and when a suffix is added the vowel is copied and a glottal placed in between. You can think of this process like an echo, thus the term 'echo vowel'. Plenty of practice is required to pronounce the glottal and echo vowels. This process only happens with certain words and certain suffixes. It is like a special combining form. Review Lesson 11 on stems and combining forms and add "echo vowel stems" as a type of combining form in your journal.

Exercises

1. Practice the examples above and remember to block the air in the throat in between the echo vowels. It may help to say the English word 'oh-oh' a few times before each example. You have notice some words like this in your word journal.

Look for similar words in the dictionary that require echo vowels when a suffix is added. Write them down and practice them daily.

Lesson 32

Sound Changes**Vocabulary****Nouns:***laveleo* (violinist)*malit* (fawn)*siktaout* (red racer snake)*tuivit* (killdeer, sandpiper)*tevat* (patio)**Adjectives:***siari* (green)

In this lesson we will consider some sound changes in Hiaki. Some sounds change in words when they are plural. Some sounds change when people are speaking affectionately or derogatory about a person or situation.

Changing the final *t* in a word to *ch*:

One of the main sound changes that you have already seen in Hiaki is triggered when you make some nouns plural. Singular nouns that end in [t] change when they are made plural. The [t] is changed to [ch] and the plural suffix [-im] is added. You may want to reread the chapter on making nouns plural. Consider the following examples:

	Singular	Plural	English
(1)	<i>wiikit</i>	<i>wikichim</i>	'bird'
(2)	<i>vaakot</i>	<i>vakochim</i>	'snake'
(3)	<i>tevat</i>	<i>tevachim</i>	'patio'
(4)	<i>malit</i>	<i>malichim</i>	'fawn'
(5)	<i>tuivit</i>	<i>tuivichim</i>	'killdeer'
(6)	<i>siktaout</i>	<i>siktaouchim</i>	'red racer'

Notice that in the examples above, the singular nouns end with a [t] and change to [ch] when made plural. This is a common sound change rule in Hiaki which also happens in other contexts. For example, when the word *ket* 'still' is followed by the second person subject clitic *ee*, the *-t* in *ket* changes to *ch-*, giving *ketche* as in *Ketche allea?* 'You still happy?'

Changing *l* to *r*:

Another common sound change in Hiaki is between [l] and [r]. When an [l] is used in some words, it can sound affectionate or positive. In contrast, when an [r] is used in the same word, it can sound negative or derogatory. The following examples illustrate this.

Positive	Negative
(7) <i>sikili</i> (pretty red)	<i>sikiri</i> (ugly red)
(8) <i>tu'ule</i> (to like)	<i>tu'ure</i> (to not like)
(9) <i>siali</i> (pretty green)	<i>siari</i> (ugly green)
(10) <i>laveleo</i> (violinist)	<i>lavereo</i> (less respected violinist)

Note that in some sentences the [l] denotes positive connotations and the [r] indicates a negative one. The difference usually applies to adjectives but can also be used with verbs.

Exercises

Practice these sound changes and memorize the rules. Also look in the dictionary for other examples and practice them.

Appendix: Detailed Consonant Pronunciation Guide

In this appendix, we describe each consonant of Hiaki in more detail, and give a precise description of the actual mechanics of producing the sounds precisely. We also give some of the technical terms that linguists use to describe these sounds.

- p The Hiaki “p” is similar to the “p” in Spanish, as in *pelo* ‘hair’. The Hiaki sounds [p], [t], and [k] are produced with no (or very slight) aspiration, like the [p], [t], [k] sounds of Spanish. ‘Aspiration’ is the puff of air that can come after a consonant, especially in English. In English, the sounds [p], [t], and [k] have strong aspiration, as in the word *pit*. Interestingly, these English sounds can be both *aspirated* and *unaspirated* depending on where they are in a word. In the word *pot*, the [p] is aspirated. In the word *spot*, however, the [p] is unaspirated (like it is in Hiaki and Spanish) because it follows an [s] sound. Compare these English words: *pit* v. *spit*, *paid* v. *spade*, *Pam* v. *spam*. Linguists call this Hiaki [p] a voiceless, unaspirated, bilabial stop.
- t This sound, like [p] and [k], is produced with no (or little) aspiration. The “t” is a dental sound, which means the tip of the tongue is placed against the upper teeth when pronounced. This makes the Hiaki [t] similar to the dental [t] in Spanish. A Hiaki example is *tóha* ‘to bring’.
- k In Hiaki, the “k” sound is also produced with no aspiration, similar to “k” sound in Spanish *cuatro* “four” and English *ski*. An Hiaki example of this

sound is in the word *káwi* “mountain”. Linguists call this sound a voiceless, unaspirated, velar stop.

- v The letter “v” indicates a slightly different sound than it does in English. Phonetically, this sound is written as [β]. You can make the [β] sound by putting your lips close together, but not close enough that they touch. Then as you blow air outward, make sure that you are voicing the sound by vibrating your vocal chords. This sound occurs in Spanish, written as “b” or “v”, whenever “b” and “v” occur between vowels, as in the words *abajo* [aβaho] ‘down’ and *huevos* [weβos] ‘eggs’. This sound does not occur in English. Linguists call [β] a voiced, bilabial fricative. It is in the Hiaki word *vátwe* “river”.
- bw In Hiaki, the [b^w] sound is in the word, *bwiika* ‘to sing’. This sound is made by rounding the lips after a “b” sound is made. Linguists call this sound a voiced, rounded, bilabial stop. It is written as *bw* in the Hiaki language. While this particular combination of “bw” does not occur in Spanish, something similar to this sound occurs in the word *poetisa* [pwetisa] meaning ‘poetess’. In English, [b^w] occurs in very few words such as *subway* and *Ojibwa*.
- ch This sound is in Spanish *charca* ‘pond’ and English *cheek*. It is what linguists call a voiceless, alveopalatal affricate.
- s This sound in Hiaki is similar to the “s” sound in both English and Spanish. It is made by placing your tongue tip against the upper gum ridge. Linguists call this sound a voiceless, alveolar

fricative [s]. An example is in the Hiaki word *síka* 'to go'.

- l The "l" in Hiaki is made by placing the tip of the tongue against the upper front teeth and allowing the air to flow over the sides of the tongue just like the "l" sound in Spanish and English. A good Hiaki example of this sound is *lovolai* "round". Linguists call this sound a voiced, lateral liquid [l]. Remember that you can switch between [l] and [r] in Hiaki to indicate positive and neutral/negative feelings, respectively!
- w This sound in Hiaki is made by rounding the lips the same way it is made in English. This sound is in the Hiaki words *wépul* "one" and *wá'ate* "remember". Linguists call this sound a voiced, bilabial approximant, [w].
- y The "y" sound in Hiaki is like the sound in Spanish *pollo* "chicken" and in English *yes*. This sound is made with the middle of the tongue rising up to the hard palate. The "y" sound is very common in the Hiaki language; *yukú* "rain" and *yéyena* "to smoke excessively" are examples of Hiaki words containing this sound. Linguists call this sound a voice, palatal approximant [j].
- r The Hiaki "r" sound is made by quickly "flapping" the tip of the tongue once against the upper gum ridge. In English, it sounds something like the "t" in *water*. In Spanish, it sounds like the "r" in *pero* "but". An example of a Hiaki word using [r] is *kári* "house. Linguists call this sound a voiced, alveolar flap. Remember that you can switch between [l] and [r] in Hiaki to indicate positive and neutral/negative feelings, respectively!

- m The “m” sound is like that of English and Spanish *mesa*. It occurs in *momóli* “to mature” in Hiaki. Linguists call this a voiced, bilabial nasal.
- n The “n” sound is similar to the “n” sound found in English and Spanish. It is made by pressing the tip of the tongue against the upper gum ridge. This sound is in *naáwa* “root” and *né* “I”. Linguists call this sound a voiced, alveolar nasal.
- h The “h” in Hiaki can be found in the word *hínu* “to buy” and *hahase* “to chase”. It is similar to the “h” sound in English *hope* and the Spanish “j” sound in *jovent* “young person”. Linguists call this sound a voiceless, glottal fricative, [h].
- hi This sound, phonetically written as [h], is produced like a whispered “y” sound. This sound occurs in a few English words such as *hue* and *huge*. Linguists call this a voiceless, palatal fricative. It occurs in several Hiaki words such as *hiovila* “try”, *hiapsi* “heart, soul, spirit”, and, most notably, *Hiaki*.
- ' This sound is important in Hiaki, and it behaves just like any other consonant in the Hiaki language. This sound is made by closing, then releasing the vocal chords. In English, for example, the sound can be heard when someone says “Uh-oh!”. In Hiaki, this ['] sound can be heard in the words *vá'awa* “juice”, *muú'u* “owl” and *'o'ou* “man”. Linguists call this sound a glottal stop. Please note that in quick speech, this sound can be very reduced, so much that it might almost seem like it's not there.

Glossary of Hiaki words used in this volume

Below the words from the "Vocabulary" boxes in this volume are listed, together with their part of speech, their definition, and the page and lesson number in which each word was introduced.

The definitions given below are very simple glosses intended to give a very basic idea of the meanings of the words. For more complete definitions, examples illustrating usage, and combining forms, please consult Molina, Valenzuela and Shaul's "Yoeme-English Yoeme Standard Dictionary".¹

A

a'akta (<i>v., tr.</i>) butt (like a goat)	Lesson 6
a'apo, aapo (<i>subj. pn.</i>) he, she	Lesson 5
a'apo'ik (<i>obj. pn.</i>) him, her	Lesson 6
aa (<i>obj. pn.</i>) him, her (short form of <i>apo'ik</i>)	Lesson 26
aa (<i>det.</i>) his, her (with <i>-wa</i> suffix)	Lesson 27
aache (<i>v., intr.</i>) laugh; grin, smile	Lesson 5
aamu (<i>v., tr. intr.</i>) hunt	Lesson 3
aapo'ik (<i>obj. pn.</i>) him, her	Lesson 6
allea (<i>adj.</i>) happy, content; lively, exciting	Lesson 1
am (<i>obj. pn.</i>) them (short form of <i>vempo'im</i>)	Lesson 26
aman (<i>adv.</i>) there	Lesson 17
amu (<i>n.</i>) grandchild: feminine	Lesson 29
amureo (<i>n.</i>) hunter	Lesson 17
anía (<i>v., tr.</i>) help, aid, assist	Lesson 1
ánia (<i>n.</i>) world	Lesson 30

¹ Abbreviations:

adj. = adjective
adv. = adverb
conj. = conjunction
det. = determiner
indef. = indefinite
intrj. = interjection
n. = noun

obj. = object
pn. = pronoun
q. = question
refl. = reflexive
subj. = subject
v., intr. = intransitive verb
v., tr. = transitive verb

apo'ik (<i>obj. pn.</i>) him, her	Lesson 6
apo'ik (<i>det.</i>) his, her	Lesson 27
aso'ola (<i>n.</i>) baby	Lesson 10
au (<i>refl. pn.</i>) himself, herself	Lesson 28
awi (<i>adj.</i>) fat, chubby, also pregnant	Lesson 13

Bw

bwa'am (<i>n.</i>) food	Lesson 9
bwa'e (<i>v., tr.</i>) eat	Lesson 7
bwaana (<i>v., intr.</i>) cry	Lesson 11
bwalko (<i>adj.</i>) soft (to touch)	Lesson 14
bwasa (<i>v., tr.</i>) cook, bake	Lesson 5
bwe'u (<i>adj.</i>) big, also pregnant	Lesson 13
bwia (<i>n.</i>) dirt	Lesson 15
bwiara (<i>n.</i>) a country	Lesson 15
bwíchia (<i>n.</i>) worm	Lesson 7
bwichía (<i>n.</i>) smoke	Lesson 30
bwiika (<i>v., intr.</i>) sing	Lesson 3
bwikreo (<i>n.</i>) singer	Lesson 18
bwise (<i>v., tr.</i>) catch; pass, hand to; capture, arrest	Lesson 8

Ch

chanía (<i>contraction</i>) <i>enchi anía</i> 'help you'	Lesson 1
chepte (<i>v., intr.</i>) jump, take a step, hop	Lesson 12
chiiva (<i>n.</i>) goat	Lesson 5
chikul (<i>n.</i>) mouse	Lesson 7
chiokoe (<i>contraction</i>) <i>enchi hiokoe</i> 'bless you'	Lesson 1
chochona (<i>v., tr.</i>) punch	Lesson 23
chukta (<i>v., tr.</i>) cut with knife or saw	Lesson 8
chukui (<i>adj.</i>) black	Lesson 13
chupa (<i>v., tr.</i>) finish; fulfill a vow; get married; create	Lesson 31
chuu'u (<i>n.</i>) dog	Lesson 2

E

'em (<i>subj. pn.</i>) you all (short form of <i>eme'e</i>)	Lesson 25
e'e (<i>adv.</i>) no	Lesson 21
e'ete (<i>v., intr.</i>) belch, burp	Lesson 11
ea (<i>v., intr.</i>) rely/depend on someone	Lesson 15
ee (<i>subj. pn.</i>) you (plural; short form of <i>empo</i>)	Lesson 25

eesuukim (<i>n.</i>) sugar ants	Lesson 20
em (<i>det.</i>) your	Lesson 27
eme'e (<i>subj. pn.</i>) you all	Lesson 5
emo (<i>refl. pn.</i>) yourself, yourselves, themselves	Lesson 28
empo (<i>subj. pn.</i>) you (singular)	Lesson 5
emposu (<i>phrase</i>) and you?, what about you?	Lesson 22
enchanía (<i>contraction</i>) enchi anía 'help you'	Lesson 1
enchi (<i>obj. pn.</i>) you (singular)	Lesson 1, 6
enchim (<i>obj. pn.</i>) you all	Lesson 6
enchim (<i>det.</i>) you all's (your pl.)	Lesson 27
enchiokoe (<i>contraction</i>) enchi hiokoe 'bless you'	Lesson 1
etapo (<i>v., tr.</i>) open	Lesson 21
eteho (<i>v., intr.</i>) speak, talk	Lesson 15
etehoreo (<i>n.</i>) storyteller	Lesson 12
etleo (<i>n.</i>) farmer	Lesson 18

H

ha'abwa (<i>v., tr.</i>) stand (things) up: plural obj.	Lesson 10
ha'abwek (<i>v., intr.</i>) be standing: plural subj.	Lesson 10
ha'amu (<i>v., tr.</i>) climb	Lesson 8
haamuchim (<i>n.</i>) women	Lesson 28
hahase (<i>v., tr.</i>) chase, pursue; follow a road	Lesson 6
haisa (<i>q. adv.</i>) how	Lesson 1, 24
haisiuwa (<i>contraction</i>) haisa hiuwa 'is anything being said?'	Lesson 1
haivu (<i>adv.</i>) already, still	Lesson 23
hakunsa, haksá (<i>q. adv.</i>) where	Lesson 24
hakwo, hakwosa (<i>q. adv.</i>) when	Lesson 24
hamta (<i>v., tr.</i>) break, shatter (something)	Lesson 9
hamte (<i>v., intr.</i>) break	Lesson 12
hamut (<i>n.</i>) woman	Lesson 7
hapte (<i>v., intr.</i>) stand up: plural subj.	Lesson 10
havée (<i>q. pn.</i>) who	Lesson 23
he'e (<i>v., tr. intr.</i>) drink	Lesson 3
heeka (<i>n.</i>) wind	Lesson 29
heewi (<i>adv.</i>) yes	Lesson 21
hekka (<i>n.</i>) canopy	Lesson 29
hi'ibwa (<i>v., intr.</i>) eat	Lesson 5
hi'ibwatua (<i>v., tr.</i>) feed	Lesson 5

hiia (<i>v., intr.</i>) say, make a sound; be named; sound a certain way; marks quoted speech	Lesson 16
hinu (<i>v., tr.</i>) buy	Lesson 9
hiohte (<i>v., tr. intr.</i>) write	Lesson 3
hiokoe (<i>v., tr.</i>) forgive one, confess, bless	Lesson 1
hita (<i>n.</i>) something	Lesson 22
hitaa (<i>q. pn.</i>) what	Lesson 22
hitevi (<i>n.</i>) healer	Lesson 18
hiuwa (<i>v., intr.</i>) people are saying, it is being said that ...	Lesson 1
hiva (<i>adv.</i>) always	Lesson 16
hivoa, hi'ivoa (<i>v., intr.</i>) cook (agentive)	Lesson 21
ho'ak (<i>v., intr.</i>) live, dwell, reside	Lesson 17
hoa (<i>v., tr.</i>) put down, place: plural obj.	Lesson 10
hooa (<i>v., tr.</i>) do, make	Lesson 22
hooka (<i>v., intr.</i>) be sitting, be situated: plural subj.	Lesson 10
hoohte (<i>v., intr.</i>) get up: plural subj.	Lesson 10
hooye (<i>v., intr.</i>) sit down: plural subj., present tense	Lesson 10
hu'upa (<i>n.</i>) mesquite	Lesson 23
huevena (<i>adj.</i>) many	Lesson 14
hunu, hunu'u (<i>subj. det.</i>) that (emphatic)	Lesson 6
hunuen (<i>adv.</i>) in that way	Lesson 16
husai (<i>adj.</i>) brown	Lesson 13
huuha (<i>v., intr.</i>) pass gas	Lesson 29
huuvi (<i>n.</i>) wife	Lesson 27
huweetem (<i>n.</i>) toys	Lesson 9
huya (<i>n.</i>) tree	Lesson 8

I

í'i (<i>subj. det.</i>) this (emphatic)	Lesson 4
ii (<i>subj. det.</i>) this	Lesson 4
ika (<i>obj. det.</i>) this	Lesson 8
ili (<i>adj.</i>) small, little, few	Lesson 8
ilitchi (<i>adj.</i>) small	Lesson 13
im (<i>adv.</i>) here	Lesson 20
im (<i>subj. pn.</i>) they (short form of <i>vempo</i>)	Lesson 25
ime (<i>subj. det.; obj. det.</i>) these	Lesson 4, 8
in (<i>det.</i>) my	Lesson 27
inepo (<i>subj. pn.</i>) I	Lesson 5
ino (<i>refl. pn.</i>) myself	Lesson 28

into, intok (<i>conj.</i>) and	Lesson 10
itepo (<i>subj. pn.</i>) we	Lesson 5
ito (<i>refl. pn.</i>) ourselves	Lesson 28
itom (<i>obj. pn.</i>) us	Lesson 6
itom (<i>det.</i>) our	Lesson 27

K

ká'ate (<i>v., tr.</i>) build	Lesson 30
kaa (<i>adv.</i>) not	Lesson 1
kaáte (<i>v., intr.</i>) go, walk, travel: plural subj.	Lesson 10
kari (<i>n.</i>) house	Lesson 13
kat (<i>adv.</i>) don't	Lesson 28
katek (<i>v., intr.</i>) be sitting, be situated: singular subj.	Lesson 10, 17
kava'i (<i>n.</i>) horse	Lesson 13
kawi (<i>n.</i>) mountain	Lesson 8
kawis (<i>n.</i>) fox	Lesson 4
ke'e (<i>v., tr.</i>) bite	Lesson 7
kecha (<i>v., tr.</i>) stand (something) up: singular obj.	Lesson 10
ket (<i>adv.</i>) also, still	Lesson 1
ketche (<i>contraction</i>) ket ee 'you still'	Lesson 1
kia (<i>adj.</i>) delicious	Lesson 20
kiale (<i>v., tr.</i>) like, prefer, relish, find tasty	Lesson 5
kiima (<i>v., tr.</i>) bring in: plural obj.	Lesson 10, 31
kiimu (<i>v., intr.</i>) enter: plural subj.	Lesson 10
kikte (<i>v., intr.</i>) stand up: singular subj.	Lesson 10
kivacha (<i>v., tr.</i>) bring in: singular obj.	Lesson 10
kivake (<i>v., intr.</i>) enter: singular subj.	Lesson 10
ko'okosi (<i>adv.</i>) painfully	Lesson 28
ko'ovo'e (<i>n.</i>) turkey	Lesson 6
koche (<i>v., intr.</i>) be asleep, sleep	Lesson 4
koko (<i>v., intr.</i>) die: plural subj.	Lesson 10
kome'ela (<i>adj.</i>) short	Lesson 14
koova (<i>v., tr.</i>) beat, win, defeat; gain, earn	Lesson 29
koowi (<i>n.</i>) pig	Lesson 10
kotta (<i>v., tr.</i>) break	Lesson 12
kova (<i>n.</i>) head	Lesson 29
kovanao (<i>n.</i>) governor	Lesson 11
kuchu (<i>n.</i>) fish	Lesson 3
kuchureo (<i>n.</i>) fisherman	Lesson 18
kuuna (<i>n.</i>) husband	Lesson 27

L

laveleo (<i>n.</i>) violinist	Lesson 32
linlinta (<i>v., tr.</i>) pet, caress	Lesson 13
Lios (<i>n.</i>) God	Lesson 1
livrom (<i>n.</i>) books	Lesson 8
loktor (<i>n.</i>) doctor	Lesson 18

M

maachil (<i>n.</i>) scorpion	Lesson 2
maara (<i>n.</i>) daughter of a man	Lesson 27
maaso (<i>n.</i>) deer	Lesson 3
mahta (<i>v., tr.</i>) teach	Lesson 6
mahtawame (<i>n.</i>) student	Lesson 18
malit (<i>n.</i>) fawn	Lesson 32
mana (<i>v., tr.</i>) set, stand	Lesson 16
mane (<i>v., intr.</i>) sit	Lesson 16
manteeka (<i>n.</i>) lard	Lesson 20
mata'e (<i>n.</i>) kit fox	Lesson 7
me'a (<i>v., tr.</i>) kill: singular obj.	Lesson 10
meesa (<i>n.</i>) table	Lesson 13
miika (<i>v., tr.</i>) give; serve food	Lesson 7
miisi (<i>n.</i>) cat	Lesson 2
minaim (<i>n.</i>) cantaloupe	Lesson 22
mochik (<i>n.</i>) tortoise	Lesson 23
moera (<i>adj.</i>) old (of things), worn out, tattered	Lesson 13
moosen (<i>n.</i>) sea turtle	Lesson 2
move'i (<i>n.</i>) hat	Lesson 19
muteka (<i>n.</i>) pillow	Lesson 14
muuke (<i>v., intr.</i>) die: singular subj.	Lesson 10
muunim (<i>n.</i>) beans	Lesson 5

N

na'aso (<i>n.</i>) orange	Lesson 9
naavo (<i>n.</i>) prickly pear cactus	Lesson 8
nake (<i>v., tr.</i>) care about/for, want, love, cherish	Lesson 27
namaka (<i>adj.</i>) hard (to the touch)	Lesson 14
ne (<i>subj. pn.</i>) I (short form of <i>inepo</i>)	Lesson 25
ne'e (<i>v., intr.</i>) fly	Lesson 9

nee (<i>obj. pn.</i>) me	Lesson 6
nohim (<i>n.</i>) tamales	Lesson 22
noite (<i>v., intr.</i>) visit	Lesson 15
nooka (<i>v., intr.</i>) talk, gossip; (<i>v, tr.</i>) read	Lesson 3
notta (<i>v., tr.</i>) return	Lesson 15

O

o'ou (<i>n.</i>) man	Lesson 3
ofisiina (<i>n.</i>) office	Lesson 15
omta (<i>v., tr.</i>) dislike, hate, detest, be angry at	Lesson 8
oora (<i>n.</i>) hour	Lesson 15
oove (<i>adj.</i>) lazy	Lesson 19
ota (<i>n.</i>) bone	Lesson 12
ousei (<i>n.</i>) mountain lion	Lesson 7

P

paanim (<i>n.</i>) bread	Lesson 15
pahko (<i>n.</i>) ceremony; social gathering, fiesta, party	Lesson 20
pale (<i>n.</i>) boy	Lesson 3
pohte (<i>v., intr.</i>) boil	Lesson 20
pomta (<i>v., tr.</i>) sip	Lesson 11
pomte (<i>v., intr.</i>) take a sip, take a drink	Lesson 11
poona (<i>v., tr.</i>) strike, knock; mash, shred; play (instrument, radio, phonograph)	Lesson 12
posoim (<i>n.</i>) posole	Lesson 13
puato (<i>n.</i>) plate	Lesson 22
putte (<i>v., intr.</i>) shoot bow or a gun	Lesson 20
puusim (<i>n.</i>) eyes, glasses	Lesson 9

R

rehte (<i>v., intr.</i>) walk around: plural subj.	Lesson 10
rettrato (<i>n.</i>) picture	Lesson 25

S

sahak (<i>v., intr.</i>) went, left: plural subj.	Lesson 10
saka (<i>v., intr.</i>) go, leave: plural subj., present tense	Lesson 10
sakovai (<i>n.</i>) watermelon	Lesson 21
sauwa (<i>v., tr.</i>) use	Lesson 14
sawai (<i>adj.</i>) yellow	Lesson 14

seenu (<i>indef. pn.</i>) one; someone, another	Lesson 15
seewa (<i>n.</i>) flower	Lesson 19
semalulukut (<i>n.</i>) hummingbird	Lesson 2
si (<i>adv.</i>) very	Lesson 4
siali (<i>adj.</i>) green	Lesson 14
siari (<i>adj.</i>) green (positive variant <i>siali</i>)	Lesson 32
siika (<i>v., intr.</i>) went, left: singular subj.	Lesson 10
siime (<i>v., intr.</i>) go: singular subj., present tense	Lesson 10
sikili (<i>adj.</i>) red	Lesson 14
siktavut (<i>n.</i>) red racer snake	Lesson 32
sochik (<i>n.</i>) bat	Lesson 2
soota (<i>v., intr.</i>) get paid	Lesson 24
soto'i (<i>n.</i>) pot	Lesson 10
sua (<i>v., tr.</i>) kill: plural obj.	Lesson 10
suak (<i>adj.</i>) clever, smart, shrewd	Lesson 19
suavusa'i (<i>adj.</i>) smart	Lesson 14
suke (<i>v., tr.</i>) scratch	Lesson 26
supetua (<i>v., tr.</i>) dress	Lesson 28
susukuk (<i>v., tr.</i>) scratched: past tense	Lesson 26
suua (<i>v., tr.</i>) take care of	Lesson 6

T

taavu (<i>n.</i>) bunny	Lesson 4
taawe (<i>n.</i>) hawk	Lesson 2
tahka'im (<i>n.</i>) tortilla, tortillas	Lesson 8
taho'ori (<i>n.</i>) clothes	Lesson 9
tahta (<i>v., tr.</i>) touch; bump into, hit with an impact	Lesson 15
tata (<i>adj.</i>) hot	Lesson 20
te (<i>subj. pn.</i>) we (short form of <i>itepo</i>)	Lesson 25
te'ebwa (<i>v., tr.</i>) lick	Lesson 28
teeve (<i>adj.</i>) tall	Lesson 13
tekipanoa (<i>v., intr.</i>) work	Lesson 3
tekipanoareo (<i>n.</i>) worker	Lesson 18
temu (<i>v., tr.</i>) kick	Lesson 17
tenku (<i>v., intr.</i>) dream	Lesson 9
tenne (<i>v., intr.</i>) run: plural subj.	Lesson 4, 10
teput (<i>n.</i>) flea	Lesson 4
teta (<i>n.</i>) rock	Lesson 13
teuwa (<i>v., tr.</i>) say; acknowledge	Lesson 22
tevat (<i>n.</i>) patio	Lesson 32

tevaure (<i>adj.</i>) hungry	Lesson 4
tevote (<i>v., intr.</i>) send greetings	Lesson 15
to'oka (<i>v., intr.</i>) be lying down: plural subj., past tense	Lesson 10
to'ote (<i>v., intr.</i>) lie down: plural subj., present tense	Lesson 10
toloko (<i>adj.</i>) pale blue, gray	Lesson 14
tonom (<i>n.</i>) knee	Lesson 15
tosai (<i>adj.</i>) white	Lesson 13
toto'i (<i>n.</i>) chicken	Lesson 2
tovokta (<i>v., tr.</i>) pick up; take over	Lesson 9
tu'i (<i>adj.</i>) good, clear (understandable), correct	Lesson 1
tu'ule (<i>v., tr.</i>) like (variant of <i>tu'ure</i>)	Lesson 14
tu'ute (<i>v., tr.</i>) fix, repair, mend; clean up	Lesson 9
tuiuit (<i>n.</i>) killdeer, sandpiper	Lesson 32
tutu'uli (<i>adj.</i>) pretty	Lesson 4
tuuka (<i>adv.</i>) yesterday	Lesson 5

U

u'u (<i>subj. det.</i>) the (singular; emphatic)	Lesson 4
uchi (<i>adv.</i>) again	Lesson 16
uka (<i>obj. det.</i>) the (singular)	Lesson 8
ume (<i>subj. det.; obj. det.</i>) the (plural)	Lesson 4, 8
uu (<i>subj. det.</i>) the (singular)	Lesson 4
uusi (<i>n.</i>) child	Lesson 3
uva (<i>v., intr.</i>) bathe	Lesson 31
uvva (<i>v., tr.</i>) bathe	Lesson 31

V

vaa'am (<i>n.</i>) water	Lesson 20
vaakot (<i>n.</i>) snake	Lesson 2
vaaso (<i>n.</i>) glass (for drinking)	Lesson 9
vachía (<i>intrj.; adv.</i>) go ahead; first	Lesson 30
váchia (<i>n.</i>) seed	Lesson 30
vahume (<i>v., intr.</i>) swim	Lesson 3
vaksia (<i>v., tr.</i>) wash	Lesson 9
vanko (<i>n.</i>) bench	Lesson 17
vat (<i>adv.</i>) first	Lesson 10
vatat (<i>n.</i>) small green frog	Lesson 12
vekta (<i>v., tr.</i>) shave	Lesson 28
vemela (<i>adj.</i>) new, innovative	Lesson 13

vempo (<i>subj. pn.</i>) they	Lesson 5
vempo'im (<i>obj. pn.</i>) them	Lesson 6
vempo'im (<i>det.</i>) their	Lesson 27
vepsu (<i>v., tr.</i>) spank	Lesson 8
vesuma (<i>v., tr.</i>) peel	Lesson 9
vicha (<i>v., tr.</i>) see; oversee, direct, manage	Lesson 6
viika (<i>v., intr.</i>) rot, spoil, decay; be infected	Lesson 29
vika (<i>n.</i>) arrowhead	Lesson 29
vistam (<i>n.</i>) movie	Lesson 25
vitchu (<i>v., tr.</i>) watch, look at; observe	Lesson 7
vo'oka (<i>v., intr.</i>) be lying down:	
singular subj., past tense	Lesson 10
vo'ote (<i>v., intr.</i>) lie down: singular subj., present tense	Lesson 10
voovicha (<i>v., intr.</i>) wait for, await	Lesson 15
vuite (<i>v., intr.</i>) run: singular subj.	Lesson 10

W

wa'a (<i>subj. det.</i>) that (yonder; emphatic)	Lesson 4
waa (<i>subj. det.</i>) that (yonder)	Lesson 4
waakas (<i>n.</i>) cow	Lesson 6
waasa (<i>n.</i>) field	Lesson 27
waka (<i>obj. det.</i>) that (yonder)	Lesson 8
wakia (<i>adj.</i>) dry, dried	Lesson 13
wakila (<i>adj.</i>) skinny, lean, weak, withered, frail	Lesson 19
wako'i (<i>n.</i>) griddle	Lesson 9
wame (<i>subj. det.; obj. det.</i>) those yonder	Lesson 4, 8
watte (<i>v., intr.</i>) fall (down): plural subj.	Lesson 10
weama (<i>v., intr.</i>) walk around: singular subj.	Lesson 10
weche (<i>v., intr.</i>) fall (down): singular subj.	Lesson 10
weye (<i>v., intr.</i>) go, walk, travel: singular subj.	Lesson 10
weyek (<i>v., intr.</i>) be standing: singular subj.	Lesson 10
wiikit (<i>n.</i>) bird	Lesson 2
wiúta (<i>v., tr.</i>) tear down, demolish; spend	Lesson 30
wíuta (<i>v., tr.</i>) wave	Lesson 30
wo'i (<i>n.</i>) coyote	Lesson 4
womwomta (<i>v., tr.</i>) scare	Lesson 6
woo'o (<i>n.</i>) mosquito	Lesson 20

Y

ya'ut (<i>n.</i>) leader	Lesson 11
yaha (<i>v., intr.</i>) arrive: plural subj.	Lesson 10
ye'e (<i>v., intr.</i>) dance	Lesson 3
yecha (<i>v., tr.</i>) put down, place: singular obj.	Lesson 10
yeesa (<i>v., intr.</i>) sit down: singular subj., present tense	Lesson 10
yeewe (<i>v., intr.</i>) play	Lesson 3
yehte (<i>v., intr.</i>) get up: singular subj.	Lesson 10
yepsa (<i>v., intr.</i>) arrive: singular subj.	Lesson 10
yeu yoemtu (<i>v., intr.</i>) be born	Lesson 24
yevih- (<i>v., intr.</i>) arrive: singular stem	Lesson 24
yeye'eme (<i>n.</i>) dancer	Lesson 21
yi'ireo (<i>n.</i>) dancer	Lesson 18
yó'oko (<i>adj.</i>) spotted	Lesson 30
yo'ore (<i>v., tr.</i>) respect, venerate	Lesson 27
yo'otu (<i>v., intr.</i>) grow up, become adult	Lesson 24
yo'owam (<i>n.</i>) elders	Lesson 27
yo'owe (<i>n.</i>) elder, adult	Lesson 3
yoeria (<i>n.</i>) insect	Lesson 8
yoóko (<i>adv.</i>) tomorrow	Lesson 5
yoore (<i>v., intr.</i>) heal	Lesson 31
yossia (<i>v., intr.</i>) get hot	Lesson 9
yuku (<i>n.</i>) rain	Lesson 26

English-Hiaki Glossary

A

acknowledge (<i>v., tr.</i>) teuwa	Lesson 22
adult (<i>n.</i>) yo'owe	Lesson 3
again (<i>adv.</i>) uchi	Lesson 16
aid (<i>v., tr.</i>) anía	Lesson 1
already (<i>adv.</i>) haivu	Lesson 23
also (<i>adv.</i>) ket	Lesson 1
always (<i>adv.</i>) hiva	Lesson 16
and (<i>conj.</i>) into, intok	Lesson 10
and you? (<i>phrase</i>) emposu	Lesson 22
(be) angry at (<i>v., tr.</i>) omta	Lesson 8
another (<i>indef. pn.</i>) seenu	Lesson 15
arrest (<i>v., tr.</i>) bwise	Lesson 8
arrive (<i>v., intr.</i>) yepsa: singular subj.; yaha: plural subj.	Lesson 10
arrive (<i>v., intr.</i>) yevih-: singular stem	Lesson 24
arrowhead (<i>n.</i>) vika	Lesson 29
(be) asleep (<i>v., intr.</i>) koche	Lesson 4
assist (<i>v., tr.</i>) anía	Lesson 1
await (<i>v., intr.</i>) voovicha	Lesson 15

B

baby (<i>n.</i>) aso'ola	Lesson 10
bake (<i>v., tr.</i>) bwasa	Lesson 5
bat (<i>n.</i>) sochik	Lesson 2
bathe (<i>v., intr.</i>) uva	Lesson 31
bathe (<i>v., tr.</i>) uvva	Lesson 31
be angry at (<i>v., tr.</i>) omta	Lesson 8
be asleep (<i>v., intr.</i>) koche	Lesson 4
be born (<i>v., intr.</i>) yeu yoemtu	Lesson 24
be infected (<i>v., intr.</i>) viika	Lesson 29
be lying down (<i>v., intr.</i>) vo'oka: singular subj.; to'oka: plural subj.	Lesson 10
be named (<i>v., intr.</i>) hiia	Lesson 16
be sitting (<i>v., intr.</i>) katek: singular subj.; hooka: plural subj.	Lesson 10
be situated (<i>v., intr.</i>) katek: singular subj.; hooka: plural subj.	Lesson 10

be standing (<i>v., intr.</i>) weyek: singular subj; ha'abwek: plural subj.	Lesson 10
beans (<i>n.</i>) muunim	Lesson 5
beat (<i>v., tr.</i>) koova	Lesson 29
become adult (<i>v., intr.</i>) yo'otu	Lesson 24
belch (<i>v., intr.</i>) e'ete	Lesson 11
bench (<i>n.</i>) vanko	Lesson 17
big (<i>adj.</i>) bwe'u	Lesson 13
bird (<i>n.</i>) wiikit	Lesson 2
bite (<i>v., tr.</i>) ke'e	Lesson 7
black (<i>adj.</i>) chukui	Lesson 13
bless (<i>v., tr.</i>) hiokoe	Lesson 1
bless you (<i>contraction of "enchi hiokoe"</i>) enchiokoe, chiokoe	Lesson 1
blue (pale) (<i>adj.</i>) toloko	Lesson 14
boil (<i>v., intr.</i>) pohte	Lesson 20
bone (<i>n.</i>) ota	Lesson 12
books (<i>n.</i>) livrom	Lesson 8
(be) born (<i>v., intr.</i>) yeu yoemtu	Lesson 24
boy (<i>n.</i>) pale	Lesson 3
bread (<i>n.</i>) paanim	Lesson 15
break (<i>v., intr.</i>) hamte	Lesson 12
break (<i>v., tr.</i>) hamta, kotta	Lesson 9, 12
bring in (<i>v., tr.</i>) kivacha: singular obj; kiima: plural obj.	Lesson 10, 31
brown (<i>adj.</i>) husai	Lesson 13
build (<i>v., tr.</i>) ka'ate	Lesson 30
bump into (<i>v., tr.</i>) tahta	Lesson 15
bunny (<i>n.</i>) taavu	Lesson 4
burp (<i>v., intr.</i>) e'ete	Lesson 11
butt (like a goat) (<i>v., tr.</i>) a'akta	Lesson 6
buy (<i>v., tr.</i>) hinu	Lesson 9
C	
canopy (<i>n.</i>) hekka	Lesson 29
cantaloupe (<i>n.</i>) minaim	Lesson 22
capture (<i>v., tr.</i>) bwise	Lesson 8
care about/for (<i>v., tr.</i>) nake	Lesson 27
caress (<i>v., tr.</i>) linlinta	Lesson 13

cat (<i>n.</i>) miisi	Lesson 2
catch (<i>v., tr.</i>) bwise	Lesson 8
ceremony (<i>n.</i>) pahko	Lesson 20
chase (<i>v., tr.</i>) hahase	Lesson 6
cherish (<i>v., tr.</i>) nake	Lesson 27
chicken (<i>n.</i>) toto'i	Lesson 2
child (<i>n.</i>) uusi	Lesson 3
chubby (<i>adj.</i>) awi	Lesson 13
clean up (<i>v., tr.</i>) tu'ute	Lesson 9
clear (understandable (<i>adj.</i>) tu'i	Lesson 1
clever (<i>adj.</i>) suak	Lesson 19
climb (<i>v., tr.</i>) ha'amu	Lesson 8
clothes (<i>n.</i>) taho'ori	Lesson 9
confess (<i>v., tr.</i>) hiokoe	Lesson 1
content (<i>adj.</i>) allea	Lesson 1
cook (agentive) (<i>v., intr.</i>) hivoa, hi'ivoa	Lesson 21
cook (<i>v., tr.</i>) bwasa	Lesson 5
correct (<i>adj.</i>) tu'i	Lesson 1
country (<i>n.</i>) bwiara	Lesson 15
cow (<i>n.</i>) waakas	Lesson 6
coyote (<i>n.</i>) wo'i	Lesson 4
create (<i>v., tr.</i>) chupa	Lesson 31
cry (<i>v., intr.</i>) bwaana	Lesson 11
cut with knife or saw (<i>v., tr.</i>) chukta	Lesson 8

D

dance (<i>v., intr.</i>) ye'e	Lesson 3
dancer (<i>n.</i>) yi'ireo, yeye'eme	Lesson 18, 21
daughter of a man (<i>n.</i>) maara	Lesson 27
decay (<i>v., intr.</i>) viika	Lesson 29
deer (<i>n.</i>) maaso	Lesson 3
defeat (<i>v., tr.</i>) koova	Lesson 29
delicious (<i>adj.</i>) kia	Lesson 20
demolish (<i>v., tr.</i>) wiúta	Lesson 30
depend on someone (<i>v., intr.</i>) ea	Lesson 15
detest (<i>v., tr.</i>) omta	Lesson 8
die (<i>v., intr.</i>) muuke: singular subj.; koko: plural subj.	Lesson 10
direct (<i>v., tr.</i>) vicha	Lesson 6
dirt (<i>n.</i>) bwia	Lesson 15

dislike (<i>v., tr.</i>) omta	Lesson 8
do (<i>v., tr.</i>) hooa	Lesson 22
doctor (<i>n.</i>) loktor	Lesson 18
dog (<i>n.</i>) chuu'u	Lesson 2
don't (<i>adv.</i>) kat	Lesson 28
dream (<i>v., intr.</i>) tenku	Lesson 9
dress (<i>v., tr.</i>) supetua	Lesson 28
dried (<i>adj.</i>) wakia	Lesson 13
drink (<i>v., tr. intr.</i>) he'e	Lesson 3
dry (<i>adj.</i>) wakia	Lesson 13
dwell (<i>v., intr.</i>) ho'ak	Lesson 17

E

earn (<i>v., tr.</i>) koova	Lesson 29
eat (<i>v., intr.</i>) hi'ibwa	Lesson 5
eat (<i>v., tr.</i>) bwa'e	Lesson 7
elder (<i>n.</i>) yo'owe	Lesson 3
elders (<i>n.</i>) yo'owam	Lesson 27
enter (<i>v., intr.</i>) kivake: singular subj; kiimu: plural subj.	Lesson 10
exciting (<i>adj.</i>) allea	Lesson 1
eyes (<i>n.</i>) puusim	Lesson 9

F

fall (down) (<i>v., intr.</i>) weche: singular subj; watte: plural subj.	Lesson 10
farmer (<i>n.</i>) etleo	Lesson 18
fat (<i>adj.</i>) awi	Lesson 13
fawn (<i>n.</i>) malit	Lesson 32
feed (<i>v., tr.</i>) hi'ibwatua	Lesson 5
few (<i>adj.</i>) ili	Lesson 8
field (<i>n.</i>) waasa	Lesson 27
fiesta (<i>n.</i>) pahko	Lesson 20
find tasty (<i>v., tr.</i>) kiale	Lesson 5
finish (<i>v., tr.</i>) chupa	Lesson 31
first (<i>adv.</i>) vat, vachía	Lesson 10, 30
fish (<i>n.</i>) kuchu	Lesson 3
fisherman (<i>n.</i>) kuchureo	Lesson 18
fix (<i>v., tr.</i>) tu'ute	Lesson 9

flea (<i>n.</i>) teput	Lesson 4
flower (<i>n.</i>) seewa	Lesson 19
fly (<i>v., intr.</i>) ne'e	Lesson 9
follow a road (<i>v., tr.</i>) hahase	Lesson 6
food (<i>n.</i>) bwa'am	Lesson 9
forgive one (<i>v., tr.</i>) hiokoe	Lesson 1
fox (<i>n.</i>) kawis	Lesson 4
frail (<i>adj.</i>) wakila	Lesson 19
fulfill a vow (<i>v., tr.</i>) chupa	Lesson 31

G

gain (<i>v., tr.</i>) koova	Lesson 29
get hot (<i>v., intr.</i>) yossia	Lesson 9
get married (<i>v., tr.</i>) chupa	Lesson 31
get paid (<i>v., intr.</i>) soota	Lesson 24
get up (<i>v., intr.</i>) yehte: singular subj.;	
hoote: plural subj.	Lesson 10
give (<i>v., tr.</i>) miika	Lesson 7
glass (for drinking) (<i>n.</i>) vaaso	Lesson 9
glasses (<i>n.</i>) puusim	Lesson 9
go (<i>v., intr.</i>) siime: singular subj., present tense;	
saka: plural subj., present tense	Lesson 10
go (<i>v., intr.</i>) weye: singular subj.; kaáte: plural subj.	Lesson 10
go ahead (<i>intrj.</i>) vachía	Lesson 30
goat (<i>n.</i>) chiiva	Lesson 5
God (<i>n.</i>) Lios	Lesson 1
good (<i>adj.</i>) tu'i	Lesson 1
gossip (<i>v., intr.</i>) nooka	Lesson 3
governor (<i>n.</i>) kovanao	Lesson 11
grandchild (feminine) (<i>n.</i>) amu	Lesson 29
gray (<i>adj.</i>) toloko	Lesson 14
green (<i>adj.</i>) siali, siari (positive variant <i>siali</i>)	Lesson 14, 32
griddle (<i>n.</i>) wako'i	Lesson 9
grin (<i>v., intr.</i>) aache	Lesson 5
grow up (<i>v., intr.</i>) yo'otu	Lesson 24

H

hand to (<i>v., tr.</i>) bwise	Lesson 8
happy (<i>adj.</i>) allea	Lesson 1

hard (to the touch) (<i>adj.</i>) namaka	Lesson 14
hat (<i>n.</i>) move'i	Lesson 19
hate (<i>v., tr.</i>) omta	Lesson 8
hawk (<i>n.</i>) taawe	Lesson 2
he (<i>subj. pn.</i>) a'apo, aapo	Lesson 5
head (<i>n.</i>) kova	Lesson 29
heal (<i>v., intr.</i>) yoore	Lesson 31
healer (<i>n.</i>) hitevi	Lesson 18
help (<i>v., tr.</i>) anía	Lesson 1
help you (<i>contraction of "enchi anía"</i>) enchanía, chanía	Lesson 1
her (<i>det.</i>) aa (with <i>-wa</i> suffix), apo'ik	Lesson 27
her (<i>obj. pn.</i>) apo'ik, aapo'ik, a'apo'ik, aa	Lesson 6, 26
here (<i>adv.</i>) im	Lesson 20
herself (<i>refl. pn.</i>) au	Lesson 28
him (<i>obj. pn.</i>) apo'ik, aapo'ik, a'apo'ik, aa	Lesson 6, 26
himself (<i>refl. pn.</i>) au	Lesson 28
his (<i>det.</i>) aa (with <i>-wa</i> suffix), apo'ik	Lesson 27
hit with an impact (<i>v., tr.</i>) tahta	Lesson 15
hop (<i>v., intr.</i>) chepte	Lesson 12
horse (<i>n.</i>) kava'i	Lesson 13
hot (<i>adj.</i>) tata	Lesson 20
hour (<i>n.</i>) oora	Lesson 15
house (<i>n.</i>) kari	Lesson 13
how (<i>q. adv.</i>) haisa	Lesson 1, 24
hummingbird (<i>n.</i>) semalulukut	Lesson 2
hungry (<i>adj.</i>) tevaure	Lesson 4
hunt (<i>v., tr. intr.</i>) aamu	Lesson 3
hunter (<i>n.</i>) amureo	Lesson 17
husband (<i>n.</i>) kuuna	Lesson 27

I

I (<i>subj. pn.</i>) inepo, ne	Lesson 5, 25
in that way (<i>adv.</i>) hunuen	Lesson 16
(be) infected (<i>v., intr.</i>) viika	Lesson 29
innovative (<i>adj.</i>) vemela	Lesson 13
insect (<i>n.</i>) yoeria	Lesson 8
is anything being said? (<i>contraction of "haisa hiiwa"</i>) haisiuwa	Lesson 1
it is being said that ... (<i>v., intr.</i>) hiiwa	Lesson 1

J

jump (*v., intr.*) chepte Lesson 12

K

kick (*v., tr.*) temu Lesson 17
 kill (*v., tr.*) me'a: singular obj.; sua: plural obj. Lesson 10
 killdeer (*n.*) tuiivit Lesson 32
 kit fox (*n.*) mata'e Lesson 7
 knee (*n.*) tonom Lesson 15
 knock (*v., tr.*) poona Lesson 12

L

lard (*n.*) manteeka Lesson 20
 laugh (*v., intr.*) aache Lesson 5
 lazy (*adj.*) oove Lesson 19
 leader (*n.*) ya'ut Lesson 11
 lean (*adj.*) wakila Lesson 19
 leave (*v., intr.*) siime: singular subj., present tense;
 saka: plural subj., present tense Lesson 10
 left (*v., intr.*) siika: singular subj.; sahak: plural subj. Lesson 10
 lick (*v., tr.*) te'ebwa Lesson 28
 lie down (*v., intr.*) vo'ote: singular subj., present tense;
 to'ote: plural subj., present tense Lesson 10
 like (*v., tr.*) kiale, tu'ule (variant of *tu'ure*) Lesson 5, 14
 little (*adj.*) ili Lesson 8
 live (*v., intr.*) ho'ak Lesson 17
 lively (*adj.*) allea Lesson 1
 look at (*v., tr.*) vitchu Lesson 7
 love (*v., tr.*) nake Lesson 27
 (be) lying down (*v., intr.*) vo'oka: singular subj.;
 to'oka: plural subj. Lesson 10

M

make (*v., tr.*) hooa Lesson 22
 make a sound (*v., intr.*) hiia Lesson 16
 man (*n.*) o'ou Lesson 3

manage (<i>v., tr.</i>) vicha	Lesson 6
many (<i>adj.</i>) huevena	Lesson 14
mash (<i>v., tr.</i>) poona	Lesson 12
me (<i>obj. pn.</i>) nee	Lesson 6
mend (<i>v., tr.</i>) tu'ute	Lesson 9
mesquite (<i>n.</i>) hu'upa	Lesson 23
mosquito (<i>n.</i>) woo'o	Lesson 20
mountain (<i>n.</i>) kawi	Lesson 8
mountain lion (<i>n.</i>) ousei	Lesson 7
mouse (<i>n.</i>) chikul	Lesson 7
movie (<i>n.</i>) vistam	Lesson 25
my (<i>det.</i>) in	Lesson 27
myself (<i>refl. pn.</i>) ino	Lesson 28

N

(be) named (<i>v., intr.</i>) hiia	Lesson 16
new (<i>adj.</i>) vemela	Lesson 13
no (<i>adv.</i>) e'e	Lesson 21
not (<i>adv.</i>) kaa	Lesson 1

O

observe (<i>v., tr.</i>) vitchu	Lesson 7
office (<i>n.</i>) ofisiina	Lesson 15
old (<i>adj.</i>) moera (of things, not people)	Lesson 13
one (<i>indef. pn.</i>) seenu	Lesson 15
open (<i>v., tr.</i>) etapo	Lesson 21
orange (<i>n.</i>) na'aso	Lesson 9
our (<i>det.</i>) itom	Lesson 27
ourselves (<i>refl. pn.</i>) ito	Lesson 28
oversee (<i>v., tr.</i>) vicha	Lesson 6

P

painfully (<i>adv.</i>) ko'okosi	Lesson 28
party (<i>n.</i>) pahko	Lesson 20
pass (<i>v., tr.</i>) bwise	Lesson 8
pass gas (<i>v., intr.</i>) huuha	Lesson 29
patio (<i>n.</i>) tevat	Lesson 32
peel (<i>v., tr.</i>) vesuma	Lesson 9

people are saying (<i>v., intr.</i>) hiuwa	Lesson 1
pet (<i>v., tr.</i>) linlinta	Lesson 13
pick up (<i>v., tr.</i>) tovokta	Lesson 9
picture (<i>n.</i>) retrrato	Lesson 25
pig (<i>n.</i>) koowi	Lesson 10
pillow (<i>n.</i>) muteka	Lesson 14
place (<i>v., tr.</i>) yecha: singular obj.; hoa: plural obj.	Lesson 10
plate (<i>n.</i>) puato	Lesson 22
play (instrument, radio, phonograph) (<i>v., tr.</i>) poona	Lesson 12
play (<i>v., intr.</i>) yeewe	Lesson 3
posole (<i>n.</i>) posoim	Lesson 13
pot (<i>n.</i>) soto'i	Lesson 10
prefer (<i>v., tr.</i>) kiale	Lesson 5
pregnant (<i>adj.</i>) awi, bwe'u	Lesson 13
pretty (<i>adj.</i>) tutu'uli	Lesson 4
prickly pear cactus (<i>n.</i>) naavo	Lesson 8
punch (<i>v., tr.</i>) chochona	Lesson 23
pursue (<i>v., tr.</i>) hahase	Lesson 6
put down (<i>v., tr.</i>) yecha: singular obj.; hoa: plural obj.	Lesson 10

R

rain (<i>n.</i>) yuku	Lesson 26
read (<i>v., tr.</i>) nooka	Lesson 3
red (<i>adj.</i>) sikili	Lesson 14
red racer snake (<i>n.</i>) siktavut	Lesson 32
relish (<i>v., tr.</i>) kiale	Lesson 5
rely on someone (<i>v., intr.</i>) ea	Lesson 15
repair (<i>v., tr.</i>) tu'ute	Lesson 9
reside (<i>v., intr.</i>) ho'ak	Lesson 17
respect (<i>v., tr.</i>) yo'ore	Lesson 27
return (<i>v., tr.</i>) notta	Lesson 15
rock (<i>n.</i>) teta	Lesson 13
rot (<i>v., intr.</i>) viika	Lesson 29
run (<i>v., intr.</i>) vuite: singular subj.; tenne: plural subj.	Lesson 4, 10

S

sandpiper (<i>n.</i>) tuivit	Lesson 32
say (<i>v., intr.</i>) hiia	Lesson 16
say (<i>v., tr.</i>) teuwa	Lesson 22

scare (<i>v., tr.</i>) womwomta	Lesson 6
scorpion (<i>n.</i>) maachil	Lesson 2
scratch (<i>v., tr.</i>) suke	Lesson 26
scratched (<i>v., tr.</i>) susukuk: past tense	Lesson 26
sea turtle (<i>n.</i>) moosen	Lesson 2
see (<i>v., tr.</i>) vicha	Lesson 6
seed (<i>n.</i>) váchia	Lesson 30
send greetings (<i>v., intr.</i>) tevote	Lesson 15
serve food (<i>v., tr.</i>) miika	Lesson 7
set (<i>v., tr.</i>) mana	Lesson 16
shatter (something) (<i>v., tr.</i>) hamta	Lesson 9
shave (<i>v., tr.</i>) vekta	Lesson 28
she (<i>subj. pn.</i>) a'apo, aapo	Lesson 5
shoot bow or a gun (<i>v., intr.</i>) putte	Lesson 20
short (<i>adj.</i>) kome'ela	Lesson 14
shred (<i>v., tr.</i>) poona	Lesson 12
shrewd (<i>adj.</i>) suak	Lesson 19
sing (<i>v., intr.</i>) bwiika	Lesson 3
singer (<i>n.</i>) bwikreo	Lesson 18
sip (<i>v., tr.</i>) pomta	Lesson 11
sit (<i>v., intr.</i>) mane	Lesson 16
sit down (<i>v., intr.</i>) yeesa: singular subj., present tense; hooye: plural subj., present tense	Lesson 10
(be) sitting (<i>v., intr.</i>) katek: singular subj.; hooka: plural subj.	Lesson 10
(be) situated (<i>v., intr.</i>) katek: singular subj.; hooka: plural subj.	Lesson 10
skinny (<i>adj.</i>) wakila	Lesson 19
sleep (<i>v., intr.</i>) koche	Lesson 4
small (<i>adj.</i>) ili, ilitchi	Lesson 8, 13
small green frog (<i>n.</i>) vatat	Lesson 12
smart (<i>adj.</i>) suavusa'i, suak	Lesson 14, 19
smile (<i>v., intr.</i>) aache	Lesson 5
smoke (<i>n.</i>) bwichía	Lesson 30
snake (<i>n.</i>) vaakot	Lesson 2
social gathering (<i>n.</i>) pahko	Lesson 20
soft (to touch) (<i>adj.</i>) bwalko	Lesson 14
someone (<i>indef. pn.</i>) seenu	Lesson 15
something (<i>n.</i>) hita	Lesson 22
sound a certain way (<i>v., intr.</i>) hiia	Lesson 16

spank (<i>v., tr.</i>) vepsu	Lesson 8
speak (<i>v., intr.</i>) eteho	Lesson 15
spend (<i>v., tr.</i>) wiúta	Lesson 30
spoil (<i>v., intr.</i>) viika	Lesson 29
spotted (<i>adj.</i>) yó'oko	Lesson 30
stand (<i>v., tr.</i>) mana	Lesson 16
stand (something) up (<i>v., tr.</i>) kecha: singular obj.;	
ha'abwa: plural obj.	Lesson 10
stand up (<i>v., intr.</i>) kikte: singular subj.;	
hapte: plural subj.	Lesson 10
(be) standing (<i>v., intr.</i>) weyek: singular subj.;	
ha'abwek: plural subj.	Lesson 10
still (<i>adv.</i>) ket, haivu	Lesson 1, 23
storyteller (<i>n.</i>) etehoreo	Lesson 12
strike (<i>v., tr.</i>) poona	Lesson 12
student (<i>n.</i>) mahtawame	Lesson 18
sugar ants (<i>n.</i>) eesuukim	Lesson 20
swim (<i>v., intr.</i>) vahume	Lesson 3

T

table (<i>n.</i>) meesa	Lesson 13
take a drink/sip (<i>v., intr.</i>) pomte	Lesson 11
take a step (<i>v., intr.</i>) chepte	Lesson 12
take care of (<i>v., tr.</i>) suua	Lesson 6
take over (<i>v., tr.</i>) tovokta	Lesson 9
talk (<i>v., intr.</i>) nooka, eteho	Lesson 3, 15
tall (<i>adj.</i>) teeve	Lesson 13
tamales (<i>n.</i>) nohim	Lesson 22
tattered (<i>adj.</i>) moera	Lesson 13
teach (<i>v., tr.</i>) mahta	Lesson 6
tear down (<i>v., tr.</i>) wiúta	Lesson 30
that (<i>subj. det.</i>) hunu, hunu'u (emphatic)	Lesson 6
that (yonder) (<i>obj. det.</i>) waka	Lesson 8
that (yonder) (<i>subj. det.</i>) waa, wa'a (emphatic)	Lesson 4
the (plural) (<i>subj. det.; obj. det.</i>) ume	Lesson 4, 8
the (singular) (<i>obj. det.</i>) uka	Lesson 8
the (singular) (<i>subj. det.</i>) uu, u'u (emphatic)	Lesson 4
their (<i>det.</i>) vempo'im	Lesson 27
them (<i>obj. pn.</i>) vempo'im, am	Lesson 6, 26

themselves (<i>refl. pn.</i>) emo	Lesson 28
there (<i>adv.</i>) aman	Lesson 17
these (<i>subj. det.; obj. det.</i>) ime	Lesson 4, 8
they (<i>subj. pn.</i>) vempo, im	Lesson 5, 25
this (<i>obj. det.</i>) ika	Lesson 8
this (<i>subj. det.</i>) ii, i'i (emphatic)	Lesson 4
those yonder (<i>subj. det.; obj. det.</i>) wame	Lesson 4, 8
tomorrow (<i>adv.</i>) yoóko	Lesson 5
tortilla, tortillas (<i>n.</i>) tahka'im	Lesson 8
tortoise (<i>n.</i>) mochik	Lesson 23
touch (<i>v., tr.</i>) tahta	Lesson 15
toys (<i>n.</i>) huweetem	Lesson 9
travel (<i>v., intr.</i>) weye: singular subj.; kaáte: plural subj.	Lesson 10
tree (<i>n.</i>) huya	Lesson 8
turkey (<i>n.</i>) ko'ovo'e	Lesson 6

U

us (<i>obj. pn.</i>) itom	Lesson 6
use (<i>v., tr.</i>) sauwa	Lesson 14

V

venerate (<i>v., tr.</i>) yo'ore	Lesson 27
very (<i>adv.</i>) si	Lesson 4
violinist (<i>n.</i>) laveleo	Lesson 32
visit (<i>v., intr.</i>) noite	Lesson 15

W

wait for (<i>v., intr.</i>) voovicha	Lesson 15
walk (<i>v., intr.</i>) weye: singular subj.; kaáte: plural subj.	Lesson 10
walk around (<i>v., intr.</i>) weama: singular subj.; rehte: plural subj.	Lesson 10
want (<i>v., tr.</i>) nake	Lesson 27
wash (<i>v., tr.</i>) vaksia	Lesson 9
watch (<i>v., tr.</i>) vitchu	Lesson 7
water (<i>n.</i>) vaa'am	Lesson 20
watermelon (<i>n.</i>) sakovai	Lesson 21
wave (<i>v., tr.</i>) wíuta	Lesson 30
we (<i>subj. pn.</i>) itepo, te	Lesson 5, 25

weak (<i>adj.</i>) wakila	Lesson 19
went (<i>v., intr.</i>) siika: singular subj.; sahak: plural subj.	Lesson 10
what (<i>q. pn.</i>) hitaa	Lesson 22
what about you? (<i>phrase</i>) emposu	Lesson 22
when (<i>q. adv.</i>) hakwo, hakwosa	Lesson 24
where (<i>q. adv.</i>) hakunsa, haksa	Lesson 24
white (<i>adj.</i>) tosai	Lesson 13
who (<i>q. pn.</i>) havée	Lesson 23
wife (<i>n.</i>) huuvi	Lesson 27
win (<i>v., tr.</i>) koova	Lesson 29
wind (<i>n.</i>) heeka	Lesson 29
withered (<i>adj.</i>) wakila	Lesson 19
woman (<i>n.</i>) hamut	Lesson 7
women (<i>n.</i>) haamuchim	Lesson 28
work (<i>v., intr.</i>) tekipanoa	Lesson 3
worker (<i>n.</i>) tekipanoareo	Lesson 18
world (<i>n.</i>) ánia	Lesson 30
worm (<i>n.</i>) bwíchia	Lesson 7
worn out (<i>adj.</i>) moera	Lesson 13
write (<i>v., tr. intr.</i>) hiohte	Lesson 3

Y

yellow (<i>adj.</i>) sawai	Lesson 14
yes (<i>adv.</i>) heewi	Lesson 21
yesterday (<i>adv.</i>) tuuka	Lesson 5
you (plural) (<i>subj. pn.</i>) ee	Lesson 25
you (singular) (<i>obj. pn.</i>) enchi	Lesson 1, 6
you (singular) (<i>subj. pn.</i>) empo	Lesson 5
you all (<i>obj. pn.</i>) enchim	Lesson 6
you all (<i>subj. pn.</i>) eme'e, 'em	Lesson 5, 25
you all's (your pl.) (<i>det.</i>) enchim	Lesson 27
you still (<i>contraction of "ket ee"</i>) ketché	Lesson 1
your (<i>det.</i>) em	Lesson 27
yourself (<i>refl. pn.</i>) emo	Lesson 28
yourselves (<i>refl. pn.</i>) emo	Lesson 28